

2022 Graduation Alignment Project



The State Board of Education is exploring and developing **recommendations related to graduation requirements**. The recommendations are intended to support expanding opportunities for **mastery-based learning** while ensuring consistent requirements for earning a high school diploma regardless of the student's learning model.

Washington State has taken steps to build capacity for the K-12 education system to expand opportunities for students to participate in mastery-based learning (see side bar). The most recent step was the development of the state's **Profile of a Graduate**, the set of transferrable, multidisciplinary skills each and every student should develop during their K-12 experience.

Washington State | Profile of a Graduate



For next steps, the Legislature authorized the State Board of Education to develop recommendations **to align graduation requirements with the Profile of a Graduate**. Changes to the graduation requirements are needed in order to:

- support development of the Profile skills and
- expand access to mastery-based learning by fostering more ways for students to demonstrate they have met requirements

Through this project, we will reexamine **what** we are asking students to know and be able to do and **how** we ask them to demonstrate it.

Mastery-based learning (MBL), also called competency-based education, is a learning approach where students advance upon mastery of content as measured by meaningful, authentic assessments tied to state learning standards. Students take ownership of their learning, advance at their own pace, and receive differentiated support based on their interests and needs.

2019 Legislature ([E2SHB 1599](#)) established the [MBL Work Group](#) to identify barriers and opportunities for increasing student access to MBL

2021 Legislature ([SSB 5249](#) and budget) extended the MBL Work Group to develop the [Profile of a Graduate](#), provided funding for MBL demonstration sites, and authorized SBE to make recommendations to align requirements

December 2021 – MBL Work Group submitted Profile of a Graduate

2022 Graduation Alignment Project

Graduation Alignment recommendations due by December 31, 2022

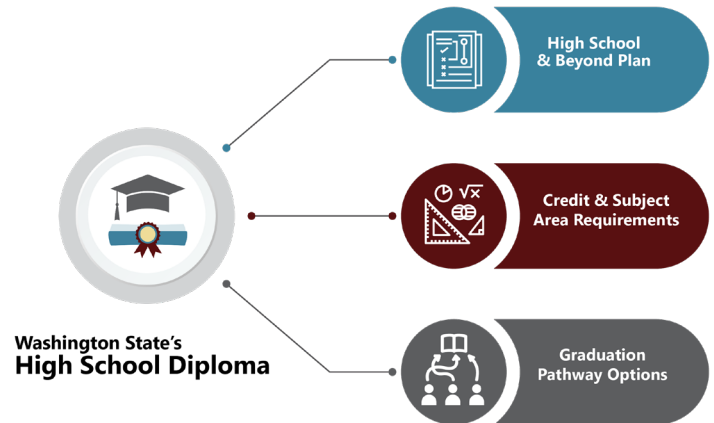
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Specifically, the Board will examine:

- potential changes to subject area, credit, and non-credit requirements
- how the **components of the diploma** (visual to the right) can work together better as a system to signal a student's readiness for success after high school

This project begins with a broad scope that will be refined over the course of the year as the Board considers research and input from partners. Examples of topics that may be discussed as part of this project include:

- How to better incorporate Profile skills that are not adequately addressed in the current graduation requirements (e.g., financial education, disability awareness, ethnic studies)
- Clarifying the purpose and role of each component of the diploma
- Shifting the focus from credits to learning standards and promoting more ways for students to demonstrate mastery



Ultimately, the recommendations should help build an education system that is equitable, student-centered, personalized, and relevant, and that prepares students for success in postsecondary education, gainful employment, civic engagement, and lifelong learning.

Timeline

This project began in January 2022 and ends in a report with recommendations due to the Legislature by December 31, 2022. Project phases include:



Ways to engage

- [Listening sessions/survey](#)
- Public comment at Board meetings
 - January, March, May, July, September, November, December
- Pre-arranged guest visits to meetings ([contact us](#))

More information

- View videos to learn about:
 - [graduation requirements](#)
 - [the Washington State Profile of a Graduate](#)