

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 151
NOVEMBER 18, 2010**

HIGH SCHOOL GRADUATION REQUIREMENTS

Background:

RCW 28A.230.190 directs the State Board of Education (SBE) to establish high school graduation requirements or equivalencies for students. At its September 2010 meeting the SBE gave provisional approval to a revised framework of career and college ready graduation course requirements. The new framework is a revision of its original 2008 CORE 24 proposal (endorsed by the Workforce Board) based on stakeholder feedback. Included in the SBE proposal is a “two-for-one” policy that allows students to earn one credit and satisfy two graduation requirements by completing a career and technical education course determined by a local school district to be equivalent to a required academic course. The SBE is also planning to strengthen its rules on the requirement for all students to complete a High School and Beyond Plan and a Culminating Project.

Attached is a proposed motion in support of the proposed revisions to graduation requirements, a two-page handout summarizing the proposed graduation requirements, a PowerPoint explaining the proposed requirements, the proposed new rules for the High School and Beyond Plan and the Culminating Project, and a fiscal analysis of the cost of the proposed requirements.

The SBE is meeting on November 10 to finalize these requirements and submit them to the Legislature for approval and appropriate funding. A final version of the proposed requirements will be available at the Board meeting.

Aaron Wyatt, Communications Manager for the SBE, will review the proposed graduation requirements for the Board.

Board Action Requested: Adoption of attached motion.

Recommended Motion– High School Graduation Requirements

WHEREAS, Strategic Opportunity #1 in *High Skills, High Wages, 2008 -2018* calls for ensuring youth are prepared for further education and/or work by demonstrating the relevance of education through strong programs of career and technical education;

WHEREAS, Strategic Opportunity #2 in *High Skills, High Wages, 2008 -2018* calls for expanding the availability of career pathways that move students from middle and high school through education and training at the postsecondary level; and

WHEREAS, The proposed graduation requirements establish a “career concentration” as a default requirement and will provide the flexibility for students to prepare for their career of interest by concentrating in career and technical education coursework; and

WHEREAS, Adoption of the “two-for-one” rule proposed by the State Board of Education will also assist students who intend to concentrate in career and technical education coursework; and

WHEREAS, The proposed new rules for the Culminating Project will provide students with an opportunity to apply their academic skills in a real-world context and an opportunity to learn competencies needed in the work place; and

WHEREAS, Strategic Opportunity #1 in *High Skills, High Wages, 2008 -2018* also calls for ensuring all youth, their parents and caregivers, their teachers and counselors, and the broader community are aware of the full range of career options; and

WHEREAS, The proposed new rules for the High School and Beyond Plan will provide some consistency across school districts in career planning activities for students;

NOW THEREFORE BE IT RESOLVED, That the Workforce Board endorses the State Board of Education proposal for requiring two credits of a career concentration in their college and career ready graduation requirements, the proposed two-for one policy for career and technical education courses deemed equivalent to core academic courses, and the proposed rules for the High School Plan and the Culminating Project. The Legislature should re-prioritize state spending to accommodate the fiscal impacts of these new requirements.

Washington State Board of Education High School Graduation Requirements

(Approved for Class of 2016,
pending legislative authorization
and funding)

Aaron Wyatt
Washington State Board of Education
November 18, 2010



Graduating Career and
College Ready Students

3 Big Ideas: Graduation Requirements

1. SBE has designed a state graduation framework to give all students a foundation for career and college success
2. After over three years of intensive study, SBE, with input from stakeholders and the Implementation Task Force, approved:
 - rigorous and flexible graduation requirements
 - related policy recommendations
3. The Legislature must authorize changes with fiscal impact and provide funding; SBE will move forward for the class of 2016 only with those changes that OSPI has determined have no state fiscal impact

Extensive Effort to Create a Career and College-Ready Diploma

Work began in 2007, and included:

1. 2007 Analysis of Current District Requirements and Other States' Requirements
2. 2008 Transcript Study
3. 2009 Core 24 Implementation Task Force
4. 2010 Online Survey
5. Multiple outreach sessions and input from stakeholders, including an Advisory Group

What's changed since the original Core 24?

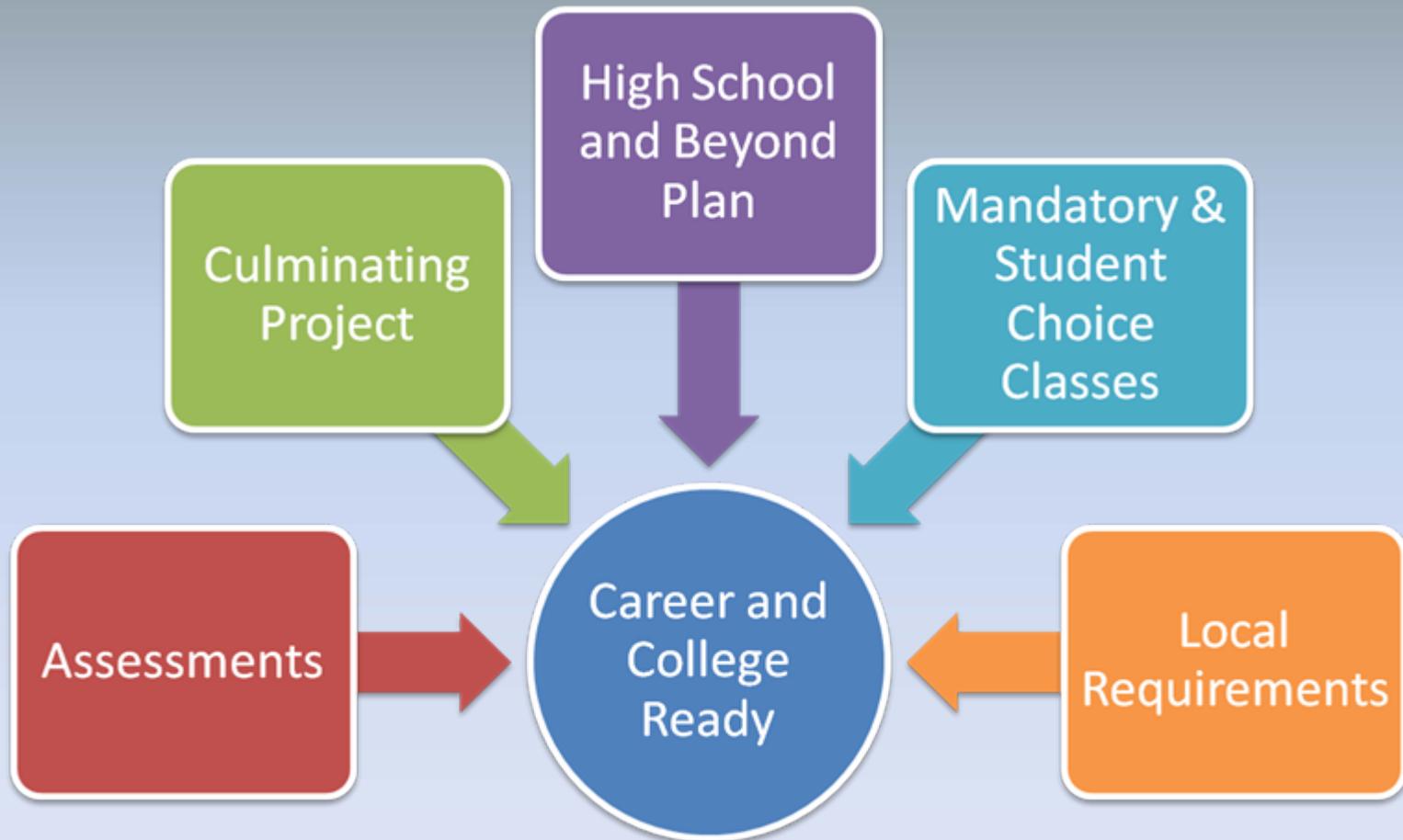
Example changes: Greater flexibility, local waiver authority, removal of 150-hour credit restriction, and 2 for 1 policy

Approval of New Framework

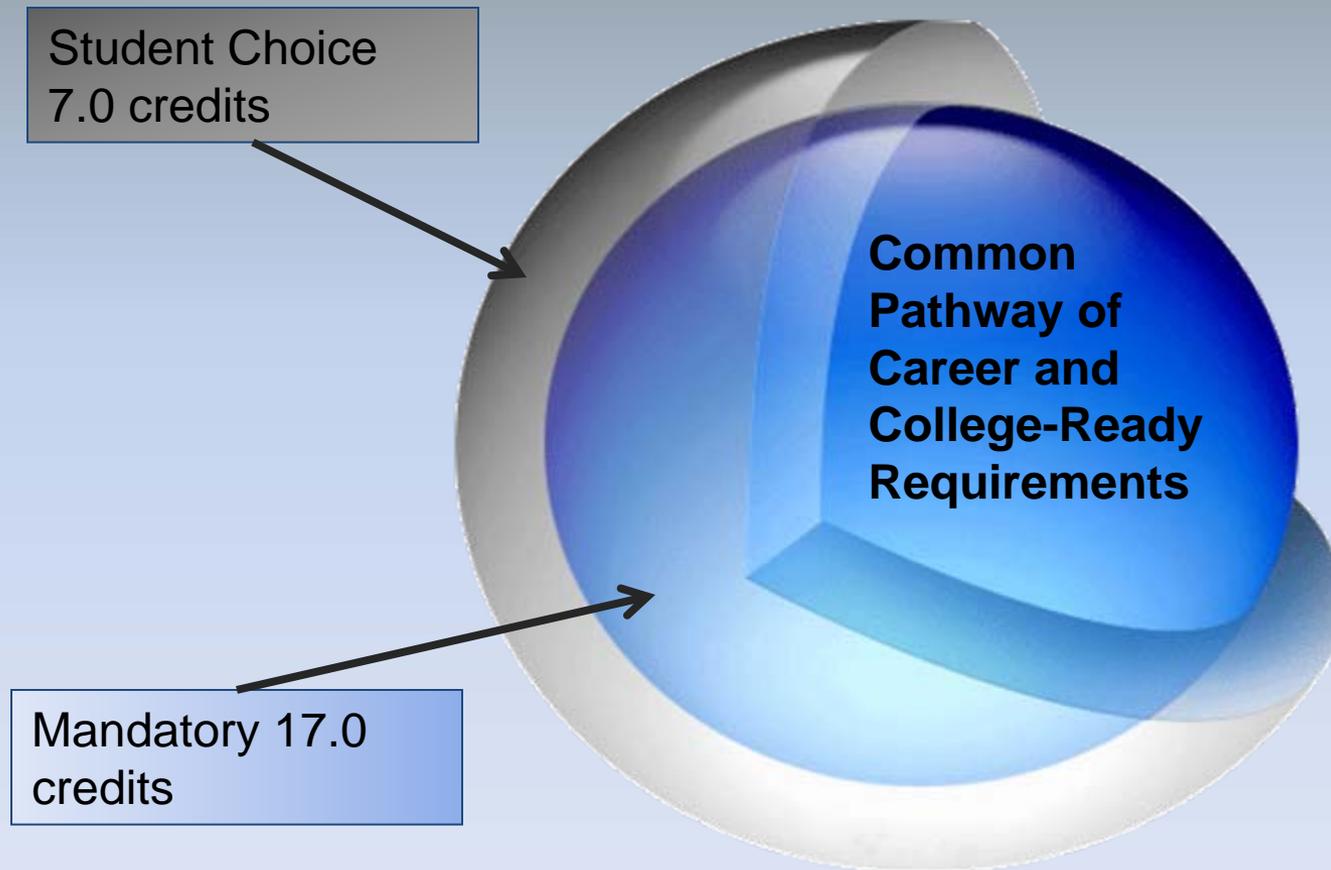
The Board approved the Washington State High School Graduation Requirements Resolution on November 10, 2010.

The SBE Graduation Requirements Resolution is available at sbe.wa.gov under the “other materials” tab.

Graduation Requirements: Washington Essentials



Approved Credit Requirements for the Class of 2016



The Washington State Graduation Requirements Class of 2016

Career and College Ready

Mandatory

Core Courses	Credits
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
Art	1
Occupational Education	1
Health	.5

Fitness	1.5 ¹
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Student Choice

High School and Beyond Plan (HSBP)	
Arts	1*
World Languages	2*
Career Concentration	2
Electives	2

Summary	
Total Required Credits	24**

At the end of 8th grade, students would be enrolled in a common career and college program of study, one that prepares them for all options after high school, unless they substitute courses according to their High School and Beyond Plan (HSBP) in order to pursue a particular career or education goal.

 Meets or exceeds Higher Education Coordinating Board (HECB) minimum subject requirements

¹ Students must earn credits in fitness unless excused per RCW 28A. 230.050.

* Students may substitute coursework for 1 credit of art and 2 credits of world language if other courses would better help them meet their educational and career goals as expressed in their High School and Beyond Plans

** Up to 2 credits could be waived by local administrators for students who have attempted 24 credits. Students must earn the designated credits in the mandatory subjects.

Note: Private schools must meet the state mandatory requirements. Private schools may elect to use career concentration and electives for their local requirements, per RCW 28A.195.010

The Washington State Graduation Requirements

Class of 2016
Career and College Ready

What Would the Changes Be, Assuming Funding and Authorization?

Subject	2013	2016
English	3	4
Math	3	3
Science	2 (1 lab)	3 (2 labs)
Social Studies	2.5	3 ¹
Arts	1	2*
World Language	0	2*
Health & Fitness	2	Health .5, Fitness 1.5 ²
Occupational Education	1	1
Career Concentration		2*
Electives	5.5	2*
Total:	20	24**



¹ 3 (.5 credit of civics, including study of the U.S. and Washington Constitutions) per RCW 28A.230.170; RCW 28A.230.090.

² Students must earn credits in fitness unless excused per RCW 28A. 230.050.

* Student-choice credits that may be determined by the individual's High School and Beyond Plan.

** Up to 2 credits could be waived by local administrators for students who have attempted 24 credits. Students must earn the designated credits in the mandatory subjects.

Cost Implementation for the Graduation Requirements

As Presented to SBE November 9, 2010

	2011-12	2012-13	2013-14	2014-15	2015-16
Operating Costs:					
Total Cost for Initiation of the HSBP in Eighth Grade	\$ 3,844,220.84	\$ 3,878,930.33	\$ 3,897,009.05	\$ 3,866,729.50	\$ 3,809,859.45
Total Cost for High School Updates to HSBP	\$ -	\$ 2,602,070.66	\$ 5,604,054.91	\$ 8,998,801.31	\$ 11,522,950.81
Additional High School Counselor Needs	\$ -	\$ 2,286,024.19	\$ 7,493,552.93	\$ 12,723,395.90	\$ 15,911,451.45
Total Cost of Additional Materials	\$ -	\$ 1,337,839.62	\$ 222,973.27	\$ 222,973.27	\$ 222,973.27
Additional Instructional Time	\$ -	\$ -	\$ -	\$ 35,448,228.89	\$ 35,772,423.32
One Time Only Capital Facility Costs:					
Total Facility Cost based on survey responses	\$ -	\$ 28,365,360.00	\$ -	\$ -	\$ -
Total Costs Per School Year	\$ 3,844,220.84	\$ 38,470,224.80	\$ 17,217,590.16	\$ 61,260,128.87	\$ 67,239,658.30

Class of 2016

No State Cost Policy Recommendation 1: Remove 150-Hour Definition of a Credit

Remove 150-hour definition of a credit and substitute the following non time-based definition:

“Successful completion of the subject area content expectations or guidelines developed by the state, per written district policy.”

Class of 2016

No State Cost Policy Recommendation 2: Two-For-One CTE Equivalencies

Two-For-One with required district reciprocity. (1 CTE-equivalent course = 1 credit = 2 requirements)

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. Students will still need to earn the state minimum number of credits.

Class of 2016

No State Cost Policy Recommendation 3: Washington State History and Government

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

Class of 2016

No State Cost Policy Recommendation 4: Local Waiver Authority

In order to give students every opportunity to learn required knowledge and skills, permit local administrators to waive up to 2 credits for students who have attempted 24 credits. Students must earn the designated credits in the mandatory subjects.

High School and Beyond Plan and Culminating Project

“The SBE will make changes to the High School and Beyond Plan and the Culminating Project to assure greater consistency of implementation across districts.”

SBE Resolution Approved November 10, 2010

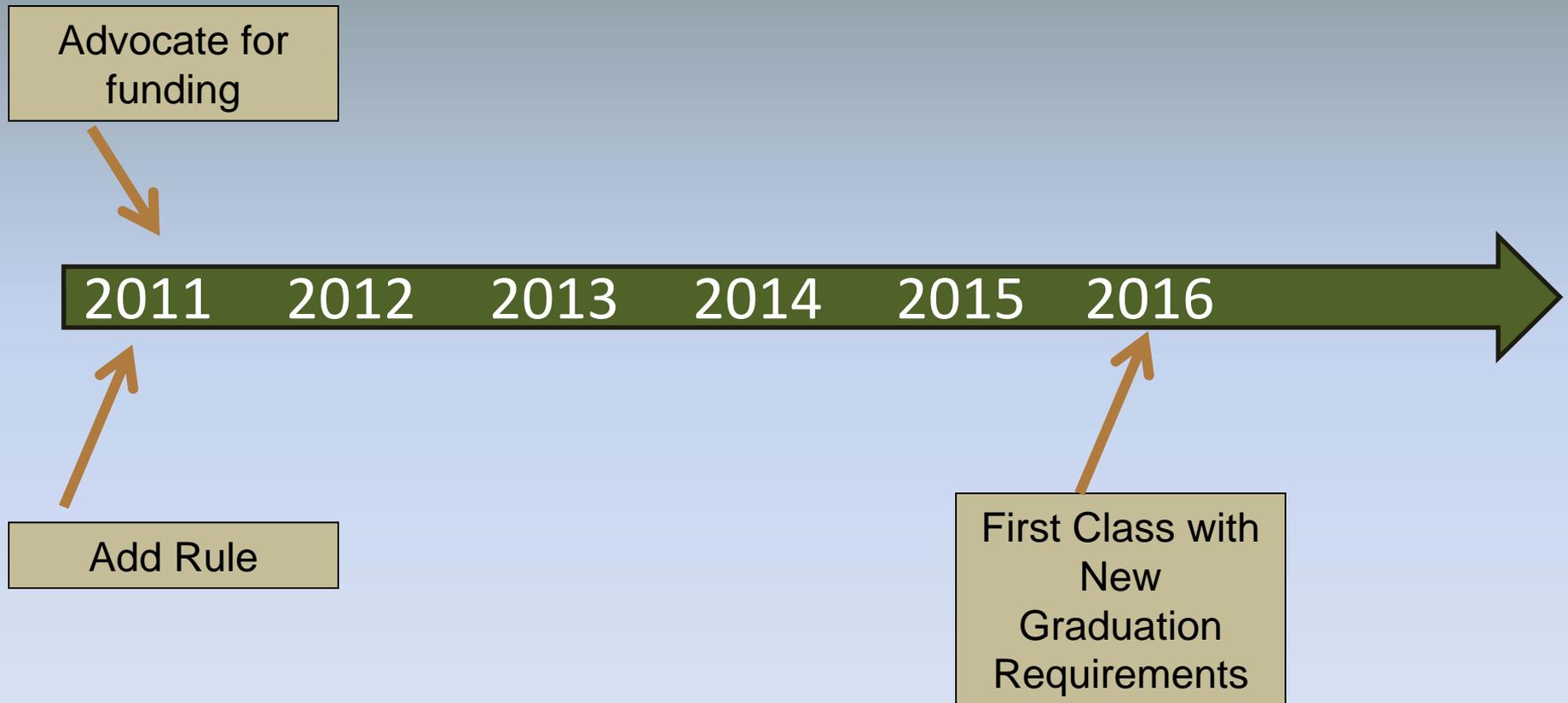
The High School and Beyond Plan Components

1. Personal interests, abilities, and relationship to current career goals.
2. Four-year plan for course-taking that is related to graduation requirements and the student's interests and goals, including consideration of dual credit opportunities within such a plan.
3. Research on postsecondary training and education related to one's career goals, including comparative information on the benefits and costs of available choices.
4. Budget for postsecondary education or training and life, based on potential education and training choices.

The High School and Beyond Plan Components

5. Participation in a postsecondary site visit(s).
6. Completion of an application for postsecondary education and training.
7. Completion of a resume.
8. Identify assessments that may assist in planning or are required to achieve educational/career goals.
9. Should relate to the student's Culminating Project

Proposed Implementation Timeline (Subject to Legislative Approval and Funding)



Next Steps

1. Introduce legislation in the 2011 Legislative Session
2. Implement state non cost items for the class of 2016
3. Implement cost items when funded
4. Learn from districts that are currently require coursework similar to new state proposal



Districts Leading the Way:

4 credits of English, 3 credits of Math,
3 credits of Science, 3 credits of Social Studies

14 Districts with Fewer than 500 students:

- Almira, Coulee-Hartline, Klickitat, Lopez Island, Lyle, Orcas Island, Pe Ell, Quilcene, Skykomish, Thorp, Waitsburg, Wilbur, Willapa Valley, Wishkah

13 Districts with 501-1000 students:

- Brewster, Chewelah, Cle Elum-Roslyn, Davenport, Freeman, Kalama, Mossyrock, Onalaska, Oroville, Rainier, Raymond, Rearden-Edwall, Warden

Districts Leading the Way:

4 credits of English, 3 credits of Math,
3 credits of Science, 3 credits of Social Studies

16 Districts with 1,000-5,000 students:

- Anacortes, Cashmere, Castle Rock, Highland, Hockinson, La Center, Lynden, Meridian, Mount Baker, North Mason, Ridgefield, Royal, Steilacoom, West Valley, Zillah

4 Districts with More Than 5,000 students:

- Clover Park, Kent, Lake Washington, Sumner

Support for policies aimed to prepare high school students for college and careers is broad, deep and bipartisan throughout the country

Do you favor/oppose having college- and career-ready graduation requirements for all students?

Sub-Group	Strongly Favor	Total Favor
Total	65%	86%
Democrats	65%	85%
Republicans	70%	85%
Independents	81%	87%
18-44	63%	88%
45+	65%	84%
White	66%	85%
Hispanic	74%	95%
African American	51%	84%

“College- and career-ready requirements” are defined in the survey as including 4 years of English, 3-4 years of math (including Algebra, Geometry and Algebra II), 3-4 years of science (including biology and chemistry), 3-4 years of social studies (including U.S. and World History, and economics), and various electives chosen from fine arts, career technical, or foreign language subjects

Source: Achieve (2010). Achieving the Possible: What Americans Think About the College- and Career-Ready Agenda. www.achieve.org

3 Takeaways: Graduation Requirements

1. SBE has designed a state graduation framework to give all students a foundation for career and college success
2. After over three years of intensive study, SBE, with input from stakeholders and the Implementation Task Force, approved:
 - rigorous and flexible graduation requirements
 - related policy recommendations
3. The Legislature must authorize changes with fiscal impact and provide funding; SBE will move forward for the class of 2016 only with those changes that OSPI has determined have no state fiscal impact

Thank you!

This presentation and more information is available on our website. Look under “Other Materials.”

www.sbe.wa.gov



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

The Washington State Graduation Requirements Class of 2016 Career and College Ready

Mandatory

Meets or exceeds
HECB minimum
subject
requirements



Student
Choice –
*may
substitute
per
HSBP

What's Changed?		
Subject	2013	2016
English	3	4
Math	3	3
Science	2 (1 lab)	3 (2 labs)
Social Studies	2.5	3***
Arts	1	2 *
World Language	0	2*
Health & Fitness	2	Health .5, Fitness 1.5*
Occupational Education	1	1
Career Concentration		2*
Electives	5.5	2
	Total: 20	Total 24

*** 3 (including .5 credit of civics (RCW 28A.230.090), including a study of U.S. and Washington Constitution (RCW 28A.230.170))

At the end of 8th grade, students would be automatically enrolled in a career and college program of study, one that prepares them for both career options and four-year public college admission, unless they substitute courses according to their HSBP.

**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. Students must earn the designated credits in the mandatory subjects.

Note: Private schools must meet the state mandatory requirements. Private schools may elect to use career concentration and electives for their local requirements. (RCW 298.195.010)

The Washington State Graduation Requirements Class of 2016 Career and College Ready

Policy Recommendations

1. Remove 150-Hour restriction on credit definition and substitute the following non time-based definition: "Successful completion of the subject area content expectations or guidelines developed by the state, per written district policy." (The competency-based definition will remain.)
2. Two-For-One with required district reciprocity. 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.
3. Start High School and Beyond Plan at middle school level.
4. 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.
5. Add .5 credit of civics.

Apprenticeship/Certificate/Technical Example Schedule (Green= HSBP Student Choice Courses)

9 th Grade Semester 1	9 th Grade Semester 2
English	English
Algebra 1	Algebra 1
Physical Science	Physical Science
CTE Graphic Arts	CTE Graphic Arts
Occupational Education	Occupational Education
Health	Fitness
10 th Grade Semester 1	10 th Grade Semester 2
English	English
Geometry	Geometry
Biology (Lab)	Biology (Lab)
Fitness	Fitness
World History	World History
Math support class	Math support class
11 th Grade Semester 1	11 th Grade Semester 2
English	English
Applied Math (third credit elective choice)	Applied Math (third credit elective choice)
CTE Equivalent Science (Lab)	CTE Equivalent Science (Lab)
US History	US History
CTE	CTE
CTE	CTE
12 th Grade Semester 1	12 th Grade Semester 2
English	English
Contemporary World Problems	Contemporary World Problems
Weight Training	Civics
CTE/Skills Center	CTE/Skills Center
CTE/Skills Center	CTE/Skills Center
CTE/Skills Center	CTE/Skills Center

Next Steps

1. Gather cost proposal from OSPI
2. Collect feedback in September and October
3. Finalize and adopt new graduation requirements in November
4. Introduce legislation in the 2011 Legislative Session
5. Implement cost items when funded

We want your feedback!

Please take our graduation requirements survey, available at www.sbe.wa.gov under "The Latest."

High School and Beyond Plan Proposal

The student's post-high school goals and interests, as expressed in the high school and beyond plan, shall become the basis for the student's culminating project. 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:

1. Personal interests and career goals.
2. Four-year plan for course-taking that is related to the student's interests and goals.
3. Research on postsecondary training and education related to one's career interest, including comparative information on the benefits and costs of available choices.
4. Budget for postsecondary education or training and life based on personal and career interest.
5. 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).
6. Completion of an application for postsecondary education and training.
7. Completion of a resume.

Culminating Project Proposal

Each student shall complete a culminating project for graduation. The project shall consist of the students demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.

1. All students shall be required to complete a project or series of projects for graduation that is related to the student's post-high school goals and interests per their high school and beyond plan.
2. 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.
3. 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).
4. Assessment of skills and successful completion of the project shall be determined by the local school district.



Office of Superintendent of Public Instruction
K-12 Financial Resources

Cost of Proposed Graduation Requirements

Office of Superintendent of Public
Instruction

November 9, 2010



K-12 Financial Resources
Office of Superintendent of Public Instruction

Slide 1
11/8/2010

Statutory References for Fiscal Analysis

- **2009 c 548 s112 states in part:** “it is the intent of the legislature that no increased programmatic or instructional expectations be imposed upon schools or school districts without an accompanying increase in resources as necessary to support those increased expectations”
- **RCW 28A.150.220 (3)(b)** provides that the basic education instructional program shall provide students the opportunity to complete twenty-four credits for high school graduation, subject to a phased –in implementation of the twenty-four credits as established by the legislature. The State Board of education has the authority to determine course distribution requirements in accordance with RCW 28A.230.090.
- **28A.230.090** provides that: “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.”



Cost of Implementation for the Proposed Graduation Requirements Analysis as of November 2, 2010

	2011-12	2012-13	2013-14	2014-15	2015-16
Operating Costs:					
Total Cost for Initiation of the HSBP in Eighth Grade	\$ 3,844,220.84	\$ 3,878,930.33	\$ 3,897,009.05	\$ 3,866,729.50	\$ 3,809,859.45
Total Cost for High School Updates to HSBP	\$ -	\$ 2,602,070.66	\$ 5,604,054.91	\$ 8,998,801.31	\$ 11,522,950.81
Additional High School Counselor Needs	\$ -	\$ 15,883,645.85	\$ 15,926,487.13	\$ 15,948,801.36	\$ 15,911,427.87
Total Cost of Additional Materials	\$ -	\$ 1,337,839.62	\$ 222,973.27	\$ 222,973.27	\$ 222,973.27
Additional Instructional Time	\$ -	\$ -	\$ -	\$ 35,448,228.89	\$ 35,772,423.32
One Time Only Capital Facility Costs:					
Total Facility Cost based on survey responses	\$ -	\$ 28,365,360.00	\$ -	\$ -	\$ -
Total Costs Per School Year	\$ 3,844,220.84	\$ 38,470,224.80	\$ 17,217,590.16	\$ 61,260,128.87	\$ 67,239,658.30

Note: Facility Costs are a one time only cost and may be begin as early as 2012.

The Science Class Size information below is not considered to be a cost of the requirements and is only provided as supplementary information for the Quality Education Council

Lower Class Size- Science for every 1 student** \$ 3,418,997.37

** Approximate cost to reduce to 22.5 is \$19,796,000

Current science course class size and funding is not differentiated within the current prototypical model.



Initiation of HSBP in Eighth Grade

- Development of a High School and Beyond Plan in Eighth Grade is a necessary component to meaningful adoption of the Proposed Graduation Requirements
- Assumptions
 - Basic Education Class Size of 28.53
 - 13 hours of certificated staff time
 - \$2,625 per prototype school for materials, supplies and support costs



Updates to HSBP in High School

- Annual updates and revisions to the High School and Beyond Plan will be required for each student throughout their high school career
- Assumptions
 - Phase-In for Class of 2016 and beyond only
 - Basic Education Class Size of 28.53
 - 10 hours per year of certificated time
 - \$5,250 per prototype school for supplies and support



Added Counselor Responsibilities

- High School Counselors will be required to monitor significantly more individual requirements and ensure that student choice options are reflected in the High School and Beyond Plan
- Assumptions
 - Additional 0.5 FTE per prototypical school should be allocated approximating an average 1 hour of time per student per year.



Additional Materials

- Where requirements are increased, additional instructional materials to be purchased by school districts
- Assumptions
 - State responsibility for the cost of foreign language, arts, English, science, and civics textbooks will increase
 - Costs were based on textbook survey data
 - Ongoing costs are for MSOC replacement of textbooks on a six year cycle
 - Analysis used individual course data – but approximation of formula =(students x 4 credits x \$63)



Additional Instructional Time

- Additional credit requirements will create additional student FTE costs to the state. Added student FTE is comprised of students who currently do not take a full 24 credits and those who are recovering credit
- Assumptions
 - Net funded student FTE increases in senior year, through running start, and/or through skill centers.
 - Total of 8% increase in FTE is assumed each year with 60% of that increase (4.7% of student population) represents students who will take one or two classes with the other 40% (3.3% of student population) representing students who will take between three and five classes.
 - Students will not begin accessing the additional FTE until their junior or senior years



Facility Costs

- In some districts, the additional requirements may require additional facilities. Based on capacity survey data collected from school districts as of October 30
 - 50.6 additional science classrooms would be required
 - 24.6 additional art classrooms would be required
 - 39.2 additional general classrooms would be required.
 - Costs were assumed based on construction cost and square footage estimates.
 - Many districts do not require additional facilities
 - Survey data represented 147 districts and 57.5 of student population. Data should not be extrapolated to population as significant number of non-reporting districts have had declining enrollment in past years.



Additional State Board Changes

OSPI has evaluated the following SBE options and determined that they do not have a fiscal cost if implemented:

- Within the current 20 credit framework, the following credits changes:
 - Increasing English from 3 to 4 credits
 - Increasing Social Studies from 2.5 to 3 credits, including .5 credits of civics
 - Designating .5 credits of health (while retaining 1.5 credits of fitness)
- Remove the 150 hour definition of a credit and permit districts to establish policies that specify how they will know students have successfully completed the state’s subject area content expectations sufficiently to earn a credit.
- Establish a “two for one” policy to enable students to take a CTE-equivalent course and satisfy two requirements .
- Make Washington State History and Government a non-credit requirement that must be successfully passed and noted met on the student transcript



Questions

- Contact:
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 - Email: shawn.lewis@k12.wa.us
 - Phone: 360-725-6111



