

State Board of Education

24 Credit Implementation across Washington

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What we know:

- Only a minority of the state's high schools are fully ready to support this new requirement
- This is a massive equity issue in our state that impacts ***all*** kids
- The Class of 2019 represents our current 11th grade students
- We don't fully understand the complexity of this issue

Why has a policy change like this served as a catalyst for equity-focused conversations in our state?

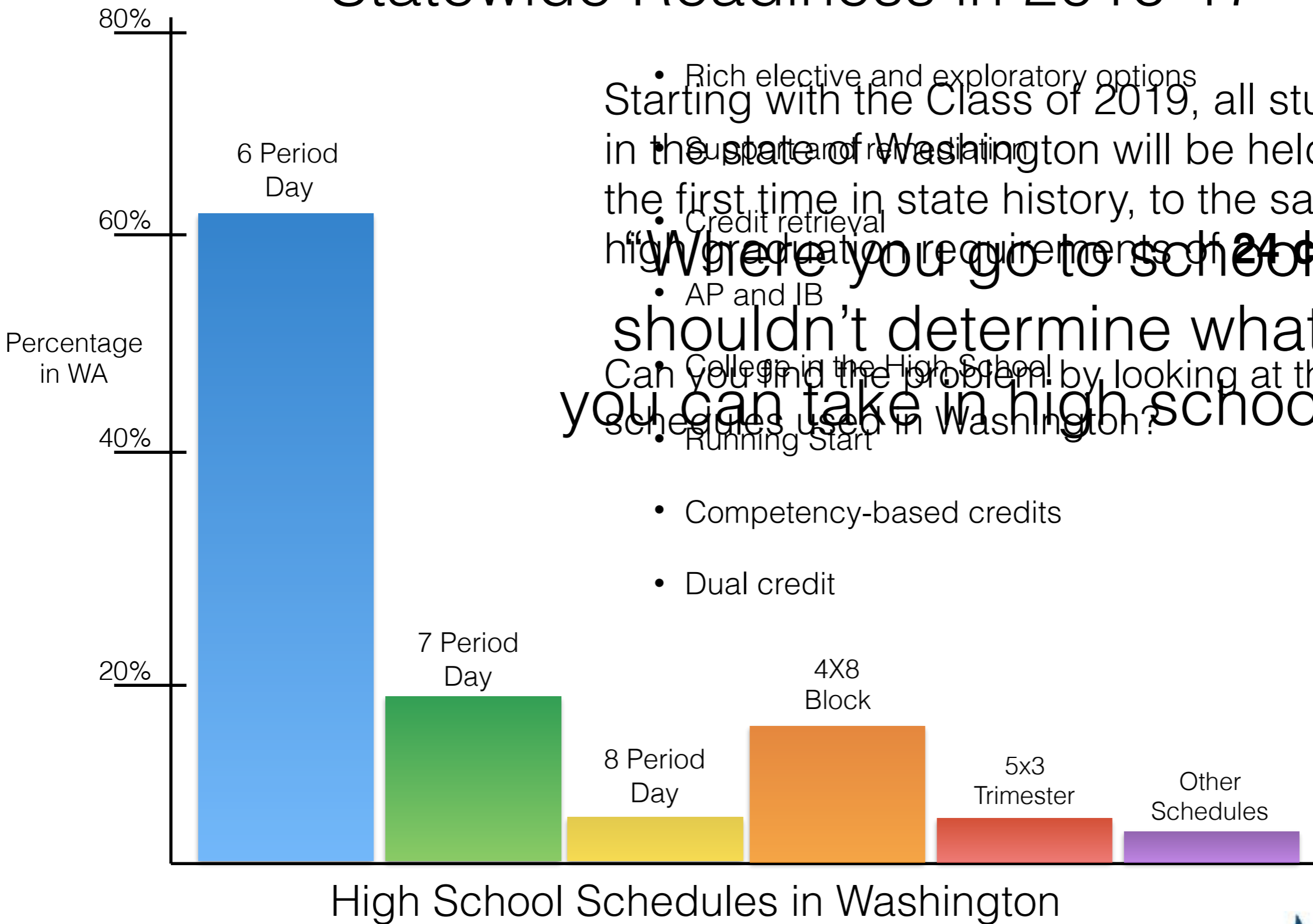
Think - Stare - Pair - Share

“Where you go to school shouldn’t determine what you can take in high school.”

-2016 Senior U.S. Senate/ Hearst Scholarship Finalist

What did this student mean?

Statewide Readiness in 2016-17



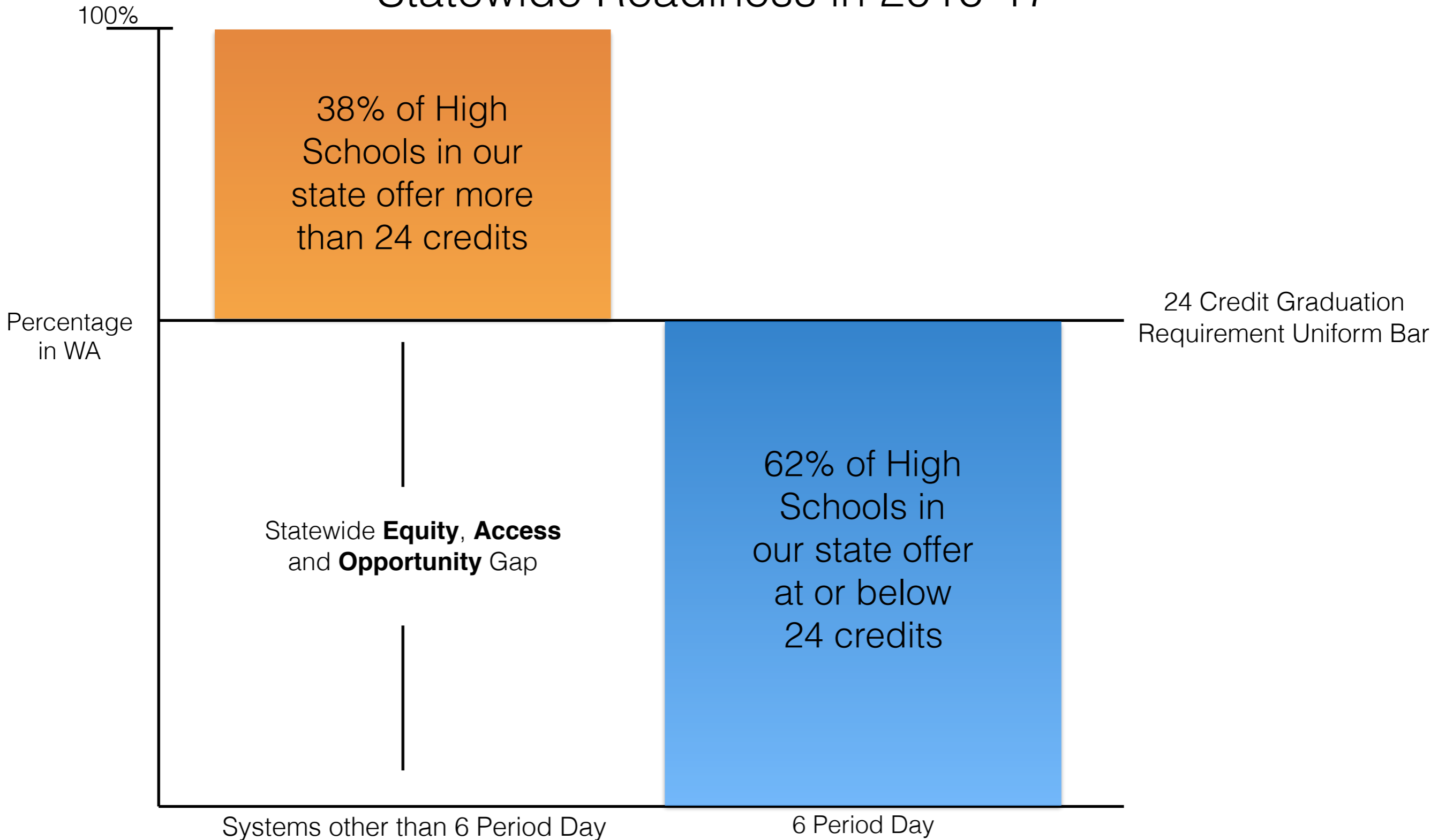
Starting with the Class of 2019, all students in the state of Washington will be held, for the first time in state history, to the same high graduation requirements of **24 credits.**

“Where you go to school shouldn’t determine what you can take in high school.”

Can you find the problem by looking at the schedules used in Washington?

- Rich elective and exploratory options
- Support and reclassification
- Credit retrieval
- AP and IB
- Running Start
- Competency-based credits
- Dual credit

Statewide Readiness in 2016-17



So how do we as a state tackle this
Equity, Access and Opportunity gap?

Think - Stare - Pair -Share

What we know...

The **high school schedule** remains one of the hardest systems to change in public education. Why?

What we know...

The **schedule** is only part
of the **problem**...

What we know...

This conversation is much bigger than a bell **schedule** change.

It's about historical inequities.

It's about **all** kids.

Student Choice

Daily Load

Access to Programs

Dropout Rates

Enrollment in AP/Honors

Student Engagement

Failure Rates

School Climate

Instructional Strategies

Professional Learning

Core Class Achievement

Student-Adult Relationships

What can a schedule impact?

Student Hope

Stakeholder Stress

Teacher Satisfaction

Discipline Rates

Attendance Rates for both Students and Staff

Technology/Media Use

Remediation/Acceleration

Dual Credit Enrollment

Graduation Rates

What we know...

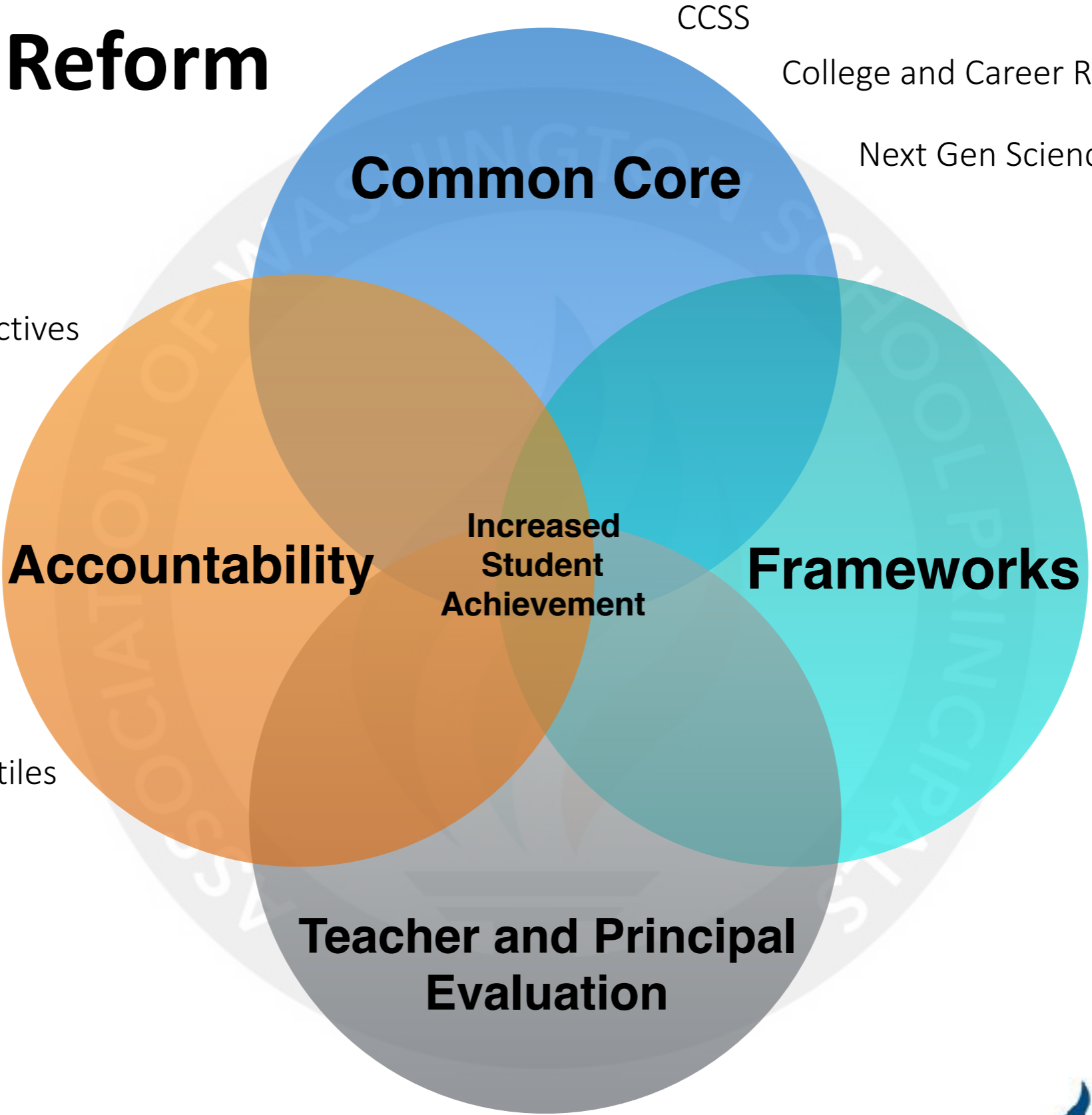
86% of high schools in Washington are operating with the **same daily bell schedule** as when the school first opened.

(AWSP Data on statewide historical and institutional systems)

What we know...

Education Reform efforts in our state have not addressed systems issues, like daily support structures (bell schedules).

Education Reform



CCSS

College and Career Ready

Next Gen Science Standards

CADRs

Annual Measurable Objectives

ESSA

Achievement Index

Smarter Balance

New Grad Requirements

Student Growth Percentiles

NCAA

Danielson

Marzano

CEL 5D

Leadership

AWSP Leadership Framework

State "8" Teacher Criteria



What we know...

295 school districts across the state have been determining and defining their own graduation requirements for decades.

*Unchallenged Historical Practices

What we know...

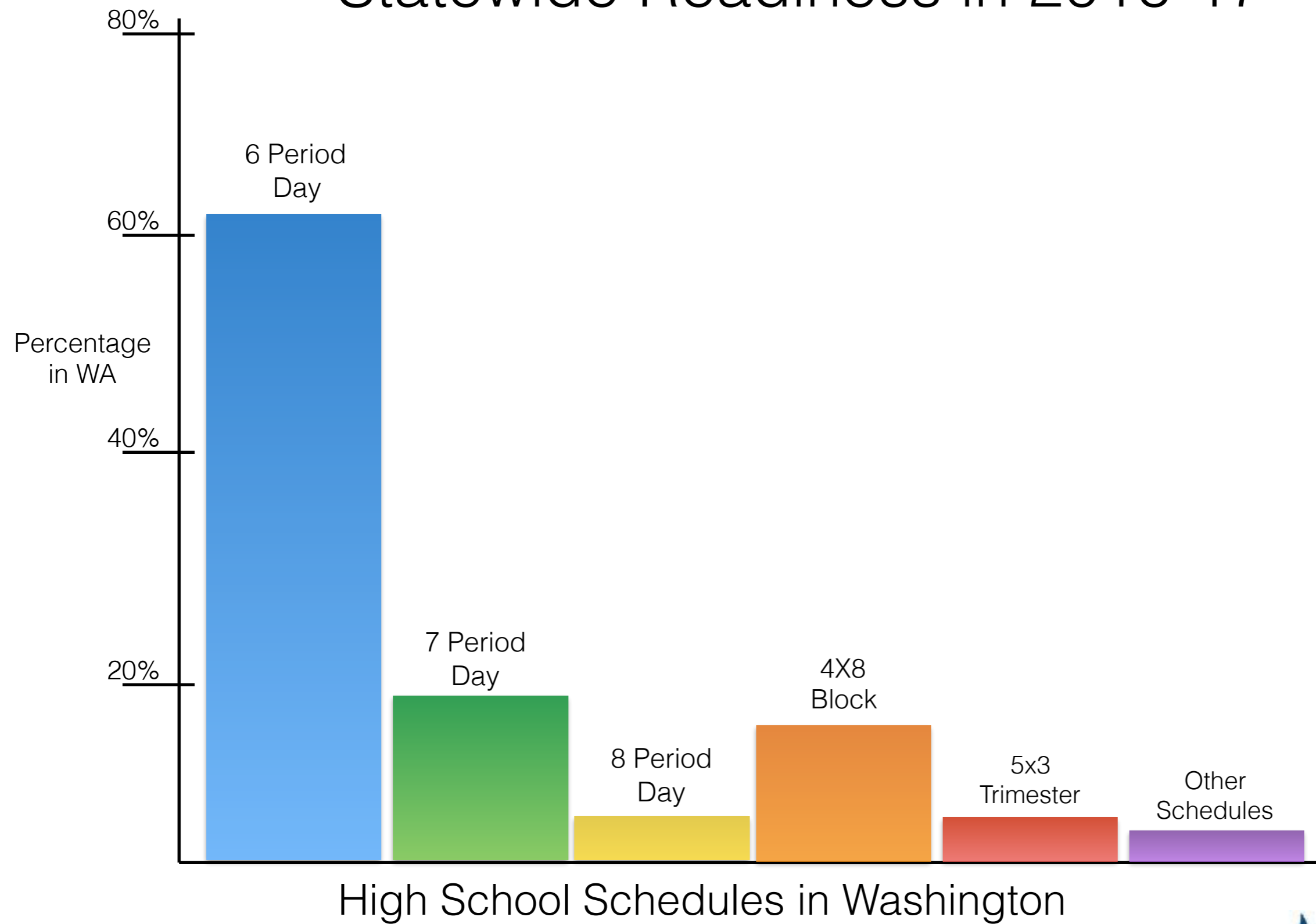
1 in 4 9th grade students in our state are failing at least one class (ELA, Math or Science).

37.59% of low income students are failing at least one class.

*OSPI 9th Grade Course Failure Rates of the Class of 2019

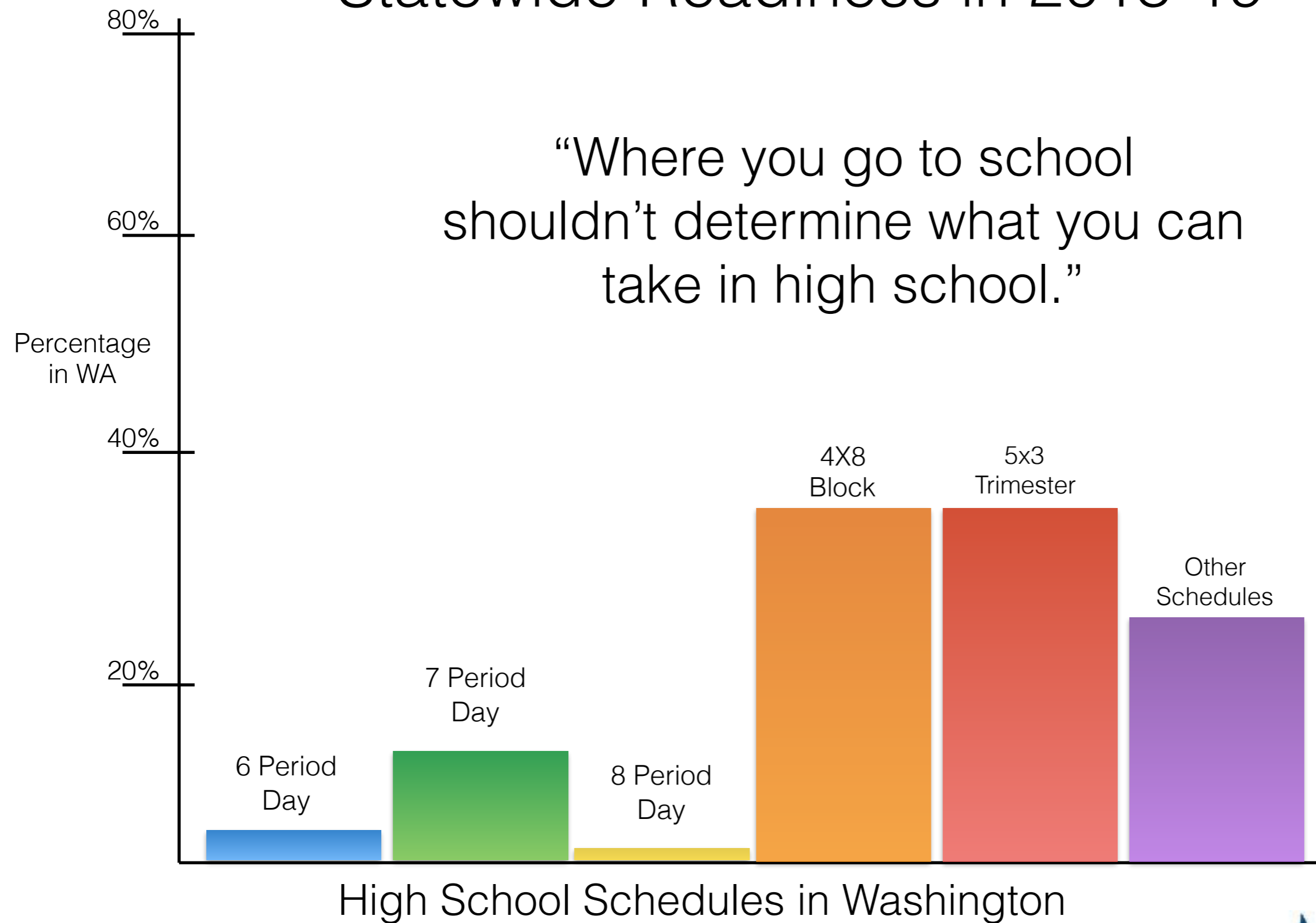
Why should every school leader in the state be alarmed by this data?

Statewide Readiness in 2016-17

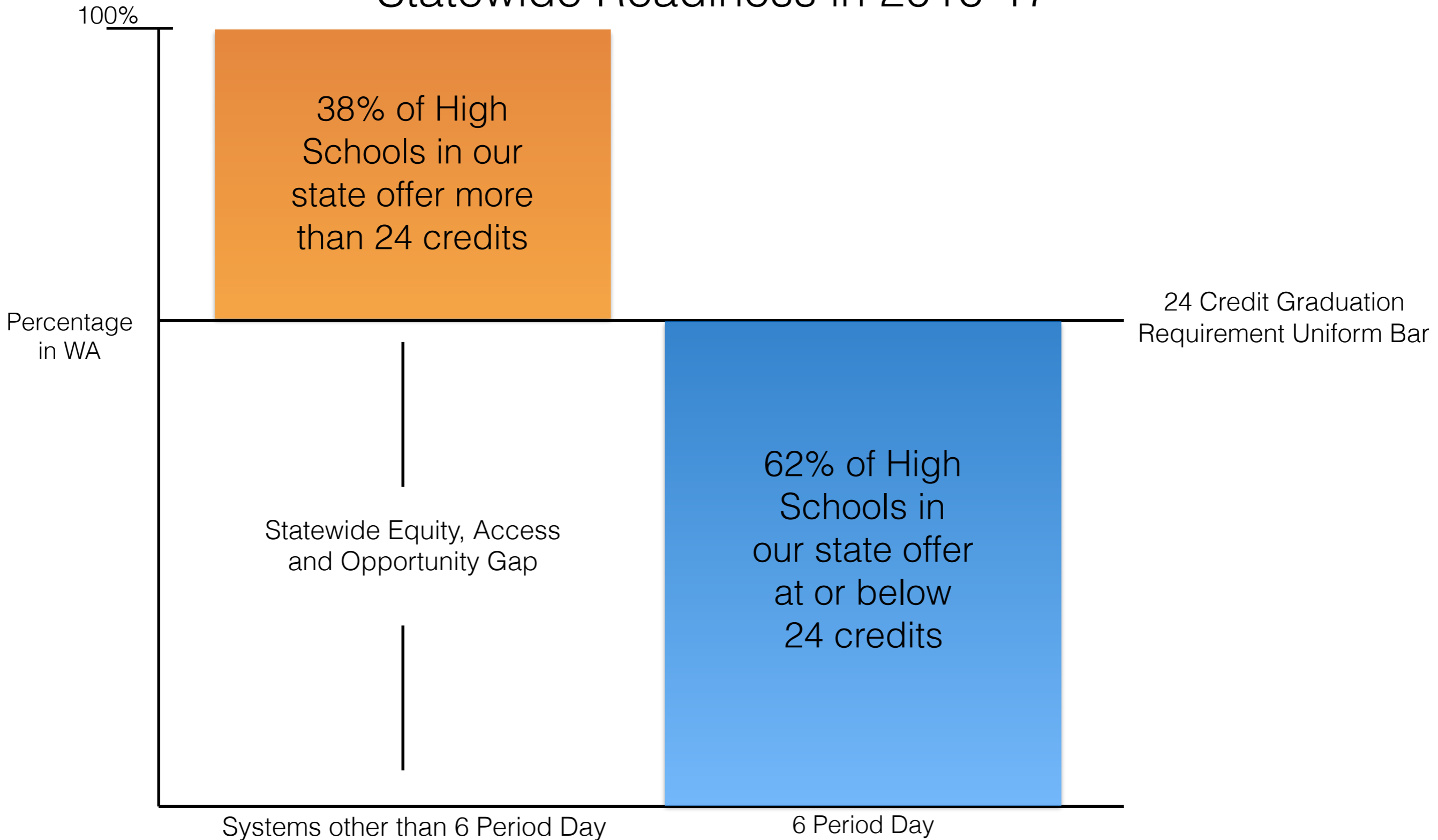


Statewide Readiness in 2018-19

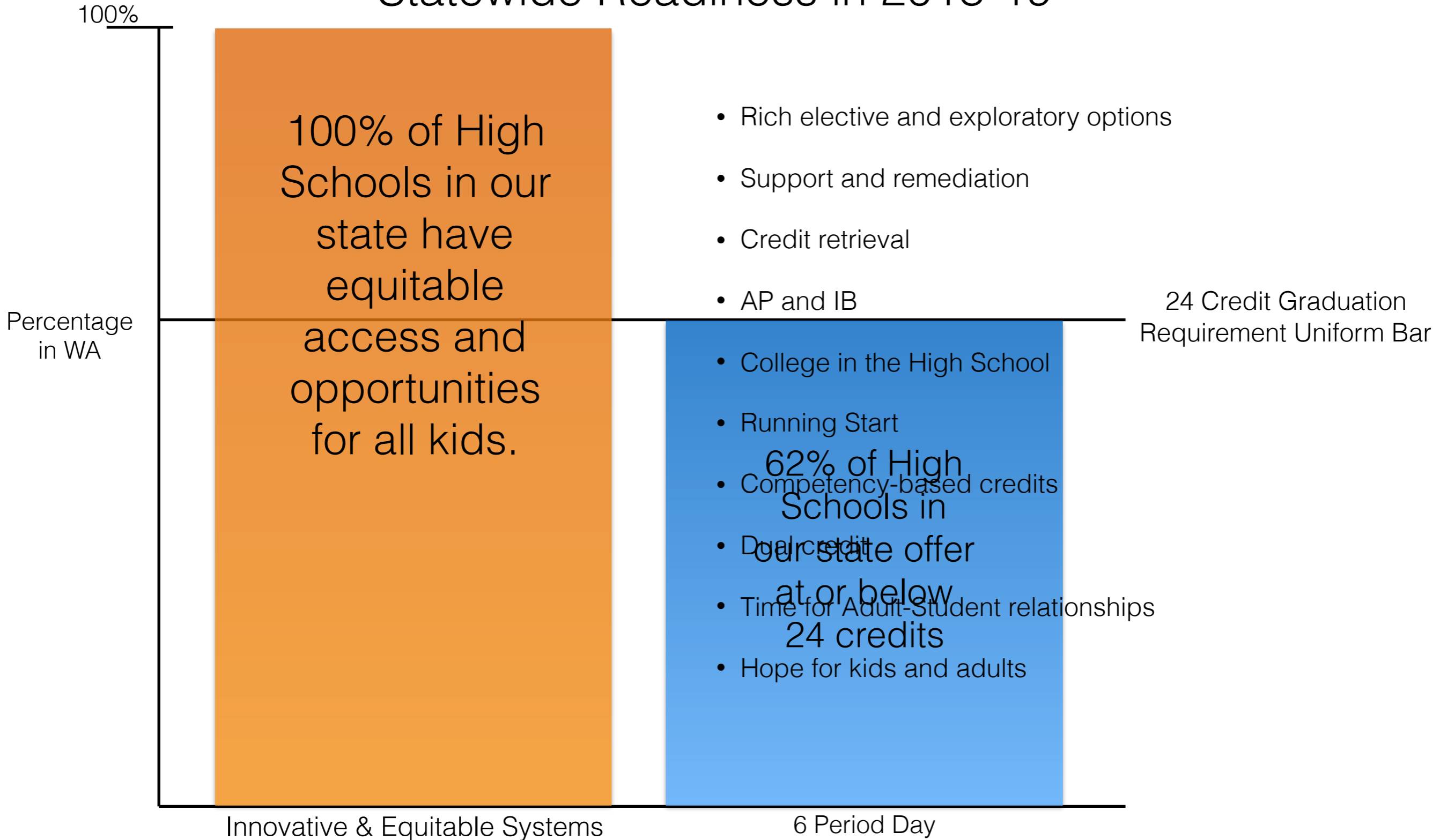
“Where you go to school shouldn’t determine what you can take in high school.”



Statewide Readiness in 2016-17



Statewide Readiness in 2018-19



Checking for Understanding

What are the biggest barriers to changing systems in our state?

Think - Stare - Pair -Share

*What is possible for **all** kids?*

Our kids deserve courageous leadership, innovation and equitable access to a hope-filled future.

What's your role in making that happen?

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