
GRADUATION REQUIREMENTS

An overview of the State Board of Education's
Work on Career & College-Ready Graduation
Requirements

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PRESENTATION OVERVIEW

1. Overview of recent work of the State Board of Education in the development and implementation of career and college-ready graduation requirements.
2. Outline of the November 2011 graduation requirement rule adoption, and the two-year automatic extension opportunity.
3. 2012 Legislative Session Issues & Discussion.

FRAMING TODAY'S PRESENTATION – KEY POINTS

1. At the direction of the Legislature, the State Board of Education (SBE) has worked for nearly 5 years on developing revised graduation requirements.
2. “Core 24” is an artifact of the past. The new career and college-ready requirements incorporate greater flexibility provisions.
3. The 24-credit graduation standard is embedded within ESHB 2776 and the Legislature’s new definition of Basic Education, but is not implemented yet.
4. *McCleary* creates a new-found sense of urgency for implementation.
5. Implementation of the 24-credit package requires funding. The SBE has taken all the steps it can within the existing 20 credit framework.
6. The SBE remains committed to both college and career readiness; a four-year university experience does not fit all students’ dreams and aspirations.
7. The SBE wants to work with the Legislature to make sure that implementation of graduation requirements is not unduly burdensome on districts, and make sure all students can pursue multiple career pathways to achieve personal fulfillment and success.

CHANGES FOR THE CLASS OF 2016*

ADOPTED AT NOVEMBER MEETING - ALL CHANGES OCCUR WITHIN EXISTING 20 CREDIT FRAMEWORK

1. Eliminate the 150 hour seat-time requirement for award of credit.
 2. Create a “two for one” policy that would enable students taking a CTE-equivalent course to satisfy two graduation requirements while earning one credit.
 3. Decrease required electives from 5.5 to 4 credits.
 4. Increase English from 3 credits to 4 credits.
 5. Increase social studies from 2.5 credits to 3 credits; require .5 credit of civics, per RCW 28A.230.093.
 6. Make successful completion of Washington State History and Government a non-credit requirement, allowing districts the flexibility to offer the course at the middle and/or highschool level
 7. Clarify that the 2 credits of health and fitness includes .5 credits of health and 1.5 credits of fitness.
- ❖ For English & Social Studies credit changes, automatic 2-year extension available for districts that apply.

CURRENT AND PROPOSED REQUIREMENTS

Course	Class of 2013 Requirements	Class of 2016* Requirements	Credits Yet To Be Adopted
English	3	4	
Math	3	3	
Science	2 (1 lab)	2 (1 lab)	1 + lab
Social Studies	2.5	3	
Arts	1	1	1**
Health and Fitness	2	2	
Occupational Education	1	1	
World Language	0	0	2**
Career Concentration	0	0	2
Electives	5.5	4	2
Total	20	20	24

*Automatic 2-year extension available for districts that apply.

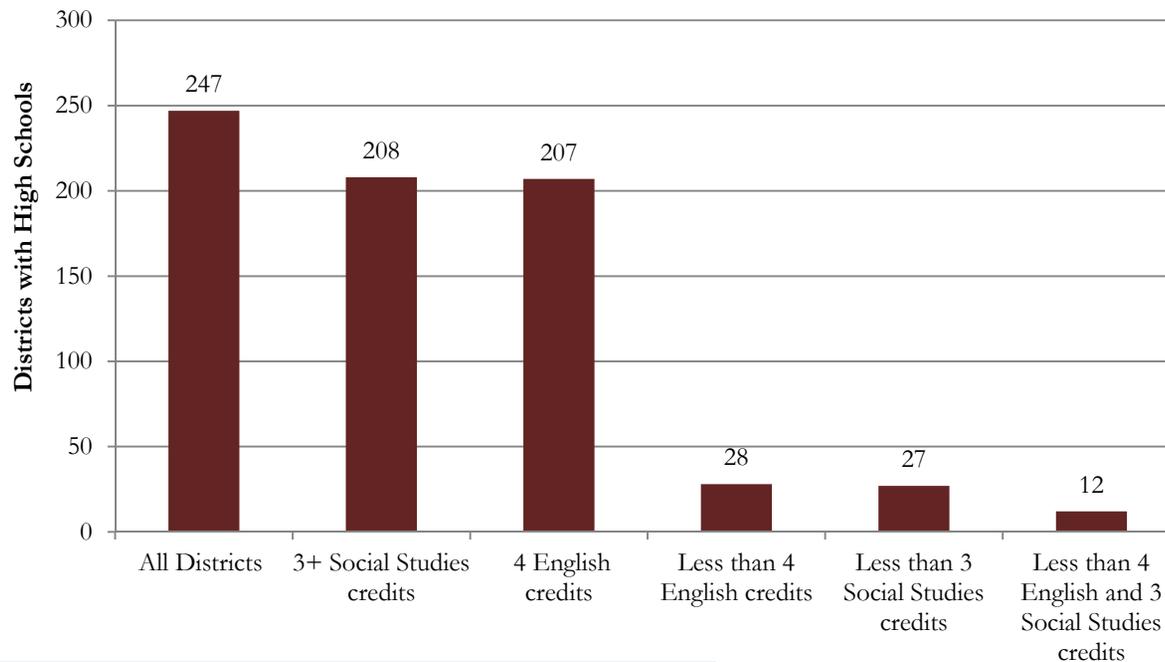
**Courses can be substituted if students High School and Beyond Plan suggests a different course path.

WHO IS IMPACTED? ENGLISH AND SOCIAL STUDIES

Districts With High Schools	Yes	No
Requiring 4 Credits of English	203 (82%)	44 (18%)
Requiring 3+ Credits of Social Studies	207 (84%)	40 (16%)

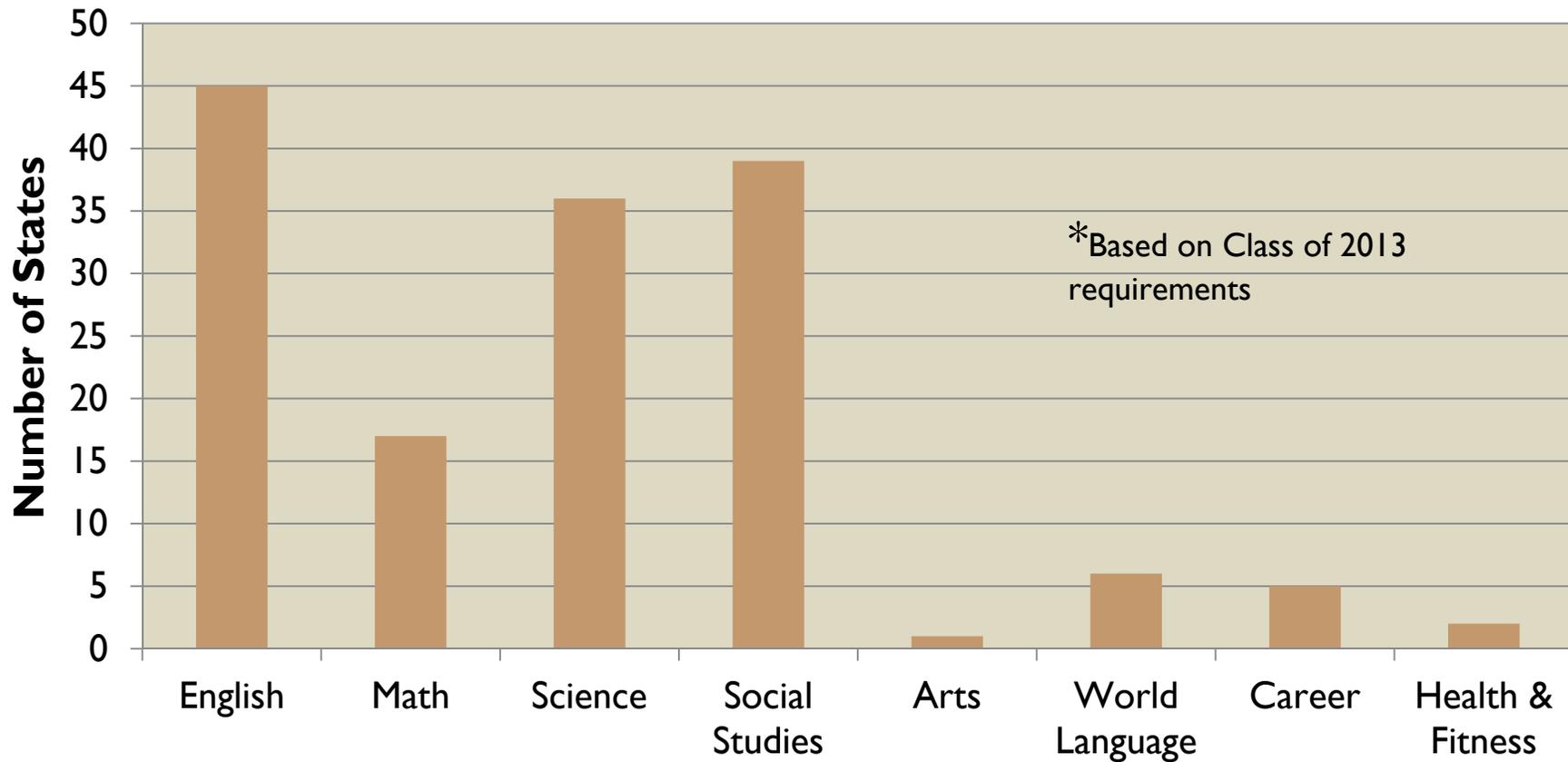
Note: Percentages calculated on the total number of districts with high schools (247)

2011 Washington District Requirements

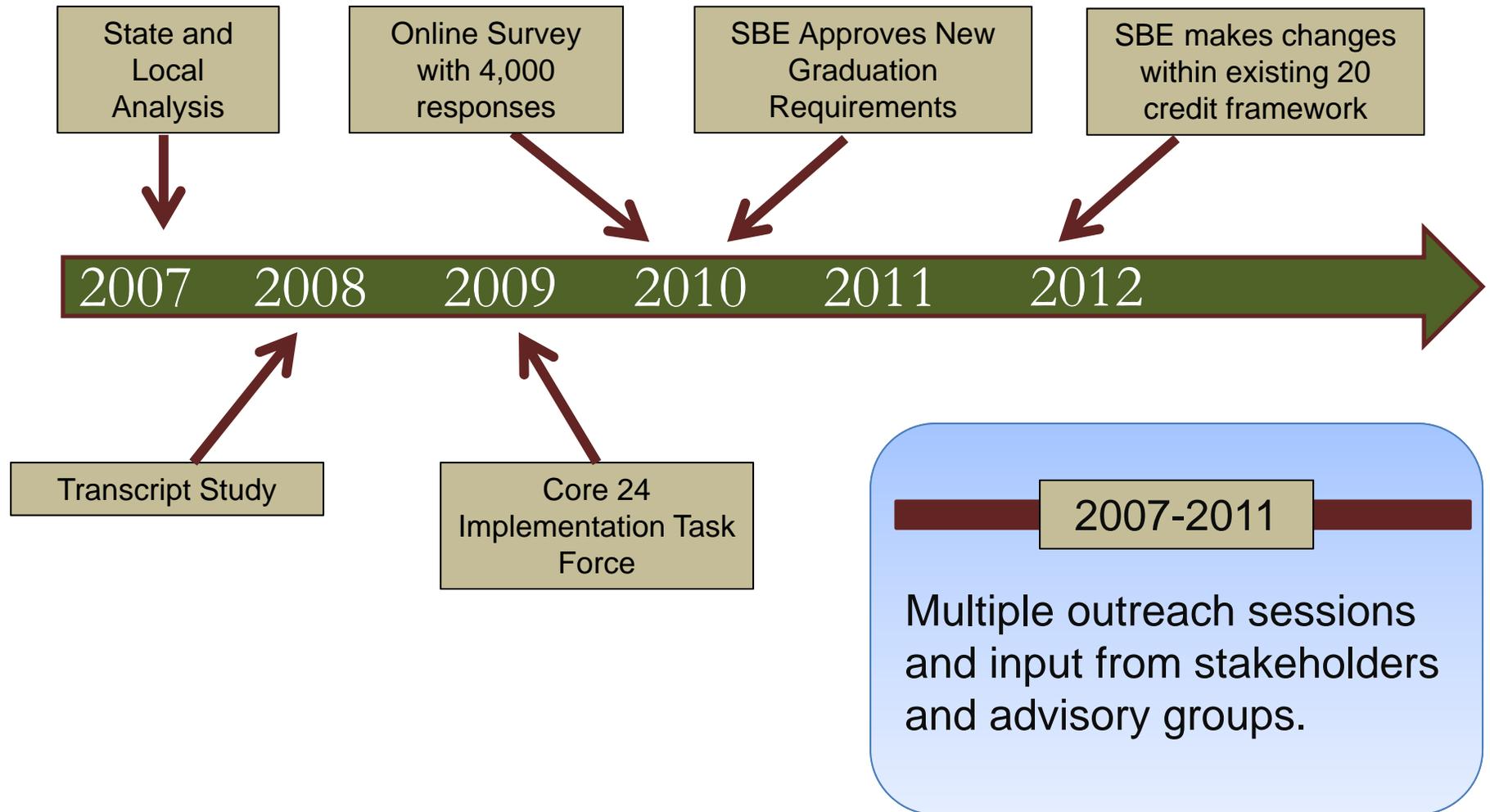


COMPARING TO OTHER STATES

States That Require More Credits to Graduate than Washington*, by Subject Area



HISTORY & TIMELINE



SBE REVISED CORE 24 IN 2010 TO DEVELOP NEW ‘CAREER & COLLEGE-READY GRADUATION REQUIREMENTS’

After considering recommendations from the Core 24 Implementation Task Force and feedback from public outreach, the Board:

- Added flexibility for students who failed 1-2 mandatory courses to recover up to 2 credits and graduate with fewer credits (22 or 23 instead of 24).
- Changed second credit of arts requirement to be “student choice.”
- Added 1 credit of occupational education as mandatory.
- Made the High School and Beyond Plan the foundation for the 7 credits of student choice courses, and dismissed idea of a formal opt-out process for those 7 credits.

FLEXIBILITY IN RECENT RULE CHANGES

- The fourth credit of English may be an English elective, e.g. drama as literature, public speaking, debate, journalistic writing, business English, English as a Second Language, Learning Support English.
 - Ultimately, each district determines what qualifies as ‘English’
- Districts that are already teaching civics as part of the 1 credit Contemporary World Problems (CWP) requirement can allow students to earn .5 credit of civics and satisfy both the new civics requirement and .5 credit of the CWP requirement.
- The “2 for 1” policy will free up an elective by allowing students who complete one CTE-equivalent class to satisfy 2 requirements while earning 1 credit.
- Removing the time-basis for a credit relieves districts of having to submit waiver requests for bell schedules that did not easily permit 150 hour instructional periods.

FISCAL ESTIMATE OF COSTS ASSOCIATED WITH GRADUATION REQUIREMENT CHANGES

- Language from original ESHB 2261 provides guidance on what SBE may and may not move forward with:

“(c) The state board shall forward any proposed changes to the high school graduation requirements to the education committees of the legislature for review and to the quality education council established under RCW [28A.290.010](#). The legislature shall have the opportunity to act during a regular legislative session before the changes are adopted through administrative rule by the state board. *Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized and funded by the legislature through the omnibus appropriations act or other enacted legislation.*” (28A.230.090)

- For context, watch the original QEC overview of the [fiscal estimate](#) provided to the SBE and the Legislature.
 - Key discussion of changes within 20-credit framework starts at 1:22:57 and ends at 1:25:00.

FISCAL ESTIMATE OF COSTS – EXCERPT FROM ORIGINAL OSPI ANALYSIS...

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

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

SBE Board Packet; Nov 10, 2010

SBE IS SENSITIVE TO THE IMPACT THESE CHANGES WILL HAVE ON DISTRICTS

- Two-year waiver extension meant to give districts a long lead time to plan for necessary staffing adjustments (extension would make changes effective for the class of 2018).
- De-link of seat time requirement on award of credit provides greater flexibility, as does the 2-for-1 CTE course equivalency option.

2012 LEGISLATIVE SESSION ISSUES

- Why require “opt-out” provision for third year of math (Algebra 2)?
 - Ensure intentionality in course-taking; parents and students often assume that graduation requirements and college admissions requirements are one and the same.
 - Students who take more advanced math courses are less likely to need remediation in a post-secondary setting.
- Why not just require the core courses and eliminate elective requirements?
 - 2008 Transcript study revealed that 35% of graduating seniors took less than a full load their senior year.
 - Electives are part of a robust, college and career-ready education.
- Should we set graduation requirements in statute?
 - State Board of Education has 5+ years of work invested.
 - May have to re-open the entire policy conversation each time you wish to make one adjustment.