

## Washington State Graduation Requirements (2006-2012 Development)

Year	Legislation and Rules	State Board of Education (SBE) Committees	Stakeholder feedback and other work related to requirements
2006	<b>Legislative directive to revise the definition of the high school diploma, Washington Learns</b>		
	<b>E2SHB 3098</b> Directed the SBE to revise the definition of the purpose and expectations of a public high school diploma	SBE initiated the Meaningful High School Diploma committee	College readiness initiatives: <ul style="list-style-type: none"> <li>• Transition Math Project</li> <li>• College Readiness Project in English and Science</li> </ul> Washington Learns comprehensive education study <ul style="list-style-type: none"> <li>• Outlined goals for math and science</li> <li>• Called for alignment of high school graduation requirements and college admission standards</li> </ul>
2007	<b>Meaningful High School Diploma committee</b>		
	<b>2SHB 1906</b> Directed the SBE to include a 3 credits of math, and describe the content, in graduation requirements  <b>ESSB 6023</b> Set assessment requirements for classes of 2008-2012	Meaningful High School Diploma work: <ul style="list-style-type: none"> <li>• Revise the definition and purpose of high school diplomas</li> <li>• Three credits of math</li> <li>• Strengthen and integrate High School and Beyond Plan and Culminating Project</li> <li>• Increase opportunities for competency-based learning</li> </ul>	Feedback from stakeholders to Meaningful High School Diploma committee: <ul style="list-style-type: none"> <li>• One diploma for multiple pathways</li> <li>• No unfunded mandate</li> </ul>
2008	<b>Core 24, 3 credits of math</b>		
	<b>WAC 180-51-066</b> <ul style="list-style-type: none"> <li>• Third credit of math for graduating class of 2013</li> <li>• Increased total required credits from 19 to 20</li> </ul> <b>WAC 180-51-061</b> Culminating Project and High School and Beyond Plan became graduation requirements	SBE approved a 24 credit framework  Core-24 Implementation Task Force established to address implementation issues	Transcript Study for the SBE by a research and evaluation consultant, the BERCC Group <ul style="list-style-type: none"> <li>• Sample of 14,875 students from the class of 2008</li> <li>• Found that over 27 credits on average were attempted by students</li> </ul> Feedback from public outreach identified issues: <ul style="list-style-type: none"> <li>• Schedule of phase-in to address teacher supply, facilities, etc.</li> <li>• Competency-based ways of meeting requirements</li> <li>• Assistance for struggling students</li> <li>• Career exploration and concentration</li> <li>• Meeting the 150 instructional hours requirement for credit</li> </ul>
2009	<b>Core 24 Implementation Task Force</b>		
	<b>ESHB 2261</b> <ul style="list-style-type: none"> <li>• Directed 24 credits for graduation, subject to a phased-in implementation</li> <li>• Also directed no changes to graduation requirements that result in additional cost to districts without legislative approval and funding</li> </ul>	Task force assembled and began work	Transcript Study follow-up analyzing Core 24 in relationship to university admissions <ul style="list-style-type: none"> <li>• About 50% of students completed all courses to meet the minimum Washington public 4-year admissions standards</li> <li>• 65.5% of students completed the minimum math requirements</li> </ul> Transcript Study follow-up study of bell schedules and instruction minutes <ul style="list-style-type: none"> <li>• 23.2% of students on block schedules met Core 24 requirements compared to 15.3% on standard schedule</li> </ul>

Year	Legislation and Rules	SBE Committees	Other work related to requirements
2010	<b>Career and College Ready Requirements approved (but not adopted), cost estimate</b>		
		<p>Core 24 Implementation Task Force final recommendations</p> <p>November SBE approved 24 credit Career and College Ready Graduation Requirements</p> <ul style="list-style-type: none"> <li>• Intention of moving forward with the changes with no fiscal impact</li> <li>• All students enrolled in a common pathway that will keep postsecondary options open</li> </ul>	<p>Stakeholder outreach meetings, compilation of emails, and online survey (over 4,000 respondents); subject areas that caused the most comments:</p> <ul style="list-style-type: none"> <li>• Arts—number of credits</li> <li>• Career concentration—confusing</li> <li>• Fitness—mistaken perception that new graduation requirements would eliminate a fitness requirement</li> </ul> <p>November Office of the Superintendent of Public Instruction presented the Cost of Proposed Graduation Requirements</p>
2011	<b>Feedback and review, 2-year extension</b>		
		<p>November SBE approved the graduation requirement changes that were determined to have no fiscal impact for the graduating class of 2016: additional credit of English and .5 credits of Social Studies</p> <p>To allow greater local flexibility, the SBE also approved:</p> <ul style="list-style-type: none"> <li>• Removal of 150 instructional hours for credit definition</li> <li>• “Two for one” (2 requirements for 1 credit) for qualified Career and Technical Education classes</li> <li>• Washington State History and Government a non-credit requirement</li> </ul>	
		Automatic 2-year extension to implementing the additional credit for districts that apply	Extensive feedback on implementation concerns
2012	<b>20 credit Career and College Ready Graduation Requirements adopted for class of 2016</b>		
	<p><b>WAC180-51-067</b></p> <ul style="list-style-type: none"> <li>• 20 credit Career and College Ready Graduation Requirements for class of 2016</li> <li>• Two year extension for districts to implement 4 credits of English and/or 3 credits of social studies</li> </ul>		
	<p><b>SHB 2492</b></p> <p>Requires the SBE to provide fiscal impact statements before making rule changes</p>		