

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

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

Background

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

Timetable Assumptions

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

Strategies

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

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

*English, Science, Social Studies, Arts

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

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

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

