

CORE 24 IMPLEMENTATION TASK FORCE MEETING
May 18, 2009

AGENDA

- 10:00-10:30** **Welcome, Overview of Agenda, and Task Force Revised Work Plan**
- 10:30-12:00** **Competency-based Approaches: District and State**
Dan Phelan, Chief Academic Officer, Lake Washington School District
John Deeder, Superintendent, Evergreen School District
Leslie Klenk, Certificate of Academic Achievement Options Manager, Office of Superintendent of Public Instruction
- 12:00-12:30** **Lunch**
- 12:30-2:30** **Schedules and Credits**
Presentation and discussion on the relationship of Washington districts' schedules and credit requirements, states' approaches to defining credit, and recommendations about Washington's current credit definitions
Kathe Taylor, State Board of Education
Brad Burnham, State Board of Education
- 2:30-2:45** **Break**
- 2:45-3:15** **Policy Questions and Preliminary Recommendations**
- 3:15-3:45** **Legislative Update and Communication Strategies**
Update on ESHB 2261; Task Force members' roles in communicating and receiving input on the work of the Task Force
- 3:45-4:00** **Wrap-up and Preview of Next Meeting**

Next Meeting Date: August 7, 2009, 10:00-4:00 at Puget Sound ESD

CORE 24 Implementation Task Force Notes – May 18, 2009

ITF Task Force Attendees: Michael Christianson, Jean Countryman, Linda Dezellem, Lynn Eisenhower, Larry Francois, Lisa Hechtman, Sergio Hernandez, Julie Kratzig, Bridget Lewis, Dennis Maguire, Mark Mansell, Mick Miller, Alex Otoupal, Harjeet Sandhu, Jennifer Shaw, Brad Sprague, and Michael Tolley

SBE Board and Staff Members: Steve Dal Porto and Jack Schuster (ITF Board Co-Leads); Amy Bragdon, Bunker Frank; Edie Harding (Executive Director), Brad Burnham (Legislative and Policy Specialist), and Kathe Taylor (Policy Director)

Invited Speakers and Observers: John Deeder (Evergreen SD), Lesley Klenk (OSPI), Dan Phelan (Lake Washington SD), Linda Lamb (former Board member)

Note:

- Handouts and presentations for which there were electronic copies can be found on the State Board of Education website at:
<http://www.sbe.wa.gov/CORE24Dates&Materials2.html>
- The August meeting date has been changed to **August 14** (not August 7), from **9:00 to 3:00** at the Puget Sound ESD. More people could make August 14, and the earlier start and finish time will enable people to get on the road a little ahead of Friday afternoon traffic.

Welcome, Overview of Agenda, and Task Force Revised Work Plan. After Jack Schuster welcomed the group, Kathe Taylor reviewed the agenda. The purpose of today's meeting was to explore the Board's charges to the Task Force around schedules and credits. Specifically, the Board asked the Task Force to make recommendations about: 1) scheduling approaches to 24 credits that can meet the required 150 instructional hours and 2) ways to operationalize competency-based methods for meeting graduation requirements. The day's agenda was structured to provide a base of information that the Task Force could use to pursue the Board's questions.

Kathe also reviewed the revised work plan, explaining that revisions to the work plan were made to accommodate the schedule of the Quality Education Council (QEC) established by ESHB 2261. The QEC has a report due on January 1, 2010 that will address phase-in of various elements of the basic education restructuring plan.

Competency-based Approaches: District and State. Three guests were invited to share their perspectives on competency-based approaches at a local, district level (Lake Washington and Evergreen) and scaled up to the state level (Collection of Evidence).

Dan Phelan, Chief Academic Officer of Lake Washington SD, described Lake Washington's comprehensive approach to competency-based requirements. He distributed a brochure that described the interdisciplinary skills, attributes, and content knowledge that

Lake Washington students were expected to develop, and described the district performance graduation requirements. In order to receive a diploma, Lake Washington requires students to demonstrate competency on two standards: communication and quantitative and scientific reasoning (QSR). To meet competency on the communication standard, students complete three writing assignments, including a literary analysis essay, a persuasive essay, and a cause-effect or compare-contrast essay. To meet competency on the QSR standard, students demonstrate proficiency on a formal lab report and on a problem solving and reasoning report. These competency-based requirements are evaluated based on district-wide rubrics. (Dan's PowerPoint presentation is on the SBE website in the list of materials.)

John Deeder, Superintendent of Evergreen SD, described Evergreen's process for students to earn competency-based credit by passing examinations developed by the district in designated subjects. Evergreen established a graduation requirements policy that included "developing, by September 2006, the process and testing instruments to grant credit based upon competence testing, in lieu of enrollment, for the following core subject minimum requirements: English, mathematics, science and social studies." The district invested \$25,000 to hire a consultant to develop assessments, and developed a process that enables students to challenge a course in August, prior to taking a class. (The school will provide study materials over the summer to help the student prepare.) Students who successfully challenge a course will have that noted on their transcripts as a "pass;" failures will not be recorded. [Note: The NCAA will not accept courses completed through credit-by-exam.]

Only one student has challenged a course since the exams have been made available. Two factors may account for the lack of student interest: 1) insufficient marketing to inform students of the new option, and 2) lack of incentive—sufficient flexibility in current schedules allows students to take what they want. John speculated that if the requirements of CORE 24 made schedules tighter, it could increase students' motivation to challenge a course in order to free up time in their schedules. In the future, the district may consider allowing students to take an examination for the purpose of credit retrieval if they have taken a class and failed it.

Lesley Klenk, Certificate of Academic Achievement Options Manager, Office of Superintendent of Public Instruction, explained how a standards-based review process could be scaled up to assess literally thousands of pieces of student work. She showed a short PowerPoint presentation to describe the history and origins of the state's Collection of Evidence (COE). The COE is a set of work samples developed under the supervision of a teacher that can help a student who has not met standard on the WASL establish proficiency in reading, writing, or math. (The 2009 legislature recently postponed the mathematics COE for two years because it was so costly (approximately \$2 million per year), given the large number of students participating (4,200 in February 2009; 10,000+ since its inception in summer 2007). Students who submit a COE tend to have one or more of the following characteristics; they are: independent/hard workers, passionate about topics not covered in the traditional curriculum, and/or students who may be more likely to find the traditional high school environment and testing environment challenging.

The work samples, after being signed off as authentic representations of the student's work by the student, teacher, and principal, are submitted to the state for evaluation. Trained teachers come together from around the state and use the COE's elaborate, rubric-based scoring system to score COEs in February (seniors only) and in June (all students). Lesley

provided an example of a piece of writing submitted for the reading collection of evidence and asked the group to determine whether it would meet proficiency. Exemplar COE tasks are available on the COE website (www.coe.k12.wa.us). (Lesley's PowerPoint presentation is on the SBE website with the list of materials.)

Schedules and Credits. Two brief presentations provided more information to serve as a foundation for the afternoon's discussion of schedules and credit.

Brad Burnham, SBE Legislative and Policy Specialist, reviewed an analysis of district graduation credit requirements and bell schedules that he had conducted by merging two databases of information collected at different times. The data, although dated by a few years, illustrated patterns. Briefly, schools requiring 27 credits or fewer tended to be on standard schedules (6 or 7 period schedules), and those with graduation requirements between 28 and 31 credits tended to use block schedules.

When the approximate minutes per period were calculated to determine how close districts might be coming to the 150 instructional hour requirement per credit, the instructional hours ranged from 135 (for a 4 block with 4 or 8 periods) to 165 (for a 6-period schedule).

Kathe Taylor, SBE Policy Director, reviewed a synopsis of states' definitions of credit, taken from states' administrative codes. Twenty-seven (27) states, including Washington, define credits in terms of time; 17 states do not include a time requirement, and six states do not define credit at the state level. Among the 12 states that require 24 credits, the definition of a credit ranges from unspecified (3 states) to 177 hours for a six-period day (Louisiana). Louisiana is the only state whose time-based requirement exceeds Washington's.

Kathe also noted that 34 states have competency-based policies, and described examples of the different approaches states have taken.

Handouts from both Brad's and Kathe's presentations are included in the list of meeting materials.

Small Group Work. Task Force members disbursed into small groups to address the discussion questions of the day:

- What will it take to move the state toward more competency-based approaches to credit?
- What are the benefits and drawbacks of a state-specified, seat-based credit requirement?
- Assuming that a seat-based requirement is maintained, suggest a definition for what should "count" as an instructional hour, and what number of hours you believe to be appropriate and why.
- What policy guidelines are needed to assure that the proposed CORE 24 graduation requirements framework will work with different types of schedules?

Following is a synopsis of the groups' responses.

What will it take to move the state toward more competency-based approaches?

- Establish standards for grades 11 and 12 (e.g., English has no standards past 10th grade)

- Have the state define minimum standards to move on to the next course level (particularly for core courses), then allow students to challenge courses
- We need a more consistent curriculum for competency-based approaches to be fair
- Develop assessments that are aligned to the standards.
- Change the funding formula so there is no penalty if students earn credit by competency; or, create a new, broader definition of “FTE” (or find other funding to support the additional work this will require)
- Provide clear guidelines from the state so districts (particularly small ones) can find the capacity to offer competency-based opportunities
- Use the Collection of Evidence Model—clear targets, parameters, competencies and learning targets that are the same for all
- Look at coordination with higher education and nationally (NCAA), as well as international accreditation, to assure that students’ credits will be accepted
- Determine grading procedures/policy (Are there differences in rigor between grades vs. Pass/Fail?)
- Assure that standards are consistent and stable over time
- Provide support for stronger instructional planning and professional development for approaches like differentiated instruction
- Provide more on-line options
- Consider making pre-WASL (9th and 10th grade) credit seat-time based; post-WASL, it could be competency-based

What are the benefits and drawbacks of a state-specified, seat-based credit requirement?

Benefits:

- The public understands “credit”
- It builds uniformity
- It’s easy to equate to a funding formula
- It’s objective, measureable
- It provides extra incentive to get kids to come to school—to “get” credit
- It’s an equalizer—a form of standardization that reduces the likelihood that districts will cut corners

Drawbacks:

- It limits flexibility (150 hours is seen as a standard target, on the assumption that 150 hours = success; credit is granted without demonstrated understanding, which gives a false sense of comfort)
- It’s contrary to standards-based
- Seat-time doesn’t mean that students are “in the seat”
- Does not ensure learning; artificially connects learning to time
- Quality of instruction is not defined by hours; “Instructional hours” are not well defined: What counts? Should state-required testing count as instructional time? How is experiential learning time included? (One group said take testing time out of the mix at the state level).
- Contradiction of ALE rules and 150 hours of planned instruction
- Doesn’t acknowledge individual student differences--Holds some students back (who can progress faster) and inappropriately labels others as failures (because they require more time)
- Assumes all disciplines are equal
- Misses the point that we need to help students think as well as know

Assuming that a seat-based requirement is maintained, suggest a definition for what should “count” as an instructional hour, and what number of hours you believe to be appropriate and why.

- Definition: The period of time that a student is receiving planned instruction associated with a content area and assessment. Take the total time and subtract non-instructional items such as passing time and non-academic assemblies.
- Definition: The time when students are engaged.
- Definition: In-class time
- Number of Hours: Only one group, very reluctantly, suggested a concrete number of hours (120). Others made comments such as:
 - Any number of hours will be imperfect because it will not be connected to individual student learning.
 - Philosophically, there’s a concern with seat time in a standards-based environment, so any numbers are arbitrary

What policy guidelines are needed to assure that the proposed CORE 24 graduation requirements framework will work with different types of schedules?

- All schedules must have some space for students (if 24 credits, must have at least 25 offerings, etc.)
- What about a state-wide schedule? Credit requirements will drive schedule choice.
- Remove time requirements or lower number of hours to something like 120. This would give all districts scheduling flexibility.
- Define a credit as the successful completion of the summative assessment for a CORE 24 subject. The assessment is either state-developed or state-approved. “Successful completion” is determined at the local level but cannot be a score less than 70% on the summative assessment.
- Allow a waiver/flexibility option to meet local needs as long as state standards are met
- A deficiency of CORE 24 is that it’s a credit-based model, yet we’re not entirely sure what a credit means or ought to mean.
- Expand time—longer days/weeks/years to add flexibility (e.g., Saturday school, monthly experiential weekend, longer year, on-line combined with site-based learning)
- Address bargaining/contractual issues—this would be a big cultural shift—How much flexibility is there with a teacher day/or year from the state level?

Policy Questions and Preliminary Recommendations. The following key ideas surfaced in a discussion of policy questions and preliminary recommendations.

- Try to learn from current competency-based systems and the state-wide model.
- Learning is the base unit, not time; how you keep track of the learning is key
- Funding should be based on the learning model—students working towards standards.
- Alignment with colleges is key
- From the state policy perspective—what can enable some of this to occur?
- What constitutes a class? Learning the standards may not always occur in the classroom. Using the COE model may be valuable/important.
- Create a stepped, phase-in process with flexibility for local districts.
- Districts need flexibility with schedule – local control.

Legislative Update and Communication Strategies. Brad Burnham provided a quick synopsis of bills related to the SBE's work, focusing especially on ESHB 2261 (see document entitled ESHB 2261 in materials list).

The SBE agreed to provide Talking Points for Task Force members to use when they share information with outside groups. The Talking Points will provide a common frame of reference to use as a starting point. The SBE also agreed to post each meeting's agenda, notes, and materials on the SBE website, along with the Task Force work plan and membership list. Task Force members agreed to provide the names of listservs with which they could share information. This will help facilitate a more organized outreach.

Jennifer Shaw and Mark Mansell agreed to be the co-chairpersons of the ITF. In this capacity, they will be called upon occasionally to speak to the Board about the ITF work. They will also provide input on agendas and may be pressed into service occasionally to facilitate an ITF discussion.

Checking Back on April 13 Preliminary Task Force Recommendations. The SBE provided its summary of draft career-related Task Force recommendations from the April 13, 2009 discussion for members to consider and provide feedback. The draft recommendations were:

1. Consider a definition of career concentration that integrates both academic and CTE/occupational courses with sufficient flexibility to address students' interests in a variety of ways, such as:

Fulfill three (3) credits of career concentration courses by taking: CTE courses; credited, work-based learning experiences; approved independent study, and/or general education courses that prepare students for postsecondary education based on their identified program of study in their high school and beyond plan. One of the three credits should meet the standards of an exploratory CTE course.

2. Consider implementing a "2 for 1" or "Credit Plus" policy that would enable students taking classes formally identified as course equivalents to document the academic credit on the transcript and satisfy a CTE requirement at the same time, thereby creating space for an additional elective.

Most people were satisfied with the recommendations as written. Written comments included:

- Consider the apparent "watering down" of the importance of CTE.
- Consider whether a four-year college-bound band kid could use world language or other core academic requirements as part of a career concentration or in lieu of the second arts credit
- Consider whether we can include arts courses in occupational education requirement (yes, if they have been established by the districts as course equivalents)
- Need state guidelines for cross-crediting—now too based at individual building level
- (in the context of the "2 for 1" policy recommendation) Only 2 elective credits are not enough; students need some freedom to pursue interests and try new things in order to learn more about their talents and lifetime options.

WHAT IS COLLEGE- AND CAREER- READY?

It is commonly said that the goal of high school reform is to ensure all students graduate “college and- career-ready.” But as often as this mantra is repeated, confusion remains over what it actually means. Much of Achieve’s work to define college and career readiness to date has focused on the content knowledge and skills high school graduates must possess in English and mathematics – including, but not limited to, reading, writing communications, teamwork, critical thinking and problem solving. Readiness depends on more than knowledge and skills in English and math but these core disciplines undergird other academic and technical courses and are considered essential by employers and colleges alike.

To be college- and career-ready, Achieve believes high school graduates must have studied a rigorous and broad curriculum, grounded in these core academic disciplines but also consisting of other subjects that are part of a well-rounded education. Students must also possess the skills or habits of mind that enable them to apply their knowledge in a range of environments and situations.

“I ask every American to commit to at least one year or more of higher education or career training. This can be community college or a four-year school; vocational training or an apprenticeship. But whatever the training may be, every American will need to get more than a high school diploma.”

President Obama, Address to Joint Session of Congress, February 24, 2009

What is “**COLLEGE**” ready?

College today means much more than just pursuing a four- year degree at a university. Being “college-ready” means being prepared for any postsecondary experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e. a certificate, license, Associates or Bachelor’s degree). Being *ready* for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college coursework without the need for remedial coursework.

What is “**CAREER**” ready?

In today’s economy, a “career” is not just a job. A career provides a family-sustaining wage and pathways to advancement and requires postsecondary training or education. A job may be obtained with only a high school diploma, but offers no guarantee of advancement or mobility. Being *ready* for a career means that a high school graduate has the English and math knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e. technical/vocational program, community college, apprenticeship or significant on-the-job training).

Is ready for **COLLEGE** and ready for **CAREER** the same thing?

With respect to the knowledge and skills in English and mathematics expected by employers and postsecondary faculty, the answer is yes. In the last decade, research conducted by Achieve as well as others shows a convergence in the expectations of employers and colleges in terms of the knowledge and skills high school grads need to be successful after high school.

Economic reality reflects these converging expectations. Education is both more valued and more necessary than ever before. The bottom line is that today ALL high school graduates need to be prepared for some postsecondary education and/or training.

- Thirty five years ago, 28% of U.S. jobs required some postsecondary training or an associate’s degree (12%) or a bachelor’s degree or higher (12%). Today, over 80% of jobs require some postsecondary experience.
- Nearly one-half of all job openings in the United States are be in “middle skill” jobs, all of which require at least some postsecondary education and training. By contrast, those with a high school diploma or less are eligible only for the one-fifth of all job openings that are deemed “low skill.”
- While the U.S. still ranks 3rd in the adult population (25-64 year olds) with an associates degree or higher among 30 countries, we now rank 10th among 25-34 year olds with a two-year degree and above. Competing countries are catching up to – and even outpacing – the U.S. in the educational attainment of their new generation of adults.
- Higher levels of education lead to elevated wages, a more equitable distribution of income and substantial gains in productivity. For every additional average year of schooling U.S. citizens complete, the GDP would increase by about 0.37 percentage points – or by 10% – over time.

Analysis of School Bell Schedules and Graduation Credit Requirements

INTRODUCTION

The State Board of Education staff has combined and analyzed two data sets in order to determine if there is a relationship between graduation credit requirements and bell schedules for Washington State high schools. The staff also used the data to examine the average number of hours of instruction per credit. The information regarding graduation credit requirements was collected by the Board's staff in 2007 as part of the Meaningful High School Diploma initiative. The information about bell schedules was collected by the Washington School Research Center as a part of a research project in 2006 by Duane Baker et al., entitled "Schedule Matters".

RESULTS AND DISCUSSION

Credits and Bell Schedules

The analysis of the data from 284 high schools in 214 districts has revealed trends in the relationship between graduation credit requirements and bell schedules (Figure 1). The results show that schools with graduation requirements between 19 and 23.5 credits tended to use a 6 period bell schedule, schools with graduation requirements between 24 and 27 credits tended to use a 7 period bell schedule, and schools with graduation requirements between 28 and 31 credits tended to use a 4 period block (4 x 4). Table 1 and Figure 2 illustrate the relationship in percentages for all data and for some subsets of the data. This analysis used secondary data that was collected at different times, so further analysis is needed to better understand the relationship.

Figure 1. Graph of bell schedule and graduation credit requirement data (excluding unknowns)

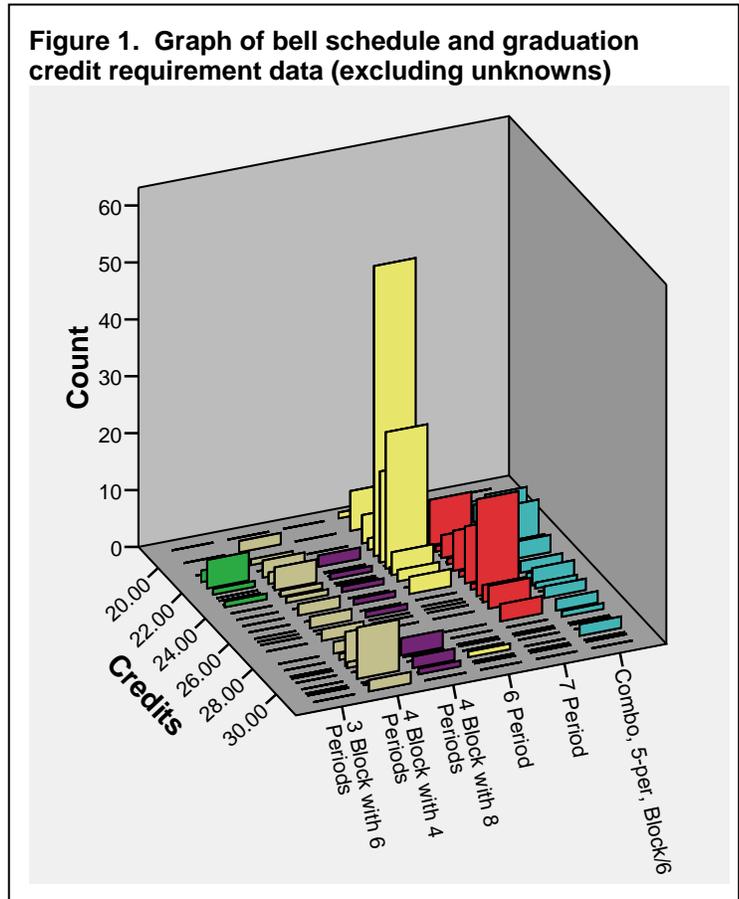
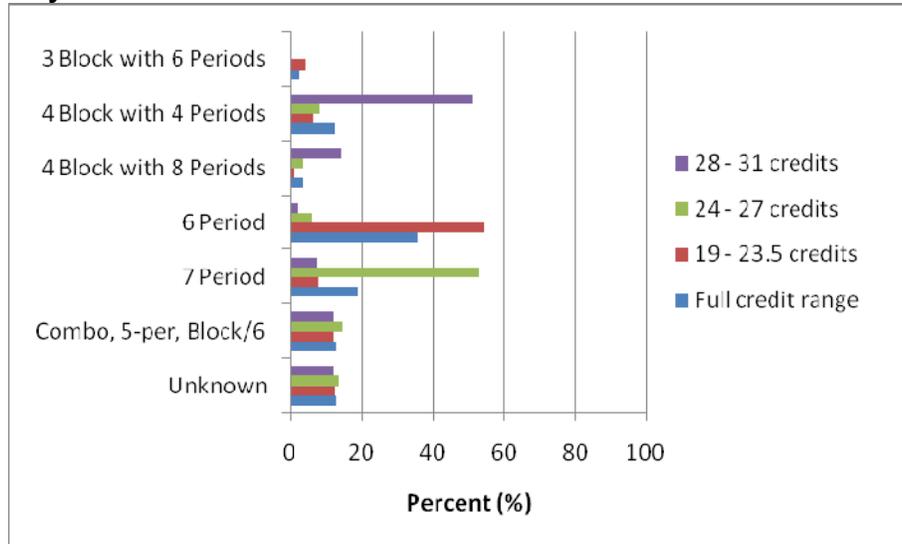


Table 1. Frequency of schedules in percent for all data and for ranges of credit requirements

	Frequency data in Percent (%)			
	Total data Full credit range	Subset data 19 - 23.5 credits	Subset data 24 - 27 credits	Subset data 28 - 31 credits
3 Block with 6 Periods	2.8	4.4	0.0	0.0
4 Block with 4 Periods	12.6	6.4	8.6	51.2
4 Block with 8 Periods	3.7	1.5	3.7	14.6
6 Period	36.2	54.9	6.2	2.4
7 Period	19.0	7.8	53.1	7.3
Combo, 5-per, Block/6	12.9	12.3	14.8	12.2
Unknown	12.9	12.7	13.6	12.2
Total Percent	100	100	100	100
			= highest percentage for each group	

Figure 2. Graph of bell schedules for selected ranges of credit requirements using percent frequency data from Table 1.



Hours of Instruction per Credit

The analysis of the approximate number of minutes per period used data from 240 schools in 187 districts and it revealed a range of 135 hours to 165 hours of instruction per credit. These values should be considered examples of what the total instruction hours might be for schools with these bell schedules. Some of the results derived in this exercise do not meet the Washington State Board of Education’s minimum requirement of 150 hours of instruction to earn a credit (WAC 180-51-050). The Office of Superintendent of Public Schools can provide waivers from this requirement, when appropriate. Twenty-three school districts have been granted waivers for the 2008-9 school year.

Table 2. Approximate minutes per period for certain schedules

Bell Schedule	Minimum minutes per period	Maximum minutes per period	Median (middle value) minutes per period	Instructional hours per credit calculated from Median
3 Block with 6 Periods	100	105	102	153
4 Block with 4 Periods	80	90	90	135
4 Block with 8 Periods	90	96	90	135
6 Period	42	90	55	165
7 Period	42	53	50	150
				Calculation assumed 180 days of school per year

NOTES

For this secondary data analysis, the Board’s staff utilized Microsoft Access, Microsoft Excel, and Statistical Program for the Social Sciences (SPSS). The bell schedule data was kept in the original 6 categories: 3 Block with 6 Periods; 4 Block with 4 Periods; 4 Block with 8 Periods; 6 Periods; 7 Periods; and Combo, 5-per, Block/6. Some of the values within the “approximate minutes per period” fields could not be used because they expressed ranges or contained notes about the schedule variety. The “Combo, 5-per, Block/6” data was not used in the calculation of the average number of hours of instruction per credit because the data were too wide-ranging.

REFERENCES

1. Baker, Duane; Joireman, Jeff; Clay, Joan; and Abbott, Martin. 2006. Research Report #9: “Schedule Matters, the Relationship between High School Schedules and Student Academic Achievement”. Washington School Research Center, Seattle, WA.
2. Washington State District Graduation Requirements Database 2007. The Washington State Board of Education: <http://www.sbe.wa.gov/HighSchoolGraduationRequirementsDatabase.htm>

Combined graduation credit requirements data (2007)
and bell schedule data (2004-05)

District	Number of Credits Required	County	High School Name	Bell Schedule	Approximate number of minutes per period
Naches Valley	31	Yakima	Naches Valley HS 9-12	4 Block with 4 Periods	90
Sedro-Woolley	31	Skagit	Sedro-Woolley HS 9-12	4 Block with 4 Periods	85
Mount Baker	30.5	Whatcom	Mount Baker HS 9-12	4 Block with 8 Periods	87.5
Highland	30.34	Yakima	Highland HS 9-12		
Anacortes	30	Skagit	Anacortes HS 9-12	4 Block with 4 Periods	86
Clover Park	30	Pierce	Clover Park HS 9-12	4 Block with 8 Periods	90
Clover Park	30	Pierce	Lakes HS 9-12	4 Block with 4 Periods	90
Ferndale	30	Whatcom	Ferndale HS 9-12	4 Block with 4 Periods	85
Freeman	30	Spokane	Freeman HS 9-12	4 Block with 4 Periods	90
Nine Mile Falls	30	Spokane	Lakeside HS 9-12	4 Block with 4 Periods	85
Nooksack	30	Whatcom	Nooksack Valley HS 9-12	4 Block with 8 Periods	90
Palouse	30	Whitman	Garfield-Palouse HS 9-12	Combo, 5-per, Block/6	
Pateros	30	Okanogan	Pateros School K-12	6 Period	
Quillayute Valley	30	Clallam	Forks HS 9-12	4 Block with 4 Periods	90
Stevenson-Carson	30	Skamania	Stevenson HS 9-12	4 Block with 4 Periods	65
Toppenish	30	Yakima	Toppenish HS 9-12	4 Block with 4 Periods	86
Waitsburg	30	Walla Walla	Waitsburg HS 9-12	4 Block with 4 Periods	90
White Salmon Valley	30	Klickitat	Columbia HS 9-12	Combo, 5-per, Block/6	
Yelm	30	Thurston	Yelm HS 9-12		
Kiona-Benton City	29.5	Benton	No data		
South Whidbey	29.15	Island	South Whidbey HS 9-12	4 Block with 4 Periods	90
Cascade	29	Chelan	Cascade HS 9-12	4 Block with 8 Periods	90

Combined graduation credit requirements data (2007)
and bell schedule data (2004-05)

District	Number of Credits Required	County	High School Name	Bell Schedule	Approximate number of minutes per period
Cashmere	29	Chelan	Cashmere HS 9-12	4 Block with 8 Periods	
Lynden	29	Whatcom	Lynden HS 9-12	4 Block with 4 Periods	90
Mount Vernon	29	Skagit	Mt. Vernon HS 9-12	4 Block with 4 Periods	85
North Mason	29	Mason	North Mason HS 9-12	4 Block with 4 Periods	90
Onalaska	29	Lewis	Onalaska HS 9-12	4 Block with 8 Periods	90
Rochester	29	Thurston	Rochester HS 9-12	4 Block with 4 Periods	90
Steilacoom Hist.	29	Pierce	Steilacoom HS 9-12	4 Block with 4 Periods	90
White River	29	Pierce	White River HS 9-12	4 Block with 4 Periods	90
Zillah	29	Yakima	Zillah HS 9-12		
Omak	28.5	Okanogan	Omak HS 9-12	4 Block with 4 Periods	90
Wilson Creek	28.5	Grant	Wilson Creek Jr./Sr. High 7-12	Combo, 5-per, Block/6	44
Colton	28	Whitman	Colton HS 7-12	7 Period	42
Kittitas	28	Kittitas	Kittitas Sec. Sch. 6-12	Combo, 5-per, Block/6	86
Methow Valley	28	Okanogan	Liberty Bell Jr./Sr. High 7-12	4 Block with 4 Periods	81
Moses Lake	28	Grant	Moses Lake HS 9-12	4 Block with 4 Periods	90
Oakesdale	28	Whitman	Oakesdale HS 9-12	7 Period	50
Pe Ell	28	Lewis	Pe Ell HS	7 Period	48
Vashon Island	28	King	Vashon Is. HS 9-12		
Winlock	28	Lewis	Winlock HS	Combo, 5-per, Block/6	
Cle Elum-Roslyn	27	Kittitas	Cle Elum-Roslyn HS 9-12	Combo, 5-per, Block/6	
Davenport	27	Lincoln	Davenport Jr./Sr. High 7-12	7 Period	50
Entiat	27	Chelan	Entiat Jr./Sr. high 7-12	7 Period	50
Fife	27	Pierce	Fife HS 10-12	4 Block with 4 Periods	90
Granger	27	Yakima	Granger HS 9-12		

Combined graduation credit requirements data (2007)
and bell schedule data (2004-05)

District	Number of Credits Required	County	High School Name	Bell Schedule	Approximate number of minutes per period
Lake Quinault	27	Grays Harbor	Lake Quinault HS 7-12	Combo, 5-per, Block/6	
Lind	27	Adams	Lind Jr./Sr. High 7-12	7 Period	45
Odessa	27	Lincoln	Odessa Mid/High School 6-12	7 Period	50
Tukwila	27	King	Foster HS 9-12	4 Block with 4 Periods	85
Grandview	26.5	Yakima	Grandview HS 9-12		
Kahlotus	26.5	Franklin	Kahlotus Jr./Sr High 7-12	7 Period	55
La Conner	26.5	Skagit	La Conner HS 9-12		
Mossyrock	26.5	Lewis	Mossyrock HS 9-12	7 Period	52
Waterville	26.5	Douglas	Waterville Jr./Sr.High 6-12	7 Period	55
Wahkiakum	26.25	Wahkiakum	Wahkiakum HS 9-12	Combo, 5-per, Block/6	
Bickleton	26	Klickitat	Bickleton HS 9-12	7 Period	53
Chewelah	26	Stevens	Jenkins HS 9-12	Combo, 5-per, Block/6	
Glenwood	26	Klickitat	Glenwood High/Elem K-12	7 Period	50
Harrington	26	Lincoln	Harrington Mid/High School 7-12	7 Period	50
Klickitat	26	Klickitat	Klickitat Sec.Sch. 7-12	7 Period	
Lake Chelan	26	Chelan	Chelan HS 9-12	Combo, 5-per, Block/6	90
Liberty	26	Spokane	Liberty HS 9-12	7 Period	
Lyle	26	Klickitat	Lyle HS 9-12	4 Block with 8 Periods	
Mansfield	26	Douglas	Mansfield School K-12	7 Period	49
Mary Walker	26	Stevens	Mary Walker HS 9-12	Combo, 5-per, Block/6	
Morton	26	Lewis	Morton Jr./Sr. High 6-12	7 Period	48
North Franklin	26	Franklin	Connell HS 9-12	7 Period	50
Okanogan	26	Okanogan	Okanogan HS 9-12		
Oroville	26	Okanogan	Oroville Middle/High School 7-12	7 Period	50
Prescott	26	Walla Walla	Prescott HS	7 Period	55
Rosalia	26	Whitman	Rosalia K-12	7 Period	50
Selkirk	26	Pend Oreille	Selkirk Jr./Sr. High 7-12	7 Period	55
Skykomish	26	King	Skykomish HS		
Sprague	26	Lincoln	Sprague HS 9-12	7 Period	55

Combined graduation credit requirements data (2007)
and bell schedule data (2004-05)

District	Number of Credits Required	County	High School Name	Bell Schedule	Approximate number of minutes per period
Sumner	26	Pierce	Sumner Senior HS 10-12	4 Block with 4 Periods	90
Tonasket	26	Okanogan	Tonasket High 9-12		
Touchet	26	Walla Walla	Touchet Jr./Sr. High 6-12	7 Period	45
Trout Lake	26	Klickitat	Trout Lake HS 9-12		
University Place	26	Pierce	Curtis Sr. HS 10-12	4 Block with 4 Periods	90
Warden	26	Grant	Warden HS 9-12	7 Period	50
Wilbur	26	Lincoln	Wilbur HS 7-12	7 Period	47
Wishram	26	Klickitat	Wishram High/Elem K-12	7 Period	50
Royal	25.5	Grant	Royal HS 9-12	7 Period	55
Wahluke	25.5	Grant	Wahluke HS 9-12	Combo, 5-per, Block/6	70
Colfax	25	Whitman	Colfax HS 9-12	7 Period	52.5
Columbia (Stevens)	25	Stevens	Columbia High & Elem. K-12	7 Period	47
Coulee-Hartline	25	Grant	Almira/Coulee-Hartline HS 9-12	Combo, 5-per, Block/6	70
Curlew	25	Ferry	Curlew High & Elem. K-12	4 Block with 8 Periods	96
Dayton	25	Columbia	Dayton HS 9-12	4 Block with 4 Periods	90
Grand Coulee Dam	25	Grant	Lake Roosevelt HS 9-12	7 Period	52
Hockinson	25	Clark	Hockinson HS 9-10	6 Period	50
North Beach	25	Grays Harbor	North Beach HS 9-12	7 Period	50
Orting	25	Pierce	Orting HS 9-12	4 Block with 4 Periods	90
Othello	25	Adams	Othello HS	Combo, 5-per, Block/6	70
Pomeroy	25	Garfield	Pomeroy Jr./Sr. High	7 Period	50
Raymond	25	Pacific	Raymond Jr./Sr. High	7 Period	50
Reardan-Edwall	25	Lincoln	Reardon Jr./Sr. High 7-12		
Ridgefield	25	Clark	Ridgefield HS 9-12	6 Period	90
San Juan Island	25	San Juan	Friday Harbor HS 9-12	6 Period	55
Soap Lake	25	Grant	Soap Lake HS 9-12	7 Period	50
St. John	25	Whitman	St. John/Endicott HS 9-12	7 Period	46
Taholah	25	Grays Harbor	No data		
Tekoa	25	Whitman	Tekoa HS 7-12	7 Period	50

Combined graduation credit requirements data (2007)
and bell schedule data (2004-05)

District	Number of Credits Required	County	High School Name	Bell Schedule	Approximate number of minutes per period
Wishkah Valley	25	Grays Harbor	Wishkah Valley Jr./Sr. High 7-12	7 Period	50
LaCrosse	24.5	Whitman	LaCrosse Jr/Sr. HS 7-12	7 Period	50
Bridgeport	24	Douglas	Bridgeport HS 9-12	7 Period	50
Creston	24	Lincoln	Creston Jr./Sr. High 7-12	7 Period	49
Easton	24	Kittitas	Easton K-12	7 Period	52
Enumclaw	24	King	Enumclaw HS 9-12	6 Period	55
Ephrata	24	Grant	Ephrata Sr.High 9-12	Combo, 5-per, Block/6	
Mabton	24	Yakima	Mabton Jr./Sr. HS 7-12	Combo, 5-per, Block/6	
Mary M Knight	24	Mason	Mary M. Knight Jr/Sr. HS 7-12	7 Period	50
Napavine	24	Lewis	Napavine Jr/Sr. High 7-12	6 Period	55
Naselle-Grays River Valley	24	Pacific	Naselle-Grays River School K-12	7 Period	50
Quilcene	24	Jefferson	Quilcene High/Elem. K-12	Combo, 5-per, Block/6	90
Rainier	24	Thurston	Rainier HS 9-12		
Ritzville	24	Adams	Ritzville HS	4 Block with 8 Periods	45
Sultan	24	Snohomish	Sultan HS 9-12	4 Block with 4 Periods	90
Washtucna	24	Adams	Washtucna K-12	7 Period	50
West Valley (Yakima)	24	Yakima	West Valley HS 10-12		
White Pass	24	Lewis	White Pass Jr./Sr. High	7 Period	50
Cape Flattery	23.5	Clallam	Clallam Bay High	6 Period	60
Cape Flattery	23.5	Clallam	Neah Bay High	6 Period	55
Clarkston	23.5	Asotin	Charles Francis Adams HS 9-12	7 Period	50
Federal Way	23.5	King	Decatur HS 9-12	3 Block with 6 Periods	100
Federal Way	23.5	King	Federal Way HS 9-12	6 Period	55
Federal Way	23.5	King	Thomas Jefferson HS 9-12	Combo, 5-per, Block/6	
Federal Way	23.5	King	Todd Beamer HS 9-12	4 Block with 4 Periods	90
West Valley (Spokane)	23.5	Spokane	Spokane Valley HS 9-12	Combo, 5-per, Block/6	

Combined graduation credit requirements data (2007)
and bell schedule data (2004-05)

District	Number of Credits Required	County	High School Name	Bell Schedule	Approximate number of minutes per period
West Valley (Spokane)	23.5	Spokane	West Valley HS 9-12	6 Period	55
Chimacum	23.33	Jefferson	Chimacum HS 9-12	6 Period	55
Bainbridge Island	23	Kitsap	Bainbridge HS 9-12	Combo, 5-per, Block/6	
Bellevue	23	King	Bellevue HS 9-12	7 Period	50
Bellevue	23	King	Interlake HS 9-12	7 Period	50
Bellevue	23	King	Newport HS 9-12	7 Period	
Bellevue	23	King	Sammamish HS 9-12	4 Block with 4 Periods	90
Bellingham	23	Whatcom	Bellingham HS 9-12	Combo, 5-per, Block/6	
Bellingham	23	Whatcom	Sehome HS 9-12	Combo, 5-per, Block/6	
Bellingham	23	Whatcom	Squalicum HS 9-12	Combo, 5-per, Block/6	110
Burlington-Edison	23	Skagit	Burlington-Edison High 9-12	6 Period	55
Castle Rock	23	Cowlitz	Castle Rock HS 9-12	Combo, 5-per, Block/6	
Central Valley	23	Spokane	Central Valley HS 9-12	Combo, 5-per, Block/6	
Central Valley	23	Spokane	University HS 9-12	4 Block with 4 Periods	90
Colville	23	Stevens	Colville Sr. HS - 9-12	6 Period	50
East Valley (Spokane)	23	Spokane	East Valley HS 9-12	6 Period	60
East Valley (Yakima)	23	Yakima	East Valley HS 9-12		
Eastmont	23	Douglas	Eastmont Sr.High 10-12	6 Period	55
Goldendale	23	Klickitat	Goldendale HS 9-12	7 Period	
Highline	23	King	Evergreen HS 9-12	6 Period	52
Highline	23	King	Highline HS 9-12	4 Block with 4 Periods	84
Highline	23	King	Mount Rainier HS 9-12	6 Period	55
Highline	23	King	Tyee HS 9-12	6 Period	50
Kent	23	King	Kentlake HS 9-12	6 Period	55
Kent	23	King	Kent-Meridian Sr.High 9-12	6 Period	55
Kent	23	King	Kentridge HS 9-12	6 Period	55
Kent	23	King	Kentwood Sr.High 9-12	6 Period	55

Combined graduation credit requirements data (2007)
and bell schedule data (2004-05)

District	Number of Credits Required	County	High School Name	Bell Schedule	Approximate number of minutes per period
La Center	23	Clark	La Center HS 9-12	6 Period	55
Manson	23	Chelan	Manson Jr/Sr. High 7-12	Combo, 5-per, Block/6	
Meridian	23	Whatcom	No data		
Newport	23	Pend Oreille	Newport HS 9-12	6 Period	55
Oak Harbor	23	Island	Oak Harbor HS 9-12	6 Period	55
Prosser	23	Benton	Prosser HS 9-12	6 Period	58
Pullman	23	Whitman	Pullman HS 9-12		
Republic	23	Ferry	Republic Senior High 9-12	6 Period	53
Riverview	23	King	Cedarcrest HS 9-12	4 Block with 8 Periods	80
Tacoma	23	Pierce	Henry Foss HS 9-12	6 Period	55
Tacoma	23	Pierce	Lincoln HS 9-12	6 Period	54
Tacoma	23	Pierce	Mount Tahoma HS 9-12	4 Block with 4 Periods	88
Tacoma	23	Pierce	Stadium HS 9-12	6 Period	55
Tacoma	23	Pierce	Wilson HS 9-12	6 Period	55
Vancouver	23	Clark	Columbia River High 9-12	6 Period	55
Vancouver	23	Clark	Fort Vancouver High 9-12	6 Period	55
Vancouver	23	Clark	Hudson's Bay High 9-12	6 Period	55
Vancouver	23	Clark	Skyview High 9-12	6 Period	42
Cheney	22.78	Spokane	Cheney HS - 9-12		
Arlington	22.5	Snohomish	Arlington HS 9-12	6 Period	60
Auburn	22.5	King	Auburn Riverside Sr.High 9-12	6 Period	56.5
Auburn	22.5	King	Auburn Sr. HS 9-10	6 Period	53
Bethel	22.5	Pierce	Bethell HS - 10-12		
Bethel	22.5	Pierce	Spanaway Lake HS 10-12	6 Period	53
Columbia (Walla Walla)	22.5	Walla Walla	Columbia HS 9-12	6 Period	50
Concrete	22.5	Skagit	Concrete HS 9-12	6 Period	55
Evergreen (Clark)	22.5	Clark	Evergreen HS 9-12	6 Period	50
Evergreen (Clark)	22.5	Clark	Heritage HS 9-12	4 Block with 4 Periods	80
Evergreen (Clark)	22.5	Clark	Legacy HS 9-12	4 Block with 4 Periods	80

Combined graduation credit requirements data (2007)
and bell schedule data (2004-05)

District	Number of Credits Required	County	High School Name	Bell Schedule	Approximate number of minutes per period
Evergreen (Clark)	22.5	Clark	Mountain View HS 9-12	6 Period	55
Granite Falls	22.5	Snohomish	Granite Falls HS 9-12	6 Period	59.5
Lake Stevens	22.5	Snohomish	Lake Stevens HS 9-12		
Lakewood	22.5	Snohomish	Lakewood HS 9-12	6 Period	57.5
Marysville	22.5	Snohomish	Marysville Pilchuck HS 10-12	6 Period	50
Mead	22.5	Spokane	Mead HS 9-12	Combo, 5-per, Block/6	
Mead	22.5	Spokane	Mt. Spokane HS 9-12	Combo, 5-per, Block/6	
Monroe	22.5	Snohomish	Monroe HS 10-12		
Mukilteo	22.5	Snohomish	Kamiak HS 9-12	6 Period	55
Mukilteo	22.5	Snohomish	Mariner HS 9-12	3 Block with 6 Periods	90
Northport	22.5	Stevens	Northport HS 9-12	6 Period	57
Oakville	22.5	Grays Harbor	Oakville HS/MS 6-12	6 Period	55
Port Angeles	22.5	Clallam	Port Angeles Sr.High 9-12	6 Period	55
Port Townsend	22.5	Jefferson	Port Townsend HS 9-12		
Quincy	22.5	Grant	Quincy HS 9-12	7 Period	
Shoreline	22.5	King	Shorecrest HS 9-12	Combo, 5-per, Block/6	
Shoreline	22.5	King	Shorewood HS 9-12	Combo, 5-per, Block/6	
Stanwood-Camano	22.5	Snohomish	Stanwood HS - 9-12	6 Period	50
Tumwater	22.44	Thurston	A.G. West Black Hills HS 9-12		
Tumwater	22.44	Thurston	Tumwater HS 9-12	6 Period	55
Aberdeen	22	Grays Harbor	Aberdeen (Weatherwax) High 9-12	7 Period	50
Adna	22	Lewis	Adna Mid/High School 6-12	6 Period	55
Asotin-Anatone	22	Asotin	Asotin Jr/Sr. High 7-12		
Battle Ground	22	Clark	Battle Ground HS 9-12	6 Period	55
Battle Ground	22	Clark	Prairie HS 9-12	6 Period	45
Blaine	22	Whatcom	Blaine HS 9-12	6 Period	52.5
Bremerton	22	Kitsap	Bremerton HS 9-12	3 Block with 6 Periods	105
Central Kitsap	22	Kitsap	Central Kitsap HS 10-12	6 Period	60

Combined graduation credit requirements data (2007)
and bell schedule data (2004-05)

District	Number of Credits Required	County	High School Name	Bell Schedule	Approximate number of minutes per period
Central Kitsap	22	Kitsap	Olympic HS 10-12	6 Period	57.5
Centralia	22	Lewis	Centralia HS 9-12	6 Period	50
Chehalis	22	Lewis	W.F. West HS 9-12	6 Period	50
Crescent	22	Clallam	Crescent Jr./High 7-12	6 Period	56
Cusick	22	Pend Oreille	Cusick Jr./Sr. High 7-12	6 Period	50
Darrington	22	Snohomish	Darrington High/Mid School 7-12	7 Period	50
Eatonville	22	Pierce	Eatonville HS 9-12	7 Period	50
Edmonds	22	Snohomish	Edmonds-Woodway HS 9-12	4 Block with 4 Periods	
Edmonds	22	Snohomish	Lynnwood HS 9-12	6 Period	
Edmonds	22	Snohomish	Meadowdale HS 9-12	Combo, 5-per, Block/6	
Edmonds	22	Snohomish	Mountlake Terrace HS 9-12	7 Period	
Ellensburg	22	Kittitas	Ellensburg HS 9-12	6 Period	55
Everett	22	Snohomish	Cascade HS 9-12	6 Period	50
Everett	22	Snohomish	Everett HS 9-12	6 Period	52
Everett	22	Snohomish	Henry M. Jackson HS 9-12	6 Period	55
Finley	22	Benton	River View HS 9-12	6 Period	55
Hoquiam	22	Grays Harbor	Hoquiam HS 9-12	6 Period	55
Issaquah	22	King	Issaquah HS 9-12	6 Period	55
Issaquah	22	King	Liberty HS 9-12	4 Block with 8 Periods	90
Issaquah	22	King	Skyline HS 9-12		
Kalama	22	Cowlitz	Kalama Middle/Sr. High 6-12	6 Period	55
Kettle Falls	22	Stevens	Kettle Falls HS 9-12		
Lake Washington	22	King	Eastlake HS 10-12	6 Period	
Lake Washington	22	King	Juanita HS 10-12	6 Period	51
Lake Washington	22	King	Lake Wash. HS 10-12	6 Period	55
Lake Washington	22	King	Redmond HS 10-12	6 Period	55
Longview	22	Cowlitz	Mark Morris HS 9-12	6 Period	65
Longview	22	Cowlitz	R.A. Long HS 9-12	6 Period	55
Lopez Island	22	San Juan	Lopez Island Mid/Sr. High 6-12	4 Block with 4 Periods	90
Medical Lake	22	Spokane	Medical Lake HS 9-12	6 Period	52
Montesano	22	Grays Harbor	Montesano Jr/Sr. High 7-12	6 Period	55
North River	22	Pacific	North River Jr./Sr. High	6 Period	55

Combined graduation credit requirements data (2007)
and bell schedule data (2004-05)

District	Number of Credits Required	County	High School Name	Bell Schedule	Approximate number of minutes per period
North Thurston	22	Thurston	North Thurston HS 9-12	6 Period	52
North Thurston	22	Thurston	River Ridge HS 9-12	6 Period	55
North Thurston	22	Thurston	Timberline HS 9-12	6 Period	56
Northshore	22	King	Bothell Sr. High 10-12	6 Period	55
Northshore	22	King	Inglemoor Sr. High 10-12	7 Period	
Northshore	22	King	Woodinville HS 10-12	7 Period	55
Ocean Beach	22	Pacific	Ilwaco Jr./Sr. High 7-12	6 Period	55
Ocosta	22	Grays Harbor	Ocosta Jr./Sr. High 7-12	6 Period	57
Olympia	22	Thurston	Capital HS 9-12	6 Period	55
Olympia	22	Thurston	Olympia HS 9-12	6 Period	55
Orcas Island	22	San Juan	Orcas Island HS 9-12	Combo, 5-per, Block/6	
Pasco	22	Franklin	Pasco HS 9-12	6 Period	52
Puyallup	22	Pierce	Emerald Ridge HS 10-12	3 Block with 6 Periods	90
Puyallup	22	Pierce	Gov. John Rogers HS 10-12	6 Period	55
Puyallup	22	Pierce	Puyallup Senior HS 10-12	Combo, 5-per, Block/6	55
Renton	22	King	Charles A. Lindbergh High 9-12		
Renton	22	King	Oliver M. Hazen HS 9-12		
Renton	22	King	Renton HS 9-12	Combo, 5-per, Block/6	55
Riverside	22	Spokane	Riverside HS 9-12	6 Period	50
Selah	22	Yakima	Selah HS 10-12	6 Period	55
Sequim	22	Clallam	Sequim HS 9-12	6 Period	55
Shelton	22	Mason	Shelton HS 10-12	4 Block with 4 Periods	90
Snohomish	22	Snohomish	Snohomish Freshman Campus 9	6 Period	55
Snohomish	22	Snohomish	Snohomish HS 10-12	6 Period	55
Snoqualmie Valley	22	King	Mount Si HS 9-12		
South Bend	22	Pacific	South Bend Jr./Sr. High 7-12		
South Kitsap	22	Kitsap	South Kitsap HS 10-12	3 Block with 6 Periods	105
Spokane	22	Spokane	Joel E. Ferris HS 9-12	Combo, 5-per, Block/6	
Spokane	22	Spokane	John R. Rogers HS 9-12	6 Period	54

Combined graduation credit requirements data (2007)
and bell schedule data (2004-05)

District	Number of Credits Required	County	High School Name	Bell Schedule	Approximate number of minutes per period
Spokane	22	Spokane	Lewis & Clark HS 9-12	4 Block with 8 Periods	
Spokane	22	Spokane	North Central HS 9-12	Combo, 5-per, Block/6	
Spokane	22	Spokane	Shadle Park HS 9-12	Combo, 5-per, Block/6	
Sunnyside	22	Yakima	Sunnyside HS 9-12		
Tahoma	22	King	Tahoma Sr.High 10-12	3 Block with 6 Periods	100
Tenino	22	Thurston	Tenino HS 9-12	6 Period	45
Thorp	22	Kittitas	Thorp Jr./Sr. High 7-12	6 Period	55
Toledo	22	Lewis	Toledo HS 9-12	6 Period	55
Toutle Lake	22	Cowlitz	Toutle Lake Sec. Sch. 7-12	7 Period	
Walla Walla	22	Walla Walla	Walla Walla HS 9-12	6 Period	55
Washougal	22	Clark	Washougal HS 9-12	6 Period	56
Wenatchee	22	Chelan	Wenatchee HS 9-12	6 Period	55
Wenatchee	22	Chelan	Westside HS 9-12	7 Period	45
Willapa Valley	22	Pacific	Willapa Valley HS 9-12	3 Block with 6 Periods	110
Woodland	22	Cowlitz	Woodland HS 9-12	6 Period	58
Yakima	22	Yakima	Davis HS 9-12		
Yakima	22	Yakima	Eisenhower HS 9-12		
Elma	21.5	Grays Harbor	Elma HS 9-12	6 Period	55
Peninsula	21.5	Pierce	Gig Harbor HS 9-12	3 Block with 6 Periods	90
Peninsula	21.5	Pierce	Peninsula HS 9-12	3 Block with 6 Periods	95
Richland	21.5	Benton	Hanford HS 9-12	7 Period	50
Richland	21.5	Benton	Richland HS 9-12	6 Period	55
Richland	21.5	Benton	River's Edge HS 9-12	Combo, 5-per, Block/6	50
Camas	21	Clark	Camas HS 9-12	7 Period	50
Coupeville	21	Island	Coupeville Mid/High 6-12	Combo, 5-per, Block/6	
Deer Park	21	Spokane	Deer Park HS 9-12	6 Period	55
Franklin Pierce	21	Pierce	Franklin Pierce HS 9-12	4 Block with 4 Periods	90
Franklin Pierce	21	Pierce	Washington HS 9-12	6 Period	50
Kelso	21	Cowlitz	Kelso HS 9-12	6 Period	50
Kennewick	21	Benton	Kamiakin HS 9-12	6 Period	43

Combined graduation credit requirements data (2007) and bell schedule data (2004-05)

District	Number of Credits Required	County	High School Name	Bell Schedule	Approximate number of minutes per period
Kennewick	21	Benton	Kennewick HS 9-12		
Kennewick	21	Benton	Southridge HS 9-10	6 Period	55
Mercer Island	21	King	Mercer Is. HS 9-12	Combo, 5-per, Block/6	
Mount Adams	21	Yakima	White Swan HS 9-12		
North Kitsap	21	Kitsap	North Kitsap HS 10-12		
Wapato	21	Yakima	Wapato HS 9-12	Combo, 5-per, Block/6	100
Wellpinit	21	Stevens	No data		
Inchelium	20	Ferry	Inchelium K-12	6 Period	55
Seattle	20	King	Ballard HS 9-12	6 Period	50
Seattle	20	King	Chief Sealth HS 9-12	6 Period	55
Seattle	20	King	Cleveland HS 9-12	6 Period	45
Seattle	20	King	Franklin HS 9-12		
Seattle	20	King	Garfield HS 9-12		
Seattle	20	King	Ingraham HS 9-12	6 Period	50
Seattle	20	King	Nathan Hale HS 9-12	6 Period	57.5
Seattle	20	King	Nova HS 9-12	4 Block with 4 Periods	90
Seattle	20	King	Rainier Beach HS 9-12		
Seattle	20	King	Roosevelt HS 9-12	6 Period	55
Seattle	20	King	The Center School 9-12	Combo, 5-per, Block/6	
Seattle	20	King	West Seattle HS 9-12	4 Block with 4 Periods	85
Brewster	19	Okanogan	Brewster Jr./Sr. High 7-12	6 Period	55

REFERENCES

1. Baker, Duane; Joireman, Jeff; Clay, Joan; and Abbott, Martin. 2006. Research Report #9: "Schedule Matters, the Relationship between High School Schedules and Student Academic Achievement". Washington School Research Center, Seattle, WA.

2. Washington State District Graduation Requirements Database. The Washington State Board of Education: <http://www.sbe.wa.gov/HighSchoolGraduationRequirementsDatabase.htm>

The Good News - The 2009 Basic Education Definition

2009 marks the beginning of new and vital ways to improve education in Washington state. The 'basic' of basic education is now clearly defined, and that contemporary definition paves the way toward a vastly improved education system for our children.

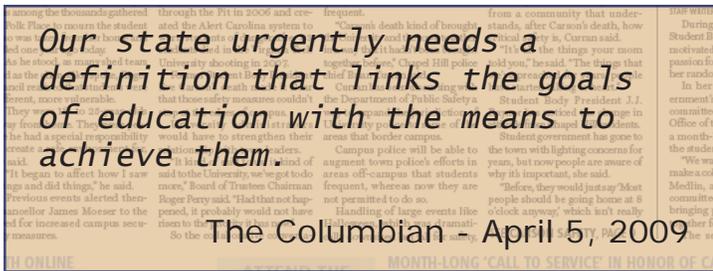
Flashback: 1977 - A Landmark Year for Public Schools

In 1977 the Washington Legislature introduced the Washington Basic Education Act. The goal of this legislation was to provide all students with "the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives."

At the time, this was an important action on behalf of Washington students to improve the funding of their education.

Yet what worked for us in 1977 doesn't quite fit the bill today. Studies consistently show that we must:

- Start early with our youngest learners.
- Educate all students to a higher level.
- Focus on individualized instruction.
- Close the achievement gap and reduce dropout rates.
- Prepare students for an evolving work force and global economy.



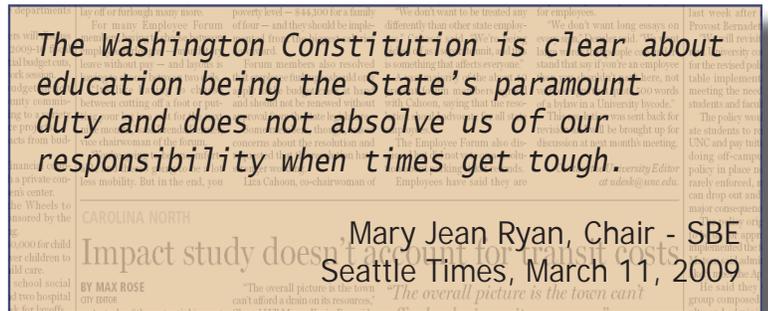
A Meaningful Diploma

The Legislature affirmed the State Board of Education's (SBE) work on a meaningful high school diploma and graduation requirements. ESHB 2261 defines a meaningful diploma as providing students with an opportunity to develop the knowledge and skills necessary to meet the state-established high school graduation requirements that are intended to allow students to graduate with a diploma that prepares them for postsecondary education, gainful employment, and citizenship. Basic education

by necessity is an evolving program of instruction that provides the educational opportunities needed to equip students for their role as productive citizens.

The essence of the meaningful high school diploma begins with early learning, quality instruction, aligned standards and assessments, and culminates with the opportunity for high school students to experience an education of sufficient breadth and depth to prepare them for life after high school.

ESHB 2261 enables us to start with our youngest learners (with early learning programs for at risk learners and all day kindergarten), preparing them for success as they progress through the K-12 system and beyond.



An Excellent and Equitable Education for All Students

ESHB 2261 charges the Washington State Board to continue its work on a system of school accountability that identifies successful schools and those that need greater assistance. There is an urgent need to strengthen a system of continuous improvement for all schools and districts. The Board's accountability framework consists of three components: 1) an accountability index to identify schools and districts that are exemplary or need greater assistance, 2) targeted and intensive voluntary programs to build district capacity, and 3) required action for challenged schools and their districts if there is no improvement in student achievement.

The Board supports a reciprocal state and local partnership that is accompanied by comprehensive basic education funding reform. The Board and the Office of Superintendent of Public Instruction will work together to ensure that there is one accountability system in place to meet federal and state requirements.

The new Accountability Index is a measure of success that is designed to close the achievement gap and to supply schools and the general public with transparent and easy-to-understand information on how a school/district is performing, where its strengths lie, and areas to target for future improvement.

A school's performance will be measured based on five school/district variables (reading, writing, math, science, and, for secondary schools/districts, the extended graduation rate). This data is then stratified into four subgroups:

1. Achievement of non-low income.
2. Achievement of low income.
3. Achievement vs. peers (schools of similar demographics).
4. Improvement from previous year

The Board and the Office of Superintendent of Public Instruction will use the Accountability Index this fall to recognize Washington's many successful schools.

The Board continues its work on the implementation of the Accountability Index as well as programs and timelines to help challenged schools and will present a report due to the legislature by December 1, 2009.

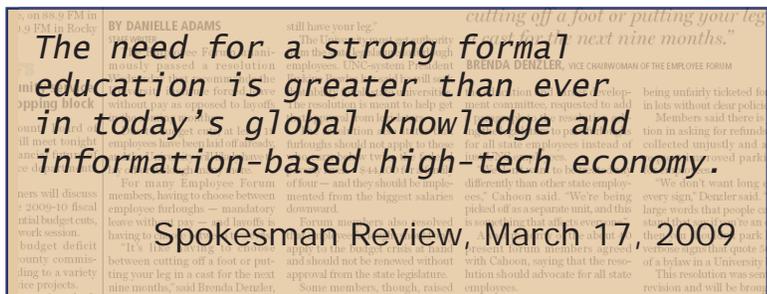
A Prototypical School Funding Model

The school funding equation should be fair, comprehensive, and transparent. By 2011, the state will adopt a funding system that meets this standard. Allocations will be based on how schools compare to prototype models that illustrate "the level of resources needed to operate a school of a particular size with particular types and grade levels of students using commonly understood terms and inputs." The new funding model includes enhancements for highly capable, Career and Technical Education, Advanced Placement and International Baccalaureate, Learning Assistance Program, bilingual, and special education.

Enhancements to Basic Education Funding

ESHB 2261 makes provisions for several additional allocations of revenue that were not included in the 1977 Basic Education Act. For the first time, the definition of basic education includes:

- Increased instructional hours for secondary education from 1000 to 1080.
- Opportunity to complete 24 high school credits.
- All day kindergarten (phase in highest poverty schools first).
- Highly capable (at 2.3% of student enrollment).
- Early learning for at-risk students.



ESHB 2261 (Summary As Passed the Legislature)

<p>Expanded Definition of Basic Education</p>	<p>An expanded program of basic education and the funding to support it is phased in according to a schedule adopted by the Legislature but fully implemented by 2018.</p> <p>Including:</p> <ul style="list-style-type: none"> • Increased instructional hours to 1000 or 1080 (depending on the grade level & according to an implementation schedule adopted by the Legislature) • Opportunity to complete 24 credits high school graduation (subject to Legislative phase-in) • Transportation to & from school (using new funding formula based on predicted costs phased-in beginning 2013) • All-day Kindergarten (continue to phase-in highest poverty schools first) • Highly Capable (at current 2.314% of student enrollment) • Early Learning <ul style="list-style-type: none"> - Intent to establish program for at-risk children as basic education. - Creates a work group to develop program, as a Washington Head Start program, & report to the Quality Education Council. <p>Full implementation by 2018.</p>
<p>Prototypical Schools Funding Formula</p>	<ul style="list-style-type: none"> • For allocation purposes only. • Based on staff and non-staff costs to support instruction and operations in prototypical schools, including enhancements for highly capable, CTE, AP & IB, LAP, Bilingual, and special education. • Creates a Funding Workgroup to recommend details of formula.
<p>Transportation to and from school</p>	<ul style="list-style-type: none"> • No later than September 1, 2013, begin phasing-in the new funding formula & current funding based on the radius mile is discontinued. • A new student transportation allocation formula is based on the average predicted costs to school districts. • Beginning September 1, 2013, OSPI must report to the Legislature on the efficiency of school district transportation operations. • OSPI makes quarterly updates to the Legislature on the new formula.
<p>Quality Education Council (QEC)</p>	<p>Creates the Quality Education Council</p> <ul style="list-style-type: none"> • Membership: <ul style="list-style-type: none"> - 8 legislators (4 House/4 Senate) - 5 educational agency representatives (Office of the Governor, OSPI, SBE, PESB, & DEL) • Purpose: To recommend & inform the ongoing implementation by the Legislature of an evolving program of basic education & financing. <ul style="list-style-type: none"> - Develop strategic recommendations & update every 4 years. - Identify measurable goals & priorities for a 10-year period for the educational system, including ongoing strategies to eliminate the achievement gap & reduce dropout rates. - Consider the OSPI system capacity report. • Initial report: By Jan. 1, 2010, to include recommendations on: <ul style="list-style-type: none"> - Resolving issues requiring legislative action during the 2010 session - A statewide teacher mentoring & support system - An early learning program for at-risk children - An implementation schedule for concurrent phase-in of changes to the basic education program & the funding to support the changes - A phase-in of the new transportation formula (beginning no later than Sept. 1, 2013) <p>Does not expire.</p>

ESHB 2261 (Summary As Passed the Legislature)

Working Groups**Funding Working Group (convened by OFM with OSPI)**

- **Members:** LEAP, district financial managers, WASBO, BEA, WASA, AWSP, WSSDA, PSE, & other interested stakeholder with expertise in education finance.
- **Purpose:**
 - **Develop details of funding formulas**
 - **Recommend implementation schedule for phase-in of increases in program & funding**
 - **Examine possible sources of revenue to support increases**
- **Report:** To the Legislature by **December 1, 2009**

Early Learning Work Group (convened by OSPI with DEL)

- **Members:** Head Start & ECAEP providers, school districts, Thrive-by-Five, & other stakeholders with expertise in early learning.
- **Purpose:** **Develop the basic education program of early learning**, including recommendations for:
 - A statewide WA Head Start program
 - Student eligibility criteria and parameters & minimum standards for the program
 - Options for a service delivery system
 - Options for shared governance between OSPI & DEL
 - Continued development of a statewide kindergarten assessment
- **Reports:** To the QEC by **September 1, 2010, September 1, 2011, and September 1, 2012**

Levy & Levy Equalization Working Group -- Beginning July 2010 (convened by OFM with OSPI)

- **Purpose:** **Develop a new system of supplemental school funding** through local levies & levy equalization & recommend:
 - A phase-in to ensure no district suffers a decrease in funding from one school year to the next due to the new system of supplemental funding
- **Members:** Dept. of Revenue, LEAP, district financial managers, WASBO, WEA, WASA, AWSP, WSSDA PSE, & other interested stakeholders with expertise in education finance.
- **Report:** To the Legislature by **December 1, 2011**

Compensation Working Group -- Beginning July 1, 2011 (convened by OFM)

- **Intent:** To begin the process of developing an enhanced salary allocation model that is collaboratively designed.
- **Purpose:** **Recommend the details of an enhanced salary allocation model that aligns educator development & certification with compensation**, including:
 - A concurrent implementation schedule
 - How to reduce the number of tiers within the existing salary allocation model
 - How to account for regions of the state where it may be difficult to recruit & retain teachers
 - The role of and types of bonuses available
 - Ways to accomplish salary equalization over a set number of years
 - Cost estimates, including a recognition that staff on the existing salary allocation model would have the option to grandfather permanently to the existing schedule
 - AND Conduct a comparative labor market analysis of school employee salaries & other compensation
- **Members:** Dept. of Personnel, PESB, OSPI, WEA, WASA, AWSP, WASA, WSSDA, PSE, & other interested stakeholders with appropriate expertise in compensation related matters.
- **Reports:** To the Legislature by **December 1, 2012**, including whether additional work is necessary.

ESHB 2261 (Summary As Passed the Legislature)

<p>Data</p>	<p>The K-12 Data Governance Group is established in OSPI.</p> <p><u>Purpose:</u> To assist in the design & implementation of a data improvement system for financial, student, & educator data, including:</p> <ul style="list-style-type: none"> - Identifying critical research & policy questions - Identifying reports & other information that should be made available on the Internet - Creating a comprehensive needs requirement document - Conducting a gap analysis - Focusing on financial & cost data necessary to support the new K-12 financial models & funding formulas - Defining the operating rules and governance structure for K-12 data collections <ul style="list-style-type: none"> • Districts that can meet the requirements must report the data. Legislative funding will establish which data subset is required. • <u>Reports:</u> By OSPI to Legislature by November 15, 2009, and September 1, 2010. • SBE must work with the Education Data Center in OFM to determine the feasibility of using the prototypical school funding allocation model as a tool for both allocating and reporting expenditures.
<p>Accountability</p>	<p><u>Intent</u></p> <ul style="list-style-type: none"> • State & school districts share accountability for achieving state educational standards & supporting continuous school improvement. <p><u>SBE accountability work to continue:</u></p> <ul style="list-style-type: none"> • Develop an Accountability Index to identify schools & districts for recognition & additional state support. • Develop a proposal for voluntary state support & assistance for schools & school districts accommodating capacity limitations of the system. Changes that have a fiscal impact take effect only if formally authorized by the Legislature. • By December 1, 2009, develop proposal and timeline for implementation a system for schools & districts that do not improve through voluntary support system, which takes effect only if formally authorized by the Legislature. The proposal must include: <ul style="list-style-type: none"> - An academic performance audit using peer review teams of educators; - A requirement for the local school board to develop and implement a corrective action plan taking into account the audit findings; - When the school board's plan is approved by the SBE then the plan becomes binding on the school district; - OSPI monitors the school district progress. • SBE with OSPI must seek federal approval of the accountability index and the state system of support, assistance, and intervention.
<p>Teacher Standards & Certification</p> <p><i>NOTE: In 2009, the PESB membership was reduced from 20 to 12 Governor appointees & SPI. A majority of the members must be active practitioners.</i></p>	<p>By January 1, 2010, PESB must:</p> <ul style="list-style-type: none"> • Adopt performance standards for effective teaching, including to the extent possible, cultural competency standards. • Adopt a definition of master teacher that includes teachers with National Board certification. • Update Legislature on the status of implementing the ProCert assessments already in development. • Recommend a proposal for a classroom-based means of evaluating student-teacher effectiveness during the student-teaching field experience, which includes multiple measures of performance. • Recommend length of time a residency certificate is valid. PESB must consult with WEA, WASA, AWSP, & WSSDA and include stakeholder comments with the recommendation <p>No earlier than September 1, 2011, begin awarding the Professional Certificate based on a minimum of 2-years of successful teaching experience as defined by the PESB</p> <p>Beginning January 1, 2011, teacher prep programs will be required to demonstrate how the program produces effective teachers.</p>

Analysis of District Graduation Credits and Graduation Rates

Pete Bylsma, Ed.D., M.P.A.
 Consultant to the State Board of Education

The State Board of Education (SBE) has proposed increasing the high school graduation requirement from 19 to 24 credits in order to better prepare students for success in postsecondary education, gainful employment, and citizenship, and to equip them with the skills to be a lifelong learner. This requirement is known as CORE 24. Concerns have been raised that requiring more credits would increase the dropout rate among some types of students, especially those from low-income families and among many students of color (who are more likely to live in low-income homes). Others believe that implementing CORE 24 would have little or even a *positive* effect on graduation rates because:

- The average district already requires more than 24 credits to graduate (mean=24.5).
- Research has shown that requiring more credits in “academic” subjects prepares students better for work and college after they leave high school¹.

Analyses of all 246 districts with high schools were conducted to determine the current relationship between Washington state district graduation requirements (number of credits) and their extended graduation rates² from the Class of 2007 (the most recent available). These analyses found either no or a slightly positive relationship between higher credit requirements and the extended graduation rates, regardless of a student’s income level or race/ethnicity. In other words, **if CORE 24 is implemented (pending funding), dropout rates will likely stay the same or decrease slightly**. Table 1 illustrates these trends for each student group. It shows for all students a very weak positive relationship between district credit requirements and graduation rates (i.e., as credit requirements increase, graduation rates increase; conversely, dropout rates decline). When the data are disaggregated, the relationship remains significant for White and low-income students. By contrast, there is no relationship between district credit requirements and graduation rates for Black, Asian, Hispanic, and American Indian students; in other words, there is no effect.

Table 1: Correlation between the Number of Required Graduation Credits and the Extended Graduation Rate, by Student Group

	All	Low income	American Indian	Asian/Pac Is	Black	Hispanic	White
Correlation	.178**	.192**	.096	.001	.153	.056	.161**
Sig. (2-tailed)	.005	.003	.209	.990	.082	.431	.012
# of districts	246	241	172	173	130	203	244

** Statistically significant

¹ For example, see http://www.cesifo-group.de/portal/page/portal/ifoHome/b-publ/b3publwp/wp_abstract?p_file_id=9338 for Bishop, J, & Mane, F. (2004), *Educational Reform and Disadvantaged Students: Are They Better Off or Worse Off?* CESifo Working Paper No.1309.

² The extended graduation rate includes students who take more than four years to graduate. This is the measure used for accountability purposes and recognizes that some students require more time to graduate. Students have until age 21 to complete their education in the K-12 system.



LWSD
Competency Based Graduation
Requirements
May 18, 2009

Agenda

- 1) History of LWSD performance graduation requirements
- 2) LWSD requirements
- 3) State requirements
- 4) State graduation requirements
- 5) Student perspectives
- 6) Available data
- 7) Possible Next Steps – Bringing together CP, High School and Beyond, Credit requirement and College Entrance Requirements



1) History performance graduation requirements

LWSD saw the first implementation of a Culminating Project at the EHS in 1993. It opened with a school initiated graduation requirement of a senior project.

Original LWSD performance graduation requirement changes purpose statement – 2000

To establish new graduation requirements, standards and systems that ensure high levels of student achievement.



LWSD Parallel Systems to Graduate

- Academic achievement still measured with letter grades
- Traditional transcripts with credits and grades still issued
- Graduation Standards measured by specific district-wide criteria
- Transcript displays attainment of standards

**College
Admittance**

Ensure Connections

**High School
Transcripts +**

Original LWSD Graduation Requirements to be implemented with the Class of 2005

- English*
- Mathematics - 2 credits
- Science - 2 credits
- Math or Science - 1 credit
- Social Studies - 3 credits
- Phys. Ed. - 1.5 credits
- Health - .5 credits
- Occupational education - 1 credit
- Fine Arts - .5 credits
- Required credits: 11.5
- Elective credits: 6.5

***Demonstrate competency in the standards for Communication: Reading, Writing, Speaking, and the Culminating Project.**

Total credits: 18 originally with credit requirements disappearing

LWSD Original Levels of Achievement

- Proficient
- Proficient with **Honors**
- Proficient with **High Honors**

Revisions 2003

Elimination of Proficient with Honors

Elimination of Proficient with High Honors

4) LWSD Performance Graduation requirements

Meeting District Performance Graduation Requirements

1. Communication Standards

Students will complete three (3) writing assignments that meet the standards, including a literary analysis essay, a persuasive essay, and a cause-effect or compare-contrast essay.

2. Quantitative and Scientific Reasoning Standard (QSR)

Students are required to demonstrate proficiency on one formal lab report.

Students are required to demonstrate proficiency on a problem • solving and reasoning report in the Quantitative and Scientific Reasoning Standards

3. State Performance Graduation Requirements

- A. Reading, Writing, and Math WASL requirements**
- B. Culminating Project requirements**
- C. High School and Beyond Plan•**

Pass all required and elective courses •

5) Student perspectives

2008 LWSD Student perspectives on the Culminating Project



7) Possible Next Steps –
Bringing together CP,
High School and Beyond,
Credit requirements
College Entrance Requirements

What we would like to see next...

State Culminating Project Guide

For many Washington students, the words "Culminating Project" and "senior project" mean hard work, fun and a chance to explore an interest or a potential career path.

Many Washington students have been participating in culminating and senior projects for years. Beginning with the Class of 2008, completing a Culminating Project will be a graduation requirement for all students.

While each school district determines the guidelines for the Culminating Project, there are statewide goals:

1. Encourage students to think analytically, logically and creatively and to integrate experience and knowledge to solve problems.
2. Give students a chance to explore a topic in which they have a great interest.
3. Offer students an opportunity to apply their learning in a "real world" way.

As part of the Culminating Project, each student will demonstrate essential skills through reading, writing, speaking, production and/or performance. To complete the project, students may be asked to write a research paper, work with a mentor in school or in the community, present to a community or peer panel, pull together a portfolio of work and/or develop a multi-media presentation.

State High School and Beyond Plan

- The High School and Beyond Plan gets all students thinking about their future and how to get the most out of high school, so that they're ready to pursue their adult lives, no matter what direction they plan to take.
- Ideally, students write their plan in eighth or ninth grade and then continue to revise it throughout high school to accommodate changing interests or goals. Students should be encouraged to include the following elements in their plan: Their personal story – what experiences, interests and goals are shaping who they are now and who they want to become.
- Their learning style.
- Their goals for high school – What will their four years of high school look like, including classes, extracurricular activities, sports, a job, etc.?
- Their goals for immediately after high school – Do their goals for high school get them ready for what they want to do after graduation? A student's plan should include the classes needed in preparation for a 2- to 4-year college, vocational or technical school, certificate program or the workforce.
- Each school district determines the guidelines for the High School and Beyond Plan. Please contact your local school district to obtain a copy of the guidelines that have been established for your district.

• Rethinking structures leading to high school graduation and the ways students can meet graduation requirements which demonstrate they are Future Ready – Prepared for College, prepared for the global workplace, prepared for personal success and prepared to participate and contribute to society.

- **Acquaint students early with individual goal setting and understanding of their own learning styles. Use a learning styles inventory and the new elementary conference setting to engage parents with us and students. Include more information about careers as students are studying content. Have students set goals for junior high school while in elementary school which will lead them to rigorous courses in areas of interest.**

• Rethinking structures leading to high school graduation and the ways students can meet graduation requirements which demonstrate they are Future Ready – Prepared for College, prepared for the global workplace, prepared for personal success and prepared to participate and contribute to society.

- **Engage parents and students in junior high around planning for college success and mapping toward rigorous classes in junior high and high school. Have students understand career pathways and course pathways available to meet Core 24 and also college entrance requirements. Understanding how extracurricular activities and jobs are also preparing them for future success. Provide interest and career inventories and explore interests.**

Rethinking structures leading to high school graduation and the ways students can meet graduation requirements which demonstrate they are Future Ready – Prepared for College, prepared for the global workplace, prepared for personal success and prepared to participate and contribute to society.

- Provide students in high school with courses which will meet college entrance requirements (or other career pathways which will still prepare students for the choice of entering college).
- To fulfill LWSD performance based graduation requirements have students collect classroom based evidence of performance at highly proficient levels which connect to and can be used to prove students meet our performance graduation requirements. Help them explore further their interests in college work and career choice and will lead to the selection of an internship in an area of deep interest. Work on college entrance requirements as a part of our performance graduation requirements and have students take the ACT or SAT junior or senior year as a demonstration of readiness to leave us.
- Senior seminar to explore further their own personal interest, to work on a culminating project and to organize a portfolio of evidence to show they are ready to graduate.

LWSD next steps tied to Vision 2020

– Student profile revision is completed



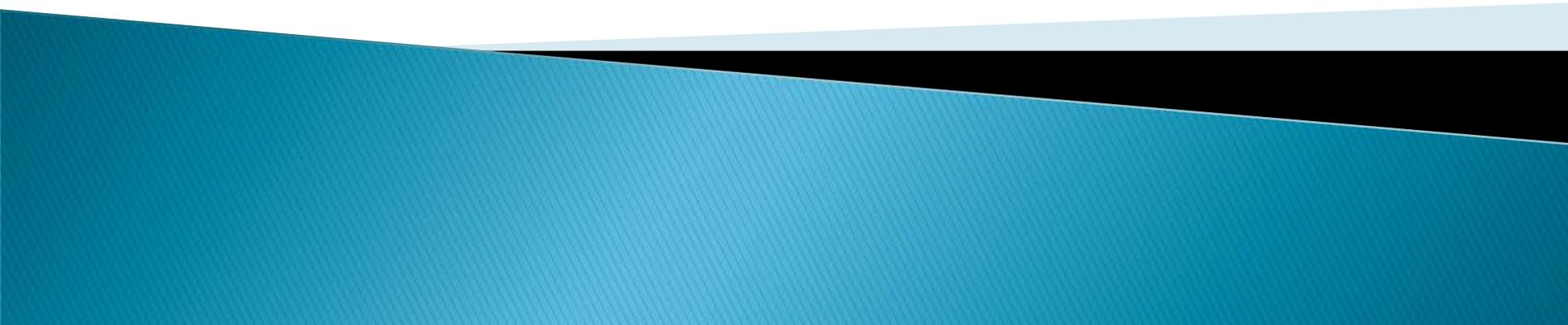
– Study and review of district and state graduation requirements to alignment with Student profile and new state requirements for Core 24, High School and Beyond and CP



– Change our requirements, moving toward a more integrated and careful process which provides students with requirements to reinforce the belief they are prepared for college, prepared for the global workplace, prepared for personal success and ready to be engaged and contributing members of our democratic society.

Collection of Evidence: An Alternative Assessment path towards graduation

Lesley Klenk, Ph.D.
CAA Options Administrator
Office of the Superintendent of Public Instruction



Collection of Evidence (COE)

- ▶ It is an “alternative option” to meeting proficiency on the state standards and earning a Certificate of Academic Achievement.
- ▶ Students must take the large-scale, criterion-referenced test—the Washington Assessment of Student Learning (WASL)—before accessing the COE
- ▶ The COE must be comparable (or exceed) in content and rigor to the WASL
- ▶ It is a classroom-centered collection of student work that features examples of assignments that align with the state standards

What is the COE process?

- Student and teacher(s) identify appropriate tasks.
- Student completes specific tasks, adds to collection.
- Teacher monitors student work.
- Teacher/counselor and student review work.
- When assignment is complete both teacher and student sign off.
- The work sample is added to the student collection.
- When the collection is complete and has been reviewed for sufficiency, the collection is signed by the principal and sent to the district.

Who is a good candidate for the COE?

- ▶ Independent thinkers and workers
 - ▶ Students who found the traditional high school environment and testing environment challenging
 - ▶ Students who have specific—and even passionate—interests in topics and areas not covered in traditional curriculum
 - ▶ Hard workers willing to work independently and meet deadlines
- 

Sufficiency and Proficiency

In order to meet the **sufficiency** requirements, a student must submit a collection on time, include the appropriate number of work samples, and all of the skills must be addressed.

In order to meet **proficiency** (meet standard), the student must demonstrate the skills and knowledge necessary to meet the level of performance a committee has decided is appropriate

For reading, the student must earn 72 out of 96 points; for mathematics the student must earn 78 out of 128 points; and for writing the student must earn 17 out of 24 points.

Who scores the collections?

- ▶ High School teachers and college and university instructors from around the state
 - Years of experience in the content area
 - Prior experience scoring WASL or district-level assessments
 - Ability to score according to state standards using analytical scoring rubrics
 - Like to work long hours and revel in the growth of student performance!

COE results over time

- 4 scoring cycles so far:
 - June '07 800 collections
 - February '08 2300 collections
 - June '08 2700 collections
 - February '08 4200 collections
- Mostly mathematics collections submitted (75% meet standard)
- Good number of reading collections submitted (70% meet standard)
- Smaller number of writing collections submitted (50% meet standard)

Contact Information

Anton Jackson, Mathematics Specialist

- Anton.Jackson@k12.wa.us
- (360) 725-6437

Lesley Klenk, COE Administrator and Reading

- Lesley.Klenk@k12.wa.us
- (360) 725-6330

Amanda Mount, COE Specialist

- Amanda.Mount@k12.wa.us
- (360) 725-6037

Steve Pearse, Writing Specialist

caaoptions@k12.wa.us

Checking Back on Task Force Recommendations— For Discussion

From April 13, 2009 discussions:

1. Consider a definition of career concentration that integrates both academic and CTE/occupational courses with sufficient flexibility to address students' interests in a variety of ways.

- Fulfill three (3) credits of career concentration courses by taking: CTE courses; credited, work-based learning experiences; approved independent study, and/or general education courses that prepare students for postsecondary education based on their identified program of study in their high school and beyond plan. One of the three credits should meet the standards of an exploratory CTE course.

Advantages:

- Provides sufficient flexibility to address different students' needs
- Retains core (employability and leadership skills) of occupational education requirement
- Connects High School and Beyond Plan with course selection

Disadvantages:

- Relies on a HS&B planning process that may not exist yet in some schools

Would you change or add anything to this recommendation, or the listed advantages or disadvantages?

2. Consider implementing a "2 for 1" or "Credit Plus" policy that would enable students taking classes formally identified as course equivalents to document the academic credit on the transcript and satisfy a CTE requirement at the same time, thereby creating space for an additional elective.

Advantages:

- Provides greater flexibility for students to take other courses they need or want to take

- Provides greater flexibility for students in skills centers
- Will encourage districts to establish course equivalencies, and the process of collaboration among teachers to establish equivalencies could contribute to professional learning communities

Disadvantages:

- Without clear state parameters, the policy could be interpreted inconsistently across districts and make it difficult for students to transfer credits across schools
- Would require changes to standardized transcript

Would you change or add anything to this recommendation, or the listed advantages or disadvantages?

3. Is there any other recommendation pertaining generally to the career concentration requirement, or to particular issues associated with skills centers or CTE that you want to put forward?