

**CORE 24 IMPLEMENTATION TASK FORCE MEETING**  
**January 11, 2010**

**AGENDA**

- 9:00-10:00**            **Informal Conversation/Discussion**
- 10:00-10:45**           **Welcome, Review of Agenda, and General Updates**
- 10:45-12:00**           **Making Core 24 Work for All Students (part 1)**  
*Small group discussion "revisited" (this time with worksheets):*
- *Within the SBE's graduation requirements authority, what policy changes need to be considered in order to make it possible for all students to meet CORE 24 requirements?*
  - *What policy flexibility do districts need in order to provide needed support for struggling students to meet the CORE 24 requirements? What does "support" look like?*
  - *What policy flexibility do districts need in order to provide needed support for students in advanced programs to meet the CORE 24 requirements? What does "support" look like?*
  - *One purpose of the state board of education is to provide advocacy and strategic oversight of public education. In what areas outside the SBE's authority is advocacy needed in order to further the aims of CORE 24?*
- 12:00-12:30**           **Lunch**
- 1:00-1:45**            **Making Core 24 Work for All Students (part 2)**  
*Small group work continued*
- 1:45-2:00**            **Break**
- 2:00-3:00**            **Making Core 24 Work for All Students (part 3)**  
*Large group report out*
- 3:00-4:00**            **Updates on School Funding, Finance Reform and the QEC**  
*Isabel Muñoz Colón, Senior Budget Analyst, OSPI*

**Next Meeting Date: February 5, 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><b>Two-for-One.</b> 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><b>Two-for-One.</b> 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> <del>that has been designated by the district to be equivalent to a core academic course:</del> 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 <del>elective credit</del> <i>additional course.</i> <del>The ITF also talked about limiting students to one “two for one” opportunity.</del></p>	<p><b>Two-for-One.</b> 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 <del>is</del> <i>would be</i> recorded on the transcript, while two graduation requirements <del>are</del> <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><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Provides greater flexibility for students to build other courses into their schedules</li> <li>• Provides greater flexibility for students in skills centers</li> <li>• Will encourage districts to establish course equivalencies, and the process of collaboration among teachers to establish equivalencies could contribute to professional learning communities</li> <li>• <i>Leads to more integrated coursework</i></li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Might require changes to standardized transcript</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• <i>Would this option be offered by all districts or “available” for districts to offer?</i></li> <li>• <i>The concern about transfer students must be remedied for this idea to move forward.</i></li> </ul>

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

## 1/11/2010

Policy	Group Responses	Advantages/Disadvantages
<p><b>Credit Not Defined by Time.</b> 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><b>Concern:</b> 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"> <li>• Might encourage districts to move toward a 7-or 8-period day, but districts could still add hours</li> <li>• Yes, because kids will fail classes, districts will have to create shorter periods. This will create huge issues with collective bargaining</li> <li>• No, six periods should be adequate for most students. Use flexibilities to support struggling students is our recommendation.</li> <li>• It will encourage, but not force districts. Districts could always add time before or after school, during the summer, or through online courses.</li> <li>• It will hopefully encourage more intentional use of time during the day</li> </ul>	<p><i>(Responses in <b>bold</b> have been added to the original list.)</i></p> <p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Consistent with the state's direction toward standards-based learning</li> <li>• Does not artificially connect learning to time</li> <li>• Creates more flexibility for districts to focus on student-centered learning that will enable students to progress at their own rates</li> <li>• 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</li> <li>• Eliminates inconsistencies in the ways districts define and count "instructional hours"</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• May be viewed as less objective, measurable and easy to understand</li> <li>• 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</li> <li>• Creates no minimum, measurable threshold of expectation</li> <li>• <b>It would decrease student-teacher contact time.</b></li> <li>• <b>It may conflict with the new 1,080 hour requirement.</b></li> <li>• <b>If the state eliminates the time-based requirement, the state could say that it is already funding Core 24</b></li> </ul>

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

## 1/11/2010

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<b>Policy</b>	<b>Group Responses</b>	<b>Advantages/Disadvantages</b>
	<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"> <li>• Potentially true that districts could add “window dressing” but less time does not mean less substance.</li> <li>• 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.</li> <li>• 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</li> </ul>	

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

## Policies To Make Core 24 Work for All Students: ITF Work-in-Progress Recommendations 1/11/2010

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Policy	Response (Group 2)	Response (Group 4+)	Advantages/Disadvantages
<p><b>Competency-based Credit.</b> 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. <b><i>Districts may use end-of course state assessments to award credits articulated in a written district policy.</i></b></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><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Provides guidance to districts about competency-based credit</li> <li>• Consistent with the state's direction toward standards-based learning</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• If students know they can earn credit as long as they pass the EOC, they may choose to disregard other course requirements</li> <li>• If students don't have to take the course, they may miss out on aspects of the course not covered by the assessment</li> </ul>

# 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><b>Career Concentration.</b> 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 <del>should</del> shall meet the standards of an exploratory CTE course.</i></p>	<p><b>Group 2 suggested the following revision:</b></p> <p>Fulfill three (3) credits of career concentration courses <del>by taking: CTE courses; credited, work-based learning experiences; approved independent study, and/or general education courses</del> 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 <del>should</del> shall meet the standards of an exploratory CTE course.</p>	<p><b>Group 3 suggested the following revision:</b></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 <del>should</del> shall meet the standards of an exploratory CTE course.</p> <p><b>Group 4 endorsed the policy as originally written.</b></p>	<p><i>(No changes were made to the advantages/disadvantages.)</i></p> <p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Provides sufficient flexibility to address different students' needs</li> <li>• Retains core (employability and leadership skills) of occupational education requirement</li> <li>• Connects High School and Beyond Plan with course selection</li> <li>• "CADRs" allows more flexibility for small schools with limited CTE programs</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• Relies on a High School and Beyond planning process that may not exist yet in some schools</li> </ul>

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

## 1/11/2010

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Policy	Advantages	Disadvantages	Questions for Idaho
<p><b>Middle School Student Accountability.</b> 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 7<sup>th</sup> 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"> <li>• Provide accountability for meeting grade level standards in middle school</li> <li>• Reduces need for some remediation at high school</li> <li>• Begins credit concept at early age</li> </ul> <p>(Group 4)</p> <ul style="list-style-type: none"> <li>• Moves the freshman struggle (this is real) earlier (could also be a disadvantage)</li> <li>• Gives students and parents more of an awareness of importance of school</li> <li>• Adds more buy-in</li> </ul>	<p>(Group 3)</p> <ul style="list-style-type: none"> <li>• Goes against research about student retention</li> <li>• De-motivational effect</li> <li>• Facilities issue</li> </ul> <p>(Group 4)</p> <ul style="list-style-type: none"> <li>• We lack wrap-around support for middle level kids who struggle</li> <li>• We don't have a differentiated second year of similar curriculum (definition of insanity...expect a different result)</li> <li>• Forces growing up earlier—do we want this?</li> <li>• Age—developmental levels</li> </ul>	<ul style="list-style-type: none"> <li>• How does summer school work to move on to next grade level?</li> <li>• Positive reward vs. punitive accountability system.</li> <li>• How does state assessment play into it?</li> </ul>

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

## 1/11/2010

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Policy	Response (Group 4)	Advantages/Disadvantages
<p><b>Permit local administrators to waive state-mandated graduation requirements for students who receive an IB Diploma or Cambridge Diploma</b></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><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Internationally-benchmarked curriculum that is rigorous</li> <li>• Gives IB students flexibility</li> <li>• Without it, IB kids on a 6-period day would be almost impossible</li> <li>• Still has 24 credits; rigor and college prep</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• Most districts can't offer IB</li> <li>• How many kids take IB classes but don't get the diploma?</li> </ul>

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

# Core 24 Implementation Task Force Recommendations

## **A Presentation to the Washington State Board of Education**

November 12, 2009

Dr. Jennifer Shaw, Co-chair, ITF  
Dr. Mark Mansell, Co-chair, ITF

# CORE 24 ITF Phase-In Recommendations

The ultimate success of students' meeting the requirements of CORE 24 depends on a systems approach across the K-12 spectrum. The ITF believes the framework articulated in ESHB 2261 addresses much of the necessary supports needed to meet this essential work on behalf of the students across the state. With that in mind and based on the ITF's current awareness of the issues with this work, the following recommendations are put forward for consideration by the SBE.

# ITF Recommendation #1

Stable funding in categories articulated in ESHB 2261 must be provided to support the implementation of CORE 24 for at least grades 8 through 12. In particular, funding to meet class size standard, extra support for high poverty schools, guidance and counseling, as well as resources aimed at supporting struggling students are essential.

# ITF Recommendation #2

Once funding begins, the ITF believes districts will need one year for planning purposes and five years to make the relevant changes needed to graduate the first students meeting CORE 24 expectations (beginning with students in the eighth grade of the first graduating class affected by the new requirements).

# Additional Consideration

The ITF also remains concerned about the facilities needs associated with the increase in graduation requirements. We believe that many high schools will need to create and/or repurpose space to provide appropriate learning environments to meet these increased course requirements.

# For more information

Go to the SBE website:

<http://www.sbe.wa.gov>

Contact:

Kathe Taylor, Policy Director

[kathe.taylor@k12.wa.us](mailto:kathe.taylor@k12.wa.us)

**CORE 24**  
Results Overview



Date: 1/5/2010 10:31 AM PST  
Responses: Completes  
Filter: No filter applied

1. 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: 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 with course selection Disadvantages: • Relies on a High School and Beyond planning process that may not exist yet in some schools

#	Response
1	<p><b>Practicality/Workability at the local level</b> This system is very rigid. Any assistance in helping with flexibility for kids will be helpful.</p>
2	<p><b>Practicality/Workability at the local level</b> Will provide much flexibility in designing programs for individual students. <b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> Hi degree of integrity - meets the needs and passions of individual students as they prepare for life after high school.</p>
3	<p><b>Practicality/Workability at the local level</b> Ideally, a great concept but with our small rural district and sharing jr high and high school teachers, this is impossible! <b>Personalization: Will meet individual needs</b> For some maybe, for others no way. The HS and Beyond plans are made for these kids as freshmen, most have no idea what they are wanting to do. And, to base courses of what they put down. Isn't the High School and Beyond plan to get some basic goals set and get them to seriously think about a direction, not establish a direction. <b>Equitable: Can be implemented across districts:</b> Not in a small rural district that can barely offer the basic courses. <b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> Once again, being based off the a plan that isn't set in stone. What happens when a kid chages their mind?</p>
4	<p><b>Practicality/Workability at the local level</b> I would support if there is a lot of flexibility for a smaller school to meet the requirement. <b>Personalization: Will meet individual needs</b> Again, flexibility is key. For students that want a career requiring a degree, then this requirement should be met with college readiness courses. <b>Equitable: Can be implemented across districts:</b> I think this could be more difficult for smaller districts with one smaller high school. Small schools don't have the resources to offer a lot of options.</p>
5	<p><b>Practicality/Workability at the local level</b> We are a small district (50 students 9-12) and we only have one state approved CTE program. Our students would have to have off campus or internet options to fulfill this obligation. We do have students look at CTE options in their high school and beyond plans. <b>Personalization: Will meet individual needs</b> More online and off campus opportunities would have to be avialable than what we have now to hit every students CTE interests. <b>Equitable: Can be implemented across districts:</b> Funding would be key. Online and off campus opportunities for our students would have to be funded.</p>
	<p><b>Practicality/Workability at the local level</b> I am unfamiliar with the specific "standards of an exploratory CTE course," so I don't necessarily approve the final criterion.</p>

6 **Personalization: Will meet individual needs**  
Students who are not ready to commit themselves to a career path during high school (traditionally the group best served by liberal arts colleges) feel burdened by career-focused requirements. This language, "and/or general education courses that prepare students for postsecondary education," gives these students some consideration, but the overall requirement remains problematic for these individuals.

**Equitable: Can be implemented across districts:**  
I believe that the availability of meaningful career-readiness opportunities will be extremely dependent on the beliefs and attitudes of local school personnel and the nature of the district's/school's community. For example, students in Reardan with a professional interest in international business will not have opportunities equitable to those offered on Mercer Island.

7 **Practicality/Workability at the local level**  
I strongly disapprove for the following reasons: I want all of our students to be able to access and take CTE courses as well as being "college prep". Students should not have to pick one or the other. With budget cuts coming, there will be fewer and fewer CTE courses. Not all schools have them now. How can CORE 24 possibly work?????? We require 30 credits (our students have the opportunity to earn 33 credits) and our students get to do it all -- and the majority do -- including taking 2 years of foreign language. And -- they do excellent with any post HS choice they make!

**Personalization: Will meet individual needs**  
See above comments. CORE 24 does not guarantee that individual needs will be met.  
**Equitable: Can be implemented across districts:**  
See above comments. It is an irresponsible assumption to think that this will be an option for all students in all schools. If schools could afford to have CTE programs they would have them now.  
**Integrity: Maintains integrity of intent to prepare all students for career/college**  
I do not believe that the mandates in CORE 24 are the only way to get at preparing all students for career/college. Those of us that have systems that are working, should be exempt from these mandates!!!!!!

**Practicality/Workability at the local level**  
Since there is no space allotted for general comments, I give them only on this first set of questions. Overall, Core 24 is a misguided idea. We live in an age that insists on a research base yet the Core 24 proposal presents no research demonstrating that increasing graduation requirements will improve student learning. Furthermore, even if such research could be provided (unlikely, since it is doubtful that such standardization can improve learning), the scientifically oriented research would fail to address normative questions which are completely ignored. Such questions include, "Should graduation requirements exist?" "What should the philosophy of education be in a democracy?" "Should standardization of educational requirements be attempted when the human spirit--a spirit both rational and free by nature--resists standardization as an affront to its freedom.

8 **Personalization: Will meet individual needs**  
Mandates at the state level are contrary to the idea of personalization. Authority should fall to families and the local school board.

**Equitable: Can be implemented across districts:**  
State level mandates cannot take into account all the variability that exists across districts. Authority should be vested in families and the local school board.

**Integrity: Maintains integrity of intent to prepare all students for career/college**  
There may be integrity of intent but lack of foresite in terms of means. First of all, preparation for career/college does not define the purpose of education. These considerations must be subordinate to the overarching purpose of education, which is twofold: 1. Formation of the intellects and wills of each human person, individuals who are rational and free by nature 2. Formation of good citizens within a state ordered to the common good Consideration of career/college interests are certainly essential and important. However, they must be considered subordinate to the growth of each human person and the society in which he or she will live and work. Too much of the conversation about education today puts the career/college consideration at the top of the list and neglects completely the overarching twofold purpose of education. The purpose of education cannot be accomplished by mandates that standardize individuals.

9 **Practicality/Workability at the local level**  
This flexibility allows for the maximum impact.

**Personalization: Will meet individual needs**  
All of these requirements are, of course, trumped by an I.E.P.

**Equitable: Can be implemented across districts:**  
N/A  
**Integrity: Maintains integrity of intent to prepare all students for career/college**  
The cited disadvantage is not a disadvantage.

10 **Practicality/Workability at the local level**  
Small school's ability to offer enough CTE offerings to meet needs of students

11 **Practicality/Workability at the local level**  
Vital to the continuation of CTE classes.

**Equitable: Can be implemented across districts:**  
Do all small schools have a variety of CTE classes to generate 3 credits prior to graduation?

	<p><b>Equitable: Can be implemented across districts:</b> As a small, rural school students may have difficulty taking an exploratory CTE course unless it fits in with their identified individual plan.</p>
12	<p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> I like the idea of incorporating CTE or similar courses into every student's program of study. This adds breadth and depth to the high school experience and also recognizes the fact that no every student will go to college.</p>
13	<p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> I hope it is clear that "CAREER/COLLEGE" includes community college courses and/or degrees.</p>
14	<p><b>Practicality/Workability at the local level</b> 1. We have limited space for these classes, and this would increase our current high school requirement by 2 credits. 2. Some students do not intend to follow a CTE type path. They would prefer more AP classes. 3. CTE classes no longer address the needs of our students who find academic classes difficult... who excel in "work of the hands"... because of the increased math requirements.</p>
15	<p><b>Practicality/Workability at the local level</b> Skills Centers need to be a part of this equation. <b>Personalization: Will meet individual needs</b> Only if it remains up to local control as to the flexibility. <b>Equitable: Can be implemented across districts:</b> What happens to the students who don't pass of of their other academic classes? <b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> I think that this is the intent but will not be the reality.</p>
16	<p><b>Practicality/Workability at the local level</b> CTE courses need to be required. The reason CTE courses are approved by the state is to guarantee that course content and student learning meet business recommended competencies. General academic courses or general electives are not required to do that. This allows schools to eliminate CTE courses for less rigorous content. <b>Personalization: Will meet individual needs</b> There are a variety of CTE courses that allow students to explore and to specialize. They are under-used for many students because of the ease of taking less rigorous electives. This proposal will allow more students to take the "easy way out" to graduate. CTE courses should be an intricate part of a student's graduation requirement. <b>Equitable: Can be implemented across districts:</b> There is nothing un-equitable about CTE courses. The problem is that students will be able to take "easy, non-rigorous, elective courses that are not approved by the state. <b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> The reason CTE courses are approved by the state is to guarantee that students meet business recommended competencies. General academic courses or general electives are not required to do that.</p>
17	<p><b>Practicality/Workability at the local level</b> I think it will be abused. You will end up seeing a bunch of TA's and people claiming they are all wanting to be a teacher. It needs to be restricted to CTE approved courses. <b>Personalization: Will meet individual needs</b> It is to be flexible and will give to many people, students and staff an easy way out. <b>Equitable: Can be implemented across districts:</b> If the concern is for smaller district then let them apply for a waiver of some sorts.</p>
18	<p><b>Personalization: Will meet individual needs</b> There is not enough staff to personalize for each student. In my school the counselor/student ratio is 400:1</p>
19	<p><b>Practicality/Workability at the local level</b> I approve of the concept; but it remains to be seen if we have the capacity with staff and facilities to fulfill this obligation. <b>Equitable: Can be implemented across districts:</b> We are a small district and implementation if done correctly could be done; but as stated above; I am not sure we have the capacity to do so.</p>
20	<p><b>Practicality/Workability at the local level</b> who manages this, tracks it, etc.? <b>Personalization: Will meet individual needs</b> will meet the individual needs but will concern some parents and students that they are locked into a track. <b>Equitable: Can be implemented across districts:</b> theoretically can be implemented but by who?</p>
21	<p><b>Practicality/Workability at the local level</b> In practical terms, I worry about quality control for kids. Do schools have the time to attack this initiative? <b>Equitable: Can be implemented across districts:</b> I really wonder and worry for small district with limited resources - large districts who struggle with personalization.</p>
22	<p><b>Practicality/Workability at the local level</b> May reduce academic choices for students. Requires staff to insure proper planning with students.</p>

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

#	Response
1	<p><b>Practicality/Workability at the local level</b>            The guidelines need to be clearly stated.</p> <p><b>Personalization: Will meet individual needs</b>            If high standards are maintained.</p>
2	<p><b>Equitable: Can be implemented across districts:</b>            My concern is how the "2 for 1" will be implemented in different school districts. We would need strong state parameters.</p>
3	<p><b>Practicality/Workability at the local level</b>            Ideally, nice, but not fair to all kids when our district can't provide these types of courses in their area due to staffing limitations. Great idea, though.</p> <p><b>Personalization: Will meet individual needs</b>            For those kids we can serve.</p> <p><b>Equitable: Can be implemented across districts:</b>            Small, rural district</p>
4	<p><b>Practicality/Workability at the local level</b>            This will take some work, but is needed to provide flexibility and options for students.</p> <p><b>Personalization: Will meet individual needs</b>            Again, flexibility is the key to individualize a student pathway.</p> <p><b>Equitable: Can be implemented across districts:</b>            Again, I think this may be more difficult for smaller schools, but that currently is the case.</p>
5	<p><b>Practicality/Workability at the local level</b>            Concerned about smaller districts ability to offer this option unless the on-line option can be considered.</p> <p><b>Personalization: Will meet individual needs</b>            Depends on the abilities/ambitions of the students.</p> <p><b>Equitable: Can be implemented across districts:</b>            Please see comment in box 1.</p> <p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b>            Too dependent on variable factors.</p>
6	<p><b>Practicality/Workability at the local level</b>            This is one flexibility option that would have to be considered to make Core 24 work for all sizes of districts.</p> <p><b>Personalization: Will meet individual needs</b>            This would aid in meeting all student needs.</p> <p><b>Equitable: Can be implemented across districts:</b>            The differences between districts could be work out and would need to be worked out before being put in place.</p>
7	<p><b>Practicality/Workability at the local level</b>            Raises tremendously problematic issues around crediting</p> <p><b>Personalization: Will meet individual needs</b>            Unclear how this would individualize beyond introducing a "shortcut"</p> <p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b></p>

	<p>Only if "2 for 1" accomplishes the same objectives as "2 for 2" would. No way to know this from the suggested guidance.</p>
8	<p><b>Practicality/Workability at the local level</b> We do not currently need this.....however - For us, this would be a good thing -- as long as the flexibility is the guarantee. We can deal with the transcript.</p> <p><b>Personalization: Will meet individual needs</b></p> <p>See above comments. If we have to do this.</p> <p><b>Equitable: Can be implemented across districts:</b> This will not be able to be implemented across all districts.</p> <p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> See above comments. This is a major flaw in the concept.</p>
9	<p><b>Practicality/Workability at the local level</b> Geater degree of guidance. Perhaps only allow advanced or upper level courses in all pathways.</p> <p><b>Personalization: Will meet individual needs</b> This is the greatest postive factor.</p> <p><b>Equitable: Can be implemented across districts:</b> N/A</p> <p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> This is of greatest concern. The way to maintain integrity is to (1) allow only for advanced or nongateway courses in each pathway and (2) directly attached to the High School and Beyond Plan</p>
10	<p><b>Practicality/Workability at the local level</b> It can be done, but will require significant work to get it off the ground. We currently have a policy that allows this, but do not currently have any equivalent courses.</p> <p><b>Equitable: Can be implemented across districts:</b> We will need to get on the "same page" as school districts to make this work. Now as I see it equivalency credits are very dependent upon the teacher, administrator, etc.</p>
11	<p><b>Practicality/Workability at the local level</b> More record keeping required at school level but the added benefit for the student makes it worthwhile.</p> <p><b>Personalization: Will meet individual needs</b> Provides additional flexibility to the student which would be a significant issue to address when considering Core 24.</p> <p><b>Equitable: Can be implemented across districts:</b> Probably easier for small districts with fewer students to track additional information.</p>
12	<p><b>Practicality/Workability at the local level</b> If you have to implement this requirement, this offers a way to meet needs.</p>
13	<p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> Depends on the class that is taken and what the student's intent is for the class (must take it so I will or I want to take it).</p>
14	<p><b>Practicality/Workability at the local level</b> Would be a flexible option that would open courses for students.</p> <p><b>Equitable: Can be implemented across districts:</b> With time and training</p> <p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> Is more flexible and provide student OPTIONS</p>
15	<p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> As long as it is a CTE course.</p>
16	<p><b>Practicality/Workability at the local level</b> I agree that this will be difficult if it is not standard accross the state.</p>
17	<p><b>Practicality/Workability at the local level</b> There would need to be a WAC that stipulated that if the sending school took the credit for an academic area, that the receiving school must also do that.</p> <p><b>Equitable: Can be implemented across districts:</b> That is the question, isn't it.</p>
18	<p><b>Practicality/Workability at the local level</b> with definitions established this could work and is in the best interests of the student</p>
19	<p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> This is loose - but could pilot different aspects or identify promising practices at districts and use those as the model.</p>

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3. The ITF recognizes that CORE 24 could work with any schedule, but the current time-based requirement creates inconsistencies across different types of schedules. Different policies may be needed to assure that whatever type of schedule a school adopted, they could still meet the CORE 24 requirements. The ITF will revisit this at upcoming meetings. One consideration is to eliminate the time-based WAC definition of a credit. 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 allowing students to progress at their own rates • Acknowledges the realities of online learning • 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 be viewed as less objective or measurable • 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

#	Response
1	<b>Practicality/Workability at the local level</b> Old habits of kids, teachers, and parents will be hard to change.
2	<b>Practicality/Workability at the local level</b> We will need to do so if kids can get to 24 credits ... and have a 6 period schedule. <b>Equitable: Can be implemented across districts:</b> I am not sure that it can be done in individual districts in an equitable manner.
3	<b>Practicality/Workability at the local level</b> For true reform to take hold, time must become more flexible, with learning and standards becoming the base. <b>Personalization: Will meet individual needs</b> Absolutely essential to help students create an individualized plan of study. <b>Equitable: Can be implemented across districts:</b> This is the trickiest part. If the standards are very clear and defined, then this will work. However, it is a step away from local level control.
4	<b>Practicality/Workability at the local level</b> Would take innovative minds to restructure schedules, etc. to meet requirements. <b>Personalization: Will meet individual needs</b> If school year could extend beyond 180 days; hours were extended; on-line courses and class challenges were to be put in place. <b>Equitable: Can be implemented across districts:</b> Class/credit tracking could become more challenging; small districts may not be able to accommodate offerings. <b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> Not sure they are not adequately prepared now. Will this increase the drop out rate?
5	<b>Practicality/Workability at the local level</b> This would work if funding and expectations for all students to finish in 4 years was a part of the conversation. Funding to work with students who struggle or get behind would need to be a big part of this.
6	<b>Practicality/Workability at the local level</b> Will pose substantial organizational challenges, but -- in my opinion -- they are good problems to face. <b>Personalization: Will meet individual needs</b> Potentially a GREAT service to talented and gifted students. <b>Equitable: Can be implemented across districts:</b> To the degree that the state is successful in moving all practitioners to standards-based thinking and practice.... <b>Integrity: Maintains integrity of intent to prepare all students for career/college</b>

	Enhances the integrity of the intent by focusing on the acquisition of skills, understanding, and dispositions (rather than endurance).
7	<p><b>Practicality/Workability at the local level</b>  Districts who currently are not offering enough credits will need to switch schedules to allow that possibility. We have a modified block schedule. I also know that if we need to reduce HS staff because of reduced funding -- one way to do that is to move back to a 6 period day -- that is a less expensive schedule to staff. We will not be able to offer as many credits. We also believe that the schedule we have -- offering 33 credits and allowing students opportunities to take CTE credits which we believe in our school are college prep -- is the best one for kids. I do not believe that all districts will put this into practice in the same way. There will be corners cut if they can find a way.</p> <p><b>Personalization: Will meet individual needs</b>  See above comments.</p> <p><b>Equitable: Can be implemented across districts:</b>  See above comments.</p> <p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b>  See above comments.</p>
8	<p><b>Practicality/Workability at the local level</b>  This causes some concerns as far as a measureable outcome - standard; however, the time requirement does not encourage a standard/outcomes validation either.</p> <p><b>Equitable: Can be implemented across districts:</b>  N/A</p> <p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b>  This causes some concerns as far as a measureable outcome - standard; however, the time requirement does not encourage a standard/outcomes validation either.</p>
9	<p><b>Practicality/Workability at the local level</b>  Could become a vehicle for reduced state financial support.</p>
10	<p><b>Practicality/Workability at the local level</b>  Most teachers recognize that they can't get through all the curriculum they need to now. I am ok with eliminating seat time, just need something else in place. I can see more courses going longer than shorter if it were truly competency based.</p> <p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b>  Would be dependent on district procedures.</p>
11	<p><b>Practicality/Workability at the local level</b>  I thought one of the main reasons to implement CORE 24 was to create consistency. If a credit is not defined, would that not create inconsistency?</p>
12	<p><b>Practicality/Workability at the local level</b>  I would be worried about the possible tradeoffs that might negatively impact the quality of the individual educational program.</p> <p><b>Equitable: Can be implemented across districts:</b>  On the surface, it appears this might lower expectations and affect the overall educational offerings in schools.</p>
13	<p><b>Practicality/Workability at the local level</b>  How will colleges and universities see it?</p> <p><b>Equitable: Can be implemented across districts:</b>  Would need some serious considerations.</p>
14	<p><b>Personalization: Will meet individual needs</b>  Core 24 is a bad idea and will only encourage more students to drop out. Why are we forcing students to earn more credits for graduation when many of the lower achieving students feel they are behind already? Core only meets the needs of college bound students and not ALL students.</p>
15	<p><b>Practicality/Workability at the local level</b>  Only with clear standards and assessments</p> <p><b>Personalization: Will meet individual needs</b>  With well trained staff</p> <p><b>Equitable: Can be implemented across districts:</b>  Hard to tell.</p> <p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b>  Much more flexibility</p>
16	<p><b>Practicality/Workability at the local level</b>  The problem will be .... This proposal will not follow through on this and it will leave CTE courses with less time in an already crowded student's schedule.</p> <p><b>Practicality/Workability at the local level</b></p>

17	Would need more information about the intent of the change.
18	<p><b>Practicality/Workability at the local level</b>  Because the school calendar is set-and we work on semesters, if a student moved through all of the learning targets mid way through the semester they would still have to sit through the remainder of the class. I don't believe that the timelines are flexible enough for this to be advantageous for students.</p> <p><b>Personalization: Will meet individual needs</b>  If students were not bound by the guidelines of semester this would be advantageous to students, but I don't see this as a reality in a comprehensive high school</p>
19	<p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b>  Only if there are clear expectations outlined in state and district policy</p>
20	<p><b>Practicality/Workability at the local level</b>  It places us in the position of evaluating experiences/studies outside of the students' day in ways that we may not feel competent to do so. Martial arts lessons would be one example. Did the sifu/sensei spend the entire hour correcting the student's form, or was most of the hour practice?</p>
21	<p><b>Equitable: Can be implemented across districts:</b>  When you talk schedule you talk dollars - this will be of some difficulty for small districts- K-12 who have so many other variables that include elementary schedules, middle level needs and limited resources.</p>
22	<p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b>  This all would depend upon how school districts manage this and the level of standards that students must meet to gain a credit. Although this is currently true in our current set-up.</p>

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4. Consideration: Permit students who meet proficiency on end-of-course state assessments to earn credit, even if they fail the course Note: Individual districts could elect to grant credit in this way today, based on the SBE's current WAC that defines a high school credit. Whether this statement would become part of the SBE's WAC is the issue. The ITF will be returning to this question and seeking feedback from stakeholders on key questions such as, "Does a student have to take the course at all? Is proficiency on an end-of-course (EOC) assessment sufficient to earn credit? What if a student asks to take the EOC assessment before ever taking the course (assuming this were feasible)-and the student passes the EOC?" Advantages: • Provides guidance to districts about competency-based credit • Consistent with the state's direction toward standards-based learning Disadvantages: • 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

#	Response
1	<b>Practicality/Workability at the local level</b> Old habits of teachers and parents will be hard to change.
2	<b>Equitable: Can be implemented across districts:</b> Very equitable.
3	<b>Practicality/Workability at the local level</b> There is a financial piece to this also. If we give credit for passing the EOC assessment, then we will lose FTE based on current funding formulas. A better option would be to waive the course requirement, but still require the full number of credits. This would allow a student to take higher levels of the discipline. <b>Personalization: Will meet individual needs</b> This would help students who already have the skills and knowledge. But the assessments are minimum requirements. There are so many other things learned in a course besides just the items that can be assessed. <b>Equitable: Can be implemented across districts:</b> I think this can be implemented across districts. I disagree with the idea, but it is easier to implement than the other ones.
4	<b>Practicality/Workability at the local level</b> If the student can demonstrate proficiency in the material, this should be allowed so he/she can move on and take more challenging coursework. <b>Personalization: Will meet individual needs</b> Yes. Allows student to move on to new learning. <b>Equitable: Can be implemented across districts:</b> Yes. <b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> Yes.
5	<b>Practicality/Workability at the local level</b> This will not sit well with some teachers. We have students who should have the option of challenging courses and credits. There are many reasons why a student may fail a class or not receive credit that have nothing to do with their ability or competency in a subject.
6	<b>Practicality/Workability at the local level</b> Provided access to valid and reliable assessments <b>Equitable: Can be implemented across districts:</b> Provided access to valid and reliable assessments <b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> Enhances the integrity of the intent by focusing on the acquisition of skills and understanding (rather than classroom compliance).
	<b>Practicality/Workability at the local level</b>

7	<p>I do not agree with using EOC if they fail the class. This would create HUGE problems!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!</p> <p><b>Personalization: Will meet individual needs</b> It will create more and more problems when students simply do not want to do the work. This will not help students.</p> <p><b>Equitable: Can be implemented across districts:</b> This will be very inequitably implemented.</p> <p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> See all above comments. Thanks for listening!</p>
8	<p><b>Practicality/Workability at the local level</b> This is practical.</p> <p><b>Personalization: Will meet individual needs</b> High Marks - more focus toward standards, rather than time.</p> <p><b>Equitable: Can be implemented across districts:</b> N/A</p> <p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> Is the EOC or any state standardized assessment a measure of a students proficiency or ability to meet a minimum standard?</p>
9	<p><b>Practicality/Workability at the local level</b> EOC's would need to be more specific to meeting actual EALR's rather than what we have seen from the state to date.</p> <p><b>Personalization: Will meet individual needs</b> Many times the student doesn't know what meets thier needs until they are into the curriculum.</p> <p><b>Equitable: Can be implemented across districts:</b> From a standpoint of EOC, dependent on if the EOC is district developed or state.</p> <p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> May or may not. Depends on the program.</p>
10	<p><b>Practicality/Workability at the local level</b> Small schools could realize substantial negative consequences related to scheduling under this proposal.</p> <p><b>Personalization: Will meet individual needs</b> I believe students would be tempted to put forth less than their best effort and in effect "gamble" on passing the end of course assessment to obtain a credit regardless of the grade earned in that class.</p> <p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> I believe this proposal would unintentionally dilute the performance of students in classes offering this option.</p>
11	<p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> Students would opt to not try or retake exams that they have failed hoping to pass the final. What expectations will there be on the instructors to get students ready to take the final in order to pass the class?</p>
12	<p><b>Personalization: Will meet individual needs</b> This does provide some flexibility</p> <p><b>Equitable: Can be implemented across districts:</b> Only wit htime and training</p> <p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> Might lets some students slip back.</p>
13	<p><b>Personalization: Will meet individual needs</b> Would be concerned about a blanket approach to this. I think we would be setting some students up for failure, I think they should be allowed to test out of a class at the beginning of a term (state law currently provides for this).</p>
14	<p><b>Equitable: Can be implemented across districts:</b> This would need to be uniform accross districts. Students who knew that they could "test through" courses may choice into districts that allow this</p> <p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> I don't know that this is a great model for all students. My concern is that students may put all of their faith in EOC and not ivest their energy during the course.</p>
15	<p><b>Practicality/Workability at the local level</b> I am a firm believer if students demonstrate competency of course subject matter; why have them take the course? We lose many extremely bright students this way.</p>
16	<p><b>Practicality/Workability at the local level</b> we need flexibility in our system for students who are advanced and those who struggle with jumping through hoops such as seat time.</p> <p><b>Equitable: Can be implemented across districts:</b> standard EOC exams will make this possible</p> <p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b></p>

seat time does not equal learning

17	<p><b>Equitable: Can be implemented across districts:</b> Yes- requires so much new learning and understanding of assessment - curriculum- what is essential.</p> <p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> So much of a paradigm shift that it boggles many educators minds. Ken O'Conner the guru of this movement would need to do some serious work at regional conferences and districts along with their leadership need to get on board. I talk with many seasoned veterans that do not buy this- I like having a clear standard and if the student can meet it - great move them forward.</p>
18	<p><b>Practicality/Workability at the local level</b> I think forcing students to sit through content they are already proficient with is illadvised, however actually making this work could be difficult.</p> <p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> Not sure it does prepare adequately.</p>
19	<p><b>Integrity: Maintains integrity of intent to prepare all students for career/college</b> This has very little to do with career and college. The latest national review of our state standards places our tests and standards far below many other states and international benchmarks. This is something to consider to help kids graduate but does not ensure that students are college or career ready since the standards measure minimal high school proficiency (many studies have these placed at junior high levels for our state).</p>

## Zoomerang Survey Results

### CORE 24 NEWASA Dec, 2009

**1. 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: 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 with course selection Disadvantages: • Relies on High School Based Learning process that may not exist in some schools**

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Disapprove of Consideration	Disapprove of Consideration	Undecided	Approve of Consideration	Strongly Approve of Consideration
Practicality/Workability at the local level	14 20%	9 13%	5 7%	25 35%	18 25%
Personalization: Will meet individual needs	12 17%	8 11%	4 6%	33 47%	13 19%
Equitable: Can be implemented across districts:	12 17%	13 19%	17 24%	16 23%	12 17%
Integrity: Maintains integrity of intent to prepare all students for career/college	15 21%	6 9%	4 6%	27 39%	18 26%

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

**Advantages: •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 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**

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Disapprove of Consideration	Disapprove of Consideration	Undecided	Approve of Consideration	Strongly Approve of Consideration
Practicality/Workability at the local level	5 7%	7 10%	7 10%	31 44%	20 29%
Personalization: Will meet individual needs	3 4%	4 6%	6 9%	27 39%	29 42%
Equitable: Can be implemented across districts:	9 13%	8 12%	16 23%	23 33%	13 19%
Integrity: Maintains integrity of intent to prepare all students for career/college	7 10%	9 13%	12 17%	25 36%	16 23%

**3. The ITF recognizes that CORE 24 could work with any schedule, but the current time-based requirement creates inconsistencies across different types of schedules. Different policies may be needed to assure that whatever type of schedule a school adopted, they could still meet the CORE 24 requirements. The ITF will revisit this at upcoming meetings. One consideration is to eliminate the time-based WAC definition of a credit. 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 allowing students to progress at their own rates
- Acknowledges the realities of online learning
- Eliminates existing inconsistencies created by different schedules

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Strongly Disapprove of Consideration	Disapprove of Consideration	Undecided	Approve of Consideration	Strongly Approve of Consideration
Practicality/Workability at the local level	4 6%	9 13%	9 13%	33 48%	14 20%
Personalization: Will meet individual needs	4 6%	4 6%	8 12%	32 47%	20 29%
Equitable: Can be implemented across districts:	10 15%	6 9%	17 25%	23 34%	12 18%
Integrity: Maintains integrity of intent to prepare all students for career/college	7 10%	6 9%	18 27%	21 31%	15 22%

**4. Consideration: Permit students who meet proficiency on end-of-course state assessments to earn credit, even if they fail the course. Note: Individual districts could elect to grant credit in this way today, based on the SBE's current WAC that defines a high school credit. Whether this statement would become part of the SBE's WAC is the issue. The ITF will be returning to this question and seeking feedback from stakeholders on key questions such as, "Does a student have to take the course at all? Is proficiency on an end-of-course (EOC) assessment sufficient to earn credit? What if a student asks to take the EOC assessment before ever taking the course (assuming this were feasible)-and the student passes the EOC?" Advantages:**

- Provides guidance to districts about competency-based credit
- Consistent with the state's direction toward standards-based learning
- Disadvantages: If students know they can earn credit before they pass the EOC they

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Strongly Disapprove of Consideration	Disapprove of Consideration	Undecided	Approve of Consideration	Strongly Approve of Consideration
Practicality/Workability at the local level	10 14%	7 10%	15 21%	24 34%	14 20%
Personalization: Will meet individual needs	9 13%	4 6%	14 20%	28 41%	14 20%
Equitable: Can be implemented across districts:	7 10%	8 12%	16 24%	22 32%	15 22%
Integrity: Maintains integrity of intent to prepare all students for career/college	12 18%	12 18%	15 22%	19 28%	10 15%

## CORE 24 Implementation Task Force Work Plan<sup>1</sup>

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	<b>ITF Board charge:</b> Make recommendations about ways to provide appropriate career preparation options, as well as career concentration options <b>Outcomes:</b> Preliminary recommendations/considerations for: <ul style="list-style-type: none"> <li>• operational definitions of career concentration</li> <li>• “two for one” or “credit plus” policy</li> </ul>
May 18, 2009	<b>ITF Board charge:</b> 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 <b>Outcomes:</b> Preliminary recommendations/considerations for: <ul style="list-style-type: none"> <li>• What might be needed from the state level to increase the practice of awarding competency-based credit</li> <li>• Instructional hour definition of a credit</li> <li>• Ways to make CORE 24 work with different types of school schedules</li> </ul>
August 14, 2009	<b>ITF Board charge:</b> Make recommendations about ways to phase in CORE 24, addressing issues such as teacher supply, infrastructure, etc. <b>Outcomes:</b> 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	<b>ITF Board charge:</b> 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] <b>Outcomes:</b> Preliminary recommendations/considerations concerning phase-in; preliminary discussion on ways to assist the system to support particular groups of students
November 2, 2009	<b>ITF Board charge:</b> Make recommendations about phase-in <b>Outcomes:</b> Preliminary recommendations/considerations concerning phase-in
January 11, 2010	<b>ITF Board charge:</b> Make recommendations about ways to assist struggling students with credit retrieval and advancing their skills to grade level [and flexibility to accommodate all students] <b>Outcomes:</b> Preliminary recommendations/considerations for state-level policy flexibility needed to support particular groups of students
February 5, 2010	<b>ITF Board charge:</b> 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 <b>Outcomes:</b> Preliminary recommendations/considerations to analyze: <ul style="list-style-type: none"> <li>• The advisability and logistics of satisfying high school requirements in middle school</li> <li>• What needs to happen in middle school to increase the likelihood students will enter high school prepared for high school level work</li> <li>• Guidelines for the High School and Beyond Plan</li> <li>• Process for electing an alternative college or career emphasis</li> </ul> <b>Outcomes:</b> 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

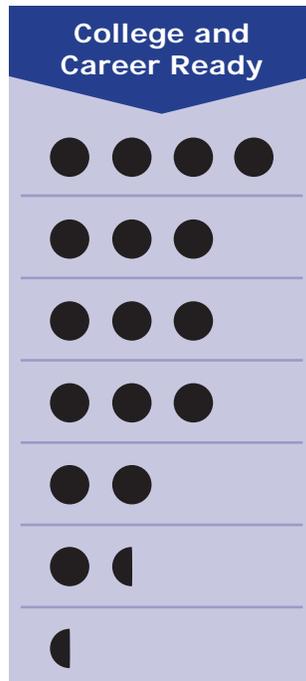
<sup>1</sup> Revised January 2010



# Opening Doors with Core 24

**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



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

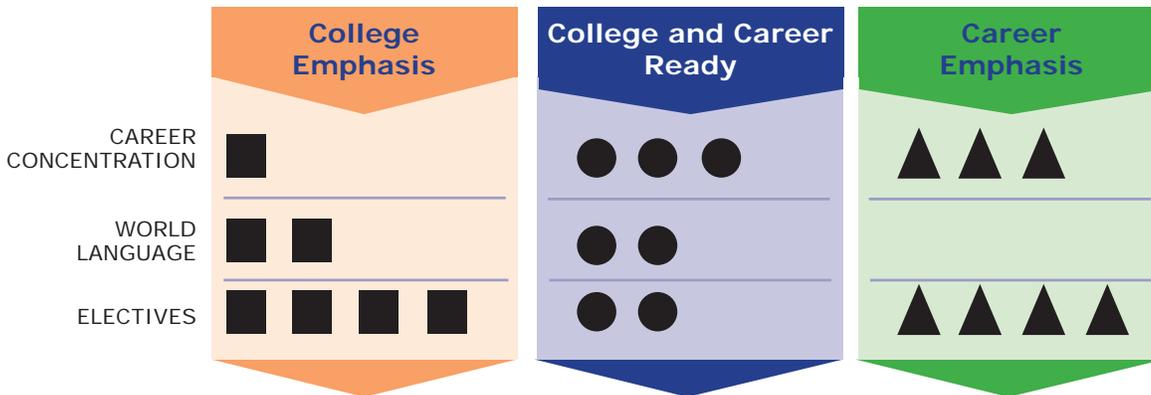
## One Diploma -- Three Choices

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.



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 will keep all postsecondary options open for students. Core 24 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. I've heard that Core 24 is too rigid? Is this true? Where's the flexibility?** 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.

**3. How does Core 24 help the student who is not aiming for a four-year college?** Core 24 is designed to provide students with the breadth and depth of knowledge/skills needed for just about any postsecondary endeavor. Most students will need some education beyond high school to take the next step on their career path.

**4. 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.

**5. How will Core 24 be implemented?** The SBE has charged an Implementation Task Force (ITF) 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.

**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.

**7. When will Core 24 likely be implemented statewide?** 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.

## **UPDATE ON CORE 24 IMPLEMENTATION TASK FORCE**

### **BACKGROUND**

The State Board of Education (SBE) adopted the purpose of a diploma, CORE 24 Graduation Requirements Framework, and chartered the CORE Implementation Task Force (ITF) before ESHB 2261, the 2009 Legislature's education reform bill, was passed. Although ESHB 2261 incorporated key elements of the SBE's work on the purpose of a diploma and meaningful high school graduation requirements, it created a timetable for full implementation of all reforms different from the Board's timetable for CORE 24. When CORE 24 was approved, the SBE expressed its intent to implement CORE 24 graduation requirements fully for the graduating class of 2016, contingent upon funding.<sup>1</sup> ESHB 2261 expressed the legislative intent to phase in all education reforms by 2018, with phase-in beginning no later than September 1, 2013.

ESHB 2261 supports the SBE's work in several ways; most fundamentally, by including graduation requirements in its definition of basic education.

*The legislature defines the program of basic education under this chapter as that which is necessary to provide the opportunity to develop the knowledge and skills necessary to meet the state-established high school graduation requirements that are intended to allow students to have the opportunity to graduate with a meaningful diploma that prepares them for postsecondary education, gainful employment and citizenship...<sup>2</sup>.*

Furthermore, ESHB 2261 calls for each school district to make available to students the following minimum instructional offering each school year:

*For students enrolled in grades one through twelve, at least a district wide annual average of 1000 hours, which shall be increased to at least 1,080 instructional hours for students enrolled in each of grades seven through twelve...<sup>3</sup>*

It also requires the instructional program of basic education provided by each school district to include:

*Instruction that provides students the opportunity to complete twenty-four credits for high school graduation, subject to a phased-in implementation of the twenty-four credits as established by the legislature.<sup>4</sup>*

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<sup>1</sup> The SBE passed the following motion: Establish the CORE 24 Graduation Requirements Policy Framework, per the attached Adoption Document, consisting of subject area requirements, Culminating Project, and High School and Beyond Plan to be phased in over four years, beginning with the class of 2013 and becoming fully implemented with the class of 2016, contingent upon funding approved by the Legislature.

<sup>2</sup> ESHB 2261, Section 101, 2.

<sup>3</sup> ESHB 2261, Section 104, 2.

<sup>4</sup> ESHB 2261, Section 104, 3(b).

Where graduation requirements fit in the overall package of funding reforms is the issue the SBE will be working on with the Quality Education Council and legislature. The SBE asked the ITF to advise the Board on strategies needed to implement the CORE 24 graduation requirements. The ITF met for the first time in March 2009, and has met six times to date, steered by Board Co-Leads Steve Dal Porto and Jack Schuster.

### **ITF Preliminary Phase-in Recommendations**

The ITF devoted its entire November 2, 2009, meeting to the discussion of phase-in recommendations. A presentation on the Education Finance Reform Bill, ESHB 2261, laid the foundation for the discussion. The Office of Superintendent of Public Instruction (OSPI) Senior Budget Analyst, Isabel Muñoz-Colón, described the factors contributing to the current fiscal issues districts face and the proposed solutions outlined in ESHB 2261. She provided examples of ways that different groups (including Superintendent Dorn, representing OSPI) have proposed to address the various categories of funding needs (e.g., class size, educational staff support, guidance counselors, etc.). These values are subject to change, and other groups (including the QEC) have not yet weighed in.

After much debate, the ITF landed on the following general recommendations. The ITF believes:

- CORE 24 can be implemented once funding is attained.
- CORE 24 funding must incorporate funding for middle school CORE 24-related requirements.
- Six years will be needed once funding begins: one year for planning, and five years to make the relevant changes needed, beginning with students in the eighth grade of the first graduating class affected by the new requirements.
- Funding should begin as soon as possible.
- The ultimate success of CORE 24 depends on the funding of systemic changes in K-12, not just in the high school.

Since the meeting of the ITF, there has been a new development. Ever since CORE 24 emerged, the SBE has asserted that funding for six instructional hours would be needed for CORE 24 to be implemented—and in fact, the 1,080 instructional hours included in ESHB 2261 was a nod to this concern.<sup>5</sup> However, the Funding Formula Technical Work Group provided a different perspective when it informed the QEC at its November 2-3, 2009 meeting that the state is already paying for six instructional periods, plus a planning period. Districts are choosing to increase class size to a state average of 28.77 in order to provide the six periods. At this time, the issue has not been definitively resolved.

### **Timeline for SBE/ITF/QEC/Legislative Work**

The Quality Education Council (QEC), created by ESHB 2261<sup>6</sup> to “recommend and inform the ongoing implementation of an evolving program of basic education and the funding necessary to support such program,” has met several times since August, 2009. State Superintendent of Public Instruction Randy Dorn chairs the QEC. The QEC will consider as one of its first priorities “phase-in of the changes to the instructional program of basic education and the implementation of the funding formulas and allocations to support the new instructional program of basic education...”

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<sup>5</sup> 1,080 hours divided by 180 days = 6 instructional periods per day

<sup>6</sup> <http://apps.leg.wa.gov/documents/billdocs/2009-10/Pdf/Bills/Session%20Law%202009/2261-S.SL.pdf>

The charge of the QEC is much broader than the implementation of CORE 24, and the work of the QEC will be informed by working groups formally-established by ESHB 2261<sup>7</sup> and key stakeholders. The SBE's representation on the QEC assures that key SBE initiatives will be voiced. The CORE 24 ITF will advise the SBE on graduation-related issues (e.g., phase-in) that may come before the QEC in the next six months.

The table in Attachment A illustrates the intersections of the work of the SBE, ITF, QEC, and Legislature. Briefly, key checkpoints are:

- May 2010—SBE begins to review ITF recommendations and consider policy changes.
- Fall 2010—SBE reviews draft CORE 24 graduation requirement rules.
- Winter 2011—SBE forwards proposed CORE 24 graduation requirements changes to legislature with OSPI fiscal impact statements.
- Summer 2011—SBE adopts CORE 24 graduation requirement rules.

## **NEXT STEPS**

The SBE acknowledged in the ITF charter the challenge of maintaining momentum in an uncertain funding environment:

*Although it is the SBE's intent for the CORE 24 requirements to be fully implemented by the graduating class of 2016, assuming funding by the Legislature, the ITF should take into consideration ways to move the system forward toward CORE 24 requirements in the event only partial funding is attained.*

Given the complexity and timetable of the state's education reform process, staff will work further with the ITF to prioritize the funding elements that are essential for the implementation of CORE 24. The ITF's advice will assist the SBE with its advocacy for the implementation of this graduation requirement component of education reform, and will help the SBE consider what steps to take if only partial funding is attained initially.

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<sup>7</sup> The following working groups have been established: Funding Formula, K-12 Date Governance, Levy and Levy Equalization, Compensation

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

<b>SBE Task</b>	<b>Date</b>	<b>State Board of Education (SBE)</b>	<b>Quality Education Council (QEC)</b>	<b>Legislature</b>
Receive second interim report from the ITF on phase-in.	November/ December 2009	SBE receives second interim report with preliminary recommendations from ITF on: phase-in.	Brief QEC on CORE 24 and advocate for graduation requirements funding priority (QEC initial report due January 1, 2010).	
Work with OSPI on fiscal impact of proposed changes.	Fall 2009 through Summer 2010	SBE staff works with OSPI staff on fiscal impact of key elements of CORE 24—instructional hours, struggling students, comprehensive guidance, and curriculum/materials.	Continue to represent SBE interests to QEC during its meetings.	
Refine policy for High School and Beyond Plan and Culminating Project.	January 2010	SBE reviews policy recommendations from MHSD work group.	Continue to represent SBE interests to QEC during its meetings.	
Conduct outreach on ITF considerations.	Fall 2009 and Winter/ Spring 2010	SBE staff, Board members, and ITF members seek and receive feedback on implementation considerations.	Continue to represent SBE interests to QEC during its meetings.	Advocate for funding during the 2010 session.
Receive final report from the ITF.	May 2010	SBE receives final report with recommendations on each of the assigned tasks given to the ITF. Each recommendation will include advantages and disadvantages. SBE begins consideration of policy implications of ITF recommendations.	Continue to represent SBE interests to QEC during its meetings.	
Adopt CORE 24 Implementation Policies.	July 2010	SBE adopts implementation policies and gives direction to staff for development of draft CORE 24 rules.	Continue to represent SBE interests to QEC during its meetings.	
Review draft CORE 24 rules.	Fall 2010	SBE reviews draft CORE 24 rules.	Continue to represent SBE interests to QEC during its meetings.	
Conduct outreach on draft CORE 24 rules.	Fall 2010/Winter 2011			
Present CORE 24 to legislature.	Winter 2011		Continue to represent SBE interests to QEC during its meetings.	Present proposed changes to the high school graduation requirements to

SBE Task	Date	State Board of Education (SBE)	Quality Education Council (QEC)	Legislature
				education committees for review, in conjunction with OSPI fiscal impact analysis. Advocate for funding and go-ahead from Legislature.
Adopt CORE 24 rules for the Class of 2016.	Summer 2011	SBE adopts rules for the Class of 2016. (The Class of 2016 will enter 9 <sup>th</sup> grade in 2012).	Continue to represent SBE interests to QEC during its meetings.	



# Making CORE 24 Work For All Students: Building Policy Flexibility Worksheet Directions

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**ITF Board Charge:** Make recommendations about the policy flexibility needed to make CORE 24 work for all students, with particular attention to ways to assist struggling students with credit retrieval and advancing their skills to grade level.

**Issues:** When basic education provides for the opportunity to earn 24 credits to graduate, some students will:

- √ Fail courses.
- √ Need schedules that include support classes—ESL, AVID, content-specific supplements, etc.
- √ Enter high school unprepared for high school level work.
- √ Have individual challenges that affect their pursuit of a diploma (including, but not limited to, students with IEPs)

*And some will:*

- √ Want to earn more than 24 credits.
- √ Attend skills centers and comprehensive high schools.
- √ Enroll in alternative learning experiences.
- √ Pursue Running Start/Tech Prep
- √ Earn International Baccalaureate diplomas.

*And some will:*

- √ Enter the system in their junior or senior year.
- √ Be in private schools where 4 credits of religion are required.
- √ Have aspirations and issues we cannot yet predict

**Current Flexibility:** State graduation requirements policy outlines a course of action for all students, but the SBE will need to consider whether policy flexibility will be needed in addition to what is already built into Core 24 requirements through:

- Statutes that
  - create opportunities to earn credits through CTE course-equivalents and apply them to graduation.
  - create opportunities to earn credits in middle school.
  - enable districts to waive physical education graduation requirements.
- WACs that
  - enable districts, under limited circumstances, to waive WA State History graduation requirements.
  - 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.
- Core 24 guidelines that
  - provide for a career emphasis that frees students to take courses that may not meet all of the Higher Education Coordinating Board core academic distribution requirements (CADRs). The Core 24 default college and career ready requirements will be expected to align with the CADRs.

# Making CORE 24 Work For All Students: Building Policy Flexibility Worksheet Directions

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**Group task:** Thinking “inside the box” and “outside the box,” what state-level policy flexibility is needed to make CORE 24 work for all students?

**Inside the Box: 6 Periods Per Day x 4 Years  
@ 150 hours Per Credit  
or Competency**

<b>Year 1</b>						
<b>Year 2</b>						
<b>Year 3</b>						
<b>Year 4</b>						

**Outside the Box: Requirements Met in Middle School, Online Learning,  
Competency-based Learning, “Two for One” Policies, Limited Waiver Authority, Extended Days, etc**





Office of Superintendent of Public Instruction  
K-12 Financial Resources

# Update on QEC & Funding Formula Technical Working Group

Isabel Muñoz-Colón

**SUMMARY OF RECOMMENDATIONS:  
FUNDING FORMULA TECHNICAL WORKING GROUP &  
QEC**

# Discussion of Major Recommendations

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- **Prototypical School Structure**
- **Baseline**
- **Implementation**
- **Revenue Options**
- **Key Policy Implications of the FFTWG Recommendations**



# FFTWG: Crosswalk Should Reflect Reality

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- Planning time and instructional time assumptions used to calculate class size are based on examples of current operations in schools
- These assumptions are not intended to be a statement about what the state funds; rather, they reflect what the state funding can purchase in the current operating environment



# FFTWG: Crosswalk Should Reflect Reality

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- **Teacher schedules include planning time: 13% elementary and 17% secondary**
  - Elementary is based on typical day; Secondary is 1 period out of 6 for planning time
  - Drives 15.5% and 20% increase in teachers respectively
- **The percentages in these examples assume the following instructional days**
  - 5.6 hours in elementary, which equates to 1,008 hours over 180 days
  - 6 periods in middle and high schools, which equates to 1,080 hours over 180 days



# What This Means...

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## Class Size is the Balancer

- Lower Assumption re: # Hours Provided Today = Lower Class Size
- Higher Assumption re: # Hours Provided Today = Higher Class Size

FFTWG question came down to, should:

- crosswalk reflect actual class size today? OR
- crosswalk reflect long-standing assumptions regarding the number of hours that state pays for?

***FFTWG recommends reflecting actual class sizes today***



# Transition to Opportunity for Core 24

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While baseline includes over 1,000/1,080 hours for elementary/secondary schools, the FFTWG anticipates costs associated with implementation of Core 24 or Opportunity for Core 24 and the associated specific course requirements:

- Some schools are offering fewer total hours than assumed.
- Students will need additional instructional opportunities to successfully meet more requirements.



# QEC January 2010 Recommendations

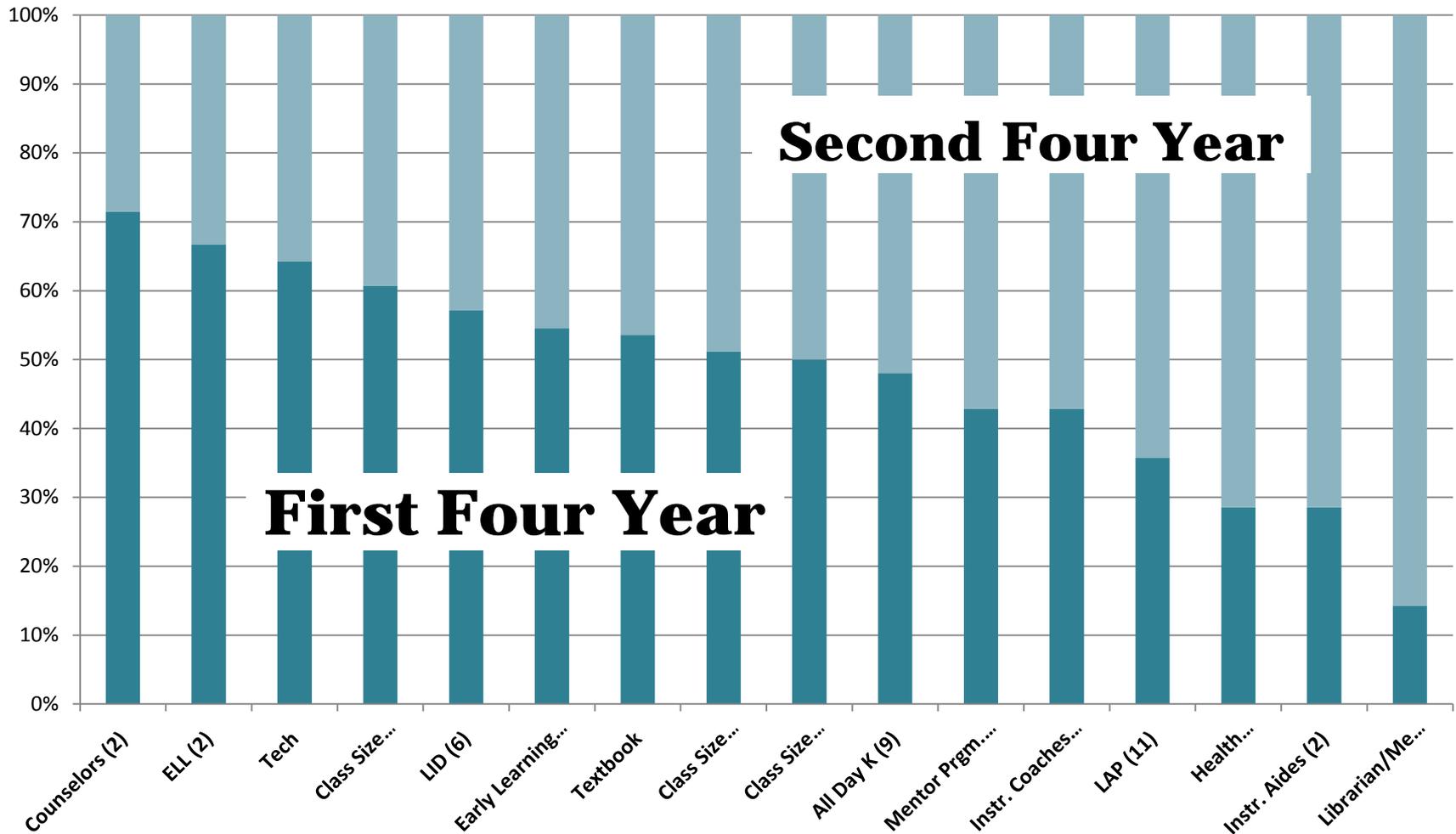
1. Do not decrease funding in 2009-10
2. Adopt Crosswalk/Baseline
3. 3-year phase-in of Transportation, beginning 2011-12
4. 3-year phase-in of NERC, beginning 2011-12
5. 7-year phase-in of Full-day Kindergarten
6. 5-year phase-in of K-3 Class Size to 1:15, beginning 2011-12
7. 3-year phase-in of Early Learning for at-risk 3&4 year olds, beginning 2011-12
8. Other recommendations in report:

<http://www.k12.wa.us/QEC/default.aspx>

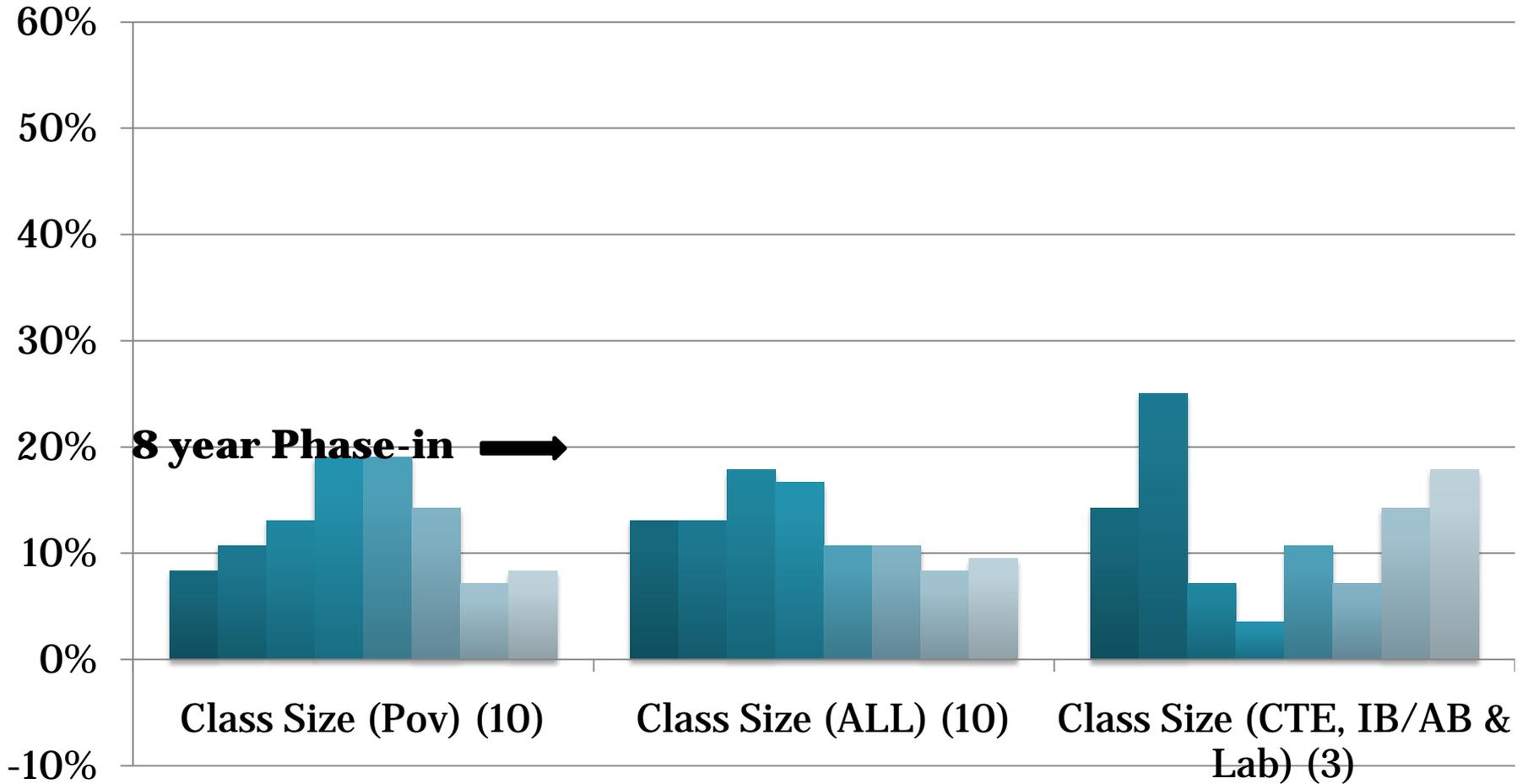


# **PHASE-IN RECOMMENDATIONS**

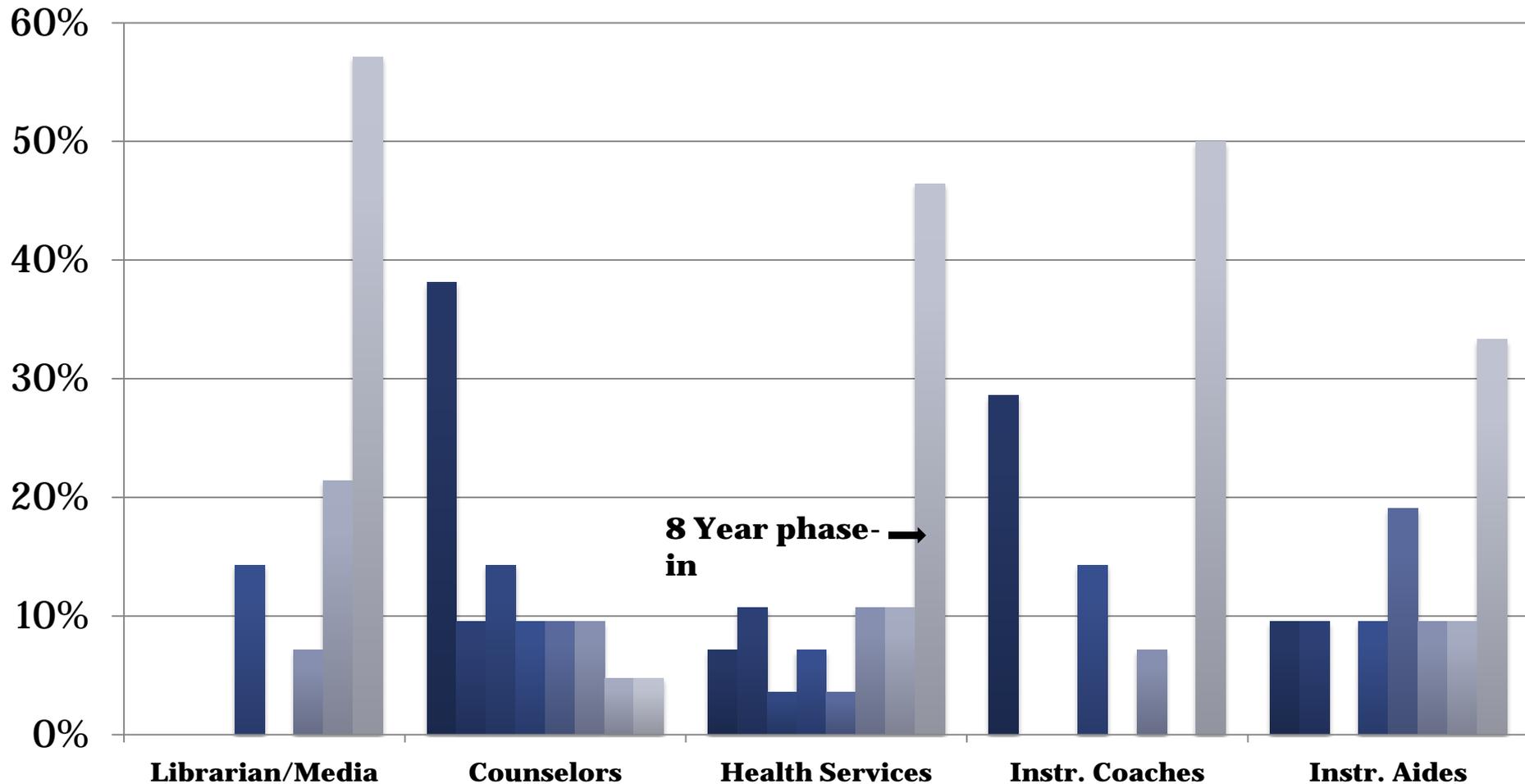
# Priority for First Four Years



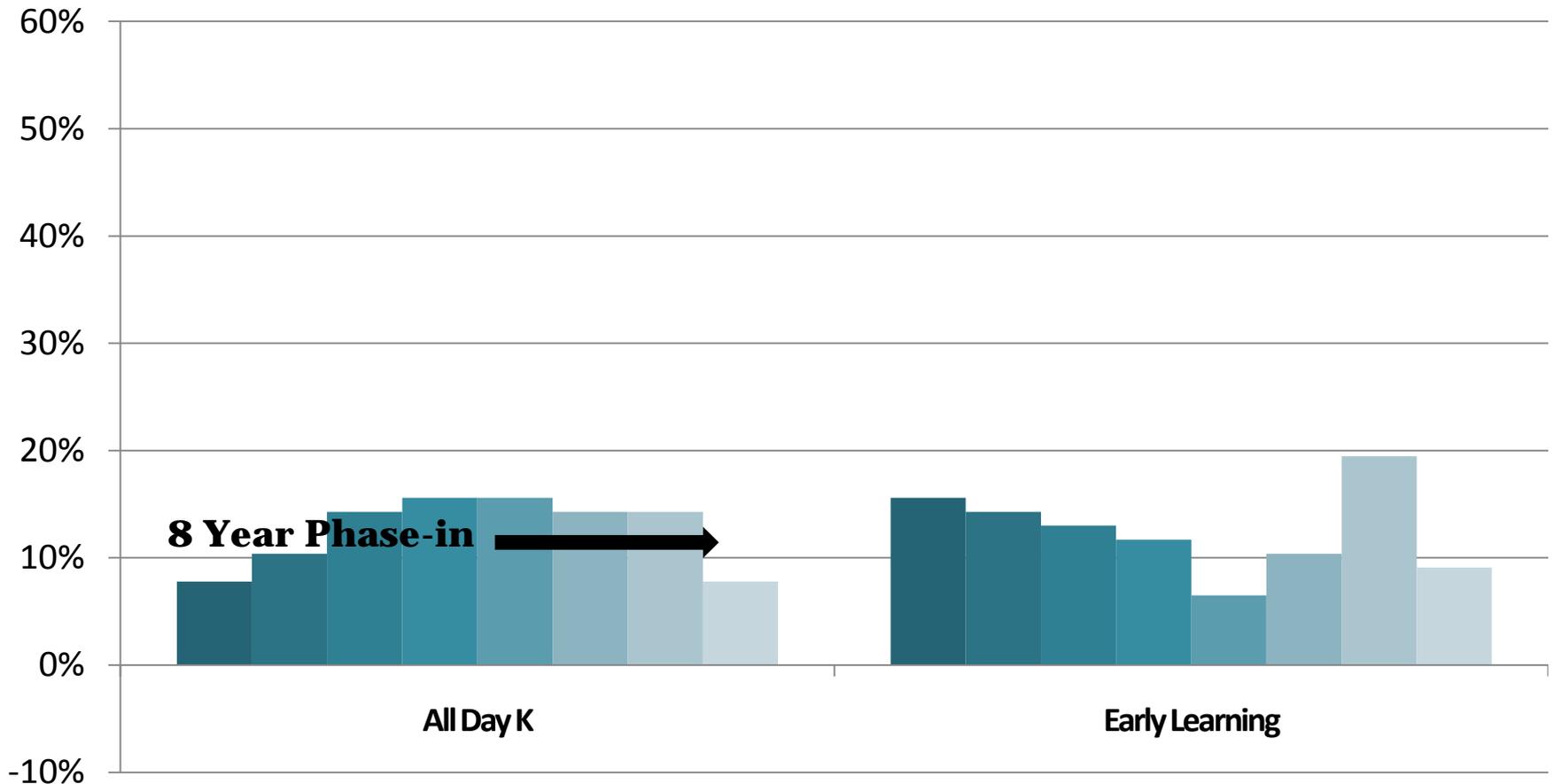
# Class Size Reduction



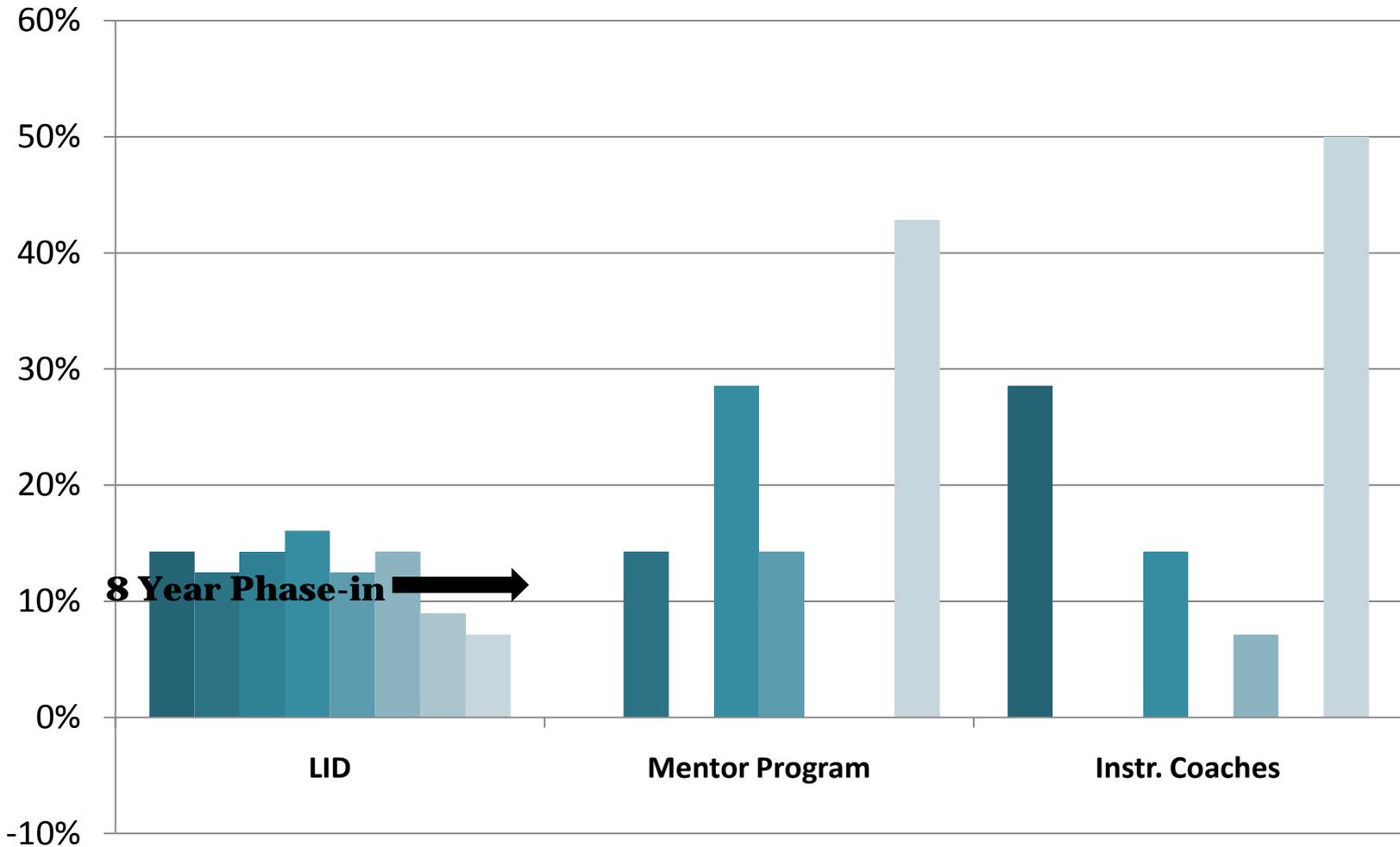
# Student Support



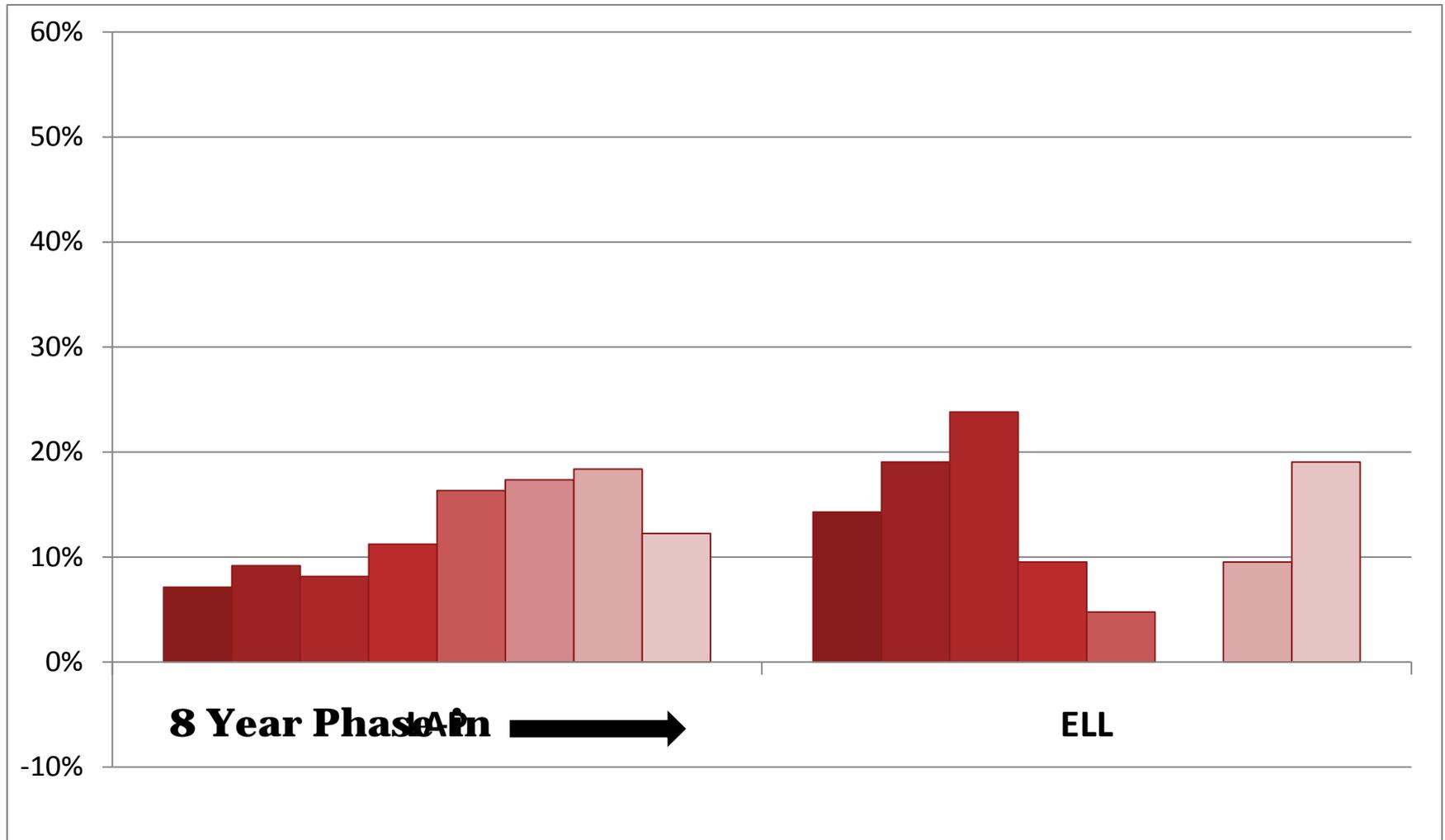
# Early Childhood Education



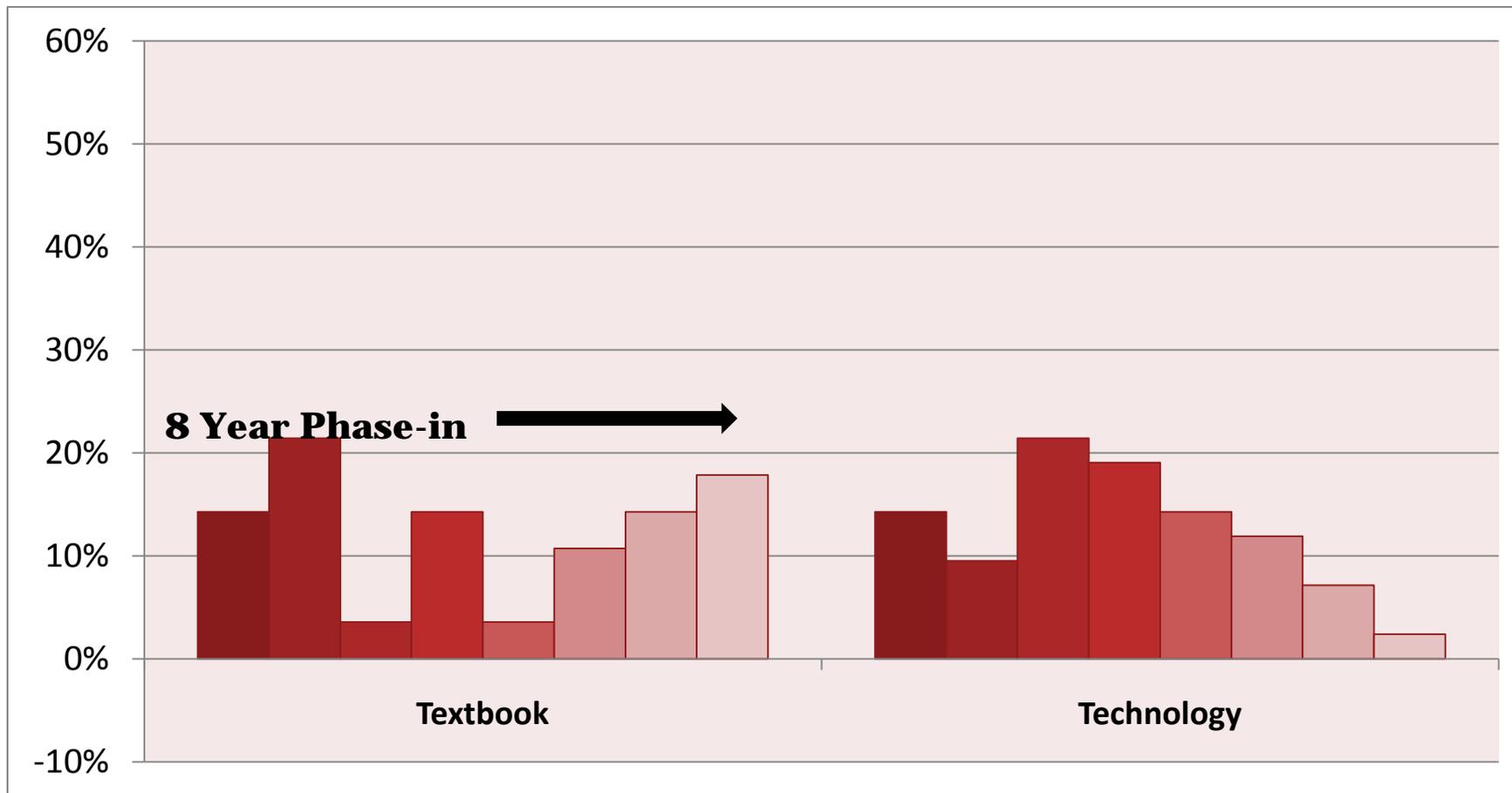
# Professional Development



# Support for Struggling Students



# Non-Employee Related Costs



# Draft Summary of Recommendations

- **First Four Years**
  - Counselors
  - Transitional Bilingual or ELL Program
  - Technology
  - Class Size Reduction for All Students
- **Incremental Increase**
  - Learning Improvement Day
  - All Day Kindergarten
  - Early Learning Programs
- **Last Four Years**
  - Librarian/Media Specialist
  - Health Services Staff
  - Instructional Coaches
  - Instructional Aides
  - Learning Assistance Program



# Areas of Agreement for Phase-in

#	Budget Elements	FFWG	NBCT	AGOAC
1	Reduce Class Size for High Poverty Schools	I	F	I
2	Reduce Class Size for all Grades	S	F	S
3	Reduce Class Size Further for CTE, AP/IB, and Lab Sciences	S	S	S
4	All-day Kindergarten	I	F	F
5	Early Learning programs for at-risk youth	S	F	F
6	9 New Learning Improvement Days	I	I	S
7	Mentor Program for New Teachers	F	F	F
8	New Staffing for LAP program	I	S	F
9	New Staffing for ELL Program	F	S	F
10	Increase Librarians	S	S	S
11	Increase Guidance Counselors	F	S	F
12	Increase Health Services Staff (School Nurses & Social Workers)	S	S	F
13	Instructional Coach	F	I	I
14	Instructional Aides	I	S	I
15	Office Support (Secretaries, Data, Enrollment); non-instructional Aides	F	N/A	N/A
16	Maintenance (custodians, buildings, grounds)	S	N/A	N/A
17	Student, Staff, and Facility Security	F	N/A	N/A
18	MSOC - Textbook and Consumable Curriculum	F	I	F
19	MSOC - Technology	F	S	I
20	MSOC - Library, PD, U&I, Districtwide support, Facilities & Main.	F	N/A	N/A

**F** – First Four Years    **I** – Incremental    **S** – Second Four Years    **N/A** – Not Applicable



# Contact Information

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# Making Core 24 Work For All Students: Building Policy Flexibility

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**GROUP:** \_\_\_\_\_

**Worksheet 1: 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. The advantages and disadvantages of the policy, identified previously by the ITF, are listed below.

Advantages	Disadvantages
<ul style="list-style-type: none"><li>• Provides greater flexibility for students to build other courses into their schedules</li><li>• Provides greater flexibility for students in skills centers</li><li>• Will encourage districts to establish course equivalencies, and the process of collaboration among teachers to establish equivalencies could contribute to professional learning communities</li></ul>	<ul style="list-style-type: none"><li>• Without clear state parameters, the policy could be interpreted inconsistently across districts and make it difficult for students to transfer credits across schools</li><li>• Might require changes to standardized transcript</li></ul>

**For discussion:**

Based on the feedback you have received to date and the further thinking you have done, would you:

1. endorse the policy description as written above? \_\_\_\_\_yes \_\_\_\_\_no
  - a. If no, how would you revise the policy description, advantages, and disadvantages?

## Making Core 24 Work For All Students: Building Policy Flexibility

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2. What advantages and disadvantages would you add/change?

3. Under what circumstances, if any, would you extend this policy to two academic courses (e.g., physics and math)?

## Making Core 24 Work For All Students: Building Policy Flexibility

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**GROUP:** \_\_\_\_\_

**Worksheet 2: Credit Not Defined by Time.** The ITF has discussed the possibility of eliminating the time-based requirement for a credit as a way to create more flexibility within a 24-credit requirement. The advantages and disadvantages of the policy, identified by the ITF previously, are listed below.

Advantages	Disadvantages
<ul style="list-style-type: none"><li>• Consistent with the state’s direction toward standards-based learning</li><li>• Does not artificially connect learning to time</li><li>• Creates more flexibility for districts to focus on student-centered learning that will enable students to progress at their own rates</li><li>• 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</li><li>• Eliminates inconsistencies in the ways districts define and count “instructional hours”</li></ul>	<ul style="list-style-type: none"><li>• May be viewed as less objective, measurable and easy to understand</li><li>• 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</li><li>• Creates no minimum, measurable threshold of expectation</li></ul>

**For discussion:**

Based on the feedback you have received to date and the further thinking you have done, would you:

1. endorse the idea of eliminating the time basis for a credit? \_\_\_\_\_yes      \_\_\_\_\_no
  - a. If no, how would you revise this idea?

## Making Core 24 Work For All Students: Building Policy Flexibility

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2. If the time basis for a credit were merely decreased from 150 hours, it may be criticized as decreasing teacher-student contact time, or watering down the meaning of a credit.

a. How would you respond to this perspective?

b. How would you address the concerns raised in the following school district's letter to the SBE?

*To avoid significant increases in dropouts, CORE 24 will force districts to move from a predominantly 6-period bell schedule to a 7- or 8-period bell schedule (thereby creating 28 or 32 potential "credits"). For a 180-day school year, this will reduce the amount of instructional time/credit from 180 hours to 150 hours or 135 hours, respectively, thereby significantly changing the meaning of the term "credit."*

*Although the root causes of dropouts are varied and complex, the final actions in high school are remarkably consistent. Students fall behind on their credits and, at some point, usually mid-sophomore to early junior year, think they are too far behind to catch up, and drop out. Currently, the mode number of required credits is 22, and the most common bell schedule is a 6-period day. If we raise that requirement to 24 without changing the bell schedule, we will exacerbate the discouragement and increase the dropouts.*

*Although 105 of the 246 districts in Washington that have high schools currently require more than 24 credits to graduate, they also generally offer between 28-32 "potential" credits. A paper presented at the SBE's Implementation Task Force clarifies this relationship (Taylor and Burnham, "Analysis of School Bell Schedules and Graduation Credit Requirements," 5/18/2009). Although bell schedules in about 13 percent of the districts were unknown, of those which were known, it shows those districts as requiring:*

- a. 19-23.5 credits, 62.9% were 6-period districts;
- b. 24-27 credits, 92.8% were 7-period or block districts; and

## Making Core 24 Work For All Students: Building Policy Flexibility

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c. 28-31 credits, 97.3% were 7-period or block.

*Therefore, the issue SBE must directly address is whether dividing the same school day into a larger number of smaller parts (i.e., from 6 periods and 180 hrs/credit to 7 or 8 periods and 150 or 135 hrs/credit) is a wise or an unwise strategy for purposes of creating a more meaningful high school diploma. We don't believe that a more meaningful diploma necessarily results from requiring more credits, if the credits themselves are less meaningful.*

*In the absence of some clear thought on this topic that can demonstrate a clear benefit, districts in Washington will be pressured to engage in a lot of window dressing (i.e., creating more class periods even though they contain less substance), solely for the purpose of being able to claim that our larger credit requirement created a more meaningful diploma.*

### **Questions to Discuss:**

Is it accurate to say that "CORE 24 will force districts to move from a predominantly 6-period bell schedule to a 7- or 8-period bell schedule (thereby creating 28 or 32 potential "credits")?" Why or why not?

The district assumes "districts in Washington will be pressured to engage in a lot of window dressing (i.e., creating more class periods even though they contain less substance)". Is this a reasonable assumption, and if so, what would decrease this likelihood?

## Making Core 24 Work For All Students: Building Policy Flexibility

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**GROUP:** \_\_\_\_\_

**Worksheet 3: Limited Waiver Authority for Local Administrators.** Under current statute and WAC, flexibility to waive credit is very limited and proscribed. The SBE transcript study showed that despite those limitations, some 2008 students graduated without having met minimum state-mandated graduation requirements for which no waiver exists. Would you recommend that local administrators be authorized to waive credit? If so, under what circumstances would you allow those waivers to occur, and what parameters would you put around them?

\_\_\_\_No, we would not recommend that state policy authorize local administrators to waive state-mandated graduation requirements.

\_\_\_\_Yes, we would recommend that state policy authorize local administrators to waive state-mandated graduation requirements, under these conditions:

Rationale: We would see the following to be the advantages and disadvantages of our position:

Advantages	Disadvantages

## Making Core 24 Work for All Students: Building Policy Flexibility

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**GROUP:** \_\_\_\_\_

**Worksheet 4: Competency-based Credit.** Flexibility is created when students can demonstrate mastery of designated competencies without time constraints (in lieu of demonstrating competency only after also investing a designated minimum amount of time. SBE's current WAC permits districts to grant credit for students who demonstrate competency, according to written district policy. The ITF has considered the possibility of adding another statement to the WAC to provide additional direction about competency-based credit. That statement would be: *Permit students who meet proficiency on end-of-course state assessments to earn credit, even if they fail the course.* The advantages and disadvantages of the policy, identified previously by the ITF, are listed below.

Advantages	Disadvantages
<ul style="list-style-type: none"><li>• Provides guidance to districts about competency-based credit</li><li>• Consistent with the state's direction toward standards-based learning</li></ul>	<ul style="list-style-type: none"><li>• If students know they can earn credit as long as they pass the EOC, they may choose to disregard other course requirements</li><li>• If students don't have to take the course, they may miss out on aspects of the course not covered by the assessment</li></ul>

The policy consideration raised a host of other questions, including:

- Does a student have to take the course at all? What if a student asks to take the EOC assessment before ever taking the course (assuming this were feasible)—and the student passes the EOC?
- Is proficiency on an end-of-course (EOC) state assessment sufficient to earn credit?

Based on the feedback you have received to date and the further thinking you have done, would you:

1. endorse the policy description as written above? \_\_\_\_\_yes \_\_\_\_\_no

## Making Core 24 Work for All Students: Building Policy Flexibility

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- a. If no, how would you revise the policy description, advantages, and disadvantages?

## Making Core 24 Work For All Students: Building Policy Flexibility

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**GROUP:** \_\_\_\_\_

**Worksheet 5: Career Concentration.** One of the built-in flexibilities of Core 24 is the career concentration requirement, which will provide room in the schedule for students interested in pursuing a career and technical education (CTE) program of study, taking courses related to their post high school plans, or attending a skills center. The SBE, when it adopted Core 24, noted in the July 2008 adoption document that for the 3 credits of career concentration, “students must complete a CTE program of study or a course sequence which helps a student prepare for their intended postsecondary studies or career field.” The ITF worked on fleshing out a definition that would capture the spirit of the SBE’s intent and be manageable in schools. Specifically, 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:

*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.*

(The word, “shall,” has been substituted for “should” to clarify that it was never the SBE’s intent to eliminate the occupational education credit.) The advantages and disadvantages of the policy, identified previously by the ITF, are listed below.

Advantages	Disadvantages
<ul style="list-style-type: none"><li>• Provides sufficient flexibility to address different students’ needs</li><li>• Retains core (employability and leadership skills) of occupational education requirement</li><li>• Connects High School and Beyond Plan with course selection</li></ul>	<ul style="list-style-type: none"><li>• Relies on a High School and Beyond planning process that may not exist yet in some schools</li></ul>

## Making Core 24 Work For All Students: Building Policy Flexibility

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Based on the feedback you have received to date and the further thinking you have done, would you:

1. endorse the policy description as written above? \_\_\_\_\_yes \_\_\_\_\_no
  - a. If no, how would you revise the policy description, advantages, and disadvantages?

2. Please read the following letter from a school district to the SBE:

*CORE 24 is extremely inflexible for students in its “4-year college degree” pathway.*

*It only permits 2 electives in the entire 4 years of high school.*

*We think it is good that CORE 24 has aligned high school graduation requirements with Washington HECB Minimum College Admission Requirements by requiring more English, math, science, social studies, and foreign language.*

*However, we think it is not good to have an additional 4 credits be devoted to:*

- a. *Requiring double the Fine Arts required by the HECB (2 credits versus 1); and*
- b. *Requiring 3 credits of “Career Concentration,” with the result that only 2 electives are available for these students.*

*Consider a student who may want to be a journalist or a politician and who wants to go to a selective university. He/she would often need (or may just want) 4 years each of science, math, and language, but could not do so under the CORE 24 regime (i.e., needed 4 extra credits, but only 2 electives would be available).*

## Making Core 24 Work For All Students: Building Policy Flexibility

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*Consider the student who loves Fine Arts, but later finds many of the currently existing electives no longer available because the teachers then have to spend double their current time teaching required courses to students who don't want to be there.*

*There is nothing on SBE's website showing the justification for requiring 8.33% of every student's time being spent in Fine Arts. It is not required by HECB, and there was no such recommendation in Washington Learns. Rather, it seems to be merely a feeling, manufactured out of whole cloth by the SBE.*

*If "Career Concentration," which is currently undefined, is eventually defined narrowly, then the problem of no flexibility remains. Conversely, if it is defined broadly, to become the substantial equivalent of an elective anyway, then it serves only to add confusion for students and parents. It is good for students to realize the consequences of their choice of electives, but we feel this is better done with parents and guidance counselors than through a rigid graduation requirement.*

### **For Discussion**

Would your response to question #1 address the career concentration-related concerns expressed in this school district's letter?

\_\_\_\_\_yes          \_\_\_\_\_no

If not, what advice do you have for the SBE regarding this issue?

## Making CORE 24 Work For All Students: Building Policy Flexibility

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**GROUP:** \_\_\_\_\_

**Worksheet 6: 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 7<sup>th</sup> 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.

We will explore this approach more thoroughly at the February 5 meeting of the ITF, which will focus on the role of middle schools in helping students meet high school graduation requirements. A staff member from the Idaho Department of Education will call in to help us understand Idaho's approach and answer your questions. In preparation for that conversation:

What would be the advantages and disadvantages of such a policy in Washington?

Advantages	Disadvantages

What questions would you like to ask of the Idaho staff member about this new policy?

# Making Core 24 Work For All Students: Building Policy Flexibility

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**GROUP:** \_\_\_\_\_

**Worksheet 7. International Baccalaureate Diploma and Cambridge Diploma Alternative Pathways.** The International Baccalaureate (IB) is a two-year (junior/senior) educational program designed to provide “an internationally accepted qualification for entry into higher education.” Sixteen Washington high schools have IB Diploma Programs, and in 2008, 339 Washington students graduated with an IB diploma. Washington also has one school that just initiated the Advanced International Certificate of Education, known as the Cambridge Diploma. At least one state, Florida, allows the IB Diploma and the Cambridge Diploma to serve as separate routes to earn a “standard” Florida diploma.

The attached paper, written by IB stakeholders, provides background on IB and outlines some of the conflicts IB students might have in meeting both IB and state-mandated requirements.

Should students pursuing an International Baccalaureate Diploma (“full IB” students) or Cambridge Diploma be required to meet all state-mandated graduation requirements? Take a position and describe the advantages/disadvantages to your perspective.

\_\_\_\_ No, we would not recommend that state policy authorize local administrators to waive state-mandated graduation requirements for students pursuing an IB Diploma or Cambridge Diploma.

\_\_\_\_ Yes, we would recommend that state policy authorize local administrators to waive state-mandated graduation requirements for students pursuing an IB Diploma or Cambridge Diploma, under these conditions:

Rationale: We would see the following to be the advantages and disadvantages of our position:

Advantages	Disadvantages



### **IB Diploma Program Overview:**

The IB Diploma Program offers an academically challenging and balanced education that prepares juniors and seniors for success at university and life beyond. During the final two years of high school, IB diploma candidates study six subjects that include a first language, a second language, social science, natural science, mathematics and the arts or a second course in one of the previous subjects. Two hallmarks of the IB program are the emphasis on the concurrency of learning and the mixture of breadth and depth. Concurrency and breadth are achieved by the simultaneous study of six subjects drawn from different disciplines. This is balanced with the requirement to study at least three subjects in considerably more depth and detail. Consequently, students can pursue areas of interests and strengths while still experiencing a challenging, college prep education in the spirit of a collegiate liberal arts program. Assessment of student work is through the application of set standards and evaluation is carried out by both school based instructors who know students well and by IBO trained experts who look at student work through an objective lens.

In addition, the program has three core elements that broaden the educational experience and challenge students to apply their knowledge and understanding. The *extended essay*, engages students in independent research through an in-depth study of a question relating to one of the subjects they are studying. *Theory of knowledge* is a required seventh course for all diploma candidates that encourages each student to reflect on the nature of knowledge by critically examining different ways of knowing and different kinds of knowledge. Finally, *creativity, action, service* requires that students actively learn from the experience of doing real tasks beyond the classroom.

### **Current Obstacles to Students Seeking and IB Diploma:**

While the IB Diploma Program happens in the last two years of high school, it represents the culmination of a student's entire high school career since most diploma courses require two years of study prior to the diploma program. Consequently meeting the requirements of the IB diploma along with state and district requirements is at best difficult and often impossible within a variety of schedule models . For example:

1. Music students are required (and preferred by parents) to maintain their place in Band/Choir/Orchestra for the majority of the 4 years in high school. The technical and academic skills required by the IB for the music exam also make this option important. This choice/necessity causes a shortage of class slots for students to complete State Graduation Requirements in one or more of the following: PE, Health, CTE.
2. Students who are NOT in a 4 year music track still cannot complete all State/District Graduation requirements without spending sometimes significant additional funds out of pocket to address credit shortfalls in PE, Health, CTE, or Fine Arts (depending on their course selections). Of further concern is the fact that these credits are often undertaken in addition to carrying a full academic load during the school year and/or during the entirety of at least 2 summers to complete the work. This is not in the best psychological interest of students.
3. Family income is sometimes a barrier to the IB Diploma. The State of Washington via OSPI helps qualifying low-income students waive up to 90% of the IBO directed costs of seeking the Diploma but no current system is in place to help these same families pay for the additional outside credits required to meet current State/District requirements.

### College Access and Success:

IB Courses in general and the IB Diploma in specific are highly correlated to college access and college success. Students who are able to garner college credit prior to going to college reduce their overall out-of-pocket expenditure and are less likely to drop out for financial reasons, (<http://www.publicagenda.org/files/pdf/theirwholelivesaheadofthem.pdf>).

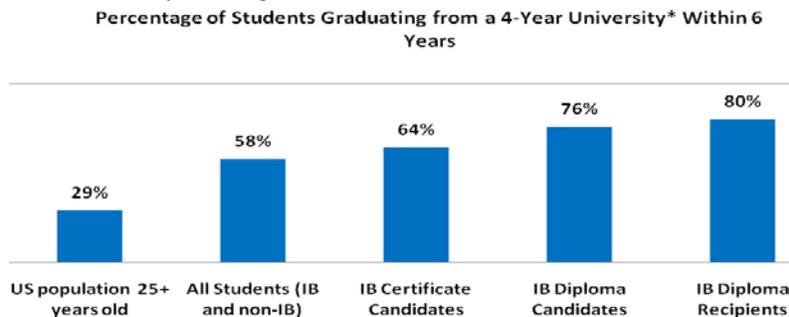
Students involved in IB, especially those working toward the IB Diploma, are often given preferential admittance or advanced standing by public and private colleges and universities.

#### FALL 2002 UNIVERSITY ACCEPTANCE RATES\*

<i>University</i>	<i>All Applicants</i>	<i>IB Applicants</i>
United States Naval Academy	11.67%	42.9%
Columbia University	12%	18.3%
Stanford University	12.6%	16.9%
Dartmouth College	20.7%	35.1%
California Institute of Technology	21%	40.7%
University of California at Berkeley	24%	47.6%
University of Virginia	38.1%	63.3%
University of Michigan at Ann Arbor	49%	73.4%
University of Washington	68%	90.8%

\*excerpt from SUPERTTEST: How the International Baccalaureate Can Strengthen Our Schools, by Jay Mathews and Ian Hill. Open Court Publishing Company. Chicago, Illinois, 2005. (p.217)

Most all colleges and universities grant credit or advanced standing based on exam scores. When considered along with the skills IB diploma candidates acquire through the program, it is not surprising that IB diploma candidates graduate from university at a higher rate than non-IB students.



\*Source: US Census, the Integrated Postsecondary Education Data System (IPEDS) of NCES, and the National Student Clearinghouse

### Conclusion:

The IB Diploma Program offers a trusted and reliable alternative path towards earning a Washington high school diploma whose value is widely recognized both by IB program participants and universities. Students returning from college more often than not comment about their self-confidence and high level of college readiness reflected in the following sentiment of one IB Diploma graduate, "While the experience was difficult and often frustrating, the personal challenge is an excellent springboard into higher education by teaching students to take responsibility for their own learning." (MRHS c/o 2009)

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Further information at: <http://www.ibo.org/>

## Making Core 24 Work For All Students: Building Policy Flexibility

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**GROUP:** \_\_\_\_\_

**Worksheet 8. Build your own! What other policy flexibility is needed in order to implement Core 24?**

**Policy:**

**Rationale:** We would see the following to be the advantages and disadvantages of our position:

Advantages	Disadvantages