



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

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 |
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| 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 |

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| 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 |

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| 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 |

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| 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 |