

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: **July 19-20, 2007**

SUBJECT: **Meaningful High School Diploma Preliminary Recommendations**

SERVICE UNIT: Edie Harding, Executive Director
 State Board of Education

PRESENTERS: Eric Liu, Meaningful High School Diploma Chair and Committee members

BACKGROUND:

The Meaningful High School Diploma (MHSD) Committee was created in January 2007, consisting of seven Board members to work on issues related to high school graduation. An advisory committee of 18 stakeholders has guided its work. Over the last six months, the MHSD Committee has been making significant progress on the following tasks:

- » **Revised Definition of the Purpose and Expectations for High School Diplomas** – A definition that focuses on the knowledge, skills and abilities that students who earn a high school diploma should have, as well as on the various methods to be used to measure student performance.
- » **Revised Minimum Graduation Requirements** – A revision of the minimum state graduation requirements that takes into consideration subject-specific directives by the 2007 Legislature, an agreement to review the inclusion of tribal history and culture, and the MHSD committee’s own study and review of national and state trends and needs.
- » **Review of Progress Toward Graduation of Career and Technical Education Students** – A study that explores the progress of students enrolled in vocationally intensive and rigorous career and technical education programs toward a high school diploma.
- » **Database of Graduation Requirements by District** - A database posted on the State Board of Education website that provides specific graduation credit requirements for the 246 districts with high schools.

At the July Board meeting, the Board members will have the opportunity to review and comment on the preliminary recommendations for changes to the minimum state graduation requirements. The MHSD Committee will be meeting with its advisors in August and October to refine these preliminary recommendations and will also share the draft recommendations through public outreach this fall

around the state. The Board will be asked to adopt the draft recommendations at its September meeting and the final recommendations at its November meeting.

**Washington State Board of Education
Meaningful High School Diploma Committee
Preliminary Recommendations**

EXECUTIVE SUMMARY

The Meaningful High School Diploma (MHSD) Committee has been working since January 2007 on issues related to high school graduation. After seeking the counsel of local and national resources, including an advisory committee of 18 stakeholders, the MHSD Committee has produced a set of preliminary recommendations for revisions to the high school graduation requirements. The Committee has also compiled a database of current graduation requirements by district that will be posted on the Board's website.

Preliminary Recommendations

At this juncture, the Committee has two major recommendations: 1) changes to the minimum credit benchmarks that will bring high school graduation requirements nearly in alignment with entrance requirements at Washington's public four-year universities and colleges – while preserving and encouraging options for students who intend to enter the world of work upon graduation; and 2) a new set of requirements for what the Committee is calling "lifelong learning skills" that we believe every graduate should be able to demonstrate. The Committee would like the requirements to be effective for the class of 2012.

Changes to the credit requirements. The MHSD Committee recommends that the Board make the following adjustments to the minimum state graduation credit requirements:

- » Increase the minimum credit requirements from 19 to 22.
- » Increase English requirements from 3 to 4.
- » Increase math requirements from 2 to 3.
- » Maintain science requirements at 2 credits, with one being a lab science.
- » Increase social studies requirements from 2.5 to 3 credits.
- » Maintain health & fitness requirements at 2 credits.
- » Increase arts requirements from 1 to 2 credits.
- » Add a 1 credit requirement in world language.
- » Maintain occupational education requirements at 1 credit.
- » Decrease elective requirements from 5.5 to 4 credits, and specify that the electives must be in the subject areas listed above.

Creation of lifelong learning skills requirements.

- » Require students to demonstrate through course work, the Culminating Project or extracurricular activity *lifelong learning skills* that would be assessed and accounted for using strategies developed locally. The *lifelong learning* skills would include: critical thinking/problem solving, teamwork/collaboration, public presentation skill, media literacy, financial literacy, creativity, leadership, ethical sense, civic responsibility, information/technology literacy, and career/life planning.

The Committee also recommends that the state maintain a single (nondifferentiated) diploma. No changes to the High School and Beyond Plan or the Culminating Project,

two Board-initiated components of graduation requirements, are being suggested at this time.

Next Steps

In the coming months, the Committee will address legislative directives to specify the content of the math credits (2SHB 1906), evaluate progress toward a diploma of students enrolled in vocationally intensive and rigorous career and technical education programs (RCW 28A.230.090), and submit a revised definition of the purpose and expectations for high school diplomas (E2SHB 3098). The Committee will also reach a decision on including Tribal history, culture and government as a graduation requirement (Memorandum of Agreement). All of these reports are due December 1, 2007. Revisions to the preliminary recommendations will be informed by discussions with the Board, Advisory Committee, and input from stakeholders at public outreach meetings to be held in the fall.

**Washington State Board of Education
High School Graduation Requirements
Preliminary Recommendations**

INTRODUCTION

Washington State is often described as a small nation: diverse and dynamic, competing worldwide for talent and jobs, and facing the urgent imperative to invest wisely in knowledge and education. In this age of rapid economic and social change, the demands being placed on the graduates of our public schools are great and growing – and they require public leaders and policymakers to take actions that equip students with the knowledge and skills they need to succeed in life.

The Washington State Board of Education was directed by 2006 legislation to develop and propose a revised definition of the purpose and expectations for high school diplomas.¹ With this additional charge to the Board's work with high school graduation requirements, the Board established the Meaningful High School Diploma (MHSD) Committee. Seven Board members form the committee, and an advisory committee of stakeholders guides its work. (See Appendix A for a roster of committee members.)

The purpose of the MHSD Committee is to assess what changes may be needed to our current framework of high school graduation requirements. Although the State Board of Education has had authority for many years to establish or alter such graduation requirements, it has not revised subject area minimum credit subject area requirements since 1985. Accordingly, the Committee began its work with several core principles in mind.

First, a diploma should be a social contract to whatever institution or employer the graduate moves on to—a contract that says the graduate has acquired a particular set of skills and aptitudes.

Second, graduates should have as many options open as possible, and as few foreclosed, and can see a path from the first thing they do after high school – whether it is work, apprenticeship or some kind of college – to a life of meaningful engagement in career, learning and community. Every student should be equipped with certain content areas and life skills to keep as many options open as possible after graduation.

Third, motivation and personal understanding are central to making high school meaningful, and relevance is key to motivation; therefore, students need to be exposed to a variety of ways to learn – whether through career and technical education, the arts or creative academic experiences – that may not necessarily be provided in traditional classes but are relevant and motivating.

¹ E2SHB 3098.

Finally, both academic and so-called “soft” skills are needed to succeed in life. A diploma that is meaningful must vouch for the acquisition of these skills as much as for content.

Guided by these principles, the MHSD Committee, along with its Advisory Group, has been meeting since January 2007 to develop a definition and preliminary recommendations for high school graduation requirements that will help put into practice the Board’s goals to improve student performance dramatically and to provide all Washington students the opportunity to succeed in post-secondary education, the 21st century world of work, and citizenship. The report that follows summarizes the Committee’s work to date. It is a draft, and both the recommendations and the report itself will continue to be revised.

This report lays out an overview of the Committee’s deliverables, its process for approaching the issues, and a detailed summary of its recommendations.

COMMITTEE PROPOSALS

Today and later this fall, the MHSD Committee will present the following proposals and products to the full Board for approval:

- » **A Revised Definition of the Purpose and Expectations for High School Diplomas** – A definition that focuses on the knowledge, skills and abilities that students who earn a high school diploma should have, as well as on the various methods to be used to measure student performance.
- » **Revised Minimum Graduation Requirements** – A revision of the minimum graduation requirements, that takes into consideration subject-specific directives by the 2007 Legislature, an agreement to review the inclusion of tribal history and culture, and the MHSD committee’s own study and review of national and state trends and needs.
- » **A Review of Progress Toward Graduation of Career and Technical Education Students** – A study that explores the progress of students enrolled in vocationally intensive and rigorous career and technical education programs toward a high school diploma.
- » **A Database of Graduation Requirements by District** - A database posted on the State Board of Education website that provides specific graduation credit requirements for the 246 districts with high schools.

COMMITTEE PROCESS

The Committee has heard numerous presentations from experts and practitioners on a range of subjects, including career and technical education, workforce readiness, college readiness, math, and civics. These presentations and discussions, along with

deliberations with the Advisory Group, have been crucial as the Committee has worked on a compressed timetable to frame the issues and options.

The MHSD Committee made three decisions early on that have shaped its approach. The Committee:

1. Established a working definition of a meaningful diploma
2. Considered and declined to pursue a path of differentiated diplomas
3. Requested a snapshot of current district graduation requirements

Working Definition

At one of its initial meetings, the MHSD Committee established a working definition that has guided its review process. The Committee agreed:

We believe that for a high school diploma to be truly meaningful in this era, graduates must be able to:

- » *meet or exceed standard on core subject areas*
- » *think critically and logically*
- » *learn how to learn continuously*
- » *apply learning in practical and work settings*
- » *demonstrate the values and ethics of responsible citizenship*
- » *exhibit tolerance and understanding*
- » *work well in teams and know how to lead teams*
- » *be creative and imaginative*
- » *understand global issues and trends*
- » *participate actively in community and civic life*

We do not limit the definition of “meaningfulness” primarily in terms of credit hours or test scores. We define it in terms of whether a Washington high school graduate will be well-equipped with the knowledge and life skills to be productive, engaged citizens who can adapt to new challenges, opportunities and circumstances.

One Diploma for All

One of the questions the MHSD Committee considered was whether to recommend that Washington adopt a differentiated or tiered diploma. Diplomas that are “differentiated” or “tiered” serve a variety of purposes; they recognize achievement and identify courses of study. Differentiation comes in many forms. It may literally mean different kinds of diplomas, but it may also mean endorsements on diplomas or transcripts, certificates or opt-out policies that allow students to choose not to pursue the recommended curriculum so they can pursue a less rigorous curriculum.

After reviewing the diplomas of 24 states that have some form of differentiation (including, until 2007, Washington),² and considering the reasons for and against

² Washington placed a “scholar” distinction on students’ transcripts if they achieved a level four on each content area on the Washington Assessment of Student Learning (WASL) on their first attempt.

differentiation, the Committee declined to pursue a path of differentiated diplomas. Instead, the Committee focused on determining what core requirements were needed for all students to be successful.

Districts' Graduation Requirements

Given that the Board establishes only *minimum* high school graduation requirements, the MHSD Committee wanted to know what requirements districts had established independently. After discovering that no database of graduation requirements currently existed, the Committee asked staff to collect the data. By compiling the graduation requirement data in the aggregate for all 246 districts with high schools, the Committee was able to put together a snapshot of current practice for the entire state.

The working definition, decision against a differentiated diploma, and baseline knowledge of current district practice all influenced the recommendations for the components of a proposed new Washington diploma.

RECOMMENDATIONS FOR A NEW WASHINGTON DIPLOMA

At this juncture, the Committee has two major recommendations: 1) changes to the minimum credit benchmarks that will closely align high school graduation requirements with entrance requirements at Washington's public four-year universities and colleges – while preserving and encouraging options for students who intend to enter the world of work upon graduation; and 2) a new set of requirements for what the Committee is calling “lifelong learning skills” that we believe every graduate should be able to demonstrate.

Current practice. To earn a diploma, students need to complete the following Board-determined components: minimum of 19 credits in prescribed subject areas, a High School and Beyond Plan, and a Culminating Project. In addition, students need to complete the legislatively-determined Certificate of Academic Achievement or Certificate of Individual Achievement.

The MHSD Committee is recommending changes to the minimum credit requirements³ and adding a lifelong skills requirement. No changes are being made to the High School and Beyond Plan or Culminating Project at this time.

Proposed changes. Changes to the current Board-determined requirements (WAC 180-51-061) of a high school diploma are highlighted in bold.

³ In 2001, the Board adopted the rule (WAC 180-51-061) defining the minimum requirements for high school graduation. The Board clarified in March 2007 that for the class of 2008 and beyond, credits earned must be aligned with Washington standards, which include the Washington essential academic learning requirements through “benchmark three, plus content that is district-determined beyond benchmark three,” and grade level expectations for grades nine and ten.

- » **Minimum Credit Requirements (22 credits)**
 - English: **4 credits**
 - Math: **3 credits (one in senior year)**
 - Science: 2 credits (at least one lab science)
 - Social Studies: **3 credits**
 - Health & Fitness: 2 credits
 - Arts: **2 credits**
 - **World Language: 1 credit**
 - Career and Technical Education/Occupational Education: 1 credit
 - Electives: **4 credits, chosen from the above subject areas**
- » **Lifelong Learning Skills**
- » High School and Beyond Plan
- » Culminating Project

MINIMUM CREDIT REQUIREMENTS

The Board has not changed the state's minimum 19 credit requirement since 1985. After reviewing current district requirements and research conducted nationally and in the state, and after hearing from education, business, and workforce representatives, the MHSB Committee is recommending an increase and redistribution of the credit requirements to 22. These changes are summarized in Table 1.

Table 1
Comparison of Current and Proposed Minimum
 State Graduation Credit Requirements

Subject	Current Credits	Proposed Credits
English	3	4
Math	2	3 (one credit earned in senior year)
Science	2 (one lab science)	2 (one lab science)
Social Studies	2.5	3
Health & Fitness	2	2
Arts	1	2
World Language	0	1
Career and Technical Education/Occupational Education	1	1
Electives	5.5	4 (in the subject areas listed above)
TOTAL	19	22

Following is a brief summary by subject area of issues that the committee considered, and actions yet to be taken.

English

Our review of current district graduation requirements revealed that 226 districts (92% of districts with high schools) already require four credits of English. Based on the number of students these districts serve, 87% of the students in districts with high schools are already required to take four credits of English.

Action recommended: Increase the state minimum requirement in English from three to four credits. This recommendation acknowledges the credit requirements that most districts have already established, and is consistent with Washington's minimum four-year public college admissions requirement. (See Appendix B for a comparison of current and proposed high school graduation requirements to four-year public college admissions requirements.)

Math

The 2007 Legislature⁴ asked the State Board of Education to revise high school graduation requirements to include a minimum of three credits of mathematics, one of which may be a career and technical course equivalent in mathematics, and prescribe the mathematics content in the three required credits. At the same time the Legislature, postponed until 2013 the date when students must pass the math Washington Assessment of Student Learning (WASL) in order to graduate. Until then, students who don't pass the math WASL will be required to earn additional credits in math courses taken in their junior and senior years (ESSB 6023). Concurrently, the Higher Education Coordinating Board passed new minimum admission requirements that established as a baseline three credits of math (through Algebra II or Integrated Math III), including one credit of quantitative coursework in the senior year.

Our review of district requirements indicated that 98 districts (40% of districts with high schools) currently require three or more credits of math, and very few specify math content. Only 27% of the state's students are in districts that require more than the state's current minimum of two credits in math.

Action recommended: Increase the state minimum requirement in math from two to three credits, with one credit to be earned in the senior year. In the next few months, the Committee will work with the Board's math committee and an outside consultant to help identify math content that is: 1) consistent with the recommendations for changes in Washington's math standards, 2) embedded in the requirements for college readiness, and 3) embedded in career and technical pathways. This information will inform the Committee's ultimate recommendations about the math content the Legislature has asked the Board to prescribe.

⁴ SSHB 1906

Science

Currently, only 47 districts (19% of districts with high schools) require more than the state's minimum two credits in science, with one being a lab science.

Action recommended: Maintain the state minimum requirement in science of two credits. However, the Committee recognizes that the HECB requires two credits of *lab* science, and we will consider further in the next few months whether to adjust our current science requirement to be consistent with the state's four-year public college admission requirements.

Social Studies

The majority (87%) of districts with high schools surpass the state's minimum 2.5 credit requirement for social studies. One hundred and sixteen (116) districts already require three credits, and 98 districts require four or more credits.

Social studies credits are prescribed in statute and WAC. RCW 28A.230.170 requires study of the US and Washington constitutions as a prerequisite to graduation. WAC 180-51-061 prescribes one credit of U.S. history and government, including study of the Constitution of the United States. The same WAC prescribes .5 credits of Washington state history. WAC 180-51-075 requires one credit in contemporary world history, geography and problems or in equivalent courses, including economics, sociology, civics, political science, international relations or related courses with emphasis on current problems.

In addition, RCW 28A.320.170 encourages (but does not require) each school district to incorporate curricula about the history, culture and government of the nearest federally recognized Indian tribe or tribes. It also encourages school districts to collaborate with the Office of Superintendent of Public Instruction on curricular areas regarding tribal government and history that are statewide in nature, such as the concept of tribal sovereignty and the history of federal policy towards federally recognized Indian tribes.

Action recommended: Increase the minimum requirement in social studies from 2.5 to 3 credits. This recommendation acknowledges the credit requirements that most districts have already established, and is consistent with Washington's minimum four-year public college admissions requirement.

Reach a decision about whether to include Tribal history, culture and government as a graduation requirement, per the Board's Memorandum of Agreement with the Tribal Leader Congress on Education. Members of the MHSD Committee will be meeting with the Tribal Leader Congress and other stakeholders as it considers whether to include Tribal history, culture and government as a graduation requirement.

Health and Fitness

The majority (76%) of districts with high schools meet but do not exceed the state's minimum two credit requirement in health and fitness. In 2000, the Board made a decision to change the two-credit physical education requirement to a two-credit requirement in health and fitness, beginning with the class of 2008. (RCW 28A.230.050 requires all high schools to provide physical education for students.)

Action recommended: Maintain the current two-credit requirement in health and fitness and encourage lifelong health and fitness choices.

Arts

Only one district currently exceeds the state's minimum one-credit requirement in the arts, and that district is revising its requirement back to one credit in 2008. However, many voices nationally (e.g., Thomas Friedman, Howard Gardner, Daniel Pink, etc.) are calling attention to creativity and imagination as important life and job skills needed for careers in the 21st century—skills that can't easily be "out-sourced" to lower-paid workers in other countries.

Action recommended: Increase the minimum requirement in visual and performing arts from one to two credits.

World Language

Only four districts currently require students to complete any world language credits, and yet to enter a four-year public college in Washington, students need to earn two credits in a single world language. In a global economy where "team work" may mean working with a group of people in disparate parts of the world, or in a state like Washington, where demographic projections predict that the state will become significantly more diverse by 2030, knowledge and skill in a language other than English will be imperative. In the ideal world, formal language study would begin in elementary school, a time when research on learning and the brain suggests that children are most receptive to acquiring language skills. A requirement of that nature is beyond the scope of the Board's authority.

Action recommended: Initiate one credit of world language as a graduation requirement.

Career and Technical Education/Occupational Education

The majority (54%) of districts with high schools exceed the state's minimum one credit of occupational education. Occupational education credits are intended to be earned in courses that meet standards for career and technical education exploratory courses, and help students acquire work-related competencies and apply academic skills in work and community settings.

Action recommended: Maintain the one-credit requirement in Occupational Education. We are still deliberating whether to rename the credit requirement “career and technical education.” We recognize that career and technical education implies a particular set of standards and certification, and we are interested in providing districts with flexibility in identifying teachers and subjects that meet the intent of this credit requirement, without imposing undue constraints.

In response to a legislative directive (RCW 28A.230.090), the MHSD Committee is seeking preliminary information about the progress of students enrolled in vocationally intensive and career and technical education programs toward a high school diploma. Although data is limited, we should be able to get some indication as to how current graduation requirements are affecting student progress toward a diploma.

Electives

The majority (89%) of districts with high schools exceed the state’s minimum 5.5 credit requirement for electives. Indeed, over half (137 or 56%) require eight or more credits of electives.

The MHSD Committee recognizes that electives give students an opportunity to tailor their studies to their interests, and more ownership in directing their work. We also acknowledge that there is considerable variability in what constitutes elective credit; while students earn elective credit for work earned by pursuing academic, vocational, and artistic interests, districts also use elective credit to reward and motivate students (e.g., credit for passing the WASL or for being a teaching assistant in the school office). We are interested in encouraging students to use elective credit to pursue their individual and academic interests.

Action recommended: Decrease elective credit from 5.5 to 4 credits, and specify that elective credit earned as part of the state’s minimum requirements must be in one of the subject areas designated in the overall credit requirements.

As the committee deliberated about all of the above recommendations, we considered seriously moving toward a system of Distribution Groups that would cover the range of knowledge that the committee wanted graduates to know (e.g., (civics/history/econ, English/writing, math, science, foreign language/global issues, arts/CTE). To graduate, a student would have had to have at least 22 credits, and from each Group take at least three credits and no more than six.

However, we decided that the concept of Distribution Groups is inherent in our recommendation that elective credit that satisfies minimum state graduation requirements must be earned in the subjects that comprise those requirements. This is significant: by creating this requirement, we believe we can encourage schools to create more innovative and cross-disciplinary electives that give students the ability to go deeper into the disciplines that particularly motivate them.

LIFELONG LEARNING SKILLS

Presentations from employers and educators reiterated the importance of “soft” skills needed to succeed in further study, the workplace, and in life. It is insufficient that students graduate from high school required only to demonstrate academic knowledge and skills. A diploma should be a social contract to whatever institution or organization the graduate moves on to—a contract that the graduate has acquired these skills and aptitudes.

Action recommended: Require students to demonstrate through course work, the Culminating Project or extracurricular activity *lifelong learning skills*. These skills would be assessed and accounted for using strategies developed locally. The *lifelong learning* skills would include:

- » critical thinking/problem solving⁵
- » teamwork/collaboration
- » public presentation skills
- » media literacy
- » financial literacy
- » creativity/innovation
- » leadership
- » ethical sense
- » civic responsibility
- » information/technology literacy
- » career/life planning

Establish definitions for each *lifelong learning skill* in rule, and require districts to indicate on the Basic Education Compliance form that they have processes in place to assess and document student achievement of these skills.

CREDIT FOR PROFICIENCY AND DUAL CREDIT CLASSES

Washington already has in place a rule that gives districts authority to award competency-based high school credit. (WAC 180-51-050) The MHSD Committee underscores the importance of seeking robust ways--other than engaging in 150 hours of planned instructional time--for students to demonstrate proficiency in a subject area. Classroom-based assessment models in the arts, social studies, and health and fitness prepared by the Office of Superintendent of Public Instruction provide examples for how this documentation might be accomplished.

⁵ Critical thinking is already part of goal three of the Washington State Learning Goals: Think analytically, logically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.

While students cannot earn two credits simultaneously for taking one class, it is possible for classes to be cross-listed so that students can select which subject area they want to earn the credit in. From the student's perspective, this process provides flexibility and expands their course selections. From the teacher's perspective, this process encourages interdisciplinarity in various combinations—academic courses with other academic courses, academic courses with career and technical courses, or single courses that integrate core concepts from other areas. This flexibility will become particularly important as more career and technical education courses strengthen their curricula to be equivalent to academic core courses. The structures are already in place to permit districts to accept career and technical courses to meet core requirements, including graduation requirements (RCW 28A.230.097).

TIMELINE AND NEXT STEPS

The MHSD Committee will revise the preliminary proposal based on the suggestions of the full Board and present the revised proposal to the Advisory Committee on August 2, 2007. The MHSD Committee will consider the suggestions of the Advisory Committee and bring back a second proposal to the full Board in September. After receiving public feedback in late September and early October and meeting with the Advisory Committee in October, the MHSD Committee will bring a final set of recommendations to the Board at the November meeting. The Committee intends for the new requirements to be effective for the class of 2012.

In addition, the MHSD Committee will continue to make progress on the work that the Legislature has directed or the Board has assumed, specifically:

- » Evaluate progress of students enrolled in vocationally intensive and rigorous career and technical education programs in obtaining a diploma (RCW 28A.230.090). Report to Legislature by December 1, 2007.
- » Revise the high school graduation requirement to include three credits in math and prescribe the mathematics content in the three required credits (2SHB 1906). Report due to Legislature by December 1, 2007.
- » Reach a decision on including Tribal history, culture and government as a graduation requirement by December 1, 2007 (Memorandum of Agreement with Tribal Leader Congress).

Finally, the MHSD Committee will continue to discuss the connections between middle and high school. The Committee recognizes that competencies acquired in middle school help to prepare students for the knowledge and skills expected of them in high school. The Board has no authority to establish core competencies or credits for middle school students, but the Committee would like to think creatively about ways to assure that students leave middle school with the tools to be successful in high school.

APPENDIX A- Rosters

Board Committee Members

Eric Liu, Chair	Linda Lamb
Dr. Bernal Baca	Warren Smith
Amy Bragdon	Tiffany Thompson (until May 2007)
Dr. Steve Dal Porto	

Advisory Committee Members

Rod Duckworth, Director Career & Technical Education, OSPI	Corinne McGuigan, Asst. Superintend. Research & Educator Dev., OSPI
Kathy Everidge, Principal Hudson's Bay High School	Bob McMullen, Director of HS Programs, Ass'n of WA School Princ
Marc Frazer, Vice President Washington Roundtable	Bill Moore, Policy Associate State Board for Comm. & Tech. Coll.
Marcia Groesbeck, Teacher West Valley High School	Juan Plata, Counselor Eisenhower High School
Edward Judie, Assistant Principal Clover Park High School	Scott Poirier WA Education Association
Sam Kim, Board Member Battle Ground School District	Wes Pruitt, Policy Analyst Workforce Training Board
Kevin Lavery, Board Member Mukilteo School District	Ricardo Sanchez, Associate Director Higher Education Coordinating Board
Mark Mansell, Superintendent La Center School District	Shepherd Siegel, Manager, CTE Seattle School District
John McGregor, Principal Lind School District	Diana Tuck, Retired Counselor and Teacher

APPENDIX B- Comparison of Requirements

The MHSD Committee’s recommendations will align high school graduation requirements more closely with four-year public college admission requirements.

Comparison of Proposed Minimum High School Graduation Credit Requirements to Minimum Four-Year Public College Admission Standards

Subject	Current Graduation Credit Requirements	Proposed Graduation Credit Requirements	Four-year Public College Admissions Requirements*
English	3	4	4
Math	2	3	3
Science	2	2	2
Social Studies	2.5	3	3
Health & Fitness	2	2	0
Arts	1	2	1
World Language	0	1	2
Occ. Education	1	1	0
Electives	5.5	4	0
TOTAL	19	22	15

*Note: College admissions requirements specify math to be one credit each of algebra, geometry and intermediate algebra or three credits of Integrated Math through Integrated Math III, with one credit taken in the senior year. The two credits of science must be lab science, including one credit of algebra-based biology, chemistry or physics. One additional credit in English, math, social science, lab science, or world languages may substitute for the one credit requirement in the arts. The two credits in world languages must be earned in the same language and include foreign, Native American, or American Sign languages.