

CORE 24/GRADUATION REQUIREMENT REVISIONS

BACKGROUND

The SBE remains committed to a single college/career ready high school diploma with multiple pathways that prepares students for postsecondary education, the 21st century workplace and citizenship¹. A high school diploma, though a significant accomplishment, is necessary to prepare for the demands of 21st century life. The diploma should pave the way for the education and training—apprenticeships, technical certificates, and degrees—needed to meet those demands.

POLICY CONSIDERATIONS

For the purpose of making a decision on a revised graduation requirements framework that reflects feedback from the field and the SBE's intent, Board members will be asked to come to agreement on:

- Core graduation credit requirements.
- Policy recommendations, based on the work of the Core 24 Implementation Task Force, to increase flexibility in graduation requirements.
- Phase-in strategy and timeline.
- Changes to the high school and beyond plan.

Changes to the culminating project will be reviewed, but no action will be taken until the November 2010 meeting.

See Attachments A and B for the areas of Board discussion.

EXPECTED ACTIONS

Approve a revised draft graduation requirement proposal, including credit requirements, policy recommendations, a phase-in strategy/timeline and changes to the High school and beyond plan.

¹ The purpose of the diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. The diploma represents a balance between the personalized education needs of each student and society's needs, and reflects at its core the state's basic education goals. The diploma is a compact among students, parents, local school districts, the state and whatever institution or employer the graduate moves on to – a compact that says the graduate has acquired a particular set of knowledge and skills. How the student demonstrates those skills may differ. Whether a student earns the credit by participating in formal instruction or by demonstrating competency through established district policies is immaterial; they are equally acceptable." *Adopted by the SBE in January 2008*

Attachment A

SECTION ONE: GRADUATION REQUIREMENTS FRAMEWORK OPTIONS

In order to determine a revised core set of graduation requirements, Board members are asked to consider the following questions in the context of the five graduation requirements options posed below. Members will be asked to discuss the pros and cons of each option:

1. Do we want a common college/career pathway that students are automatically enrolled in? (State graduation requirements are by definition a common pathway).
2. What are the core requirements that all students should take for a common college/career pathway?
3. What does flexibility mean? Can a student substitute courses for the common pathway? If so, under what circumstances and when? (Considerations for substitution would be in the areas of world language, arts, occupational education/CTE/career concentration, health and fitness).
4. How many credits must all students earn for a diploma?
 - a. Does the Basic Education Act² language requiring “instruction that provides students the opportunity to complete 24 credits” mean that the SBE has a policy obligation to:
 - i. *Require 24 credits for graduation?*
 - ii. *Provide the opportunity for students to complete 24 credits for graduation?*

Shaded areas of each option indicate where requirements meet or exceed minimum Higher Education Coordinating Board four-year public college admissions requirements.

GREEN OPTION

CORE COURSES	CREDITS
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
Health	.5
Career Preparation	1
High School and Beyond Plan	
World Language or CTE	2
Arts	2*
Fitness	1.5*
Summary	
SBE Requirements	20
Local Electives	4
Minimum Requirements to Earn a Diploma	20
Recommended to Earn a Diploma	24

Mandatory

Student Choice

At the end of 8th grade, students would be enrolled in a high school program of study that would automatically include these prescribed subjects:
English—4
Math—3
Science—3
Social Studies—3
Health—.5
Career Preparation—1
Arts—1
World Language or CTE—2

The remaining credits would be chosen by the student, based on his or her HSBP.

*Appropriate substitutions can be made based on a student’s high school and beyond plan. Only one credit may be substituted for Arts.

² [RCW 28A.150.220](#)

YELLOW OPTION

CORE COURSES	CREDITS
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
Health	.5
Career Preparation	1
High School and Beyond Plan	
World Language	2*
Arts	2*
Fitness	1.5*
Summary	
SBE Requirements	20
Local Electives	4
Minimum Requirements to Earn a Diploma	20
Recommended to Earn a Diploma	24

Mandatory

Student Choice

At the end of 8th grade, students would be enrolled in a high school program of study that would automatically include these prescribed subjects:
 English—4
 Math—3
 Science—3
 Social Studies—3
 Health—.5
 Career Preparation—1
 Arts—1

The remaining credits would be chosen by the student, based on his or her HSBP.

*Appropriate substitutions can be made based on a student's high school and beyond plan. Only one credit may be substituted in the Arts. By law (RCW [28A.230.050](#)), students may be excused from physical education.

BLUE OPTION

CORE COURSES	CREDITS
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
Arts	1
Health/Fitness	2*
High School and Beyond Plan	
World Language or CTE	2
Electives	6
Summary	
SBE Requirements	18
Local Electives	6
Minimum Requirements to Earn a Diploma	24
Recommended to Earn a Diploma	24

Mandatory

Student Choice

At the end of 8th grade, students would be enrolled in a high school program of study that would automatically include these prescribed subjects:
 English—4
 Math—3
 Science—3
 Social Studies—3
 Health/Fitness—2*
 Arts—1
 World Language or CTE—2

The remaining credits would be chosen by the student, based on his or her HSBP.

*By law (RCW [28A.230.050](#)), students may be excused from physical education.

ORANGE OPTION

CORE COURSES	CREDITS
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
High School and Beyond Plan	
Arts	2*
World Languages	2*
Health/Fitness	2*
Career Concentration	3*
Electives	2
Summary	
SBE Requirements	22
Local Electives	2
Minimum Requirements to Earn a Diploma	22**
Recommended to Earn a Diploma	24

*Based on the high school and beyond plan, the following substitutions may be made: Arts—1 credit; World Languages—2 credits; Health/Fitness—1.5 credits of physical education (per law); Career Concentration—2 credits.

**Up to 2 credits could be waived by local administrators for students who have failed a class and taken the appropriate credit recovery classes to regain the credit.

Mandatory

Student Choice

At the end of 8th grade, students would be enrolled in a high school program of study that would automatically include these prescribed subjects:
 English—4
 Math—3
 Science—3
 Social Studies—3
 Health/Fitness—2*
 Arts—2
 World Languages—2
 Career Concentration—3

The remaining credits would be chosen by the student, based on his or her HSBP.

TURQUOISE OPTION

CORE COURSES	CREDITS
English	4
Math	3
Science (2 Labs)	3
Social Studies	3
Arts	2
Fitness	1.5*
Health	.5
Career Concentration	1
High School and Beyond Plan	
Electives	6
Summary	
SBE Requirements	18
Local Electives	6
Minimum Requirements to Earn a Diploma	24
Recommended to Earn a Diploma	24

Mandatory

Student Choice

At the end of 8th grade, students would be enrolled in a high school program of study that would automatically include these prescribed subjects:
 English—4
 Math—3
 Science—3
 Social Studies—3
 Health/Fitness—2*
 Arts—2
 Career Concentration—1

The remaining credits would be chosen by the student, based on his or her HSBP.

*By law (RCW [28A.230.050](#)), students may be excused from physical education.

SECTION TWO: POLICY CONSIDERATIONS FOR IMPLEMENTATION

The following policy considerations emerged from recommendations by the Core 24 Implementation Task Force (ITF) presented in the April 2010 ITF Report.³

Policy Consideration #1⁴. Remove the SBE's 150-hour requirement for a high school credit.⁵ Substitute non time-based language for the current 150-hour definition and maintain the competency-based definition.

Removing the 150 hour requirement would result in variation across districts in the amount of instructional time students would experience to earn a credit. That variation exists today, depending on the type of schedule a district/school uses. What would remain constant across districts is the expectation that students in grades seven through twelve would be enrolled for 1,080 instructional hours⁶ in each grade level.

While the ITF did not suggest substituting a non time-based definition for the 150 hours, that substitution might be a bridge for districts that are not prepared to move strictly to competency-based credit definitions.

Few districts routinely use the "competency" definition as a means of awarding credit, and even those that do, such as Clark County's Evergreen School District, do not find many students taking advantage of it. For this reason, a non time-based statement would provide an alternative to a strict reliance on competencies. It is not uncommon for states to have several definitions for a credit. The SBE may want to consider substituting a statement in the WAC such as these examples from other states:

- Successful demonstration of a unit of study as established by the district (Maryland).
- Successful completion of the subject area content expectations or guidelines developed by the state (Michigan).
- Satisfactory completion of all of the required work for a particular course or subject (Kansas).

³ <http://www.sbe.wa.gov/documents/Core%2024%20ITF%20Final%20Rpt%20April%202010.pdf>

⁴ From the ITF Report: "Redefine "credit" in WAC Policy. While recognizing the importance of investing time in learning, the ITF recommends that the SBE eliminate, in the above WAC [WAC 180-51-050] the time-based (150 hours) definition of a credit (a), and maintain the competency-based definition of a credit (b). This policy would place the focus on student-centered learning and allow districts the flexibility to determine, and individualize, how much course time is needed for students to meet the state's standards."

⁵ The relevant language of WAC [180-51-050](#) is as follows: As used in this chapter the term "high school credit" shall mean:

(1) Grades nine through twelve or the equivalent of a four-year high school program, and grades seven and eight under the provisions of RCW [28A.230.090](#) (4) and (5):
(a) One hundred fifty hours of planned instructional activities approved by the district; or
(b) Satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy. Districts are strongly advised to confirm with the higher education coordinating board that the award of competency-based high school credit meets the minimum college core admissions standards set by the higher education coordinating board for admission into a public, baccalaureate institution.

⁶ RCW [28A.150.220](#) (2) a) For students enrolled in grades one through twelve, at least a district-wide annual average of one thousand hours, which shall be increased to at least one thousand eighty instructional hours for students enrolled in each of grades seven through twelve and at least one thousand instructional hours for students in each of grades one through six according to an implementation schedule adopted by the legislature; and...

Policy Consideration #2⁷: Permit students who complete Career and Technical Education (CTE) course-equivalent courses to earn one credit for the course and satisfy a second requirement; require reciprocity across districts. Work with the Office of Superintendent of Public Instruction to determine what changes, if any, would need to be made to the standardized transcript to share information adequately across districts.

This is the “Two for One” Policy considered by the ITF. This policy would create flexibility for students by enabling them to earn one credit and satisfy two requirements when taking CTE courses that have been designated by the district to be equivalent to a graduation requirement. By requiring reciprocity across districts, students would not be negatively impacted if they transferred to a district with a different policy.

Statute⁸ already requires districts to adopt course-equivalent policies for CTE courses, and the state has prepared an “equivalency toolkit”⁹ to provide guidance for establishing those equivalencies.

Policy Consideration #3¹⁰: Permit local authority for the substitution of up to two credits in designated subjects; require reciprocity across districts. Work with the Office of State Superintendent of Public Instruction to determine what changes, if any, would need to be made to the standardized transcript to share information adequately across districts.

The SBE’s decision on this recommendation may be contingent upon the final form of the graduation framework that it puts forward. For example, each of the four different options presented in this document stipulates the subjects where credits may be substituted. Local districts would not need to adopt written district policy to make these substitutions because the parameters would already be prescribed in rule. However, the SBE might want to consider granting local waiver authority for up to two credits under specific conditions; for example, students who enter the school district from another state or country in their senior year, fail courses, are pursuing a full International Baccalaureate or Cambridge program of study, etc.

⁷ From the ITF Report: “Encourage districts to explore competency-based methods of awarding credit by creating a state policy that would enable students to earn one credit and satisfy two requirements when taking *either* a CTE course that has been designated by the district to be equivalent to a graduation requirement *or* another course that has been designated by the district to be equivalent to a graduation requirement (e.g., marching band and physical education; human anatomy/physiology and health). Standardized transcripts would note whether the student met the graduation requirement by equivalency or by credit. Districts would establish an equivalency process to ensure that the standards for both graduation requirements are met in one course, and would set the limit on the number of “two for one” classes a student could take. Students would still need to earn a total of 24 credits. Credits and requirements would be satisfied according to the district policy where the student took the course. Reciprocity across districts must be honored, with the expectation that districts would work together in the best interests of students.”

⁸ <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.230.097>

⁹ <http://www.k12.wa.us/CareerTechEd/pubdocs/EquivalencyCreditToolkit2.0.pdf>

¹⁰ From the ITF Report: “Give limited waiver authority to local administrators by delegating to each school board the authority to adopt policy that prescribes administrator latitude and discretion for waiving required credits, using these parameters: 1) Waivers are limited to no more than two graduation requirements (not credits), 2) The waiver(s) must be based upon student need as articulated in the high school and beyond plan, 3) The waiver(s) must be documented on the standardized transcript. 4) No waivers in a content area are authorized if the student has failed to meet standard on the required state assessment in that content area (e.g., math, reading, writing, science), 5) A district must have a written policy regarding waivers before any waivers are authorized, 6) Students must still earn 24 credits.”

Policy Consideration #4¹¹: Advocate for funding for increasing comprehensive counseling services at the middle and high school levels, in part to initiate the high school and beyond plan at the middle level, with a focus on exploring students' options and interests.

The ITF recommended that the focus of the high school and beyond plan (HSBP) in middle school be on exploring students' options and interests. Initiation of the HSBP at the middle school level is a systems issue, not an individual student graduation requirement issue. Students will graduate even if they start their HSBP later than middle school.

Policy Consideration #5¹²: Make Washington State History and Government a non-credit requirement, and require transcripts to note that the student has met the Washington State History and Government requirement.

Policy Consideration #6: Add .5 credit of civics as a graduation requirement.

See Attachment B for a review of these two issues. There will be a separate presentation on this topic at the meeting.

SECTION THREE: PHASE-IN TIMETABLE

The SBE will need to determine a rationale for a phase-in strategy. The ITF recommended a six-year phase-in (including a planning year), and underscored the importance of stable funding for at least grades 8-12; in particular, funding to meet class size standards, extra support for high poverty schools, guidance and counseling, and resources aimed at supporting struggling students.

The current legislation stipulates that the legislature must authorize and fund any changes to graduation requirements. The law¹³ reads:

(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.

There are two ways to think about a phase-in strategy:

- 1) Phase in changes, beginning in middle school, and be directive about the sequence, based on the SBE's perceived areas of the state's highest priorities, realizing that the cost of those changes may preclude legislative authorization, or
- 2) Phase in changes, beginning with those that will have minimal fiscal impact, and set a deadline which allows the districts to determine the sequence of changes, realizing that this is a way to significantly strengthen college/career ready student preparation as soon as possible.

¹¹ From the ITF Report: "A plan should be started at the middle level with a focus on exploring students' options and interests. The ITF recommends increasing the comprehensive counseling services available at the middle level."

¹² From the ITF Report: "Provide opportunities for students to begin meeting high school graduation requirements at the middle level when courses meet rigorous standards as determined by the local districts."

¹³ [RCW 28A. 230. 090 2\(c\)](#)

The staff's recommended timeline is based on the second strategy because it allows more district flexibility to make changes and recognizes the economic constraints the state faces.

Lead Time Needed to Impact a Graduating Class

Rule Put in Place	First Graduating Class Affected
2011	2015
2012	2016
2013	2017
2014	2018
2015	2019
2016	2020

Given this schedule, staff makes the following recommendations for a timetable of rule implementations for new graduation requirements.

Phase-in Timetable for SBE Action

SBE Action	Year Funding Would Need to Begin	Year Rule Put in Place	Graduating Class Affected
• Add math credit.	Already in rule.	2009	2013
• No rule changes.	N/A	2010	2014
• Add 1 credit of English. • Add .5 credit of social studies (specifying .5 in civics education). • Specify a math or science must be taken in senior year. • Implement no-cost policy recommendations.	Assumes these changes can be made with minimal state fiscal impact. ¹⁴	2011	2015
• No rule changes.	N/A	2012	2016
• Add remaining credits. • Start HSBP in middle school; clarify requirements.	2013 Assumes funding is based on marginal costs to add new graduation requirements—not the costs to fund all of the underfunded parts of basic education.	2013	2018

¹⁴ Approximately 19% of the 247 districts with high schools will be affected by the addition of English and social studies credits. Forty-six districts will need to add English credits (21 of those will only need to add .5 credit). Forty-four districts will need to add .5 credit of social studies. Fifteen districts will need to make adjustments in both English and social studies credits. All districts will have to add civics education, but civics is already part of the Social Studies Essential Academic Learning Requirements and many districts have already incorporated it.
<http://www.sbe.wa.gov/documents/2010.06.10%20Graduation%20Requirements%20Database.xls>

Note. All implementation dates would be pushed back if funding were not received. 2018 allows maximum district flexibility and is consistent with the six-year ITF phase-in recommendation.

The table below provides staff recommendations for the graduation requirements components of an SBE legislative package in the coming biennia:

Timetable of SBE Legislative Requests	
Biennium	SBE Legislative Request
2011-2013	<ul style="list-style-type: none">• Present draft rules for graduating class of 2015 to QEC and legislature for review (legislature must approve any changes to graduation requirements that have a fiscal impact).• Request a pool of funds as incentive money for districts willing to “beta test” new requirements prior to state-mandated implementation.
2013-2015	<ul style="list-style-type: none">• Request marginal cost funding for struggling students, comprehensive guidance needed to support high school and beyond plan, and instructional time.• Request marginal cost money for districts needing resources for facilities.
2015-2017	<ul style="list-style-type: none">• Request marginal cost funding for struggling students, comprehensive guidance and counseling, and instructional time.• Request marginal cost money for districts needing resources for facilities.

SECTION FOUR: HIGH SCHOOL AND BEYOND PLAN AND CULMINATING PROJECT

After discussion over several meetings, the Meaningful High School Diploma Advisory Work Group considered and revised the culminating project and high school and beyond plan draft proposals. Both proposals differ from current policy in two ways:

1. Each explicitly connects the two requirements.
2. Each prescribes specific content to increase consistency in implementation across districts.

While the culminating project proposal does not explicitly state connections to basic education learning goals three and four¹⁵, those goals are implicitly addressed. Both proposals leave assessment of the requirements to the discretion of the districts.

In recent months, the SBE has discussed the importance of the high school and beyond plan as a dynamic *process*—rather than simply a checklist *product*—requiring comprehensive guidance services to assure that students, parents and school personnel review, and if needed, revise, a student’s program of study regularly over the course of their secondary experience.

Board members are asked to consider the merits of each proposal.

¹⁵ (3) Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and (4) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

High School and Beyond Plan¹⁶ Proposal

All students shall be required to complete a personally-relevant high school and beyond plan that includes reflective practice and shall include documentation (evidence) of a student's:

1. Personal interests and career goals.
2. Four-year plan for course-taking that is related to the student's interests and goals.
3. Research on postsecondary training and education related to one's career interest, including comparative information on the benefits and costs of available choices.
4. Budget for postsecondary education or training and life based on personal and career interest.
5. Participation in a postsecondary site visit(s). (The committee talked about including the possibility of "virtual tours" of postsecondary institutions in lieu of actual visits).
6. Completion of an application for postsecondary education and training.
7. Completion of a resume.

The student's post-high school goals and interests, as expressed in the high school and beyond plan, shall become the basis for the student's culminating project.

Culminating Project¹⁷ Proposal

1. All students shall be required to complete a project or series of projects for graduation that is related to the student's post-high school goals and interests per their high school and beyond plan.
2. The project(s) shall include a portfolio, a presentation, and a product. The project(s) may also include, for example: a research or reflective paper, community service, job shadowing, internship, or other components deemed appropriate by the district.
3. The project(s) shall demonstrate the application of core academic skills and learning competencies from each of the following categories:
 - Learning and innovation skills (creativity and innovation, critical thinking and problem-solving, communication and collaboration).
 - Information, media, and technology skills.
 - Life and career skills (flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, financial literacy, leadership and responsibility, perseverance).
4. Assessment of skills and successful completion of the project shall be determined by the local school district.

¹⁶ High school and beyond plan current rule: *Each student shall have an education plan for their high school experience, including what they expect to do the year following graduation.*(WAC 180.51.066)

¹⁷ Culminating project current rule: (i) *Each student shall complete a culminating project for graduation. The project shall consist of the students 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.* (WAC 180-51-066)

NEXT STEPS: SHORT-TERM

1

September 2010: Provisionally adopt a revised framework of graduation requirements, with final adoption at the November 2010 meeting, after a period of stakeholder engagement.

2

September through November 2010: Engage stakeholders in a discussion of the revised framework.

3

November 2010: Make any final changes to the revised framework and adopt draft rules for the policy changes that require no cost; determine legislative strategy.

THE WASHINGTON STATE BOARD OF EDUCATION

Accountability | World-Class Math and Science Standards | Meaningful Diploma/CORE 24

Attachment B

SOCIAL STUDIES GRADUATION REQUIREMENTS

BACKGROUND

Washington's current social studies graduation requirement is 2.5 credits¹⁸:

- 1 credit in US History and Government.
- 1 credit in Contemporary World History, Geography, and Problems.
- .5 credit in Washington State History and Government.

The SBE has proposed increasing the social studies graduation requirement from 2.5 credits to 3.0 credits.¹⁹

There are two related proposed changes:

- Make Washington State History a non-credit requirement.
- Add .5 credit of civics.

POLICY CONSIDERATIONS

Washington State History. The Core 24 Implementation Task Force Final Report²⁰ recommended that the SBE create flexibility to meet high school requirements at middle level standards.

At the recommendation of the Office of Superintendent of Public Instruction (OSPI), Washington State History is often taught at the middle level to seventh Grade Level Expectations (GLEs).²¹

By law²², districts are not permitted to award credit for courses that do not exceed seventh or eighth grade standards. Technically, the district cannot award credit if the course is taught in seventh grade using seventh grade GLEs. Because .5 credit of Washington State History is required for graduation, this creates a dilemma for the district.

In the SBE's transcript study²³ of 2008 graduates, 40 percent of the almost 15,000 students in the study took Washington State History before ninth grade. Approximately half of them received

¹WAC [180-51-066](#)

²207 of the 247 districts with high schools currently require three or more credits of social studies.

²⁰ <http://www.sbe.wa.gov/documents/Core%202024%20ITF%20Final%20Rpt%20April%202010.pdf>

²¹ <http://www.k12.wa.us/SocialStudies/Outlines/UnitOutlinesSeventhGrade.doc>

²² [RCW 28A.230.090](#)

²³ http://www.sbe.wa.gov/documents/TranscriptStudy2008_FINAL_000.pdf

credit; the others “met the requirement.” It is not clear whether those who received credit participated in a class taught to high school standards.

One way to resolve the dilemma is to change Washington State History to a non-credit requirement, which will provide flexibility to districts to offer the course at the middle or high school level. Districts can elect to provide .5 credit if the course is taken at the high school level.

Alternatively, the SBE could retain the .5 credit and maintain the expectation that Washington State History will be taught to high school level standards. In this case, the SBE would need to ask OSPI to modify the content-level standards to a high school level.

Maintaining Washington State History as a non-credit requirement will continue to provide an opportunity for districts to integrate the new tribal sovereignty curriculum²⁴, scheduled to “go live” in fall 2010. (See Attachment A for a handout prepared for a presentation to the Tribal Leader Congress on Education August 26, 2010).

Civics Education. The 2009 legislature passed a law²⁵ that will require the addition of .5 credit of civics should the SBE increase the social studies graduation credit requirement. The law, in its entirety, reads:

- (1) If, after July 26, 2009, the state board of education increases the number of course credits in social studies that are required for high school graduation under RCW [28A.230.090](#), the board shall also require that at least one-half credit of that requirement be coursework in civics.
- (2) The content of the civics requirement must include, but not be limited to:
 - (a) Federal, state, and local government organization and procedures;
 - (b) Rights and responsibilities of citizens addressed in the Washington state and United States Constitutions;
 - (c) Current issues addressed at each level of government; and
 - (d) Electoral issues, including elections, ballot measures, initiatives, and referenda.

A separate law stipulates that districts must require students in the seventh or eighth grade and the eleventh or twelfth grade to complete at least one classroom-based assessment (CBA) in civics. Beginning in 2010-11, this requirement extends to students in fourth or fifth grade, as well.²⁶

²⁴ <http://tribalsov.ospi.k12.wa.us/>

²⁵ [RCW 28A.230.093](#)

²⁶ RCW [28A.230.095](#)

The Washington State Board of Education

Governance | Achievement | High school and College Preparation | Math & Science | Effective Teaching

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Guiding Question: How will proposed policy changes affect opportunities for the tribal sovereignty curriculum?

What is the current Washington State History Graduation Requirement?

"Under the provisions of RCW [28A.230.170](#) and [28A.230.090](#), one half credit shall be required in Washington state history and government which shall include study of the Constitution of the state of Washington and is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state." [WAC 180-51-066](#)



What is the Proposed Change to the Requirement?

- Remove the .5 credit from the requirement.
- Retain Washington State History as a non-credit graduation requirement.
- Require districts to note on a student's transcript that the student has met the Washington State History requirement.

Why Change Washington State History to a Non-Credit Requirement?

- Many schools/districts are teaching Washington State History at a seventh grade level, to seventh grade standards and grade level expectations.
- Technically, districts cannot award high school credit for classes taught to seventh grade standards and grade level expectations.

Following the Policy Trail...

- OSPI policy: Washington State History is a one-semester course or its equivalent taught in grades 7-12 ([WAC 392-410-120](#))
- State law: Students may earn credit in courses taken in seventh or eighth grade 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 ([RCW 28A.230.090](#))
- Common practice: Schools often teach Washington State History in seventh grade; [State Grade Level Expectations \(GLE\)](#) for Washington State History are in the seventh grade.
 - **Sample Seventh Grade Civics GLE:** *Understands how key ideals set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state.*
 - **The SBE Transcript Study:** In a study of almost 15,000 2008 graduates, approximately 39.9% of students completed Washington State History in middle school, receiving the designation on their high school transcript. Approximately half of the students received credit for taking this course in middle school, and the other half received a notation of course completion.

What is the Intended Result of the Proposed Change?

- Students can satisfy Washington State History requirement at middle or high school level; districts can teach the course to the relevant grade level standards and award credit if taught to high school level standards.

What is the Civics Requirement?

- New law in 2009: If the state board of education increases the number of course credits in social studies that are required for high school graduation, the board shall also require that at least one-half credit of that requirement be coursework in civics. ([RCW 28A.230.093](#))