

## Special Board Meeting

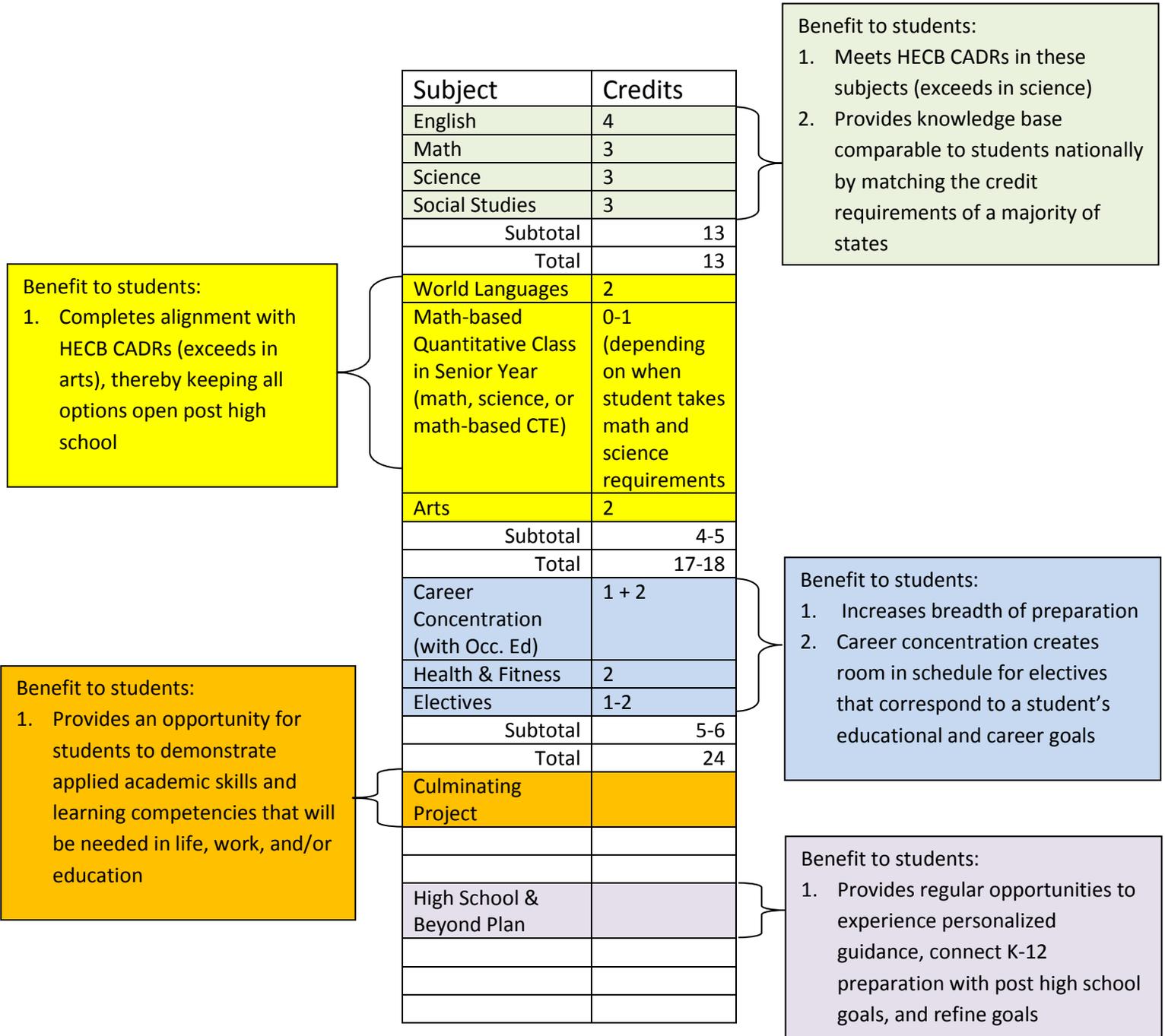
June 15, 2010

### AGENDA

- 8:30 a.m.** Summary of HECB Education Committee and SBE Executive Committee June 2, 2010 Meeting
- 8:45 a.m.** Discussion of Core 24 Implementation Task Force (ITF) Recommendations
- 10:30 a.m.** Break
- 10:45 a.m.** Discussion of Core 24 Implementation Task Force Recommendations (continued) and Consideration of Straw Proposal for a Revised Graduation Requirements Framework
- 12:10 p.m.** Public Comment
- 12:30 p.m.** Adjourn

# Graduation Requirements Decision Points

What is essential to the preparation of WA students for postsecondary education and the 21st century world of work and citizenship?



**2010**

**Core 24 Implementation Task Force Final Report  
to the Washington State Board of Education  
April 15, 2010**

**The Core 24 Implementation Task Force, comprised of education practitioners from around the state, was charged by the Washington State Board of Education (SBE) to provide policy recommendations for the implementation of the Core 24 graduation requirements framework. These policy recommendations will be presented to the SBE at its May 13-14, 2010 meeting.**

# Core 24 Implementation Task Force Policy Recommendations for Consideration by the State Board of Education

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## BACKGROUND

The State Board of Education (SBE) created the Core 24 Implementation Task Force (ITF) to examine the implementation issues associated with the Core 24 high school graduation requirements framework, passed by the State Board of Education (SBE) in July 2008. The SBE chartered<sup>1</sup> the ITF to advise the SBE on strategies needed to implement the requirements, including a phase-in process that would begin with the graduating class of 2013. Specifically, the SBE charged the ITF to produce three deliverables:

1. Recommendations with analyses of advantages and disadvantages related to the issues itemized in Motion #3, passed in July 2008. These issues included:
  - A. An implementation schedule that prioritizes phase-in of new credit requirements.
  - B. Ways to operationalize competency-based methods of meeting graduation requirements.
  - C. Ways to assist struggling students with credit retrieval and advancing their skills to grade level.
  - D. Phasing in Core 24 to address issues such as teacher supply, facility infrastructure, etc.
  - E. Ways to provide appropriate career preparation courses, as well as career concentration options.
  - F. Scheduling approaches to 24 credits that can meet the required 150 instructional hours.
2. Recommendations with analyses of advantages and disadvantages related to other relevant issues the ITF identifies.
3. Regular feedback from the field on CORE 24 perceptions, concerns, and support.

In addition, the SBE asked the ITF to look at the issue of **automatic enrollment** and to recommend a process connected to the **High School and Beyond Plan** for students to elect and formally declare a college or career emphasis if they want to elect an alternative to pursuing the default college and career-ready requirements.

Members of the Core 24 Implementation Task Force (ITF) (see Attachment A) were selected from over 150 applicants. The ITF members collectively brought to the table a depth and breadth of expertise in diverse student populations, as well as school and district sizes, types, and locations. The ITF met nine times<sup>2</sup> between March 2, 2009 and March 15, 2010 to form recommendations, and convened via webinar to review the draft report on April 14, 2010. Their work was informed by the feedback they solicited from the groups and organizations listed in Attachment B.

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<sup>1</sup> The SBE approved a [charter](#) for the work of the ITF in November 2008.

<sup>2</sup> All meeting materials are posted on the State Board of Education [website](#).

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The SBE asked the ITF to consider its recommendations in the context of the approved Core 24 graduation requirements framework; the Board did not ask the ITF to suggest amendments to the framework. The ITF was in general agreement that:<sup>3</sup>

- More demanding requirements will better prepare students
- Multiple pathways will enable students to pursue preparation that best fits their goals

At the same time, ITF members expressed reservations about the implementation of Core 24, citing most strongly concerns about full and sustainable funding. Other concerns included science and arts facilities, two credits of arts, sufficient supply of highly-qualified teachers, and the challenge that Core 24 poses for students who need more time and support, including English Language Learners and students who fail classes, and who often lose elective opportunities because they need to take remedial classes.<sup>4</sup>

In various places in this report there are references to “meeting a graduation requirement” and “earning a credit.” A student might meet a graduation requirement without earning a credit. In either case, the student would still be required to earn 24 credits as defined by the State Board of Education.

### RECOMMENDATIONS

This technical table provides a reference to the recommendations that correspond to each task assigned by the SBE to the ITF.

Task	Recommendation
Phase-in: implementation schedule, teacher supply, facility infrastructure, etc.	1
Competency-based approaches	2,3,5
Struggling students: assisting struggling students with credit retrieval and advancing their skills to grade level.	7
Career concentration: providing appropriate career preparation courses, as well as career concentration options.	6
Scheduling approaches to 24 credits that can meet the required 150 instructional hours.	2,3,4,9
Automatic Enrollment	10
High School and Beyond Plan	8,9,10

**Process.** With the exception of the phase-in recommendations, which had already been presented to the SBE in November, 2009, the 15 (of 19) ITF members present at the

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<sup>3</sup> Based on ITF members’ individual responses to a March 5, 2010 e-mail query, “Which aspects of Core 24 help meet the Board’s graduation requirements policy goal to better prepare students for the job, career, and postsecondary education demands they will face after high school?” (better means better than current state-prescribed requirements do).

<sup>4</sup> The e-mailed prompt asked ITF members, “What is your primary concern about the implementation of Core 24?” All of the responses are listed in a document called “Draft Key Messages” posted on the SBE website under “Meeting Materials” for the March 15, 2010 ITF meeting. <http://www.sbe.wa.gov>

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March 15, 2010 meeting voted on each recommendation, using an audience response system to tally the votes. The vote count is provided by each recommendation.

**1. Phase-in Policy Recommendation.** (The SBE asked the ITF to deliver its phase-in recommendations in fall 2009, in order to factor them into the deliberations of the Quality Education Council prior to the 2010 legislative session.)

“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:

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.
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).
3. 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.”<sup>5</sup>

Advantages of a 6-year Phase-in	Disadvantages of a 6-year Phase-in
<ul style="list-style-type: none"> <li>• Reinforces the importance of middle level preparation in achieving the goals of Core 24</li> <li>• Provides adequate lead time for districts to assess needs and make the needed changes, including repurposing of space</li> </ul>	<ul style="list-style-type: none"> <li>• Does not meet the Board’s goal of implementation for the graduating Class of 2016</li> </ul>

**2. Two-for-One Policy Recommendation.** [Vote: 14 yes. 1 no]. Encourage districts to explore competency-based methods of awarding credit by creating a state policy that would enable students to earn one credit and satisfy two requirements when taking *either* a CTE course that has been designated by the district to be equivalent to a graduation requirement or another course that has been designated by the district to be equivalent to a graduation requirement (e.g., marching band and physical education;

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<sup>5</sup> November 2009 PowerPoint presentation to SBE by ITF co-chairs, Jennifer Shaw and Mark Mansell

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human anatomy/physiology and health). Standardized transcripts would note whether the student met the graduation requirement by equivalency or by credit. Districts would establish an equivalency process to ensure that the standards for both graduation requirements are met in one course, and would set the limit on the number of “two for one” classes a student could take. Students would still need to earn a total of 24 credits.

Credits and requirements would be satisfied according to the district policy where the student took the course. Reciprocity across districts must be honored, with the expectation that districts would work together in the best interests of students.

Advantages of a Two-For-One Policy	Disadvantages of a Two-For-One Policy
<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</li> <li>• May encourage development of professional learning communities as teachers collaborate to establish equivalencies</li> <li>• Builds on expertise of CTE community</li> <li>• Leads to more integrated coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Without clear state parameters, the policy could be interpreted inconsistently within and/or across districts and make it difficult for students to transfer credits across schools and/or districts</li> <li>• Would require changes to standardized transcript</li> <li>• Would need to clarify with the higher education community whether, or under what circumstances, colleges would accept one course meeting two requirements</li> </ul>

**3. Redefine “credit” in WAC Policy Recommendation. [13 yes. 2 no].** High school credit is defined in rule by the State Board of Education<sup>6</sup> as:

- a) One hundred fifty hours of planned instructional activities approved by the district; or
- (b) Satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy.

While recognizing the importance of investing time in learning, the ITF recommends that the SBE eliminate in the above WAC the time-based (150 hours) definition of a credit<sup>7</sup> (a), and maintain the competency-based definition of a credit (b). This policy would place the focus on student-centered learning and allow districts the flexibility to determine, and individualize, how much course time is needed for students to meet the state’s standards.

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<sup>6</sup> [180-51-050](#)

<sup>7</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).

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Advantages of Eliminating the Time-based Definition	Disadvantages of Eliminating the Time-based Definition
<ul style="list-style-type: none"> <li>• Shifts the emphasis from time to rigor; places responsibility on districts to assure that rigorous standards are applied to all courses, and that the time needed to achieve those standards is provided.</li> <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<sup>8</sup> suggests that districts on block schedules are less likely to meet the 150 hour requirement</li> <li>• Eliminates inconsistencies across districts 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>• Establishes no minimum, measurable threshold of expectation</li> <li>• It could decrease student-teacher contact time.</li> </ul>

4. **Limited Local Waiver Authority Policy Recommendation. [13 yes. 2 no].** Give limited waiver authority to local administrators by delegating to each school board the authority to adopt policy that prescribes administrator latitude and discretion for waiving required credits, using these parameters:
- Waivers are limited to no more than two graduation requirements (not credits).
  - The waiver(s) must be based upon student need as articulated in the High School and Beyond Plan.
  - The waiver(s) must be documented on the standardized transcript.
  - 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).
  - A district must have a written policy regarding waivers before any waivers are authorized.
  - Students must still earn 24 credits.

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<sup>8</sup> See [Analysis of School Bell Schedules and Graduation Requirements](#) prepared by SBE staff for the May 18, 2009 meeting of the ITF.

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Advantages of Limited Local Waiver Authority	Disadvantages of Limited Local Waiver Authority
<ul style="list-style-type: none"> <li>• Allows flexibility to meet requirements</li> <li>• Acknowledges the professional judgment of local staff (principals)</li> <li>• Acknowledges that there are many variables in the way students learn</li> <li>• Gives small schools needed flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• It's only as good as the people/systems giving the waivers</li> <li>• Inconsistencies will occur</li> <li>• Protects against waiver only those subjects for which there is a required state assessment, and then only when the student has not met standard on the required state assessment.</li> </ul>

- 5. Competency-based Credit Policy Recommendation. [8 yes. 7 no.]** This policy was debated spiritedly, and the resulting vote reveals the divergence of views on the topic. The recommendation is to 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.

Advantages of State WAC on Competency-based Credit Related to State End-of-Course Assessments	Disadvantages of State WAC on Competency-based Credit Related to State End-of-Course Assessments
<ul style="list-style-type: none"> <li>• Provides consistency across state</li> <li>• Provides guidance to districts about one form of competency-based credit</li> <li>• Consistent with the state's direction toward standards-based learning</li> </ul>	<ul style="list-style-type: none"> <li>• Takes away local control</li> <li>• No single assessment can test the breadth of material covered in a class</li> <li>• May reward students for the wrong reasons (If students know they can earn credit as long as they pass the EOC, they may choose to disregard other course requirements.)</li> </ul>

- 6. Career Concentration Policy Recommendation. [13 yes. 2 no]<sup>9</sup>.** Use the following definition to define career concentration:

*Fulfill 3 credits of career concentration courses that prepare students for 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*

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<sup>9</sup> This definition did not pass on the first vote (5 yes, 10 no) because the last sentence only suggested that one of the three credits “should meet” the standards of an exploratory CTE course. When “should” was changed to “shall,” the vote changed.

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*of an exploratory career and technical education (CTE) course, as currently defined in the SBE's graduation requirements WAC<sup>10</sup>.*

Advantages of Career Concentration Definition	Disadvantages of Career Concentration Definition
<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>

7. **Credit Recovery Advocacy. [15 yes. 0 no].** The SBE should advocate for:
- resources needed to implement and staff programs necessary to assist struggling students in credit recovery. Funding could be similar to the new LAP funding model.
  - the state to develop a database of intervention options so that each district has possible models to implement.

Advantages of Credit Recovery Advocacy	Disadvantages of Credit Recovery Advocacy
<ul style="list-style-type: none"> <li>• Consistent with Board's formal support for funding assistance for struggling students as part of Core 24<sup>11</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Requires funding</li> <li>• Board can advocate, but only the legislature can provide funding</li> </ul>

8. **High School and Beyond Plan Starting at Middle School Policy Recommendation. [15 yes. 0 no].** A plan should be started at the middle level with a focus on exploring students' options and interests. The ITF recommends increasing the comprehensive counseling services available at the middle level.

Advantages of High School and Beyond Plan at Middle Level	Disadvantages of High School and Beyond Plan at Middle Level
<ul style="list-style-type: none"> <li>• Consistent with Board's desire to initiate the High School and Beyond</li> </ul>	<ul style="list-style-type: none"> <li>• Board has no authority to require that the High School and Beyond Plan</li> </ul>

<sup>10</sup> [WAC 180-51-066](#)

<sup>11</sup> *Affirm the intention of the Board to advocate for a comprehensive funding package and revision to the Basic Education Funding formula, which among other necessary investments, should link the implementation of CORE 24 directly to sufficient funding to local school districts for a six-period high school day<sup>11</sup>, a comprehensive education and career guidance system, and support for students who need additional help to meet the requirements. The Board directed staff to prepare a funding request for the 2009-2011 biennium to begin implementation of CORE 24. (SBE motion passed in July 2008)*

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Advantages of High School and Beyond Plan at Middle Level	Disadvantages of High School and Beyond Plan at Middle Level
<p>Plan (HSBP) at the middle level.</p> <ul style="list-style-type: none"> <li>• Specifies the focus of what the HSBP should be at the middle level.</li> <li>• Consistent with Board’s formal support for funding for a comprehensive education and career guidance system as part of Core 24</li> </ul>	<p>begin at the middle level—can provide only guidance</p>

**9. Flexibility to Meet High School Requirements At Middle Level Standards Policy Recommendation [10 yes. 5 no].** Provide opportunities for students to begin meeting high school graduation requirements at the middle level when courses meet rigorous standards as determined by the local districts. As provided by law,<sup>12</sup> credits may be awarded if the course meets the same standards as the high school equivalent, and the student and parent elect to record the credit on the transcript.

Advantages of Flexibility to Meet High School Requirements at Middle Level Standards	Disadvantages of Flexibility to Meet High School Requirements at Middle Level Standards
<ul style="list-style-type: none"> <li>• Opens up scheduling flexibility in 9-12</li> <li>• Provides local control for districts to determine the number and type of courses that could be satisfied at the middle level</li> <li>• Provides more opportunities for students to begin meeting high school requirements in middle school (currently, students may meet only for-credit requirements)</li> </ul>	<ul style="list-style-type: none"> <li>• Creates statewide inconsistency by allowing variations across districts in which requirements can be met at middle level standards</li> <li>• Could create a perception that courses that “meet a requirement” are less important than those that “earn credit”.</li> <li>• Requires a philosophical shift on part of SBE; Board would have to acknowledge that districts could allow some high school requirements to be met after being taught to middle level standards (e.g., WA State History).</li> <li>• Would require highly qualified teacher for 4-12 in middle school</li> <li>• Could displace what middle level students are already taking</li> <li>• Creates a registrar’s nightmare without some prescription of district reciprocity</li> </ul>

**10. Automatic Enrollment Policy Recommendation [14 yes. 1 no].** Automatic enrollment means all students will take the core 18 credits. Students will develop a plan by the end of 8<sup>th</sup> grade for the entire Core 24 requirements. Comprehensive guidance—including review of the plan-- will be provided to all students annually.

<sup>12</sup> [RCW 28A.230.090](#)

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Distribution of the remaining six credits would be determined by the student's high school and beyond plan (HSBP).

Core Credits for  
Automatic Enrollment

Subject	Credits
English	4
Math	3
Science	3
Social Studies	3
Fitness	1.5
Health	.5
Arts	2
Career Concentration	1
<b>Total</b>	<b>18</b>

Advantages of Automatic Enrollment Policy Recommendation	Disadvantages of Automatic Enrollment Policy Recommendation
<ul style="list-style-type: none"> <li>Creates a more rigorous common core of graduation requirements than those for the Class of 2013</li> <li>Allows flexibility for students to determine the distribution of the remaining six credits</li> <li>Meets the minimum four-year public college admission requirements except for the Higher Education Coordinating Board's 2-credit world language requirement</li> </ul>	<ul style="list-style-type: none"> <li>This is a different view of automatic enrollment than what the SBE has expressed to date</li> <li>Board does not have authority to require students to develop a plan in 8<sup>th</sup> grade (and this recommendation may conflict with recommendation #8 in its stated focus of the middle level HSBP)</li> <li>If world language is not part of the automatic enrollment process, many students who have not made a clear decision about their postsecondary goals may not be prepared to enter a four-year university.</li> </ul>

### FOR FURTHER CONSIDERATION

The ITF considered, but did not formally vote on the possibility that local administrators could waive state-mandated graduation requirements for students who receive an International Baccalaureate (IB) Diploma or Cambridge Diploma. The Board may want to consider the merits of such a policy.

Advantages of Waiver for IB or Cambridge Diploma	Disadvantages of Waiver for IB or Cambridge Diploma
<ul style="list-style-type: none"> <li>Each is a rigorous, internationally-benchmarked curriculum</li> <li>Gives students flexibility</li> <li>Without it, IB students in schools with 6-</li> </ul>	<ul style="list-style-type: none"> <li>Would need to have provisions for students who take IB classes but don't get the IB diploma</li> <li>Is inconsistent with the Board's intent</li> </ul>

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Advantages of Waiver for IB or Cambridge Diploma	Disadvantages of Waiver for IB or Cambridge Diploma
<p>period days would find it to be almost impossible to meet all requirements</p> <ul style="list-style-type: none"><li>• The IB or Cambridge Diploma would still require 24 credits,</li><li>• The IB or Cambridge Diploma is rigorous and would prepare students for college.</li></ul>	<p>to create one diploma for all</p>

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## Attachment A

### Core 24 Implementation Task Force Members

**Alex Otoupal**, Associate Principal, Evergreen School District

**Brad Sprague**, Principal, Auburn School District

**Bridget Lewis**, Executive Director of Instructional Programs, Spokane Public Schools

**Charles Hamaker-Teals**, Social Studies Teacher, Kennewick School District

**Dennis Maguire**, Associate Superintendent for Instruction, Pasco School District

**Jean Countryman**, Counselor, Ellensburg School District

**Jennifer Shaw**, Principal, Franklin Pierce School District

**Julie Kratzig**, Counselor, Bellingham School District

**Karen Madsen**, Board of Directors, Everett Public Schools

**Larry Francois**, Superintendent, Northshore School District

**Linda Dezellem**, Principal, Brewster School District

**Lisa Hechtman**, Principal, Issaquah School District

**Lynn Eisenhauer**, K-12 Arts Facilitator, Tacoma Public Schools

**Mark Mansell**, Superintendent, La Center School District

**Michael Christianson**, Career and Technical Education Director, Bethel School District

**Michael Tolley**, High School Instructional Director, Seattle Public School District

**Mick Miller**, Superintendent, Deer Park School District

**Sandra Sheldon**, Superintendent, Warden School District

**Sergio Hernandez**, Superintendent, Freeman School District

Note: Harjeet Sandhu, Principal, Tacoma School District and John Heley, English and Spanish Teacher, Asotin-Anatone School District were originally selected for the ITF and participated in its initial meetings; however, both withdrew.

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Attachment B

## ITF Outreach Efforts

The Board asked the ITF to provide regular feedback from the field on CORE 24 perceptions, concerns, and support. Members elicited feedback in a variety of ways, from formal surveys and presentations to informal conversations. The following list depicts some of the groups that provided feedback.

### School Districts/Boards

Auburn  
Bellingham  
Bethel  
Brewster  
Evergreen  
Freeman  
Issaquah  
Kennewick  
La Center  
Northshore  
Pasco  
Seattle  
Spokane  
Tacoma  
Warden

### Organizations

**ArtsEd** Washington Board  
**AWSP** (Association of Washington School Principals)  
**Bilingual Education Advisory Committee**  
**WA-ACTE** (Washington Association for Career and Technical Education)  
**WALA** (Washington Association for Learning Alternatives)  
**WASA** (Washington Association of School Administrators)  
**WASSP** (Washington Association of Secondary School Principals)  
**WA State PTA** (survey)  
**WAVA** (An Association of Career and Technical Administrators)

**WEA** (Washington Education Association) (local and state representatives)  
**WSCA** (Washington School Counseling Association)  
**WSSDA** (Washington State School Directors' Association) (survey)  
**WSTA** (Washington Science Teachers Association) (survey)

### Groups

CTL (Caribou Trail League) Principals  
Clark County Superintendents  
ESD 101 Superintendents  
ESD 123 Superintendents  
ESD 112 Superintendents  
ESD 113 Superintendents  
ESD 121 Superintendents  
ESD 171 Superintendents  
Grant County Superintendents  
IB Coordinators  
OSPI Arts Leadership groups  
Pasco-area principals' groups  
Rural Education Centers  
Skills Center Directors  
Spokane County Superintendents  
Spokane Valley Administrative Group  
Tri-Cities Superintendents  
WASA Small Schools Conference  
WA State National Board Certification Candidates

## HECB EDUCATION COMMITTEE AND SBE EXECUTIVE COMMITTEE

### MEETING NOTES

#### June 2, 2010

**HECB Education Committee members:** Jesus Hernandez (HECB Chair), Sam Smith (Education Committee Chair), Ethelda Burke, Bill Grinstein

**SBE Executive Committee members:** Jeff Vincent (SBE Chair), Steve Dal Porto (SBE Co-chair), Sheila Fox, Mary Jean Ryan

**Staff:** Jan Ignash and Randy Spaulding (HECB); Edie Harding and Kathe Taylor (SBE)

**Purpose of Meeting/Discussion of Common Goals.** The purpose of the meeting was to: 1) Explore ways for the two policy boards to work together to keep the state moving forward on shared goals, and 2) Consider ways to align high school graduation requirements and college admission requirements.

Members of both boards agreed that they shared common interests and would like to work together to help students become productive citizens and navigate the system successfully. The current governance system is fragmented and creates artificial lines between K-12 and higher education. By working together, the boards can help extend the state's commitment to education.

**Improving Alignment between High School and Four-year Public College Admission Requirements.** Two questions were posed for discussion:

- 1) **Could HECB and SBE move concurrently to a 3 credit science requirement?** Members of the two committees agreed to move together on this requirement and directed staff to develop a proposal for concurrent implementation. SBE may take action on a science requirement in July, although rules would not be implemented until funding is secured. If SBE chooses to move to a 3-credit science requirement, they would like to do so with the knowledge that HECB supports the move and will take a similar step with the revisions to the admission standards. Ethelda Burke wanted to ensure that the change would be phased in over time to allow districts and schools to adapt. The SBE will be considering the phase-in recommendations of its Core 24 Implementation Task Force in their overall review of Core 24.
- 2) **Would there be strategic value in agreeing to a common, minimum number of requirements?** The consensus of the group was that there would be value in a common number of requirements. Staff were directed to develop a proposal for a shared, minimum number of total requirements that would include a set of courses both boards would hold in

common. Twenty credits were suggested as a reasonable target for the common set of requirements.<sup>1</sup> The Core 24 Implementation Task Force (ITF) Final Report recommendation for courses that would constitute “automatic enrollment” will act as a starting point for conversations about what constitutes the common core.

**Competencies vs. Credits (based on policy recommendations 2, 3, and 5 from Core 24 Implementation Task Force (ITF) Final Report).** Three questions were posed for discussion:

1. **What are the implications for higher education if SBE moves away from seat-time requirements? (competencies vs. credits).** States define credits in different ways. A little more than half (27), including Washington<sup>2</sup>, define credit in terms of time. The ITF recommended that the SBE consider eliminating the time-basis of a credit. Some additional research will be necessary on the part of HECB staff but HECB does not expect objections to elimination of a specific hour requirement that equates to a credit. However, HECB anticipates that baccalaureate institutions might have some concerns if students were awarded credit based solely on competency, with no corresponding coursework. One exception might be competency-based credit for world languages. The members of both boards supported further work in this area and would like to see a staff recommendation.

2) **The ITF suggested that districts could count “2 for 1”; how would four-year publics respond? (e.g., can courses double count?).** Again, further investigation with the universities is required. HECB staff did not expect concerns with courses that meet a secondary requirement that is not currently a HECB CADR (e.g., students who earn credit for science while meeting a second graduation requirement in Career and Technical Education (CTE)). However, there might be concerns about courses that met two academic area requirements (e.g., students who earn credit for physics while meeting a second graduation requirement in math). Staff will investigate further and develop a proposal.

3) **How could HECB and Transition Math Project (TMP) College Readiness Definitions be incorporated into high school requirements?** The HECB and TMP developed college readiness definitions for science, English, and math, including content standards and attributes or “habits of mind” that would help students be successful in college. A crosswalk of the science college-readiness definitions with K12 science standards showed that the college-readiness science content had been incorporated into the new K-12 science standards, but some of the attributes had not. Staff were asked to look at the standards in English and math to see whether these attributes were addressed in other disciplines, and how (if at all) they might be highlighted or incorporated into graduation requirements; for example, perhaps through the culminating project.

**Additional / regular meetings in the future.** Issues had been listed as a possibility for discussion at future meetings, and were addressed briefly.

- **Competency assessment of world language and other subjects.** World language, because of its national standards and assessments, may be the most accessible discipline

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<sup>1</sup> The HECB requires 15-16 Common Academic Distribution Requirements (CADRs). The SBE’s Core 24 Graduation Requirements Framework proposes 24 credits/requirements.

<sup>2</sup> Washington defines a credit as 150 hours of planned instructional activities or satisfactory demonstration of clearly identified competencies defined in written district policy.

to pursue the awarding of competency-based credit (i.e., the “low hanging fruit”). Both boards encouraged staff to pursue this and to identify other areas where competency-based credit may be appropriate.

- **Role of middle school courses in high school graduation and college admission.** The HECB currently stipulates that students can earn designated credits in middle school in world language and math and satisfy CADR; it also stipulates that students cannot earn credits in middle school in other subjects. The HECB will propose a broader approach to how requirements might be met in middle school, particularly in sequenced courses.
- **Alternatives to Algebra II.** More work is needed here - this will likely be a longer term issue. Two key issues were identified – the need to recognize alternative approaches to teaching algebra II content to meet college admission requirements and exploring the possibility of an exception to the algebra II requirement with substitution of another course (e.g., statistics).
- **Statewide implementation of SAT or ACT testing.** Members discussed the value of seeking state support for all students to take the SAT or ACT tests prior to high school graduation. HECB staff will cost out statewide implementation of SAT or ACT tests (funded by the state for all public HS juniors) for a possible budget decision package.
- **IB/Cambridge diploma.** The SBE’s Core 24 ITF Final Report encourages the SBE to explore the possibility of allowing students who earn an IB or Cambridge diploma to have met the requirements for a WA diploma. The SBE has not formally considered this issue yet, and it could be considered by the HECB, as well. This is likely a larger impact for high school graduation than for college admission, but it would be good to list it in both places.
- **Legislative strategies.** Staff were directed to arrange a follow-up meeting in August or September to discuss a proposal for common standards and develop a common legislative strategy to support the new standards and present a united front. An important part of the message needs to be the role of education in preparing young people to participate fully in society.

## Final Comments

Jesus Hernandez – need to make recommendation to encourage and support parent education and involvement.

Mary Jean Ryan –would like to discuss College Bound Scholarship at a future meeting. She notes that K-12 need to do its part to support the program.

Ethelda Burke – supports the notion that we need to increase parent capacity to increase student’s ability to be successful.

Sheila Fox – suggests we can’t ignore the persistent issues in K-12 that need to be addressed in order to see the changes in student success we want.

Bill Grinstein – suggests we need to address advising and counseling issues in high school and the need for math and science teachers. Higher Ed’s role is to prepare these folks.

Steve Dal Porto – emphasized the need to continue the conversation and continue to work together.

Jeff Vincent – reinforced the need for these meetings – breaking out of silos. Asked staff who else we might need to bring into the conversation.

### 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:  <del>(a) 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.sbe.wa.gov/180-51-050)

Policy Recommendation/Description	SBE Action for Consideration	District Role/Responsibility	Staff Notes/Questions
<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>

Policy Recommendation/Description	SBE Action for Consideration	District Role/Responsibility	Staff Notes/Questions
<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>

Policy Recommendation/Description	SBE Action for Consideration	District Role/Responsibility	Staff Notes/Questions
<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>	

Policy Recommendation/Description	SBE Action for Consideration	District Role/Responsibility	Staff Notes/Questions
intervention options so that each district has possible models to implement.	implement.		

# STRAW PROPOSAL FOR REVISED FRAMEWORK: JUNE 15, 2010

## Revising Core 24

### The Essential 20

#### College and Career Ready Requirements

Subject	Credits
English	4
Math	3
Science	3
Social Studies	3
Arts	1
World Languages	2
Health/Fitness	1
Career Preparation	1
Career Pathway Electives*	2
<b>Total</b>	<b>20</b>

Meets or exceeds minimum four-year college academic distribution requirements (CADRs)

Provides room for students to pursue a CTE program of study

\*Connected to High School and Beyond Plan

Pros	Cons
<ul style="list-style-type: none"> <li>Maintains the Board's original intent for requirements that would enable students to keep all postsecondary options open</li> <li>Builds alignment across levels of education</li> </ul>	<p>May be seen as too focused on four-year college-ready requirements and not focused enough on career-ready requirements</p>
<ul style="list-style-type: none"> <li>Brings credit requirements for English, Math, Social Studies, and Science up to a level consistent with the majority of states nationally; reflects or exceeds national trends in remaining subjects (world languages, arts, fitness, career)</li> </ul>	<p>Districts are concerned about cost and availability of science facilities</p>
<ul style="list-style-type: none"> <li>Creates a definition for essential (not minimal) preparation through college and career ready graduation requirements that:                             <ul style="list-style-type: none"> <li>align in key subjects (English, math, social studies, science) with states' requirements nationally,</li> <li>enable students to keep all postsecondary options open, and</li> <li>enable students to pursue a CTE program of study (minimum of 2 CTE courses).</li> </ul> </li> </ul>	<p>Will be criticized for reducing electives, arts, and fitness</p>
<ul style="list-style-type: none"> <li>Allows flexibility in a 6-period day schedule for credit recovery classes, support classes, and other local options</li> <li>Does not increase total number of credits</li> </ul>	<p>The 137 districts that currently require fewer than 24 credits may feel that there aren't enough electives or there is limited room for local requirements.</p>

## STRAW PROPOSAL FOR REVISED FRAMEWORK: JUNE 15, 2010

Pros	Cons
required currently	
<ul style="list-style-type: none"> <li>• “Career Preparation” more clearly conveys intent for this requirement</li> <li>• Substitutes “Career Pathway Electives” for “Career Concentration” to clarify the intent of the requirement and reflect the ITF’s proposed definition of career concentration</li> </ul>	<p>New labels that SBE hasn’t considered yet</p> <p>Career and technical education (CTE) would like to see occupational education renamed CTE, but principals are concerned that only CTE-certified teachers could then teach the courses</p>
<ul style="list-style-type: none"> <li>• Consistent with basic education act’s “instruction that provides students the opportunity to complete 24 credits for HS graduation”. It prescribes 20 credits. Ultimately, the state could call for all districts to provide, at minimum, an additional 4, local option credits.</li> </ul>	<p>May be seen as a retreat from “rigor” by stakeholders that have supported SBE’s Core 24 framework</p>

### Graduation Requirements At-a-Glance

Subject	Class of 2013 Requirements	Proposed Core 24 Requirements	Staff Recommendation
English	3	4	4
Math	3	3	3
Science	(1 lab) 2	(2 labs) 3	(2 labs) 3
Social Studies	2.5	3	3
Arts	1	2	1
World Languages	0	2	2
Health/Fitness	2	2	1
Occupational Education	1	(see career concentration)	1 (renamed Career Preparation)
Career Concentration	0	3	0 (see electives)
Electives	5.5	2	2 (focused as “Career Pathway” electives connected to HSBP)
<b>Total</b>	<b>20</b>	<b>24</b>	<b>20</b>

**STRAW PROPOSAL FOR REVISED FRAMEWORK: JUNE 15, 2010**

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