



THE WASHINGTON STATE BOARD OF EDUCATION

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Title: 24-Credit Graduation Requirements Implementation Update	
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input type="checkbox"/> Advocacy <input type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	This agenda item is intended to inform the Board regarding implementation of the Board policy on graduation requirements.
Relevant to business item:	No business item is associated with this agenda item.
Materials included in packet:	<ul style="list-style-type: none">• A memo that summarizes data from the Basic Education Compliance survey.• A memo that provides background information on the 24-credit requirements and the Washington high school diploma.
Synopsis:	<p>At the Board meeting, staff will present:</p> <ul style="list-style-type: none">• A data presentation on district graduation requirements based on the Basic Education Compliance survey• An overview of the 24-credit requirements• Information about what districts are doing to implement the requirements, including addressing the issue of credit deficient students <p>The Board will hear from and have a chance to ask questions and discuss the graduation requirements with Scott Seaman, Deputy Executive Director and Director of High School Programs with the Association of Washington School Principals. Mr. Seaman has particular knowledge concerning high school schedules and graduation requirements.</p> <p>This agenda item in November will be followed by a segment at the January 2018 meeting that will focus on practitioner’s views of successes, innovations and challenges of implementing the new requirements.</p>

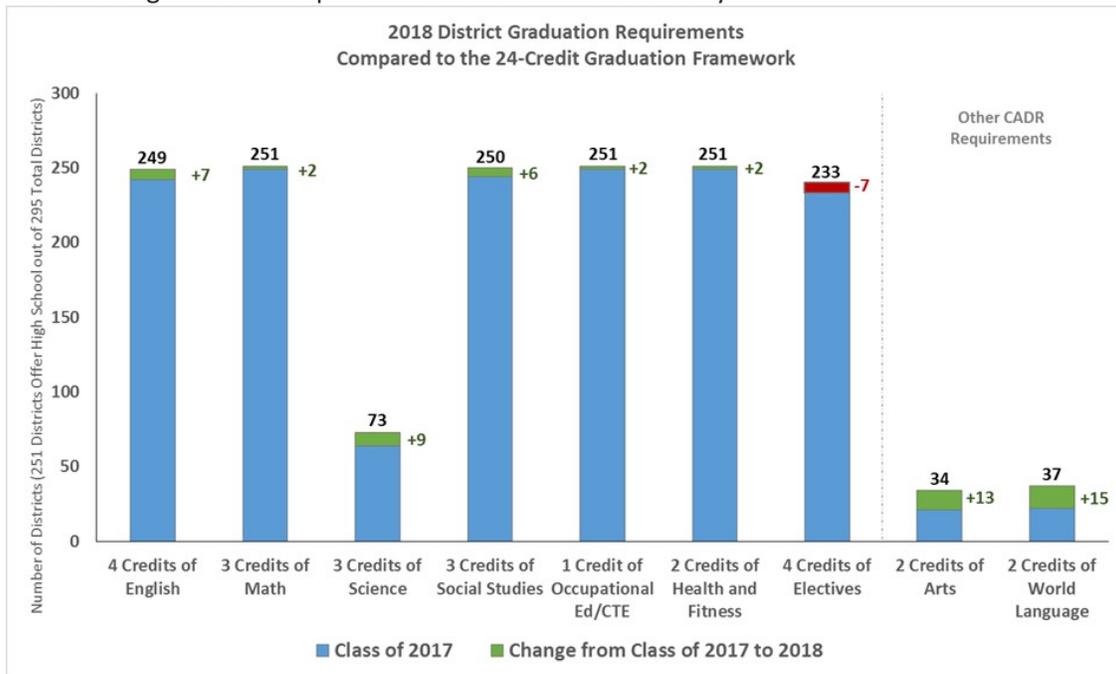


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CLASS OF 2018 GRADUATION REQUIREMENTS DATA FROM BASIC EDUCATION COMPLIANCE

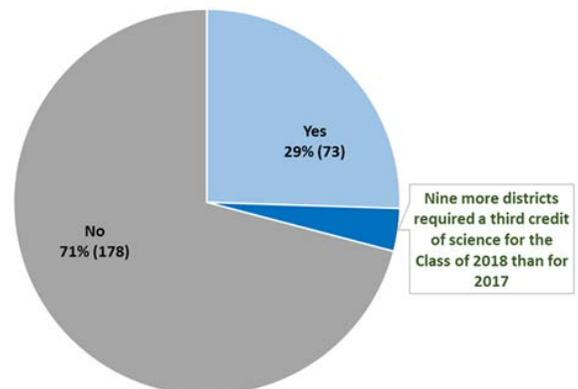
Every year, the Board reviews data on graduation requirements from all school districts in the state that offer high school. The data is reported to SBE based on a survey from each district during the certification of compliance with the program of Basic Education. Response to the survey is very high, with 100 percent of districts answering most of the questions. The survey asks districts information about their local graduation requirements for the current school year.

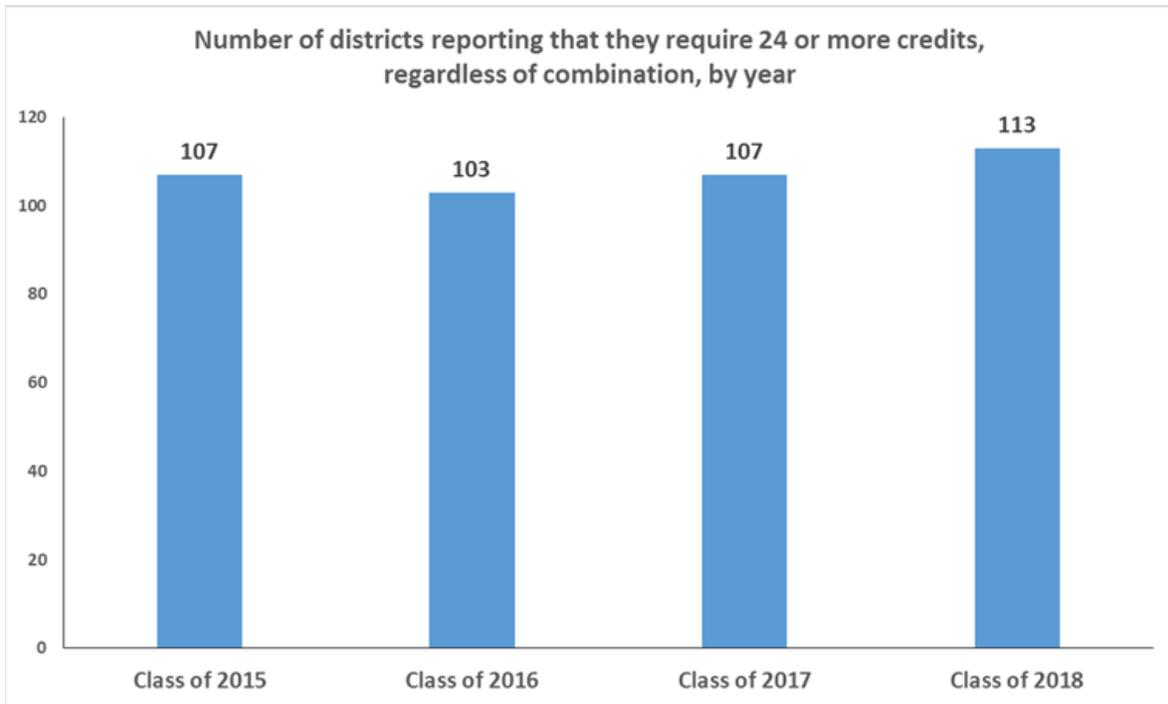


The analysis presented here focuses on changes from the previous year, i.e. differences in graduation requirements between 2016-2017 and 2017-2018. It is meant to provide information on implementation of 24-credit graduation requirements.

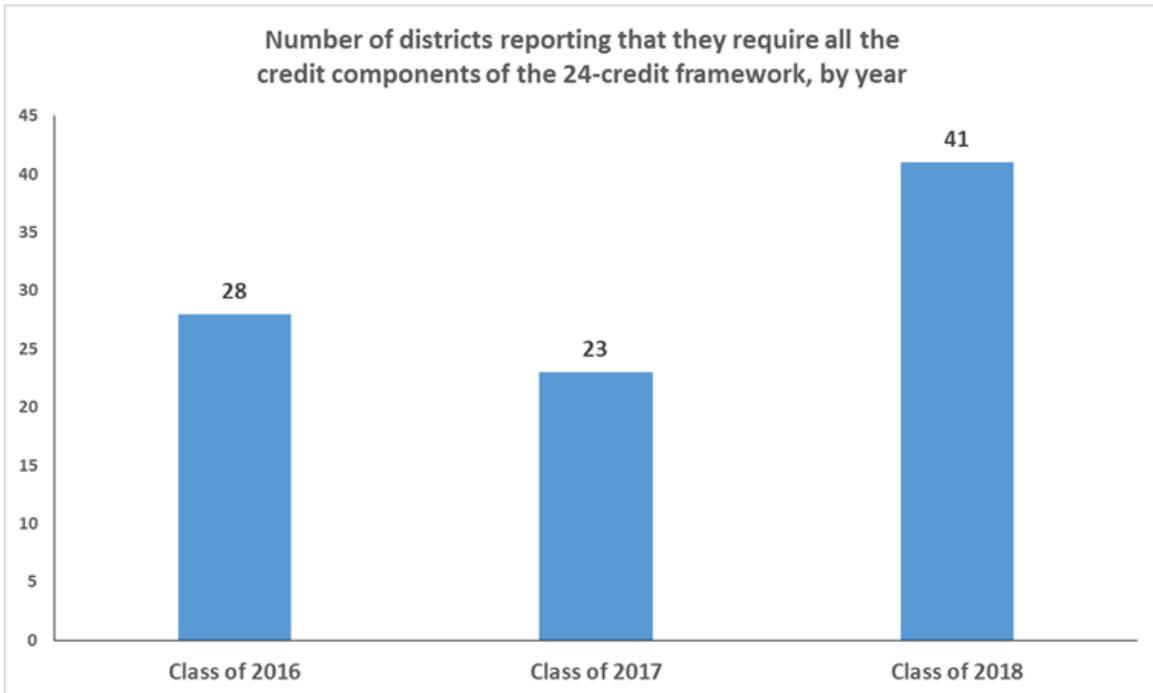
An increasing number of districts are already meeting the subject area credit components of the 24-credit graduation requirements. The number of districts requiring a third credit or more of science has increased by nine districts to 73. The number of districts requiring two or more credits of laboratory science has increased slightly from the Class of 2017 to 2018, indicating that some districts choose to implement a third credit of science first and the laboratory component at a later time. The number of districts requiring the arts and world language components of the College Academic Distribution Requirements (CADRs) increased. The number of districts offering at least four elective credits decreased.

High School Districts Already Requiring a Third Credit of Science for the Class of 2018

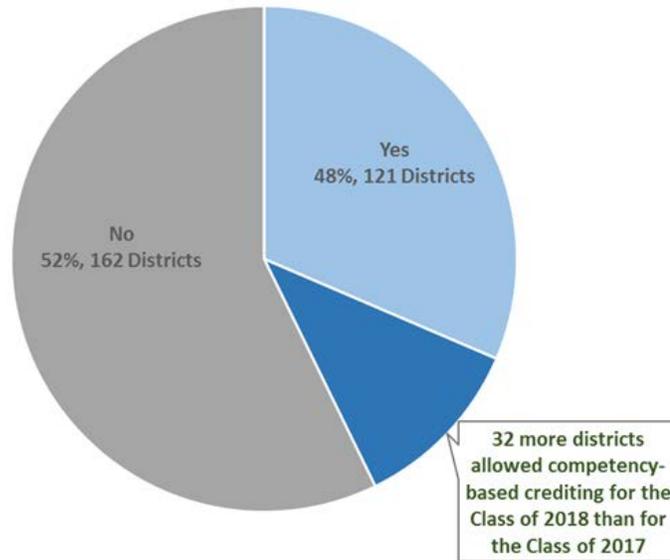




The number of districts requiring 24 or more credits continued a year-to-year increase for the Class of 2018 from the Class of 2017. Based on the number of districts that do not have a waiver to delay implementing the 24-credit graduation requirements, it is expected that 2019 will have a moderate increase of approximately 25 districts requiring 24 or more credits. For the Class of 2020, there is likely to be a small increase of three or more districts requiring 24 credits or more, among districts that received waivers implement for the Class of 2020, and districts that have waivers to implement for the Class of 2021 but decided to increase credit requirements early. In 2021, the number of districts are likely to sharply increase by approximately 70 districts to 100%.

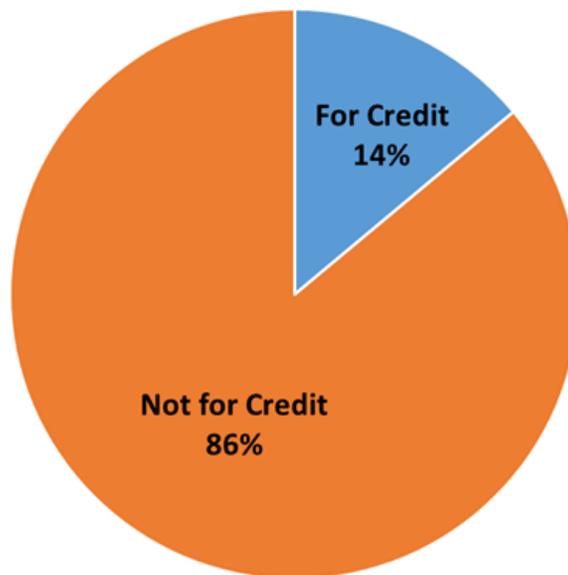


Percent and Number of Districts Offering Competency-Based Crediting for the Class of 2018

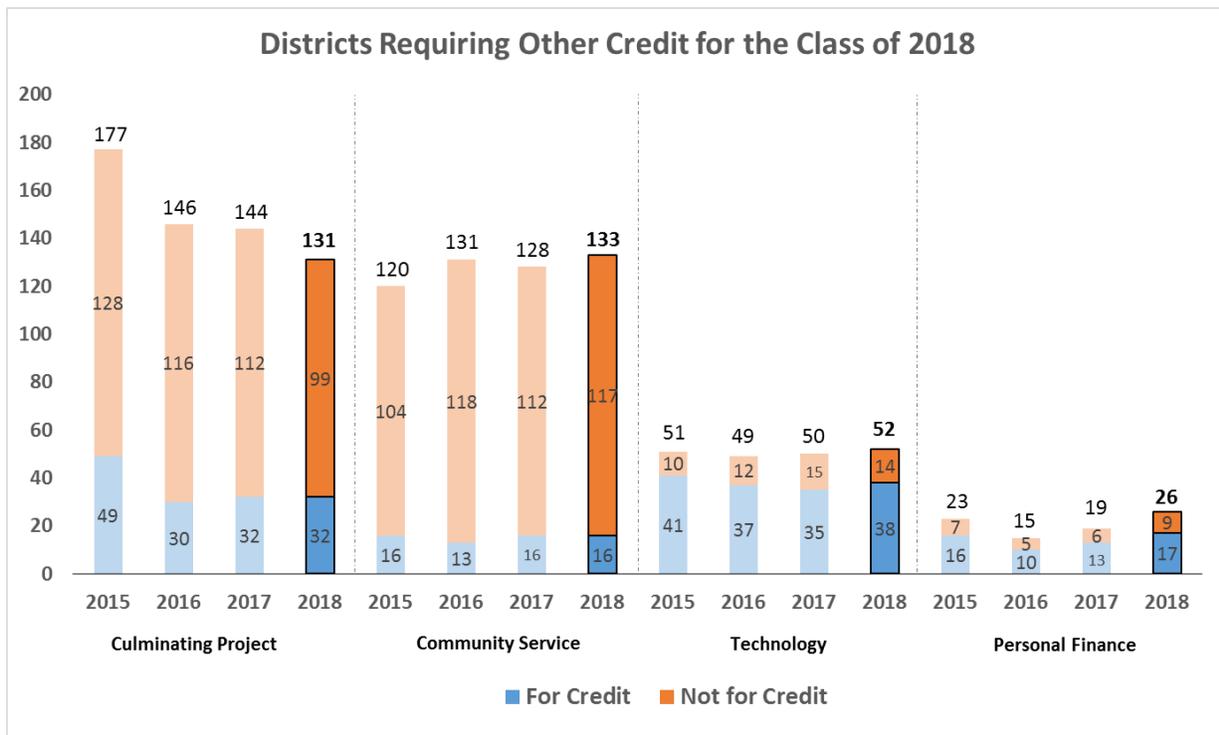


The number of districts allowing competency-based crediting sharply increased by 32 districts and now nearly half of the districts that award credit for it.

Proportion of Districts that Award Credit for the High School and Beyond Plan for the Class of 2018



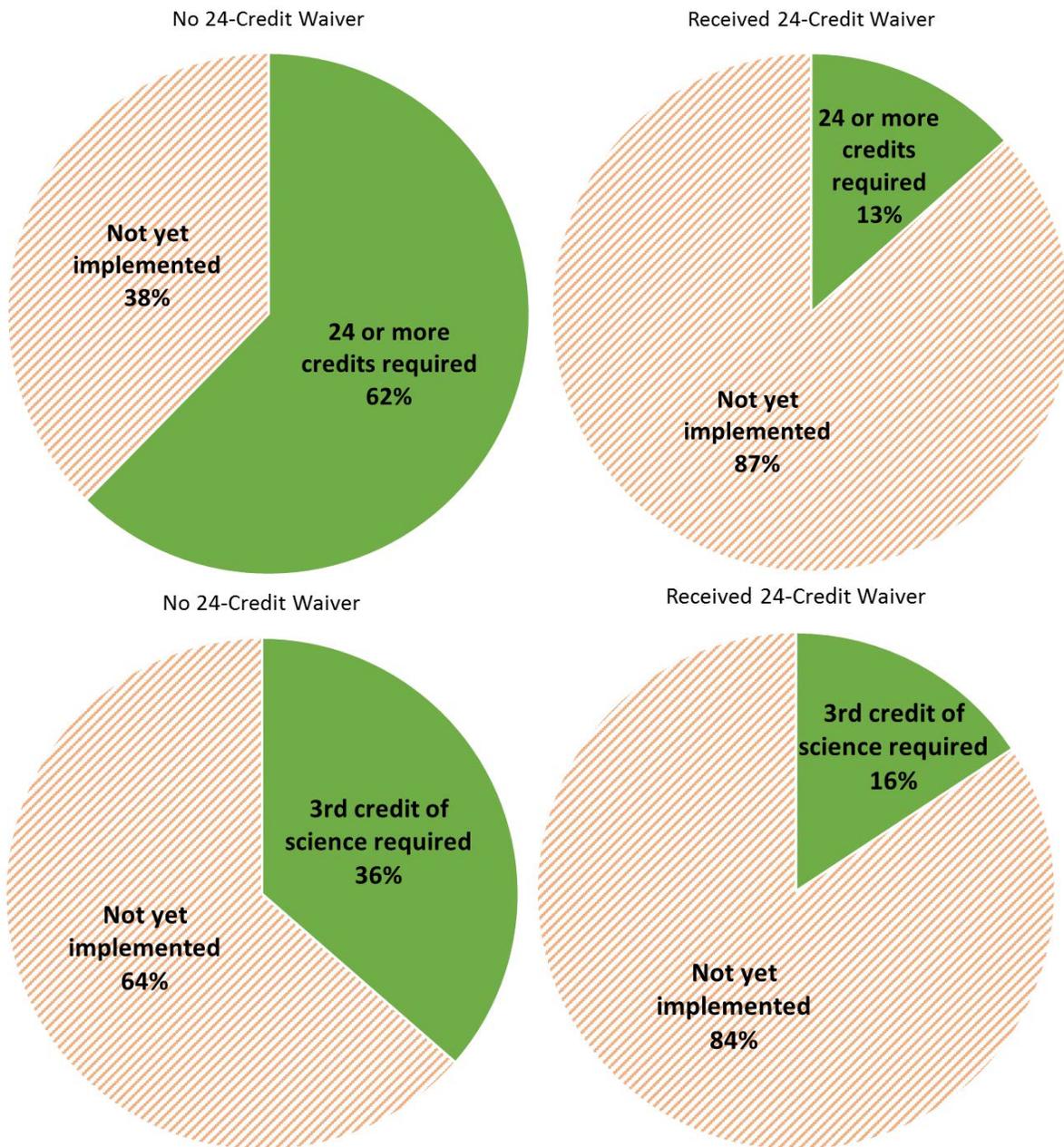
The number of districts requiring the High School and Beyond Plan for credit decreased by two percentage points (five districts) to 14% from the Class of 2017 to the Class of 2018.



Many districts that award high school diplomas continue to go above and beyond the minimum state graduation requirements.

- **44% of districts require the culminating project** even though it is no longer a state-mandated graduation requirement. The total number of districts requiring a culminating project has decreased since the state requirement was removed.
- **53% of districts require community service** as a graduation requirement. The overall number of districts requiring community service continues to fluctuate year-to-year.
- **21% of districts require technology** as a graduation requirement. The number of districts requiring technology fluctuates a little year-by-year.
- **10% of districts require personal finance** as a graduation requirement.

Comparison of Districts with a 24-Credit Waiver and Those Without



Overall, as expected, districts that have a waiver to delay implementation are not yet requiring 24 credits for graduation, and generally are not yet requiring components of the new requirements such as a third credit of science. A strategy that some districts are using is to implement a third credit of science as a bridge between old requirements and the 24 credit requirements. Thus, multiple districts implemented a third credit of science in 2018 and are implementing 24 credits in 2019. The data indicate that this is a widely-used strategy. Four districts that received the temporary waiver of 24-credit requirements appear to have already implemented the credit components of the requirements early.

Next Steps for this Research

A further analysis of the implementation of 24-credit graduation requirements is planned, which will help provide answers to the following questions that district administrators and school board members may have when implementing the requirements.

- What are successful practices to implement 24-credit graduation requirements?
- Which district(s) have already implemented 24-credit graduation requirements? As a district administrator, who can I contact to learn more?
- What are resources that can help a district implement 24-credit graduation requirements?
- Based on data, which districts have performed well for traditionally underserved student groups? What have these districts done to achieve high results for these subgroups and to close gaps?

This analysis will be accomplished by first analyzing quantitative data to determine which districts appear to be successfully implementing 24-credit graduation requirements, then a deeper study of several districts. The result of the first phase of the project will be the selection of districts for a deeper study. Follow-up work will be based on preliminary findings. The second stage of the project will be completed prior to the March 2018 board meeting. The result of the second stage of the project will be an initial research study that improves the knowledge-base for districts to implement the 24-credit graduation requirements and better equips the state to serve them.

The study will be updated periodically throughout the full implementation of the 24-credit graduation requirements over the next four years.

Action

No action is expected on this information.

If you have questions regarding this memo, please contact Parker Teed at parker.teed@k12.wa.us.



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24-CREDIT GRADUATION REQUIREMENTS IMPLEMENTATION UPDATE

Policy Considerations

Twenty-four credit graduation requirements are being implemented by districts for the Class of 2019, this year's juniors; or, for districts that have a two-year waiver to delay implementation, the Class of 2021, this year's freshmen.

At the September 2017 Board meeting, the State Board of Education (SBE) expressed a desire to receive updates on how the implementation of the new requirements is progressing. As a result, the November 2017 Board meeting will include information about:

- The two year waiver to delay implementation.
- District graduation requirements from the basic education compliance survey, and other data that informs about graduation requirement implementation.
- What districts are doing to implement the new requirements and address the issue of credit deficient students.

The Board will hear from Scott Seaman, Deputy Executive Director and Director of High School Programs for the Association of Washington School Principals (AWSP). Mr. Seaman collaborated with the SBE in a series of implementation workshops conducted during the Spring of 2016, and also created [AWSP's 24-Credit Video Workshop](#).

The November update will be followed-up in January with another update to the Board that will focus on the perspectives of practitioners implementing the requirements at districts and schools.

This memo provides background information, using some existing resources from the SBE graduation requirements web page, on:

- The development of the 24-credit requirements.
- The SBE and the Legislature's role in high school graduation requirements.
- An overview of the 24-credit requirements.

Background

The development of the 24-credit requirements

Included in this memo is a timeline of the development of the 24-credit requirements (Attachment A). Work on new graduation requirements started over a decade ago, as part of the Board's directive by the Legislature to revise the definition and purpose of a high school diploma. In 2007, the Legislature directed that three credits of math be required for a high school diploma. This was the first substantial change in graduation requirements in decades. (Previous changes included a change in the definition of a credit for a period during the 1970's, although the approximate subject distributions remained constant, and discontinuing home economics as a requirement for girls in the late 1960's.)

In 2008, the Board approved an initial framework for a 24-credit graduation requirement ("Core 24"). In 2009, the Legislature defined 24 credits for graduation as part of Basic Education, subject to phased-in implementation, and only if formally authorized and funded by the Legislature ([HB 2261](#)). In 2010, the

Board approved a resolution on 24-credit graduation requirements, which included implementing three credits of social studies (an addition of half a credit) and 4 credits of English (an addition of one credit). After discussion and consideration of feedback from stakeholders, in 2014 the Board approved a second resolution on 24-credit graduation requirements that added “Personalized Pathway Requirements” and increased flexibility in the framework. (Both the 2010 and the 2014 Board resolutions are included as part of this memo, Attachments B and C).

SBE and the Legislature’s role in high school graduation requirements

The SBE has broad authority to set subject graduation requirements ([RCW 28A.230.090](#)). However, the Legislature must approve and provide funding for implementing graduation requirements. Funding to support implementation of the 24-credit requirements was approved in the budget in 2013. In 2014, the Legislature passed [SB 6552](#), which approved implementing the 24-credit graduation requirements:

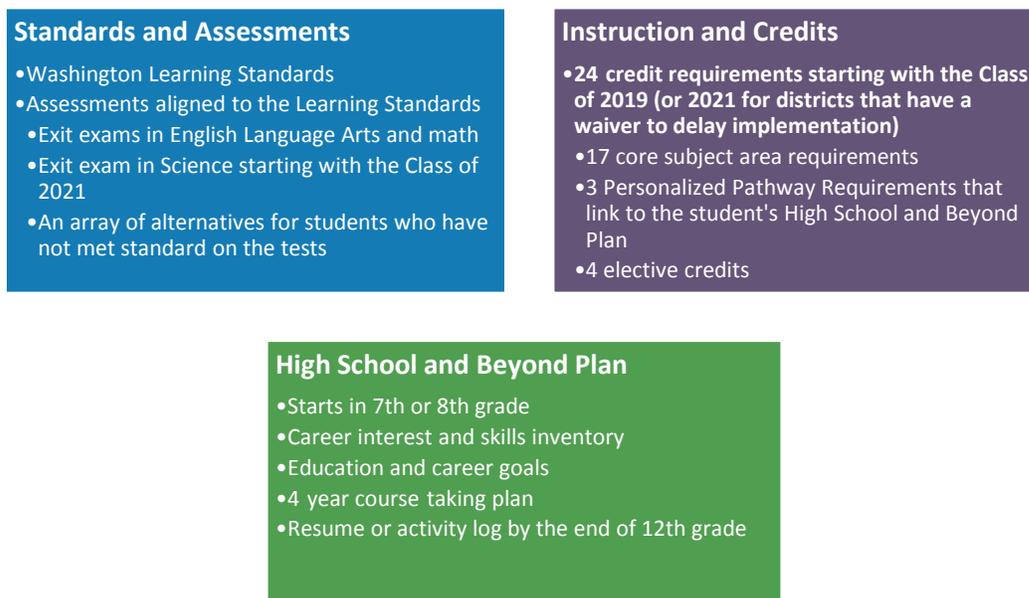
(d)(i) The state board of education shall adopt rules to implement the career and college ready graduation requirement proposal adopted under board resolution on November 10, 2010, and revised on January 9, 2014, to take effect beginning with the graduating class of 2019 or as otherwise provided in this subsection (1)(d).

Both resolutions of the Board that describe 24-credit requirements, including the subject credits, are part of state statute (Attachments B and C). [WAC 180-51-068](#) were rules adopted by the Board to implement the statute.

An overview of the 24-credit graduation requirements

Included in this memo are a series of visuals that summarize the 24-credit requirements (Attachment D). The graduation requirements comprise the subject requirements that all student take to graduate high school. The components of the Washington high school diploma include credit requirements, assessment requirements and the High School and Beyond Plan, as shown in Figure 1. All of these requirements are summarized in the table that shows the credit and assessment graduation requirements by graduating year (Attachment E). This table is a resource provided on the SBE graduation requirements website, and is used primarily by counselors.

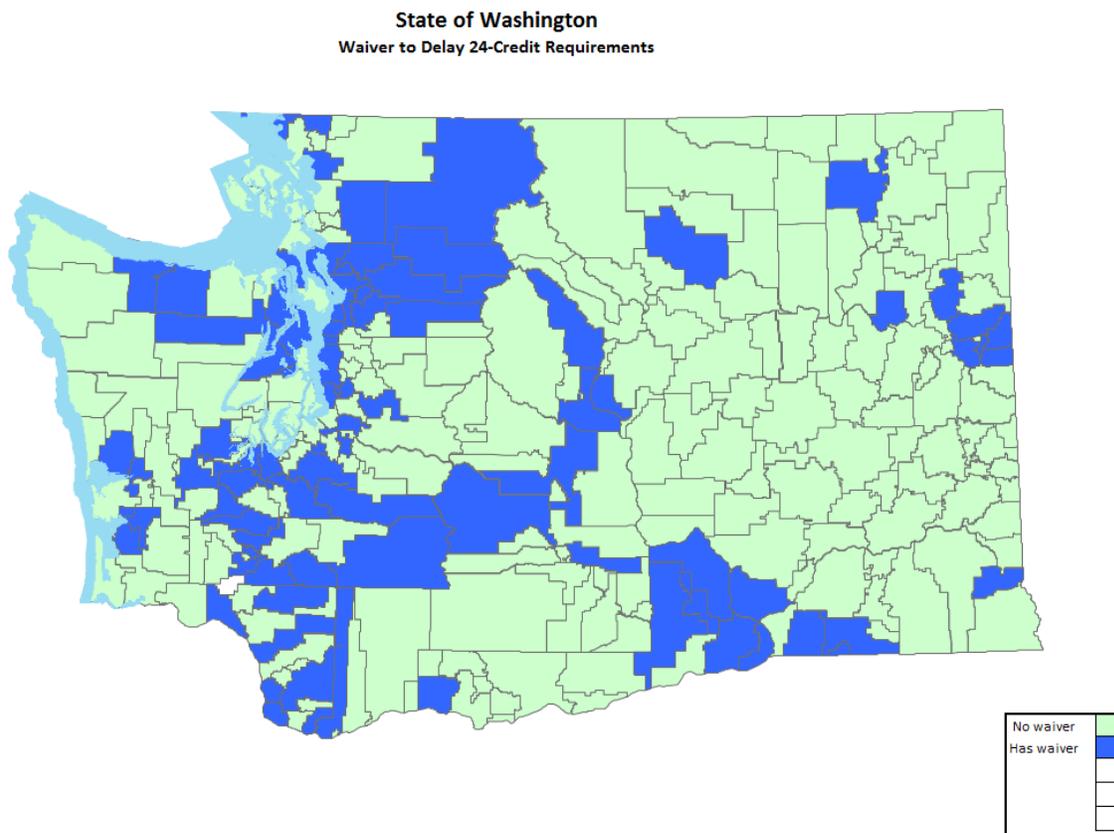
Figure 1: Components of a Washington High School Diploma



Districts, by law, had the option to delay implementation of the 24-credit graduation requirements for two years, implementing the new requirements for the Class of 2021 rather than 2019. Figure 2 is a map of the 89 districts that have the waiver. Districts that chose to delay implementation tend to be more urban districts with higher enrollments. Approximately forty percent of high school students are in districts that have the waiver. Common reasons for the waivers mentioned in the waiver application included:

- Developing credit retrieval strategies for students not on-track to meet requirements.
- Staffing.
- Facilities.
- Possible changes to school schedules.
- Counselor professional development.
- Communicating to students and parents.

Figure 2: Map of Districts with Waivers to Delay Implementing the 24-Credit Requirements



Additional Resources on Graduation Requirements:

[SBE Graduation Requirements Webpage](#)

[May 2015 Graduation Requirement Update](#) to the Board

[24-Credit Graduation Requirements Implementation FAQ](#)

Action

This agenda item is to update the Board on the implementation of 24-credit graduation requirements. There will be no action taken by the Board.

Attachments:

- A. [Timeline of the Development of the 24-Credit Graduation Requirements 2006-2017](#)
- B. [SBE 2010 Graduation Requirement Resolution](#)
- C. [SBE 2014 Graduation Requirement Resolution](#)
- D. [24-Credit Graduation Requirements Visuals](#)
- E. [Credit and Assessment Graduation Requirements](#)

If you have questions regarding this memo, please contact Linda Drake at linda.drake@k12.wa.us.



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Washington State Credit Graduation Requirements Development (2006-2017)

Year	Legislation and Rules	State Board of Education (SBE) Work	Stakeholder feedback and other work related to requirements
2006	Legislative Directive to Revise the Definition of the High School Diploma, Washington Learns		
	E2SHB 3098 Directed the SBE to revise the definition of the purpose and expectations of a public high school diploma	SBE initiated the Meaningful High School Diploma committee	College readiness initiatives: <ul style="list-style-type: none"> • Transition Math Project • College Readiness Project in English and Science Washington Learns comprehensive education study <ul style="list-style-type: none"> • Outlined goals for math and science • Called for alignment of high school graduation requirements and college admission standards
2007	Meaningful High School Diploma Committee		
	2SHB 1906 Directed the SBE to include a 3 credits of math, and describe the content, in graduation requirements ESSB 6023 Assessments required for classes of 2008-2012	Meaningful High School Diploma work: <ul style="list-style-type: none"> • Revise the definition and purpose of high school diplomas • Three credits of math • Strengthen and integrate High School and Beyond Plan and Culminating Project • Increase opportunities for competency-based learning 	Feedback from stakeholders to Meaningful High School Diploma committee: <ul style="list-style-type: none"> • One diploma for multiple pathways • Concern about unfunded mandate
2008	Core 24, 3 Credits of Math		
	WAC 180-51-066 <ul style="list-style-type: none"> • Third credit of math for graduating class of 2013 • Increased total required credits from 19 to 20 WAC 180-51-061 Culminating Project and High School and Beyond Plan became graduation requirements	SBE approved a 24 credit framework Core-24 Implementation Task Force established to address implementation issues	Transcript Study for the SBE by a research and evaluation consultant, the BERG Group <ul style="list-style-type: none"> • Sample of 14,875 students from the class of 2008 • Found that over 27 credits on average were attempted by students Feedback from public outreach identified issues: <ul style="list-style-type: none"> • Schedule of phase-in to address teacher supply, facilities, etc. • Competency-based ways of meeting requirements • Assistance for struggling students • Career exploration and concentration • 150 instructional hours requirement for credit

Year	Legislation and Rules	State Board of Education (SBE) Work	Stakeholder feedback and other work related to requirements
2009	Core 24 Implementation Task Force		
	ESHB 2261 <ul style="list-style-type: none"> Redefined Basic Education: opportunity for 24 credits for graduation, phased-in implementation; minimum instructional hours 1,000 for grades 1-6, and 1,080 for grades 7-12. Directed no changes to graduation requirements that result in additional cost to districts without legislative approval and funding Full implementation of redefined basic education by 2018 	Core 24 Implementation Task Force assembled and began work	Transcript Study follow-up analyzing Core 24 in relationship to university admissions <ul style="list-style-type: none"> About 50% of students completed all courses to meet the minimum Washington public 4-year admissions standards 65.5% of students completed the minimum math requirements
			Quality Education Council created to develop strategic recommendations for implementation of the new definition of Basic Education and the financing to support it
2010	Career and College Ready Requirements Approved (But Not Adopted), Cost Estimate		
		Core 24 Implementation Task Force final recommendations	Stakeholder outreach meetings, compilation of emails, and online survey (over 4,000 respondents); subject areas that caused the most comments: <ul style="list-style-type: none"> Arts—number of credits Career concentration—confusing Fitness—mistaken perception of elimination of a fitness requirement
		November SBE approved 24 credit Career and College Ready Graduation Requirements with intention of moving forward with the changes with no fiscal impact	November Office of the Superintendent of Public Instruction presented the Cost of Proposed Graduation Requirements
2011	Changes for Class of 2016 Approved, 2-year extension		
		November SBE approved the changes that were determined to have no fiscal impact for the graduating class of 2016—additional credit of English and .5 credits of Social Studies To allow greater local flexibility, the SBE also approved: <ul style="list-style-type: none"> Removal of 150 instructional hours for credit definition “Two for one” (2 requirements for 1 credit) for qualified classes WA State History and Government a non-credit requirement 	
		Automatic 2-year extension to implementing the additional credit for districts that request it	Extensive feedback on implementation concerns

Year	Legislation and Rules	State Board of Education (SBE) Work	Stakeholder feedback and other work related to requirements
2012	Twenty-Credit Graduation Requirements Approved for Class of 2016		
	<p>WAC 180-51-067</p> <ul style="list-style-type: none"> • 20 credit requirements for class of 2016 • Two year extension for districts to implement <p>SHB 2492 Requires the SBE to provide fiscal impact statements before making rule changes</p>	Achievement and Accountability Workgroup	<ul style="list-style-type: none"> • Joint Task Force on Education Funding established to make recommendations for a reliable and dependable funding mechanism to support basic education • Extensive public comment on rules • The Achievement and Accountability Workgroup provided stakeholder input on the accountability system and the Achievement Index
2013	<p>3ESSB 5034 The budget bill for the 2013-2015 Biennium included funding for increased instruction hours, guidance counseling and parent coordination; the Legislature did not approve increased graduation credit requirements.</p>	Achievement and Accountability Workgroup	The Achievement and Accountability Workgroup provided stakeholder input on the accountability system and the Achievement Index
2014	24 Credit Graduation Requirements Approved for Class of 2019		
	<p>E2SSB 6552</p> <ul style="list-style-type: none"> • The 24 credit Career- and College-Ready Framework implemented for the graduating Class of 2019. • Individual school districts that need extra time to implement shall be granted one or two-year extensions. • The content of the third credit of math and science become student choices, based on the student's High School and Beyond Plan, with the approval of a counselor, principal, parent, or guardian. • The culminating project is eliminated as a high school requirement for the graduating Class of 2015 and beyond. • Districts must adopt written policies to waive two credits of the 24 credits for individual students, based on "unusual circumstances." 	<p>January The Board adopted a 24-Credit graduation requirement resolution.</p> <p>The Board began working on rules to implement E2SSB 6552.</p>	<ul style="list-style-type: none"> • The Achievement and Accountability Workgroup continued to meet • Community engagement meetings held before Board meetings around the state
	<p>WAC 180-51-068</p> <ul style="list-style-type: none"> • 24 credit requirements for Class of 2016 • 2-year extension for districts that request it 		<ul style="list-style-type: none"> • SBE held a Forum on Proposed Rules • Extensive public comment on rules

Year	Legislation and Rules	State Board of Education (SBE) Work	Stakeholder feedback and other work related to requirements
2015	Statewide Career and Technical Education Course Equivalencies		
		May SBE approves the first set of twenty-one statewide CTE course equivalencies	<ul style="list-style-type: none"> • SBE received public comment on equivalencies
2016	24-Credit Graduation Requirements Implementation Workshops		
		January SBE initiates on-going work on career readiness July SBE approves a Competency-based Crediting Handbook	<ul style="list-style-type: none"> • SBE collaborated with OSPI and Washington School Principals Association to conduct a series of workshops on implementing the requirements • Approximately 500 educators attended workshops around the state
2017	Strengthened High School and Beyond Plan and New Assessment Alternatives		
	ESHB 2224 <ul style="list-style-type: none"> • HSBP initiated during the 7th or 8th grade • Identification of career goals, aided by a career interest and skills inventory • Four-year plan for course-taking • Resume or activity log by end of 12th grade • Plan for meeting assessment requirements • Must be updated to meet requirements, progress, needs, changing interests and goals • ESHB 2224 also provided for locally determined course and assessments as assessment alternatives, and other assessment system changes 	March, May, July Three-meeting arc on student transitions Three forums on Multi-Cultural Perspectives on Career Readiness Board initiates on-going work on educational equity	<ul style="list-style-type: none"> • Over 100 participants in the forums, including parents, students, school board members, educators, representatives from community organizations. • Themes included the need for: <ul style="list-style-type: none"> ○ relationships and mentoring for students ○ The need for trauma-informed instruction as well as implicit bias and cultural competency training ○ Preparing students to think about postsecondary plans sooner

Attachment B

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

As Approved November 10, 2010

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

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

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

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

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

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

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

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

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

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

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

WHEREAS, The State Board of Education places equal value on multiple pathways to career and college readiness, and calls for students, parents/guardians and local educators to work together on

High School and Beyond Plans that will guide students' course selections through high school and evolve as students' goals develop and change, and

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

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

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

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

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

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

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

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

1. Remove the 150 hour definition of a credit and permit districts to establish policies that specify how they will know students have successfully completed the state's subject area content expectations sufficiently to earn a credit.
2. Establish a "two for one" policy to enable students to take a CTE-equivalent course and satisfy two requirements (one course = one credit = two requirements).
3. Make Washington State History and Government a non-credit requirement that must be successfully passed and noted on the student transcript that the requirement has been met.

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



Jeff Vincent, Chair

November 10, 2010,
Date

Attachment C



WASHINGTON STATE BOARD OF EDUCATION AMENDED RESOLUTION TO APPROVE WASHINGTON STATE GRADUATION REQUIREMENT FRAMEWORK: CAREER AND COLLEGE READY

As Approved January 9, 2014

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

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

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

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

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

WHEREAS, The State Board of Education recognizes that the Legislature must formally authorize and fund changes to graduation requirements that have a fiscal impact on school districts before they may take effect, per RCW 28A.230.090(2)(c), and

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

WHEREAS, Washington State graduation requirements for science are significantly lower than the majority of other states, as were state requirements for English and social studies until the State Board of Education implemented new graduation requirements for the Class of 2016, and

WHEREAS, The State Board of Education has listened to stakeholders and revised its graduation credit requirements proposal in response to the feedback received, and

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

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

WHEREAS, The State Board of Education places significant value on the opportunity for high school students to pursue professional/technical certificates through a skill center or high school Career and Technical Education program during their high school career, and

WHEREAS, The State Board of Education recognizes the value of flexibility in students' high school course choices, with flexible credits including electives and Personalized Pathway Requirements, and

WHEREAS, The 2013 Legislature appropriated funding to support implementation of the opportunity to earn 24 credits, and

WHEREAS, Presuming the 2014 Legislature enacts the State Board of Education framework with funding, it is the Board's intent that the new graduation requirements will apply beginning with the high school graduating class of 2019. This phase-in period will allow ample time for planning and implementation details as well as required rules to be developed with stakeholder input, and

THEREFORE, BE IT RESOLVED THAT The State Board of Education is approving an amended career and college-ready graduation requirement framework that will allow all students to pursue personalized post-secondary pathways. These post-secondary pathways will be locally determined, but must include at least the following options for high school and skill center students:

- To pursue a professional/technical certificate or degree at a community or technical college.
- To pursue a four-year degree at a college, university, or college transfer program (students' high school classes should align with the Washington Student Achievement Council's College Admission Standards).

Each high school student will identify their post-secondary pathway in their High School and Beyond Plan.

The subject credit requirements are as follows:

English: 4 credits

Math: 3 credits

Science, 2 labs: 3 credits

Social Studies: 3 credits

Health: .5 credit

Career and Technical Education: 1 credit**

Fitness: 1.5 credits

Arts: 2 credits*** (one may be a Personalized Pathway Requirement*)

World Languages (required if on a four-year degree pathway) or Personalized Pathway Requirement*: 2 credits

Electives: 4 credits

* Personalized Pathway Requirements are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, that may include Career and Technical Education, and are intended to provide a focus for the student's learning.

**or 1 Occupational Education credit, as defined in WAC 180-51-067.

***Only 1 credit in arts may be substituted for a Personalized Pathway Requirement.

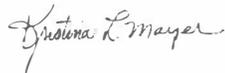
While students must attempt 24 credits, up to two of the 24 credits may be waived by local administrators if students need to retake courses to fulfill the 17 core state requirements that all students must meet, and

BE IT FURTHER RESOLVED THAT The State Board of Education will continue to reexamine the role of the High School and Beyond plan and the Culminating Project in career and postsecondary planning and preparation, and to ensure greater consistency across districts, and

BE IT FURTHER RESOLVED THAT the State Board of Education recognizes that K-12 students would benefit from increased flexibility in course equivalency, further opportunities for meeting two graduation requirements while earning one credit, and increased opportunities for earning competency credit; the Board will encourage both the Legislature and school districts to facilitate such flexibility.

BE IT FURTHER RESOLVED THAT the State Board of Education will work with institutions of higher education for expanding recognition of high school classes as meeting admission requirements.

BE IT FURTHER RESOLVED THAT the Board will track the relevant data to assess the efficacy of the graduation policy over time. It will annually review course-taking and other appropriate data by subgroups used in the Achievement Index so it can determine if the new requirements are indeed helping more students graduate career and college ready.



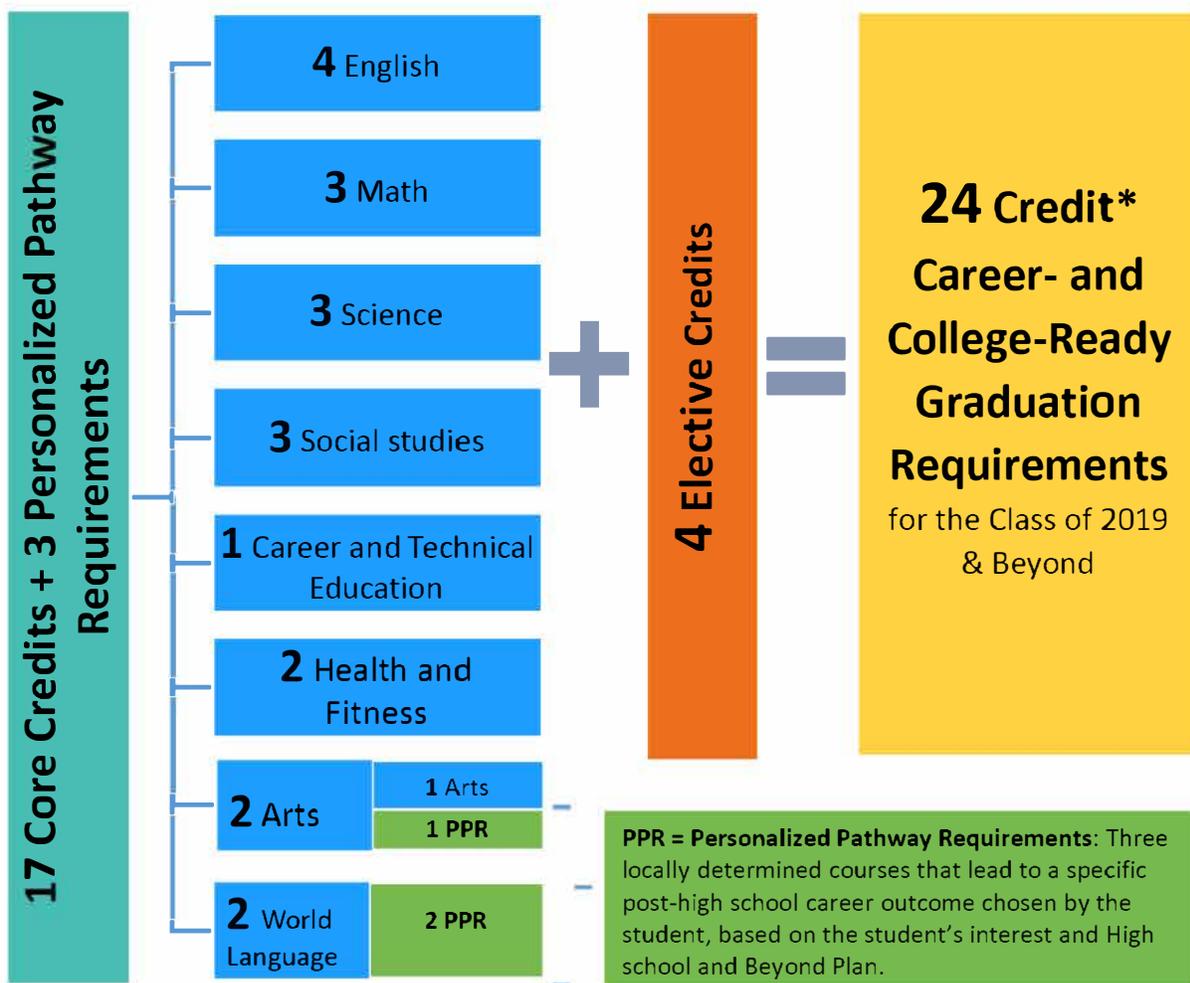
Dr. Kristina Mayer, Chair
January 9, 2014

Attachment D

24-Credit Career- and College-Ready Graduation Requirements:

How Do the 24-Credit Graduation Requirements Add Up?

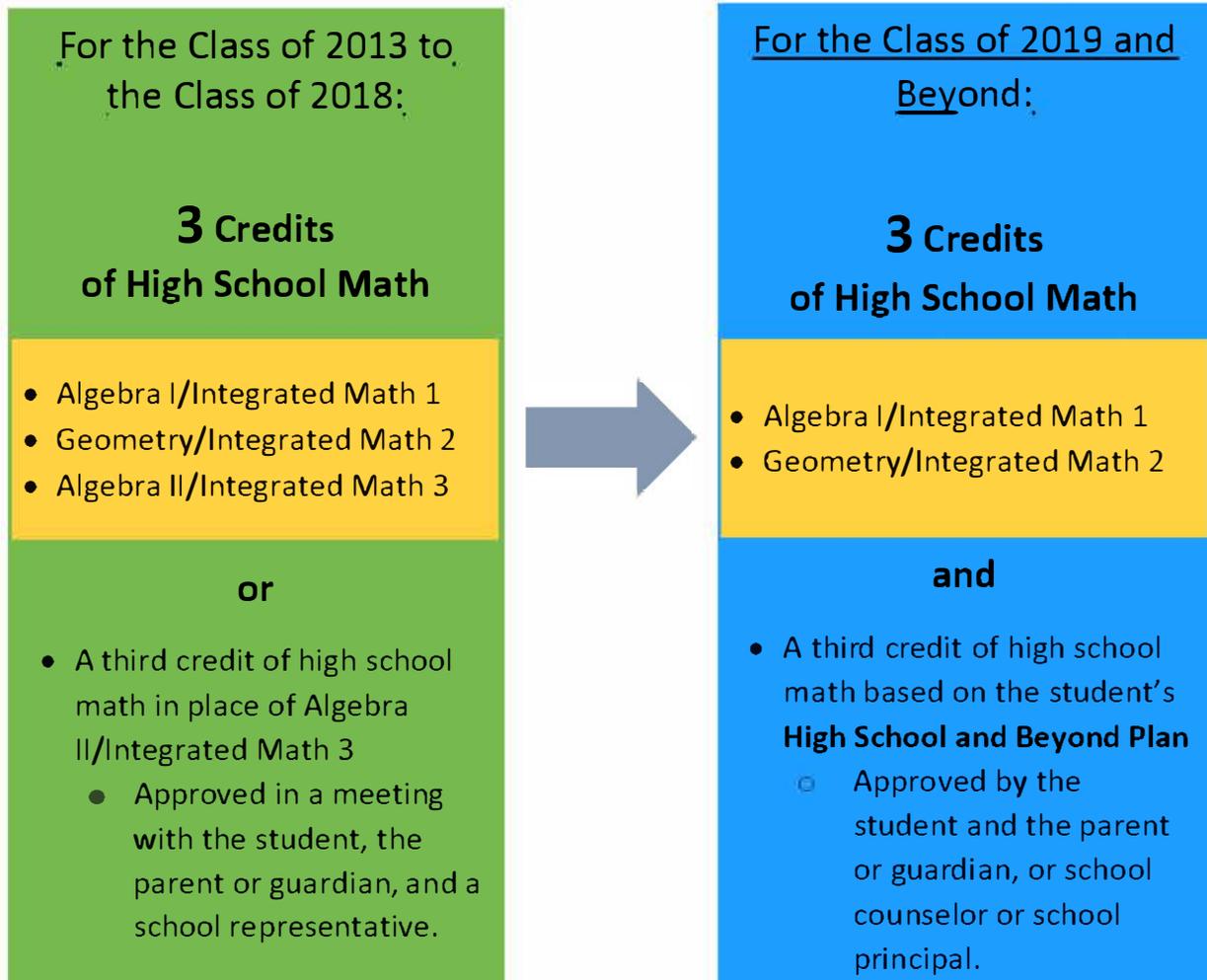
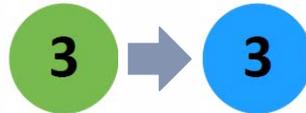
$$17 + 3 + 4 = 24$$



*For individual students, 2 credits may be waived: A district must adopt a written policy to waive up to 2 credits of the 24, based on the student's 'unusual circumstances.'

24-Credit Career- and College-Ready Graduation Requirements:

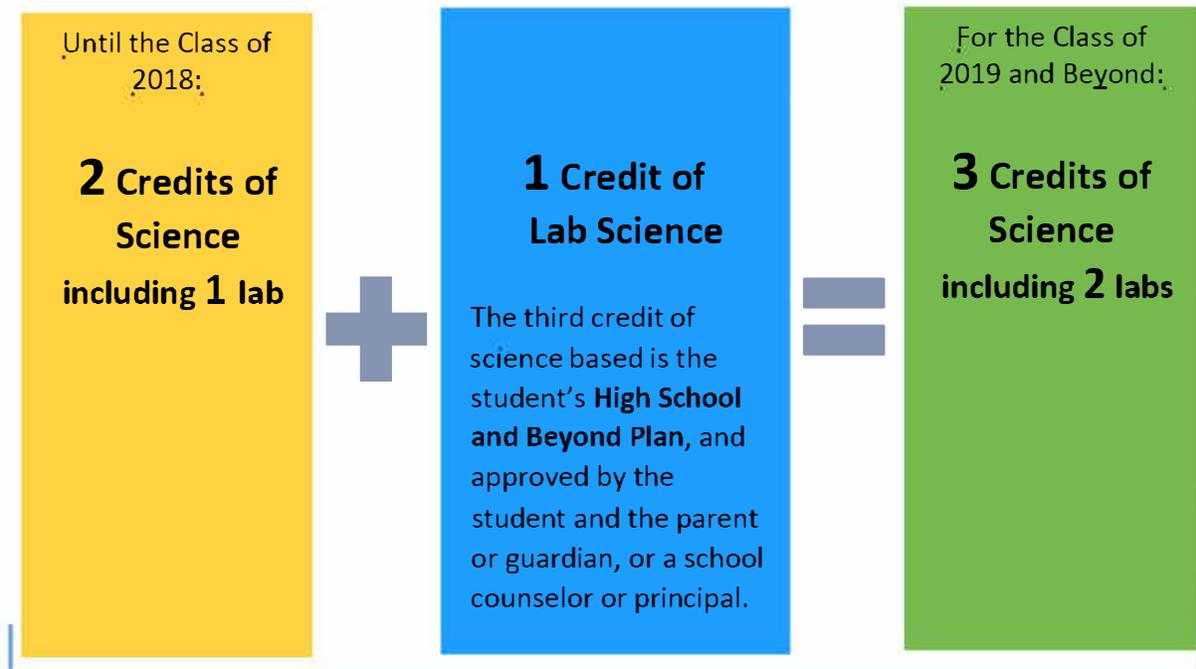
How Are Math Requirements Changing?



24-Credit Career- and College-Ready Graduation Requirements:

How Are Science Requirements Changing?

$$2 + 1 = 3$$



What is a Lab?

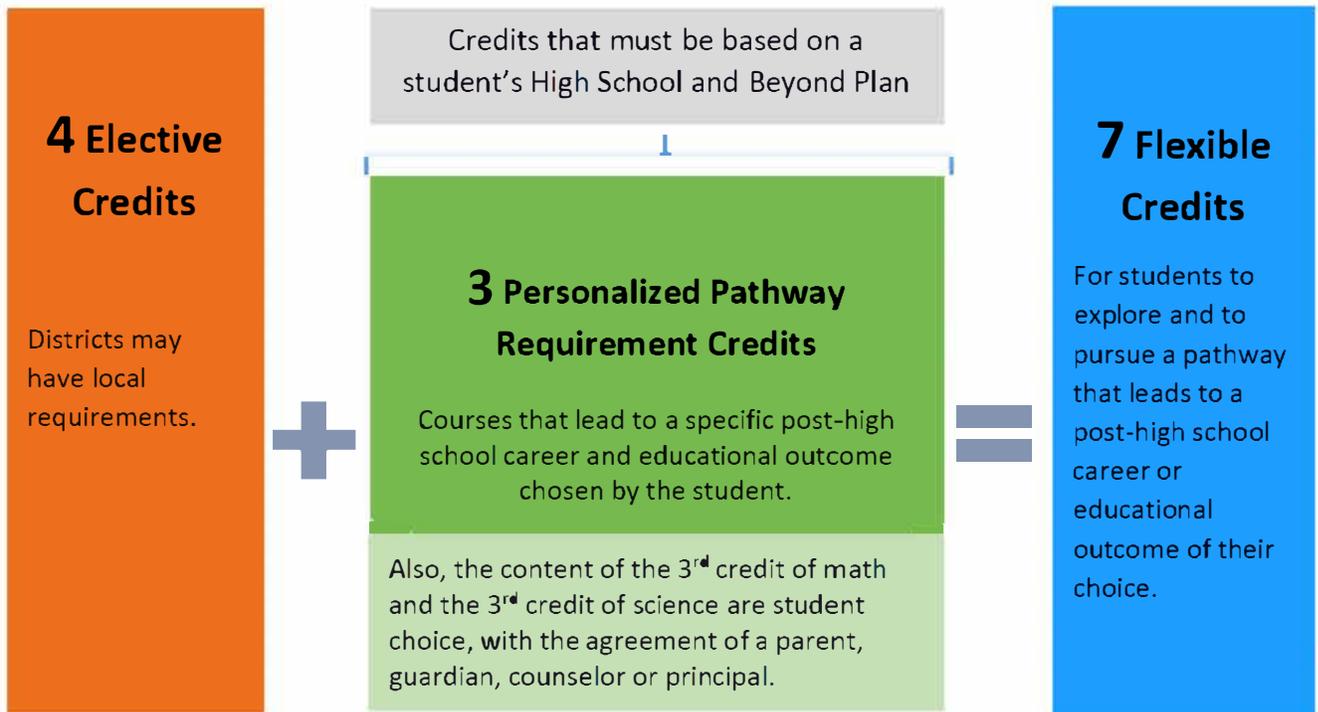
“Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models and theories of science.” The National Research Council. (2006) America’s Lab Report: Investigations in High School Science.

This definition allows flexibility in offering lab science classes—not all laboratory sciences need to be taught in a specialized laboratory facility.

24-Credit Career- and College-Ready Graduation Requirements:

How Much Student Choice?

$$4 + 3 = 7$$



Career and Technical Education courses determined to be equivalent to core requirements and competency-based credits provide additional flexibility for students.

24-Credit Career- and College-Ready Graduation Requirements:

What are Personalized Pathway Requirements (PPR)?



High School and Beyond Plan (HSBP)

Plan for attaining post-secondary career and education goals, created in collaboration between the student, parent/guardian, and high school staff.



Personalized Pathway

Locally determined high school course work necessary to prepare for the particular career and education goal chosen by the student.



Personalized Pathway Requirements (PPR)

The three credits that a student must specify in their HSBP that meet both graduation requirements and helps to prepare for the particular career and education goal chosen by the student.

24-Credit Career- and College-Ready Graduation Requirements:

What Flexibility is There for Districts?



For districts that need extra time: one or two year extensions to implement the 24 credit graduation requirements granted to districts that apply to the State Board of Education.



Non-credit requirement removed: the Culminating Project is removed as a state requirement for the Class of 2015 and beyond.



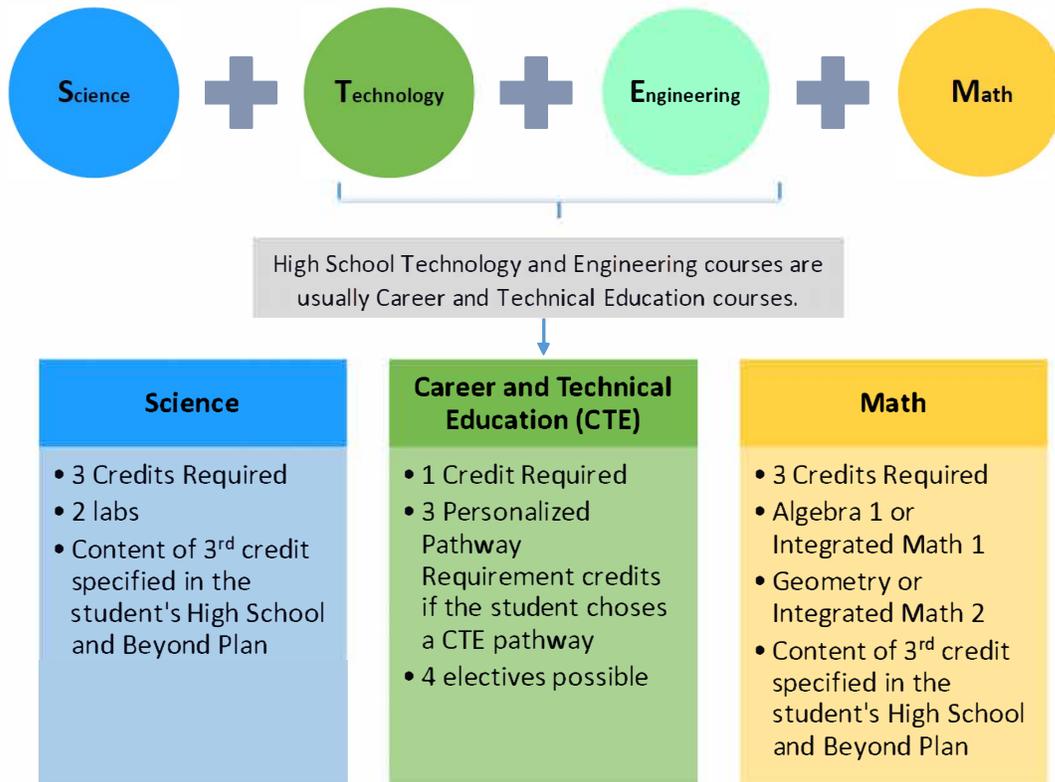
Definition of lab science: not all lab science classes need to be taught in a specialized laboratory facility.

“Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models and theories of science.” The National Research Council. (2006) America’s Lab Report: Investigations in High School Science.

This definition allows flexibility in offering lab science classes.

24-Credit Career- and College-Ready Graduation Requirements:

What About STEM (Science, Technology, Engineering and Math) and CTE (Career and Technical Education) Course Equivalencies?



Career and Technical Education Course Equivalency

Equivalent courses meet two graduation requirements with one course.

- Course equivalency helps students meet graduation requirements and adds flexibility to student schedules.
- The Office of the Superintendent of Public Instruction will develop a list of selected CTE courses that are considered equivalent to science or math courses that meet high school graduation requirements.
- Districts must offer at least one CTE math or at least one CTE science equivalency course through high school courses, inter-district cooperatives, skill centers, online learning or Running Start vocational courses. Districts with fewer than 2,000 students may seek a waiver from this requirement from the State Board of Education.
- Some CTE courses may also be identified as equivalent to English, health, fitness, and arts courses.



Attachment E

THE WASHINGTON STATE BOARD OF EDUCATION

Credit and Assessment Graduation Requirements

Bold red denotes a change in the credit requirements for the Class of 2019 compared to previous years.

Class of:		2017	2018	2019	2020	2021
Entering 9 th grade after July 1 of: See note (1).		2013	2014	2015 See note (2).	2016	2017
English		4	4	4	4	4
Math		3	3	3	3	3
		Algebra 1 or integrated math 1, geometry or integrated math 2, Algebra 2 or integrated math 3 or another third credit of math. See note (3).		Algebra 1 or integrated math 1, geometry or integrated math 2, and a third credit of math aligned with the student's interest and High School and Beyond Plan. See note (3).		
Science		2	2	3	3	3
		One of the two credits must be a lab science.		Two of the three credits must be a lab science.		
Social Studies		3	3	3	3	3
		One credit of US History, one credit of Contemporary World History, Geography and Problems, 0.5 credits of Civics, 0.5 credits of social studies electives, and Washington State History and Government as a non-credit requirement. See note (4).				
Arts		1	1	2	2	2
		One of the two credits may be a PPR. See note (5).				
Health and Fitness		2	2	2	2	2
		1.5 Fitness and .5 Health. Students may be excused from Fitness under RCW 28A.230.050 . See note (6).				
Career and Technical Education (CTE)		1	1	1	1	1
		CTE program or occupational education. See note (7).				
World Languages		(Not a requirement for these classes.)		2	2	2
		One or two credits may be a PPR. See note (5).				
Electives		4	4	4	4	4
Total Required Credits		20	20	24	24	24
Non-credit Requirements:		High School and Beyond Plan and Washington State History and Government (subject to the provisions of RCW 28A.230.170 , RCW 28A.230.090 , and WAC 392-410-120).				
Assessments Required for Graduation (See OSPI state testing webpage)	English Language Arts	Smarter Balanced Exam. See note (8).				
	Math	Year 1 End-of-Course Exam or Year 2 End-of Course Exam or Smarter Balanced Exam. See note (8).		Smarter Balanced Exam. See note (8).		
	Science	(The science assessment is not required for graduation.)				Comprehensive science exam. See note (9).



THE WASHINGTON STATE BOARD OF EDUCATION

Notes:

(1) Graduation requirements apply to a student based on the year the student commences 9th grade. The graduation requirements for the student’s expected graduation year must be met, regardless of which year the student actually graduates ([WAC 180-51-035](#)). The table below shows which rules apply to which expected graduation years.

Rules	Graduation Classes:	Entering 9 th grade	
WAC 180-51-066	2013 to 2015	July 1, 2009 to June 30, 2012	(2) Automatic extensions (or waivers) of up to two years to implement credit graduation requirements were available to districts upon request. This delayed the implementation of the credit graduation requirement rules for the Class of 2016 to the Class of 2018, and the implementation of the credit graduation requirement rules for the Class of 2019 to the Classes of 2020 or 2021. For districts that made the request, the previous rules remain in effect for the duration of the extension.
WAC 180-51-067	2016 to 2018	July 1, 2012 to June 30, 2015	
WAC 180-51-068	2019 and beyond	On or after July 1, 2015	

(3) Through the Class of 2018, the students may take a third credit of math other than Algebra 2 or integrated math 3 subject to certain requirements in rule [WAC 180-51-067\(2\)\(b\)](#), such as a meeting with students, parents or guardian, and a school representative. Starting with the Class of 2019, the third credit of math should align with the student’s High School and Beyond Plan, prepare students to meet state assessment system standards, and be chosen with the agreement of the parent or guardian or a school counselor or principal if the parent or guardian does not indicate a preference ([WAC 180-51-068](#)).

(4) The Washington State History and Government requirement may be met in grades 7 through 12. If the course is taken in the 7th or 8th grade it fulfills the requirement, but high school credit will be awarded only if the academic level of the course exceeds the requirements for 8th grade. Students who meet the requirement but do not earn high school credit must still take three credits of social studies in high school.

(5) Personalized Pathway Requirements (PPR) are up to three course credits chosen by a student to meet specific postsecondary career or education goals, that align with the student’s interests and High School and Beyond Plan. PPR credits may replace one of two arts credits and both world language credits, in any combination of these credits up to a total of three PPR credits.

(6) The Health and Fitness requirement should align with Washington State Learning Standards in Health and Physical Education. For more information on the waiver see OSPI’s guidance, [Recommendations for Waivers in High School Physical Education](#).

(7) Career and Technical Education (CTE) courses locally determined to be equivalent to a non-CTE course may be used to meet two graduation requirements ([WAC 180-51-067](#) and [WAC 180-51-068](#)), known as the “two for one” policy. Either a CTE course or an occupational education course may be used to meet the requirement. “Occupational education” means credit resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the CTE program standards of OSPI ([WAC 180-51-067](#) and [WAC 180-51-068](#)). Starting with the 24-credit graduation requirement for the Class of 2019, private schools may substitute courses specific to the mission or focus of the school for the CTE graduation requirement under [WAC 180-90-160](#).

(8) For graduation purposes, the State Board of Education has set [exit exam passing scores](#) on Smarter Balanced tests that are different from the consortium-determined achievement levels.

(9) The comprehensive science assessment, the Washington Comprehensive Assessment of Science (WCAS), will align to Next Generation Science Standards.