

**DRAFT PROPOSED RULES TO IMPLEMENT THE GRADUATION PATHWAY OPTIONS
OF SECTION 201 OF E2SHB 1599 (2019)**

NEW SECTION: WAC 180-51-230 Graduation Pathway Options

A. Student graduation pathways

(1) Beginning with the graduating class of 2020, each student must meet the requirements of at least one of the eight graduation pathway options in RCW 28A.655.xxx, in subsection (B) of this section.

(2) School districts are encouraged to make the eight graduation pathways specified below available to their students and to expand their pathway options until this goal is met, yet have discretion in determining which graduation pathway options they will offer.

(3) The graduation pathway option(s) used by a student must be in alignment with the student's high school and beyond plan.

(4) All assessment scores used for graduation pathways (1)-(6) below will be posted on the state board of education website. Assessment scores used for graduation pathways (1)-(6) below, for which the state board of education is responsible for

setting, will only be changed through a public process culminating in official board action in a public board meeting.

B. Eight graduation pathway options:

(1) Statewide High School Assessments. Meet or exceed the graduation standard established by the state board of education under RCW [28A.305.130](#) on the statewide high school assessments in English language arts and mathematics as provided for under RCW [28A.655.070](#).

(2) Dual Credit Courses. Earn at least one high school credit in English language arts and at least one high school credit in mathematics in dual credit courses. For the purposes of this subsection, "dual credit course" means a course in which a student is eligible for both high school credit and college credit at the level of 100 or higher, upon successfully completing the course, by meeting the dual credit course or program criteria established by the local district and the applicable higher education entity. Dual credit courses include Running Start, College in the High School courses, and CTE (Career and Technical Education) Dual Credit Courses. Nothing in

this subsection requires a student to pay fees or claim college credit to meet this pathway.

(3) Transition Courses. Earn high school credit in a high school transition course in English language arts and mathematics, an example of which includes a bridge to college course. For the purposes of this section, "high school transition course" means an English language arts or mathematics course offered in high school that, based on the final grade, allows the student to place directly into a credit-bearing college level course at participating institutions of higher education in RCW [28B.10.016](#), in accordance with established policy and criteria of the local school district and the applicable higher education entity. This definition includes transition courses identified through local agreements between colleges and school districts. English language arts and math high school transition courses must satisfy a student's core or elective credit graduation requirements established by the state board of education in 180-51-210 WAC.

(4) Advanced Placement, International Baccalaureate, or Cambridge international. Meet either (a) or (b) below:

(a) Earn high school credit, with a grade of C+ or higher, in the following Advanced Placement (AP), International Baccalaureate (IB), or Cambridge international (CI) courses in English language arts and mathematics.

(i) For English language arts, successfully complete one high school credit in any of the following courses with a grade of C+ or higher: AP English language and composition, AP English literature and composition, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics; any of the IB individuals and societies courses; or earn an E any of the following Cambridge Advanced or Cambridge Advanced Subsidiary courses: English language, literature and English, English general paper, psychology, history, sociology, global perspectives and research, or law.

(ii) For mathematics, successfully complete one high school credit in any of the following courses with a grade of C+ or higher: AP statistics, computer science A, computer science principles, or calculus; any of the IB mathematics courses; or a

Cambridge Advanced or Advanced Subsidiary mathematics or further mathematics course.

(b) Score a three or higher on AP exams in one of the English language arts and one of the mathematics courses identified above; score a four or higher on IB exams in one of the English language arts and one of the mathematics courses identified above; or score an E or higher on CI exams in one of the English language arts and one of the mathematics courses identified above.

(5) SAT or ACT. Meet or exceed the scores established by the state board of education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.

(6) Combination. Meet any combination of at least one English language arts option and at least one mathematics option established in pathway options (1)-(5) of this section.

(7) Armed Services Vocational Aptitude Battery.

(a) Meet standard on the Armed Forces Qualification Test portion of the Armed Services Vocational Aptitude Battery (ASVAB) test by scoring at least the minimum established by the military for

eligibility to serve in a branch of the armed services at the time that the student takes the assessment.

(b) The school must inform the students taking the ASVAB about the minimum eligibility score required by each branch of the military as well as information about eligibility requirements for specific military occupations. Schools that offer the ASVAB test must inform students regarding the ways in which their scores and personal information might be shared, per the agreement between the school and the United States Department of Defense which administers the ASVAB. Each student who utilizes the ASVAB to satisfy this graduation pathway option will be provided a written opportunity to indicate whether or not the student authorizes his or her information to be shared with the military.

(c) This pathway does not require students to meet the physical or other requirements for military enlistment, require enlistment, or require students release their scores to the military for purposes of recruitment.

(d) Satisfying this pathway does not require students to meet the separate English and mathematics graduation pathway requirements of pathway options (1)-(6) above.

(e) The state board of education will maintain a webpage with information about this pathway, including information about military occupation requirements and minimum eligibility scores required by each branch of the military. SBE will post eligibility scores by September 1 annually and each student may choose to meet either that minimum score the year a student takes the ASVAB or the current score established by any branch of the military on a later date prior to the student's graduation.

8. Career and Technical Education Course Sequence. Complete a sequence of CTE courses, in accordance with the following:

(a) For this section, "course" is defined as a class or learning experience or combination thereof provided by a public school district in accordance with district policy through which a student earns high school credit.

(b) For this section, "sequence" is defined as: two or more high school credits of career and technical education (CTE) courses

in a progression tailored to the student's goals and relevant to the postsecondary plans outlined in the student's high school and beyond plan. A student's sequence of CTE courses to satisfy this pathway may be comprised of courses within the same CTE program area or courses within more than one CTE program area, as determined relevant by the student's high school and beyond plan and by the local school district. A student's CTE course sequence may include courses leading to workforce entry, state or nationally approved apprenticeships, or postsecondary education.

(c) Satisfying this pathway does not require a student to take any courses that are part of a career and technical education preparatory program as described in [RCW 28A.700.030](#).

(d) Each sequence of CTE courses must include at least one course that meets either:

i) the minimum criteria identified for career and technical education preparatory programs in RCW [28A.700.030](#), which all CTE preparatory courses and some CTE exploratory courses meet; or

(ii) the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing.

(e) Satisfying this pathway does not require students to meet the separate English and mathematics graduation pathway requirements of pathway options (1)-(6) above.

(f) A course that is used to meet graduation pathway requirements may also be used to meet credit subject area requirements, including CTE course equivalencies per RCW 28A.700.070.