

June 15, 2010
Puget Sound Educational Services District
Renton, Washington

MINUTES

Attending: Chair Jeff Vincent, Dr. Sheila Fox, Dr. Bernal Baca, Ms. Amy Bragdon, Mr. Randy Dorn, Mr. Eric Liu, Ms. Connie Fletcher, Ms. Phyllis Bunker Frank, Mr. Jack Schuster, Mr. Bob Hughes, Ms. Anna Laura Kastama, Ms. Mary Jean Ryan, Mr. Jared Costanzo, Mr. Warren Smith (14)

Absent: Vice Chair Steve Dal Porto (excused), Dr. Kris Mayer (excused) (2)

Staff Attending: Ms. Edie Harding, Dr. Kathe Taylor, Mr. Aaron Wyatt (3)

Staff Absent: Ms. Ashley Harris (excused), Ms. Loy McColm (excused), Mr. Brad Burnham (excused), Ms. Sarah Rich (excused), Ms. Colleen Warren (excused) (5)

June 15, 2010

Summary of HECB Education Committee and SBE Executive Committee Joint Meeting

Mr. Vincent reviewed the highlights of the joint meeting with the Higher Education Coordinating Board (HECB). He noted that the minutes from the joint meeting were provided in the packet for the members' review. The purpose of the meeting was to explore potential alignment issues between HECB college admission and the SBE high school graduation requirements. There is a fragmented system and the key is to get a common alignment between the SBE and the HECB. The members of both committees agreed to look at a three credit science requirement and directed staff to develop a proposal for concurrent implementation of a third credit of science.

Twenty credits were suggested as a reasonable target for a common set of requirements. There was discussion regarding the Core 24 Implementation Task Force (ITF) discussion about removing the 150 hour time basis for a credit. The HECB does not anticipate a big concern but they were not ready to go to a competency-based system that would allow students to earn credit without seat time. One exception might be competency-based credit in world languages; further discussion will occur on this. Regarding the discussion about a two-for-one policy, the HECB was willing to look at two-for-one for Career and Technical Education (CTE)-equivalent courses. The two committees agreed to meet again in August to move forward. There will be additional feedback after the July Board meeting, which will be provided at the August meeting.

Board members expressed interest in meeting with the leadership of other boards, as well.

Discussion of Core 24 Implementation Task Force Recommendations

The special meeting was called to provide direction to staff on the graduation requirements framework and related policy recommendations that the Board would like to consider at the July 2010 Board meeting. This is in keeping with the timetable already established.

Following, is the Core 24 Implementation Task Force Recommendations and Board member discussion pertaining to each recommendation:

Policy Recommendation/Description	Board Discussion During Meeting
<p>Redefine “Credit” in WAC Policy</p> <p><i>Eliminate the time-based (150 hours) definition of a credit (a) and maintain the competency-based definition of a credit (b). High school credit is defined in rule by the State Board of Education as:</i></p> <p><i>(a) One hundred fifty hours of planned instructional activities approved by the district; or</i></p> <p><i>(b) Satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy.</i></p>	<ul style="list-style-type: none"> • Twenty-three states do not require a time based credit. Of those that do, Washington is at the high end in terms of hours required • Striking (a) sends a message for districts to pay more attention but doesn't preclude what they're already doing. • The district can establish the time depending on what it chooses to do. • 150 hours is based on what districts have become comfortable with. • The actual hours provided per credit differs by districts, depending on their bell schedule. Are we getting closer to districts working together on competency based credit? End-of-course exams will add a standardized assessment that could be used for awarding credit. • The Board should review Evergreen School District's process to talk about the challenges they had developing the competencies. • Substituting a non time-based description for the time-based description such as the one Maryland uses may provide an alternative to a strictly competency-based definition. • Suggested a comparison of other states. • Would like to see on July Board meeting agenda. • Examine one to three other states that have moved away from a time-based credit.
<p>Automatic Enrollment</p> <p><i>Define automatic enrollment to mean all students take the core 18 credits:</i></p> <ul style="list-style-type: none"> • <i>English = 4</i> • <i>Math = 3</i> • <i>Science = 3</i> • <i>Social Studies = 3</i> • <i>Fitness = 1.5</i> • <i>Health = .5</i> • <i>Arts = 2</i> • <i>Career Concentration = 1</i> 	<ul style="list-style-type: none"> • Put on hold until later in the day.
<p>Limited Waiver Authority</p> <p><i>Authorize school boards to delegate limited waiver authority to local administrators within designated parameters.</i></p>	<ul style="list-style-type: none"> • Need to define the parameters of waivers. Start with the parameters suggested by the ITF. • Ability to have a lot of flexibility can be in the model. • Talked earlier about using election rather than waiver to signify choice. If the word 'waiver' is used there needs to be a better definition. • There may be considerable variation in policies adopted by each district. Will there be a different policy in every district or will there be a template to follow? • Don't waive the HSBP or culminating project.
<p>Two-for-One</p> <p><i>Students earn one credit and satisfy two requirements when taking either a CTE equivalent course or another course that has been designated by the district to be equivalent to a graduation requirement.</i></p>	<ul style="list-style-type: none"> • As long as a student is meeting the standards of two courses, what's the concern about what the classes are? • We would need to be very clear about expectations. • The HECB may not recognize “two-for-one” credits. In the end, the HECB will have separate issues than the Board will have and it's important for students to know what the differences are.

Policy Recommendation/Description	Board Discussion During Meeting
<p>Competency-based Credit Policy</p> <p><i>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.</i></p>	<ul style="list-style-type: none"> • We should look at another way to verify that a learner has knowledge and skills. • Research shows there is little correlation between grades and performance on assessments, but we need to have confidence in the assessments. It is possible for a student to have the knowledge and skills but not react favorably to an instructor. • What if the student doesn't take the course at all? • It probably wouldn't happen very often, but would send a symbolic message that we're pushing the system toward competency.
<p>High School and Beyond Plan (HSBP) Starting at Middle School</p> <p><i>Start the High School and Beyond Plan at middle school by focusing on exploring students' options and interests.</i></p>	<ul style="list-style-type: none"> • What are the consequences for a student in middle school who doesn't have a high school and beyond plan and has no idea what they want to do? It will be a requirement of the school to interact with that student to offer options to think about. • It's critical to have a concrete understanding of where students are who are in schools that are shutting down or those who don't have a concept of what they will do in the future. • The intention is to connect with students where they are right now and take responsibility to set up a system that will work for all students. • It's going to take money to do what we need to do. • The HSBP is not a silver bullet to fix all wrongs. If a student enters middle school academically behind, a mentor or adult needs to ask children what they want to be or where they want to go, and then help them see how to get there. What happens if we <u>don't</u> ask those questions?
<p>Flexibility to Meet High School Requirements at Middle Level Standards</p> <p><i>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.</i></p>	<ul style="list-style-type: none"> • Do we allow high school credits for things that don't meet high school standards? • Students earn a credit for taking world language in 8th grade because it's taught to a high school standard. • The state law requires that students study the Washington State constitution. It doesn't require that students earn a credit. • High school credit should not be awarded for non-high school work. • Suggested separation of requirement and credit.
<p>Career Concentration</p> <p><i>Define "career concentration" as:</i></p> <p><i>Fulfill three 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 of an exploratory Career and Technical Education (CTE) course, as currently defined in the SBE's graduation requirement WAC 180-51-066.</i></p>	<ul style="list-style-type: none"> • How did this recommendation interact with the automatic enrollment policy?
<p>Credit Recovery Advocacy</p> <p><i>Advocate for:</i></p>	<ul style="list-style-type: none"> • The Board has supported advocacy for resources necessary to assist struggling schools since it approved Core 24. • If there is a shift from 24 credits to 20 credits, then we would

<p>1) <i>The resources needed to implement and staff programs necessary to assist struggling students in credit recovery.</i></p> <p>2) <i>A database of intervention options so that each district has possible models to implement.</i></p>	<p>need to think strategically about what to advocate for.</p> <ul style="list-style-type: none">• Suggested broadening this further than credit recovery. We have to address helping kids get on grade level rapidly. If they're in middle school and are behind, intervention is needed that is strong enough to help them get on track.• The Urban Scholars Program helps middle school students who are coming in to Garfield High School and are very behind to get them up to speed during the 9th grade year.• The English Language Learner (ELL) allocation and the Learning Assistance Program (LAP) allocations will be discussed when Quality Education Council (QEC) convenes in the fall.
---	---

Graduation Requirement Decision Points

Kathe presented a progression of decision points as follows:

Subject	Credits	Benefits to Students	Notes
<ul style="list-style-type: none"> • English • Math • Science • Social Studies 	<p>4 3 3 3</p>	<p>1. Meets HECB college academic distribution requirements (CADRs) in these subjects (exceeds in science). 2. Provides knowledge base comparable to students nationally by matching the credit requirements of a majority of state.</p>	<ul style="list-style-type: none"> • A third credit of social studies must include civics
<ul style="list-style-type: none"> • World Languages • Math-based Quantitative Class in Senior Year (math, science, or math-based CTE) • Arts 	<p>2 0-1 (depending on when student takes math & science requirements) 2</p>	<p>1. Completes alignment with HECB CADRs (exceeds in arts) thereby keeping all options open post high school.</p>	<ul style="list-style-type: none"> • HECB requires math in senior year (could be a physics class). • World languages could potentially fall into the waiver category.
<ul style="list-style-type: none"> • Career Concentration (with Occ. Ed) • Health & Fitness • Electives 	<p>1 + 2 2 1-2</p>	<p>1. Increases breadth of preparation. 2. Career concentration creates room in schedule for electives that correspond to a student's educational and career goals.</p>	<ul style="list-style-type: none"> • Looking at requirements nationally – in 30 states, there are fewer requirements in health and fitness. Career concentration is oftentimes a choice.
<ul style="list-style-type: none"> • Culminating Project 		<p>1. Provides an opportunity for students to demonstrate applied academic skills and learning competencies that will be needed in life, work, and/or education.</p>	
<ul style="list-style-type: none"> • High School and Beyond Plan 		<p>1. Provides regular opportunities to experience personalized guidance, connect K-12 preparation with post high school goals, and refine goals.</p>	

Straw Proposal for Revised Framework

Jeff reminded the group that the framework needs to be centered on the Board's (and legislature) definition of a meaningful high school diploma: getting high school graduates ready for postsecondary learning, careers and citizenship. Kathe presented for discussion a Straw Proposal of 20 essential college and career ready requirements as follows:

Subject	Credits	Definition	Board Discussion
English	4	Meets or exceeds the minimum four-year college academic distribution requirements (CADRs).	<ul style="list-style-type: none"> • Kathe took many factors into account, both with stakeholder feedback and other states to determine what is essential to Washington students. • The art credits are part of recognizing the creativity and innovation of students. • The arts are about creating well rounded kids in the world. There's not a subject matter area that is more likely to keep kids in school than the arts. • The original Core 24 was created to make sure all options are available to students. We should acknowledge that as a default we want to try and prepare students for four-year college unless they choose not to attend college. • Students who submitted videos for the arts contest expressed the importance of art in their education. It's important to remember that. • How many credits should there be to graduate in comparison to how much instruction time should the state pay for? • If students are planning to attend a competitive college, they need 24 credits. The state is required, in HB 2261, to pay for 24 credits. • World languages should be part of the high school and beyond plan. • The Task Force did a great job of finding ways for flexibility. • Our state should pay for what we are capable of providing our kids, which is the opportunity to have 24 credits in a six-period day. • We need to encourage kids to look ahead but it can't be done without counselors and they're being cut daily. • World language should be an elementary school requirement rather than a high school requirement. • We need to define the essential 20 credits and advocate for Core 24 when it's funded. We should be looking at a phase-in process. • How can we take side by side recommendations and communicate them to the legislature, schools, and communities to let them know what it will take to fund this and make our students successful? • Concern about the word "default" being used in relation to options for students. Default, by definition, means failure and should not be used when working with students on their career path. • Students should have options to go the direction they choose and be respected for their choices. • Suggested considering the Task Force recommendations and using them to continue talking about other options, such
Math	3		
Science	3		
Social Studies	3		
Arts	1		
World Language	2		
Health and Fitness	1		
Career Preparation	1	Provides room for students to pursue a CTE program of study.	
Career Pathway Electives (connected to the High School and Beyond Plan)	2		
Total Credits	20		

as: is there a core of 18 or 20 that are essential?

- The framework takes college and career readiness into account – college in the greatest sense of postsecondary education of some kind and recognition that career readiness involves opportunities for CTE study.
- The Core does not become core if everything can be waived.
- The field is concerned about three credits of science and how lab is defined, whether two credits of world language will be required of all students, and whether we really need two credits of arts.
- We should “beta test” any proposal with a large school district.

Public Comment

Jim Kowalkowski, Davenport School District and Rural Education Center

Mr. Kowalkowski thanked the Board for their work for kids in our state, saying nothing worthwhile is easy. He was glad that the Board is talking to the HECB and said that there needs to be more collaboration with higher education. He asked the Board not to use the term 'default' because it portrays failure. He asked the Board not to waive the culminating project requirement. Each district has its own unique process for their culminating project. He also asked the Board not to waive the requirement for the high school and beyond plan, saying that it's flexible and should be required starting in middle school. He supports doing away with the 150 hours of planned instructional activities. Educators across the state agree that sitting in high school for a minimum of 150 hours is a thing of the past. The reality is that funding levels are declining so the Board has some time to do a pilot program in districts to determine the way to go. Whatever bar the Board sets, districts will raise it. The credit recovery option is essential. If we raise the bar and require more from kids, more kids will drop out. The dropout is not due to disinterest, but to lack of credits. He encouraged the Board to raise the arts credit to two.

Ricardo Sanchez, Latino Education Achievement Project

It was said earlier that Core 24 was set around having a meaningful high school diploma. A student can go through the Washington State system with all D's and none of these kids will get into a four year university. The problem is we don't have high expectations. There should be a requirement that students have at least all C's in order to receive a high school diploma. The HECB revised the CADR's for quality rather than adding to a number of credits. He asked the Board where it says that the state legislature is willing to fund 24 credits when we have not been adequately funding 19 credits. When adding credits, he is supportive of it being student driven. Let the students choose what their interests are. If we force a number of electives it won't do any good.

Lynn Eisenhauer, Tacoma Public Schools, ArtsEd of Washington, Core 24 Task Force

Ms. Eisenhauer is well aware of the need for extra support for students and is advocating for every kid in the state. There are many kids who do not have an advocate and if adults would be more creative in solving the problems in the system, kids would be more successful. Our struggles come in trying to resolve challenging problems. We should respect multiple needs and should speak with a voice of truth. The Core 24 process is logistical. A six period, 24 credit process will not succeed. Many people do not know how to make arts education work with what they've been given, since there are those who don't think arts education matters. Tacoma is going through a difficult process right now with restructuring their schools; however, the lowest five percent performing schools in Tacoma will still have the arts as part of their credits. Arts education is not the only answer but the support is needed in what we teach, how we teach, and when we teach it, rather than basing everything on the funding.

Una McAlinden, ArtsEd of Washington

Where our students will live and work and the jobs that will be available to them in the future do not yet exist. They are opportunities and challenges we have yet to realize. She referenced a research document that was recently sent to the members from The Conference Board titled, "Ready to Innovate" where in 2008 both superintendents and staff agreed that creativity is important in the work place. The results were 99 and 97 percent, respectively. Despite the ongoing research, a challenge still exists of putting it into practice. With the two credits of art, ArtsEd of Washington encourages the Board to follow the goal. The arts can help students to be tenacious, team oriented problem solvers and confident and able to think creatively.

Anne Luce, Partnership for Learning

Ms. Luce thanked the Board for the work on the meaningful high school diploma. The Partnership for Learning supports the work so far but has concerns about implications of requiring 24 credits. She reminded the Board about the state American Diploma Project (ADP)

and what that means here. She encouraged the Board as they begin to deliberate on alternative paths to Core 24 that they consider how Washington's requirements compare to other states. Washington State needs to ensure that our students are receiving what they need to be college and career ready.

Bob Douthitt, Spokane School District

Mr. Douthitt is excited to see the straw proposal and the flexibility reflected in the proposal. He is happy the Board is looking at new information and taking that into account. In reviewing the ITF recommendation, he asked the Board to be cautious with decision making in terms that it could likely be unevenly applied in districts. He does not support going to two art credits, Washington would be in a class by itself since other states have no more than 1.5 arts credits. It has been suggested that arts is the only way to develop creativity; however, there are many other ways to promote creativity, such as: social studies, science, math, and law.

Board Reflections

- Mr. Schuster – asterisk world languages and continue to advocate for Core 24.
- Mr. Liu – retain two credits in arts. Taking the core 18 that the Task Force has suggested and supplementing that with two world languages is the best balance for electives and is the best balance for structure and flexibility.
- Mr. Hughes – due to lack of time, half of the districts in the state make the culminating project out of a collection of works. The intent was to try to simulate the real world with real world problems and this is not being done. The culminating project is still treated as a step child and needs more focus. Board should consider making it a credit based requirement. Moving the high school and beyond plan to middle school is an excellent idea.
- Mr. Smith – diverse students are not only related to ethnicity. The students we're talking about reference our diverse students, not just ethnicity. Everyone has goals and passions in life and it includes those collecting our garbage, delivering our mail, etc. They are as valuable as those who have the opportunity to attend a four year college.
- Ms. Bragdon – we should go back and define what basic education is and what we think is the heart of the content of learning. She agrees with the 13 core subject requirements with 11 additional ones being opportunities for personalization for the kids. If we leave a number of credits open it will make those kids seek help and will help counselors in their work with the kids. We need to think outside the box. We need to be strong in what we put out. Amy stressed the need to hold firm on the core courses. In the straw plan, it would have been the 13 credits and she stressed that those "core" credits of 13, or whatever it ends to be, cannot be waived. They are fundamental courses that ALL students need and are therefore the foundation and are non-negotiable. The remainder of the courses becomes "requirements" for college entrance or "requirements" for career technical or whatever other post secondary plans are, as designated in their high school and beyond plan. These "requirements" might become courses that might become waived or negotiated.
- Mr. Costanzo – there should be two credits in the arts.
- Ms. Kastama – necessity of arts is important. The discussion that creativity can be accomplished in arts is not true. There is creativity in all subjects and that's what keeps kids interested in school.
- Ms. Fletcher – are we willing to support the 24 credits or are we willing to talk about the essential 20? We should stay with 24.
- Ms. Frank – asterisk world languages, which keeps the playing field level. She needs a better understanding on how a lab science can be authenticated in the credits. She wants to be assured that in the name of all children being successful that the HECB is moving toward establishing a third credit of science for college admission. She likes the core and supports 24 credits.
- Ms. Ryan – likes the suggestion of beta testing for early adopters. In the past she has used the "safe harbor." She does not think the system provides guidance to lower income children and particularly children of color. She advocates for preparing students for college; however, understands that not all kids are college bound. She is concerned about the earning potential of kids who do not attend college. She is passionate about the need to protect the

interests of children who do not have a high school and beyond plan. We need to fund instructional time. We need some set of credits that are not waivable.

More time will be given to this discussion at the July 2010 Board meeting.