

GRADUATION REQUIREMENTS UPDATE

BACKGROUND

The Core 24 Implementation Task Force (ITF) will hold its last face-to-face meeting on March 15, 2010. The ITF will aim for consensus on recommendations to bring forward to the State Board of Education (SBE). Those recommendations will offer ideas about policies the SBE might want to consider to build flexibility into graduation requirements.

The ITF was charged with three deliverables:

- Recommendations with analyses of advantages and disadvantages related to the issues itemized in Motion #3¹, passed in July 2008.
- Recommendations with analyses of advantages and disadvantages related to other relevant issues the ITF identifies.
- Regular feedback from the field on Core 24 perceptions, concerns, and support.

The ITF was not asked to make recommendations about the framework itself, but rather on the implementation of that framework. However, members of the ITF have given considerable thought to Core 24 over nine meetings and one year of time, and will be asked at the final meeting for key messages they would like to convey to the SBE about Core 24.

Core 24 Work Plan. The SBE will have an extended work session at its regular May 2010 Board meeting in order to review the work of the ITF and extensive stakeholder feedback received in the two years since the Core 24 graduation requirements framework was first approved. It is unlikely that the ITF recommendations will address all of the issues that have been raised about Core 24. The SBE will have an opportunity to revisit the vision and goals of the framework in the context of overall education reform and the current economic climate. A work plan is attached (see attachment A).

EXPECTED ACTION

None. Information only.

¹ Motion #3 from July 2008: Direct staff to establish an Implementation Task Force to make recommendations to the Board by June 2009, to address implementation issues identified through (prior) public outreach and cited in the larger (July 2008 MHSD memorandum) paper. These include, but are not limited to:

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

Core 24 2010-2011 Work Plan

