



SCHOOL BOARD ACTION REPORT

DATE: November 20, 2019
FROM: Denise Juneau, Superintendent
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For Introduction: February 26, 2020

For Action: March 11, 2020

1. TITLE

Revisions to School Board Policy No. 2415, High School Graduation Requirements, and School Board Policy No. 2420, High School Grade and Credit Marking Policy, in Response to House Bill 1599 (HB 1599), Multiple Pathways to Graduation

2. PURPOSE

This Board Action Report makes edits to School Board Policy No. 2415, High School Graduation Requirements, in order to authorize a 2 credit graduation waiver for students in the Class of 2021 and beyond. This Board Action Report also makes edits to School Board Policy No. 2420, High School Grade and Credit Marking Policy. The edits are made to respond to and align with changes to state law.

3. RECOMMENDED MOTION

I move that the School Board amend School Board Policy No. 2415, High School Graduation Requirements, and School Board Policy No. 2420, High School Grade and Credit Marking Policy, as attached to the Board Action Report.

4. BACKGROUND INFORMATION

a. Background

In 2019, HB 1599, Multiple Pathways to Graduation, was passed by the State of Washington. It is a large bill with many facets, several of which necessitate or authorize changes to our School Board policies on high school credit earning and graduation policies.

1. Recovering Credits by Meeting Standards on Pathways: House Bill 1599 removes the graduation requirement for students to meet standard on statewide high school assessments or alternative assessments in math and English language arts. Instead, students may demonstrate their readiness for post-secondary next steps by meeting standard in math and English language arts in state defined pathways. Pathways are as follows: statewide assessments, dual credit courses, high school transition courses like Bridge to College, Advanced Placement (AP) and International Baccalaureate (IB)

courses and exams, SAT or ACT scores, Career and Technical Education (CTE) sequences, and the Armed Services Vocational Aptitude Battery (ASVAB).

In response to this change, this motion would amend Board Policy No. 2420's section on credit recovery. Previously, students were able to recover credit for previously failed courses by meeting the graduation standard on the state summative assessment or state approved graduation alternative. Now that there are multiple pathways to graduation, these changes would allow students to use any of those pathways, with the exception of the CTE and ASVAB pathways, to recover math and ELA credits (CTE and ASVAB pathways are not included because they may not demonstrate specific math or ELA competencies). Additionally, students would be able to recover science credits by meeting proficiency on the state summative assessment or state approved alternative. Previously, students were going to be required to meet proficiency on a science assessment in order to graduate, but that requirement was eliminated per HB 1599. Students must take the science assessment, but are not required to pass it in order to graduate.

2. High School Courses Taken in Middle School: House Bill 1599 stipulates that unless students/families request otherwise, any high school courses completed in middle school shall be given high school credit, added to the high school transcript, and applied to fulfilling high school graduation requirements. Previously, students/families were allowed to request that these credits be added to their high school transcripts, but they were not added automatically. In response to this stipulation in HB 1599, Board Policy No. 2420 would be amended to align with the new state law.

3. 2 Credit Waiver: Students in the Class of 2021 and beyond are required to earn 24 credits in order to graduate. However, HB 1599 authorizes districts to waive up to two elective and/or personal pathway credits for particular students, based on student circumstances. None of the credits waived can be mandatory core/foundational credits, as defined by the State Board of Education. There are 17 mandatory core/foundational credits: 4 English; 3 Science; 3 Math; 3 Social Studies; 2 Health and Fitness; 1 Arts; 1 Career and Technical Education. Other credits may be waived. In response to this section of HB 1599, language would be added authorizing this waiver to the minimum credits otherwise required under Board Policy No. 2415 and state law. If the School Board does authorize the waiver, it may vote to revoke the authorization at a future date. The C&I Policy Committee will review a report on waiver usage in August 2022, and will decide at that time whether or not to recommend to the full School Board that the waiver authorization be revoked. Adequate notice would need to be given to students who would be impacted by the change in policy.

Unrelated to HB 1599, a few minor changes are also made to the section on grades in Policy No. 2420. These changes clarify that if students retake courses to attempt to earn higher grades, those courses must be taken in-

district. Superintendent Procedure 2024SP, Out-of-District Credits and Credit Recovery, which was rewritten during the 2018-19 school year, specifies that students may take out-of-district credits for first time credit and/or credit recovery under certain circumstances, but deliberately does not include a process for students to retake courses out-of-district in order to raise their grades. Such a practice would be inequitable, as students/families must pay for out-of-district courses, and not all students/families have the financial resources to do so. All students may retake courses in-district at no cost if there is space in those courses. Per state law, it would also be specified in Policy No. 2420 that quality points that are added to course grades for advanced coursework are included in weighted GPA calculations, but not official GPA calculations.

b. Alternatives

1. Recovering Credits by Meeting Standards on Pathways: Because state assessments are no longer a graduation requirement, but rather one graduation pathway of many, edits are needed to this section of Policy No. 2420 to remove references to graduation requirements. Under the current version of Policy No. 2420, students may only recover credit by meeting standard on state assessments or alternative assessments. This could be retained as is, but it is more equitable, and more in keeping with the intention of HB 1599, to allow students to recover credits by completing advanced coursework as well. Many students do not do well on exams but are able to complete challenging, college level coursework. If they can do that, they should be able to recover credit.

2. High School Courses Taken in Middle School: The state now mandates that high school courses taken in middle school be added by default to high school transcripts, and that students/families may request to opt out. Without an update to policy, the District will be out of compliance with state law.

3. 2 Credit Waiver: Per HB 1599, districts are authorized but not required to institute a 2 credit waiver for graduation. The School Board could choose not to approve the waiver, but doing so is not advised. With the 24 credit graduation requirement, and no change to our high school schedules, most students are only able to take 24 credits during high school, leaving no room in the schedule to make up failed courses. This 2 credit waiver would allow students to receive a waiver for up to two non-foundational credits, and increase their chances of graduating on time. If this policy change is not approved, students who are behind in these credits will need to participate in summer school or even return for a second year of 12th grade to take elective and/or personal pathway courses. The impact would be felt most by students of color who are furthest from education justice, who are more likely than other students to be credit deficient. At the end of the 2018-19 school year, 85% of our 9th graders were on track with credit earning, but only 76% of our students furthest from educational justice, and 71% of our African American males were on track. For the Class of 2021, the first class required to graduate with 24 credits, only 63% of our African American males, and 71% of our students furthest from education justice were on track with credit earning as of November 2019.

Regarding the minor changes to the section on grades in Board Policy No. 2420, there are clarifications that should be made in order to align with other state and district policies. If

the changes are not made, the District will be maintaining inconsistencies and providing unclear information to schools and families.

c. Research

All guidance from OSPI on implementing the changes required by HB 1599 has been carefully reviewed, and district staff has communicated with OSPI as needed to get clarification.

Staff have conducted research on high school credit earning across different populations. As stated above, many of our students, particularly our students of color and African American males, are not earning enough credits each year to graduate on time under the 24 credit graduation requirement. Last year, staff conducted surveys and focus groups with school staff and students to learn more about what helps students succeed, and how schools support students who are struggling. This year, through the strategic planning process, staff are engaging with a work group of internal and external stakeholders, including a number of African American male leaders, to develop initiatives aimed at increasing credit attainment, on-time graduation, and college and career readiness. Staff are also holding student focus groups with African American males. All of this research is providing valuable information that will help change the system to better support students. This work is ongoing, and the goal is that all students earn 24 credits and graduate on time, ready for college and career. However, some students will not be able to earn all 24 credits, and should have the option of receiving a waiver for up to 2 elective and/or personal pathway credits so that they can graduate on time.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be n/a. Action can be implemented with no additional funds.

The revenue source for this motion is n/a.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

As these changes are driven by the passage of HB 1599, it is appropriate to inform school and district staff, students, and families of the changes. The Department of College and Career Readiness staff members have already begun communications with school and district staff, and will be developing a plan for communicating with students and families. If the 2 credit waiver is added to policy, Department of College and Career Readiness staff will be collaborating with school and district staff to create a waiver process and define the conditions under which a student's waiver request will be approved.

7. EQUITY ANALYSIS

As discussed above, students furthest from educational justice are at risk of not graduating, or not graduating on time, if the 2 credit waiver is not authorized. While it will be helpful to have the 2 credit waiver option, it is also important to point out that the District has taken a number of steps to support students in meeting the 24 credit graduation requirement and to promote racial equity in our high schools, beginning with looking closely at the data.

Students who were 9th graders during the 2017-18 school year are the first class of students who will need 24 credits to graduate. At the end of that school year, 84% of 9th graders were on track, but only 72% of our historically underserved students, and 66% of our African American males were on track. In response to that data, the Department of College and Career Readiness required every high school to develop a plan for keeping students on track and helping students who had already fallen off track, and allocated over \$5.3 million in funds to implement the plans during the 2018-2019 school year. Schools used the funding in a variety of ways, from adding an additional credit earning opportunity to the school day, to hiring additional counselors and academic interventionists, to bringing in tutors. For more information about each school's plan, please see the Summary of Support for 9th and 10th Graders table attached to this BAR. At the end of the 2018-19 school year, progress was seen for African American males. 85% of our 9th graders were on track with credit earning, with 76% of our students furthest from educational justice, and 71% of our African American males on track, showing an increase of 5%.

For the 2019-20 school year, the Department of College and Career Readiness allocated over \$1.5 million in funding to high schools to support credit attainment. College and Career Readiness staff refined the approach to funding based on conversations with school staff and students during the 2018-19 school year as a part of the department's efforts to formally evaluate the work of Board SMART Goal 3, focused on improving college and career readiness. The development of the Strategic Plan also led staff to add factors related to equity when distributing these funds. For 2018-19, funds were allocated on a per pupil basis, without taking into account the number of off-track students or students of color at each school. For 2019-20, the District used an equity lens and a data driven approach, allocating more money to schools with more off-track students and students furthest from education justice. The budget for 2019-20 is less than the budget for 2018-19 due to gaps in the district budget, but still provides significant money to schools. Schools were instructed to use the money on a set of targeted interventions suggested by students and staff through our SMART Goal 3 evaluation process: additional academic interventionists and counselors, tutoring, extra time for teachers to offer instruction outside of school time, and additional credit earning opportunities during the school day. A table showing the interventions being used by each school is not available, because schools were not required to submit their intervention plans to the District. Due to the District's budget challenges for 2019-20, funding decisions for this work were made very late in the year, and schools did not have

time to develop plans for submission to the Department of College and Career Readiness. However, College and Career Readiness staff are tracking the funding, and working with principals to make sure that the money is spent as intended, to support off-track students.

With regards to credit recovery for meeting standards on graduation pathways, data analysis shows that this will benefit students of color furthest from educational justice and African American males. As one example, Bridge to College coursework is now a graduation pathway under House Bill 1599, and the math Bridge to College course was taken and passed by significant numbers of African American males and students furthest from educational justice in the Class of 2019. The District is providing professional development so that more teachers can teach this course, and the expectation is that even more students will benefit from this opportunity moving forward.

The Strategic Plan Goals Work Group for Goal 4, on time graduation, and Goal 5, college and career readiness, is working through a racial equity analysis using the District's Racial Equity Analysis Tool. The work group consists of internal and external stakeholders, including many African American male leaders from schools and the community. Goal owners are working collaboratively with the work group to develop initiatives, and engaging deeply with African American male students to get their perspectives on how schools can better support them.

8. STUDENT BENEFIT

Given data from the 2018-19 school year, staff anticipate that many students will benefit from a 2 credit waiver in order to graduate on time. Staff also anticipate that more students will be able to recover credit for previously failed math, English, and science classes using the expanded options for credit recovery. This too will help them graduate on time. With regard to high school credits taken in middle school, making the process of adding those courses to high school transcripts an opt out process instead of an opt in process will benefit students and families. They will not need to do any paperwork in order to get credit for those courses, but will still have the option of not adding those credits to their transcripts.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item
- Other: _____

10. POLICY IMPLICATION

School Board Policy No. 2415, High School Graduation Requirements, and School Board Policy No. 2420, High School Grade and Credit Marking Policy are revised.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Curriculum and Instruction Committee meeting on February 11th, 2020. The Committee reviewed the motion and moved the item forward with a recommendation for approval by the full Board.


12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the revised policies will go into effect. Staff will begin working with middle schools to determine how much credit to award for different courses offered at the high school level, and will work with the Department of Technology Services and the registrars to develop a process for adding the courses and for allowing students/families to opt out. College and Career Readiness staff will inform district staff, counselors and academic intervention specialists about the expanded credit recovery options, and will update the credit recovery form to include those new options. College and Career Readiness staff will collaborate with principals, district staff, and school staff to create a process for students to request a 2 credit waiver, and will roll that waiver out by the end of the school year. Once the waiver process is finalized, College and Career Readiness staff will inform school administrators, and communicate to families and students as well. College and Career Readiness staff will track waiver usage by students in the Class of 2021 and Class of 2022 and provide a report on the waivers to the C&I Policy Committee in August 2022.

Please note that the policy changes proposed in this BAR are part of a larger and ongoing body of work around implementing HB 1599, and all of the work described above will be combined into the larger implementation work stream.

13. ATTACHMENTS

- Board Policy No. 2415, High School Graduation Requirements - clean (for approval)
- Board Policy No. 2415, High School Graduation Requirements – tracked changes (for reference)
- Board Policy No. 2420, High School Grade and Credit Marking Policy - clean (for approval)
- Board Policy No. 2420, High School Grade and Credit Marking Policy– tracked changes (for reference)
- Summary of Support for 9th and 10th Graders, 2018-19 School Year

	<p>HIGH SCHOOL GRADUATION REQUIREMENTS</p>	<p>Policy No. 2415 DATE Page 1 of 3</p>
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It is the policy of the Seattle School Board that in addition to meeting all graduation requirements set forth by the State of Washington, all District high school students meet the following requirements in order to graduate:

1. Students in the Class of 2020 or earlier must have a minimum of 21 credits in order to graduate, which is one credit more than the state requirement. Per state law, students in the Class of 2021 and beyond must earn 24 credits, but districts may put a policy in place to waive up to two of those credits. The Seattle School Board authorizes this two credit waiver for individual students, based on their circumstances. Credits defined by the State Board of Education as foundational/mandatory core credits may not be waived. The Superintendent or Superintendent’s Designee is directed to develop a waiver process for this two credit waiver, which will be outlined in the *K-12 School Counseling Manual*.
2. Students are urged to examine their post-high school plans, and to take the appropriate credits that will allow them to achieve their postgraduate goals. Additionally, students are encouraged to gain proficiency in many areas of the curriculum.
3. Individual schools may require additional credits for graduation; to do so, the school must receive a written waiver from the designated Director of Schools, the Chief Academic Officer, and the Superintendent.
4. The Board recognizes the importance and is supportive of community service by requiring students to participate in service learning activities, which are jointly developed by the District and school sites. Students are required to complete 60 hours of service learning before graduation.

Students Completing the International Baccalaureate (IB) Diploma Program

Beginning in Fall 2011, students who fulfill the requirements of an international baccalaureate (IB) program are considered to have met state high school graduation standards, so long as:

1. The student meets state graduation requirements;
2. The student meets the provision regarding study of the Constitution of the United States and the Constitution of the State of

- Washington; and
3. The student meets all graduation requirements required by Seattle Public Schools or by the student's school that are in addition to state minimum requirements, unless those requirements are waived by the student's principal or designee. Fulfilling the requirements of an international baccalaureate program means the student has:
 - A. Completed and passed all required IB courses as scored by the school;
 - B. Passed all internal assessments as scored by the school;
 - C. Successfully completed all required projects and products as scored by the school; and
 - D. Completed the final examinations administered by the international baccalaureate organization in each of the required subjects under the IB diploma program.

A student and his/her parent or guardian will be required to sign the "International Baccalaureate Option Form" indicating that the student and family understand that the waiver from state minimum graduation requirements only applies for students who fulfill the requirements of the IB program; should a student fail to meet the requirements, or if a student leaves the program prior to completion, he or she may be required to fulfill state and Seattle Public Schools minimum graduation requirements.

Graduation and Participation in Commencement

1. Students must be enrolled and attending a school for the semester immediately preceding graduation to be eligible to graduate from that school. Students who are participating in Running Start or who have properly obtained dual-enrollment in another school district or approved program may graduate from their affiliated District high school.
2. A student must have met all state graduation requirements or fulfilled the requirements of the International Baccalaureate program, and have met or waived all District graduation requirements, in order to participate in commencement, unless the student has a right to participate in commencement as a matter of state or federal law.

The Superintendent or the Superintendent's designee(s) shall annually create, post, and distribute a *Graduation Requirements Bulletin* for each graduating class detailing all graduation requirements, including requirements set forth by the State of Washington, a breakdown of the areas in which students must earn credit, and a process by which district and state requirements may be waived. The *Graduation Requirements Bulletin* and the *K-12 School Counseling Manual* serve as the administrative procedures to further implement this Policy.

Adopted: February 2012


Revised: November 2017; January 2017; June 2014; August 2013; date

Cross Reference: 2420; K-12 Counseling Services Manual, Graduation Requirements Bulletin

Related Superintendent Procedure: N/A

Previous Policies: C15.00, G10.00

Legal Reference: RCW 28A.155.045 Certificate of individual achievement; RCW 28A.230 Compulsory Coursework and Activities; RCW 28A.230.090 High school graduation requirements or equivalencies - Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies; RCW 28A.230.120 High school diplomas – Issuance – Option to receive final transcripts – Notice; RCW 28A.230.170 Study of constitutions compulsory - Rules; 28A.320 Provisions applicable to all districts; ; RCW 28A.600.300-400 Running start program; RCW 28A.635.060 Defacing or injuring school property – Liability of pupil, parent or guardian – Withholding grades, diploma, or transcripts – Suspension and restitution – Voluntary work program as alternative – Rights protected; RCW 28A.655.061 High school assessment system – Certificate of academic achievement requirements – Exemptions – Options to retake high school assessment – Objective alternative assessment – Student learning plans;; WAC 180-51 High school graduation requirements; WAC 392-121-182 Alternative Learning Experience Requirements; WAC 392-169 Special service programs - Running Start program; WAC 392-348 Secondary Education; WAC 392-410 Courses of studies and equivalencies; ESHB 1412
Management Resource: *Policy News*, June 2013, June 2012

 <p>SEATTLE PUBLIC SCHOOLS</p>	<p>HIGH SCHOOL GRADUATION REQUIREMENTS</p>	<p>Policy No. 2415 November 15, 2017 <u>DATE</u> Page 1 of 3</p>
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It is the policy of the Seattle School Board that in addition to meeting all graduation requirements set forth by the State of Washington, all District high school students meet the following requirements in order to graduate:

1. Students in the ~~class~~Class of 2020 or earlier must have a minimum of 21 credits in order to graduate; ~~which is one credit more than the state requirement. Per state law,~~ students in the ~~class~~Class of 2021 ~~or and~~ beyond must ~~have a minimum of earn~~ 24 credits, ~~but districts may put a policy in order place to graduate- waive up to two of those credits. The Seattle School Board authorizes this two credit waiver for individual students, based on their circumstances. Credits defined by the State Board of Education as foundational/mandatory core credits may not be waived. The Superintendent or Superintendent's Designee is directed to develop a waiver process for this two credit waiver, which will be outlined in the K-12 School Counseling Manual.~~
- ~~±~~2. Students are urged to examine their post-high school plans, and to take the appropriate credits that will allow them to achieve their postgraduate goals. Additionally, students are encouraged to gain proficiency in many areas of the curriculum.
- ~~2~~3. Individual schools may require additional credits for graduation; to do so, the school must receive a written waiver from ~~their Executive~~the designated Director of Schools, the ~~Assistant Superintendent for Teaching and Learning~~Chief Academic Officer, and the Superintendent.
- ~~3~~4. The Board recognizes the importance and is supportive of community service by requiring students to participate in service learning activities, which are jointly developed by the District and school sites. Students are required to complete 60 hours of service learning before graduation.

Students Completing the International Baccalaureate (IB) Diploma Program

Beginning in Fall 2011, students who fulfill the requirements of an international baccalaureate (IB) program are considered to have met state high school graduation standards, so long as:

1. The student meets ~~the requirements for the certificate of academic~~

~~achievement or the certificate of individual achievement~~state graduation requirements;

2. The student meets the provision regarding study of the Constitution of the United States and the Constitution of the ~~state~~State of Washington; and
3. The student meets all graduation requirements required by Seattle Public Schools or by the student's school that are in addition to state minimum requirements, unless those requirements are waived by the student's principal or designee. Fulfilling the requirements of an international baccalaureate program means the student has:
 - A. ~~Fulfilling the requirements of an international baccalaureate program means the student has:~~ Completed and passed all required IB courses as scored by the school;
 - B. Passed all internal assessments as scored by the school;
 - C. Successfully completed all required projects and products as scored by the school; and
 - D. Completed the final examinations administered by the international baccalaureate organization in each of the required subjects under the IB diploma program.

A student and his/her parent or guardian will be required to sign the "International Baccalaureate Option Form" indicating that the student and family understand that the waiver from state minimum graduation requirements only applies for students who fulfill the requirements of the IB program; should a student fail to meet the requirements, or if a student leaves the program prior to completion, he or she may be required to fulfill state and Seattle Public Schools minimum graduation requirements.

Graduation and Participation in Commencement

1. Students must be enrolled and attending a school for the semester immediately preceding graduation to be eligible to graduate from that school. Students who are participating in Running Start or who have properly obtained dual-enrollment in another school district or approved program may graduate from their affiliated District high school.
2. A student must have met all state graduation requirements or fulfilled the requirements of the International Baccalaureate program, and have met or waived all District graduation requirements, in order to participate in commencement, unless the student has a right to participate in commencement as a matter of state or federal law.

The Superintendent or the Superintendent's designee(s) shall annually create, post, and distribute a *Graduation Requirements Bulletin* for each graduating class detailing all graduation requirements, including requirements set forth by the State of Washington, a breakdown of the areas in which students must earn credit, and a process by which district and state requirements may be waived.

The *Graduation Requirements Bulletin* and the *K-12 School Counseling Manual* serve as the administrative procedures to further implement this Policy.

Adopted: February 2012


Revised: November 2017; January 2017; June 2014; August 2013; date

Cross Reference: 2420; K-12 Counseling Services Manual, Graduation Requirements Bulletin

Related Superintendent Procedure: N/A

Previous Policies: C15.00, G10.00

Legal Reference: RCW 28A.155.045 Certificate of individual achievement; RCW 28A.230 Compulsory Coursework and Activities; RCW 28A.230.090 High school graduation requirements or equivalencies - Reevaluation of graduation requirements – Review and authorization of proposed changes – Credit for courses taken before attending high school – Postsecondary credit equivalencies; RCW 28A.230.120 High school diplomas – Issuance – Option to receive final transcripts – Notice; RCW 28A.230.170 Study of constitutions compulsory - Rules; 28A.320 Provisions applicable to all districts; ; RCW 28A.600.300-400 Running start program; RCW 28A.635.060 Defacing or injuring school property – Liability of pupil, parent or guardian – Withholding grades, diploma, or transcripts – Suspension and restitution – Voluntary work program as alternative – Rights protected; RCW 28A.655.061 High school assessment system – Certificate of academic achievement requirements – Exemptions – Options to retake high school assessment – Objective alternative assessment – Student learning plans;; WAC 180-51 High school graduation requirements; WAC 392-121-182 Alternative Learning Experience Requirements; WAC 392-169 Special service programs - Running Start program; WAC 392-348 Secondary Education; WAC 392-410 Courses of studies and equivalencies; ESHB 1412
Management Resource: *Policy News*, June 2013, June 2012

	<p>HIGH SCHOOL GRADE & CREDIT MARKING POLICY</p>	<p>Policy No. 2420</p> <p>Date</p> <p>Page 1 of 4</p>
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It is the policy of the Seattle School Board that its high school students receive grades and credits in a manner that is understandable, accurate, and consistent across the District.

1. Grades

The District shall employ a uniform eleven-point weighted grading system at the high school level, awarding the following marks:

A A- B+ B B- C+ C C- D+ D E

A “D” mark is the lowest passing grade; an “E” mark indicates failure. The Superintendent or the Superintendent’s designee shall establish and post a Seattle School District Uniform Grading Scale, which details the corresponding percentage grade range for each of the eleven grade marks. The Seattle Public Schools transcripts show official grade point averages (GPAs), as mandated by state law.

Honors courses receiving an additional .5 Quality Point and courses eligible to receive college credit from an accredited institution, such as Advanced Placement, International Baccalaureate, College in the High School and Running Start courses receiving an additional 1.0 Quality Point. Quality Points are used to calculate District weighted GPA, but per state law, may not be used to calculate official GPA. The marks of “P”, “N”, “W”, and “I” may be used only under specific circumstances in the manner set forth in the *K-12 School Counseling Manual*.

Students may retake courses in-district to attempt to earn a higher grade. If a student retakes a course to attempt to earn a higher grade, only the highest grade received will be counted towards the student's grade point average. However, a record of all classes taken, including the grades received, will remain on the student's transcript and the student will receive credit towards graduation for only one of the courses.

2. Credits

- A. Students will be awarded high school academic credit for successful completion of a specified unit of study. Successful completion of a specified unit of study means the following:

- a. Earning a passing grade in a district-approved course, according to the district’s relevant grading policies or Counseling Services Manual provision; and/or
 - b. Demonstrating competency and proficiency; and/or
 - c. Successfully completing an established number of hours of any planned alternative instructional activities as determined by the district; and/or
 - d. Successfully meeting the credit-earning requirements specified in Superintendent Procedure 2024SP, Policy 2409, and/or Policy 2413.
- B. High school courses taken during middle school will be treated as follows:

- a. Beginning with courses taken during the 2019-20 school year, unless a student and the student’s family request otherwise, any high school course completed in a District middle school shall be counted as high school credit, added to the high school transcript (including the grade earned), and applied to fulfilling high school graduation requirements. Courses taken prior to the 2019-20 school year may be added to high school transcripts upon request.

The course in the middle school must meet or exceed the requirements for the same high school course and be on the Seattle Public Schools approved course list. For a middle school course to be counted as equivalent to a high school course, it must be taught by a teacher qualified to teach the course at the high school level.

Middle schools that wish to offer alternative learning experiences, such as an online or computer based program at the high school level, overseen by school staff, must contact the Department of Curriculum, Assessment, and Instruction for approval.

- b. Beginning with courses taken during the 2019-20 school year, unless a student and the student’s family request otherwise, any high school level course completed at a District high school by a middle school student shall be counted as high school credit, added to the high school transcript (including the grade earned), and applied to fulfilling high school graduation requirements. The academic level of the course must exceed the requirements for middle school, and the course must be on the Seattle Public Schools approved course list. Courses taken prior to the 2019-20 school year may be added to high school transcripts upon request.
- c. Courses taken outside of Seattle Public Schools during the middle school grades are subject to the following conditions:

- Courses already on a student’s transcript when the student transfers to Seattle Public Schools, or for which the family provides a transcript and verification of existing policy allowing this credit from the student’s previous district, may be added to the Seattle Public Schools transcript for high school credit. Families must follow the process referenced in the Counseling Services Manual.
- Courses taken outside of Seattle Public Schools by actively enrolled students are subject to Superintendent Procedure 2024SP.

C. Credit Recovery

- Students who meet the graduation standard in a state graduation pathway, excluding the Career and Technical Education pathway and Armed Services Vocational Aptitude pathway, may recover credit for previously failed courses as described below:
 - Math: Students may recover one-half (.5) credit for a previously failed Algebra 1 (or equivalent) or Geometry (or equivalent) course. Students with Individual Education Plans may recover credit for alternative courses.
 - Language Arts: Students may recover one-half (.5) Language Arts credit for a previously failed 9th or 10th grade required Language Arts course.
- Science: Starting with the class of 2020, students may recover one-half (.5) science credit for a previously failed 9th or 10th grade science course by meeting proficiency on the state summative assessment or a state approved alternative.
- In all of the situations outlined above, unique course codes will be created and will substitute for a course that was previously failed. Failed courses remain on transcript.

3. Grade and Credit Changes

A grade and/or credit change can only be made by the teacher of record for the specific course at issue or by the Principal of the school where the course was taken and the change is being requested due to either a math error or bias. If the student has left the school where the course at issue was taken, any grade and/or credit change by either the teacher of record or the Principal must be reviewed and approved with signature by a director of schools P-12.

4. Promotion and Retention

High school grade level standing is determined by a combination of credit attainment and/or chronology and, in the case of Home Based Instruction

students, age. After each semester, standing will be updated according to the following table:

Grade Level Promotion Criteria

Grade 9 Successful Promotion from 8th, 0.00-5.99 credits
Grade 10 6.0-11.99 credits or completion of one year of high school
Grade 11 12-17.99 credits or completion of two years of high school
Grade 12 18* credits or completion of three years of high school.

*15 credit promotion applies for students in the classes of 2016-2020. For students in the class of 2021 and beyond, senior promotion will occur when 18 credits have been earned.

Being placed at a given grade level does not eliminate the need to complete all local and state graduation requirements if a student is attempting to earn a diploma through Seattle Public Schools.

5. High School Enrollment for Home Based Instruction Students

Students for whom a “Declaration of Intent to Home School” form is on file with Seattle Public School shall be enrolled in high school according to the following schedule:

- Freshman/9th grade if age 14 by August 31 of the year wishing to enroll
- Sophomore/10th grade if age 15 by August 31 of the year wishing to enroll
- Junior/11th grade if age 16 by August 31 of the year wishing to enroll
- Senior/12th grade if age 17 by August 31 of the year wishing to enroll

Students will be assigned the appropriate grade level during the enrollment process. Being placed at a given grade level does not eliminate the need to complete all graduation requirements if the student is attempting to earn a diploma through Seattle Public Schools.

6. Running Start

A student must have attained at least Junior/11th grade status in order to enroll in Running Start, per the Running Start regulations. For the purposes of Running Start enrollment only, a student may be considered a Junior/11th grade either by reaching age 16 and placing into 100-level or credit-earning college classes through the college placement exam. The college placement exam is given at the community colleges and students are responsible for paying the exam fee.

The Superintendent or the Superintendent’s designee(s) shall maintain the Counseling Services Manual as the administrative procedures that further implement this Policy.

2012; Date

Cross Reference: Policy No. 2410; Policy No. 3114; Superintendent Procedure


2024SP; Policy No. 2140

Previous Policies: D15.00

Legal References: RCW 28A.150.240(g) Basic Education Act of 1977; WAC 180-51-068

State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015

Management Resources:

 <p>SEATTLE PUBLIC SCHOOLS</p>	<p>HIGH SCHOOL GRADE & CREDIT MARKING POLICY</p>	<p>Policy No. 2420</p> <p>July 24, 2019 Date</p> <p>Page 1 of 4</p>
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It is the policy of the Seattle School Board that its high school students receive grades and credits in a manner that is understandable, accurate, and consistent across the District.

1. Grades

The District shall employ a uniform eleven-point weighted grading system at the high school level, awarding the following marks:

A A- B+ B B- C+ C C- D+ D E

A “D” mark is the lowest passing grade; an “E” mark indicates failure. The Superintendent or the Superintendent’s designee shall establish and post a Seattle School District Uniform Grading Scale, which details the corresponding percentage grade range for each of the eleven grade marks, ~~with~~. The Seattle Public Schools transcripts show official grade point averages (GPAs), as mandated by state law.

Honors courses receiving an additional .5 Quality Point and courses eligible to receive college credit from an accredited institution, such as Advanced Placement, International Baccalaureate, College in the High School and Running Start courses receiving an additional 1.0 Quality Point. Quality Points are used to calculate District weighted GPA, but per state law, may not be used to calculate official GPA. The marks of “P”, “N”, “W”, and “I” may be used only under specific circumstances in the manner set forth in the K-12 School Counseling Services Manual.

Students may retake courses in-district to attempt to earn a higher grade. If a student retakes a course to attempt to earn a higher grade, only the highest grade received will be counted towards the student's grade point average. However, a record of all classes taken, including the grades received, will remain on the student's transcript and the student will receive credit towards graduation for only one of the courses.

2. Credits

- A. Students will be awarded high school academic credit for successful completion of a specified unit of study. Successful completion of a specified unit of study means the following:

- a. Earning a passing grade in a district-approved course, according to the district's relevant grading policies or Counseling Services Manual provision; and/or
- b. Demonstrating competency and proficiency; and/or
- c. Successfully completing an established number of hours of any planned alternative instructional activities as determined by the district; and/or
- d. Successfully meeting the credit-earning requirements specified in Superintendent Procedure 2024SP, Policy 2409, and/or Policy 2413.

B. ~~Students enrolled in High school courses taken during middle school may earn high school credit for~~ will be treated as follows:

- ~~a. Courses taken at a District high school if the academic level of the course exceeds the requirements for middle school, and the course is on the Seattle Public Schools approved course list.~~
- ~~a. Courses taken at a District middle school that meets~~ Beginning with courses taken during the 2019-20 school year, unless a student and the student's family request otherwise, any high school course completed in a District middle school shall be counted as high school credit, added to the high school transcript (including the grade earned), and applied to fulfilling high school graduation requirements. Courses taken prior to the 2019-20 school year may be added to high school transcripts upon request.

~~The course in the middle school must meet or exceed~~ exceed the requirements for the same high school course and ~~which are~~ be on the Seattle Public Schools approved course list. For a middle school course to be ~~eligible~~ counted as ~~a course~~ equivalent to a high school course, it must be taught by a teacher qualified to teach the course at the high school level.

Middle schools that wish to offer alternative learning experiences, such as an online or computer based program at the high school level, overseen by school staff, must contact the Department of Curriculum, Assessment, and Instruction for approval. ~~Only students who demonstrate mastery of content standards by earning a passing grade in a middle school course deemed equivalent to a high school course will be eligible for high school credit.~~

- ~~b. Beginning with courses taken during the 2019-20 school year, unless a student and the student's family request otherwise, any high school level course completed at a District high school by a middle school student shall be counted as high school credit.~~

added to the high school transcript (including the grade earned), and applied to fulfilling high school graduation requirements. The academic level of the course must exceed the requirements for middle school, and the course must be on the Seattle Public Schools approved course list. Courses taken prior to the 2019-20 school year may be added to high school transcripts upon request.

a.c. Courses taken outside of Seattle Public Schools during the middle school grades are subject to the following conditions:

- Courses already on a student’s transcript when the student transfers to Seattle Public Schools, or for which the family provides a transcript and verification of existing policy allowing this credit from the student’s previous district, may be added to the Seattle Public Schools transcript for high school credit. Families must follow the process referenced in the Counseling Services Manual.
- Courses taken outside of Seattle Public Schools by actively enrolled students are subject to Superintendent Procedure 2024SP.

C. Credit Recovery

B.—Students who meet the ~~standard on state exams required for~~

b.a. ~~graduation or on standard in a state approved graduation alternative pathway, excluding the Career and Technical Education pathway and Armed Services Vocational Aptitude pathway, may recover credit for previously failed courses in the following ways as described below:~~

- Math: Students may recover one-half (.5) credit for a previously failed Algebra 1 (or equivalent) or Geometry (or equivalent) course ~~by meeting the graduation standard on the state summative assessment or a state approved graduation alternative.~~ Students with Individual Education Plans may recover credit for alternative courses.

~~a. Science: Starting with the class of 2021, students may recover one-half (.5) science credit for a previously failed 9th or 10th grade science course by meeting the graduation standard on the state summative assessment or a state approved graduation alternative.~~

- Language Arts: Students may recover one-half (.5) Language Arts credit for a previously failed 9th or 10th grade required Language Arts course ~~by meeting the graduation standard on the state summative assessment or a state approved graduation alternative.~~

b. Science: Starting with the class of 2020, students may recover one-half (.5) science credit for a previously failed 9th or 10th grade science course by meeting proficiency on the state summative assessment or a state approved alternative.

- c. In all of the situations outlined above, unique course codes will be created and will substitute for a course that was previously failed. Failed courses remain on transcript.

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~~credits have been earned.~~

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The Superintendent or the Superintendent’s designee(s) shall maintain the Counseling Services Manual as the administrative procedures that further implement this Policy.

Adopted: December 2011

Revised: July 2019; May 2019; November 2017; July 2014, November 2012; June 2012; February 2012; Date

Cross Reference: Policy No. 2410; Policy No. 3114; Superintendent Procedure 2024SP; Policy No. 2140

Previous Policies: D15.00

Legal References: RCW 28A.150.240(g) Basic Education Act of 1977; WAC 180-51-068

State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015

Management Resources:

Summary of Support for 9th and 10th Graders, 2018-19 School Year

Note: This summary only includes supports and hires being funded by the district's \$5.3 million investment (25:1 student to teacher funding for 9th and 10th graders, based on enrollment projections) in supporting 9th and 10th graders for the 2018-19 school year. Schools may have done other work to support 9th and 10th graders that is not reflected here.

School Name	Allocation*	Schedule Components			Non-Teacher Staff Hires			Teacher Staff Hires							PD	Tutoring
		More than 6 Academic (Non-Advisory) Credits	Advisory Program	Online Credit Retrieval	Academic or Prevention Intervention Specialist	Counseling/Social Work Staff	HS Graduation Success Coordinator	Art/Music	Math	PE	Science	SS/ELA	Student Support Electives	World Languages		
Ballard High School	\$805,032		planning for 2019-20	✓	✓	✓	✓		✓		✓	✓			✓	
Center School	\$89,448		✓	✓				✓	✓		✓	✓				
Chief Sealth High School	\$380,154	Offering 0 period classes for credit	✓	✓			✓	✓	✓	✓	✓	✓				✓
Cleveland High School	\$335,430	8 credits per year**	✓			✓			✓			✓				
Franklin High School	\$514,326	Offering 0 period and after school classes for credit.	✓					✓							✓	✓
Garfield High School	\$715,584		✓		✓	✓			✓		✓	✓				
Ingraham High School	\$536,688		✓	✓	✓		✓				✓	✓		✓		✓
Nathan Hale High School	\$469,602	7 credits per year for 9th and 10th graders.***	✓									✓	✓			
Rainier Beach High School	\$268,344	7 credits per year****	✓				✓			✓				✓		
Roosevelt High School	\$805,032		✓	✓	✓	✓						✓	✓		✓	
Seattle World School	\$44,724		✓						✓							
West Seattle High School	\$380,154		✓			✓			✓		✓	✓	✓			

*Original allocation. Some funds were returned unspent to the Budget Office to help close the budget gap for the 2019-20 school year.

** Cleveland High School's 8 credit schedule has been running for many years, and is not dependent on this 25:1 funding.

***Nathan Hale was already offering 7 credits to 9th graders, and used this funding to expand the 7th credit to 10th graders as well.

****Rainier Beach's 7 credit schedule is being funded with 25:1 funding this year, but was funded with other grants in previous years.