

The Washington State Board of Education



Graduation Requirements

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Key Question One

1. Do we want a common college/career pathway that students are automatically enrolled in? (State graduation requirements are by definition a common pathway.)



Key Question Two



2. What are the core requirements that all students should take for a common college/career pathway?

Key Question Three

3. What does flexibility mean? Can a student substitute courses for the common pathway? If so, under what circumstances and when? (Considerations

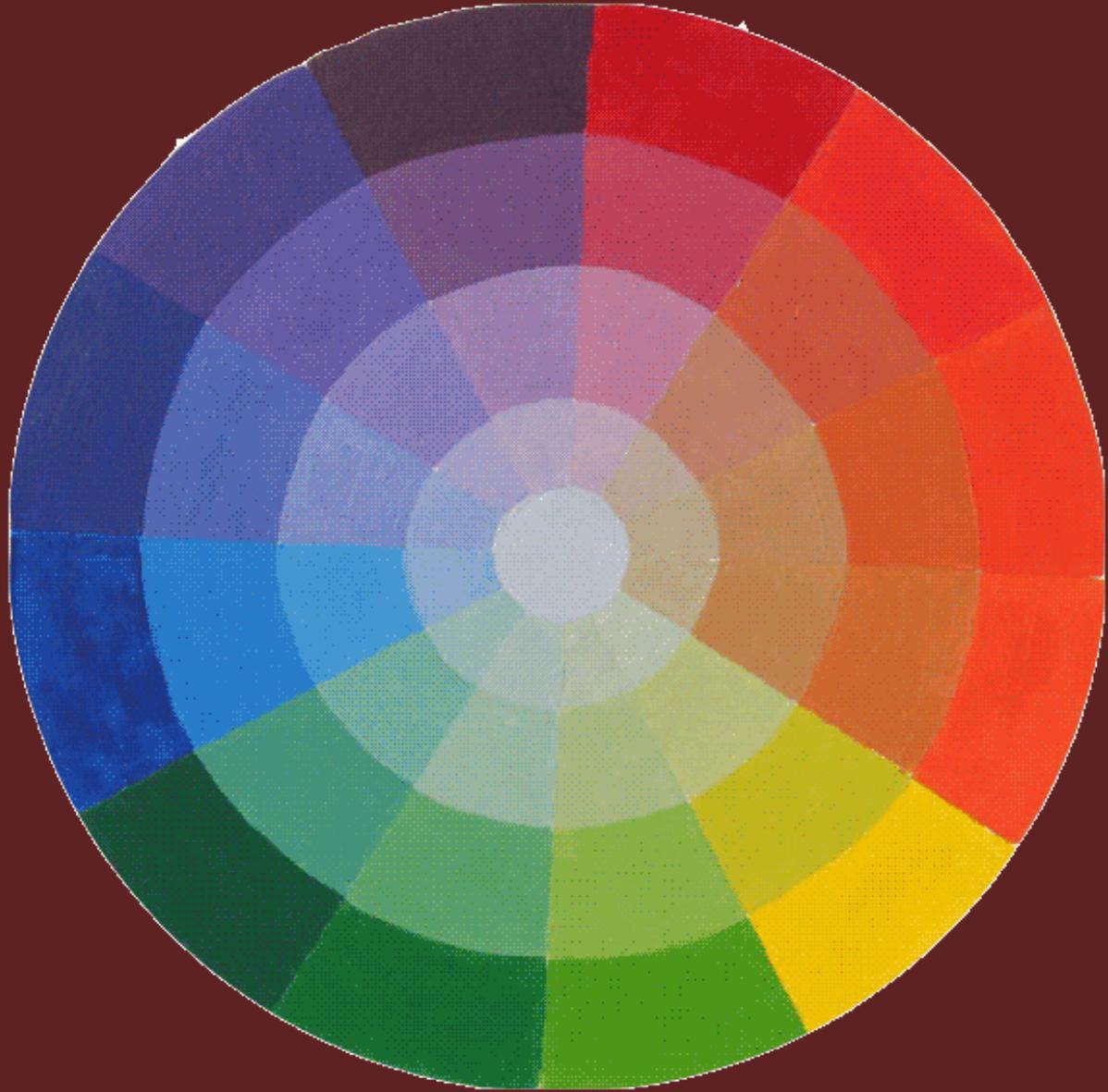


for substitution would be in the areas of world language, arts, occupational education/CTE/career concentration, health and fitness.)

Key Question Four



4. How many credits must all students earn for a diploma?



Green Option

CORE COURSES	CREDITS
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
Health	.5
Career Preparation	1
High School and Beyond Plan	
World Language or CTE	2
Arts	2*
Fitness	1.5*
Summary	
SBE Requirements	20
Local Electives	4
Minimum Requirements to Earn a Diploma	20
Recommended to Earn a Diploma	24

Mandatory

Student Choice

At the end of 8th grade, students would be enrolled in a high school program of study that would automatically include these prescribed subjects:

English—4

Math—3

Science—3

Social Studies—3

Health—.5

Career Preparation—1

Arts—1

World Language or CTE—2

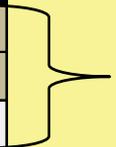
The remaining credits would be chosen by the student, based on his or her HSBP.

Yellow Option

CORE COURSES	CREDITS
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
Health	.5
Career Preparation	1
High School and Beyond Plan	
World Language	2*
Arts	2*
Fitness	1.5*
Summary	
SBE Requirements	20
Local Electives	4
Minimum Requirements to Earn a Diploma	20
Recommended to Earn a Diploma	24



Mandatory



Student Choice

At the end of 8th grade, students would be enrolled in a high school program of study that would automatically include these prescribed subjects:

- English—4
- Math—3
- Science—3
- Social Studies—3
- Health—.5
- Career Preparation—1
- Arts—1

The remaining credits would be chosen by the student, based on his or her HSBP.

Blue Option

CORE COURSES	CREDITS
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
Arts	1
Health/Fitness	2*
High School and Beyond Plan	
World Language or CTE	2
Electives	6
Summary	
SBE Requirements	18
Local Electives	6
Minimum Requirements to Earn a Diploma	24
Recommended to Earn a Diploma	24

Mandatory

Student Choice

At the end of 8th grade, students would be enrolled in a high school program of study that would automatically include these prescribed subjects:

English—4
 Math—3
 Science—3
 Social Studies—3
 Health/Fitness—2*
 Arts—1
 World Language or CTE—2

The remaining credits would be chosen by the student, based on his or her HSBP.

Orange Option

■ HECB Minimums

SBE
Mandatory

Student Choice

At the end of 8th grade, students would be enrolled in a high school program of study that would automatically include these prescribed subjects (unless substituted per the HSBP):

English—4

Math—3

Science—3

Social Studies—3

Health/Fitness—2*

Arts—2

World Languages—2

Career Concentration—2

Occ Ed - 1

The remaining credits would be chosen by the student, based on his or her HSBP.

CORE COURSES	CREDITS
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
Art	1
Occ. Ed	1
Health	.5
High School and Beyond Plan	
Arts	1*
World Languages	2*
Fitness	1.5*
Career Concentration	2*
Electives	2
Summary	
Total Required Credits	24**

*Substitutions made be made on the basis of the HSBP

**Up to 2 credits could be waived by local administrators for students who have failed a class and taken the appropriate additional classes to regain the credit.

Brown

CORE COURSES	CREDITS
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
Art	1
Occ. Ed	1
Health	.5
High School and Beyond Plan	
Arts	1*
World Languages	2*
Fitness	1.5*
Career Concentration	2*
Electives	2
Summary	
Total Required Credits	24**
Culminating Project	

Meets or Exceeds HECB Minimums

Mandatory

Student Choice – *may substitute per HSBP

At the end of 8th grade, students would be enrolled in a high school program of study that would automatically include these prescribed subjects (unless substituted per the HSBP):

English—4

Math—3

Science—3

Social Studies—3

Health --.5

Fitness –1.5*

Arts—2

World Languages—2

Career Concentration—2

Occ. Ed – 1

Electives – 2

Total=24

**Up to 2 credits could be waived by local administrators for students who have failed a class and taken the appropriate credit recovery classes to regain the credit.

Note: Private schools may elect to use career concentration and electives for their local requirements.

Student Pathways

Staff will work on models of pathways based on Brown option. This will include options for students:

1. Pursuing IB
2. Attending skill centers
3. Needing support classes
4. Holding clearly defined interest areas.

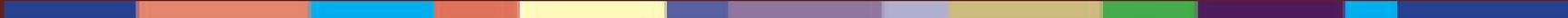
Policy Recommendations

1. Remove 150-Hour Restriction on Credit Definition; substitute non time-based definition per example #2 (following).
2. Two-For-One with required district reciprocity
3. Start High School and Beyond Plan at Middle School Level
4. Make Washington State history a non credit requirement on student transcript
5. Add .5 credit of Civics

Possible Substitute Definitions for 150-hour Credit Requirement

1. Successful demonstration of a unit of study as established by the district (Maryland).
2. Successful completion of the subject area content expectations or guidelines developed by the state, per written district policy (Michigan).
3. Satisfactory completion of all of the required work for a particular course or subject (Kansas).

(assumes current competency-based definition is maintained)



Two for One Possibilities

Two for One Policy: Version 1



Students may earn one credit and satisfy two graduation requirements (one academic and one career and technical) by completing a career and technical course determined by a district to be equivalent to an academic core course. Districts shall set the limit on the number of “two for one” classes a student may take. Students will still need to earn the state minimum number of credits.



Two for One: Version 2



Students may earn two credits (one academic and one career and technical) by completing a career and technical course determined by a district to be equivalent to an academic core course. Although students may take more than one career and technical course equivalency, they may earn “two for one” credit only once for high school graduation.



Next Steps

1. Name

1. The Washington State Graduation Requirements
– Career and College Ready
2. The Washington State Career and College Ready
Graduation Requirements

2. Communication Outreach

Turquoise Option

CORE COURSES	CREDITS
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
Arts	2
Fitness	1.5*
Health	.5
Career Concentration	1
High School and Beyond Plan	
Electives	6
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Mandatory

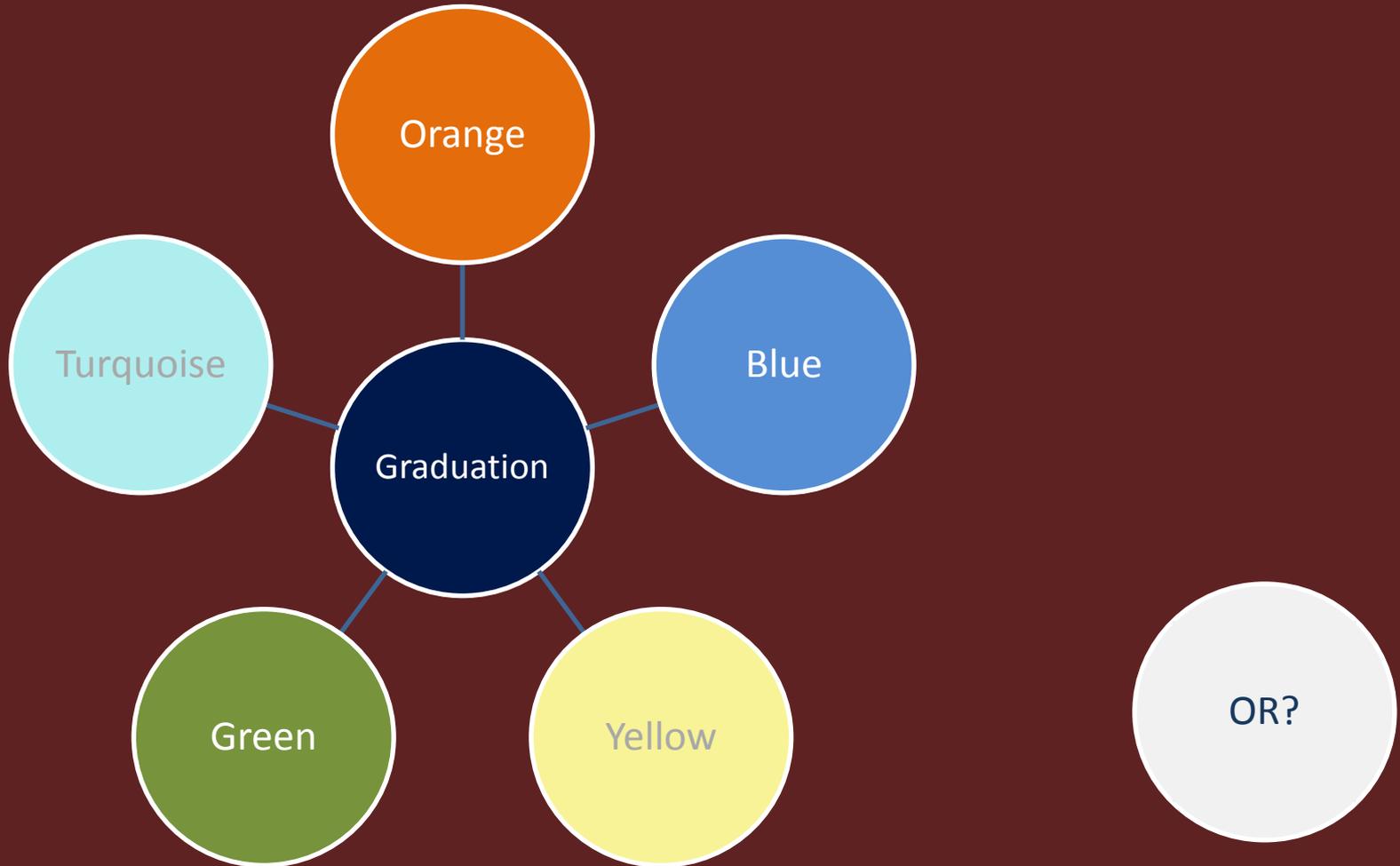
Student Choice

At the end of 8th grade, students would be enrolled in a high school program of study that would automatically include these prescribed subjects:

English—4
 Math—3
 Science—3
 Social Studies—3
 Health/Fitness—2*
 Arts—2
 Career Concentration—1

The remaining credits would be chosen by the student, based on his or her HSBP.

Decision Points



Policy Considerations



Policy Consideration 1



“Non time-based Credit.” Remove the SBE’s 150-hour requirement for a high school credit. Substitute non time-based language for the current 150-hour definition and maintain the competency-based definition.

ITF Perspectives

Advantages of Eliminating the Time-based Definition	Disadvantages of Eliminating the Time-based Definition
<ul style="list-style-type: none">• Shifts the emphasis from time to rigor; places responsibility on districts to assure that rigorous standards are applied to all courses, and that the time needed to achieve those standards is provided.• Consistent with the state's direction toward standards-based learning• Does not artificially connect learning to time• Creates more flexibility for districts to focus on student-centered learning that will enable students to progress at their own rates• Eliminates existing inconsistencies created by differences in schedules; evidence suggests that districts on block schedules are less likely to meet the 150 hour requirement• Eliminates inconsistencies across districts in the ways districts define and count "instructional hours".	<ul style="list-style-type: none">• May be viewed as less objective, measurable and easy to understand• Lacks the power of a time-based requirement to act as an equalizer—a form of standardization that reduces the likelihood that districts will cut corners• Establishes no minimum, measurable threshold of expectation• It could decrease student-teacher contact time.

Policy Consideration 2



“Two for One.” Permit students who complete Career and Technical Education (CTE) course-equivalent courses to earn one credit for the course and satisfy a second requirement; require reciprocity across districts.

Work with OSPI to determine what changes, if any, the standardized transcript would need.

ITF Perspectives

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

Policy Consideration 3



“Local Waiver Authority.” Permit local authority for the substitution of up to two credits in designated subjects; require reciprocity across districts.

Work with OSPI to determine what changes, if any, the standardized transcript would need.

ITF Perspectives

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

Policy Consideration 4



**“High School and Beyond Plan at Middle Level.”
Advocate for funding for increasing comprehensive counseling services at the middle and high school levels, in part to initiate the high school and beyond plan at the middle level, with a focus on exploring students’ options and interests.**

ITF Perspectives

Advantages of High School and Beyond Plan at Middle Level

- Consistent with Board's desire to initiate the High School and Beyond Plan (HSBP) at the middle level.
- Specifies the focus of what the HSBP should be at the middle level.
- Consistent with Board's formal support for funding for a comprehensive education and career guidance system as part of Core 24

Disadvantages of High School and Beyond Plan at Middle Level

- Requires additional resources.

Policy Considerations 5 & 6



“Washington State History Change.” Make Washington State History and Government a non-credit requirement, and require transcripts to note that the student has met the Washington State History and Government requirement.

“Add Civics.” Add .5 credit of civics as a graduation requirement.

ITF Perspectives

Advantages of Flexibility to Meet High School Requirements at Middle Level Standards

- Opens up scheduling flexibility in 9-12
- Provides local control for districts to determine the number and type of courses that could be satisfied at the middle level
- Provides more opportunities for students to begin meeting high school requirements in middle school (currently, students may meet only for-credit requirements)

Disadvantages of Flexibility to Meet High School Requirements at Middle Level Standards

- Creates statewide inconsistency by allowing variations across districts in which requirements can be met at middle level standards
- Could create a perception that courses that “meet a requirement” are less important than those that “earn credit”.
- Requires a philosophical shift on part of SBE; Board would have to acknowledge that districts could allow some high school requirements to be met after being taught to middle level standards (e.g., WA State History).
- Would require highly qualified teacher for 4-12 in middle school
- Could displace what middle level students are already taking
- Creates a registrar’s nightmare without some prescription of district reciprocity

Phase In



Phase-in Considerations



- 6-year phase-in beginning in middle school, with one planning year (ITF)
- Make no-cost/minimal cost changes effective as soon as possible (graduating class of 2015).
- Provide a window and a deadline for districts to determine when all changes will be made.

Minimum 4-Year Lead Time

Rule Put in Place	First Graduating Class Affected
2011	2015
2012	2016
2013	2017
2014	2018
2015	2019
2016	2020

Proposed Phases: Option One

SBE Action	Year Funding Would Need to Begin	Year Rule Put in Place	Graduating Class Affected
<ul style="list-style-type: none">• Endorse Brown option and advocate for funding beginning in 2011 to be fully funded and implemented for the class of 2016.	2011 Assumes funding is based on marginal costs to add new graduation requirements—not the costs to fund all of the underfunded parts of basic education.	2011	2016

Proposed Phases: Option Two

SBE Action	Year Funding Would Need to Begin	Year Rule Put in Place	Graduating Class Affected
<ul style="list-style-type: none"> • Add 1 credit of English. • Add .5 credit of social studies (specifying .5 in civics education). • Specify a math or science must be taken in senior year. • Implement no-cost policy recommendations. 	Assumes these changes can be made with minimal state fiscal impact. ¹	2011	2015
<ul style="list-style-type: none"> • Implement remaining requirements 	2013	2011	2018

Legislative Authorization and Funding Needed

(c) The state board shall forward any proposed changes to the high school graduation requirements to the education committees of the legislature for review and to the quality education council established under RCW 28A.290.010. The legislature shall have the opportunity to act during a regular legislative session before the changes are adopted through administrative rule by the state board. **Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized and funded by the legislature through the omnibus appropriations act or other enacted legislation.**

HSBP and the Culminating Project



What is the 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, 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.
- a dynamic *process*—rather than simply a checklist *product*—requiring comprehensive guidance services to assure that students, parents and school personnel review, and if needed, revise, a student's program of study regularly over the course of their secondary experience.

High School and Beyond Plan: Proposed Changes

All students shall be required to complete a personally-relevant high school and beyond plan that includes reflective practice and shall include documentation (evidence) of a student's:

- Personal interests and career goals.
- Four-year plan for course-taking that is related to the student's interests and goals.
- Research on postsecondary training and education related to one's career interest, including comparative information on the benefits and costs of available choices.
- Budget for postsecondary education or training and life based on personal and career interest.
- Participation in a postsecondary site visit(s). (The committee talked about including the possibility of "virtual tours" of postsecondary institutions in lieu of actual visits).
- Completion of an application for postsecondary education and training.
- Completion of a resume.

Meaningful High School Diploma Committee recommendations

What is the Culminating Project?

The culminating project:

- is an experiential, hands-on project that gives students a formal opportunity to demonstrate their learning competencies related to Washington's Basic Education Act¹ goals three and four:
 - **Goal 3: Think analytically, logically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.**
 - **Goal 4: Understand the importance of work and how performance, effort and decisions directly affect future career and educational opportunities.**

¹RCW 28A.150.210

Culminating Project: Proposed Changes

The project(s) shall include a portfolio, a presentation, and a product. The project(s) may also include, for example: a research or reflective paper, community service, job shadowing, internship, or other components deemed appropriate by the district.

The project(s) shall demonstrate the application of core academic skills and learning competencies from each of the following categories:

- Learning and innovation skills (creativity and innovation, critical thinking and problem-solving, communication and collaboration).
- Information, media, and technology skills.
- Life and career skills (flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, financial literacy, leadership and responsibility, perseverance).

Assessment of skills and successful completion of the project shall be determined by the local school district

Meaningful High School Diploma Committee recommendations



RCW 28A.230.097



(1) Each high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students in high schools and skill centers. A career and technical course equivalency may be for whole or partial credit. Each school district board of directors shall develop a course equivalency approval procedure.

