

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

WAC 180-51-230 Graduation Pathway Options.

A. Students entering high school in 2016 or subsequent years.

Students entering ninth grade or beginning the equivalent of a four-year high school program in 2016 or subsequent years, in order to graduate from a public high school and earn a high school diploma, must satisfy the credit and non-credit graduation requirements established by the state board of education outlined in [28A.150.220\(3\)\(b\)](#), [RCW 28A.230.090](#) and WAC 180-51, as well as:

- (1) Complete the high school and beyond plan required by RCW [28A.230.090](#) and WAC 180-51; and
- (2) Meet the requirements of at least one of the graduation pathway options in [RCW 28A.655](#) and described in subsection B below; and
- (3) Satisfy any additional local graduation requirements by the applicable public school district or high school.

B. Graduation Pathway Options: School districts are encouraged to make all eight graduation pathways specified below available

to their students yet have discretion in determining which graduation pathway options they will offer. The graduation pathway option used by a student must be in alignment with the student's high school and beyond plan.

(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](#). The state board of education will post the standard it establishes on its website.

(2) Dual Credit Courses. Complete and qualify for college credit in dual credit courses in English language arts and mathematics. For the purposes of this section, "dual credit course" means a course in which a student qualifies for college and high school credit in English language arts or mathematics upon successfully completing the course.

(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 as defined in RCW [28B.10.016](#). High school transition courses must satisfy core or elective credit graduation requirements established by the state board of education.

(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 completing any of the following courses with a grade of C+ or higher meets the standard: AP English language and composition literature, 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 an English or Humanities course at the Cambridge Advanced Level.

(ii) For mathematics, successfully completing any of the following courses with a grade of C+ or higher meets the standard: AP statistics, computer science, computer science principles, or calculus; any of the IB mathematics courses; or a mathematics course at the Cambridge Advanced Level.

(b) Score a three or higher on AP or CI exams in English language arts or humanities and mathematics; or score a four or higher on IB exams in English language arts and mathematics.

(5) SAT or ACT. Meet or exceed the scores established by the state board of education and posted on its website 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. Meet the standard by scoring at least the minimum on the Armed Forces Qualification Test portion of the Armed Services Vocational

Aptitude Battery test required for eligibility to serve in a branch of the armed services in the year in which the student takes the assessment. The student's high school and beyond plan must include verification that the student was informed about the minimum eligibility score required by each branch of the military as well as information about eligibility requirements for specific military occupations aligned to the student's high school and beyond plan. The state board of education will maintain a webpage with this and additional information about this pathway. Schools that offer the Armed Services Vocational Aptitude Battery test must inform students how their scores and personal information are being shared. 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. Students who pursue this pathway option do not need to meet English and mathematics requirements separately.

(8) Career Technical Education Course Sequence.

(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 a minimum of a half high school credit.

(b) For this section, "sequence" is defined as:

- i) two or more high school credits of career technical education (CTE) courses within the same program of study, that align with the postsecondary plans outlined in the student's high school and beyond plan; or
- ii) two or more high school credits of CTE courses, in different programs of study, that align with the postsecondary plans outlined in the student's high school and beyond plan.

(c) To satisfy this graduation pathway option, a student must complete a sequence of CTE courses, which may include courses leading to workforce entry, state or nationally approved apprenticeships, or postsecondary education. Each sequence of CTE courses must meet either:

- i) the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or
- ii) the minimum criteria identified for career technical education preparatory programs in RCW [28A.700.030](#).

Students who pursue this pathway option do not need to meet English and mathematics requirements separately.

(d) This pathway does not require a student to enroll in a course that is part of a career technical education preparatory program as described in [RCW 28A.700.030](#).

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