

# 24-Credit Implementation

By Madaleine Osmun and Baxter Hershman

# Baxter's Student Update



## Personal:

- Recently took a trip to Paris to visit a friend at NYU Paris
- Football is slowly starting to ramp up



## School:

- Received a 4.0 gpa last semester
- I will be running for ASB President this coming April
- Senior year registration is right around the corner

# Madaleine's Student Update



- Personal:
  - Found a job!
  - Will be attending BYU Provo next Fall
- District:
  - Meeting with District School Board
    - Present on importance of student perspective
- School:
  - Continues to make thoughtful improvements
    - Bell Schedule
    - Freshman Orientation
    - More Science Options
    - Integrating Competency Crediting for Language
  - Final update on Financial Literacy



# Financial Literacy Update



- Teacher update:
  - Light bulb moments
    - Journals: Got personal insight to where students were
      - Dig deeper and reflect on themselves and their values
      - Power in writing things down, refer back to it
      - Organized, collegiate, safe place
      - KIDS LIKE TO WRITE THEIR THOUGHTS
    - Forward thinking
      - Planning to pay for school, car, home, etc.
- Class grew second semester
  - From approx 40 to 60 kids

# Financial Literacy Update

- Student and public view:
  - Valuable information, appreciative of class
  - Handfuls of emails:
    - Why isn't this class mandated? How can we get involved? Wish we had it! Thank you!
- Suggestion to turn it into AP Econ:
  - Bad idea!
  - AP is more of a broad scope of economics
- Fin Lit is...
  - Personal, accessible for all
  - Provides time for reflection with slower paced class (the real world is a rude awakening)
  - Ample time is necessary

# History of the Credit Requirement (2012-2017)

Credits in bold red denote a change from the previous year

Class of:	2012	2013	2014	2015	2016	2017						
Entering 9 <sup>th</sup> grade after July 1 of:	2008 See note (1)	2009	2010	2011	2012	2013						
<b>English</b>	3	3	3	3	<b>4</b> See note (2)	4						
<b>Mathematics</b>	2	<b>3</b>	3	3	3	3						
							algebra 1 or integrated math 1					
							geometry or integrated math 2					
	algebra 2 or integrated math 3, or a 3 <sup>rd</sup> credit of math other than algebra 2, see note (3)											
<b>Science</b> Including at least 1 lab	2	2	2	2	2	2						
<b>Social Studies</b>	2.5	2.5	2.5	2.5	<b>3</b> See note (2)	3						
							1 US history and government				1 US history	
							1 contemporary world history, geography, and problems (or an equivalent course)					
							.5 Washington State history and government, see note (4)				.5 civics	
	.5 social studies elective											
<b>Arts</b>	1	1	1	1	1	1						
<b>Health and Fitness</b>	2	2	2	2	Health	<b>.5</b>						
					Students must earn credits unless excused per RCW 28A.230.050				Fitness	<b>1.5</b>		
<b>Occupational Education</b>	1	1	1	1	1 See note (5)	1						
<b>Electives</b>	5.5	5.5	5.5	5.5	<b>4</b>	4						
<b>Total Required Credits</b> See note (6)	19	<b>20</b>	20	20	20	20						
<b>Non-credit Requirements</b>	Culminating Project			As of the Class of 2015, the Culminating Project is no longer a state requirement								
	High School and Beyond Plan											
	Certificate of Academic Achievement or Individual Achievement awarded to students who pass the required assessments											
	Washington State history and government											

# Madaleine's Schedule Lined up with 24 Credit Format

Subject	Number of Credits	Class of 2016 Sample
<b>English</b>	4	Honors English 9, Honors English 10, AP Language and Comp 11, English 12
<b>Math</b>	3	Algebra, Geometry, Algebra II/ Trig, Adv. Pre-Calc/AP Calculus A, AP Calculus B/C, AP Statistics
<b>Science</b>	3	Biology, Chemistry, Physics
<b>Social Studies</b>	3	AP European History, AP US History, AP Government and Politics
<b>Arts</b>	2	Civil Engineering, Pottery
<b>World Language</b>	2	German 1, German 2
<b>Health and Fitness</b>	2	Health and Fitness (.5), Advanced PE (.5), Weights
<b>Career and Technical</b>	1	Intro to Engineering and Design
<b>Electives</b>	4	Intro to Design and Marketing, Principles of Engineering, Study Hall

# Attainable Transition From 20 Credits to 24 Credits

# Interview Questions for Students

- Grade? Graduation class?
  - With more opportunity to take elective or Personalized Pathway Requirement courses, are you excited to take more courses that you choose?
  - How often have you spoken to a counselor, advisor, or trusted teacher about your High School and Beyond Plan?
- Have you talked with your parent about your High School and Beyond Plan?
- Have you earned any sort of competency-based credit?
- Does the increased number of credits needed to graduate concern you? If so, how?
- In your opinion, what should your school do to help alleviate some of your worries?
- What is the general feeling towards these new graduation requirements among your classmates?

# Interviews- Current 8th Grader - Gig Harbor HS

Response from 8th Grader at Kopachuck MS and will attend Gig Harbor HS as a member of the class of 2020

- Excited about Personalized Pathway Requirement courses?
  - Yes, more of a choice that will allow students to enjoy school more
- Contact with counselor:
  - Once at the beginning of 8th grade but not since then
- Parental involvement in HSBP:
  - Yes, talked about high school but not beyond
- No competency based crediting.
- Does the increased number of credits needed to graduate concern you?
  - Not really, everyone is able to get them and many are already ahead of schedule having taken Spanish or Algebra in middle school

# Interviews- Current 8th Grader - Gig Harbor HS

- In your opinion, what should your school do to help alleviate some of your worries?
  - Offer other ways to get credits; make it so that advanced classes are worth more credits than regular
- General feeling towards new graduation requirements among classmates:
  - No one talks about it. Personally did not know there was a change

# Interviews- Current 8th Grader - Mt. Spokane HS

Responses from two 8<sup>th</sup> graders, graduating in 2020

- Excited about Personalized Pathway Requirement courses?
  - “No, I feel like there are actually less options now for my interests than there have been in the past—like creative writing and mythology which are no longer offered.”
  - “Yes, I’m excited for IED because I like to build things and it will be cool to work on the 3D printer.”
- Contact with counselor:
  - Once ever
- Parental involvement in HSBP:
  - Yes, I’ve already completed the 1st phase of my HSBP.
    - Helps me think about my future
    - Helpful to do this with parents, otherwise I would have been lost, unsure, and indecisive
- No competency-based crediting

# Interviews- Current 8th Grader - Mt. Spokane HS

- Does the increased number of credits needed to graduate concern you?
  - No, I'm already a good enough student that I'm not worried about failing a class. I trust that my counselor with help me.
- In your opinion, what should your school do to help alleviate some of your worries?
  - Offer more zero classes and online classes.
  - More options for classes within one subject matter (ie. Science: Biology, IPS, Chemistry, Physics, APES, AP Bio). I don't think I'm ready to take AP classes, but I'm thinking I want to take 4 years of science.
- General feeling towards new graduation requirements among classmates:
  - It's fine. I'm fine with it.
  - I think most of them are worried for it. I think they doubt themselves.

# Interview Questions for Parents of Current 8th Graders

- How confident are you in your school's ability to guide your child through 24-Credit implementation, ultimately to graduation?
- Are there any questions or concerns you have about this change in requirements?
- Do you feel that your child is prepared to take on the challenge of earning 24 credits?
- Is your child concerned about his or her success with the 24 credit framework?
- What are things you would like to see your district doing for your kids? What do you expect of them during this time of transition? Is your school reaching your expectations?

# Interviews- Parent - Gig Harbor HS

- Confidence in your school's ability:
  - Fairly, there is doubt because it is still distant in the future and it has not been discussed
  - Feels like the responsibility will be put onto her as a parent
- Are there any questions or concerns you have about this change in requirements?
  - Yes, are there other classes that are outside of the past requirements or just an increase in number?
    - Worried if her student would have to take classes that are not his strong suit
    - 2 credits does not make a huge change but the difference is still there
- Do you feel that your child is prepared to take on the challenge of earning 24 credits?
  - Yes, her student will make the requirements work but there are other students that will push against it a little harder

# Interviews- Parent - Gig Harbor HS

- Is your child concerned about his/her success?
  - No, he will meet the challenge
- What would you like to see your district doing for your kids? What do you expect of them during this time of transition?
  - To see more hands on learning experience
  - Not teaching to the test but teach to the student
  - More alternative methods
  - Communication
  - Checking in with her student in a way that is meaningful to him
- School is reaching expectations
  - Yes, but expectations are set to reality
  - Check with his IEP
  - It could be worse

# Interviews- Parent - Mt. Spokane HS

- Confidence in your school's ability:
  - I'm confident it'll be fine for my child, not totally confident it'll be fine for everyone though.
  - The counsellors and principal are great so I am not concerned about their abilities!
- Are there any questions or concerns you have about this change in requirements?
  - I'm concerned that there are less choices, less room for fun and exploration and the kids have to decide early what they want to do with their lives.
  - What are they trying to accomplish with the extra credits? Smarter kids? I don't truly see the purpose.
- Do you feel that your child is prepared to take on the challenge of earning 24 credits?
  - Yes but at a cost. I believe hard work is very important but so is play time/ relaxing. This only makes them work harder.

# Interviews- Parent - Mt. Spokane HS

- Is your child concerned about his/her success?
  - No.
- What would you like to see your district doing for your kids? What do you expect of them during this time of transition?
  - Good job of letting parents and students know about the changes and getting us registered.
  - I hope they really do come up with more zero hour classes or more online options.
  - I would like to see them change the number of classes to 7 or 8 still using block days.
  - Open communication and solutions that challenge the students but also show understanding of pressures placed on students.
- School is reaching expectations
  - They have proven to be very thoughtful and forward thinking in this process.

# Interview Questions for Educators

- What is your district's plan for implementing 24 credit requirements?
- Are you implementing for the Class of 2019 or have they received a temporary waiver? Have the increased credit requirements already influenced your schedule, credit requirements, or school in some way?
- What sort of schedule does your school have? Do other schools in the district have different schedules?
- What are the challenges to implementation in your district?
- Does your school/district allow competency-based crediting? If so, in what subject areas and how?  
Mr. Nelson. Does your district allow competency-based crediting for world language?
- How many periods are in your school day (how is your school day structured)?
- Are you on a semester, trimester, or quarter term for the school year?
- Has your school changed its schedule to include more periods during the day or is your school planning on changing its schedule to have more periods during the day?
- How many credits does your school/district already require for graduation?

# Interviews- Principal of Gig Harbor HS

- What is your district's plan for implementing 24 credit requirements?
  - Focusing early with Freshman
    - Implementing 7th hour class to make it so students do not have to fill their summer with school
    - Increased summer school to EARN credits, not just retrieve
- Are you implementing for the Class of 2019 or have they received a temporary waiver? Have the increased credit requirements already influenced your schedule, credit requirements, or school in some way?
  - Implementing on time
  - Only impact is 7th hour
    - No change in schedule
    - Students have not noticed

# Interviews- Principal of Gig Harbor HS

- What sort of schedule does your school have? Do other schools in the district have different schedules?
  - 6 period day at all high schools
- What are the challenges to implementation in your district?
  - Budget increases in the area of staffing in the 7th period day
    - Money could be used elsewhere
- Does your school/district allow competency-based crediting? If so, in what subject areas and how?
  - We do “not”
    - Available but not a real option
    - We need more options
    - World Language

# Interviews- Principal of Gig Harbor HS

- Are you on a semester, trimester, or quarter term for the school year?
  - Semester
- Has your school changed its schedule to include more periods during the day or is your school planning on changing its schedule to have more periods during the day?
  - No, however there is the 7th period but is disconnected from the school day
- How many credits does your school/district already require for graduation?
  - 22

# Interviews- Superintendent of Peninsula SD

- Little more fortunate having started at 22 credits
  - Initially wanted to early adopt
  - 7th period and 0 period options
  - Internet academy
  - Summer programs
  - Software to determine students at risk of not graduating on time
  - Putting credit courses in 8th grade
    - Biology/Geometry in middle school
  - Dual-"Obligation/Requirement" classes
- We are on time
  - Credits already being at 22

# Interviews- Superintendent of Peninsula SD

- World Language
  - Students received up to four full credits
  - PIA is a competency based program

# Interviews- Principal of Mt. Spokane HS

- Implementing for the Class of 2020 with waiver
  - Already require 22 credits through 2019, then jump to 24 credits in 2020
  - Schedules still up in the air, still 6 periods and 2 semesters
- Current Schedule
  - Mead has access time imbedded in schedule
- Competency-Based Crediting
  - Currently none, but moving in that direction
- View on 24 credit
  - Majority can easily meet intent of it, not a large stretch

Monday	Tuesday [NAVY]	Wednesday [WILDCAT]	Thursday [CARDINAL]	Friday
53 minute periods.		80 minute block periods.		
1				1
2	1	2	1	2
3	2	3	3	3
4				4
5	4	5	4	5
6	5	6	6	6

# Interviews- Principal of Mt. Spokane HS

- Biggest concern is credit retrieval:
  - Academic Enrichment
  - Helping students who need the most help
  - Don't want to lose people, graduation rate could decline
  - Allows us to think creatively and flexibly
    - Credit retrieval class- Learning Opportunity Center
- Midnight Moment
  - Communicating new graduation requirements with parents and students
  - Asked 2020 counselor to head this up
  - Amazing tool to be shared later!

# Interviews- Mt. Spokane Class of 2020 Counselor

- “I strongly believe ALL parents and students are aware of the new graduation requirements and here is why:”
  - 8 forms of active communication in addition to passive forms
    - Mailed [postcard](#) with map of how to graduate
    - Front loaded information to parents before registration night at big events
    - Several presentations
    - Presentations to 2 AVID classes
    - Phone calls home
    - Flyers sent home in social studies classes with invitation to registration night
    - Registration Night
      - 2/3rds of class of 2020 registered that night with parents and school staff
      - Only 3 students have not registered
    - Website tool!

# Interviews- Mt. Spokane Class of 2020 Counselor

- Biggest concern is credit retrieval
  - Mt. Spokane's graduating class 2016
    - 97% are on track to graduate with 22 credits
    - Add 24 credit requirements and it drops to 72%
- Socio-economic problem
  - Need free/ reduced cost credit recovery
- PPWR
  - Kids don't know what they want to do- change minds
  - Get themselves in a jam
    - (ie. deciding college is the desired path too late to take 2 years of a language)
  - Students not able to access as many electives of choice/interest
  - Less well rounded
- HSBP Interactive Information Website
  - Created by Josh Cowart

# The Tour

[incomingcats.weebly.com](http://incomingcats.weebly.com)

# Highlights of Tool

- User Friendly
- Free
- Accessible
- Google Sheets allows counselors to organize students in various ways
- Ample Information to make educated decisions and goals independently
- Can be used with or without parental support

# Conclusion

- Positive Feedback
  - Gig Harbor
    - Raises the bar for students
  - Mt. Spokane
    - Communicated new requirements well
    - Parents and students are confident that the school is supporting them in this transition
- Biggest Concerns
  - Mt. Spokane
    - Credit Retrieval
    - Narrowing options for kids
  - Gig Harbor
    - Budgeting for programs to help with credit retrieval
    - Providing enough options for students to earn/retrieve credits
    - Clear line of communication



# Thank You