

The Washington State Board of Education

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

Title:	Draft Revisions to SBE Graduation Requirements and Credit Definition Rules	
As Related To:	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Do these proposed revisions to WAC 180-51-066 and WAC 180-51-050 adequately address the policy changes that SBE approved in November 2010 and were determined by OSPI to have no fiscal cost if implemented?	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials (OSPI November 9, 2010 Cost of Proposed Graduation Requirements PPT slides are attached to the memo) <input type="checkbox"/> PowerPoint	
Synopsis:	<p>SBE approved the Career and College Ready Graduation Requirements Framework in November 2010. In 2011, SBE forwarded its proposed changes to the high school graduation requirements for review by the education committees of the Legislature and the Quality Education Council, as directed by RCW 28A.230.090. SBE discussed its intent to move forward on the graduation requirements changes that OSPI determined to have no fiscal cost. These changes, if adopted by rule, will become effective for the graduating class of 2016. Specifically, SBE will review proposed changes to WAC 180-51-066 and WAC 180-51-050. Within the 20 credits required by WAC 180-51-066, these changes would include:</p> <ul style="list-style-type: none"> • Increase English from 3 credits to 4 credits. • Increase social studies from 2.5 credits to 3 credits; require .5 credit of civics, per RCW 28A.230.093. • Decrease electives from 5.5 to 4 credits. • Make successful completion of Washington State History and Government a non-credit requirement. • Clarify that the 2 credits of health and fitness include .5 credits of health and 1.5 credits of fitness. • Create a "two for one" policy that would enable students taking a CTE-equivalent course to satisfy two graduation requirements while earning one credit. <p>SBE will also consider draft changes to the definition of a high school credit in WAC 180-51-050, primarily to:</p> <ul style="list-style-type: none"> • Substitute a non time-based definition of a credit for the time-based 150 instructional hours. <p>Staff have also edited the rules to make the language more concise.</p>	

DRAFT REVISIONS TO SBE GRADUATION REQUIREMENTS AND CREDIT DEFINITIONS RULES

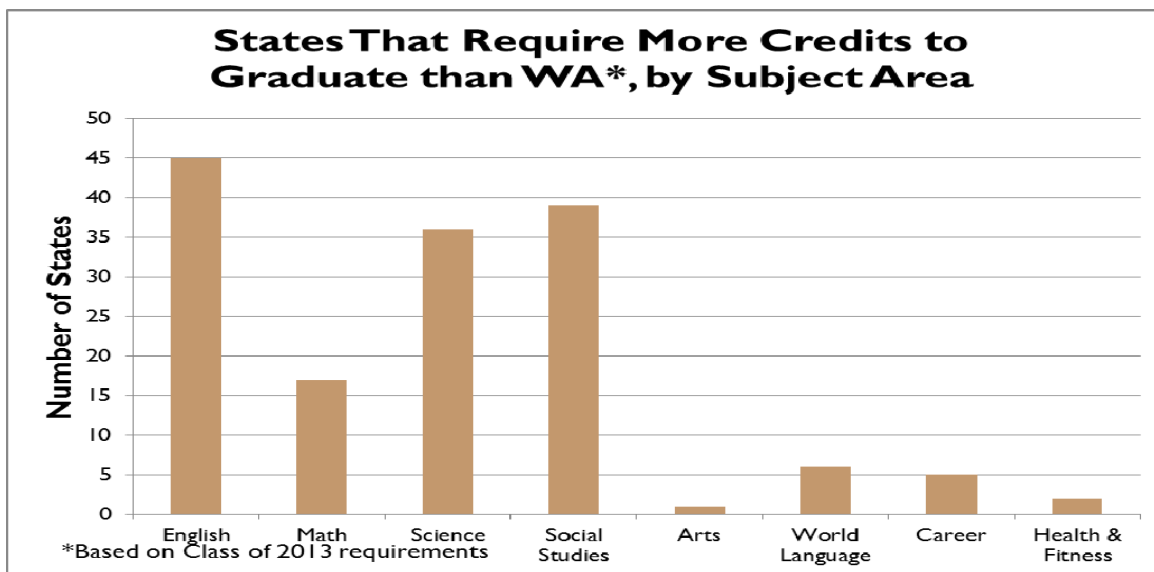
BACKGROUND

The state intends that graduation requirements prepare students for postsecondary education, gainful employment and citizenship.¹ After an extensive three-year review and public outreach, the State Board of Education (SBE) approved Washington Career and College Ready Graduation Requirements in November 2010. These requirements are more likely to help students meet the state's intent, and to bring credit expectations of Washington students more in line with students in other states.

For example, during the Board's review of graduation requirements nationally, it found that the majority of states required more English, mathematics, science, and social studies credits than Washington. Specifically, among the 47 states with state graduation requirements:

- Washington and California required 3 credits of English; all others required 4 credits.
- 16 states required more than 3 credits of math (Washington changed its math requirement from 2 to 3 credits for the class of 2013.)
- 36 states required more than the 2 credits of science that Washington currently requires.
- 39 states required more than the 2.5 credits of social studies that Washington currently requires.

The following table illustrates these differences.



¹ [RCW 28A.150.220](#)

POLICY CONSIDERATION

SBE presented the graduation requirements changes to the Quality Education Council and education committees of the House and Senate, as required by law.² During those presentations, SBE signaled its intention to adopt rules for the graduating class of 2016 only for those changes determined by the Office of Superintendent of Public Instruction to have no fiscal cost.³ Within the 20 credits required by SBE's graduation requirements WAC 180-51-066, those credit and policy changes included:

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

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

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

In addition to the changes listed above, staff have also edited the rules to make the language more concise. With one exception, the revisions remove language already contained in statute. A table of the proposed changes and rationale for each rule is included with this memo (Attachment A) along with a copy of the new language as it would appear in each rule (Attachment B).

A policy consideration for the Board is to determine what date to make the revisions to the credit definition WAC 180-51-050 effective. Because changes to this rule do not affect students' graduation requirements, the rule could be put into effect immediately, enabling districts to make changes in time for the entering class of 2012.

EXPECTED ACTION

SBE will make any adjustments necessary to the proposed revisions for WACs 180-51-066 and 180-51-050 and approve the draft language for review at a public hearing at the Board's regular November 2011 meeting.

² SBE presented to the Quality Education Council on December 21, 2010, the House Education Committee on January 25, 2011, and the Senate Early Learning and K-12 Education Committee on January 31, 2011, per the requirements of [RCW 28A.230.090](#).

³ A copy of the PowerPoint presentation delivered by Shawn Lewis to SBE on November 9, 2010 is attached to this memo (Attachment C).

DRAFT CHANGES TO WAC 180-51-066

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

Row	CHANGE	RATIONALE
6	<p>(d) Two and one-half Three social studies credits (2.5 credits prescribed courses, plus a .5 credit social studies elective) and a noncredit requirement. that at minimum align with the state's essential academic learning requirements in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in social studies at the high school level by 2008-09. In addition, districts shall require students to complete a classroom-based assessment in civics in the eleventh or twelfth grade also by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095). The social studies requirement shall consist of the following mandatory courses or equivalencies:</p>	<ul style="list-style-type: none"> • Changes requirement from 2.5 to 3 credits. • Clarifies the number of prescribed and elective social studies credits and presence of a noncredit requirement. • Alignment now addressed by the overarching statement in (1). • Assessment is addressed by law (RCW 28A.230.095) and does not need to be in rule.
7	<p>(i) One credit shall be required in United States history and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.</p>	<ul style="list-style-type: none"> • The study of the US Constitution is in law (RCW 28A.230.170) and does not need to be repeated in WAC. • The addition of a government-based civics requirement addresses the study of government.
8	<p>(ii) Under the provisions of RCW 28A.230.170 and 28A.230.090, one-half credit shall be required in Washington State history and government shall be required, subject to the provisions of RCW 28A.230.170, RCW 28A.230.090, and WAC 392.410.120, and which shall include study of the Constitution of the state of Washington and is shall consider including encouraged to include information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. Successful completion must be noted on each student's transcript.</p>	<ul style="list-style-type: none"> • "Successful completion" establishes that students must pass or meet proficiency. • Study of the Washington Constitution is in law (RCW 28A.230.170) and does not need to be repeated in WAC. • The additional reference of WAC 392.410.120 acknowledges OSPI WAC providing guidance on Washington State history and government. • Clarifies that a notation of successful completion must be noted on the transcript. • SHB 1495, passed in 2005, strengthened the language of 28A.230.090 to say "shall consider including" information on the culture, history, and government.... instead of "is encouraged to." This change updates the rule and is the only instance where we are repeating

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

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

Row	CHANGE	RATIONALE
	<p>grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in arts at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW <u>28A.230.095</u>). The essential content in this subject area may be satisfied in the visual or performing arts.</p>	<ul style="list-style-type: none"> Assessment is addressed by law (RCW 28A.230.095) and does not need to be in rule.
19	<p>(g) One credit in occupational education. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed or adopted contained in the career and technical education (CTE) program standards of the office of the superintendent of public instruction. The assessment of achieved competence in this subject area is determined at the local district level</p> <p>(i) Students who earn a graduation requirement credit through a CTE course locally determined to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject; the single CTE course meets two graduation requirements.</p> <p>(ii) Students who earn a graduation requirement credit in a non-CTE course locally determined to be equivalent to a CTE course will not be required to earn a second credit in the CTE course subject; the single non-CTE course meets two graduation requirements.</p> <p>(iii) Students satisfying the requirement in g(i) or g(ii) will need to earn five elective credits instead of four; total credits required for graduation will not change.</p>	<ul style="list-style-type: none"> "Proposed or adopted" is not current language. Section g(i – iii) adds a "two for one" policy to provide greater flexibility for students to satisfy graduation requirements. Currently, students who take CTE-equivalent courses earn one credit, and they choose which credit (the CTE credit or the CTE-equivalent credit) to put on their transcripts. They do <u>not</u> satisfy two requirements. This policy would enable students to earn one credit and satisfy two requirements--both the CTE/Occupational Education requirement and its equivalent non CTE/Occupational Education requirement. The effect of this policy would be to free up an elective for the student.
20	<p>(h) Five and one-half Four credits of electives Study in a world language other than English or study in a world culture may satisfy any or all of the required electives. The assessment of achieved competence in these subject areas is determined at the local district level.</p>	<ul style="list-style-type: none"> Reduces elective credit requirement from 5.5 to 4. Identifying potential elective courses such as world language is unnecessary—districts determine electives.
21	(i) Each student shall complete a culminating project	<ul style="list-style-type: none"> No change

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

DRAFT CHANGES TO WAC 180-51-050

Row	CHANGE	RATIONALE
1	High school credit — Definition. As used in this chapter the term "high school credit" shall mean:	<ul style="list-style-type: none"> No change
2	(1) Grades nine through twelve or the equivalent of a four-year high school program, and grades seven and eight under the provisions of or as otherwise provided in RCW 28A.230.090 (4) and (5):	<ul style="list-style-type: none"> The current language is inconsistent with RCW 28A.230.090. A separate rule, WAC 180.51.030, clearly references RCW 28A.230.090 for conditions to award high school credit for courses taken before attending high school.
3	(a) One hundred fifty hours of planned instructional activities approved by the district; Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements (learning standards). If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful	<ul style="list-style-type: none"> Removes time-based requirement (per recommendation of Core 24 Implementation Task Force⁴). Clarifies that this non time-based definition is related to successful completion of <u>course work</u>.

⁴ <http://www.sbe.wa.gov/documents/Core%2024%20ITF%20Final%20Rpt%20April%202010.pdf>

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

Attachment B

DRAFT CHANGES TO WAC 180-51-066 (as the WAC would read; new language in red)

State subject and credit requirements for high school graduation — Students entering the ninth grade on or after July 1, **2012**.

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

(a) **Four English** credits

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

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

(A) Algebra 1 or integrated mathematics I.

(B) Geometry or integrated mathematics II.

(C) Algebra 2 or integrated mathematics III.

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

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

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

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

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

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

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

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

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

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

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

(B) Complete three credits of mathematics as follows:

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

- Earn the first high school credit in geometry or integrated mathematics II;
- Earn the second high school credit in algebra 2 or integrated mathematics III; and
- Earn the third high school credit in a math course that is consistent with the student's education and career goals.

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

- Earn the first high school credit in algebra 2 or integrated mathematics III; and
- Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.

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

- Earn the first high school credit in geometry or integrated mathematics II;
- Earn the second high school credit in algebra 2 or integrated mathematics III; and
- Earn the third credit in a mathematics course that is consistent with the student's education and career goals.

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

- Earn the first high school credit in algebra 2 or integrated mathematics III;
- Earn the second and third high school credits in courses that are consistent with the educational and career goals of the student.

(c) Two **science** credits. At least one **of the two credits must be** in laboratory science.

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

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

(ii) **Successful completion of** Washington state history and government **shall be required, subject to the provisions of RCW 28A.230.170, RCW 28A.230.090, and WAC 392.410.120, and shall consider including** information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. **Successful completion must be noted on each student's transcript.**

(A) The Washington state history and government requirement may be waived by the principal for students who: 1) have successfully completed a state history and government course of study in another state; and 2) are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state.

(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 **contemporary world** problems may be accepted as equivalencies.

(iv) One half-credit shall be required in civics, and include at a minimum the topics outlined in RCW 28A.230.093.

(e) Two **health and fitness** credits (**.5 credit health; 1.5 credits fitness**).

(i) Students may be excused from the fitness requirement under RCW [28A.230.050](#). Such excused students shall be required to **demonstrate proficiency/competency in the knowledge portion of the fitness requirement**, in accordance with **written district policy**.

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

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

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

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

(iii) Students satisfying the requirement in g(i) or g(ii) will need to earn five elective credits instead of four; total credits required for graduation will not change.

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

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

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

(k) Students who complete and pass all required international baccalaureate diploma programme courses are considered to have satisfied state subject and credit requirements for graduation from a public high school, subject to the provisions of RCW [28A.230.090](#), [28A.230.170](#), and [28A.230](#).

[Statutory Authority: RCW [28A.305.215\(8\)](#), [28A.230.090](#). 10-19-118, § 180-51-066, filed 9/21/10, effective 10/22/10; 09-16-028, § 180-51-066, filed 7/27/09, effective 8/27/09; 08-18-013, § 180-51-066, filed 8/22/08, effective 9/22/08.]

**DRAFT CHANGES TO WAC 180-51-050
(as the WAC would read; new language in red)**

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 essential academic learning requirements (learning standards). If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful completion of that subject; or**

(b) **Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).**

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

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

(4) Community/technical college high school completion program - Diploma awarded by school district. A minimum of .5 and a maximum of 1.0 high school credit may be awarded for every five quarter or three semester hours of community/technical college high school completion course work: Provided, That for purposes of 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: Chapter [28A.230](#) RCW. 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](#). 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). 04-04-093, § 180-51-050, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW [28A.230.090](#). 00-23-032, § 180-51-050, filed 11/8/00, effective 12/9/00; 99-10-093, § 180-51-050, filed 5/4/99, effective 6/4/99. Statutory Authority: RCW [28A.230.090](#) and [28A.305.130](#). 97-08-020, § 180-51-050, filed 3/25/97, effective 4/25/97; 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. 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). 94-13-017, § 180-51-050, filed 6/3/94, effective 7/4/94. Statutory Authority: RCW [28A.230.090](#). 94-03-100 (Order 1-94), § 180-51-050, filed 1/19/94, effective 9/1/94. Statutory Authority: RCW [28A.05.060](#). 85-12-041 (Order 12-85), § 180-51-050, filed 6/5/85. Statutory Authority: Chapter [28A.05](#) RCW. 84-11-049 (Order 7-84), § 180-51-050, filed 5/17/84.]

Cost of Proposed Graduation Requirements

Draft Graduation Requirements Rule Revisions

An Overview of
Proposed Changes



Washington State
Board of Education
September Meeting

Kathe Taylor, Ph.D.
Policy Director

SBE Approved New Graduation Requirements in November 2010

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

The Washington State Board of Education Approved Graduation Requirements

Core Courses	Credits
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
Art	1
Occupational Education	1
Health	.5
Fitness	1.5
High School and Beyond Plan (HSBP)	
Arts	1
World Languages	2
Career Concentration	2
Electives	2
Summary	
Total Required Credits	24

Mandatory

■ Meets or exceeds Higher Education Coordinating Board (HECB) minimum subject requirements for admission to Washington four-year public colleges.

Student Choice

Washington State
Board of Education
September Meeting

SBE Met Statutory Requirements

- RCW 28A.230.090 (2) (c). The state board shall forward any proposed changes to the high school graduation requirements to the education committees of the legislature for review and to the quality education council established under RCW [28A.290.010](#). The legislature shall have the opportunity to act during a regular legislative session before the changes are adopted through administrative rule by the state board. Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized and funded by the legislature through the omnibus appropriations act or other enacted legislation.

OSPI Fiscal Analysis Presented to SBE

November 9, 2010

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

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

Proposed Graduation Requirements Rule Changes for Graduating Class of 2016

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

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

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

Remove the 150 hour definition of a credit and permit districts to establish policies that specify how they will know students have successfully completed the state’s subject area content expectations sufficiently to earn a credit.

Washington State
Board of Education
September Meeting

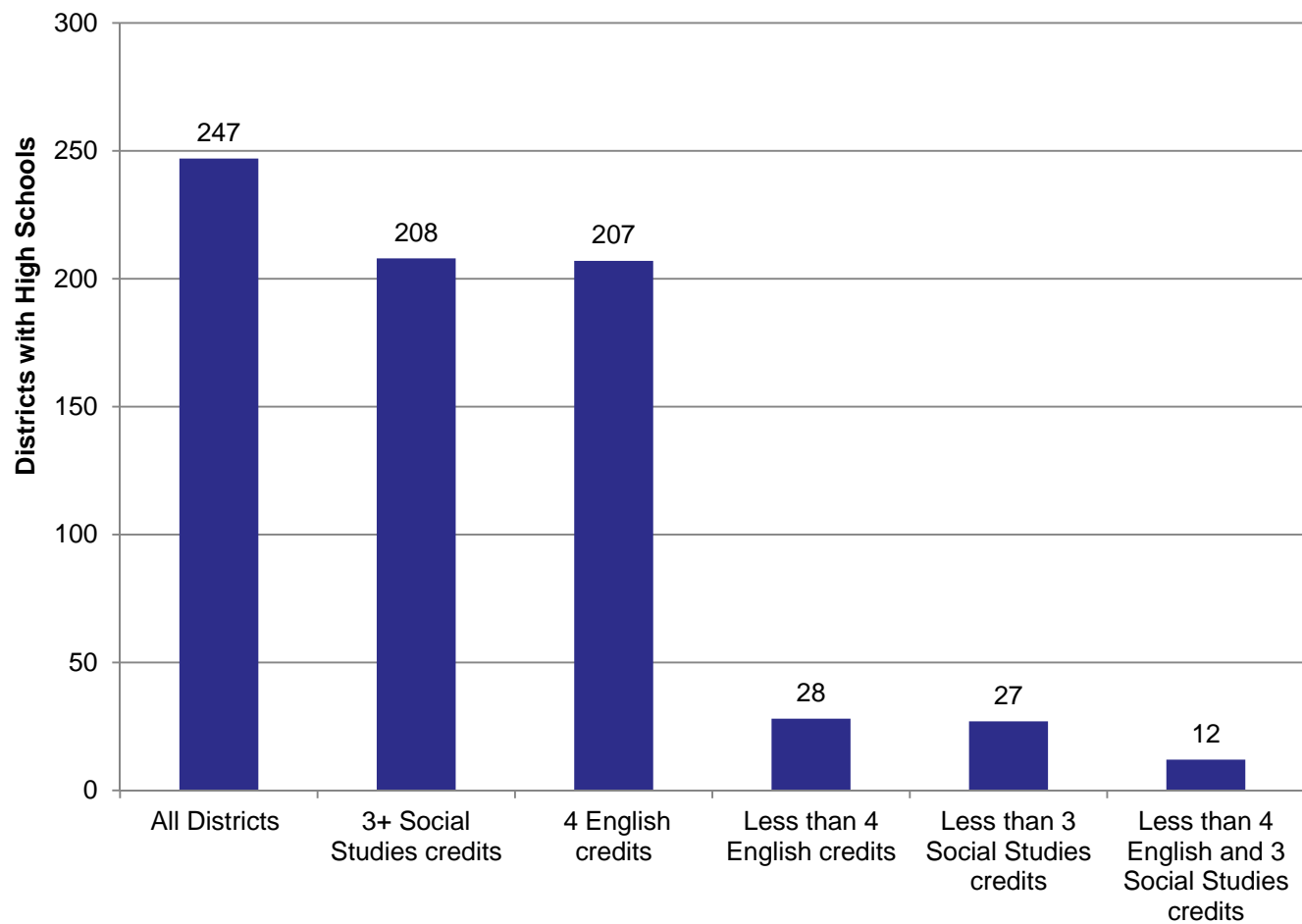
Proposed Graduation Requirements Rule Changes

Rules also edited to:

- Eliminate redundancy.
- Remove outdated references.
- Remove statutory language repeated in rule.
- Reflect changes in law (e.g. International Baccalaureate changes made in 2011 Legislative session).

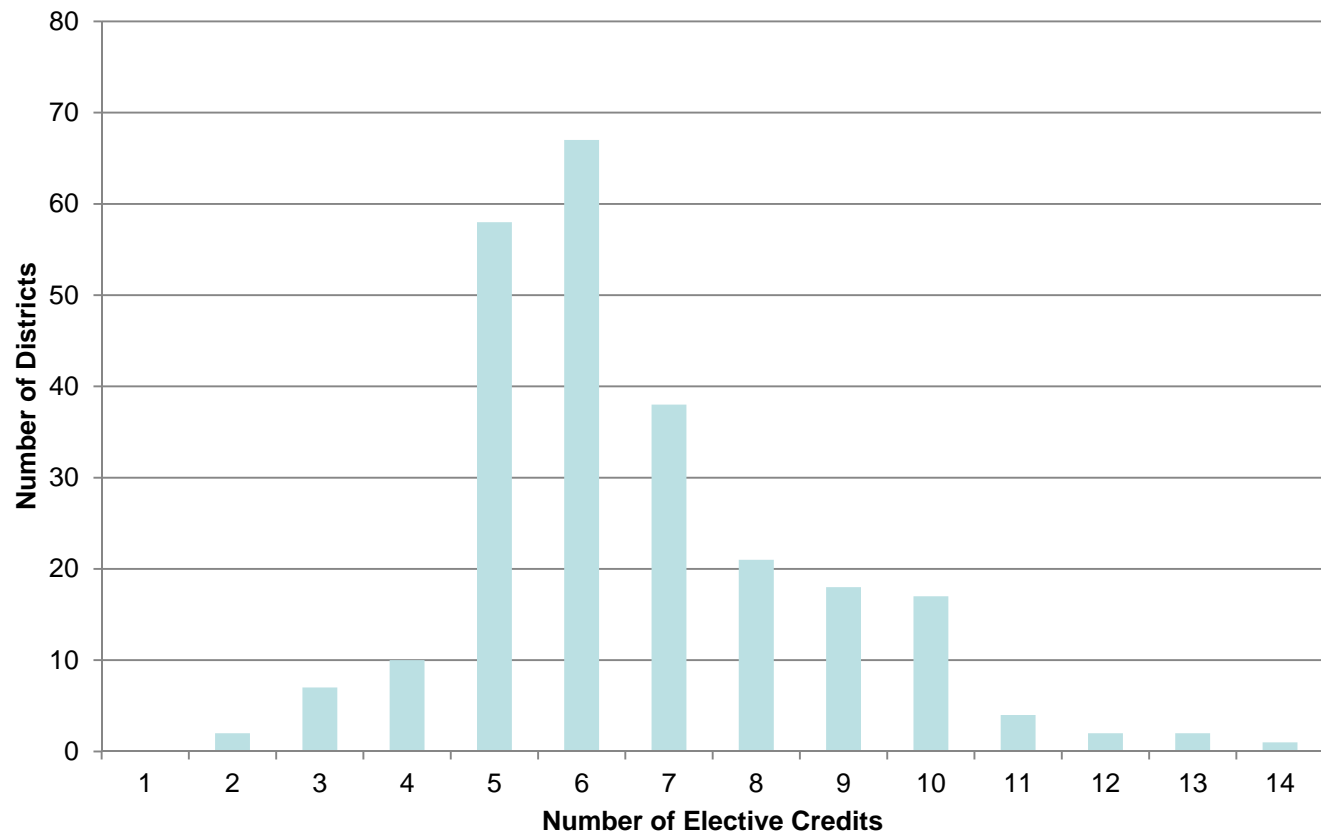
Status of District English and Social Studies Graduation Requirements

2011 Washington District Requirements



Status of District Elective Credit Graduation Requirements

2011 District Elective Credit Requirements




Next Steps

- File draft changes with Code Reviser.
- Publicize proposed draft changes with stakeholder organizations.
- Receive public comment and prepare responses.
- Hold public hearing at November meeting; make changes if needed.
- Adopt rule in November.

Changes to 180-51-50


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



Office of Superintendent of Public Instruction
K-12 Financial Resources

Cost of Proposed Graduation Requirements


Office of Superintendent of Public Instruction
November 9, 2010

 K-12 Financial Resources
Office of Superintendent of Public Instruction

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Statutory References for Fiscal Analysis

- **2009 c 548 s112 states in part:** "it is the intent of the legislature that no increased programmatic or instructional expectations be imposed upon schools or school districts without an accompanying increase in resources as necessary to support those increased expectations"
- **RCW 28A.150.220 (3)(b)** provides that the basic education instructional program shall provide students the opportunity to complete twenty-four credits for high school graduation, subject to a phased –in implementation of the twenty-four credits as established by the legislature. The State Board of education has the authority to determine course distribution requirements in accordance with RCW 28A.230.090.
- **28A.230.090** provides that: "Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized and funded by the legislature through the omnibus appropriations act or other enacted legislation."

 K-12 Financial Resources
Office of Superintendent of Public Instruction

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**Cost of Implementation for the Proposed Graduation Requirements
Analysis as of November 2, 2010**

	2011-12	2012-13	2013-14	2014-15	2015-16
Operating Costs:					
Total Cost for Initiation of the HSBP in Eighth Grade	\$ 3,844,220.84	\$ 3,878,930.33	\$ 3,897,009.05	\$ 3,866,729.50	\$ 3,809,859.45
Total Cost for High School Updates to HSBP	\$ -	\$ 2,602,070.66	\$ 5,604,054.91	\$ 8,998,801.31	\$ 11,522,950.81
Additional High School Counselor Needs	\$ -	\$ 15,883,645.85	\$ 15,926,487.13	\$ 15,948,801.36	\$ 15,911,427.87
Total Cost of Additional Materials	\$ -	\$ 1,337,839.62	\$ 222,973.27	\$ 222,973.27	\$ 222,973.27
Additional Instructional Time	\$ -	\$ -	\$ -	\$ 35,448,228.89	\$ 35,772,423.32
One Time Only Capital Facility Costs:					
Total Facility Cost based on survey responses	\$ -	\$ 28,365,360.00	\$ -	\$ -	\$ -
Total Costs Per School Year	\$ 3,844,220.84	\$ 38,470,224.80	\$ 17,217,590.16	\$ 61,260,128.87	\$ 67,233,658.30

Note: Facility Costs are a one time only cost and may be begin as early as 2012.

The Science Class Size information below is not considered to be a cost of the requirements and is only provided as supplementary information for the Quality Education Council

Lower Class Size- Science for every 1 student** \$ 3,418,997.37

** Approximate cost to reduce to 22.5 is \$19,796,000

Current science course class size and funding is not differentiated within the current prototypical model.



Initiation of HSBP in Eighth Grade

- Development of a High School and Beyond Plan in Eighth Grade is a necessary component to meaningful adoption of the Proposed Graduation Requirements
- Assumptions
 - Basic Education Class Size of 28.53
 - 13 hours of certificated staff time
 - \$2,625 per prototype school for materials, supplies and support costs



Updates to HSBP in High School

- Annual updates and revisions to the High School and Beyond Plan will be required for each student throughout their high school career
- Assumptions
 - Phase-In for Class of 2016 and beyond only
 - Basic Education Class Size of 28.53
 - 10 hours per year of certificated time
 - \$5,250 per prototype school for supplies and support



Added Counselor Responsibilities

- High School Counselors will be required to monitor significantly more individual requirements and ensure that student choice options are reflected in the High School and Beyond Plan
- Assumptions
 - Additional 0.5 FTE per prototypical school should be allocated approximating an average 1 hour of time per student per year.



Additional Materials

- Where requirements are increased, additional instructional materials to be purchased by school districts
- Assumptions
 - State responsibility for the cost of foreign language, arts, English, science, and civics textbooks will increase
 - Costs were based on textbook survey data
 - Ongoing costs are for MSOC replacement of textbooks on a six year cycle
 - Analysis used individual course data – but approximation of formula = (students x 4 credits x \$63)



Additional Instructional Time

- Additional credit requirements will create additional student FTE costs to the state. Added student FTE is comprised of students who currently do not take a full 24 credits and those who are recovering credit
- Assumptions
 - Net funded student FTE increases in senior year, through running start, and/or through skill centers.
 - Total of 8% increase in FTE is assumed each year with 60% of that increase (4.7% of student population) represents students who will take one or two classes with the other 40% (3.3% of student population) representing students who will take between than three and five classes.
 - Students will not begin accessing the additional FTE until their junior or senior years



Facility Costs

- In some districts, the additional requirements may require additional facilities. Based on capacity survey data collected from school districts as of October 30
 - 50.6 additional science classrooms would be required
 - 24.6 additional art classrooms would be required
 - 39.2 additional general classrooms would be required.
 - Costs were assumed based on construction cost and square footage estimates.
 - Many districts do not require additional facilities
 - Survey data represented 147 districts and 57.5 of student population. Data should not be extrapolated to population as significant number of non-reporting districts have had declining enrollment in past years.



Additional State Board Changes

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

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



Questions

- **Contact:**
 - Shawn Lewis, Office of Superintendent of Public Instruction
 - Email: shawn.lewis@k12.wa.us
 - Phone: 360-725-6111



K-12 Financial Resources
Office of Superintendent of Public Instruction

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Additional State Board Changes

OSPI has requested the following changes and determined that they do not have a fiscal impact.

Y. Amend Article V, Section 1, to read: "The state board of education shall consist of nine members, five of whom shall be elected by the voters of the state and four of whom shall be appointed by the governor."

Z. Amend Article V, Section 2, to read: "The state board of education shall have the honor of the rank of cabinet officer and shall be subject to the provisions of chapter 43A RCW, except that the members shall not be subject to removal by the governor."

AA. Amend Article V, Section 3, to read: "The state board of education shall have the honor of the rank of cabinet officer and shall be subject to the provisions of chapter 43A RCW, except that the members shall not be subject to removal by the governor."

AB. Amend Article V, Section 4, to read: "The state board of education shall have the honor of the rank of cabinet officer and shall be subject to the provisions of chapter 43A RCW, except that the members shall not be subject to removal by the governor."

AC. Amend Article V, Section 5, to read: "The state board of education shall have the honor of the rank of cabinet officer and shall be subject to the provisions of chapter 43A RCW, except that the members shall not be subject to removal by the governor."