



# Basic Education Report

*Based on 2023-2024 Basic Education survey findings*

*Submitted for the February 2024 Board meeting by  
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## Introduction and Background

### Purpose and Role of Basic Education Compliance

The Washington State Board of Education (SBE) is tasked with responsibility for rulemaking and assurance of compliance under the Program of Basic Education (Chapter 28A. 150 RCW). The SBE is also assigned with responsibility to review the process and criteria for annual school district basic education compliance certification (WAC 180-16-195). The certification process occurs through a self-reporting tool developed by SBE staff and completed by school district staff in advance of the school year under consideration. School district superintendents provide assurance that their school districts meet provisions of the program of basic education. Staff follow up extensively with district staff to ensure 100 percent of districts report and to resolve any potential compliance issues.

While the Board has the authority to issue a certificate of noncompliance, historically those tools have not been used. Instead, compliance issues have been addressed and resolved through a process of collaboration between the school district and SBE staff. The present collection refers to the provision of required offerings in the 2023-24 school year.

Basic Education requirements are described in:

- General provisions (Chapter 28A.150 RCW) that are further defined regarding state support of public schools (Chapter 180-16 WAC) and waivers for restructuring purposes (Chapter 180-18 WAC).
- High school requirements (RCW 28A.230.090) that are further defined for graduation requirements (Chapter 180-51 WAC) and waivers (Chapter 180-18 WAC and Chapter 180-111 WAC).
- Requirements that districts are required or encouraged to offer: (RCW 28A.200.478), (RCW 28A.230.070), (RCW 28A.230.094), (RCW 28A.230.130), (RCW 28A.230.150), (RCW 28A.230.158), (RCW 28A.230.160), (RCW 28A.230.170), (RCW 28A.230.178), (RCW 28A.230.179), (RCW 28A.230.300), (RCW 28A.300.112), (RCW 28A.300.115), (RCW 28A.300.468), (RCW 28A.300.475), (RCW 28A.300.575), (RCW 28A.300.815), (RCW 28A.320.170), (RCW 28A.320.195), (RCW 28A.655.250).

To implement the process of Basic Education certification in the 2023-24 school year, the Basic Education Compliance Matrix (shown on page 4) was used, in which all the Basic Education elements are defined as:

- Mandatory elements: those which must be present within the education program in every school district and Local Education Agency (LEA) prior to a recommendation for certification of compliance. Note that the requirements vary depending on the grade band served.

- Additional required elements: include required offerings that have an explicit basic education or compulsory education reference in statute.
- Notification elements: include required offerings by districts that appear elsewhere in the statute and do not have an explicit basic education reference. These do not factor into the compliance recommendation and would result in a notification to the district as well as links to resources to support implementation if not currently provided.
- Encouraged elements: include offerings that are encouraged but not required. These elements do not factor into compliance recommendation. As with notification elements resources are provided to districts to support implementation when these are not currently provided.

## 2023-24 Basic Education Compliance Matrix

Table 1: 2023-2024 Basic Education Matrix

Mandatory	Required	Notification	Encouraged
Minimum 180-Day School Year	Cardiopulmonary Resuscitation	Academic Acceleration Policy	Ethnic Studies
Grades K-12 Minimum Instructional Hours	AIDS Prevention Education Program	Comprehensive Sexual Health Education	History of Civil Rights Program
High School and Beyond Plan (HSBP)	Arts Instruction	Continuity of Operations Plan	Holocaust History Instruction
Credit and Subject Area Graduation Requirements	Elective Computer Science Course and State Learning Standards for Computer Science or Mathematics	Since Time Immemorial Curriculum	Instruction in Awareness of Bone Marrow Donation
Minimum College Entrance Requirements (CADRS)	Conservation, Natural Resources, and the Environment Learning Standards	Credit for Students in or Released from Institutional Education Facility	Seal of Biliteracy
Graduation Pathway Option(s)	Disability History and People with Disabilities Month	Financial Ed Standards	
	Financial Aid Advising Day	Electronic HSBP Platform	
	Observance of Veteran's Day	HSBP Initiation	
	Social-emotional Learning Standards and Benchmarks		
	Stand-Alone Civics Course (class of 2024)		
	Temperance and Good Citizenship Day/Voter registration		
	Study of Constitution of United States and Constitution of State of Washington		

This report provides a summary of results from the 2023-24 Basic Education Requirement Compliance reporting. The survey was opened on May 15, 2023, and it closed on October 20, 2023. The data in this report reflects the 295 school districts that have provided responses to the survey prompts. Other local education agencies including state tribal compact schools and charter public schools also provide information to the Board, but those results are not included in this report.

## **2023-24 Basic Education Certification**

For the 2023-24 school year, SBE staff updated an online collection instrument for districts to self-report their compliance with Washington State basic education requirements. SBE staff revised questions for clarity and added questions to address all required and encouraged offerings. SBE staff added a new basic element into the Encouraged Elements section of the Matrix (“Instruction in Awareness of Bone marrow Donation”). The purpose of these questions was:

1. To ensure those items having an explicit basic education or compulsory education reference in statute are offered in accordance with the law.
2. To inform or remind school districts of new and existing requirements and recommendations in current law, and
3. To gather information to help SBE continue to promote a system that meets the goals of basic education for all students.

The 2023-24 survey included prompts about the following topics:

- Grades offered,
- Instructional hours, days of instruction and waivers.
- Graduation requirements: the High School and Beyond Plan, course offerings, and graduation pathways.
- State-mandated and state-recommended educational offerings and activities.
- Mastery-based crediting.
- Climate surveys.

School districts were asked to respond only to questions related to the grade levels that the school district serves. All school districts responded to prompts about instructional hours, days, and questions about state-mandated and state-recommended educational offerings and activities. School districts with high schools responded to additional questions related to local graduation requirements, provision of required courses, and other high school-specific topics.

In order to collect data, SBE staff developed and implemented a protocol of communication with school districts and Local Education Agencies (LEAs). An initial notice of the survey launch was sent on May 15, 2023. After the school districts and

LEAs made their submissions, a confirmation email and a PDF file of responses highlighting possible issues were sent to the respondents immediately.

SBE staff examined the data for errors or issues of potential non-compliance and contacted school district staff with instructions to follow a step-by-step process to correct errors or to contact SBE. After that, periodic notifications regarding updated certification status were posted to the SBE website, sent to school districts, and one-on-one communication sessions were conducted with school district staff to resolve issues. Then, a final notice was sent to the superintendent or an LEA leader regarding a recommendation of certification of compliance.

Based on SBE staff review of each school district's data, all school districts were determined to comply with basic education requirements for the 2023-24 school year and were certified through Board action. The final Board action for basic education certification in the 2023-2024 school year occurred on October 11, 2023.

Of the 295 school districts, all met the reporting requirements. 287 districts received full certification and 8 districts received conditional certification due to one or more outstanding issues. School districts receiving conditional certification were notified of the concerns and provided assurance to the SBE that the issues would be addressed and resolved within a specific timeframe.

## **2023-24 Basic Education Survey Findings**

The information reported by Washington's public-school districts is organized in four main sections and a final summary:

- The first section is a discussion of the mandatory requirements for SBE certification.
- The second section provides information on the required elements of the SBE certification.
- The third section is a discussion of requirements resulting in a notification of the district.
- The fourth section focuses on the encouraged offerings and innovative district practices.
- The fifth section includes supplemental question tied to SBE priorities.
- The closing section discusses possible changes that might be implemented to improve certification process in future collections.

## Section 1: Mandated Requirements for Basic Education Certification

Mandatory elements of the Basic Education compliance are those which must be present within the education program in every school district and LEA prior to a recommendation for certification of compliance. There are 295 school districts in Washington State. All school districts responded to prompts on the following topics for the 2023-24 school year:

- Adherence to the basic education compliance requirements related to the number of hours and number of school days per year.
- The presence (or not) of any of several types of basic education waivers.<sup>1</sup>
- Implementation of the High School and Beyond Plan (HSBP) and provision of an electronic HSBP platform.

Each school district is required to offer district-wide average of at least 1,000 hours in grades 1 – 8 and at least 1,080 hours in grades 9 - 12. The district calculation for compliance may alternatively be made as a district-wide annual average over grades 1 through 12 of at least 1,027 instructional hours. In addition, districts are required to provide at least 1,000 hours in kindergarten. (RCW 28A.150.220).

All school districts reported that the 2023-24 school calendar was developed in a manner to provide at least the minimum number of instructional days and hours. In addition, the respondents identified the presence (or not) of basic education waivers and the number of days approved for each waiver type. SBE staff verified that each waiver type and number days were approved by the OSPI for the 2023-24 school year.

### High School Graduation Requirements

Current high school graduation requirements consist of three parts. Districts offering a diploma must provide each student the opportunity to meet the following requirements: consist of:

- (1) State credit and subject area requirements as established in WAC **180-51-210** and, credit and subject area requirements established by local school boards.

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<sup>1</sup> Since House Bill 2824 separated responsibilities for waiver administration between the Washington State Board of Education (SBE) and the Office of Superintendent of Public Instruction (OSPI) in 2018, OSPI may grant certain waivers. However, under RCW 28A.300.760, OSPI must report to SBE about the waiver applications received the previous year. Stevens, J. (2022). *180-day waivers for the 2021-22 school year: Report to the Legislature*. Retrieved from the Washington Office of Superintendent of Public Instruction website: <http://www.k12.us>



- (2) A high school and beyond plan that must include the minimum requirements established in RCW **28A.230.090** and WAC **180-51-220** in this chapter. Local school boards may establish additional requirements for a high school and beyond plan to serve the needs and interests of its students. Any decision on whether a student has met the requirement of a high school and beyond plan shall be made by the district.
- (3) A graduation pathway option. Students must meet the requirements of at least one of the graduation options in chapter **28A.655** RCW and WAC **180-51-230**.

### **Average Number of Credits per School Year**

Of the 250 school districts granting high school diplomas:

- 103 (41.9 percent) responded that the typical high school student is provided with the opportunity to earn up to six credits per year during the regular school day.
- 81 (32.9 percent) responded that the typical high school student is provided with the opportunity to earn up to seven credits during the regular school day each year while in high school.
- 40 school districts (16.3 percent) granting high school diplomas offer students with the opportunity to earn up to eight credits per year during the regular school day each year.
- One school district in each category (0.4 percent) offer a variety of other schedules that provide students with the opportunity to earn in excess twenty-five to twenty-eight credits per year, and these are school districts operating on a trimester or quarter system.

Please note that high school students often have the opportunity to earn additional credits during a zero period (before school), after school, and through summer school programs, and through mastery-based crediting opportunities. Interestingly, eight school districts (3.3 percent) responded that they offer an opportunity to earn twenty-four credits per year.

### **Credit and Subject Area Requirements**

All school districts granting high school diplomas have reported that they require at least the minimum core subject area requirements to earn a high school diploma, that they offer the opportunity for high school students to earn flexible subject area requirements, including personalized pathway requirements and electives.

### **Local credit requirements**

All school districts granting high school diplomas have reported that they are able to provide a program, directly or in cooperation with local community college, school

districts, for students who would like to apply for entrance to baccalaureate-granting institution after high school graduation. All school districts have also replied that they are able to provide a program, directly or in cooperation with local community or technical colleges, skill centers, apprenticeship committees, or other school districts, for students who have plans to pursue career or work opportunities.

### **HSBP Delivery and Graduation Pathways**

School districts serving eighth grade students are required to ensure that every student has access to a High School and Beyond Plan (HSBP) to guide their high school experience and to ensure that high school courses are aligned with the student's goals (WAC 180-51-220).

The HSBP provides students with the opportunity to:

- Identify career goals aided by a skills and interest assessment.
- Identify educational goals.
- Learn about financial aid programs.
- Develop a four-year plan for high school courses.
- Identify options to satisfy state and local graduation requirements, and
- Start their resume.

While the HSBP is required to start no later than eighth grade, school districts are encouraged to start the planning process in earlier grades. Of the 281 school districts that responded to this prompt, the 229 (81.5%) offer the HSBP through advisory, homeroom, or a series of HSBP activities completed annually.

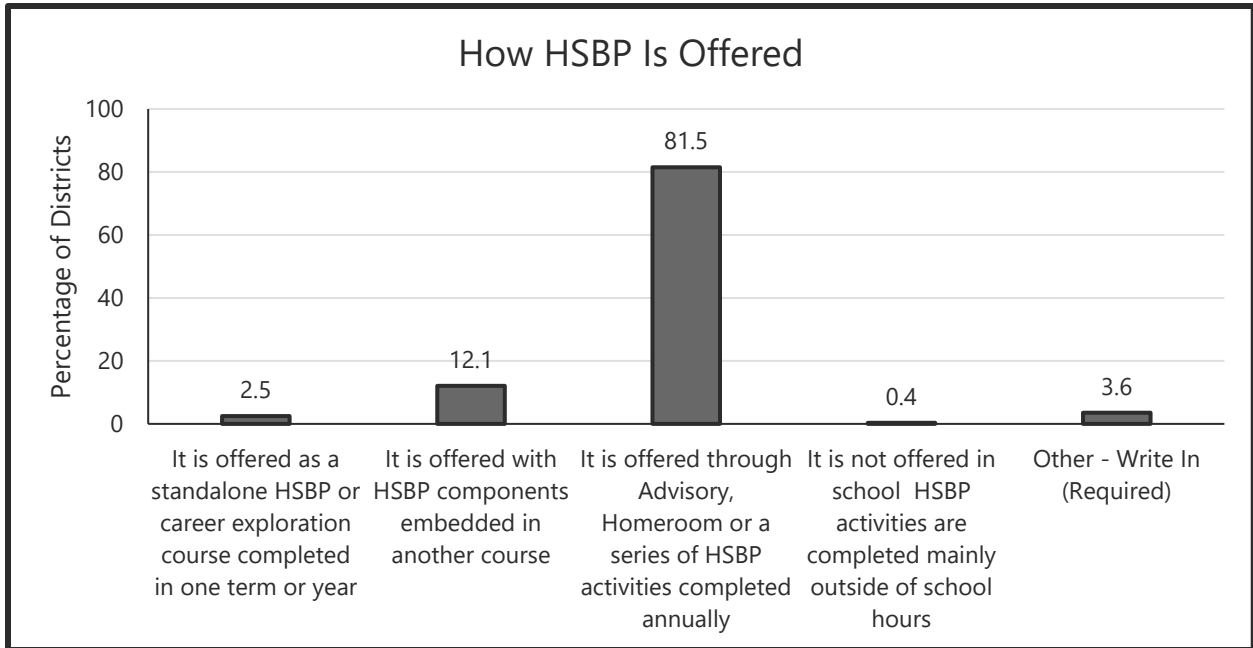


Figure 1: How HSBP is Offered, 2023-24 school year, all school districts n=281

### High School and Beyond Plan Start

While the High School and Beyond Plan (HSBP) is required to start no later than eighth grade, school districts are encouraged to start earlier than that. In the 2023-24 school year, x school districts (13.9%) begin the HSBP by 6<sup>th</sup> grade or earlier, 94 school districts (33.5 percent) offer the HSBP beginning in grade seven, and 146 school districts (52 percent) offer it in grade eight.

Table 2: High School and Beyond Plan Start, 2023-24 school year, all school districts n=281

High School and Beyond Plan Start				
Before Grade 6	Grade 6	Grade 7	Grade 8	Grade 9 <sup>2</sup>
0.7	13.2	33.5	52	0.8

<sup>2</sup> Of those school districts that start HSBP is grade 9, one school district (0.4 percent) has grade 9 as their lowest served grade, and for that reason, if it is not initiated at the student’s prior school, they initiate HSBP at that time.

### High School and Beyond Plan Platform

School districts must offer an electronic platform to manage students' progress through high school. School districts have reported that the HSBP is offered through such electronic platforms as Skyward (31.5 percent), School Data Solutions/WOIS/Homeroom (20.9 percent), Xello (19.9 percent), Google Forms/Locally developed platforms (15 percent), etc.

Table 3: High School and Beyond Plan Electronic Platform, 2023-24 school year, all school districts n=281

HSBP Electronic Platform	
Skyward (WSIPC, formerly My Data Solutions)	31.5%
School Data Solutions/WOIS/Homeroom	20.9%
Xello (formerly Career Cruising)	17.9%
Google Forms/Locally Developed Platforms	15%
Naviance	6.2%
School Links	3.7%
Other - Write In (Required)	3.7%
Schoology/Power School	1.1%

### **Information on Graduation Pathway Options**

In Washington, beginning with the class of 2020, students graduating a public high school must meet the requirement of at least one graduation pathway option (RCW 28A.655.250). The pathways were established to provide students with a number of options available for graduation with a high school diploma and districts are encouraged to make as many pathways available to students as possible.

Almost all school districts have developed and implemented a district-wide formal plan, policy, or communication protocol for the 2023-24 school year to inform students of the graduation pathway options.

### Graduation Pathways

Starting with the graduating class of 2020, students have multiple ways to meet the academic graduation requirement beyond simply passing the Smarter Balanced Assessment (SBA).

School districts granting high school diplomas use a variety of strategies to communicate with students about their graduation pathways. The majority of districts

communicate with all students during their annual HSBP process (96 percent), communicate at least once in a formalized manner by the high school counselor or administration (95.2 percent), communicate with all incoming high school students (94.4 percent), communicate to encourage students to take ACT or SAT (84 percent).

Table 4: Strategies to Communicate with Students about Their Graduation Pathway Options, 2023-24 school year, school districts with high schools n=250

Strategies to Communicate with Students about Their Graduation Pathway Options		
	Yes	No
Communication with All Students During Their Annual HSBP Process	96%	4%
Communication with Students at Least Once During High School in a Formalized Manner by the High School Counselor or Administration	95.2%	4.8%
Communication with All Incoming High School Students	94.4%	5.6%
All Students Will Be Encouraged to Take the ACT or SAT	84%	16%
All Students Will Be Encouraged to Take the ASVAB	76%	24%
Communication with Students Who Do Not Meet Graduation Standard on State Assessment	44%	56%
Communication with Some Students During Their Annual HSBP Process	41.6%	58.4%
In Addition, or Instead, Graduation Pathways Will Be Addressed in a Different Way	41.2%	58.8%

School districts are encouraged to offer a variety of graduation pathway options. Those that are most frequently offered are state assessment in ELA and Math (99.2 percent), Dual Credit: Running Start courses in ELA and Math (96.8 percent), Armed Services Vocational Aptitude Battery (ASVAB) (96 percent), sequence of career and technical education courses that qualify as graduation pathway options (93.2 percent), and SAT (92.8 percent).

Table 5: Graduation Pathway Options Available in Districts, 2023-24 school year, school districts with high schools n=250

Graduation Pathway Options Available in Districts with High Schools		
	Yes	No
State Assessments in ELA and Math	99.2%	0.8%
Dual Credit: Running Start Courses in ELA or Math	96.8%	3.2%
Cambridge Advanced Course(s) That Qualify as Graduation Pathway Options	3.2%	96.8%
Armed Services Vocational Aptitude Battery (ASVAB)	96%	4%
Sequence of Career and Technical Education Courses That Qualify as Graduation Pathway Options	93.2%	6.8%
SAT	92.8%	7.2%
Dual Credit: College in the High School Course(s) That Qualify as a Graduation Pathway Options	84.8%	15.2%
Dual Credit: Career and Technical Education Course(s) in ELA or Math That Qualify as Graduation Pathway Options	80.8%	19.2%
ACT	76.8%	23.2%
Advanced Placement (AP) Course(s) That Qualify as Graduation Pathway Options	67.2%	32.8%
Bridge to College/Transition in Math	48.4%	51.6%
Bridge to College/Transition in ELA	40.8%	59.2%
International Baccalaureate (IB) Course(s) That Qualify as Graduation Pathway Options	8%	92%

### Other Local Graduation Requirements

In addition to graduation pathways, school districts may set local diploma requirements. In the 2023-24 survey, districts were asked about the two most common local requirements: community service and culminating projects. In 2023-24, 49.6 percent of school districts with high schools required community service for graduation and 35.6 percent required a culminating project for graduation.

## Section 2: Required Elements for Basic Education Certification

Required elements are those courses or educational activities having an explicit basic education or compulsory education reference in statute. The presence (or not) of the required element factors into compliance recommendation.

### Required Elements for All School Districts

The Legislature requires school districts to make several offerings and activities available to students each year. The requirements that apply to all districts are to:

- Provide instruction in social-emotional learning standards and benchmarks (RCW 28A.300.478).
- Provide educational activities for Disability History and People with Disabilities Month in October (RCW 28A.230.158).
- Provide instruction in all grade levels about conservation, natural resources, and the environment learning standards in an interdisciplinary manner with the emphasis on solving the problems of human adaptation to the environment (RCW 28A.230.020 and WAC 392-410-115).
- Adopt an AIDS prevention education program (RCW 28A. 230.070).
- Present educational activities suitable to the observance of Veterans' Day (RCW 28A.230.160).
- Provide arts instruction (as described in SB 5878) throughout elementary and middle school education experience. *This has become a required element in the 2023-2024 school year.*

Table 6: Required Elements of All School Districts, 2023-24 school year, all school districts n=295

Required Elements of All School Districts	
Veterans' Day	100%
AIDS Prevention Program	100%
Disability History	100%
Social-Emotional Learning	100%
Conservation, Natural Resources, and the Environment	99%
Arts Instruction in Elementary and Middle School	87.1%

For two of the required elements some districts were still in the process of implementing the requirement. Those districts received conditional certification based

on an assurance from the superintendents that the requirement would be met within the school year.

- Three school districts (1 percent) indicated that they are continuing to work on implementing the requirement for curricular activities related to Conservation, Natural Resources, and the Environment.
- Two school districts (0.7 percent) indicated that they were continuing to work on implementation of the arts instruction requirement (as described in RCW 28A. 230. 305) throughout elementary and middle school education experience.

### **Required Elements for Districts with a High School**

The Legislature requires school districts to make several offerings and activities available to high school students each year. The requirements that apply to the 250 districts serving high school students include:

- Provide access to an elective computer science course to all high school students (RCW 28A.230.300).
- Provide a mandatory one-half credit stand-alone course in civics for each high school student (RCW 28A.230.094).
- Provide instruction in cardiopulmonary resuscitation (CPR) (RCW 28A.230.179).
- Observe “Temperance and Good Citizenship Day” and coordinate voter registration in social studies for all high school seniors and 18-year-old students (RCW 28A.230.150).
- Provide a financial aid advising day and senior-year notifications of financial aid information to students and guardians (RCW 28A. 300.815 and RCW 28A.230.310).
- Implement the study of Constitution of the United States and Constitution of State of Washington as a prerequisite to graduation (RCW 28A.230.170).
- Provide an opportunity for each student in grades 9 through 12 to take arts coursework as specified in SB 5878 and codified in RCW 28A. 230. 305 each academic year. *This has become a required element in the 2023-2024 school year.*



Table 7: Required Elements of School Districts with High Schools, 2023-24 school year, all school districts n=250

Required Elements for School Districts with High Schools	
Constitution of US and Washington State	100%
Financial Aid Advising Day	100%
Citizenship Day	100%
CPR Instruction	100%
Civics Course	100%
Elective Computer Science Course	99.6%
Arts Coursework	93.2%

For two of the required elements districts were still in the process of implementing the requirement. Those districts received conditional certification based on an assurance from the superintendent that the requirement would be met within the school year. One school district (0.4 percent) indicated that they are continuing to work on implementing the requirement for curricular activities related to Elective Computer Science Course.

## Section 3: Notification Requirements for Annual Certification

Notification elements: include required offerings by districts that appear elsewhere in the statute and do not have an explicit basic education reference. These do not factor into the compliance recommendation and would result in a notification to the district as well as links to resources to support implementation if not currently provided.

### Notification Requirements for All School Districts

Every year, districts are required to make several offerings and activities to meet other requirements. The requirements that apply to **all school districts** are to:

- Adopt a Tribal History and Culture curriculum, also called "Since Time Immemorial" (RCW 28A.320.170).
- Implement comprehensive sexual health education for each student (RCW 28A. 300.475).
- Adopt a Continuity of Operations Plan to transition to modalities other than in-person learning in the event of an emergency.

### Tribal History and Culture

Implementation of Tribal History and Culture is required to occur at the time of a school district's social studies curriculum review and adoption. The requirement was added after Senate Bill 5433 was passed in 2015, requiring the *Since Time Immemorial: Tribal Sovereignty in Washington State* curriculum developed by the OSPI Office of Native Education or any other tribally developed curriculum available to all school districts.

School districts not implementing a Tribal History and Culture curriculum stated that the district had not yet adopted a new social studies curriculum. However, a number of school districts noted that the audit and adoption of the social studies curriculum was in progress. Tribal History and Culture curriculum implementation rate of 84.1 percent is evident.

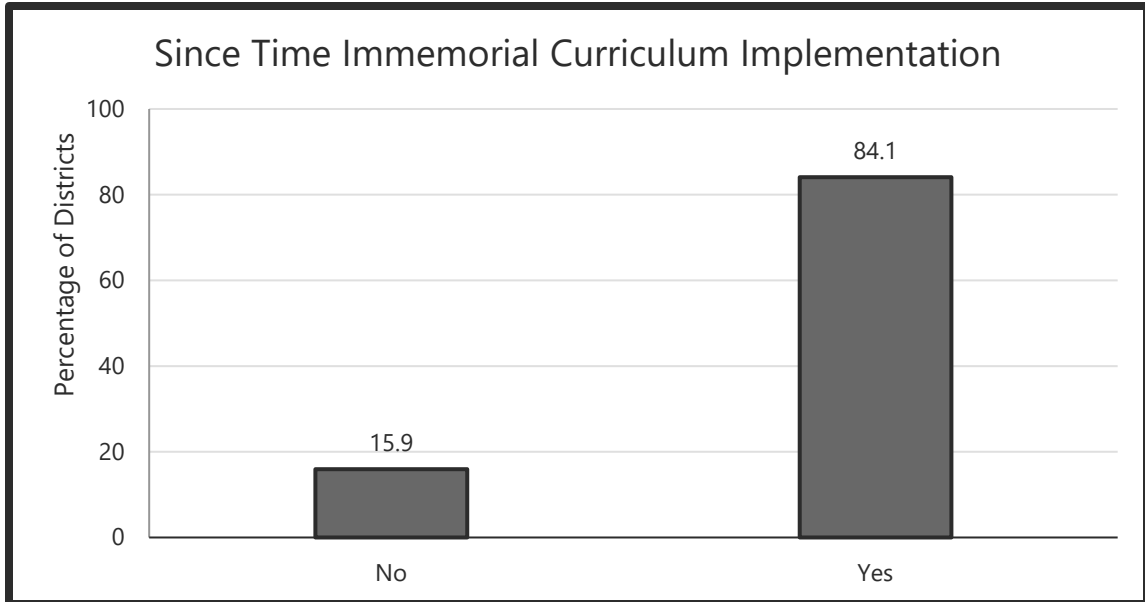


Figure 3: Since Time Immemorial Curriculum Implementation, 2023-24 school year, all school districts n=295

### Comprehensive Sexual Health Education

Comprehensive sexual health education is expected to be fully implemented in the 2023-24 school year. Data collection for the 2023-24 school year asks several questions about specific grade-band requirements. Response patterns for 2023-24 show that almost all school districts provide comprehensive sexual health education.

Two-hundred and ninety-three school districts (99.7 percent) reported that they provide social emotional learning (SEL) in accordance with the comprehensive sexual health education requirement to students in grades K-3 at least once in 2023-24.

Almost all school districts (99 percent) provided comprehensive sexual health education to all students at least once in grades 4-5. Finally, almost all of the school districts demonstrated high implementation rates in providing comprehensive sexual health education to all students at least twice in grades 6-8 (98.9 percent) and in grades 9-12 (98.8 percent) in the 2023-24 school year.

Districts that reported they were not meeting the requirement were provided clarification on the requirement and resources to support implementation.

### Districts Serving High School Students

The Legislature requires school districts to make several offerings and activities available to **high school** students each year. The requirements that apply to these school districts are to:

- Adopt an academic acceleration policy for high school students (RCW 28A.320.195).

- Provide an opportunity for students in grades 9 through 12 to access financial education (RCW 28A.300.468).
- Incorporate a procedure to award at least one high school credit to students who are currently or formerly in institutionalized educational settings upon meeting the standard on a General Education Development (GED) test (HB 1295 and RCW 28A.320.192).

### Academic Acceleration

98 percent of school districts with a high school indicated that they had adopted an academic acceleration policy for high school students.

Districts that reported they were not meeting the requirement were provided clarification on the requirement and resources to support implementation.

### Financial Education

250 school districts with high schools also responded to a prompt regarding the way in which financial education curriculum is delivered. One-half of all school districts (52 percent) replied that they provided financial education embedded in a for-credit standalone course. Financial education was embedded in a for-credit course in 37.6 percent of districts with high schools and as an option without credit in 9.2 percent of districts.

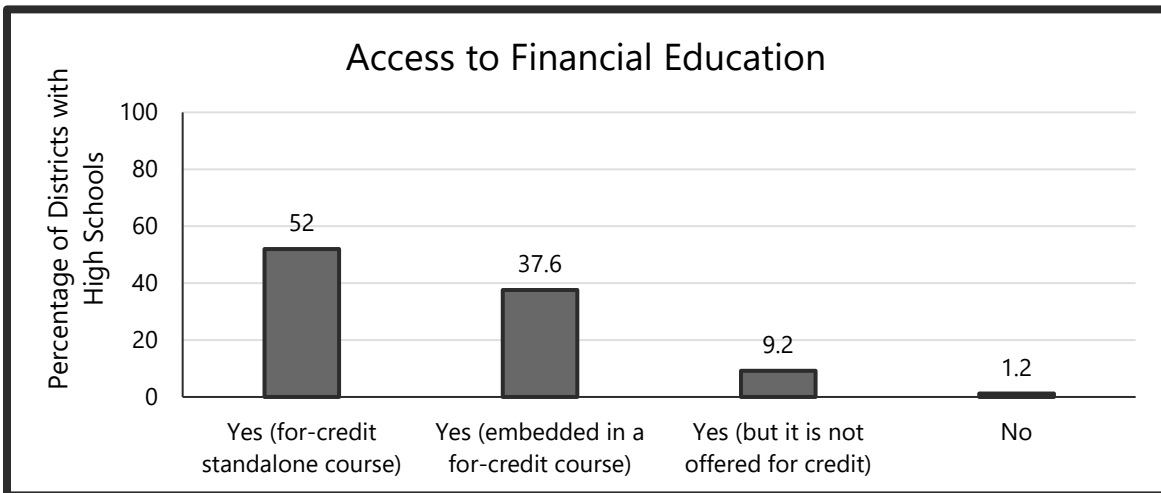


Figure 4: Access to Financial Education, 2023-24 school year, all school districts n=250

### GED Credit

A procedure to award at least one high school credit to students who are currently or formerly in institutionalized educational settings upon meeting the standard on a General Education Development (GED) test (HB 1295 and RCW 28A.320.192) was a new requirement for the 2022-23 school year.

In the 2023-24 school year, of all the school districts with a high school, 197 (78.8 percent) have established the GED procedures, while 47 (18.8 percent) provided assurance that they would incorporate the procedures before the end of 2023-24 school year. The remaining six school districts (2.4 percent) were provided clarification on the requirement and resources to support implementation.

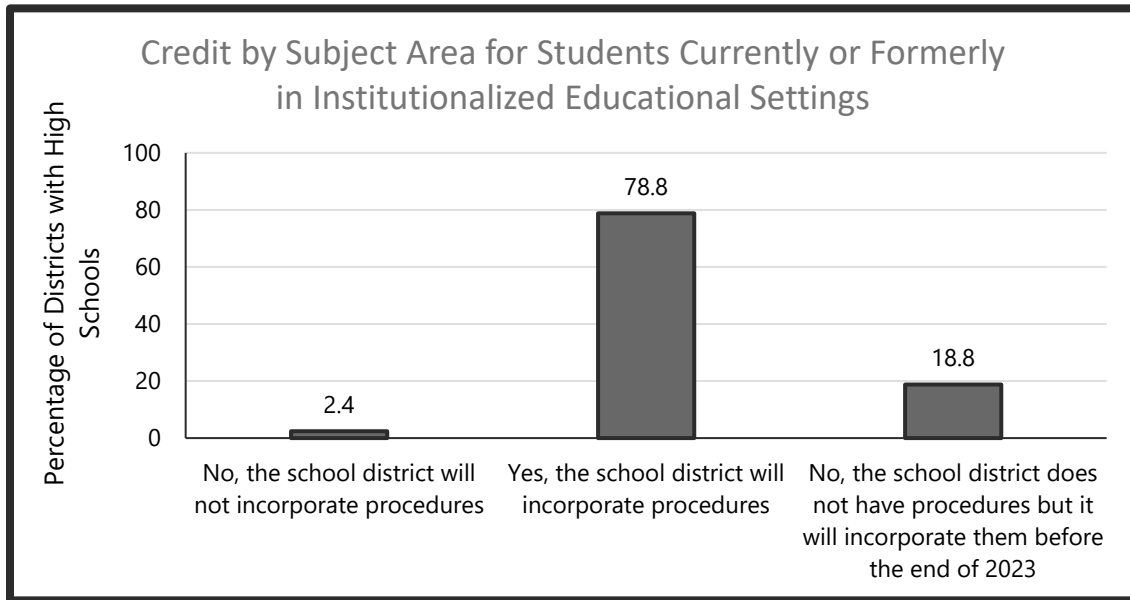


Figure 5: Credit by Subject Area for Students Currently or Formerly in Institutionalized Educational Settings, 2023-24 school year, school districts n=250

## Section 4: Encouraged Elements for Basic Education Certification

In addition to the requirements discussed above, the 2023-24 Minimum Basic Education Requirement Compliance and District Survey also gathered information on elements and activities that are encouraged through legislation or that will become requirements in the future. These elements are encouraged in the statute, but do not factor into compliance recommendation. The encouraged elements include the following:

- Offer ethnic studies as a course in grades 7 to 12 and incorporate ethnic studies materials and resources in grades K-6 (RCW 28A. 300.112).
- Award the Seal of Biliteracy to graduates who meet the criteria (RCW 28A.300.575).
- Include Holocaust education and genocide and crimes against humanity in the curriculum (RCW 28A.300.115).
- Commemorate the history of civil rights at least once a year (RCW 28A. 230.178).
- Provide instruction in awareness of bone marrow donation (as described in SB 5065). *This has become an encouraged element in the 2023-2024 school year.*

Instruction in awareness of bone marrow donation is a new encouraged offering. It was introduced in 2023 with the passage of HB 5065. Since it is a new basic education element that can be offered in each school district, charter school, and state-tribal education compact school serving students in any of grades kindergarten through eight, SBE staff decided to inform school districts of this new requirement and recommendations in current law through the annual survey. This requirement has not been implemented by regular school districts, but they have been informed of its implementation.

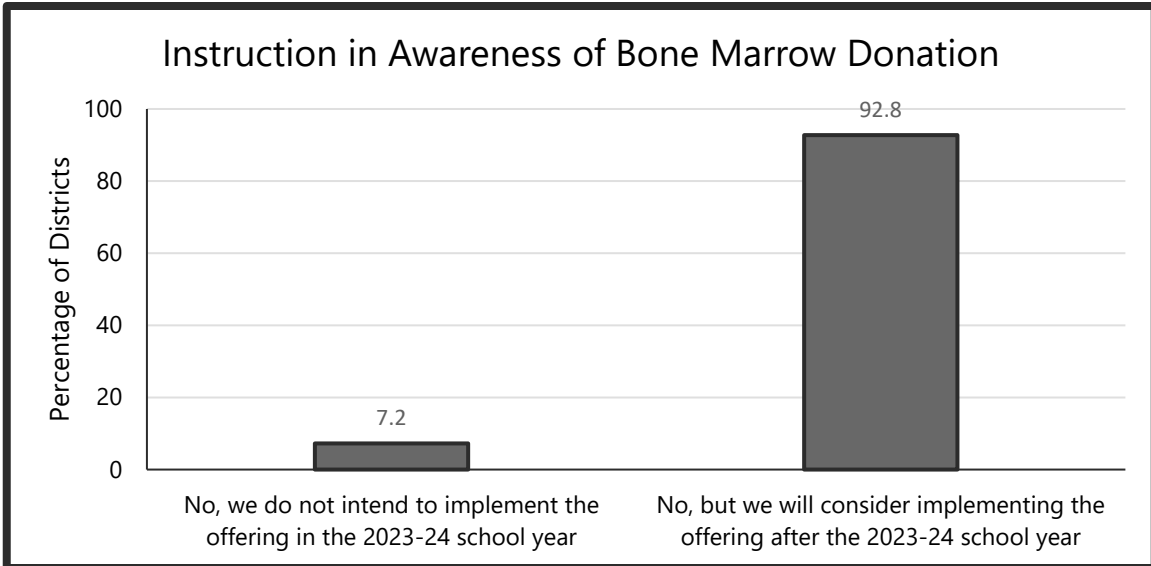


Figure 6: Instruction in Awareness of Bone Marrow Donation, 2023-24 school year, school districts n=249

Almost all school districts have implemented history of civil rights program (96.6 percent) and Holocaust history instruction (95.2 percent). Seal of biliteracy has been implemented at the rate of 75.4 percent. Nearly two-thirds of school districts (68.7percent) have implemented the ethnic studies as materials and resources in K-6, and less than a half of school districts (44.2 percent) have implemented a course of ethnic studies in grades 7-12.

Table 8: Encouraged Additional Elements, 2023-24 school year, History of Civil Rights, school districts n=293, Holocaust History Instruction n=291, Seal of Biliteracy n=248, Ethnic Studies Materials and Resources in Grades K-6, n=288, Ethnic Studies Course in Grades 7-12, n=278.

Encouraged Additional Elements		
	Yes	No
History of Civil Rights	96.6%	3.4%
Holocaust History Instruction	95.2%	4.8%
Seal of Biliteracy	75.4%	24.6%
Ethnic Studies Materials and Resources in Grades K-6	68.7%	31.3%
Ethnic Studies Course in Grades 7-12	44.2%	55.8%

## Section 5: Supplemental Questions

### School Climate Survey

There is a growing interest in elevating student voice regarding their perspective on their educational experience. In Washington, one common approach to collect student input is through the administration of a school climate survey. The majority of school districts (76.1 percent) have replied that they administer the School Climate Survey every year.

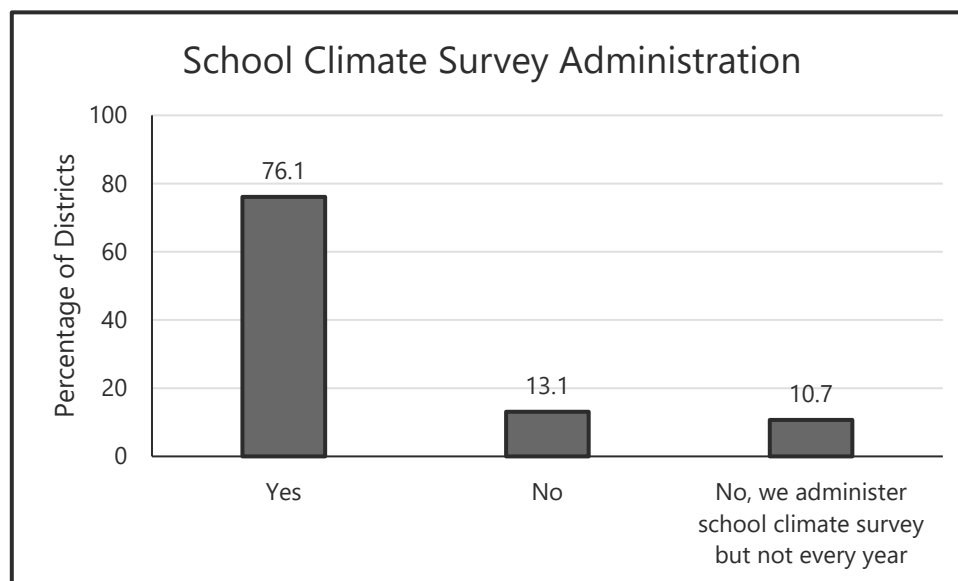


Figure 2: School Climate Survey Administration, 2023-24 school year, all school districts n=289

At the same time, of the 224 school districts planning to administer a school climate survey in the 2023-24 school year:

- 33.5 percent of school districts are being supported by the Center for Educational Effectiveness,
- 20.5 percent of school districts are being supported by Panorama
- 34.8 percent of school districts are using a district-created and supported survey, and
- 11.2 percent of school districts are doing something else.

### Mastery-Based Crediting

Mastery-based crediting (MBC) is an approach used in schools to award credit to individual students based on their prior knowledge or other demonstrations of mastery of learning standards. For instance, school 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.



School districts were asked whether they have mastery, or competency, based crediting policies and whether those policies are permanent or whether they were implemented to provide temporary flexibility under COVID pandemic or other emergency conditions.

Most school districts (71.2 percent) have permanent policy to award mastery/competency-based credit. Some school districts (5.3 percent) have it as a temporary response to the COVID-19 situation.

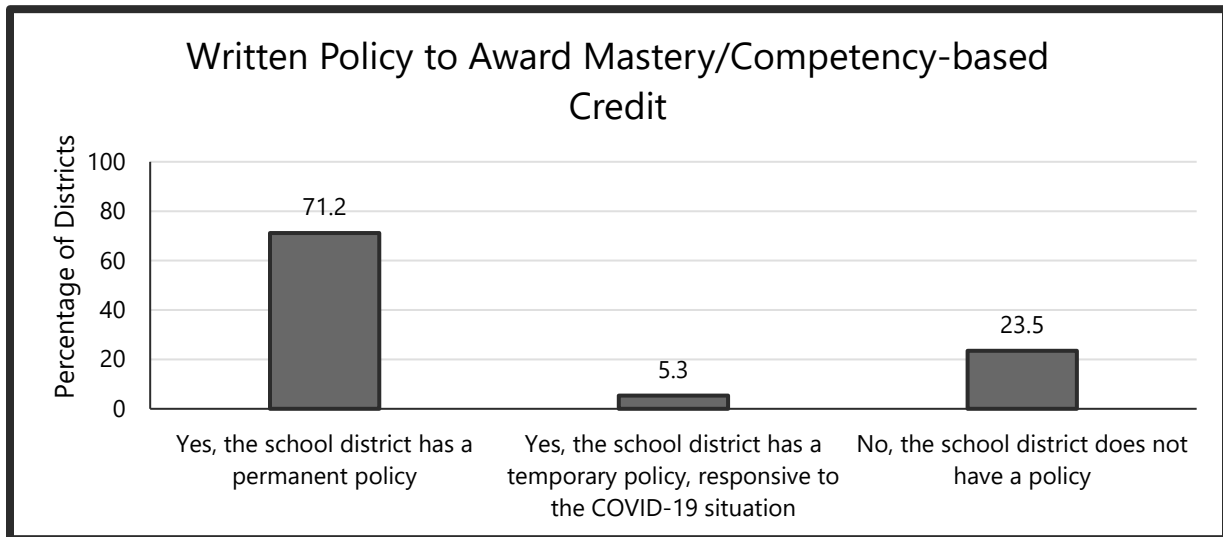


Figure 7: Written Policy to Award Mastery/Competency-based Credit, 2023-24 school year, school districts n=281

Districts that indicated they had the policy were also asked which subject areas were covered under that policy. Of the 281 districts that indicated they had a written policy, the 106 responded to an additional question regarding the subject areas addressed. The most common subject areas reported are World Language (85.8. percent), Math (70.8 percent), and ELA (68.9 percent).

Table 9: Subject Area Application of Written Policy to Award Mastery/Competency-based Credit, 2023-24 school year, school districts n=106

Subject Area Application of Written Policy to Award Mastery/Competency-based Credit	
World Language	85.8%
Math	70.8%
English Language Arts	68.9%
Science	56.6%
Social Studies	48.1%
Physical Education	40.6%
The Arts	34.0%
Health	29.2%
CTE/Occupational Education	17.9%
Integrated Environmental and Sustainability Education	14.2%
Computer Science	9.4%

### Basic Education Certification: Challenges and Possible Changes

While analyzing the results from the 2023-24 Minimum Basic Education Requirement Compliance collection, SBE staff received feedback from school district administrators and representatives who were sharing their thoughts and experiences with the collection tool. Much of the feedback received was similar to that received in the 2022-23 school year:

- A number of superintendents completing the form indicated that they and their administrative staff were new, and that it was difficult to gather the required information. However, this task provided them with the opportunity to quickly learn about their new school district. New school district superintendents were often unaware of new offerings that their school districts should have implemented.
- A number of recipients responded that the survey included too many prompts, which made the process complicated, requiring dedicated time and effort.
- School district representatives sent requests asking for additional information on specific Basic Education Matrix elements and initiating discussions of these elements.

- School district representatives were unaware of the certification procedure in general and expressed concern over conditional certification assuming that they may lose federal and state financing based on provisions of RCW 28A.150.250.
- Some school district staff preferred the new reporting platform over the old EDS platform and found the new platform to be easy to use. They appreciated the "Save and Continue Later" functionality.

Based on the feedback received, the SBE staff have been updating the Basic Education webpage continuously to more clearly describe the procedure for annual basic education certification. Staff are also in the process of updating the collection tool and various supporting materials to help districts better understand the requirements and provide resources to support implementation.

The 2024-2025 collection tool will be available in May 2024 and staff expect to complete the collection of information in time for final board review and certifications during the October 2024 meeting.