

The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

Title:	Graduation Requirements Rule Revisions - Feedback	
As Related To:	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input checked="" type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input checked="" type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	The feedback collected during the September and October outreach will be a consideration as the Board votes on whether to adopt the proposed rule changes to WAC 180-51-050 and WAC 180-51-066 at the November meeting.	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input checked="" type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>After an extensive three-year review and public outreach, SBE approved Washington Career and College Ready Graduation Requirements in November 2010. The framework reflected SBE's efforts to: 1) prepare students for postsecondary education, gainful employment and citizenship, as directed by RCW 28A.150.220; 2) prepare Washington students at levels comparable to students in other states; and 3) align better with entrance requirements at Washington's public postsecondary institutions. In November, SBE will consider whether to take the first step in moving the state forward on this change by adopting rule revisions determined by the Office of Superintendent of Public Instruction to have no fiscal cost. To maximize opportunity for input prior to the graduation requirements rule revision language vote, staff implemented a coordinated outreach campaign in September and October. Staff and Board Members contacted key publics (e.g. WSSDA and school districts affected by the credit changes) directly. Staff also developed and delivered communications through website and social media updates, newsletters, and partner websites and publications. Staff will summarize at the meeting the feedback received by the SBE office.</p>	

GRADUATION REQUIREMENTS RULE REVISIONS FEEDBACK

BACKGROUND

After an extensive three-year review and public outreach, the State Board of Education (SBE) approved Washington Career and College Ready Graduation Requirements in November 2010. This framework reflected SBE's efforts to:

- Prepare students for postsecondary education, gainful employment and citizenship (RCW 28A.150.220).
- Prepare Washington students at levels comparable to students in other states.
- Align better with entrance requirements at Washington's public postsecondary institutions.

SBE passed a resolution (Attachment A) that outlined its proposed timetable for initiating changes to the graduation requirements.

The Legislature gave the responsibility of preparing a fiscal analysis to the Office of Superintendent of Public Instruction (OSPI) and required SBE to present the graduation requirements changes to the Quality Education Council and education committees of the House and Senate¹. During those presentations, per its November 2010 resolution, SBE signaled its intention to adopt rules for the graduating class of 2016 only for those changes determined by OSPI to have no fiscal cost.

Within the 20 credits required by SBE's graduation requirements WAC 180-51-066, the credits and policy changes determined to have no fiscal cost included:

- Increase English from 3 credits to 4 credits.
- Increase social studies from 2.5 credits to 3 credits; require .5 credit of civics, per RCW 28A.230.093.
- Decrease electives from 5.5 to 4 credits.
- Make successful completion of Washington State History and Government a non-credit requirement.
- Clarify that the 2 credits of health and fitness includes .5 credit of health and 1.5 credits of fitness.
- Create a "two for one" policy that would enable students taking a CTE-equivalent course to satisfy two graduation requirements while earning one credit.

Under SBE's high school credit definition WAC 180-51-050, SBE would:

- Substitute a non-time-based definition of a credit for the time-based 150 instructional hours.

¹ RCW 28A.230.090. SBE made presentations to the Quality Education Council: December 21, 2010; House Education Committee, January 25, 2011; and Senate Early Learning and K-12 Education Committee: January 31, 2011

These proposed changes are included in Attachments B (changes with rationale) and C (changes as submitted to the Code Reviser).

The Board reviewed draft rule language at the September Board meeting, and decided to seek input on the proposed revisions. To this end, SBE staff:

1. Created a Washington State School Directors' Association (WSSDA) regional meeting information sheet for member outreach. SBE members and/or staff attended 10 of the 11 regional meetings to provide information and to seek feedback.
2. Added rule revision language to the "rules" and "graduation requirements" tabs on the website, as well as a link where visitors could provide input. Our website traffic was over 4,500 hits for October.
3. Created a graduation requirements link on the front page of the site to make it easier for visitors to find the proposed revisions and add input.
4. Delivered two messages within a span of two weeks to our Facebook fan page (over 500 views with over 535 followers) and Twitter sites (150+ followers).
5. Created two rule revision articles, one for the August newsletter and one for the October newsletter (distribution of over 5,000 per edition).
6. Contacted WSSDA directly with language to host on their website (which was added to the front page of the site, and also included in the print magazine delivered to WSSDA members).
7. Asked for input (via email) from Superintendents and Board members in districts that would have to add English and/or social studies credits to their graduation requirements.
8. Presented to the Association of Washington School Principals' Representative Council of High School Principals.

SBE members and staff collected feedback through September and October.

POLICY CONSIDERATION

At the November meeting, staff will summarize the feedback received through correspondence or phone calls on the proposed graduation requirements rule changes. SBE members will also have opportunities at the meeting to share what they learned from their own outreach efforts, receive public comment, and conduct a formal public hearing.

EXPECTED ACTION

The Board will consider adopting the proposed rule changes to WAC 180-51-050 and WAC 180-51-066 (resulting in a new rule, WAC 180-51-067), as a first step toward moving the state forward to a career and college ready set of graduation requirements.

**WASHINGTON STATE BOARD OF EDUCATION RESOLUTION TO APPROVE WASHINGTON
STATE GRADUATION REQUIREMENTS:
CAREER AND COLLEGE READY**

As Approved November 10, 2010

WHEREAS, Our children are our state's future and our education system must prepare them now for the challenges of the 21st century, and

WHEREAS, All students deserve an excellent and equitable education, and

WHEREAS, We must join together to support students in our education system and to provide the resources and direction needed to help all students succeed in meeting their educational and career goals, and

WHEREAS, Washington's Basic Education Act provides direction by stating that school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship, and

WHEREAS, The State Board of Education provides direction through its rule-making authority for state graduation requirements, including subject-area credits, a High School and Beyond Plan, and a Culminating Project of all students, and

WHEREAS, The State Board of Education recognizes that the Legislature must approve and fund changes to graduation requirements that have state fiscal impact, and

WHEREAS, Despite a considerably changed world over the past 25 years, Washington students in the graduating class of 2011 are graduating under the same state credit requirements expected for the graduating class of 1985, and

WHEREAS, Washington State is in the bottom 20 percent of all states in participation of students ages 18-24 in education beyond high school, particularly low-income students, and many high school graduates of color are less likely to go directly to community/technical and four-year colleges, and

WHEREAS, Washington State graduation requirements for English, science, and social studies are significantly lower than the majority of other states, and

WHEREAS, The State Board of Education has listened to stakeholders and the recommendations of its Core 24 Implementation Task Force and revised its graduation credit requirements proposal in response to the feedback received, and

WHEREAS, The State Board of Education has determined over a three-year period of study that Washington's current state graduation requirements need to be strengthened so that students are prepared for the education and training needed to earn a credential beyond high school considered necessary for most living-wage jobs in the 21st century, and

WHEREAS, The State Board of Education places equal value on multiple pathways to career and college readiness, and calls for students, parents/guardians and local educators to work together on High School and Beyond Plans that will guide students' course selections through high school and evolve as students' goals develop and change, and

THEREFORE, BE IT RESOLVED THAT The State Board of Education is approving a new set of career and college-ready graduation requirements. All students will be enrolled in a common pathway that will keep all postsecondary options open and will align with the Higher Education Coordinating Board's minimum four-year public college admission requirements unless students substitute courses according to their High School and Beyond Plans:

English: 4 credits
Math: 3 credits
Science, 2 labs: 3 credits
Social Studies: 3 credits
Health: .5 credit
Occupational Education: 1 credit
Fitness: 1.5 credits*
Arts: 2 credits**
World Languages: 2 credits*
Career Concentration: 2 credits*
Electives: 2 credits*

*Subjects that are asterisked have flexibility, either because of state law (e.g., students may be excused from fitness) or because the State Board of Education is allowing students to make choices that will enable them to pursue courses more consistent with the educational and career goals expressed in their High School and Beyond Plans. **Only 1 credit may be substituted in arts.

While students must attempt 24 credits, up to two of the 24 credits may be waived by local administrators if students need to retake courses to fulfill the state requirements, and

BE IT FURTHER RESOLVED THAT The State Board of Education will make changes to the high school and beyond plan and the Culminating Project to assure greater consistency of implementation across districts, and

BE IT FURTHER RESOLVED THAT It is the State Board of Education's intention, after the 2011 legislative session, to put those policy changes with no state fiscal impact, as determined by the Office of Superintendent of Public Instruction, into effect for the graduating class of 2016. Within the current 20 credit framework, the following credit changes would be made:

- Increase English from 3 to 4 credits
- Increase Social Studies from 2.5 to 3 credits, including .5 credits of civics
- Designate .5 credit of health (while retaining 1.5 credits of fitness)
- Decrease elective credits by 1.5

BE IT FURTHER RESOLVED THAT The State Board of Education will enact additional, no-cost policies, as determined by the Office of Superintendent of Public Instruction, to create more flexibility for districts to help students meet the graduation requirements. These policies would go into effect for the graduating class of 2016.

1. 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.
2. Establish a "two for one" policy to enable students to take a CTE-equivalent course and satisfy two requirements (one course = one credit = two requirements).
3. Make Washington State History and Government a non-credit requirement that must be successfully passed and noted on the student transcript that the requirement has been met.

BE IT FURTHER RESOLVED that all other changes to the requirements, including initiating the high school and beyond plan at the middle level, will be put into effect pending legislative approval and funding.

Jeff Vincent, Chair

Date

DRAFT CHANGES TO WAC 180-51-066

Row	CHANGE	RATIONALE
1	Minimum State subject and credit requirements for high school graduation — Students entering the ninth grade on or after July 1, 2009 2012 .	<ul style="list-style-type: none"> Shifts focus away from minimum. Makes changes effective for graduating class of 2016.
2	(1) The statewide minimum subject areas and credits required for high school graduation, beginning July 1, 2009 2012 , for students who enter the ninth grade or begin the equivalent of a four-year high school program shall total twenty as listed provided below. All credits are to be aligned with the state's essential academic learning requirements (learning standards) for the subject. The content of any course shall be determined by the local school district.	<ul style="list-style-type: none"> Eliminates redundancy by making overall statements about alignment of credits with state learning standards, and content to be determined by the local district. Previously, these statements were included with each subject.
3	(a) Three Four English credits (reading, writing, and communications) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the tenth grade Washington assessment of student learning beginning 2008.	<ul style="list-style-type: none"> Changes requirement from 3 to 4 credits. Alignment now addressed by the overarching statement in (1). Assessment is addressed by law (RCW 28A.655.061) and does not need to be in rule; reference to WASL is outdated.
4	(b) Three mathematics credits that align with the high school mathematics standards as developed and revised by the office of superintendent of public instruction and satisfy the requirements set forth below: <i>(Remainder of math portion of rule—(1)(b)(i-vii) remains the same)</i>	<ul style="list-style-type: none"> Alignment now addressed by the overarching statement in (1). <p><i>(Remainder of math portion of rule—(1)(b)(i-vii) remains the same)</i></p>
5	(c) Two science credits (physical, life, and earth) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. At least one of the two credits must be a in-laboratory science. is required which shall be defined locally. Assessment shall include the tenth grade Washington assessment of student learning beginning 2010.	<ul style="list-style-type: none"> Alignment now addressed by the overarching statement in (1). Assessment is addressed by law (RCW 28A.655.061) and does not need to be in rule. Determination of content by local district already addressed in overarching statement in (1). <p>Does <u>not</u> make the change to require biology because that change will need to be presented to the education committees during the 2012 Legislative Session, per 28A.230.090. Biology needs to be required to satisfy federal NCLB regulations regarding the use of end-of-course assessments.</p>
6	(d) Two and one-half Three social studies credits (2.5 credits prescribed courses, plus a .5 credit social	<ul style="list-style-type: none"> Changes requirement from 2.5 to 3 credits.

Row	CHANGE	RATIONALE
	<p>studies elective) and a noncredit requirement. that at minimum align with the state's essential academic learning requirements in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in social studies at the high school level by 2008-09. In addition, districts shall require students to complete a classroom-based assessment in civics in the eleventh or twelfth grade also by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095). The social studies requirement shall consist of the following mandatory courses or equivalencies:</p>	<ul style="list-style-type: none"> • Clarifies the number of prescribed and elective social studies credits and presence of a noncredit requirement. • Alignment now addressed by the overarching statement in (1). • Assessment is addressed by law (RCW 28A.230.095) and does not need to be in rule.
7	<p>(i) One credit shall be required in United States history. and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.</p>	<ul style="list-style-type: none"> • The study of the US Constitution is in law (RCW 28A.230.170) and does not need to be repeated in WAC. • The addition of a government-based civics requirement addresses the study of government.
8	<p>(ii) Under the provisions of RCW 28A.230.170 and 28A.230.090, one-half credit shall be required in Washington State history and government which shall include study of the Constitution of the state of Washington and is shall consider including encouraged to include information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. Successful completion must be noted on each student's transcript.</p> <p>Successful completion of Washington State history and government shall be required, subject to the provisions of RCW 28A.230.170, RCW 28A.230.090, and WAC 392.410.120, and which shall include study of the Constitution of the state of Washington and is shall consider including encouraged to include information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. Successful completion must be noted on each student's transcript.</p>	<ul style="list-style-type: none"> • "Successful completion" establishes that students must pass or meet proficiency. • Study of the Washington Constitution is in law (RCW 28A.230.170) and does not need to be repeated in WAC. • The additional reference of WAC 392.410.120 acknowledges OSPI WAC providing guidance on Washington State history and government. • Clarifies that a notation of successful completion must be noted on the transcript. • SHB 1495, passed in 2005, strengthened the language of 28A.230.090 to say "shall consider including" information on the culture, history, and government.... instead of "is encouraged to." This change updates the rule and is the only instance where we are repeating statutory language in rule.

Row	CHANGE	RATIONALE
9	<p>(A) For purposes of the Washington state history and government requirement only, the term "secondary student" shall mean a student who is in one of the grades seven through twelve. If a district offers this course in the seventh or eighth grade, it can still count towards the state history and government graduation requirement. However, the course should only count as a high school credit if the academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors (RCW 28A.230.090(4)).</p>	<ul style="list-style-type: none"> • Already addressed in RCW 28A.230.090.
10	<p>(B) The study of the United States and Washington state Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by the local school principal under written district policy.</p>	<ul style="list-style-type: none"> • Study of US and Washington State Constitutions is required by law (RCW 28A.230.170; 28A.230.093).
11	<p>(C) (A) The Washington State history and government requirement may be waived by the principal for students who: 1) have successfully completed a state history and government course of study in another state; and 2) are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state. Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. The study of the United States and Washington state Constitutions required under RCW 28A.230.170 shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal under a written district policy.</p>	<ul style="list-style-type: none"> • Clarifies the conditions for waiver of this requirement. Current statute (28A.230.060) allows for waivers for twelfth grade students transferring from other states; the Board's rule extends the waivers to eleventh grade students, as well, and to students who have successfully completed a state history and government course in another state.
12	<p>(D) After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class.</p>	<ul style="list-style-type: none"> • Circumstances for waiver of Washington State history and government are now outlined in section (ii) (A) above.
13	<p>(iii) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on current contemporary world problems</p>	<ul style="list-style-type: none"> • Mirrors the use of "contemporary" in the first sentence and distinguishes "world problems" from "world history" or "world geography."

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	may be accepted as equivalencies.	
14	(iv) One half-credit shall be required in civics, and include at a minimum the content listed in RCW 28A.230.093.	<ul style="list-style-type: none"> • Responds to statutory requirement in RCW 28A.230.093 that requires SBE to require at least .5 credit of civics when it increases the number of course credits in social studies.
15	(e) Two health and fitness credits (.5 credit health; 1.5 credits fitness) that at minimum align with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in health and fitness at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095).	<ul style="list-style-type: none"> • Specifies .5 credit of health and 1.5 credits of fitness. • Alignment now addressed by the overarching statement in (1), as is locally-determined content. • Assessment is addressed by law (RCW 28A.230.095) and does not need to be in rule.
16	(i) The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally under WAC 180-51-025. Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement under RCW 28A.230.050. Such excused students shall be required to substitute equivalency credits demonstrate proficiency/competency in the knowledge portion of the fitness requirement , in accordance with written district policy . policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement.	<ul style="list-style-type: none"> • Limiting the fitness portion to course work does not allow for competency-based credit. • Locally-determined content already addressed in (1). • SBE has no authority to direct OSPI to develop "fitness outlines." • The only reference in statute to "equivalency credits" relates to Career and Technical Education (CTE) (RCW 28A.230.097), and therefore may be confusing (What are equivalency credits?). The new language clarifies the requirement that excused students still must demonstrate proficiency in the knowledge portion of the fitness requirement.
17	(ii) "Directed athletics" shall be interpreted to include community-based organized athletics.	<ul style="list-style-type: none"> • The term "directed athletics" is used in RCW 28A.230.050, along with a list of other categories that would enable students to be excused from the physical portion of the requirement. It is unclear why it is singled out for definition.
18	(f) One arts credit that at minimum is aligned with current essential academic learning requirements at	<ul style="list-style-type: none"> • Alignment now addressed by the overarching statement in (1).

Row	CHANGE	RATIONALE
	<p>grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in arts at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW <u>28A.230.095</u>). The essential content in this subject area may be satisfied in the visual or performing arts.</p>	<ul style="list-style-type: none"> Assessment is addressed by law (RCW 28A.230.095) and does not need to be in rule.
19	<p>(g) One credit in occupational education. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed or adopted contained in the career and technical education (CTE) program standards of the office of the superintendent of public instruction. The assessment of achieved competence in this subject area is determined at the local district level</p> <p>(i) Students who earn a graduation requirement credit through a CTE course locally determined to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject; the single CTE course meets two graduation requirements.</p> <p>(ii) Students who earn a graduation requirement credit in a non-CTE course locally determined to be equivalent to a CTE course will not be required to earn a second credit in the CTE course subject; the single non-CTE course meets two graduation requirements.</p> <p>(iii) Students satisfying the requirement in g(i) or g(ii) will need to earn five elective credits instead of four; total credits required for graduation will not change.</p>	<ul style="list-style-type: none"> "Proposed or adopted" is not current language. Section g (I – iii) adds a "two for one" policy to provide greater flexibility for students to satisfy graduation requirements. Currently, students who take CTE-equivalent courses earn one credit, and they choose which credit (the CTE credit or the CTE-equivalent credit) to put on their transcripts. They do <u>not</u> satisfy two requirements. This policy would enable students to earn one credit and satisfy two requirements--both the CTE/Occupational Education requirement and its equivalent non CTE/Occupational Education requirement. The effect of this policy would be to free up an elective for the student.
20	<p>(h) Five and one-half Four credits of electives Study in a world language other than English or study in a world culture may satisfy any or all of the required electives. The assessment of achieved competence in these subject areas is determined at the local district level.</p>	<ul style="list-style-type: none"> Reduces elective credit requirement from 5.5 to 4. Identifying potential elective courses such as world language is unnecessary—districts determine electives.

Row	CHANGE	RATIONALE
21	(i) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.	<ul style="list-style-type: none"> No change
22	(j) Each student shall have a high school and beyond plan for their high school experience, including what they expect to do the year following graduation.	<ul style="list-style-type: none"> No change
23	(k) Each student shall attain a certificate of academic achievement or certificate of individual achievement. The tenth grade Washington assessment of student and Washington alternate assessment system shall determine attainment.	<ul style="list-style-type: none"> Already in statute (RCW 28A.655.061).
24	(2) State board of education approved private schools under RCW 28A.305.130(5) may, but are not required to, align their curriculums with the state learning goals under RCW 28A.150.210 or the essential academic learning requirements under RCW 28A.655.070.	<ul style="list-style-type: none"> Already in statute (RCW 28A.195.010).
25	(k) Students who complete and pass all required international baccalaureate diploma programme courses are considered to have satisfied state subject and credit requirements for graduation from a public high school, subject to the provisions of RCW 28A.230.090, 28A.230.170, and 28A.230.	<ul style="list-style-type: none"> Calls attention to new law passed in 2011.

DRAFT CHANGES TO WAC 180-51-050

Row	CHANGE	RATIONALE
1	High school credit — Definition. As used in this chapter the term "high school credit" shall mean:	<ul style="list-style-type: none"> No change
2	(1) Grades nine through twelve or the equivalent of a four-year high school program, and grades seven and eight under the provisions of or as otherwise provided in RCW 28A.230.090 (4) and (5):	<ul style="list-style-type: none"> The current language is inconsistent with RCW 28A.230.090. A separate rule, WAC 180.51.030, clearly references RCW 28A.230.090 for conditions to award high school credit for courses taken before attending high school.
3	(a) One hundred fifty hours of planned instructional activities approved by the district; Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements (learning standards). If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful	<ul style="list-style-type: none"> Removes time-based requirement (per recommendation of Core 24 Implementation Task Force²). Clarifies that this non time-based definition is related to successful completion of <u>course work</u>.

² <http://www.sbe.wa.gov/documents/Core%2024%20ITF%20Final%20Rpt%20April%202010.pdf>

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	completion of that subject; or	
4	<p>(b) Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, by a student of clearly identified competencies in the state's essential academic learning requirements (learning standards) established pursuant to a process defined in written district policy. Districts are strongly advised to confirm with the higher education coordinating board that the award of competency-based high school credit meets the minimum college core admissions standards set by the higher education coordinating board for admission into a public, baccalaureate institution.</p>	<ul style="list-style-type: none"> • Streamlines definition of competency-based credit. • Uses proficiency/competency because these words are often used interchangeably. The sample world language policy developed by WSSDA, OSPI, and SBE used this same convention. • By <u>not</u> using the words, "course work," creates a distinction between the non time-based definition and the proficiency/competency-based definition. Proficiency/Competency-based credit could be earned for knowledge or skills gained outside of a public school classroom setting.
5	Sections 2-7 will remain the same.	<ul style="list-style-type: none"> • No change
6	(8) The state board of education shall notify the state board for community and technical colleges and the higher education coordinating board of any school or school district that awards high school credit as authorized under subsection (1)(b) of this section.	<ul style="list-style-type: none"> • Not aware of any authority requiring SBE to do this, and SBE has not been implementing this subsection for at least five years.

AMENDATORY SECTION (Amending WSR 10-19-118, filed 9/21/10, effective 10/22/10)

WAC 180-51-066 Minimum requirements for high school graduation--Students entering the ninth grade on or after July 1, 2009, through June 30, 2012. (1) The statewide minimum subject areas and credits required for high school graduation (~~(, beginning July 1, 2009,)~~) for students who enter the ninth grade or begin the equivalent of a four-year high school program as of July 1, 2009, through June 30, 2012, shall total twenty as listed below.

(a) Three **English** credits (reading, writing, and communications) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the tenth grade Washington assessment of student learning beginning 2008.

(b) Three **mathematics** credits that align with the high school mathematics standards as developed and revised by the office of superintendent of public instruction and satisfy the requirements set forth below:

(i) Unless otherwise provided for in (b)(iv) through (vii) of this subsection, the three mathematics credits required under this section must include:

- (A) Algebra 1 or integrated mathematics I;
- (B) Geometry or integrated mathematics II; and
- (C) Algebra 2 or integrated mathematics III.

(ii) A student may elect to pursue a third credit of high school-level mathematics, other than algebra 2 or integrated mathematics III if all of the following requirements are met:

(A) The student's elective choice is based on a career oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student;

(B) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra 2 or integrated mathematics III because it will better serve the student's education and career goals;

(C) A meeting is held with the student, the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable), and a high school representative for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two and four year college level mathematics courses; and

(D) The school has the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative has occurred, the information as required was discussed, and the parent(s)/guardian(s) (or designee for the student if a parent or

guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.

(iii) Courses in (b)(i) and (ii) of this subsection may be taken currently in the following combinations:

(A) Algebra 1 or integrated mathematics I may be taken concurrently with geometry or integrated mathematics II.

(B) Geometry or integrated mathematics II may be taken concurrently with algebra 2 or integrated mathematics III or a third credit of mathematics to the extent authorized in (b)(ii) of this subsection.

(iv) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in RCW 28A.230.097 can be taken for credit instead of any of the mathematics courses set forth in (b)(i) of this subsection if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

(v) A student who prior to ninth grade successfully completed algebra 1 or integrated mathematics I; and/or geometry or integrated mathematics II, but does not request high school credit for such course(s) as provided in RCW 28A.230.090, may either:

(A) Repeat the course(s) for credit in high school; or

(B) Complete three credits of mathematics as follows:

(I) A student who has successfully completed algebra 1 or integrated mathematics I shall:

- Earn the first high school credit in geometry or integrated mathematics II;

- Earn the second high school credit in algebra 2 or integrated mathematics III; and

- Earn the third high school credit in a math course that is consistent with the student's education and career goals.

(II) A student who has successfully completed algebra 1 or integrated mathematics I, and geometry or integrated mathematics II, shall:

- Earn the first high school credit in algebra 2 or integrated mathematics III; and

- Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.

(vi) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I pursuant to a written district policy, but does not receive credit under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in geometry or integrated mathematics II;

- Earn the second high school credit in algebra 2 or integrated mathematics III; and

- Earn the third credit in a mathematics course that is consistent with the student's education and career goals.

(vii) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I and geometry or integrated

mathematics II pursuant to a written district policy, but does not receive credit for the courses under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in algebra 2 or integrated mathematics III;

- Earn the second and third high school credits in courses that are consistent with the educational and career goals of the student.

(c) Two **science** credits (physical, life, and earth) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. At least one credit in laboratory science is required which shall be defined locally. Assessment shall include the tenth grade Washington assessment of student learning beginning 2010.

(d) Two and one-half **social studies** credits that at minimum align with the state's essential academic learning requirements in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in social studies at the high school level by 2008-09. In addition, districts shall require students to complete a classroom-based assessment in civics in the eleventh or twelfth grade also by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095). The social studies requirement shall consist of the following mandatory courses or equivalencies:

(i) One credit shall be required in United States history and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.

(ii) Under the provisions of RCW 28A.230.170 and 28A.230.090, one-half credit shall be required in Washington state history and government which shall include study of the Constitution of the state of Washington and is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state.

(A) For purposes of the Washington state history and government requirement only, the term "secondary student" shall mean a student who is in one of the grades seven through twelve. If a district offers this course in the seventh or eighth grade, it can still count towards the state history and government graduation requirement. However, the course should only count as a high school credit if the academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors (RCW 28A.230.090(4)).

(B) The study of the United States and Washington state

Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by the local school principal under written district policy.

(C) Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. The study of the United States and Washington state Constitutions required under RCW 28A.230.170 shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal under a written district policy.

(D) After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class.

(iii) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on current problems may be accepted as equivalencies.

(e) Two **health and fitness** credits that at minimum align with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in health and fitness at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095).

(i) The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally under WAC 180-51-025. Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement under RCW 28A.230.050. Such excused students shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement.

(ii) "Directed athletics" shall be interpreted to include community-based organized athletics.

(f) One **arts** credit that at minimum is aligned with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in arts at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to

use (RCW 28A.230.095). The essential content in this subject area may be satisfied in the visual or performing arts.

(g) One credit in **occupational education**. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed or adopted in the career and technical education program standards of the office of the superintendent of public instruction. The assessment of achieved competence in this subject area is determined at the local district level.

(h) Five and one-half electives: Study in a world language other than English or study in a world culture may satisfy any or all of the required electives. The assessment of achieved competence in these subject areas is determined at the local district level.

(i) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.

(j) Each student shall have a high school and beyond plan for their high school experience, including what they expect to do the year following graduation.

(k) Each student shall attain a certificate of academic achievement or certificate of individual achievement. The tenth grade Washington assessment of student learning and Washington alternate assessment system shall determine attainment.

(2) State board of education approved private schools under RCW 28A.305.130(5) may, but are not required to, align their curriculums with the state learning goals under RCW 28A.150.210 or the essential academic learning requirements under RCW 28A.655.070.

NEW SECTION

WAC 180-51-067 State subject and credit requirements for high school graduation--Students entering the ninth grade on or after July 1, 2012. The statewide subject areas and credits required for high school graduation, beginning July 1, 2012, for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall total twenty as provided below. All credits are to be aligned with the state's essential academic learning requirements (learning standards) for the subject. The content of any course shall be determined by the local school district.

(1) Four **English** credits.

(2) Three **mathematics** credits that satisfy the requirements set forth below:

(a) Unless otherwise provided for in (d) through (g) of this subsection, the three mathematics credits required under this section must include:

- (i) Algebra 1 or integrated mathematics I;
- (ii) Geometry or integrated mathematics II; and
- (iii) Algebra 2 or integrated mathematics III.

(b) A student may elect to pursue a third credit of high school-level mathematics, other than algebra 2 or integrated mathematics III, if all of the following requirements are met:

(i) The student's elective choice is based on a career oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student;

(ii) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra 2 or integrated mathematics III because it will better serve the student's education and career goals;

(iii) A meeting is held with the student, the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable), and a high school representative for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two- and four-year college level mathematics courses; and

(iv) The school has the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative has occurred, the information as required was discussed, and the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.

(c) Courses in (a) and (b) of this subsection may be taken currently in the following combinations:

(i) Algebra 1 or integrated mathematics I may be taken concurrently with geometry or integrated mathematics II.

(ii) Geometry or integrated mathematics II may be taken concurrently with algebra 2 or integrated mathematics III or a third credit of mathematics to the extent authorized in (b) of this subsection.

(d) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in RCW 28A.230.097 can be taken for credit instead of any of the mathematics courses set forth in (a) of this subsection if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

(e) A student who prior to ninth grade successfully completed algebra 1 or integrated mathematics I; and/or geometry or integrated mathematics II, but does not request high school credit for such course(s) as provided in RCW 28A.230.090, may either:

- (i) Repeat the course(s) for credit in high school; or

(ii) Complete three credits of mathematics as follows:

(A) A student who has successfully completed algebra 1 or integrated mathematics I shall:

- Earn the first high school credit in geometry or integrated mathematics II;

- Earn the second high school credit in algebra 2 or integrated mathematics III; and

- Earn the third high school credit in a math course that is consistent with the student's education and career goals.

(B) A student who has successfully completed algebra 1 or integrated mathematics I, and geometry or integrated mathematics II, shall:

- Earn the first high school credit in algebra 2 or integrated mathematics III; and

- Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.

(f) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I pursuant to a written district policy, but does not receive credit under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in geometry or integrated mathematics II;

- Earn the second high school credit in algebra 2 or integrated mathematics III; and

- Earn the third credit in a mathematics course that is consistent with the student's education and career goals.

(g) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I and geometry or integrated mathematics II pursuant to a written district policy, but does not receive credit for the courses under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in algebra 2 or integrated mathematics III;

- Earn the second and third high school credits in courses that are consistent with the educational and career goals of the student.

(3) Two **science** credits, at least one of the two credits must be in laboratory science.

(4) Three **social studies** credits (2.5 credits prescribed courses, plus a .5 credit social studies elective) and a noncredit requirement. The social studies requirement shall consist of the following mandatory courses or equivalencies:

(a) One credit shall be required in United States history.

(b) Successful completion of Washington state history and government shall be required, subject to the provisions of RCW 28A.230.170; RCW 28A.230.090 and WAC 392-410-120, and shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. Successful completion must be noted on

each student's transcript. The Washington state history and government requirement may be waived by the principal for students who: (i) Have successfully completed a state history and government course of study in another state; and (ii) are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state.

(c) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.

(d) One-half credit shall be required in civics and include at a minimum the content listed in RCW 28A.230.093.

(5) Two **health and fitness** credits (.5 credit health; 1.5 credits fitness). Students may be excused from the fitness requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with written district policy.

(6) One **arts** credit. The essential content in this subject area may be satisfied in the visual or performing arts.

(7) One credit in **occupational education**. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the career and technical education (CTE) program standards of the office of the superintendent of public instruction.

(a) Students who earn a graduation requirement credit through a CTE course locally determined to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject; the single CTE course meets two graduation requirements.

(b) Students who earn a graduation requirement credit in a non-CTE course locally determined to be equivalent to a CTE course will not be required to earn a second credit in the CTE course subject; the single non-CTE course meets two graduation requirements.

(c) Students satisfying the requirement in (a) or (b) of this subsection will need to earn five elective credits instead of four; total credits required for graduation will not change.

(8) Four credits of electives.

(9) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.

(10) Each student shall have a high school and beyond plan for

their high school experience, including what they expect to do the year following graduation.

(11) Students who complete and pass all required International Baccalaureate Diploma Programme courses are considered to have satisfied state subject and credit requirements for graduation from a public high school, subject to the provisions of RCW 28A.230.090, 28A.230.170, and chapter 28A.230 RCW.

AMENDATORY SECTION (Amending WSR 05-19-105, filed 9/20/05, effective 10/21/05)

WAC 180-51-050 High school credit--Definition. As used in this chapter the term "high school credit" shall mean:

(1) Grades nine through twelve or the equivalent of a four-year high school program, ~~((and grades seven and eight under the provisions of))~~ or as otherwise provided in RCW 28A.230.090(4) ((and (5))):

(a) ~~((One hundred fifty hours of planned instructional activities approved by the district;))~~ Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements (learning standards). If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful completion of that subject; or

(b) ~~Satisfactory demonstration by a student of ((clearly identified competencies established pursuant to a process defined in written district policy. Districts are strongly advised to confirm with the higher education coordinating board that the award of competency-based high school credit meets the minimum college core admissions standards set by the higher education coordinating board for admission into a public, baccalaureate institution))~~ proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).

(2) College and university course work. At the college or university level, five quarter or three semester hours shall equal 1.0 high school credit: Provided, That for the purpose of this subsection, "college and university course work" means course work that generally is designated 100 level or above by the college or university.

(3) Community/technical college high school completion program - Diploma awarded by community/technical colleges. Five quarter or three semester hours of community/technical college high school completion course work shall equal 1.0 high school credit: Provided, That for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program. (See also WAC 180-51-053)

(4) Community/technical college high school completion program - Diploma awarded by school district. A minimum of .5 and a maximum of 1.0 high school credit may be awarded for every five quarter or three semester hours of community/technical college high school completion course work: Provided, That for purposes of

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awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program. (See also WAC 180-51-053)

(5) Each high school district board of directors shall adopt a written policy for determining the awarding of equivalency credit authorized under subsection (4) of this section. The policy shall apply uniformly to all high schools in the district.

(6) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the building principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the district if it includes reliance on the professional judgment of the building principal or designee.

(7) A student must first obtain a written release from their school district to enroll in a high school completion program under subsection (3) of this section if the student has not reached age eighteen or whose class has not graduated.

~~((8) The state board of education shall notify the state board for community and technical colleges and the higher education coordinating board of any school or school district that awards high school credit as authorized under subsection (1)(b) of this section.))~~

awarding equivalency credit. When this subsection, college and university with credit completion courses with grades course work that an applicant below the 12th level by the college and the course work is deemed, credit earned at grade levels nine through twelve as the equivalent of a 12th-year high school program. See WAC 180-21-120.

(4) Each high school district board of directors shall adopt a written policy for determining the awarding of equivalency credit authorized under subsection (3) of this section. The policy shall apply uniformly to all high schools in the district.

(5) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the district's principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the extent it is included reliance on the professional judgment of the district's principal or designee.

(6) A student who has earned a written release from their school district to enroll in a high school completion program under subsection (1) of this section and the student has not reached age eighteen on whose date the release was issued.

(7) The state board of education shall periodically review the state board of community and technical education and the higher education coordinating board of any school district that awards high school credit to determine whether or not the



Outreach and Feedback on Rule Revisions to High School Graduation Requirements

**Kathe Taylor, Ph.D.
Aaron Wyatt**

Key Points for Today's Discussion

- Review proposed rule **A1** changes.
- Summarize district requirements in areas of proposed change.
- Overview SBE outreach efforts.
- Share feedback from field.

Slide 2

A1

Sounds strange. Could we change it to ...the following credits will change to:

Ashley.Harris, 9/9/2011

Proposed Graduation Requirements Rule Changes for Graduating Class of 2016

Within the 20 credit framework already in rule, make the following changes to WAC 180-51-066:

- Increase English from 3 to 4 credits.
- Increase Social Studies from 2.5 to 3 credits; specify .5 credits of civics.
- Clarify that the 2 credits of health and fitness means .5 credits of health; 1.5 credits of fitness.
- Decrease elective credit requirements from 5.5 to 4.
- Make Washington State History and Government a non-credit requirement that must be successfully passed and note that the requirement has been met on the student transcript.
- Establish a “two for one” policy to enable students to take a CTE-equivalent course and satisfy two requirements while earning one credit.

Make the following policy change to WAC 180-51-050:

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.

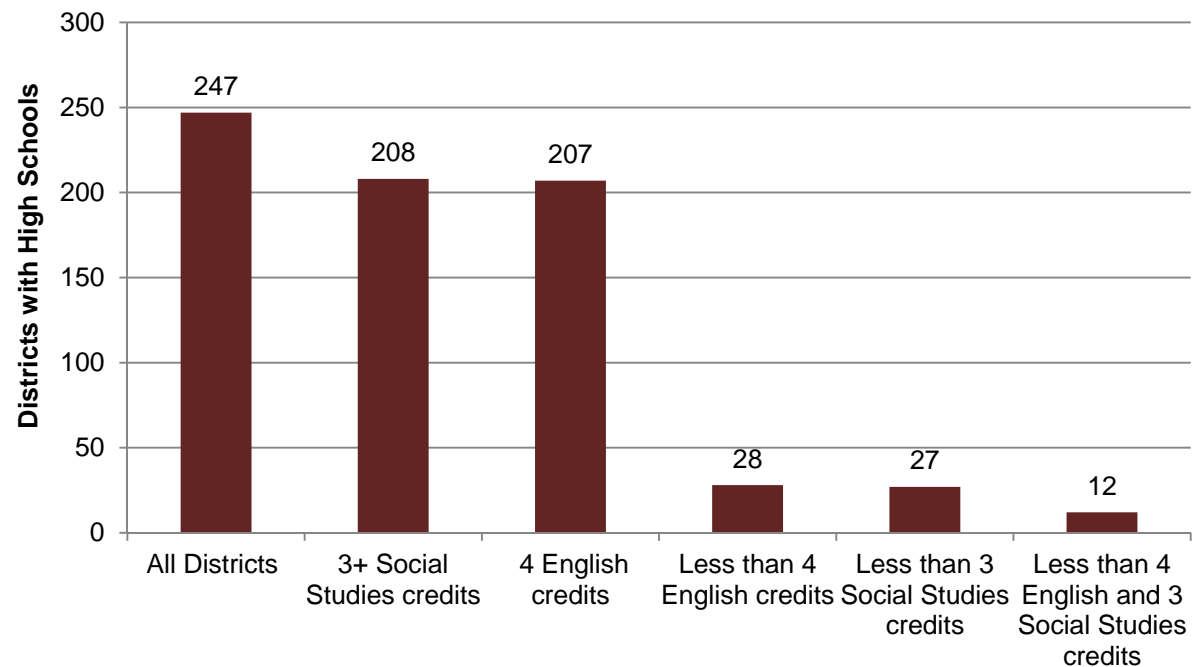
Washington State
Board of Education
November Meeting

Most Districts Already Require 4 Credits of English & 3+ Credits of 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)

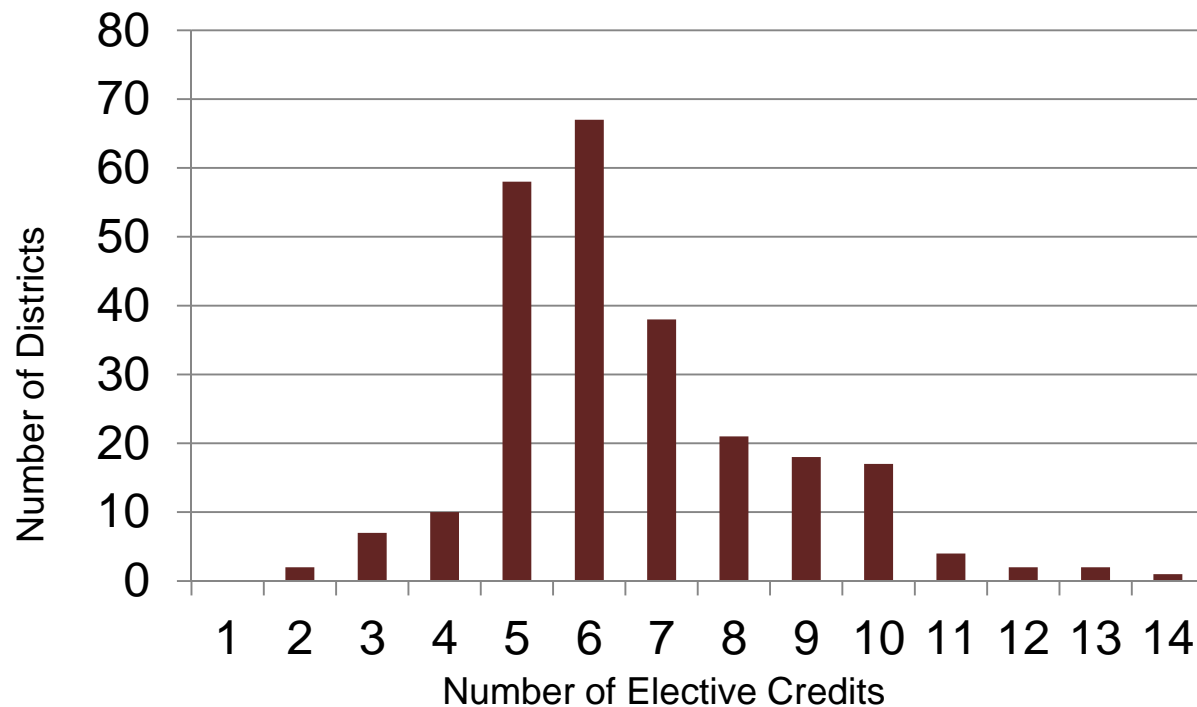
2011 Washington District Requirements



District Elective Requirements Vary

Type of Change Districts Need to Make	# of Districts	Average Elective Credits 2012	Average Total Credits Requirements
Add .5 to 1 credit of English	28	6.8	22.3
Add .5 credit social studies	32	7.9	23.9
Add both	12	6.8	21

2012 District Elective Requirements



Rule Revision Outreach and Feedback

Outreach Initiatives. . .

- Website and social media updates.
- September and October Newsletter.
- Direct email to districts needing to add credits.
- Meeting with eastside Superintendents.
- Presentation to the Association of Washington School Principals' Representative Council of High School Principals.
- Washington State School Directors' Association (WSSDA) outreach.

Feedback we received. . .

OSPI Fiscal Analysis Presented to SBE

November 9, 2010

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: A2
 - 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.

Slide 7

A2

Sounds strange. Could we change it to ...the following credits will change to:

Ashley.Harris, 9/9/2011

Changes to 180-51-50

Change	Rationale
High school credit — Definition.	(1) Grades nine through twelve or the equivalent of a four-year high school program, and grades seven and eight under the provisions of or as otherwise provided in RCW 28A.230.090 (4) and (5) :
(1) Grades nine through twelve or the equivalent of a four-year high school program, and grades seven and eight under the provisions of or as otherwise provided in RCW 28A.230.090 (4) and (5) :	(1) Grades nine through twelve or the equivalent of a four-year high school program, and grades seven and eight under the provisions of or as otherwise provided in RCW 28A.230.090 (4) and (5) :

Changes to 180-51-50

ROW	CHANGE
<p>(a) One hundred fifty hours of planned instructional activities approved by the district; Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements (learning standards). If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful completion of that subject; or</p>	<ul style="list-style-type: none"> Removes time-based requirement (per recommendation of Core 24 Implementation Task Force). Clarifies that this non time-based definition is related to successful completion of <u>course work</u>. Note: This language is different than the language SBE originally approved to replace the 150 hour language.
<p>(b) Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, by a student of clearly identified competencies in the state's essential academic learning requirements (learning standards). established pursuant to a process defined in written district policy. Districts are strongly advised to confirm with the higher education coordinating board that the award of competency-based high school credit meets the minimum college core admissions standards set by the higher education coordinating board for admission into a public, baccalaureate institution.</p>	<ul style="list-style-type: none"> Streamlines definition of competency-based credit. Uses proficiency/competency because these words are often used interchangeably. The sample world language policy developed by WSSDA, OSPI, and SBE used this same convention. By <u>not</u> using the words, "course work," creates a distinction between the non time-based definition and the proficiency/competency-based definition. Proficiency/Competency-based credit could be earned for knowledge or skills gained outside of a public school classroom setting.

Changes to 180-51-50

Row	CHANGE
Sections 2-7 will remain the same.	<ul style="list-style-type: none"><li data-bbox="1369 477 1598 505">• No change
(8) The state board of education shall notify the state board for community and technical colleges and the higher education coordinating board of any school or school district that awards high school credit as authorized under subsection (1)(b) of this section.	<ul style="list-style-type: none"><li data-bbox="1369 558 1919 699">• Not aware of any authority requiring SBE to do this, and SBE has not been implementing this subsection for at least five years.