

Graduation Pathway Options

The State Board of Education (SBE) sets state graduation requirements. In 2019, new legislation (House Bill 1599) removed the testing requirement and replaced it with a set of pathway options. Beginning with the Class of 2020, students must meet at least one of these pathway options to graduate.



Graduation Pathway Options - Class of 2020 Forward:

- Meet or exceed the graduation scores in the **Washington State Assessments** in English language arts (English) and mathematics.
- Earn at least one high school credit in English and one credit in math through a **Running Start, College in the High School, or Career and Technical Education Dual Credit** course. Students do not have to pay fees or claim college credit to meet this pathway, they must be able to earn college credit at the level 100 or higher by meeting local district program requirements.
- For both English 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 English portions of the **SAT or ACT**.
- Pass a **transition course** in English 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 college level course for credit. This pathway includes transition courses identified through local agreements between colleges and school districts.
- Meet any **combination** of at least one English and one math option of those options listed previously.
- Meet standard on the **ASVAB (Armed Services Vocational Aptitude Battery)** by meeting the lowest score established by the military for eligibility to serve in the armed forces.
- 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 two 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

SBE is in charge of 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?

Learn more at sbe.wa.gov/pathways



Graduation Requirement Changes

Here are more changes that were made to graduation requirements after last Legislative session:

- There is no link between the state assessment and graduation. Instead, students have a set of graduation pathway options to choose from that best aligns with their post-high school goals.
- The Class of 2020 can still apply for an "expedited appeal" to graduate if they have met all requirements except the assessment requirement.
- High School students get high school credit for taking a high school course in middle school. Parents can opt-out of this if they choose. Middle school grades will carry over to high school if students opt to receive credit. Unless the student and student's parent/guardian request the course be transcribed with a nonnumerical grade, such as "pass."
- When students' personal circumstances warrant it, they can receive a credit waiver for non-core classes. To achieve this, the law now refers to "student circumstances," instead of "unusual circumstances," so more students can stay on track to earning a diploma.
- A Mastery-Based Education Work Group is created to recommend a framework for a mastery-based diploma pathway, and more 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 to align with their "school to post-school transition plan" and must be updated the same way with the same school staff as all other students.
- Students must be informed of eligibility for automatic enrollment in advanced classes.
- 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 must also be given to students.

