

Summer 1981

Study to Determine the Effect of Graduation Requirement Changes on Student Performance, Attitudes, and Retention in School

David R. Betzing

Follow this and additional works at: https://digitalcommons.cwu.edu/graduate_projects



Part of the [Educational Administration and Supervision Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), and the [Secondary Education Commons](#)

STUDY TO DETERMINE THE EFFECT OF GRADUATION REQUIREMENT
CHANGES ON STUDENT PERFORMANCE, ATTITUDES,
AND RETENTION IN SCHOOL

A Project Report
Presented to the Graduate Faculty of
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Educational Administration

by
David R. Betzing
July, 1981

STUDY TO DETERMINE THE EFFECT OF GRADUATION REQUIREMENT
CHANGES ON STUDENT PERFORMANCE, ATTITUDES,
AND RETENTION IN SCHOOL

by

David R. Betzing

July, 1981

On July 31, 1979, the Yakima School Board of School District 7, Yakima, Washington, approved a graduation policy change increasing the total number of credits required from forty-eight to sixty-six. This change required that eighteen credits be transferred from grade nine of the junior high school setting. This study attempts to assess the impact of the change upon the performance and attitudes of ninth grade students.

Indications are that students accepted the changes positively, felt they were working harder, and, in two schools showed a decrease in the failure rate. A look at the general achievement level of students and socio-economic distribution of the other two schools seems to indicate that lower achieving students and/or students from lower income families were not affected or were affected negatively.

ACKNOWLEDGEMENTS

To Dr. John Green for his guidance and support. To Drs. Lloyd Gabriel and Frank Carlson for their encouragement and suggestions. To Dan Organ and his staff at the evaluation center of Yakima School District for their processing and analysis of data. To the counselors, secretaries, teachers, and administrators of the four Yakima junior high schools. To all the ninth grade students who so willingly participated in the survey.

TABLE OF CONTENTS

	Page
LIST OF TABLES.	v
Chapter	
1. INTRODUCTION.	1
Introduction.	1
Purpose of Study.	2
The Problem	8
Method and Procedure.	9
Limitations of the Study.	10
Defintions of Terms	11
2. BACKGROUND OF STUDY	12
Review of Literature.	12
Agency Setting.	18
3. ANALYSIS OF DATA.	24
RESPONSES FROM STUDENTS <u>WITHOUT</u> CREDIT DEFICIENCIES	26
RESPONSES FROM STUDENTS <u>WITH</u> CREDIT DEFICIENCIES	27
SUMMARY	31
ANALYSIS OF FAILURE RATES BY SCHOOL	34
Wilson Junior High School	34
Franklin Junior High School	35
Lewis and Clark Junior High School.	36
Washington Junior High School	37
STANFORD ACHIEVEMENT TEST	38

TABLE OF CONTENTS (continued)

Chapter	Page
4. FINDINGS AND INTERPRETATIONS.	39
BIBLIOGRAPHY.	40
APPENDICES	
A. GRADUATION REQUIREMENTS GRADES 9-12	43
B. SAMPLE LETTER TO ENTRY 9TH GRADE PARENTS.	46
C. LETTER TO ENTRY 9TH GRADE PARENTS	48
D. QUESTIONNAIRE FOR 9TH GRADE STUDENTS NOT DEFICIENT IN CREDITS.	50
E. QUESTIONNAIRE FOR 9TH GRADE STUDENTS WITH CREDIT DEFICIENCY.	53
F. QUESTIONNAIRE FOR 9TH GRADE TEACHERS.	56
G. WAC's	58

LIST OF TABLES

Table	Page
I. NUMBER OF COURSES OFFERED.	3
II. NUMBER OF CLASSES TAUGHT	6
III. CLASS ENROLLMENTS.	7
IV. CLASS ENROLLMENTS PER STUDENT.	8
V. COMPARISON OF URBAN SCHOOL DISTRICT CHARACTERISTICS.	20
VI. 1979-80 FREE AND REDUCED LUNCH COUNT - March 1st .	22
VII. STUDENT KNOWLEDGE OF CREDIT REQUIREMENTS	29
VIII. STUDENT EFFORT/ATTITUDE ASSOCIATED WITH CREDIT KNOWLEDGE.	30
A. STUDENTS WITH CREDIT DEFICIENCIES.	63
B. STUDENTS WITHOUT CREDIT DEFICIENCIES	65

Chapter 1
INTRODUCTION

Introduction

In May of 1979 the following statement was entered into the minutes of a meeting of the Graduation Requirements Committee of Yakima School District 7, Yakima, Washington:

After extensive discussion relating to the review process and assignments of ninth grade students, it was agreed that a recommendation should go to the school board specifying that all eighteen ninth grade credits transfer in addition to the 10-12 graduation requirements, holding ninth grade students accountable for their ninth grade studies and increasing the total graduation requirements. (7:3)

The idea was developed into a proposal that was presented to the Yakima School Board at a regular meeting on June 12, 1979. It was discussed at this meeting and passed at the July 31, 1979 meeting. The revised policy read as follows:

Eighteen credits shall be transferred by ninth graders to add to the forty-eight credits required 10-12 creating a total graduation requirement of sixty-six credits beginning with the graduation class of 1983. A student with less than twelve credits may be retained for sufficient trimesters to make up this deficit before promotion to the high school.

In addition to other review procedures, a building review board is recommended to include the student, parents or guardian, principals, counselors, and/or staff, no later than after the second trimester grade reporting for each student who has significantly deficient credits. At this time a determination will be made as to the student's possible education situation. After full consideration the placement of the student shall be approved by the junior high principal. (12:1)

A complete copy of the graduation requirements now in effect is included in Appendix A.

Because of the significant impact this decision would have on students beginning the ninth grade in the fall of 1979, district administrators composed a form letter to be sent to parents of ninth grade students. The letter was modified to meet the specific needs of each of Yakima's four junior high schools and required the parents to return a signed statement of acknowledgement.

For samples of district original and of revised letters see Appendices B and C.

With the policy thus adopted, and parents and students notified, the 1979-80 school year ran its normal course. Then in a June 4, 1980 meeting of the Secondary Standards Committee (formerly the Graduation Requirements Committee):

It was agreed to survey ninth grade teachers to gain their estimate of the possible changes in the climate of ninth grade classes due to the ninth grade credits counting. There is also potential for an interesting study of changes in failure rates between years in school since the graduation change. (8:2)

This author was in attendance at this meeting and offered to attempt this suggested study as part of a master's degree program.

Purpose of Study

The purpose of this study is to examine for the Yakima School Board and Yakima School District 7 the effects of the aforementioned change in graduation requirements.

An initial study was done by the Program Evaluation Center of Yakima Public Schools during the 1979-80 school year. The investigation focused on:

1. The impact on high school course offerings and enrollment.
2. The impact on alternative programs.
3. The impact on student performance at grade nine, and at grades ten through twelve.
4. The reaction of parents, students, and educators.

The PEC report indicated that other than the addition of the two required courses, speech and health, there was little effect on high school course offerings during this first year under the new requirements.

Table I
NUMBER OF COURSES OFFERED

<u>Department</u>	<u>1978-79</u>	<u>1979-80</u>	<u>Change</u>
Business	26	22	-15.4%
English	22	22	0
Fine Arts	20	21	+ 5.0%
Foreign Language	28	27	- 3.6%
Mathematics	23	26	+13.0%
Physical Education	9	10	+11.0%
Science	14	15	+ 7.0%
Service	6	6	0
Social Studies	15	13	-13.3%
Special Education	2	2	0
Vocational	30	27	-10.0%
TOTAL	195	191	- 2.1%

Based on Table 1, the following conclusions can be drawn:

Four Business Education courses were deleted in 1979-80 and none were added. The four deleted were Office Procedures I-b, Business English, Introduction to Sales, and Work Study.

One English course was deleted and one added in 1979-80. The course deleted was Novels; Speech was added.

One Fine Arts course was deleted and two added in 1979-80. The courses deleted was Music Awareness. Music Composition and Flag and Drum were added.

Spanish IV-a was deleted from the Foreign Language course offerings in 1979-80. No courses were added.

Three Math courses were added in 1979-80: Math VII, Math VIII and Math IX. No courses were deleted.

Two Physical Education courses were deleted in 1979-80, and three were added. The two deleted were Body Conditioning and Gymnastics. The three added were Health, Athletic Training and Leadership.

Two Science courses were deleted in 1979-80, and three were added. The two deleted were Genetics and Biochemistry. The three added were Physical Hematology, Astronomy and Chemistry II-a.

Three Social Studies courses were deleted in 1979-80, and one added. The three deleted were Dollars and Cents, Anthropology and Indian Studies. World Studies was added

Eight Vocational courses were deleted in 1979-80,

and five added. Those deleted were Family Living, Today's Food I-b, Interior Design, Drafting Fundamentals I-a and I-b, 1/A Architecture, Model Aeroplanes, and Welding I-b. Home/Furnishing, Interior Architectural Design, Animal Science, Metal Fabrication and Vocational Drafting I-C were added.

It did indicate, however, that course offerings for subsequent years will need to be revised.

When examining this data, it should be noted that information was available only from Eisenhower High School. It was further noted that the enrollment at Eisenhower declined 10.8% from 1978-79 to 1979-80. Thus, any decline in course offering less than 10.8% represents an actual increase in course offerings per student and probably indicates a maintenance of, or increase in academic opportunities for students.

There was an absolute increase in the number of classes taught in spite of the decline in enrollment.

Table II
NUMBER OF CLASSES TAUGHT

<u>Department</u>	<u>1978-79</u>	<u>1979-80</u>	<u>Change</u>
Business	76	69	- 9.2%
English	151	145	- 4.0%
Fine Arts	69	62	-10.1%
Foreign Language	28	27	- 3.6%
Mathematics	76	79	+ 3.6%
Physical Education	54	72	+33.3%
Science	62	62	0
Service	120	120	0
Social Studies	101	105	+ 4.0%
Special Education	39	60	+53.8%
Vocational	75	69	- 8.0%
TOTAL	851	870	+ 2.2%

Changing graduation requirements affected the number of classes taught. First, sufficient classes in speech and health had to be added to serve all tenth grade students. Second, a potential reduction in the number of classes taught resulting from the decline in enrollment was negated by requiring all tenth graders to take six classes per trimester and all eleventh and twelfth graders to take five.

An examination of data indicated that, as expected, class enrollments increased in spite of decline in enrollment.

Table III
CLASS ENROLLMENTS

<u>Department</u>	<u>1978-79</u>	<u>1979-80</u>	<u>Change</u>
Business	1809	1669	- 7.4%
English	3359	3277	- 2.4%
Fine Arts	1770	1493	-15.7%
Foreign Language	1426	1197	-16.1%
Mathematics	1869	1923	+ 2.9%
Physical Education	1776	1946	+10.2%
Science	1718	1681	- 2.1%
Social Studies	2638	2528	- 4.2%
Special Education	407	492	+20.9%
Vocational	1498	1266	-15.5%
TOTAL	18779	17979	- 4.4%

There was also, as could be expected, an increase in the class enrollments per student.

Factors, such as staff availability, biennial or triennial course rotations, the time of day during which classes are offered, out of school pressures (college entrance requirements, job outlooks, parental preferences, et cetera) have a very significant effect on enrollment patterns in specific courses. For this reason, extreme caution should be exercised in interpreting the data presented in Table III.

Table IV
CLASS ENROLLMENTS PER STUDENT

<u>Year</u>	<u>Total Class Enrollments</u>	<u>Average FTE's</u>	<u>Class Enrollments (Credits Attempted) per student</u>	<u>Change</u>
1978-79	18779	1323	14.2	
1979-80	17979	1138	15.8	+ 1.6 or 11.3%

My study will supplement the PEC report and will concentrate primarily on the impact upon grade nine students.

The Problem

As a secondary school counselor, this writer feels very strongly that a hard look should be taken at school policy changes which directly affect the lives of kids.

The above cited changes were initiated to make ninth graders more accountable for credits earned, more serious about their responsibilities as a student, and consequently, better behaved in the school setting.

When the need to study the impact of these changes was indicated, it was seen as an opportunity to construct a master's project that was locally meaningful.

As indicated in the preliminary description of the impact of the graduation requirement changes, a need was identified for a subsequent study focusing on the impact

upon student performance at grade nine and on the reaction of parents, students, and educators.

The basis of the study, therefore, is an investigation of these aspects of the impact.

Method and Procedure

In the study of the problem, the attitudinal surveys were used, hard grade report data from each Yakima junior high school, and building summaries of Stanford Achievement Test results.

Two of the questionnaires went to ninth grade students. The first went to one hundred-thirty students who were not deficient in credits (Appendix D). The second went to ninety-four students who were deficient (Appendix E). These were distributed to the counselors in the four junior high schools, and then, to individual students. The survey to teachers (Appendix F) was handled in the same manner.

In addition to this attitudinal information, data was collected from second and third trimester grade reports from each junior high school. Since the computer-printed composite grade reports were not available at all schools until the 1978-79 school year, statistics from that school year were used as a pre-change indicator. The school years 1979-80 and 1980-81 were used as a post-change indicator. These grade reports were analyzed for a comparison of failing grades to total grades in an attempt to establish valid data on success rate.

To derive a constant from which to analyze success

rate, S.A.T. data were gathered on each ninth grade class from each junior high school from 1979 through 1981. This data gives an indication of achievement level of the entire class which will be used in a comparison of grade reports.

An analysis of this referenced data will be made in Chapter 3.

Limitations of the Study

This study dealt only with Yakima School District ninth graders as they related to the questions of a change in the high school graduation requirements.

The grade report results used were somewhat skewed because some students who were apparently "turned off" to school received five or six failing grades each trimester. Thus, while only one student was failing, he was failing many classes.

No definitive conclusions can be drawn as too many variables are present. Therefore, the study can best be used to give indications as to awareness of, attitudes toward, and effects on performance of the graduation requirement changes implemented in Yakima School District 7 in 1979.

Definition of Terms

Courses Offered. Separate courses offered during the school year with disregard for how many times they were taught.

Classes Taught. Denotes all classes taught (if algebra were offered six different times, it would be counted as one course offering and six classes taught).

Class Enrollments. Total number of students enrolled in all classes taught during the year.

Chapter 2

BACKGROUND OF STUDY

Review of Literature

Little has been written in regard to the question of the impact of graduation requirements on students.

In this state, all secondary schools are guided in their graduation requirements by the Washington Administration Code which states:

WAC 180-56-006 Purpose of graduation requirements. High School graduation represents a certain amount of growth in academic, social, physical and occupational skills generally thought to be useful in adult life. Since each student enters the high school experience with a unique set of needs and abilities, it can be expected that the experience provided and the amount of growth observed will vary widely among students. Although there are many differences among students and graduation from high school will represent exactly the same thing for every student, the State of Washington does possess the responsibility to assure some degree of consistency among public school districts, private schools and community college districts (hereinafter referred to as school districts) with respect to the education represented by a high school diploma. This responsibility leads the State Board of Education to hereby establish minimum standards for high school graduation while leaving the determination of individual course requirements to each school district. If the "Goals for the Washington Common Schools" are to be realized, each school district must have the opportunity to develop programs and program requirements which are responsive to the particular needs of its community and its students. High school graduation requirements established by a school district shall be consistent with (1) the view that high school graduation represents the natural culmination of a growth experience for the individual student and (2) WAC 180-56-006 through 180-56-066.

The primary responsibility for establishing graduation

requirements for individual schools lies with the district board of directors who are charged with the responsibility of adopting:

...reasonable graduation requirements and making such available in writing to students, parents and members of the public. (17:65)

Minimum requirements were set by WAC 180-56-016 to be forty-five credits in grades 9-12. A credit is defined as:

...a minimum of sixty hours of instruction including normal class change passing time. (18:65)

Minimum required subjects and credits are defined in WAC 180-56-021 as follows:

WAC 180-56-021 Required subject areas and credits.
The following credits and subject areas of study shall be included in each school district's graduation requirements:

<u>SUBJECT</u>	<u>CREDITS</u>
*English	6
Mathematics	3

*English includes, but is not limited to reading, composition, creative writing, literature, speech and drama.

<u>SUBJECT</u>	<u>CREDITS</u>
Social Studies:	
**United State history and government	2
**Washington State history and government	1
Contemporary world history, geography and problems	2
Laboratory Science	2
***Occupational Education	3
****Physical Education	Min. of 2 years

**Required by statute.

***Occupational education includes, but is not limited to, homemaking, industrial arts, business and office education, distributive education,

diversified occupations education, agricultural education, trade and industrial education and health occupations education.

****Each district shall require at least two years of physical education activity with a minimum of 90 minutes of such activity per week. In the event a student is excused from physical education pursuant to RCW 28A.05.040, alternative requirements shall be imposed as necessary to assure that the student earns no less than 45 credits.

In a four year program, or its equivalent, a candidate for graduation must have earned a minimum of 45 credits. These credits shall consist of the state requirements listed above and such additional requirements and electives as the district shall have established.

In addition to these minimum requirements, local districts are granted authority to impose additional requirements provided certain conditions are met.

Such additional requirements shall be consistent with the constitutional and statutory rights of students, and supported by a written rationale which is available to students, parents, and the public upon request and which demonstrates that:

(1) The quality of life of the individual student will be substantially enhanced; and

(2) The probable success of the school district's high school students, as a whole, in post-high school education will be substantially enhanced; or

(3) The probable success of the school district's high school students as a whole, in obtaining employment will be substantially enhanced; or

(4) The health, safety and welfare of the individual student will be substantially enhanced. (19:66)

The provisions of RCW 28A.05.010 and RCW 28A.05.050 which require Washington State History and Government are included in WAC 180-50-010. (13:61)

~~The provisions of RCW 28A.05.050 are included in~~
WAC 180-50-020. This provides for the required course in

United States History and Government. (14:62)

Contemporary World History, Geography, and Problems is required by RVW 28A.05.010 and included in WAC 180-04-030. (15:62)

RCW 28A.02.080 requires the study of the Constitution of the United States and the Constitution of the State of Washington. WAC 180-50-010, WAC 180-50-020, and/or WAC 180-56-021 are designed to meet these requirements (See Appendix G for text of WAC references).

WAC 180-50-050 requires physical education courses in fulfillment of RCW 28A.04.120, RCW 28A.05.030, and 28A.05.040. (16:62)

In addition to specific WAC;s and RCW's within the State of Washington, further research indicates that:

Establishing graduation requirements that meet the administrative rules and guidelines adopted by the State Board of Education requires an analysis and review of the total school program grades K-12. (6:41)

A method by which this might be accomplished is suggested.

Many districts would find value in taking a serious look at their programs, K-12, and in establishing the graduation requirements and school program with the help of teachers, administrators, school board, and representatives of the community. (6:72)

This could be done through a project manager approach to curriculum review. The manager and his task force would then come up with program goals, sub-goals, competencies, record-keeping procedures, course goals, and planned course statements. The products have value in and of themselves.

Accountability will be facilitated as the public and school boards will have documentation concerning goals and how well they are being met. (5:46)

The process in the actual development of the product is also valuable since it requires school personnel to open lines of communication with the community. Principal and teacher must work together as a team. The team may need advice and turn to students, taxpayers, parents, and board members.

As this process of involvement works, satisfaction and accomplishment may replace frustration and discouragement. (5:46)

The graduation requirements implemented by the Yakima School Board on July 31, 1979, were drafted in the Secondary Standards Committee and presented to the Board. The Board adopted the recommendations and the policy went into effect to impact the class of 1983. As to the scope of this impact on the curriculum, this writer would agree with Mark M. Greene who stated:

The requirements will have a direct impact not only upon the curricula of high schools, but upon the curricular offerings in earlier grades as well. (3:47)

In addition to the effects on the curriculum, the impact on student performance should also be studied. Some evaluative questions need to be considered:

1. How is student performance to be assessed?
2. How are student assessment techniques or instruments to be developed?
3. How are programs to be developed which will enable students to meet the standards? (3:47)

Follow-up should be, and is in the case of Yakima, a vital part of any such change which directly affects the

the lives of young people.

As the pendulum has swung to a conservative, grey-flannel approach to education, there has been a concerted emphasis on "Back to Basics," competency testing, and accountability. A study done in Massachusetts revealed that:

...fifty percent of these respondents (to a questionnaire) stressed the importance of getting back to basics claiming the program is long overdue. (11:111)

And from another author:

The return to "basics" has become the new rallying cry for school boards across the country to force teachers to use methods that were discarded decades ago. (9:51)

Some states have gone counter to this trend of tightening standards.

In California:

Instead of compelling all young people to sit through a standard curriculum of high school classes, schools and other agencies are urged to create legitimate alternatives which would allow individual young people to prepare for adulthood in their own chosen ways. The new menu of choices should include, in particular, new options for combining school and work. (1:12)

Another option to the regular course of study in California is the California High School Proficiency Examination. Anyone who is at least sixteen years old or a student in the second semester of the tenth grade is eligible to take the test. If successful in passing the CHSPE, the student receives a certificate of proficiency and, with parental permission, may become exempt from further compulsory education requirements. He/she is also automatically eligible for community college.

Despite its voluntary nature, and despite the fact that the passing grade is set so that fewer than half will pass, CHSPE is a real option: Since it was first offered in December, 1975, about 30,000 individuals have taken the exam each year. (1:13)

With all proposed changes in graduation requirements:

Students are insisting that the changes grow out of their own interests and concerns, that they be permitted to choose which path into learning to take. (4:13)

Some educational experts feel that alternative schools are a viable option to comprehensive high schools, but:

Students should not be pushed into alternatives. The student's personal characteristics and tastes must determine the school or the program in which he enrolls. (2:102)

Brown further states that:

The concept of alternative schools should not be equated with undue permissiveness or lack of structure in the educational experiences of young people. (2:103)

There are both advantages and limitations to alternative programs, but in recent years there has been an almost explosive growth in this type of educational system.

This study indicates that the alternative programs in Yakima may well be impacted by the stiffer graduation requirements and consequentially less scheduling flexibility at the two comprehensive high schools.

Agency Setting

The city of Yakima, Washington, with a population of 49,826 is the agricultural, retail trading and convention center for Central Washington.

Yakima's industries are predominantly agriculturally oriented, centered around the harvesting, processing,

warehousing, and shipping of crops. The dependence on agriculture produces a mobile population and high periods of unemployment as migrant farm labor is often drawn to the urban area and tends to remain.

Yakima is defined by the Office of Management and Budget as one of the state's Standard Metropolitan Statistical Areas (SMSA).

Table V

COMPARISON OF URBAN SCHOOL DISTRICT CHARACTERISTICS*

-Seattle, Tacoma, Spokane, Yakima and Richland are Standard Metropolitan Statistical Area Central Cities as defined by the federal government; Everett and Kennewick are SMSA Secondary Central Cities.

-The State Superintendent of Public Instruction has classified Seattle, Tacoma and Spokane as Urban Metropolitan Centers, and Yakima, Everett, Richland and Kennewick as Urban Non-Metropolitan Centers.

	School District Population (1977)	Key SES Indicators**				School District Enrollment (1976-77)	Minority Enrollment as % of Total Enrollment (1976-77)	% of Population under 18 from Poverty Families (1970)
		% of Population over 25: High School Graduates (1970)	% of Population over 25: College Graduates (1970)	Average Family Income in \$ (1975)	% of Population Employed Professional and Managerial (1970)			
Seattle	501,635	65.0	16.3	17,740	27.7	62,774	31.2	9.8
Tacoma	164,522	56.3	8.8	15,280	22.7	32,254	19.7	12.5
Spokane	185,499	64.0	11.7	14,600	25.7	31,886	7.0	12.1
Yakima	60,314	Lowest 52.6	3rd Low 10.0	Lowest 12,880	3rd Low 24.1	11,858	3rd High 17.7	Highest 19.2
Everett	57,989	56.4	7.9	16,010	20.9	11,636	5.7	10.2
Kennewick	36,154	66.7	12.2	15,580	27.2	9,068	4.4	8.3
Richland	34,808	77.7	21.0	17,500	38.1	8,206	4.9	6.8

*From Shepherd, George, 1970 and 1977 Demographic Profiles: Washington State School Districts, OSPI, Olympia, 1977.

**These four socio-economic status indicators have been found to correlate highly with student achievement as measured by the Washington State 4th Grade Basic Skills Assessment program. See Shepherd, pages 169-70.

As noted in this comparison, Yakima schools serve a population with the lowest average family income, lowest percentage of high school graduates, third lowest percentage of college graduates, and highest percentage of children from poverty families.

As pointed out by Dr. Warren D. Starr in a speech to the Senate Education Committee:

In Yakima, median reading achievement ranged from the 19th percentile for students in the lowest achieving school to the seventy-fifth percentile for students in the highest achieving school, as measured by the 1977 Washington State Basic Skills Assessment Program. Scholastic achievement is highly correlated with socio-economic status. (10:1)

This fact has had an effect on the study as the four junior high schools are distinctively different in their socio-economic populations.

Washington Junior High, with a student population of 314, lies in the "old" part of town and draws from an almost totally low-income population. There is a high percentage of minority population in the area and a high percentage of single parent families.

Lewis and Clark Junior High, with a student population of 546, lies in the southwest portion of the city. Most of the families are lower-middle class working people.

Franklin Junior High, with a student population of 645, lies in the west central part of town and draws from a very heterogenous area. Many students from the Fruitvale area are from low-income homes, many from single-parent homes. Students from in and around the western boundaries

of the campus often come from upper income families and the remainder from middle income homes.

Wilson Junior High, with a student population of 634, lies at the western most area of the district. The families are middle, upper-middle, and upper income bracket.

Table VI

1979-80 FREE AND REDUCED LUNCH COUNT - March 1st

	Enrollment-K	Number	Percent	
Adams	548-80	496	90.51-	
Barge Lincoln	397-60	301	75.81-	
Broadway	494-58	209	42.30	
Castlevale	279-43	179	64.15	
Garfield	371-61	281	75.20	
Gilbert	337-46	13	3.85	
Hoover	497-73	157	30.98	
Jefferson/Childs	293-44	231	78.83-	
McClure	316-50	78	21.03	
McKinley	378-57	143	37.03	
Nob Hill	430-66	51	11.86	
Robertson	320-45	35	9.37	
Roosevelt	235-24	62	24.68	
Stanton	154-24	75	48.70	
Whitney	330-52	75	22.72	159.06
	<u>5379</u>	<u>2386</u>	<u>44.35</u>	

Franklin	618	216	34.95	
Lewis and Clark	565	196	34.69	
Washington	386	320	82.90	
Wilson	692	57	8.23	197.25
	<u>2261</u>	<u>789</u>	<u>34.89</u>	

Davis	1219	339	27.80	
Eisenhower	1181	32	2.70	185.50
	<u>2400</u>	<u>371</u>	<u>15.45</u>	

Table VI indicates clearly the socio-economic distribution within the district. The complete figures have been included rather than junior high schools alone. This demonstrates the consistency K-12 with which we are dealing district-wide.

As will be demonstrated later in the analysis of SAT scores and rates of failure, this socio-economic grouping is vividly reflected in student achievement.

Chapter 3
ANALYSIS OF DATA

Two surveys were administered to students in each of the district's four junior high schools in April and May 1981. One went to students who were not deficient in credits and the other to students who were deficient. Problems in administration invalidated the results of surveys of Lewis and Clark students without credit deficiency. Two hundred twenty-four valid surveys were returned, representing over one quarter of the total ninth grade enrollment of the Yakima schools.

The distribution breakdown went as follows:

	<u>Franklin</u>	<u>L-C</u>	<u>Washington</u>	<u>Wilson</u>
Number of Students Without Deficiency	75	---	21	34
Number of Students With Deficiency	33	31	21	34

The two surveys differed in several respects, but both were designed to elicit information about students' awareness of, and attitudes towards, credit requirements for graduation. It seems apparent that both students with and those without credit deficiencies are knowledgeable about credit requirements and that neither group has had a negative reaction to the changes.

RESPONSES FROM STUDENTS WITHOUT CREDIT DEFICIENCIES

N=130

1. Are you aware of how a credit is earned?

Yes	99%
No	1%
Other/No Response	0

2. Are you aware that 9th grade credits count towards graduation?

Yes	98%
No	2%
Other/No Response	0

3. Do you know how many credits you have right now?

Yes	87%
No	13%
Other/No Response	0

4. Did you put forth your best effort to pass all classes:

Yes	65%
No	28%
Other/No Response	7%

5. Did knowing that 9th grade credits count toward graduation affect your attitude or performance?

Yes	74%
No	24%
Other/No Response	2%

6. If it (knowing that 9th grade credits count toward graduation) did affect your attitude, how was it changed?

More Serious	72%
Les Serious	13%
Other/No Response	15%

7. If it (knowing that 9th grade credits count toward graduation) affected your performance, how was it changed?

Better	75%
Worse	9%
Other/No Response	15%

8. Do you feel, in general, that most 9th graders are concerned with earning credits?

Yes	72%
No	25%
Other/No Response	4%

9. Have your parents impressed upon you the importance of earning credits?

Yes	78%
No	21%
Other/No Response	1%

10. Have teachers attempted to improve performance by trying to impress the importance of students earning credits?

Yes	85%
No	11%
Other/No Response	4%

RESPONSES FROM STUDENTS WITH CREDIT DEFICIENCIES

N=94

1. Are you aware of how a credit is earned?

Yes	95%
No	4%
Other/No Response	1%

2. Are you aware that 9th grade credits count toward graduation?

Yes	93%
No	7%
Other/No Response	0

3. Do you know how many credits you have right now?

Yes	63%
No	36%
Other/No Response	1%

4. Do you know how many credits you are short?

Yes	64%
No	36%
Other/No Response	0

5. Did you put forth your best effort to pass all classes?
- | | |
|-------------------|-----|
| Yes | 46% |
| No | 52% |
| Other/No Response | 2% |
6. Does being behind in credits affect your attitude toward school?
- | | |
|-------------------|-----|
| Yes | 61% |
| No | 34% |
| Other/No Response | 5% |
7. If so, are you working harder?
- | | |
|-------------------|-----|
| Yes | 91% |
| No | 4% |
| Other/No Response | 5% |
8. If so, have you given up?
- | | |
|-------------------|-----|
| Yes | 16% |
| No | 77% |
| Other/No Response | 7% |
9. At this time, do you feel you will graduate from high school?
- | | |
|-------------------|-----|
| Yes | 86% |
| No | 10% |
| Other/No Response | 4% |
10. If you plan to make up your credit deficiency, how will you do so?
- | | |
|--------------------|-----|
| Night School | 14% |
| Alternative School | 8% |
| Grades 11 & 12 | 48% |
| Other* | 15% |
| No Response | 15% |

*9 of the 13 respondents selecting this alternative indicated summer school.

An analysis of selected categories follows:

Table VII
STUDENT KNOWLEDGE OF CREDIT REQUIREMENTS

Question	Not Deficient Responses			Deficient Responses		
	Yes	No	Other	Yes	No	Other
Are you aware of how a credit is earned?	99	1	0	95	4	1
Are you aware that 9th grade credits count toward graduation?	98	2	0	93	7	0
Do you know how many credits you have right now?	87	13	0	63	36	1

Some observations can be noted from the responses:

Both groups were very much aware of credits and 9th grade as part of graduation requirements (90%).

The deficient group split two:one about knowledge of credits they had at survey time. They established a similar ratio about knowledge of deficiency.

Table VIII

STUDENT EFFORT/ATTITUDE ASSOCIATED WITH CREDIT KNOWLEDGE

Question	Not Deficient Responses			Deficient Responses		
	Yes	No	Other	Yes	No	Other
Did you put forth your best effort to pass all classes? (4,5)	65	78	7	46	52	2
Did knowing your credit status affect your attitude? (6,6)	62	13	15	61	34	5
How was performance affected? (7, 7-8)	75	9	15	91	4	5

Being behind in credits had an affect on attitude of sixty-one percent of the surveyed group. Ninety-one percent of those indicated they were working harder.

Individuals with a knowledge of deficiency still have hopes of graduating from high school (eighty-six percent), and seventy-seven percent indicate they have not given up.

The survey indicates that there will almost certainly be an effect on alternative programs.

Seventy-two percent of those who admitted that knowing graduation requirements counted also admitted that this knowledge affected their performance (seventy-five percent in a positive way).

Most non-deficient students have good parental support (seventy-eight percent) which they see reflected in teachers.

For further information on these two surveys as broken down by individual school, see Table A, page 64.

A survey was used with 20 teachers of 9th graders (see Appendix F). A summary of these results went as follows:

SUMMARY

QUESTIONNAIRE FOR 9TH GRADE TEACHERS

Since the implementation of the new graduation requirements in the Fall of 1979, have you...

1. Noticed any improvement in the overall academic performance of 9th graders in general?

Yes	8	40%
No	12	60%

2. Noticed any improvement in the general behavior of 9th graders?

Yes	8	40%
No	12	60%

3. Noticed any improvement in the attitudes of 9th graders in general?

Yes	9	45%
No	10	50%
No Answer	1	5%

4. Been aware of more parental concern regarding their 9th grade child's school performance?

Yes	10	50%
No	10	50%

5. Changed your attitude regarding accountability toward 9th grade students?

Yes	6	30%
No	14	70%

6. Felt more pressure when grading a 9th grade student than with grading a 7th or 8th grader?

Yes	3	15%
No	16	80%
No Answer	1	5%

The results of the teacher survey indicate that teachers felt that the change in graduation requirements had less effect on students than the students felt. Sixty percent of teachers felt there was no effect while ninety-one percent of deficient students felt they were working harder and seventy-five percent of those not deficient felt they were performing better.

Sixty percent of teachers noticed no improvement in general behavior of ninth graders and one half the teachers noticed no improvement in attitude. On the other hand, forty-five percent indicated they had noticed an improvement in attitude and forty percent indicated they had noticed an improvement in behavior.

Half the teachers felt that parents showed more concern regarding their ninth grade child's performance.

I gathered hard data on performance of ninth graders before and after graduation requirement changes. Information from each school is broken down separately into "before" (second and third trimesters of 1979) and "after" (second and third trimesters of 1980 and 1981). Percentages were computed on the total number of failing grades as compared to the total number of possible grades. This was done by

individual school with a "before changes" and "after changes" average used for comparison purposes.

ANALYSIS OF FAILURE RATES BY SCHOOL

Wilson Junior High School

Before Change:

	<u>Total Enrolled</u>	<u>Total Classes</u>	<u>Total Classes Failed</u>	<u>Percent of Failing Grades</u>
March 1979	236	1416	63	4.449
June 1979	<u>233</u>	<u>1398</u>	<u>49</u>	<u>3.505</u>
Totals:		2814	112	
		Average Percent:		3.980

After Change:

March 1980	247	1482	35	2.362
June 1980	259	1524	54	3.543
March 1981	178	1068	35	3.277
June 1981	182	<u>1092</u>	<u>39</u>	<u>3.571</u>
Totals:		5166	163	
		Average Percent:		3.155
		Net Change		- .825

This represents a decrease in the rate of failure of .825 percent or 20.729 percent of the original failure rate of 3.980 percent.

Franklin Junior High School

Before Change:

	<u>Total Enrolled</u>	<u>Total Classes</u>	<u>Total Classes Failed</u>	<u>Percent of Failing Grades</u>
March 1979	229	1374	116	8.442
June 1979	223	<u>1398</u>	<u>127</u>	9.084
Totals:		2772	243	
		Average Percent:		8.766

After Change:

March 1980	199	1194	87	7.286
June 1980	198	1188	115	9.680
March 1981	239	1434	140	9.762
June 1981	231	<u>1386</u>	<u>139</u>	10.029
Totals:		5202	481	
		Average Percent:		9.246
		Net Change		+ .48

This represents an increase of .48 percent in the rate of failure or 5.473 percent of the original failure rate of 8.766 percent.

Lewis and Clark Junior High School

Before Change:

	<u>Total Enrolled</u>	<u>Total Classes</u>	<u>Total Classes Failed</u>	<u>Percent of Failing Grades</u>
March 1979	218	1308	83	6.346
June 1979	219	<u>1314</u>	<u>142</u>	10.807
Totals:		2622	225	
		Average Percent:		8.581

After Change:

March 1980	202	1212	62	5.116
June 1980	199	1194	98	8.208
March 1981	171	1026	61	5.945
June 1981	175	<u>1050</u>	<u>66</u>	6.286
Totals:		4482	287	
		Average Percent:		6.403
		Net Change:		-2.178

This represents a decrease in the rate of failure of 2.178 percent or 25.382 percent of the original failure rate of 8.581 percent.

Washington Junior High School

Before Change:

	<u>Total Enrolled</u>	<u>Total Grades</u>	<u>Total Classes Failed</u>	<u>Percent of Failing Grades</u>
March 1979	117	---	Not Available	---
June 1979	111	<u>666</u>	<u>86</u>	12.312
Totals:		666	86	
		Average Percent: 12.312		

After Change:

March 1980	121	726	135	18.595
June 1980	117	702	144	20.512
March 1981	108	648	149	22.994
June 1981	96	<u>576</u>	<u>120</u>	20.833
Totals:		2652	548	
		Average Percent: 20.734		
		Net Change: + 8.422		

This represents an increase in the rate of failure of 8.422 percent or 68.405 percent of the original failure rate of 12.312 percent.

A second set of data was used in the form of building summaries of Stanford Achievement Test scores on ninth graders. These were obtained from the Program Evaluation Center of Yakima School District. As can be seen, they indicate a remarkable consistency between the scores of the three years at building level. National percentile scores on the complete battery ranged a maximum of only five percent within a given school.

STANFORD ACHIEVEMENT TEST

Results of Ninth Grade (9.2) Scores by School

Franklin Junior High School

Class	Mean Scaled Score	Grade Equivalent Complete Battery	National Percentile Rank
1979	191	9.1	53%
1980	190	9.1	51%
1981	193	9.4	57%

Lewis and Clark Junior High School

1979	184	8.4	41%
1980	186	8.6	44%
1981	185	8.6	52%

Washington Junior High School

1979	175	7.5	29%
1980	173	7.3	26%
1981	178	7.7	33%

Wilson Junior High School

1979	198	9.9	65%
1980	198	9.9	65%
1981	202	10.4	70%

Chapter 4

FINDINGS AND INTERPRETATIONS

These research findings seem to indicate that students have accepted the new, stiffer graduation requirements in a positive way. They have an awareness of credits and the importance of earning them. Many students feel that they are more accountable than they otherwise would have been. Students from Wilson Junior High have the best success rate in school and were the most positively affected, conversely, students from Washington have the lowest success rate and appear to have been negatively affected. The success rates of Franklin and Lewis and Clark were not noticeably affected. These observations are consistent with socio-economic factors which are further consistent with achievement score results (see Table VI and S.A.T. Table, page 38).

The significant increase in rate of failure at Washington Junior High should be monitored. There is a real possibility that some of these students, with their lower achievement scores, low socio-economic status, and low success rate are simply overwhelmed by increased demands upon them.

BIBLIOGRAPHY

BIBLIOGRAPHY

1. Benson, Charles S. and David S. Sterns. The California High School Proficiency Examination: Participation, Performance, Financial Impact, and Relationship to Other Options for Early or Partial Exit From High School, California University, Berkeley, School of Education, 1979.
2. Brown, B. Frank. The Reform of Secondary Education, New York, McGraw-Hill, 1973.
3. Greene, Mark M. "The Evaluation Cycle and Graduation Requirements," Oregon State Board of Education, June 14, 1974.
4. Gross, Ronald and Paul Osterman, Ed. High School, New York, Simon and Schuster, 1971.
5. Knapp, Jack. "Products of the New Graduation Requirements," Oregon State Board of Education, June 14, 1974.
6. Mason, Harold and Dr. Kenneth Myers. "A Plan for Meeting Oregon Graduation Requirements," Oregon State Board of Education, June, 1974.
7. Minutes of Graduation Requirements and Advisory Committee, Yakima School District 7, Yakima, Washington, May 16, 1979.
8. Minutes of Secondary Standards Committee, Yakima School District 7, Yakima, Washington, June 4, 1980.
9. Shields, James J. Jr. "The Return to Gray Flannel Thinking," U.S.A. Today, Volume 107, N. 2404, January, 1979.
10. Starr, Dr. Warren D. "Personal Observations of the Urban School," Speech delivered to the Senate Education Committee, December 11, 1978.
11. Taylor, Scott. "Establishing Basic Skills Objectives in Massachusetts: A Survey of Public Relations," Massachusetts State Department of Education, January, 1979.
12. Yakima School Board Policy R. 5150C, Yakima, Washington, July 31, 1979.

13. Washington Administrative Code, "Washington State History and Government," Published by the Statute Law Committee under authority of Chapters 28B.19 and 34.04 RCW, Vol. 3, WAC 180-50-010, 1960.
14. Washington Administrative Code, "United States History and Government," Published by the Statute Law Committee under authority of Chapters 28B.19 and 34.04 RCW, Vol. 3, WAC 180-50-020, 1965.
15. Washington Administrative Code, "Contemporary World History, Geography, and Problems," Published by the Statute Law Committee under authority of Chapters 28B.19 and 34.04 RCW, Vol. 3, WAC 180-50-030, 1965.
16. Washington Administrative Code, "Physical Education," Published by the Statute Law Committee under authority of Chapters 28B.19 and 34.04 RCW, Vol. 3, WAC 180-050-050, 1965.
17. Washington Administrative Code, "Schol District Board of Directors to Adopt Graduation Requirements," Published by the Statute Law Committee under authority of Chapters 28B.19 and 34.04 RCW, Vol. 3, WAC 180-56-011, 1976.
18. Washington Administrative Code, "Minimum High School Graduation Requirements," Published by the Statute Law Committee under authority of Chapters 28B.19 and 34.04 RCW, Vol. 3, WAC 180-56-016, 1976.
19. Washington Administrative Code, "Additional High School Graduation Requirements," Published by the Statute Law Committee under authority of Chapters 28B.19 and 34.04 RCW, Vol. 3, WAC 180-56-036, 1976.

Appendix A
GRADUATION REQUIREMENTS GRADES 9-12

APPENDIX A

YAKIMA SCHOOL DISTRICT

Graduation Requirements Grades 9-12

High school graduation should be seen as a progression from grade nine through grade twelve. A credit for grades nine through twelve is defined as a successful completion of a minimum of sixty hours of instruction in a class. Fulfillment of class requirements should be in appropriate sequence, i.e., grade nine requirements complete before progressing to grade ten.

- I. Eighteen credits are earned in the ninth grade. Students will be enrolled in six classes and earn six credits each trimester. A student earning fewer than twelve credits by the end of the ninth grade year may be retained for sufficient trimesters to make up this deficit before promotion to the high school.

Ninth Grade

English	3 credits	
Social Studies (1 Washington History)	3 credits	
P.E. - Health Ed.	3 credits	
Math (9-12)	3 credits	See Footnote A
Occ. Ed. (9-12)	3 credits	See Footnote B
Electives	3 credits	
	<u>18 credits</u>	See Footnote C

- II. A minimum of 48 credits (10-12) is required to graduate from senior high.

Grades 10-12

English	7 credits	See Footnote D
Current World Problems	2 credits	
U.S. History (1 yr.)	3 credits	
Math (9-12)	3 credits	See Footnote A
Occ. Ed. (9-12)	3 credits	See Footnote B
P.E.	2 credits	
Health	1 credit	
Science	3 credits	See Footnote E
Electives	24 credits	See Footnote F
	<u>48 credits</u>	

- ~~III. A minimum of 66 credits is required grades 9-12 for graduation from senior high school effective for the graduating class of 1983.~~

Interpretation of graduation requirements are at the discretion of the high school principal with the exception of those mandated by the State Board of Education Rules and Regulations.

- A. A student must meet the three math credits required grades 9-12. In addition, the student must demonstrate basic mathematics competency or take a math maintenance class before graduation from high school.
- B. This includes but is not limited to home-making, industrial arts, business education, distributive education, agricultural education, trade and industry education.
- C. If the following credits have not been completed in the ninth grade, they must be included in the high school program: these credits are required as part of the 48 required credits grades 10-12, effective through the graduating class of 1982.

English	3 credits
P.E.	3 credits
Washington St. Hist.	1 credit
Math	3 credits
Occ. Ed.	3 credits

- D. Sophomores 1 credit writing
- 1 credit literature
- 1 credit speech
- Juniors 1 credit writing
- 1 credit literature
- Seniors 1 credit writing
- 1 credit literature
- E. This must include two credits of laboratory science.
- F. A student in the 10-12 sequence is limited to a total of seven work study/service elective classes.

Policy Adopted: 7/8/75

Revised: 4/20/76

Revised: 3/20/79

Revised: 3/27/79

Revised: 7/31/79

Revised: 2/17/81

Appendix B

SAMPLE LETTER TO ENTRY 9TH GRADE PARENTS

APPENDIX B

Sample letter to entry 9th grade parents

Dear Parents/Guardians:

Your student is presently entering the 9th grade. Important Board of Directors action this past year has meant a new emphasis on the importance of 9th grade.

This year, all 9th grade credits will transfer as requirements added to the total graduation requirements of high school. This means that your 9th grader will be accountable for the 18 credits of 9th grade plus the 48 credits of high school, a total of 66 credits. It is essential that students be aware that this 9th grade year is very important and represents a change of accounting for credits in our school district.

Previously, subjects were transferred, but credits did not have to be made up should the 9th grade student experience difficulty; that student simply lost chances of taking elective subjects at the high school. Now, however, the student must make up all 9th grade credits in addition to high school credits.

We know you will want to encourage and urge your student to do well in classes, transfer a complete 18-credit transcript to the high school and establish a good grade point average. We feel that this change establishes a 9-12 pattern to our educational system, which is the way state law is written for secondary education in Washington State.

Please sign and return the tear-off portion of this letter; all students will be accountable for returning this with parent's signature so that we are sure that all families have proper notification.

Sincerely,

John Doe, Principal
John Doe's Junior High School

Being the parent/guardian of _____,
a student entering 9th grade at a Yakima School District
Junior High, I acknowledge that I have been notified of the
new Board of Director's action transferring all 18 ninth grade
credits to high school in addition to the 48 credits required
10-12, a total of 66 needed for graduation.

Parent/Guardian Signature

Date

Appendix C

APPENDIX C

September 10, 1979

Dear Parents/Guardians:

Your student is presently entering the 9th grade. Important Board of Directors action this past year has meant a new emphasis on the importance of 9th grade.

This year, all 9th grade credits will transfer as requirements added to the total graduation requirements of high school. This means that your 9th grader will be accountable for the 18 credits of 9th grade plus the 48 credits of high school, a total of 66 credits. It is essential that students be aware that this 9th grade year is very important and represents a change of accounting for credits in our school districts.

Previously, subjects were transferred, but credits did not have to be made up should the 9th grade students experience difficulty; that student simply lost chances for taking elective subjects at the high school. Now, however, the student must make up all 9th grade credits in addition to high school credits.

We know you will want to encourage and urge your student to do well in classes, transfer a complete 18-credit transcript to the high school and establish a good grade point average. We feel that this change establishes a 9-12 pattern to our educational system, which is the way state law is written for secondary education in Washington State.

Please sign and return the tear-off portion of this letter; all students will be accountable for returning this with parent's signature so that we are sure that all families have proper notification.

Sincerely,

J.T. Nicholas, Principal
Franklin Junior High School

Being the parent/guardian of _____
a student entering 9th grade at a Yakima School District
Junior High, I acknowledge that I have been notified of the
new Board of Director's action transferring all 18 ninth
grade credits to high school in addition to the 48 credits
required 10-12, a total of 66 needed for graduation.

Date

Parent/Guardian Signature

Appendix D

QUESTIONNAIRE FOR 9TH GRADE STUDENTS NOT DEFICIENT IN CREDITS

APPENDIX D

QUESTIONNAIRE FOR 9TH GRADE STUDENTS
NOT DEFICIENT IN CREDITS

Name (Optional) _____
School _____ Date _____

1. Are you aware of how a credit is earned?
Yes _____
No _____
- 2a. Were you aware that 9th grade credits counted toward high school graduation?
Yes _____
No _____
- 2b. Did knowing that 9th grade credits counted toward graduation affect your attitude or performance?
Yes _____
No _____
3. Do you know how many credits you have right now?
Yes _____
No _____
4. Did you put forth your best efforts to pass all classes?
Yes _____
No _____
5. If it did affect your attitude, how was it changed?
More Serious _____
Less Serious _____
6. If your performance was affected, how was it changed?
Better _____
Worse _____
7. Do you feel, in general, that most 9th graders are concerned with earning credits?
Yes _____
No _____

8. Have your parents impressed upon you the importance of earning your credits?

Yes _____

No _____

9. Have teachers attempted to improve individual performance by trying to impress the importance of students earning credits?

Yes _____

No _____

Appendix E

QUESTIONNAIRE FOR 9TH GRADE STUDENTS WITH CREDIT DEFICIENCY

APPENDIX E

QUESTIONNAIRE FOR 9TH GRADE STUDENTS
WITH CREDIT DEFICIENCY

Name (Optional) _____
School _____ Date _____

1. Are you aware of how a credit is earned?

Yes _____

No _____

2. Were you aware that 9th grade credits counted toward high school graduation?

Yes _____

No _____

3. Do you know how many credits you have right now?

Yes _____

No _____

4. Do you know how many credits you are deficient (short)?

Yes _____

No _____

5. Did you put forth your best effort to pass all classes?

Yes _____

No _____

6a. Does being behind in credits affect your attitude toward school now?

Yes _____

No _____

6b. If so, are you working harder?

Yes _____

No _____

6c. If so, have you given up?

Yes _____

No _____

7. At this time, do you feel you will graduate from high school?

Yes _____

No _____

8. If you plan to make up your credit deficiency, how will you do so? (Circle One)

Night school

Grades 11 and 12

Alternative
Program

Other _____

Appendix F
QUESTIONNAIRE FOR 9TH GRADE TEACHERS

APPENDIX F

QUESTIONNAIRE FOR 9TH GRADE TEACHERS

Since the implementation of the new graduation requirements in the Fall of 1979, have you...

1. Noticed any improvement in the overall academic performance of 9th graders in general?

Yes _____

No _____

2. Noticed any improvement in the general behavior of 9th graders?

Yes _____

No _____

3. Noticed any improvement in the attitudes of 9th graders in general?

Yes _____

No _____

4. Been aware of more parental concern regarding their 9th grade child's school performance?

Yes _____

No _____

5. Changed your attitude regarding accountability toward 9th grade students?

Yes _____

No _____

6. Do you feel more pressure when grading a 9th grade student than with grading a 7th or 8th grader?

Yes _____

No _____

Appendix G

APPENDIX G

WAC 180-56-011 School district board of directors to adopt graduation requirements. In order to clarify for students, parents and educators the minimum expectations for a high school diploma, the board of directors of each school district offering a secondary program in grades 9-12 shall adopt reasonable graduation requirements and make such requirements available in writing to students, parents and members of the public. The graduation requirements established by a school district shall represent reasonable expectations for all to whom they are applied.

WAC 180-56-016 Minimum high school graduation requirements. Each school district shall require each candidate for high school graduation to have completed the equivalent of a four-year program of educational growth in grades 9-12 and to have earned no less than 45 credits of study. A "credit" shall be equivalent to a minimum of 60 hours of instruction including normal class change passing time. Fractional credits may be given for fewer or more than 60 hours. The conventional means of assigning units of credit and measuring hours in the classroom is inappropriate in certain cases. In order for alternative learning experiences to be assigned credit value, the following shall occur:

- (1) The specific experience to be gained along with its related outcomes shall be identified.
- (2) The credit value of the experience shall be determined by estimating the number of hours that would be required by a student to achieve the intended learning outcomes.
- (3) For each 60 estimated hours, one credit shall be granted.
- (4) Appropriate evaluation procedures shall be adopted to assess the learning outcomes.

WAC 180-50-010 Washington state history and government.

(1) Pursuant to provisions of RCW 28A.05.010 and RCW 28A.05.050, the successful completion of a one-semester course, or its equivalent, in state of Washington history and government shall be a requirement for high school graduation in the state of Washington: PROVIDED, That such course shall be in addition to the equivalent of a one-semester course of study of Washington state history and government which shall be presented in the elementary school grades one to six:

PROVIDED FURTHER, That in the elementary school, the history and government of the state of Washington should be presented

with a broad viewpoint, integrating it with other significant phases of the social studies program.

(2) The high school graduation requirement in Washington history and government may be met in grades seven to twelve and shall be in addition to the elementary school requirement.

The acceptable equivalent in grades seven to twelve must include significant units of work in Washington state history and government, presented in other social studies, that will be comparable, in total, to the one-semester coverage of Washington state history and governments: PROVIDED, That the equivalent units shall be in addition to the state board of education graduation requirements for United States history and government and contemporary world history, geography and problems contained in WAC 180-56-021 or as hereafter amended.

In the high school, the history and government of the state of Washington shall be presented in broad perspective including the study of the relationship of the state to the larger geographic and economic region of which it is a part and with special emphasis on the wise use of human and natural resources.

(3) A student who transfers to a high school in the state of Washington from a high school in another state, having satisfactorily completed a course in northwest history and government in his previous high school, may be considered to have thereby completed an equivalent of the course in Washington state history and government and thus to have met this requirement for graduation from high school.

Pursuant to provisions of RCW 28A.05.050, students in the twelfth grade who have not completed such a course of study in Washington's history and state government because of previous residence outside the state may have the foregoing requirement waived by their principal.

WAC 180-50-020 United States history and government.

Pursuant to provisions of RCW 28A.05.050 the successful completion of a one-year course study in the history and government of the United States shall be a requirement for high school graduation in the state of Washington: PROVIDED, That the requirement in United States history and government may be met in grades one to eight: PROVIDED FURTHER, That in such case the one year of study shall be in addition to the state board of education graduation requirement for United States history and government contained in WAC 180-56-021 or as hereafter amended.

WAC 180-50-030 Contemporary world history, geography and problems--High school requirement. Pursuant to provisions

of RCW 28A.050.0. requiring the teaching of such other studies as may be prescribed by the state board of education, a one-year course, or its equivalent, in contemporary world history, geography and problems shall be required for graduation from high school and shall be in addition to the state board of education graduation requirements for United States history and government and Washington state history and government contained in WAC 180-56-021 or as hereafter amended.

The acceptable equivalent may include specific courses in economics, sociology, civics, political science, international relations, or related social sciences, with emphasis on their relationship to current problems.

WAC 180-50-040 Study of Constitutions. Pursuant to provisions of RCW 28A.02.080 requiring that the study of the Constitution of the United States and the Constitution of the state of Washington shall be a condition prerequisite to graduation from the common and high schools of this state and pursuant to provisions of RCW 28A.02.080 empowering and requiring the state board of education to provide by appropriate rules for the carrying into effect of the provisions of RCW 28A.02.080, the state board of education hereby prescribes as follows:

Each school district board of directors shall require the study of the Constitution of the United States and the Constitution of the State of Washington in appropriate required social studies courses that are consistent with the provisions of WAC 180-50-010, WAC 180-50-020 and/or WAC 180-56-021 or as hereafter amended.

WAC 180-50-050 Physical Education. Pursuant to provisions of RCW 28A.04.120(9), 28A.05.030 and 28A.05.040 directing the state board of education to prescribe courses in physical education for the various levels of public education. Each school district board of directors shall require for every student an opportunity for meaningful participation in appropriate programs of physical education and health study throughout their public school years in accordance with RCW 28A.05.030 and RCW 28A.05.040.

The office of the superintendent of public instruction is authorized to assist in establishing goals and objectives for the courses of study as defined in the aforementioned statutes. Waivers from any school district courses in physical education shall be consistent with the provisions of RCW 28A.05.030 and RCW 28A.05.040: PROVIDED, That physical education courses in high schools shall be consistent with graduation requirements as set forth in WAC 180-56-021 or as hereafter amended.

WAC 180-56-325 Unit of Credit.

(1) For the purpose of assessing minimum offerings (WAC 180-56-330) and minimum requirements for students (WAC 180-56-335), one unit of credit shall represent a minimum of approximately one hundred twenty clock hours. Fractional units may be given for fewer than one hundred twenty clock hours.

(The scheduling of clock hours is a local responsibility.)

(2) Time spent in class shall be one criterion in judging the worth of a program; however, experimentation in organization is encouraged to provide for individual differences in pupils and better utilization of staff. Deviations from the one hundred twenty clock hour unit shall be subject to approval by the state superintendent of public instruction.

Table A
WITH CREDIT DEFICIENCIES

Table A
WITH CREDIT DEFICIENCIES

	Franklin N=33	Lewis & Clark N=31	Washington N=21	Wilson N=9	Total N=94
1. Yes	32 = 97%	29 = 94%	19 = 90%	9 = 100%	89 = 95%
No	0	2 = 6%	2 = 10%	0	4 = 4%
?	1 = 3%	0	0	0	1 = 3%
2. Yes	31 = 94%	30 = 97%	17 = 81%	9 = 100%	87 = 93%
No	2 = 6%	1 = 3%	4 = 19%	0	7 = 4%
?	0	0	0	0	0
3. Yes	22 = 67%	16 = 52%	13 = 62%	8 = 89%	59 = 63%
No	10 = 30%	15 = 48%	8 = 38%	1 = 11%	34 = 36%
?	1 = 3%	0	0	0	0 = 1%
4. Yes	23 = 70%	18 = 58%	10 = 48%	9 = 100%	60 = 64%
No	10 = 30%	13 = 42%	11 = 52%	0	34 = 36%
?	0	0	0	0	0
5. Yes	13 = 39%	16 = 52%	9 = 43%	5 = 55%	43 = 46%
No	19 = 59%	15 = 48%	11 = 52%	4 = 45%	49 = 52%
?	1 = 3%	0	1 = 5%	0	2 = 2%
6a. Yes	23 = 70%	20 = 65%	12 = 57%	2 = 22%	57 = 61%
No	6 = 30%	10 = 32%	6 = 29%	6 = 60%	32 = 34%
?	0	1 = 3%	3 = 14%	1 = 11%	5 = 5%
6b. Yes	27 = 88%	29 = 94%	18 = 85%	9 = 100%	85 = 91%
No	1 = 5%	1 = 3%	2 = 10%	0	4 = 4%
?	3 = 9%	1 = 3%	1 = 5%	0	5 = 5%
6c. Yes	3 = 9%	2 = 6%	1 = 5%	9 = 100%	15 = 16%
No	26 = 79%	28 = 91%	18 = 85%	0	72 = 77%
?	4 = 12%	1 = 5%	2 = 10%	0	7 = 7%
7. Yes	27 = 82%	30 = 97%	16 = 75%	8 = 89%	81 = 86%
No	4 = 12%	0	4 = 20%	1 = 11%	9 = 10%
?	2 = 6%	1 = 3%	1 = 5%	0	4 = 4%
8. N.S.	1 = 3%	8 = 26%	4 = 20%	0	13 = 14%
11 & 12	1 = 3%	4 = 13%	2 = 10%	1 = 11%	8 = 18%
Alt. Pro.	17 = 51%	12 = 39%	11 = 50%	5 = 55%	45 = 48%
?	9 = 27%	1 = 3%	2 = 10%	2 = 22%	14 = 15%
	5 = 15%	6 = 19%	2 = 10%	1 = 11%	14 = 15%
	5	1	2	1	9
	4	0	0	0	4

Table B
WITHOUT DEFICIENCIES

Table B

WITHOUT CREDIT DEFICIENCIES

	Franklin N=75	Lewis & Clark	Washington N=21	Wilson N=34	Total N=130
1. Yes	75 = 100%	No Usuable Data	20 = 95%	34 = 100%	129 = 99%
No	0		1 = 5%	0	1 = 1%
?	0		0	0	0
2a. Yes	74 = 99%		20 = 95%	34 = 100%	128 = 98%
No	1 = 1%		1 = 5%	0	2 = 2%
?	0		0	0	0
2b. Yes	50 = 67%		16 = 76%	30 = 88%	96 = 74%
No	23 = 31%		5 = 24%	3 = 9%	31 = 24%
?	2 = 2%		0	1	3 = 2%
3. Yes	63 = 84%		19 = 90%	31 = 91%	113 = 87%
No	12 = 16%		2 = 10%	3 = 9%	17 = 13%
?	0		0	0	0
4. Yes	38 = 51%		16 = 76%	30 = 88%	84 = 65%
No	32 = 43%		3 = 14%	2 = 6%	37 = 28%
?	5 = 6%		2 = 10%	2 = 6%	9 = 7%
5. More	43 = 57%		19 = 90%	31 = 91%	93 = 72%
Less	14 = 19%		1 = 5%	2 = 6%	17 = 13%
?	18 = 24%		1 = 5%	1 = 3%	20 = 15%
6. Better	48 = 64%		20 = 95%	30 = 88%	98 = 75%
Worse	9 = 12%		1 = 5%	2 = 6%	12 = 9%
?	18 = 24%		0	2 = 6%	20 = 15%
7. Yes	50 = 67%		14 = 67%	29 = 85%	93 = 72%
No	22 = 29%		7 = 33%	3 = 9%	32 = 25%
?	3 = 4%		0	2 = 6%	5 = 4%
8. Yes	58 = 77%		17 = 81%	26 = 76%	101 = 78%
No	16 = 21%		4 = 19%	7 = 21%	27 = 21%
?	1 = 1%		0	1 = 3%	2 = 1%
9. Yes	59 = 79%		18 = 86%	33 = 97%	110 = 85%
No	11 = 15%		3 = 14%	1 = 3%	15 = 11%
?	5 = 6%		0	0	5 = 4%