

Graduation Pathway Options

The Washington State Legislature authorizes State Board of Education (SBE) to establish state graduation requirements. In 2019, new legislation (Engrossed Second Substitute House Bill 1599) removed the explicit link of the state assessment to graduation, replacing it with a set of pathway options for graduation.



Graduation Pathway Options: Class of 2020 Forward:

- Meet or exceed the graduation scores in the Washington State Assessments in English language arts (ELA) and mathematics.
- Earn at least one high school credit in ELA and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and Career and Technical Education dual credit courses). Students do not have to pay fees or claim college credit to meet this pathway, but they must be eligible for college credit at the level of 100 or higher, by meeting the program criteria established by the local district and the applicable higher education entity.
- For both ELA and math, earn a 3 or higher on certain Advanced Placement exams or a 4 or higher on certain International Baccalaureate exams or an E on certain Cambridge International exams, or pass the course with at least a C+.
- Meet or exceed the graduation scores set by SBE in the math and ELA portions of the SAT or ACT.
- Pass a transition course in ELA and math (for example, a [Bridge to College](#) course, which is a senior course for students who earned a Level 2 on the SBA) which allows a student to place directly into a credit-bearing college level course. This pathway includes transition courses identified through local agreements between colleges and school districts.
- Meet any combination of at least one ELA and one math option of those options listed previously.
- Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery) by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services.
- Complete a sequence of Career and Technical Education (CTE) courses: two or more high school credits of CTE courses in a progression tailored to the student's goals and relevant to the postsecondary pathway(s) outlined in the student's High School and Beyond Plan. The sequence may be comprised of courses within the same CTE program area. Sequences made up of courses within more than one CTE program area require local approval and expedited approval through OSPI.

Graduation Pathway Options Discussion

The Board is charged with rulemaking for these pathways, as well as reviewing them, gathering stakeholder input, and making recommendations for improvement.

- Which pathways are available to students in your school or district? If not all pathways are available what barriers do you perceive and how could they be addressed? Do you see equity challenges in any of the pathways?
- How could the pathways be more equitable to address the needs of a wider range of students?
- Which pathway do you see as creating the most opportunities or challenges for your or other districts? Why?
- At this point, would you suggest modifications to any of the existing pathways? Do you have new pathway suggestions?



Graduation Requirement Changes

The State Board of Education supports an integrated preschool through post-secondary education, training, and career-readiness system. The Board encourages and supports student voices, and individualized education and career pathways. We actively seek to identify and eliminate biases and barriers to student success. A key priority for the Board this year was a set of changes to the diploma requirements to improve flexibility and support successful student transitions. Legislation passed in 2019 (HB 1599) addressed the following issues:

- Elimination of the explicit link of the state assessment to graduation, replacing it with a set of pathway options for graduation.
- Extending the expedited appeal through the Class of 2020, providing a path to a diploma for students who have met all graduation requirements except an assessment requirement.
- Automatically granting high school credit for high school courses taken in middle school (a student's family may choose to opt out of the credit).
- Changes language from “unusual circumstances” to “student circumstances” to clarify the use of the 2-credit (non-core) waiver for students whose personal circumstances warrant it, so more students can stay on-track to earning a diploma.
- Creating a Mastery-Based Education Work group to recommend a framework for a mastery-based diploma pathway, and additional options to earn credit.

A High School and Beyond Plan (HSBP) must inform course-taking and be aligned with the student's goals for education or training and career after high school.

- For students with an IEP (Individualized Education Program), the HSBP must be updated in alignment with their “school to post-school transition plan” and must be updated in a similar manner and with similar school personnel as for all other students.
- Adds requirement to inform students of eligibility for automatic enrollment in advanced classes.
- Adds information on [FAFSA](#) and [WAFSA](#), including the list of what is needed to complete the financial aid applications and opportunities to help families fill out the applications.

