UPDATE: Graduation Pathways, Class of 2022

2023

Authorizing Legislation: [RCW 28A.655.260](#)

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EXECUTIVE SUMMARY

With the passing of House Bill 1599, graduation pathways were established as a requirement for graduation which must be aligned with their postsecondary goal as described in their High School and Beyond Plan.

This report includes the unique pathway options, a data summary, and disaggregated pathway completion data

BACKGROUND

In 2019, the Legislature established different graduation pathways options as part of statewide high school graduation requirements through House Bill 1599. Graduation pathways focus on providing evidence that a student is ready for their next step after high school, whether that be in employment, postsecondary education or training, or a military career. The graduation pathway(s) a student completes must be aligned with their postsecondary goal as described in their High School and Beyond Plan.

The Class of 2020 was the first graduating class required to meet one or more graduation pathways. The Office of Superintendent of Public Instruction (OSPI) is required to report annually:

- Which pathways are available to students at each school district and State-Tribal Education Compact (STEC).

- The number of students utilizing each graduation pathway for graduation.

- Disaggregated student participation in each pathway by race, ethnicity, gender, and income status (as defined by their eligibility for free or reduced-price meals).

In addition to completing at least one graduation pathway aligned with their postsecondary goals, students must also earn 24 credits and complete their High School and Beyond Plan to meet all statewide graduation requirements.

Graduation Pathways

Graduation pathways start with the end in mind and are aligned with entry requirements of employers, postsecondary education or training institutions, or the military. Depending on how a student wants to work toward their postsecondary goals, any one of these options could likely support their goal.

Career and Technical education (CTE) graduation pathways are a sequence of rigorous, related CTE courses that include dual credit options, industry recognized credentials, or is a Core Plus program. Students completing a CTE pathway may plan to enter into an apprenticeship or employment directly after high school or enroll in a training program, college, or university.

English language arts (ELA) and math pathway options include courses and/or exams. Students completing this pathway are likely planning for postsecondary education as their first step after high school. Students must complete an ELA component and a math component. Options include dual credit courses or exams (Running Start, College in the High School, CTE Dual Credit, Advanced Placement (AP), International Baccalaureate (IB), and Cambridge International), college transition courses, college entrance exams (SAT or ACT), and the statewide summative high school assessment (Smarter Balanced or WA-AIM).

The **military pathway** uses the Armed Services Vocational Aptitude Battery (ASVAB), an assessment required for entry into any of the branches of the military. Students completing this pathway are prepared to pursue their career goals across occupational fields through military service.

Pathway Data Collection

Reporting on graduation pathways requires compiling data from multiple data sources. The State Board of Education's annual compliance report captures self-reported information about pathway availability from each school district/STEC. This is the most complete source to understand pathway availability because it collects information on district/STEC - sponsored testing events and course offerings.

To report on the count of students using each graduation pathway for graduation, OSPI compiles data across multiple sources, including:

- Course-based pathways (including college transition courses, dual credit, and CTE course sequences), identified using OSPI's student-level data collection.

- SAT exam and AP test score pathways, identified using files obtained from the College Board, the proprietary exam company offering those assessments.

- ACT, IB, and Cambridge International exam-based pathways identified using files from ACT, IB, and Cambridge respectively.

- ASVAB Armed Forces Qualification Test (AFQT) score provided by school districts/STEC and submitted to OSPI.

From these sources, OSPI can tell which graduation pathways a student completed but not which one was identified in the student's High School and Beyond Plan and used for graduation. Because of the flexible nature of these pathway options, many students may complete more than one pathway option.

Use of Waivers for the Class of 2022

In the spring of 2020, the State Board of Education (SBE) adopted rules for an emergency waiver program then permanent rules in July 2021. The purpose of this program is to allow school districts/STECs to waive certain graduation requirements (credits and/or pathway) on an individual student basis. The program is to prevent students from being unduly impacted by unforeseen disruptions to their education resulting from an emergency or disaster. WAC 180-111-050 specifically addresses the waiver program to respond to the COVID-19 pandemic and applies to students through the 2022-23 school year.

GRADUATION PATHWAYS DATA SUMMARY

OSPI has developed a series of data dashboards with information about graduation pathways for the Class of 2022. These dashboards will be updated with information for future graduating classes.

Pathway Availability

Understanding the current availability of graduation pathways is critical information for district/STEC planning, as well as for statewide policy. Using the dashboard, one can see how many students completed each available pathway at a selected district/STEC. Because of the flexibility of pathways, these counts are **not** unduplicated: A student may be counted as completing more than one pathway at a single district/STEC.

Number of Students Using Each Graduation Pathway

The determination of which pathways are indicated in a students' High School and Beyond Plans happens at the local level. OSPI's data reporting encompasses all completed graduation pathways, rather than what was indicated for each students' plan.

The graduates in the Class of 2022 completed the graduation pathways at the following rates. Some students completed more than one pathway, and thus there is some duplication across categories.

48.2%	49.3%	4.7%
ELA and Math Course or Exams	CTE Graduation Pathway	Military Pathway (ASVAB)

Over seven percent (7.2%) of the graduates in the Class of 2022 used a waiver for the gradation pathway requirement.

Pathway Completion, Disaggregated

Users can explore the [dashboard](#) to see how different student groups completed the different graduation pathways. A snapshot of these data is below and includes all students in the Class of 2022 who have graduated as well as those who have not yet graduated. The implementation of graduation pathways has reinforced that the student groups who are the furthest from educational justice are completing the requirement at lower rates than their peers.

Table 1: Class of 2022 Graduation Pathways, Disaggregated*

	% Completed ELA/Math Pathway	% Completed ASVAB Pathway	% Completed CTE Graduation Pathway	% No Pathway	Number of Students in Class of 2022
All Students	48.2	4.7	49.3	24.2	85,240
American Indian/ Alaskan Native	28.0	5.6	36.9	44.4	1,132
Asian	76.1	1.9	49.3	11.0	7,264
Black/African American	43.6	2.7	43.9	30.1	3,954
Hispanic/Latino of any race(s)	33.6	3.4	51.7	31.6	20,552
Native Hawaiian/ Other Pacific Islander	33.1	3.0	47.1	36.0	1,074
Two or More Races	51.0	5.3	49.1	23.1	6,492
White	51.3	5.9	49.0	21.8	44,724
Students with Disabilities	17.9	2.7	48.3	40.4	10,888
Low-Income	34.1	4.4	48.4	32.9	43,997
English Language Learners	24.0	1.1	44.5	42.1	8,964
Female	51.1	4.3	46.8	22.9	41,201
Male	45.7	5.2	51.8	25.1	43,535
Gender X	33.9	2.0	51.9	25.1	504

Source: [Graduation Pathways Dashboard](#), retrieved December 20, 2022.

*Includes all students in the Class of 2022; including those who graduated, are continuing their education, or have left school.

NEXT STEPS

The Office of Superintendent of Public Instruction will continue to monitor graduation pathway completion and, in collaboration with the State Board of Education, consider future policy recommendations to accelerate the growth of meaningful and useful graduation pathways, as well as focus on eliminating gaps in access for historically underserved student groups.

LEGAL NOTICE

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