

24 Credit Graduation Requirements Implementation Update



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High Altitude Fly-Over



NASA satellite photo of Washington state



Purpose



- Timely—districts are planning now.
- Board members may be asked questions.
- May inform future Board action.
- Development of effective practices.
- No Board action expected for this meeting.



Background



- From Class of 1985 to Class of 2012, 19 credits were required for graduation.
- Phase in of 24-credit graduation requirements include:

Starting with Class of:	Graduation Requirement Change
2013	One additional math credit, increase in total credits to 20.
2016	One additional English credit, and .5 credits of social studies.
2019	One additional lab science credit, three Personalized Pathway Requirements or one arts and two world language credits, and increase in total credits to 24.



Credit Requirements



Subject	Class of:	2012	2013-2015	2016-2018	2019 & beyond
English		3	3	4	4
Math		2	3	3	3
Science		2 (1 lab)	2	2 (1 lab)	3 (2 labs)
Social Studies		2.5	2.5	3	3
CTE		1	1	1	1
Health & Fitness		2	2	2	2
Arts		1	1	1	2 (1 can be PPR)
Electives		5.5	5.5	4	4
World Language or PPR					2 (both can be PPR)
Total		19	20	20	24

PPR—are related courses that lead to a specific post high school career or educational outcome chose by the student based on their interests and High School and Beyond Plan.



Extensions to Implementing Requirements



- 22 districts submitted an extension to the requirements for the Class of 2016.
- 57 districts have submitted a postponement of the requirements for the Class of 2019, as of early May.
- 13 districts submitted for both.



Challenges



1. Credit retrieval
2. Staffing
3. Facilities
4. Exploring changes to school schedule
5. Counseling, High School and Beyond Plan, Personalized Pathway Requirements
6. Communications plan for parents and students
7. Career and Technical Education course equivalencies
8. Unique district challenges



Selected Quote from Districts



“Biggest challenges are time (making the learning window for students larger), staff (replacing current positions with new positions that allow us to meet all the requirements for all students) and space (there is a space issue now and new requirements will require new and different kinds of space).”



A Closer Look At:



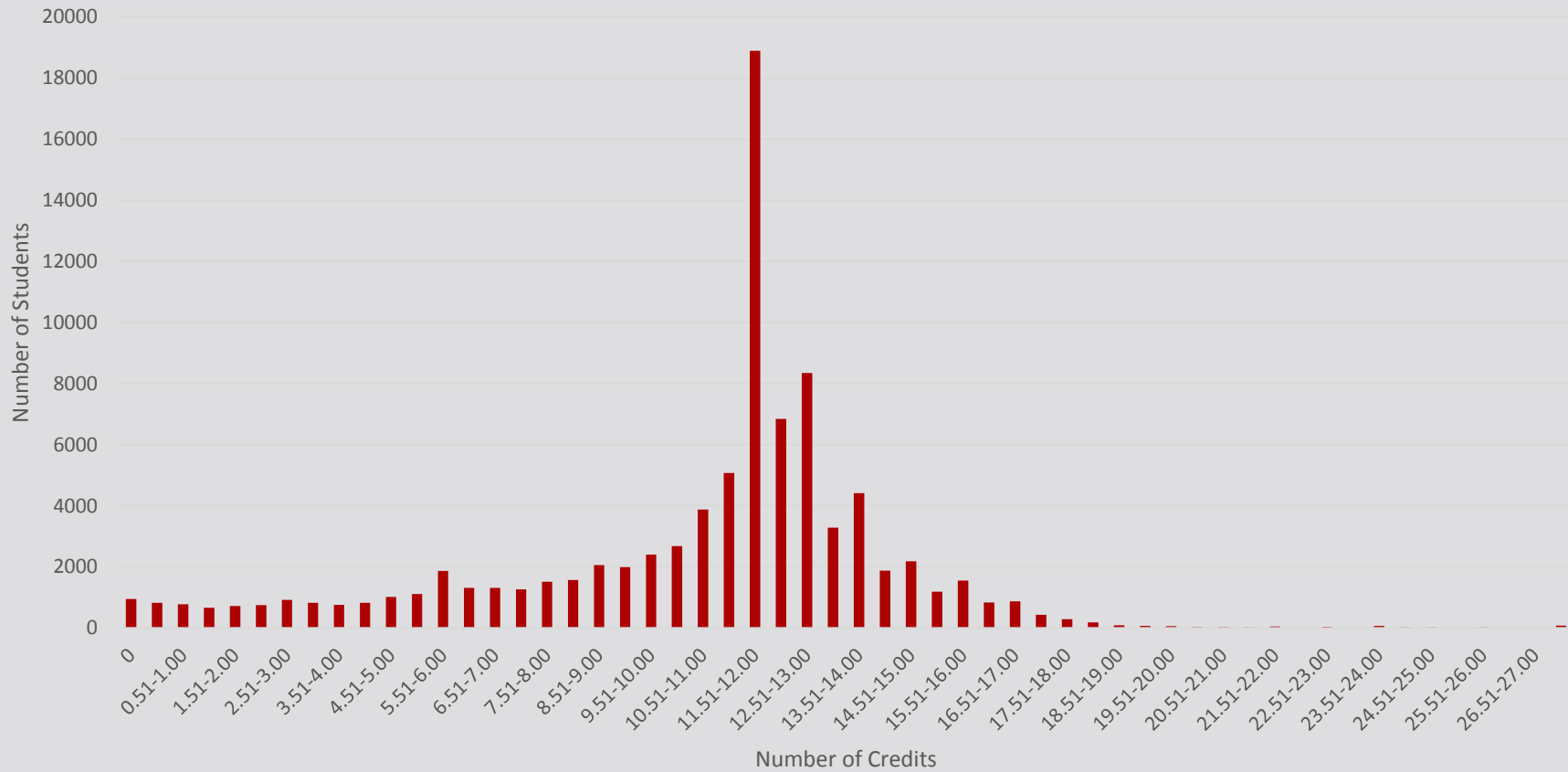
- Credit accumulation and credit retrieval
- Waiver of credits for individual students
- Scheduling options
- Competency-based crediting, 'two for one,' and course equivalency



Credit Accumulation Patterns



Credit Accumulation of 10th Graders in 2014



Credit Accumulation Patterns



Year	Percent	Number	Total Number
2013	43%	36,148	84,990
2014	42%	36,992	88,768

- Transcript study from 2008 found that 47.3% of seniors had failed at least one credit during high school. Of these students:
 - 40% did not make it up because the course was an elective or student had already met subject graduation requirements.
 - 32% retook the class and passed.
 - 28% made up the credit through before- or after-school programs, summer school or online courses.



Selected Quotes from Districts



“There is a concern for lack of wiggle room for failing a course because most high schools only offer 6 credits a year.”

“Students won’t be able to graduate if they fail and cannot recapture even one course. It will be difficult to meet the goal of continuing to increase graduation requirements.”



Credit Retrieval



Typical credit retrieval options:

- Summer school
- Before or after school programs
- Staying in high school longer than four years
- PASS for migrant students (Portable Assisted Study Sequence)



Individual Student Credit Waivers



- E2SSB 6552 authorized districts to waive up to two credits for “individual students based on unusual circumstances” (Sec. 202).
- E2SSB 6552 directed Washington School Directors Association to create a model policy for unusual circumstance (Sec. 203).



Scheduling Options



- Districts with high schools that employ block schedules, sever-period days, or trimesters have more than 24 opportunities for students to earn credit.
- Many of the temporary waivers to implement the 24-credit requirements mention exploring a change in schedule from a six-period day as a reason for needing more time.
- A 2006 report identified a correlation with schedule and student achievement.

Baker et. al. (2006). Schedule matters: The relationship between high school schedule and student academic achievement. Washington School Research Center, Seattle, WA.



Selected Quote from Districts



“There will be fewer credit deficient students once implementation of 24 credits take place. The reason is restructuring for the future which will likely include block scheduling (32 options to earn 24 credits), maximized access to courses that interest students and are relative to their future goals including AP, college-level, CTE.”



Flexibility in Earning Credit



- **Competency-Based Crediting**
 - ✦ In 2014, 8,763 students had a competency-based assessment course code on their transcript.
- **'Two for One' and Equivalency Crediting**
 - ✦ Allows flexibility in student's schedules, but students still need to earn the total required credits.
 - ✦ For CTE, there are rules and guidance on how to transcript and track the graduation requirement credit and the CTE course.
 - ✦ Other than for CTE, there does not appear to be much consistency in how 'two for one' crediting is implemented.



Selected Quote from Districts



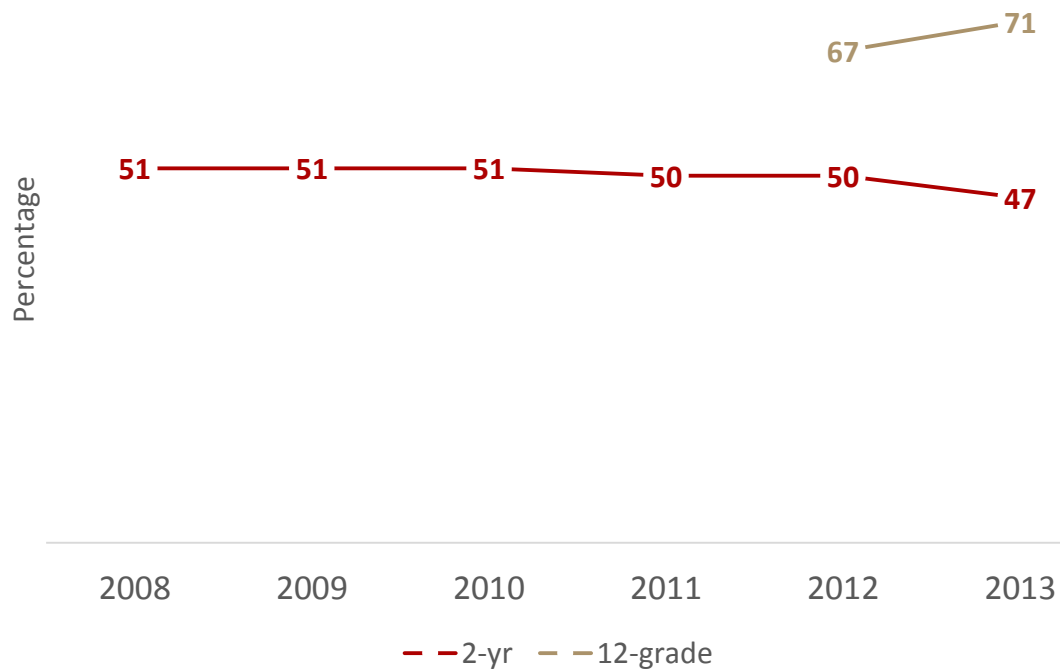
- “Comp-based credit options, aligned with High School and Beyond Planning
- Need greater guidance on the role of the HSBP and credit earning
- Need to support students in earning high school credits earlier
- Need clarity around the limits and flexibility of the Personalized Pathways to advise students correctly during 8th grade/HSBP”



Possible Impact



12TH GRADE MATH CREDIT ACCUMULATION AND 2-YEAR COLLEGE MATH REMEDIATION



Resources



- Website: www.SBE.wa.gov
- Blog: washingtonSBE.wordpress.com
- Facebook: www.facebook.com/washingtonSBE
- Twitter: www.twitter.com/wa_SBE
- Email: sbe@sbe.wa.gov
- Phone: 360-725-6025

