

### Discussion Guide for Core 24 Implementation Task Force Recommendations

Policy Recommendation/Description	SBE Action for Consideration	District Role/Responsibility	Staff Notes/Questions
<p><b>Redefine “credit” in WAC Policy Recommendation</b> (page 5, ITF Report)</p> <p>Eliminate the time-based (150 hours) definition of a credit<sup>1</sup> (a), and maintain the competency-based definition of a credit (b).</p> <p>High school credit is defined in rule by the State Board of Education<sup>2</sup> as:  <del>(a) One hundred fifty hours of planned instructional activities approved by the district; or</del>                      (b) Satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy.</p>	<ul style="list-style-type: none"> <li>Change the Board’s rule</li> </ul>	<ul style="list-style-type: none"> <li>Establish district policy regarding how credit is earned in that district</li> </ul>	<p>If the Board removes the time-basis for a credit, districts will still be able to establish local, time-based requirements if they choose (in effect, this is happening now).</p> <p>Staff recommendation: Few districts, as yet, have invoked the “competency” definition as a means of awarding credit. A non time-based statement would provide an alternative to a strict reliance on competencies. The Board may want to consider substituting a statement in the WAC for (a) such as:                      (a) <del>One hundred fifty hours of planned instructional activities approved</del> successful demonstration of a unit of study as established by the district.</p>
<p><b>Automatic Enrollment</b> (page 10, ITF Report)</p> <p>Define automatic enrollment [<i>staff note: what essentially becomes the default</i>] to mean all students take the core 18 credits—                      English (4)                      Math (3)                      Science (3)                      Social Studies (3)                      Fitness (1.5)                      Health (.5)                      Arts (2)                      Career Concentration (1)</p>	<ul style="list-style-type: none"> <li>Establish in rule the core courses in which all students must earn credit, and which cannot be waived.</li> <li>Establish in rule a requirement that review of the HSBP will occur annually.</li> </ul>	<ul style="list-style-type: none"> <li>Enroll all students in the required courses.</li> </ul>	<p>The concept of “default” has been part of the Board’s conversation around Core 24. States with “default” requirements usually specify a clear alternative set of requirements <u>or</u> state very clearly in rule <u>which</u> requirements are flexible (as the Board has done with the math requirement). The alternative to the default requirements is usually intended for a <u>small</u> percentage of students, and requires a formal signature process.</p> <p>Generally, what are the default requirements? Are there any that <u>all</u> students must take? Under what circumstances, aside from a third credit of math, could a student take something other than the default?</p>

<sup>1</sup> Washington is one of 27 states that define credit in terms of time. Among these states, only Louisiana, which requires 177 hours for a six-period day, exceeds Washington’s 150-hour requirement. The most frequently occurring (modal) time-based definition is 120 hours (held by nine states, or 33% of the 27).

<sup>2</sup> [180-51-050](http://www.wa.gov/180-51-050)

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<p><b>Limited Waiver Authority</b> (page 6, ITF Report)</p> <p>Authorize school boards to delegate limited waiver authority to local administrators, within designated parameters.</p>	<p>Establish in rule authority for school boards to delegate limited waiver authority of required credits to local administrators using these parameters:</p> <ul style="list-style-type: none"> <li>• Waivers are limited to no more than two graduation requirements (not credits).</li> <li>• The waiver(s) must be based upon student need as articulated in the High School and Beyond Plan.</li> <li>• The waiver(s) must be documented on the standardized transcript.</li> <li>• No waivers in a content area are authorized if the student has failed to meet standard on the required state assessment in that content area (e.g., math, reading, writing, science).</li> <li>• A district must have a written policy regarding waivers before any waivers are authorized.</li> <li>• Students must still earn 24 credits.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish waiver policy within given parameters</li> <li>• Implement policy with fidelity</li> <li>• Document waiver on standardized transcript</li> </ul>	<p>The policy role is largely one of equity—assuring that students have comparable access to opportunities, regardless of the district they are in. In that context:</p> <ul style="list-style-type: none"> <li>• The only subjects “off limits” to waivers would be those that have a state assessment <u>that the student has not passed</u>—math, English (reading/writing), and science. Is this acceptable?</li> <li>• Could the culminating project or high school and beyond plan be waived?</li> </ul> <p>Transcript issues would need to be addressed. (see transcript note in second bullet under SBE Role/Responsibility in the “two-for-one” policy)</p>
<p><b>Two-for-One</b> (page 4, ITF Report)</p> <p>Students earn one credit and satisfy two requirements when taking <i>either</i> a CTE-equivalent course <u>or</u> another course that has been designated by the district to be equivalent to a graduation requirement</p>	<ul style="list-style-type: none"> <li>• Establish two-for-one policy in rule</li> <li>• Work with OSPI to seek a notation on the standardized transcript of the manner in which graduation requirements have been satisfied (e.g., waiver, two-for-one). Aside from providing greater clarity as students move across districts, these notations would enable the Board to evaluate the extent to which the policy has been used.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish an equivalency process to ensure that the standards for both graduation requirements are met in one course,</li> <li>• Set the limit on the number of “two for one” classes a student could take.</li> <li>• Honor reciprocity across districts—credits and requirements would be satisfied according to the district policy where the student took the course.</li> </ul>	<p>The policy role is largely one of equity—assuring that students have comparable access to opportunities, regardless of the district they are in. In that context:</p> <ul style="list-style-type: none"> <li>• Should the SBE <u>require</u> reciprocity?</li> <li>• Should the SBE (rather than districts) set the limit on the number of “two-for-one” classes?</li> </ul> <p>Note: The HECB may have concerns about a two-for-one policy involving two courses that each satisfy CADRs (e.g., a two-for-one designation of a physics course that also satisfies a math requirement) —per June 2, 2010 SBE Exec. Comm. conversation with HECB Education Committee.</p>

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<p><b>Phase-in</b> (see page 4, ITF Report)</p> <p>Phase-in new requirements six years after funding begins.</p>	<ul style="list-style-type: none"> <li>Determine a phase-in strategy: either an “all-in” strategy that designates a year for full implementation of new graduation requirements, <u>or</u> a “staggered” strategy that establishes new graduation requirements over several years (e.g., English and social studies in 20__; full implementation by 20 __)</li> <li>Advocate for funding of the basic education act’s “instruction that provides students the opportunity to complete 24 credits for HS graduation.”</li> <li>Put graduation requirements in rule once funding has been obtained.</li> </ul>	<ul style="list-style-type: none"> <li>Begin preparations for moving toward the state’s new graduation requirements as soon as possible.</li> </ul>	<p>The Board originally intended to implement new graduation requirements in 2016 (assuming funding was received in 2011). The ITF suggested 2017. Science is seen to be more challenging to implement, mostly due to concerns about teacher and facilities resources. The Board may want to consider a “staggered” phase-in that allows more time for the system to build capacity in science.</p>
<p><b>Competency-based Credit Policy</b> (see page 7, ITF Report)</p> <p>Authorize through rule the opportunity for students who meet standard on state-approved end-of-course assessments to earn credit for the associated course, even if the student fails the class.</p>	<ul style="list-style-type: none"> <li>Create a rule.</li> </ul>	<ul style="list-style-type: none"> <li>Districts can already make this decision locally, based on the Board’s WAC about competency-based credit.</li> </ul>	<p>This was a controversial recommendation and may bear further study, if for no other reason than no one has yet <u>seen</u> the end-of-course assessments, a key source of hesitation for some ITF members. Because districts can already make this decision locally, the primary value of a statewide rule would be to allow all students access to the same benefit.</p>
<p><b>High School and Beyond Plan Starting at Middle School</b> (see page 8, ITF Report)</p> <p>Start the HSBP at middle school by focusing on exploring students’ options and interests.</p>	<ul style="list-style-type: none"> <li>Seek authority to require middle schools to introduce the HSBP with a focus on exploring students’ options and interests.</li> <li>Advocate for funding for increasing comprehensive counseling services at the middle level.</li> </ul>	<ul style="list-style-type: none"> <li>Initiate HSBP at middle level, and provide the counseling services needed to support it.</li> </ul>	<p>Board currently does not have the authority to require middle schools to initiate the HSBP.</p>

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<p><b>Flexibility to Meet High School Requirements at Middle Level Standards</b> (see page 9, ITF Report)</p> <p>Provide opportunities for students to begin meeting high school graduation requirements at the middle level when courses meet rigorous standards as determined by local districts.</p>	<ul style="list-style-type: none"> <li>Revise the graduation requirement rule to allow students to meet some high school graduation requirements taught to “rigorous standards” (but not necessarily high school level standards). Since the law (<a href="#">28A.230.090</a>) requires credit-bearing courses at the middle level to be taught to high school standards, this revision would allow some graduation requirements to be satisfied (essentially, checked off as being met) even if they did not earn credit.</li> </ul>	<ul style="list-style-type: none"> <li>Identify graduation requirements that can be met at middle level, and establish “rigorous standards” for those requirements.</li> <li>Determine the number and type of courses that could be satisfied at the middle level.</li> </ul>	<p>Students can already earn credit in the middle grades if they take courses that meet high school level standards. This is <u>not</u> the issue being considered.</p> <p>The issue is, <u>under what circumstances, if at all</u>, the Board would permit students to meet some high school requirements based on standards identified by the districts (not necessarily high school level standards). Washington State History is already being treated in this way by some districts.</p>
<p><b>Career Concentration</b> (see page 7, ITF Report)</p> <p>Define “career concentration” as: <i>Fulfill 3 credits of career concentration courses that prepare students to postsecondary education and careers on their identified program of study in their high school and beyond plan. One of the three credits shall meet the standards of an exploratory career and technical education (CTE) course, as currently defined in the SBE’s graduation requirement WAC <a href="#">180-51-066</a>.</i></p>	<ul style="list-style-type: none"> <li>Establish this definition in rule.</li> </ul>	<ul style="list-style-type: none"> <li>Create a HSBP <i>process</i> that makes the HSBP a living document, regularly revisited and updated by students as they make choices about what courses to take to meet their educational and career goals.</li> </ul>	
<p><b>Credit Recovery Advocacy</b> (see page 8, ITF Report)</p> <p>Advocate for: 1) the resources needed to implement and staff programs necessary to assist struggling students in credit recovery, and 2) a database of</p>	<ul style="list-style-type: none"> <li>Advocate for: 1) the resources needed to implement and staff programs necessary to assist struggling students in credit recovery, and 2) a database of intervention options so that each district has possible models to</li> </ul>	<ul style="list-style-type: none"> <li>Help the SBE make the case.</li> </ul>	

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