



# THE WASHINGTON STATE BOARD OF EDUCATION

*A high-quality education system that prepares all students for college, career, and life.*

<b>Title:</b>	<u>Update on the 24-Credit Graduation Requirement Implementation Workshops</u>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.  <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.  <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system.  <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	<ul style="list-style-type: none"> <li>• How is the State Board of Education (SBE) communicating with and supporting districts as they implement the 24-Credit Graduation Requirements?</li> <li>• What are districts' concerns as they implement the new requirements?</li> </ul>	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>The SBE is conducting outreach to districts about the 24-Credit Career- and College-Ready Graduation Requirements. This outreach has included a series of workshops around the state. Staff will update the Board on the workshops, and the key concerns expressed by districts as they implement the new requirements.</p> <p>Included in this packet is an updated communication plan and a draft Frequently Asked Questions document based on questions asked at the workshops so far.</p>	



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## 24 Credit Outreach Strategic Goal 3.A.1 and 3.A.2

(Updated 2/29/2016)

<p><b>Objective</b></p>	<p>SBE executive director and director of career and college readiness initiatives will conduct three outreach sessions throughout Washington to receive feedback about implementing the 24 credit graduation requirements from superintendents, assistant superintendents, and school directors.</p>
<p><b>Key Messages</b></p>	<ul style="list-style-type: none"> <li>• Regular communication with education partners</li> <li>• Learn more about the implementation of the 24 credit graduation requirements</li> <li>• Help districts by providing guidance about implementation               <ul style="list-style-type: none"> <li>○ Clarify policies</li> <li>○ Answer questions</li> <li>○ Provide additional information and links to resources</li> </ul> </li> </ul>
<p><b>Audiences</b></p>	<p>Primary audiences:</p> <ul style="list-style-type: none"> <li>• School district superintendents</li> <li>• School district assistant superintendents</li> <li>• School district boards of directors</li> <li>• District administrators</li> <li>• School counselors</li> </ul>
<p><b>Key Information</b></p>	<ul style="list-style-type: none"> <li>• 24 credit graduation requirements have been implemented at some schools, in different ways</li> <li>• SBE has received more than 80 applications to delay the implementation of 24-credit framework for up to two years</li> </ul>
<p><b>Action Steps</b></p>	<ul style="list-style-type: none"> <li>• SBE will hold six 2.5-hour outreach sessions               <ul style="list-style-type: none"> <li>○ Pasco                                    2/02/2016</li> <li>○ Spokane                                    2/23/2016</li> <li>○ Tumwater                                    3/22/2016</li> <li>○ Puget Sound ESD                            3/28/2016</li> <li>○ Shoreline (AM)                            3/30/2016</li> <li>○ Shoreline (PM)                            3/30/2016</li> </ul> </li> <li>• Pre-workshop surveys to gauge topics of interest</li> <li>• Collection of FAQs to share results with participants and those unable to attend.</li> </ul>

	<ul style="list-style-type: none"> <li>• Additional educational partner organization meetings (director of career and college readiness initiatives will attend) <ul style="list-style-type: none"> <li>○ Meeting with Pierce County districts (10/15)</li> <li>○ Washington State School Directors Association Conference (11/15)</li> <li>○ Washington Educational Research Association Conference (12/15)</li> <li>○ Association of Washington School Principals Innovation Workshop (2/16)</li> <li>○ Washington State Counselors Association Conference (3/16)</li> <li>○ OSPI Summer Conference (4/16)</li> </ul> </li> </ul>
<b>Channels</b>	<ul style="list-style-type: none"> <li>• Online event</li> <li>• ESDs</li> <li>• Superintendents</li> <li>• Workforce board</li> <li>• WSSDA eclippings</li> </ul>

Location	Date and time	Registered (as of 2/29/2016)
<a href="#">Pasco ESD</a> 3918 West Court Street Pasco 99301	Tuesday, February 2 9:00 am - 11:30 am	99
<a href="#">Northeast Washington ESD 101</a> 4202 South Regal Street Spokane, WA 99223	Tuesday, February 23 3:30 pm – 6:00 pm	51
Capital ESD 113 6005 Tye Dr SW Tumwater, WA 98512	Tuesday, March 22 2:00 pm – 4:30 pm	57
<a href="#">Puget Sound ESD</a> 800 Oakesdale Ave SW Renton, WA 98057-5221	Monday, March 28 1:00 pm – 3:30 pm	99
Shoreline Conference Center, Highlander Room 18560 1st Ave NE Shoreline, WA 98155	Wednesday, March 30 9:00 am – 11:30 am	22
Shoreline Conference Center, Highlander Room 18560 1st Ave NE Shoreline, WA 98155	Wednesday, March 30 1:00 pm – 3:30 pm	80



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## **DRAFT FREQUENTLY ASKED QUESTIONS ABOUT THE IMPLEMENTATION OF 24-CREDIT GRADUATION REQUIREMENTS**

The following are draft questions and answers based on the first two 24-credit implementation workshops. The first was held in Pasco on February 2, 2016 with 76 attendees and a dozen sites (districts or Educational Service Districts) participating in the meeting via K-20 video access. The second was held in Spokane with 38 attendees and five districts participating in the meeting via K-20 video access. This draft FAQ is based on questions that the participants asked and will be updated based on questions received at future workshops.

### **1. Are there seat-time requirements for earning a high school credit?**

No. The Board adopted rules in November 2011 removing the seat-time requirement from the definition of a high school credit. The applicable rule is [WAC 180-51-050](#).

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### **2. If seat time is not a requirement for earning a high school credit, does this mean we can give credit for Advisory regardless of the seat time?**

Yes, credit can be given for Advisory regardless of seat time. Several districts are awarding 0.25 credits per high school year for Advisory.

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### **3. Do students earn double credit for Career and Technical Education (CTE) classes such as completion Drafting/CAD to earn one CTE credit and one credit of Geometry? Does the student earn two credits and meet two requirements?**

No. Under the CTE “Two-for-One” policy, they may meet two graduation requirements by completing one class that is recognized by the district as a CTE equivalency, but students would receive only one credit.

(Under competency-based crediting it may be possible to earn more than one credit in one class, but competency-based crediting is a different policy and subject to different rules than CTE course equivalency.)

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### **4. If students meet two graduation requirements with only one CTE equivalency credit (“two-for-one”), do they still need to earn a total of 24 credits in order to graduate under the 24-credit graduation requirements?**

Yes. Earning such credit will allow them more flexibility in their schedule but they will still need to earn 24 total credits.

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**5. For high school credit to be granted for courses taught in middle school, is the middle school teacher required to be Highly Qualified and certified to teach high school?**

No. Educators teaching outside of their endorsement is not a best practice but a high school endorsement is not a requirement. Highly Qualified has been eliminated under the new federal Every Student Succeeds Act.

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**6. What does the National Collegiate Athletic Association (NCAA) define as lab science?**

The NCAA does not explicitly define what a lab science is, but does identify courses that they accept as a lab science on their High School Portal.

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**7. Which courses can be considered lab science?**

Rules adopted by the State Board of Education, WAC 180-51-068, defines laboratory science:

"Laboratory science" means any instruction that provides opportunities for students to interact directly with the material world, or with data drawn from the material world, using the tools, data collection techniques, models and theories of science. A laboratory science course meeting the requirement of section (3) may include courses conducted in classroom facilities specially designed for laboratory science, or coursework in traditional classrooms, outdoor spaces, or other settings which accommodate elements of laboratory science as identified in this subsection;

This definition allows districts flexibility in offering science laboratory courses. Laboratory courses do not need to be offered in a dedicated laboratory facility, but could also be conducted in a traditional classroom, outdoors, or in a combination of settings.

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**8. Where can the Washington State School Directors Association model policy for the two credit waiver for individual students for “unusual circumstances” be found?**

The Washington State School Directors Association provides a model policy through its [policy and legal services department](#).

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**9. Is the two credit waiver for individual students for “unusual circumstances” at the district’s discretion? In other words, can the district choose not to have it, or choose to have it with more limiting “special circumstances?”**

Yes. The Washington State School Directors Association provides a model policy but districts are not required to use the model policy. They may create their own or choose not to have a policy.

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**10. Can a 6th grader take Algebra I or Spanish I and earn high school credit?**

Yes. There is nothing to preclude a younger student from earning high school credit as long as high school standards are met. [RCW 28A.230.090](#) (4) specifies circumstances under which a student may earn high school credit before high school.

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**11. Can a middle school student satisfy graduation requirements without earning high school credit?**

Yes, in math and Washington state history. A student may take Algebra I prior to ninth grade but elect not to put the credit on his or her transcript. The student would still need to earn three credits of high school math, but the requirement to take Algebra I would have been met.

A student may take Washington state history prior to ninth grade but the district is not required to award high school credit. The student would meet the Washington state history graduation requirement. Washington state history is a non-credit graduation requirement, however districts may award credit for Washington state history if it is taught to high school learning standards.

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**12. Can a district award credit for successful completion of state assessments? Could such a credit meet a graduation requirement (i.e. Algebra I or a credit in English)?**

Yes, the definition of a high school credit allows for competency-based credit that could meet graduation requirements. The district would need a written policy and the test would need to align with high school learning standards for the subject.

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**13. Will completion of a *Bridge-to-College* course count as meeting the testing requirement for high school graduation?**

No, not under current law. However, there have been proposals in the Legislature to allow completion of a *Bridge-to-College* course as an assessment alternative.

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**14. What if a student changes his or her mind about his or her career and education goals? How should that be handled in the High School and Beyond Plan?**

A best practice is to revisit the High School and Beyond Plan with each student at least once a year.

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**15. Are the Personalized Pathway Requirements a sequence of three courses? Do students need to complete a sequence of three courses to meet the Personalized Pathway Requirements?**

No. The student's Personalized Pathway Requirements need to align with the student's career and education goals, but the student's goals may change during high school. If a student changes his or her mind about their career and education goals, their next choice for a Personalized Pathway Requirement should align with their new goals. However, they do not need to start over with a new sequence of three courses. The purpose of the Personalized Pathway Requirement is for the student to have intentionality in their high school course choices.

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**16. Are Personalized Pathway Requirements simply electives?**

Personalized Pathway Requirements are similar to electives, but electives allow students to explore, while the Personalized Pathway Requirements are meant to relate to their education and career goals as expressed in their High School and Beyond Plan.

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**17. If there is a sequence of courses and a student does not satisfactorily pass the course in the first semester but successfully completes the second semester, can the student earn credit for the first semester retroactively after completion of the second semester? Can a student “back-earn” credit?**

If the district has a policy in place to award competency credit for previous courses in a course sequence, and success in the second semester demonstrates competency in the knowledge and skills aligned with the standards covered in the first semester, then yes.

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If you have any questions about 24-credit graduation requirements, please contact Linda Drake at [linda.drake@k12.wa.us](mailto:linda.drake@k12.wa.us)

If you have questions regarding this memo, please contact Parker Teed at [parker.teed@k12.wa.us](mailto:parker.teed@k12.wa.us)