



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

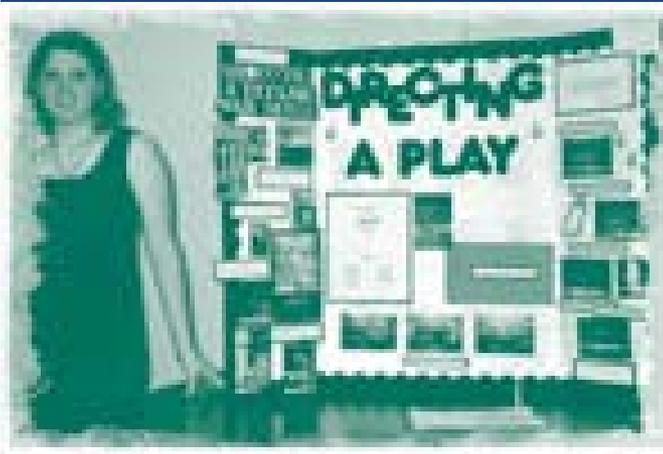
#### **3. State Performance Graduation Requirements**

- 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.