

Strategic Plan Priority | Student Transitions & Diploma

Goal: Students successfully transition into, through, and out of the P-12 system, and graduate from Washington state high schools ready for civic engagement, careers, post-secondary education, and lifelong learning.

High School Diploma and Pathway Requirements

PREPARED FOR THE JULY 2020 BOARD MEETING

Information and action

Materials included in packet:

- Memo on Draft Graduation Requirement Rules
- Draft Rule: Select sections of Chapter 180-51 (Includes only amended and new sections)
- Pathways Summary Report Cover Letter and Recommendations
- Washington Graduation Pathway Options Stakeholder Feedback Project – Year I Final Report ([Link only](#))

Synopsis:

The State Board of Education (SBE) was directed by the Legislature in [E2SHB 1599](#) (Sec. 202) to survey interested parties regarding what additional graduation pathways should be added to the existing graduation pathways and whether modifications should be made to any of the existing pathways, and report to the Legislature by August 1, 2020. SBE staff will provide an overview of this draft report, which includes Strobel Consulting’s Stakeholder Feedback Project, Year I report.

The Board will also engage in a discussion around graduation requirement rule changes, which are intended to provide:

- flexibility to districts to help students move forward in their education through supports for mastery-based education.
- multidisciplinary approaches to earning high school credit.
- greater local latitude for the non-credit graduation requirement of Washington State History.

Business Item:

- Proposed permanent rules regarding high school graduation requirements



The Washington State Board of Education

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

HIGH SCHOOL DIPLOMA REQUIREMENTS: DRAFT RULES

PREPARED FOR THE JULY 2020 BOARD MEETING

Purpose of Draft Rules

The purpose of the proposed rule changes is to provide flexibility to districts to help students move forward in their education, and help districts address student challenges due to the COVID-19 emergency school closures. Proposed changes include:

- 1) Clarification on meeting subject area graduation requirements
 - The proposed rules are intended to clarify that a single course that addresses learning standards in more than one subject area may meet more than one subject area graduation requirement.
 - This is already commonly practiced with Career and Technical Education (CTE) course equivalencies, when a CTE course is recognized as meeting a core subject area requirement. The course may meet both a CTE graduation subject area requirement and, for example, a math requirement. The proposed rules would clarify that this practice may be applied to other core subject area requirements—for example, a social studies course with a large writing component might be recognized as also meeting an English credit.
 - This practice would provide flexibility in individual student's schedules to make up courses or take elective courses.
 - This proposed change is intended to encourage exploration of multidisciplinary approaches to teaching and learning that would complement project-based learning and mastery-based learning.

- 2) Flexibility for the Washington State History (WSH) non-credit requirement
 - Most districts' programs teach Washington State History in middle school, so students meet this graduation requirement prior to entering high school.
 - Current graduation requirement rules allow WSH to be waived locally by a principal for individual students if the student completed a state history course in another state, or the student is a junior or senior and did not complete a WSH course because of previous residence outside of the state. The proposed rules would expand the ability of principals to waive the requirement to a student who did not complete a WSH course because of an emergency school closure, or other circumstance due to an emergency, that prevented the student from having the opportunity to fulfill this requirement.
 - This rule change is intended to provide schools and districts with flexibility; students who miss taking WSH in middle school, when it is commonly taught, will have fewer choices and a tighter schedule if they make up WSH in high school. Many students will be able to make up the course, but it may become a barrier to some.

- The proposed rule is not intended to allow districts to waive the requirement for all students or excuse districts from providing the opportunity for students to take WSH. Districts would need to continue to meet statutory requirements regarding teaching and learning of civics, the Washington state constitution, and the Since Time Immemorial curriculum.

3) Clarification on districts’ authority to provide mastery-based crediting opportunities

- The rules articulate districts’ existing authority in an explicit way to clarify what is allowed and to support districts in offering mastery-based crediting opportunities more widely.
- In 2019 through ESSHB 1599, a mastery-based learning work group was established. The proposed rule changes would put the definition from ESSHB 1599 of MBL into rule, and update current WAC occurrences of “competency” to “mastery” to align with law and the state’s MBL work group’s recommended terminology.
- The existing requirement that districts adopt a written policy before awarding mastery-based credit (WAC 180-51-050) would be augmented by this new section (WAC 180-51-051) that requires the policies monitor and address disproportionality in the application of mastery-based crediting.
- Stakeholder feedback, including from the state’s Mastery-based Learning work group, was very clear that these rules need to have equity considerations at the center. In the new rule, ((3)(a)) was written based upon this feedback—and would require districts to periodically review their data regarding which subgroups of students are receiving mastery-based credit. If disproportionality is found, districts should be prepared to take appropriate actions to ensure equitable access to these crediting opportunities.
- The rules would recommend districts provide several broad categories of methods through which students could demonstrate proficiency: state assessments, locally developed assessments, equivalency course of study, and success in a higher level course.
- For additional background information and rationale for the mastery-based crediting rule, please see the [Mastery-based Crediting Policy Proposal](#) from the June 17 Work Session materials.

Summary of Changes in Draft Rules

Change (new language in quotes):	Amended or New Rule	Notes
Adds language: High school diplomas granted by “a charter school established under chapter 28A.710 RCW, tribal compact school operated according to the terms of state-tribal	WAC 180-51-015 Application of chapter to approved private schools and community colleges.	Adds language to ensure that it is understood that 180-51 is applicable to charter and tribal compact schools

Change (new language in quotes):	Amended or New Rule	Notes
education compacts authorized under chapter 28A.715 RCW," approved private schools and by community colleges shall meet the requirements of this chapter.		
Adds language: "(2) Districts must recognize career and technical high school course equivalencies in accordance with RCW 28A.230.097. (3) District may recognize single courses that meet more than one core subject area graduation requirements, allowing students to meet more than one graduation requirement while earning one credit. If the course is unusually accelerated and addresses learning standards deeply in more than one subject area, the district may award more than one credit."	WAC 180-51-025 Local school district application of state requirements	Clarifies that districts must have a policy to accept Career and Technical course equivalencies, and that policies may also allow recognition of other types of courses that meet more than one graduation requirement.
Adds language: "In accordance with WAC 180-51-025, local school boards may recognize courses that address the learning standards of more than one subject area as meeting more than one subject area graduation requirement. The determination of credits should be based on the subject areas, the range, and the depth to which the learning standards are addressed in the course."	WAC 180-51-050 High school credit—Definition	Clarifies in the definition section that districts may recognize courses as meeting more than one subject area requirement. This determination as well as the amount of credit awarded should be made by the local districts based on learning standards covered in the course.
Updates language in ((1)(b)) Satisfactory demonstration	WAC 180-51-050 High school credit—Definition	Current rule reads "competency." The language

Change (new language in quotes):	Amended or New Rule	Notes
by a student of proficiency/"mastery", as defined by written district policy, of the state's learning standards		would be updated to read "mastery" to align with the definition of mastery-based learning from ESSHB 1599 as well as the state's mastery-based learning work group's recommended terminology
Changes previous references of "competency" to "mastery" where appropriate	Entire chapter	Same as above
A new section of rule was developed to support districts in offering mastery-based (MB) crediting opportunities more widely.	WAC 180-51-051 Procedure for granting students mastery-based credit	<ol style="list-style-type: none"> 1. Places the definition of MB learning from ESSHB 1599 into rule 2. Outlines what a district's policy for awarding MB credit should include 3. Recommends that districts who offer MB crediting opportunities make certain categories of demonstration of proficiency available to their students (state assessments, local assessments, equivalency course of study, and success in a higher level course)
Adds language: This section applies to students of the applicable graduation cohorts in high school completion programs at community and technical colleges. "Such programs may recognize courses that meet more than one subject area graduation requirement, in accordance with WAC 180-51-025 and WAC 180-51-050."	<p>WAC 180-51-056 Previous requirements for high school graduation,</p> <p>WAC 180-51-067 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2012, through June 30, 2015,</p> <p>WAC 180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015, through June 30, 2017.</p>	<p>Clarifies that districts (and other high school diploma-awarding institutions) may recognize courses that meet more than one subject area graduation requirement.</p> <p>This language is repeated for each of the WACs for different graduation cohorts.</p>

Change (new language in quotes):	Amended or New Rule	Notes
	<p>WAC 180-51-210 State subject and credit requirements for high school graduation.</p>	
<p>Adds a reference to RCW 28A.320.170 Curricula—Tribal history and culture in the context of Washington State History as a graduation requirement.</p>	<p>WAC 180-51-067 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2012, through June 30, 2015.</p> <p>WAC 180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015, through June 30, 2017.</p> <p>WAC 180-51-210 State subject and credit requirements for high school graduation.</p>	<p>Adds a reference to RCW 28A.320.170 Curricula—Tribal history and culture because some of this curriculum is usually taught in Washington State History classes.</p> <p>This reference is repeated for each of the WACs for different graduation cohorts.</p>
<p>Adds language: The Washington state history and government requirement may be waived by the principal for “individual” students who: (i) Have successfully completed a state history and government course of study in another state; or (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 “or because emergency school closure, or other circumstance due to an emergency, prevented the student from having the</p>	<p>WAC 180-51-067 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2012, through June 30, 2015.</p> <p>WAC 180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015, through June 30, 2017.</p> <p>WAC 180-51-210 State subject and credit requirements for high school graduation.</p>	<p>Allows a waiver of Washington State History for individual students because of school closures or other circumstances related to an emergency that prevented the student from having the opportunity to meet this requirement.</p> <p>This language is repeated for each of the WACs for different graduation cohorts.</p>

Change (new language in quotes):	Amended or New Rule	Notes
opportunity to fulfill this requirement."		

Board Action

At the July 2020 Board meeting, the Board will consider whether to approve proposed rules based on these draft changes to the graduation requirement chapter. If approved by the Board, staff will move forward with a hearing for the proposed rules to take place this summer. Adoption of final rules would take place at the September Board meeting.

Questions concerning this memo or the draft rules may be directed to Linda Drake, linda.drake@k12.wa.us for subject area credit requirements, or Alissa Muller, Alissa.muller@k12.wa.us for mastery-based learning.

WAC 180-51

In this working document, sections listed below have been amended. Other sections in this chapter have been cut to make this working document somewhat more concise.

180-51-015 Application of chapter to approved private schools and community colleges.

180-51-025 Local school district application of state requirements.

180-51-050 High school credit—Definition.

180-51-051 (NEW) Procedure for granting students mastery-based credit

180-51-056 Previous requirements for high school graduation.

180-51-067 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2012, through June 30, 2015.

180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015, through June 30, 2017.

180-51-095 Temporary exemption from course and credit requirements.

180-51-210 State subject and credit requirements for high school graduation.

WAC 180-51-015 Application of chapter to charter and tribal compact schools, approved private schools, and community colleges. High school diplomas granted by a charter school established under chapter 28A.710 RCW, tribal compact school operated according to the terms of state-tribal education compacts authorized under chapter 28A.715 RCW, approved private schools under chapter 28A.195 RCW and by community colleges under RCW 28B.50.535 shall meet the requirements of this chapter. References in this chapter to the board of directors of a school district shall apply to the governing board of the charter school, tribal compact school, approved private school or the community college district affected. References within this chapter to school district shall refer to the charter school, tribal compact school, approved private school or community college district. References within this chapter to

high school shall refer to each charter school, tribal compact school, approved private school or ~~each~~ community college.

[Statutory Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), § 180-51-015, filed 5/17/84.]

WAC 180-51-025 Local school district application of state requirements. The content of courses and the determination of which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement shall be determined locally in accordance with written policies adopted by boards of directors of districts provided that:

(1) if-a world language graduation requirement is established, credits earned in American sign language shall count toward the completion of the requirement.

(2) Districts must recognize career and technical high school course equivalencies in accordance with RCW 28A.230.097.

~~(1)~~(3) District may recognize single courses that meet more than one core subject area graduation requirements, allowing students to meet more than one

graduation requirement while earning one credit. If the course is unusually accelerated and addresses learning standards deeply in more than one subject area, the district may award more than one credit.

[Statutory Authority: RCW 28A.230.090. WSR 20-01-101, § 180-51-025, filed 12/13/19, effective 1/13/20; WSR 00-19-108, § 180-51-025, filed 9/20/00, effective 10/21/00. Statutory Authority: RCW 28A.230.090 and 28A.230.100. WSR 93-04-115, § 180-51-025, filed 2/3/93, effective 3/6/93. Statutory Authority: RCW 28A.05.060. WSR 89-12-061 (Order 10-89), § 180-51-025, filed 6/6/89. Statutory Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Omoreorder 7-84), § 180-51-025, filed 5/17/84.]

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, or as otherwise provided in RCW 28A.230.090(4):

(a) Successful completion, as defined by written district policy, of courses taught to the state's learning standards. In accordance with WAC 180-51-025, local school boards may recognize courses that address the learning standards of more

than one subject area as meeting more than one subject area graduation requirement. The determination of credits should be based on the subject areas, the range, and the depth to which the learning standards are addressed in the course. 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 proficiency or ~~mastery~~ competency, as defined by written district policy, of the state's learning standards.

(2) College and university course work. At the college or university level, five quarter or three semester hours shall equal one 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 one 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 one-half and a maximum of one 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 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.

[Statutory Authority: RCW 28A.230.090. WSR 20-01-101, § 180-51-050, filed 12/13/19, effective 1/13/20; WSR 12-03-052, § 180-51-050, filed 1/11/12, effective 2/11/12. Statutory Authority: Chapter 28A.230 RCW. WSR 05-19-105, § 180-51-050, filed 9/20/05,

effective 10/21/05. Statutory Authority: Chapter 28A.230 RCW and RCW 28B.50.915. WSR 04-20-093, § 180-51-050, filed 10/5/04, effective 11/5/04. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). WSR 04-04-093, § 180-51-050, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW 28A.230.090. WSR 00-23-032, § 180-51-050, filed 11/8/00, effective 12/9/00; WSR 99-10-093, § 180-51-050, filed 5/4/99, effective 6/4/99. Statutory Authority: RCW 28A.230.090 and 28A.305.130. WSR 97-08-020, § 180-51-050, filed 3/25/97, effective 4/25/97; WSR 96-09-027, § 180-51-050, filed 4/9/96, effective 5/10/96. Statutory Authority: RCW 28A.230.090, 28A.305.130 and 1994 c 222. WSR 95-16-063, § 180-51-050, filed 7/27/95, effective 8/27/95. Statutory Authority: RCW 28A.230.090(1) and 28A.305.130 (8) and (9). WSR 94-13-017, § 180-51-050, filed 6/3/94, effective 7/4/94. Statutory Authority: RCW 28A.230.090. WSR 94-03-100 (Order 1-94), § 180-51-050, filed 1/19/94, effective 9/1/94. Statutory Authority: RCW 28A.05.060. WSR 85-12-041 (Order 12-85), § 180-51-050, filed 6/5/85. Statutory Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), § 180-51-050, filed 5/17/84.]

New section: WAC 180-51-051 Procedure for granting students

mastery-based credit

(1) Definitions.

The definitions in this section apply throughout this chapter.

(a) Per WAC 180-51-015, references to "district" within this section means a school district, a charter school established under chapter 28A.710 RCW, a tribal compact school operated according to the terms of state-tribal education compacts authorized under chapter 28A.715 RCW, and community and technical college colleges per WAC 180-51-015.

(b) Per ESSHB 1599 (Chapter 252, Laws of 2019), "mastery-based learning" means:

(i) Students advance upon demonstrated mastery of content;

(ii) Competencies include explicit, measurable, transferable learning objectives that empower students;

(iii) Assessments are meaningful and a positive learning experience for students;

(iv) Students receive rapid, differentiated support based on their individual learning needs; and

(v) Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.

(2) Per WAC 180-51-050, a district may award credit to a student who demonstrates mastery on the state learning

standards. If no state standard is available for a subject the district may award credit based on mastery of locally adopted standards.

(3) A district's written policy for awarding mastery-based credit must include:

(a) A provision that details how the district will ensure cultural responsiveness and equity in awarding of mastery-based credit. Each district shall maintain disaggregated student data and periodically review which subgroups of students are receiving mastery-based credit. If the district finds disproportionality among student groups receiving mastery-based credit, the district should be prepared to take appropriate actions to ensure equitable access to mastery-based credit opportunities.

(b) Which subjects or courses are eligible for mastery-based credit

(c) Other methods allowable for a student to demonstrate proficiency and qualify for mastery credit, beyond what is established in ((4) (b)) for locally developed assessment options.

(4) Student Demonstration of Mastery: Student demonstration of mastery of the state's learning standards is not limited to standardized assessment results. Nothing in this section prohibits LEAs from developing additional methods to allow students to show proficiency and earn mastery-based credit, beyond what is included in this section. Districts who adopt a written policy for awarding mastery-based credit may make the following methods of earning mastery-based credit available to their students:

(a) State Assessments in English Language Arts, math, and science, in accordance with RCW 28A.655.070

(b) Local Assessment Options: districts are encouraged to allow students to choose their assessment method from a variety of district-approved options. Additionally, districts may consider using standards-based grading for any local assessment approach to awarding credit. Local assessment options may include:

(i) Locally created written or oral test

(ii) Written report by the student

(iii) Student-designed portfolio of work

(iv) Student presentation or oral defense of their learning in the course

(v) Hands-on demonstration of knowledge and skills

(vi) A combination of assessment approaches, as defined by the district

(c) Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with WAC 392-410-300.

(d) Successful Completion of Next Higher-Level Course: districts may award credit for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. Districts shall use the state or locally determined learning standards as their guide when making decisions regarding what courses should qualify.

(5) High School and Beyond Plan (HSBP): In accordance with WAC 180-51-220((1)(c)), a student's High School and Beyond Plan should reflect subject area requirements intended to be met, or

that have been met, through mastery-based credit (per WAC 180-51-220).

WAC 180-51-056 Previous requirements for high school graduation. This section describes the statewide minimum credit and subject areas requirements for high school graduation for students who entered the ninth grade or began the equivalent of a four-year high school program prior to July 1, 2012 (the class of 2015 and previous classes). This section applies to students of the applicable graduation cohorts in high school completion programs at community and technical colleges. Such programs may recognize courses that meet more than one subject area graduation requirement, in accordance with WAC 180-51-025 and WAC 180-51-050.

(1) The minimum credit and subject area requirements, except as noted in subsections (2) and (3) of this section, are as follows:

(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.

(b) 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.

(c) Two and one-half **social studies** credits that at minimum align with the state's learning standards in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. 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.

(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 shall include information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the

state. If taken in seventh or eighth grade, this course may meet the state history and government graduation requirement.

However, the course may only count as a high school credit if the academic level of the course exceeds the requirements for seventh and eighth grade classes or is 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). The study of the United States and Washington state Constitutions shall not be waived but may be fulfilled through an alternative learning experience approved locally under written district policy. Secondary school students who have completed and passed a state history and government course of study in another state, and students who transferred from another state as eleventh or twelfth grade students who have or will have earned two credits in social studies at graduation, may have the Washington state history and government requirement waived.

(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.

(d) One-half credit of **health**.

(e) One and one-half credits of **physical education**.

Students may be excused from the physical education requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate proficiency/~~mastery~~competency in the knowledge portion of the physical education requirement, in accordance with written district policy. Such policies that should be based upon meeting both health and physical education curricula concepts as well as alternative means of engaging in physical activities, as directed in RCW 28A.210.365.

(f) One **arts** credit that at minimum is aligned to learning standards.

(g) One credit in **career and technical education** or occupational education. Courses that meet this requirement include courses that are part of career and technical education programs, as defined in chapter 28A.700 RCW, or occupational education courses as identified by the district. "Occupational education" means credits resulting from a series of learning

experiences designed to assist the student to acquire and demonstrate masterycompetency of skills under student learning goal four (RCW 28A.150.210) and 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 program standards of the office of the superintendent of public instruction. Districts are encouraged to offer career and technical education programs, as defined in RCW 28A.700.010.

(i) An exception of the career and technical education requirement may be made for private schools as provided in WAC 180-90-160.

(ii) A student who earns credit through a career and technical education course determined by the district or by the office of the superintendent of public instruction to be equivalent to a noncareer and technical education course per RCW 28A.700.070, will not be required to pass a course in the noncareer and technical education subject to earn a credit in the noncareer and technical education subject. The single career and technical education course equivalency meets two graduation

requirements, the career and technical education subject area graduation requirement and the noncareer and technical education subject area graduation requirement. The student therefore has an additional elective credit.

(h) Five and one-half credits of **electives**. Districts may replace these credits with local district requirements through written district policy.

(i) Each student shall have a **high school and beyond plan** for their high school experience, that informs course-taking and that is aligned with the student's postsecondary goals.

(2) For students who entered ninth grade prior to July 1, 2009 (graduating classes preceding the class of 2013), additional graduation requirements are as follows:

(a) The total minimum number of credits required for high school graduation is nineteen.

(b) Two mathematics credits that at minimum align with mathematics grade level expectations for ninth and tenth grade, plus content that is determined by the district.

(3) For students who entered ninth grade as of July 1, 2009, through June 30, 2012 (the class of 2013 through the class of 2015), additional graduation requirements are as follows:

(a) The total minimum number of credits required for high school graduation is twenty.

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

(i) Unless otherwise provided for in (b) (ii) 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, 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.

[Statutory Authority: RCW 28A.230.090. WSR 20-01-101, § 180-51-056, filed 12/13/19, effective 1/13/20.]

WAC 180-51-067 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2012, through June 30, 2015. 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, as of July 1, 2012, through June 30, 2015, except as provided in WAC 180-51-068(11), shall total twenty as provided below. The credit and subject area requirements in this section apply to districts with a waiver to delay implementing WAC 180-51-068. For such districts, this section will apply to students who entered ninth grade between July 1, 2012, and June 30, 2016. All 180-51-credits are to be aligned with the state's learning standards for the subject. The content of any course shall be determined by the local school district. Districts may recognize courses that meet more than one subject area graduation requirement, per WAC 180-51-025 and WAC 180-51-050.

- (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) Equivalent career and technical education 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 career and technical education mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

(d) A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed on the student's high school transcript in accordance with RCW 28A.230.090 and WAC 180-51-030, or a student who demonstrates mastery/competency in high school math subjects and has received credit for them, may use these credits to meet their math graduation requirements. Upon completion of algebra 1 or integrated math I, geometry or integrated math II, and a third credit of high school level math that aligns with the student's high school and beyond plan, the student should be encouraged to consider additional math courses, which align with the student's education and career goals in their high school and beyond plan.

(e) A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for such

course(s) in accordance with RCW 28A.230.090 and WAC 180-51-030,
or a student who demonstrated mastery/~~competency~~ in these
subjects but did not receive high school credits, may either:

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

(ii) Earn three credits of high school mathematics in
different math subjects than those completed before high school.
The student must take algebra 1 or integrated mathematics I and
geometry or integrated math II in high school if the student did
not complete these courses at a high school level prior to high
school, but the student does not need to repeat courses if the
student already took the courses at a high school level.

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

(4) Three **social studies** credits (two credits prescribed
courses, plus one 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, RCW 28A.320.170 and WAC 392-410-120, and shall include information on the cultures, histories, and governments of the American Indian peoples who are the first inhabitants of the state. Successful completion of Washington state history must be noted on each student's transcript. The Washington state history and government requirement may be waived by the principal for individual students who: (i) Have successfully completed a state history and government course of study in another state; or (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 or because emergency school closure, or other circumstance due to an emergency, prevented the student from having the opportunity to fulfill this requirement.

(c) One-half 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) One-half credits of **health**.

(6) One and one-half credits of physical education.

Students may be excused from the physical education requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate ~~competency~~/mastery of the knowledge portion of the physical education requirement, in accordance with written district policy. Such policies should be based upon addressing health and physical education learning standards as well as alternative means of engaging in physical activities, as directed in RCW 28A.210.365.

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

(8) One credit in **career and technical education** or **occupational education**.

(a) "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate ~~mastery~~~~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 program standards of the office of the superintendent of public instruction.

(b) Students who earn a graduation requirement credit through a career and technical education course determined by the district or by the office of the superintendent of public instruction to be equivalent to a noncareer and technical education course will not be required to earn a second credit in the noncareer and technical education course subject. The student earns one credit while meeting two graduation requirements, a career and technical education requirement and the noncareer and technical education subject requirement. The total number of credits required for graduation remains unchanged, and the student will need to earn an additional elective credit.

(9) Four credits of **electives**.

(10) Each student shall have a **high school and beyond plan** for their high school experience, as described in WAC 180-51-220.

(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.

(12) A student with an individualized education program (IEP) must be provided the opportunity to meet graduation requirements that align with the student's high school and beyond plan pursuant to WAC 180-51-115.

[Statutory Authority: RCW 28A.230.090. WSR 20-01-101, § 180-51-067, filed 12/13/19, effective 1/13/20. Statutory Authority: 2014 c 217 and RCW 28A.230.090. WSR 14-19-032, § 180-51-067, filed 9/8/14, effective 10/9/14. Statutory Authority: RCW 28A.230.090, 28A.230.093, 28A.230.050, 28A.230.170, 28A.230.060, and 28A.305.215(8). WSR 12-03-073, § 180-51-067, filed 1/13/12, effective 2/13/12.]

WAC 180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or

after July 1, 2015, through June 30, 2017. The statewide subject areas and credits required for high school graduation, beginning July 1, 2015, for students who enter the ninth grade or begin the equivalent of a four-year high school program (the class of 2019), shall total twenty-four as required in this section, except as otherwise provided in subsections (12) and (13) of this section. All credits are to be aligned with the state's learning standards developed under RCW 28A.655.070 for the subject. The content of any course shall be determined by the local school district. Districts may recognize courses that meet more than one subject area graduation requirement, in accordance with WAC 180-51-025 and WAC 180-51-050.

(1) Four **English** credits.

(2) Three **mathematics** credits that satisfy the requirements set forth in (a) through (e) of this subsection:

(a) Unless otherwise provided for in (b) 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) A third credit of high school mathematics, aligning with the student's interests and high school and beyond plan, with agreement of the student's parent or guardian. The high school and beyond plan must be provided to the student's parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district (RCW 28A.230.090). Districts are encouraged to provide plans to parents and guardians in additional languages as needed, to the extent feasible. If the parent or guardian is unavailable or does not indicate a preference for a specific course, the school counselor or principal may provide agreement with the plan.

(b) A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed on the student's high school transcript in accordance with RCW 28A.230.090 and WAC 180-51-030, or a student who demonstrates mastery/competency in high school math subjects and has received credit for them, may use these credits to meet their math graduation requirements. Refer to WAC 180-51-030 for information about

opting out of credits and numerical grades. Upon completion of algebra 1 or integrated math I, geometry or integrated math II, and a third credit of high school level math that aligns with the student's high school and beyond plan, the student should be encouraged to consider additional math courses, which align with the student's education and career goals in their high school and beyond plan.

(c) A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for such course(s) in accordance with RCW 28A.230.090 and WAC 180-51-030, or a student who demonstrated mastery/~~competency~~ in these subjects but did not receive high school credits, may either:

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

(ii) Earn three credits of high school mathematics in different math subjects than those completed before high school. The student must take algebra 1 or integrated mathematics I and geometry or integrated math II in high school if the student did not complete these courses at a high school level prior to high

school, but the student does not need to repeat courses if the student already took the courses at a high school level.

(3) Three **science** credits, at least two of which must be in laboratory science as provided in subsection (17)(a) of this section. A student may choose the content of the third credit of science, based on the student's interests and high school and beyond plan, with agreement of the student's parent or guardian. The high school and beyond plan must be provided to the student's parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district (RCW 28A.230.090). Districts are encouraged to provide plans to parents and guardians in additional languages as needed, to the extent feasible. If the parent or guardian is unavailable or does not indicate a preference for a specific course, agreement may be provided by the school counselor or principal.

(4) Three **social studies** credits (two credits prescribed courses, plus a one 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, RCW 28A.320.170 and WAC 392-410-120, and shall include information on the cultures, histories, and governments of the American Indian peoples who are the first inhabitants of the state. Successful completion of Washington state history must be noted on each student's transcript. The Washington state history and government requirement may be waived by the principal for individual students who:

(i) Have successfully completed a state history and government course of study in another state; or

(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 or because emergency school closure, or other circumstance due to an emergency, prevented the student from having the opportunity to fulfill this requirement.

(c) One-half 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) One-half credit in **health**.

(6) One and one-half in **physical education**. Students may be excused from the physical education requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate ~~competency~~/mastery of the knowledge portion of the fitness requirement, in accordance with written district policy. Such policies should be based upon addressing health and physical education learning standards as well as alternative means of engaging in physical activities, as directed in RCW 28A.210.365.

(7) Two **arts** credits. The essential content in this subject area may be satisfied in the visual or performing arts. One of the two arts credits may be replaced with a personalized pathway requirement as provided in subsection (17)(c) of this section.

(8) One credit in **career and technical education**.

(a) A career and technical education credit means a credit resulting from a course in a career and technical education program or occupational education credit as contained in the career and technical education program standards of the office of the superintendent of public instruction. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate ~~competency~~ mastery 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 program standards of the office of the superintendent of public instruction. Districts are encouraged to offer career and technical education programs, as defined in RCW 28A.700.010.

(b) An exception may be made for private schools as provided in WAC 180-90-160.

(c) A student who earns credit through a career and technical education course determined by the district or by the office of the superintendent of public instruction to be

equivalent to a noncareer and technical education core course (RCW 28A.700.070 and subsection (14) of this section), will not be required to pass a course in the noncareer and technical education subject to earn a credit in that subject. The student earns one credit while meeting two graduation requirements, a career and technical education requirement and the noncareer and technical education subject requirement. The total number of credits required for graduation remain unchanged, and the student will need to earn an additional elective credit.

(9) Two credits in **world languages or personalized pathway requirements**. If the student has chosen a four-year degree pathway under subsection (11) of this section, the student shall be advised to earn two credits in world languages.

(10) Four credits of **electives**.

(11) Each student shall have a **high school and beyond plan** to guide his or her high school experience, as described in WAC 180-51-220.

(12) A school district wishing to implement the requirements for high school graduation for students who enter the ninth grade or begin the equivalent of a four-year high

school program on July 1, 2016, or July 1, 2017, rather than July 1, 2015, may apply to the state board of education for a temporary waiver of the requirements of this section. The state board of education shall post an application form on its website for use by districts seeking this waiver.

(a) An application for a waiver must:

(i) Meet the requirements of chapter 217, Laws of 2014 (E2SSB 6552), which include describing why the waiver is being requested, the specific impediments preventing timely implementation of the high school graduation requirements established in subsections (1) through (10) of this section, and the efforts that will be taken to achieve implementation with the graduating class proposed under the waiver.

(ii) Be accompanied by a resolution adopted by the district board of directors requesting the waiver. The resolution must state the entering freshman class or classes for whom the waiver is requested, and be signed by the board chair or president and the district superintendent.

(b) A district implementing a waiver shall continue to be subject to the requirements of WAC 180-51-067 during the school year or years for which the waiver has been granted.

(c) Nothing shall prevent a district granted a waiver from electing to implement subsections (1) through (11) of this section during the term for which the waiver is granted. A district granted a waiver that elects to implement subsections (1) through (11) of this section shall provide notification of such decision to the state board of education.

(d) The state board of education shall post the application for each waiver on its public website.

(13) A school district that grants high school diplomas may waive up to two of the credits required for graduation under this section for individual students for reason of a student's circumstances, as defined by the district. Unless otherwise provided in law, students granted a waiver under this subsection must earn the seventeen required subject credits in subsections (1) through (7) of this section, which may be by satisfactory demonstration of competence under WAC 180-51-050. The waiving of credits for individual students for reason of a student's

circumstances must be in accordance with written policies adopted by resolution of each board of directors of a district that grants diplomas.

(14) Career and technical education courses determined by the district or by the office of the superintendent of public instruction to be equivalent to a noncareer and technical education course in accordance with RCW 28A.700.070 can be taken for credit in place of that course. Equivalencies may be determined for any of the core credit graduation requirements of subsections (1) through (7) of this section.

(15) 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.

(16) A student with an individualized education program must be provided the opportunity to meet graduation requirements that align with the student's high school and beyond plan pursuant to WAC 180-51-115.

(17) Definitions:

(a) "Laboratory science" means any instruction that provides opportunities for students to interact directly with the material world, or with data drawn from the material world, using the tools, data collection techniques, models and theories of science. A laboratory science course meeting the requirement of subsection (3) of this section may include courses conducted in classroom facilities specially designed for laboratory science, or coursework in traditional classrooms, outdoor spaces, or other settings which accommodate elements of laboratory science as identified in this subsection;

(b) "Personalized pathway" means a locally determined body of coursework identified in a student's high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student;

(c) "Personalized pathway requirements" means up to three course credits chosen by a student under subsections (7) and (9) of this section that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.

[Statutory Authority: RCW 28A.230.090. WSR 20-01-101, § 180-51-068, filed 12/13/19, effective 1/13/20. Statutory Authority: 2014 c 217 and RCW 28A.230.090. WSR 14-19-032, § 180-51-068, filed 9/8/14, effective 10/9/14.]

WAC 180-51-095 Temporary exemption from course and credit requirements. Annual exemptions to the definition of an annualized high school credit may be granted upon the request of an approved private school which offers evidence that delineates content, time, or masterycompetency assessments which are substantially equivalent to the definition stated in WAC 180-51-050. The waiver process shall be administered by the state board of education.

[Statutory Authority: RCW 28A.230.090. WSR 20-01-101, § 180-51-095, filed 12/13/19, effective 1/13/20; WSR 07-07-064, § 180-51-095, filed 3/14/07, effective 4/14/07.]

WAC 180-51-210 State subject and credit requirements for high school graduation. (1) Definitions. The definitions in this section apply throughout this chapter.

(a) "Laboratory science" means any instruction that provides opportunities for students to interact directly with the material world, or with data drawn from the material world, using the tools, data collection techniques, models and theories

of science. A laboratory science course meeting the requirement of subsection (4) of this section may include courses conducted in classroom facilities specially designed for laboratory science, or course work in traditional classrooms, outdoor spaces, or other settings which accommodate elements of laboratory science as identified in this subsection;

(b) "Personalized pathway" means a locally determined body of course work identified in a student's high school and beyond plan that is deemed necessary to attain the postsecondary career or educational goals chosen by the student;

(c) "Personalized pathway requirements" means up to three course credits chosen by a student that are included in a student's personalized pathway, that prepare the student to meet specific postsecondary career or educational goals, and that align with the student's high school and beyond plan. A student's personalized pathway requirements are included in the student's flexible credits, as defined in this subsection.

(d) "Core credit" is a credit earned through course work or through mastery-~~or competency~~-based credit in the subject areas listed in subsection (4) of this section. Students subject to

the graduation requirements in this section must earn seventeen core credits in high school. Core credits do not include electives or personalized pathway requirements and may not be waived under RCW 28A.230.090 (1)(e) or subsection (2) of this section.

(e) "Flexible credit" is a credit that is either an elective credit or a personalized pathway requirement. Flexible credits may be waived under RCW 28A.230.090 and subsection (2) of this section, and are listed in subsection (5) of this section.

(2) A school district that grants high school diplomas may waive up to two of the flexible credits required for graduation under subsection (4) of this section for an individual student, based on the student's circumstances. Districts will grant any such waiver in accordance with written district policy. A student granted a waiver under this subsection must earn the core credits in subsection (4) of this section, but may graduate with as few as twenty-two credits, rather than twenty-four credits.

(3) The statewide subject areas and credits required for high school graduation, for students who enter the ninth grade or begin the equivalent of a four-year high school program on or after July 1, 2017, (the class of 2021 and beyond) shall total twenty-four, except as otherwise provided in this section. The twenty-four subject area credits for graduation include core credits and flexible credits listed in subsections (4) and (5) of this section. All credits are to be aligned with the state's learning standards developed under RCW 28A.655.070 for the subject and may be earned through mastery-~~or competency~~-based credit. The contents of any course shall be determined by the local school district. Districts may recognize courses that meet more than one subject area graduation requirement, per WAC 180-51-025 and WAC 180-51-050. Districts are encouraged to adopt culturally-responsive curricula that is relevant to the district's students, including the incorporation of curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes as required by RCW 28A.320.170.

(4) Core credits are credits and subject areas that may not be waived under RCW 28A.230.090 (1) (e) and subsection (2) of this section. The core credits include:

(a) Four **English** credits.

(b) Three **mathematics** credits.

(i) Unless otherwise provided for in (b) (ii) 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) A third credit of high school mathematics, aligning with the student's interests and high school and beyond plan, with agreement of the student's parent or guardian. The high school and beyond plan must be provided to the student's parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district (RCW 28A.230.090). Districts are encouraged to provide plans to parents and guardians in additional languages as needed, to the extent feasible. If the parent or guardian is unavailable or does not indicate a preference for a specific

course, agreement may be provided by the school counselor or principal.

(ii) A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed on the student's high school transcript in accordance with RCW 28A.230.090 and WAC 180-51-030, or a student who demonstrates mastery/competency in high school math subjects and has received credit for them, may use these credits to meet their math graduation requirements. Refer to WAC 180-51-030 for information about opting out of credits and numerical grades. Upon completion of algebra 1 or integrated math I, geometry or integrated math II, and a third credit of high school level math that aligns with the student's high school and beyond plan, schools are urged to encourage the student to consider additional math courses, which align with the student's education and career goals in their high school and beyond plan.

(iii) A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for such

course(s) in accordance with RCW 28A.230.090 and WAC 180-51-030,
or a student who demonstrated mastery/~~competency~~ in these
subjects but did not receive high school credits, may either:

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

(B) Earn three credits of high school mathematics in
different math subjects than those completed before high school.
The student must take algebra 1 or integrated mathematics I and
geometry or integrated math II in high school if the student did
not complete these courses at a high school level prior to high
school, but the student does not need to repeat courses if the
student already passed the courses at a high school level.

(c) Three **science** credits, at least two of which must be in
laboratory science. A student may choose the content of the
third credit of science based on the student's interests and
high school and beyond plan, with agreement of the student's
parent or guardian. The high school and beyond plan must be
provided to the student's parents or guardians in their native
language if that language is one of the two most frequently
spoken non-English languages of students in the district (RCW
28A.230.090). Districts are encouraged to provide plans to

parents and guardians in additional languages as needed, to the extent feasible. If the parent or guardian is unavailable or does not indicate a preference for a specific course, the school counselor or principal may provide agreement with the plan.

(d) Three **social studies** credits (two credits prescribed courses, plus one credit social studies elective) and Washington state history and government, a noncredit requirement typically met in middle school. In accordance with RCW 28A.320.170, when a school district board of directors reviews or adopts its social studies curriculum, it shall incorporate curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes, so that students learn about the unique heritage and experience of those tribe or tribes. The social studies requirement shall consist of the following mandatory courses:

(i) One credit shall be required in United States history or its equivalent.

(ii) One-half credit shall be required in contemporary world history, geography, and problems, or its equivalent.

Courses in economics, sociology, civics (through the class of

2023), political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.

(iii) One-half credit shall be required in civics, including at a minimum the content listed in RCW 28A.230.094. Starting with the class of 2024, districts must offer this graduation requirement as a stand-alone course, subject to the provisions of RCW 28A.230.094.

(iv) Successful completion of Washington state history and government shall be required, subject to the provisions of RCW 28A.230.170, 28A.230.090, 28A.320.170 and WAC 392-410-120, and shall include information on the cultures, histories, and governments of the American Indian peoples who are the first inhabitants of the state. Successful completion of Washington state history must be noted on each student's transcript. The Washington state history requirement may be waived by the principal for individual students who:

(A) Have successfully completed a state history course of study in another state; or

(B) Are in eleventh or twelfth grade and who have not completed a course of study in Washington's history because of previous residence outside the state or because emergency school closure, or other circumstance due to an emergency, prevented the student from having the opportunity to fulfill this requirement.

(e) One-half credit of **health**.

(f) One and one-half credit of **physical education**. Students may be excused from the physical education requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate ~~competency~~/mastery in the knowledge portion of the physical education requirement, in accordance with written district policy. Such policies should be based upon addressing health and physical education learning standards as well as alternative means of engaging in physical activities, as directed in RCW 28A.210.365.

(g) One credit in **career and technical education**.

(i) Courses that meet this requirement include courses that are part of career and technical education programs, as defined in chapter 28A.700 RCW, or occupational education courses as

identified by the district. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate [masterycompetency](#) of skills under student learning goal four and 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 program standards of the office of the superintendent of public instruction. Districts are encouraged to offer career and technical education programs, as defined in RCW 28A.700.010.

(ii) An exception of the career and technical education requirement may be made for private schools as provided in WAC 180-90-160.

(iii) A student who earns credit through a career and technical education course determined by the district or by the office of the superintendent of public instruction to be equivalent to a noncareer and technical education core course (RCW 28A.700.070 and subsection (7) of this section), will not be required to pass a course in the noncareer and technical education subject to earn a credit in that subject. The student

earns one credit while meeting two graduation requirements, a career and technical education requirement and the noncareer and technical education subject requirement. The total number of credits required for graduation remain unchanged, and the student will need to earn an additional elective credit.

(h) One **arts** credit. The essential content in this subject area may be satisfied in dance, media arts, music, theater, and visual arts.

(5) Flexible credits are credits that may be waived under RCW 28A.230.090 and subsection (2) of this section. Districts may replace these credits with local district requirements through written district policy. Flexible credits include:

(a) One **arts** credit. The essential content in this subject area may be satisfied in dance, media arts, music, theater and visual arts. This credit may be replaced with a personalized pathway requirement as provided in subsection (1)(c) of this section.

(b) Two credits in **world languages**. These credits may be replaced with personalized pathway requirements as provided in subsection (1)(c) of this section. If the student has an

educational goal of attaining a baccalaureate degree, the student shall be advised to earn at least two credits in the same world language. Students who earn a Seal of Biliteracy (RCW 28A.300.575) are considered to have met this requirement.

(c) Four credits of **electives**.

(6) Each student shall have a **high school and beyond plan** to guide his or her high school experience and prepare the student for postsecondary education, training, and career, as described in WAC 180-51-220.

(7) Career and technical education courses determined by the district or by the office of the superintendent of public instruction to be equivalent to a noncareer and technical education course in accordance with RCW 28A.700.070 can be taken for credit in place of that course. Equivalencies may be determined for any of the core credit graduation requirements of subsection (4) of this section.

(8) 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.

(9) A student with an individualized education program (IEP) must be provided the opportunity to meet graduation requirements that align with the student's high school and beyond plan, pursuant to WAC 180-51-115.

[Statutory Authority: RCW 28A.230.090. WSR 20-01-101, § 180-51-210, filed 12/13/19, effective 1/13/20.]

GRADUATION PATHWAY OPTIONS REPORT

Summer 2020

Prepared by



The Washington State
BOARD OF EDUCATION

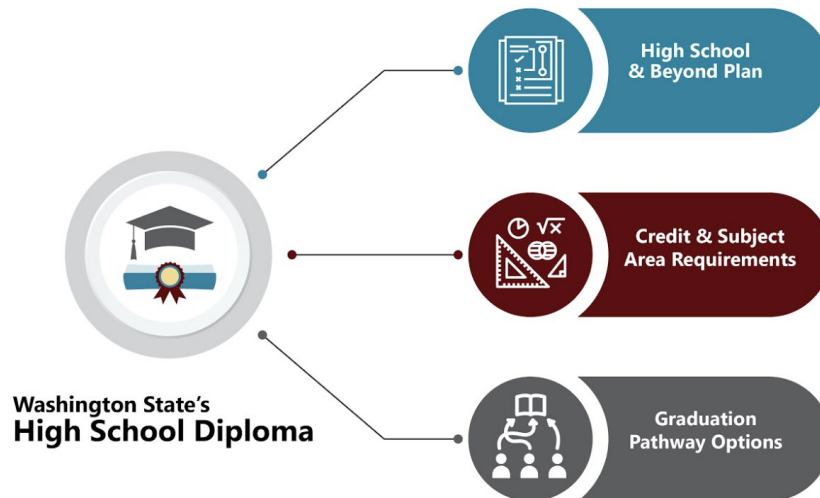
Second Interim Graduation Pathway Option Report—July 2020

Introduction

The Washington Legislature directed the State Board of Education (SBE) to provide an analysis of the equity and adequacy of new graduation pathway options through stakeholder outreach and engagement. This memo and the attached report, [Washington Graduation Pathway Options: Stakeholder Feedback Project, Year I](#), are responsive to the legislative directive to SBE to report to the education committees of the legislature:

Beginning August 1, 2019, the state board of education shall conduct a survey of interested parties regarding what additional graduation pathways should be added to the existing graduation pathways identified in RCW [28A.655.250](#) and whether modifications should be made to any of the existing pathways. Interested parties shall include at a minimum: Representatives from the state board for community and technical colleges and four-year higher education institutions; representatives from the apprenticeship and training council; associations representing business; members of the educational opportunity gap oversight and accountability committee; and associations representing educators, school board members, school administrators, superintendents, and parents. The state board of education shall provide a report to the education committees of the legislature by August 1, 2020, summarizing the information collected in the surveys. ([RCW 28A.655.260.](#))

The State Board of Education (SBE) contracted with Strobel Consulting to collect feedback from stakeholders on graduation pathway options. Graduation pathway options are a high school graduation requirement that were implemented for the Class of 2020 ([RCW 28A.655.250](#)) and are now one of three broad requirements students must complete to earn a Washington state diploma. Students demonstrate their knowledge, skills, and readiness for next steps after high school through graduation pathway options, subject area requirements, and a High School and Beyond Plan.



Current graduation pathway options are:

- **State Assessment:** Meet or exceed the graduation scores in the Smarter Balanced Assessments (SBA) in English language arts (ELA) and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).
- **Dual Credit:** Earn at least one high school credit in ELA and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and/or Career and Technical Education dual credit courses).
- **AP/IB/Cambridge:** For both ELA and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International exams, or pass the course with at least a C+.
- **SAT/ACT:** Meet or exceed the graduation scores set by SBE in the math and ELA portions of the SAT or ACT.
- **Transition Course:** Pass a transition course in ELA and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.
- **Combination:** Meet any combination of at least one ELA and one math option of those options listed in 1-5.
- **ASVAB:** Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery) by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services.
- **CTE Sequence:** Complete a sequence of Career and Technical Education (CTE) courses.

(Students who meet the pathway requirement using ASVAB or the CTE Sequence do not need to separately meet an English requirement and a math requirement.)

This report is the second report on graduation pathway options to be submitted to the education committees of the Legislature. The first [graduation pathway option interim report](#) was submitted in January 2020, and summarized initial information about graduation pathway options based on a survey of districts as part of the Basic Education compliance process, as well as feedback from partner organizations and the public from various sources.

In addition to SBE surveys of stakeholders, statute also directs the Office of the Superintendent of Public Instruction (OSPI) to report on which graduation pathways are available to students at each school district, the number of students using each pathway for graduation, and to the extent feasible, disaggregated student data on the use of each pathway. OSPI will report this information annually beginning in January 2021. SBE is directed to submit an additional report that uses OSPI data and survey results to review: 1) the graduation pathway options and make recommendations on changes to graduation pathway options or additional graduation pathway options; 2) barriers to school districts offering all pathways and recommendations for ways to eliminate or reduce these barriers; and 3) equitable access for students to all graduation pathway options, and recommendations for reducing barriers to equitable student access. This

final report is due December 10, 2022. In addition, SBE plans on submitting an interim report in December 2021.

The Impact of the COVID-19 Emergency on Graduation Pathway Options

The Covid-19 emergency has hugely affected K-12 education generally, and it has also disrupted the implementation of graduation pathway options. The tests that are part of six of the eight graduation pathway options were either cancelled or modified for remote delivery. The course-based options were affected the same way all high school courses were affected.

Many seniors in the Class of 2020 (the first graduation class that needed to meet a graduation pathway option) had previously met a graduation pathway option, through taking the Smarter Balanced state assessments as 10th graders, or through another pathway. But some seniors had not met a graduation pathway option. These students could use an Expedited Assessment Appeal (EAA), that essentially waives the graduation pathway requirement. Under current law, the Class of 2020 is the last class that may access the EAA. According to preliminary data from OSPI, 8,520 students in the Class of 2020 used the EAA in place of their pathway requirement: 3,503 English Language Arts waivers, and 7,929 math waivers (some students had waivers for both subjects). By comparison, the Class of 2019 had 678 waivers in English Language Arts and 2,198 waivers in math.

Emergency school closures started while the process of surveying and conducting focus groups for this report was still occurring. Much of the information collected was prior to the closures, but some of it was collected after some school districts had closed, and some was collected after all schools closed. The experience of students and educators concerning graduation pathway options was affected by emergency school closures, as well as the information gathered about their experiences.

The interpretation, discussions, and recommendations of the Board have been colored by the shared experience of this emergency, and its impact on students and the educational system. The Board's attention to equity and on creating a system that can respond to the individual needs of students has been brought sharply into focus.

Interim Graduation Pathway Option Recommendations

Based on information in the attached report, on Board discussion at a Board work session on June 17, 2020, and on member participation in meetings such as OSPI's Reopening Workgroup and its Legislative Policy Subgroup, the Board identified recommendations and policy directions for graduation pathway options.

- **Extension of the Expedited Assessment Appeal (EAA) or suspension of graduation pathway options as a graduation requirement for one to two years**
 - Members feel it is important to provide students affected by school closures the option to complete a pathway, but also felt that completing a graduation pathway option should not become an insurmountable barrier.

- The members want to use the duration of the suspension or extension of the EAA to build on graduation pathway options, strengthening the policy framework to make pathways more meaningful for students' high school experience and more supportive of student choices for after high school.
- **The addition of a portfolio or project-based pathway**
 - A portfolio or project-based pathway would align with mastery-based learning, support strategies such as work-based or project-based learning, and provide an option for students to demonstrate integrated learning over a broader set of learning standards and subject areas than English and math.
- **Recognizing that the graduation requirements include three related components, combining subject area requirements with graduation pathway options, based on a robust high school and beyond plan**
 - This would allow for options such as flexibility in the total number of credits required provided a student completes the core subject area requirements and selected electives to meet a pathway requirement to demonstrate readiness for civic engagement, careers, postsecondary education, and lifelong learning.
 - If such a pathway were added the legislature may also want to consider adding completion of 24 credits, including the core subject area requirements with a minimum GPA as a pathway as well.
- **Career Readiness Pathway Options**
 - Redefine the CTE pathway to include additional career training options (such as P-Tech) and allow students to meet the pathway based on earning an industry recognized certificate (as identified by OSPI or the Workforce Board) regardless of coursework.
 - The Board is interested in further exploration of other robust career pathways that could focus on work-based learning.

Next Steps

The Board will continue to:

- Work with Strobel Consulting on gathering stakeholder feedback for additional student cohorts.
- Use data from OSPI, surveys, and other stakeholder input to inform the Board's work and to develop recommendations that will be reported to the education committees of the Legislature in the next interim report in December 2021.
- Consider and explore policies for graduation pathway options that support students by providing equitable options in a changeable and unpredictable environment. Such considerations may provide a basis for SBE legislative priorities for a special session of the Legislature, if there is one, and in the 2021 session.