

# May Resource Toolkit

## Continuous Improvement Principles and Framework

### The Continuous Improvement Framework

#### Continuous Improvement Framework

- Elevation of anti-racist and anti-bias practices.
- Identification, provision, and growth of equitable supports within learning communities.
- Development of strong leadership at all levels.
- Use of data inquiry/school improvement principles and processes.
- Focus on improving core instructional practices.
- Implementation within a multi-tiered system of supports.



#### Focus: Graduation Pathways

The May Resource Toolkit is a focus on Graduation Pathways. In 2019, Washington lawmakers passed [House Bill \(HB\) 1599](#) (2019), later codified in [RCW 28A.655.250](#), which called for the creation of a flexible system where each student can collaborate with teachers, parents, and school counselors to show their readiness for future career and college goals through various pathways. Graduation Pathways are intended to help students achieve some of the milestones that can best prepare them for their high school and post-high school aspirations as those goals change and evolve through their educational journey.

The [State Board of Education](#) (SBE) sets state graduation requirements. In Washington, high school students must meet [credit requirements](#), develop a [High School and Beyond Plan](#) (HSBP), and meet [Graduation Pathway](#) requirements. The graduation pathway(s) chosen by students must align with their HSBP. Conversely, the HSBP is designed to provide a guidance framework to support students in mapping their goals, planning, and executing steps to support completion of credits and graduation pathways, and boost them into their post-secondary lives.

This toolkit is designed to provide resources to increase understanding of the graduation pathway options available to implement in Washington schools and support districts with developing vertical system alignment, with students' post-secondary goal achievement as the throughline.

#### Graduation Pathway Options

There are three (3) umbrellas which Graduation Pathway options can fall under as of May 2024:



Pathway	Notes	Example
ASVAB	AFQT Section Score = 31* <i>*Check State Board of Education website by 9/1 annually for an updated minimum score</i>	A student whose goal is to enlist in the U.S. Coast Guard would take the ASVAB as a route to meet their graduation pathway.
CTE Sequence	Complete 2.0 or more CTE credits in the same CTE program area that include either a dual credit course or lead to an industry-recognized credential, or a Core + Program.	A student whose goal is to pursue a career in Health Sciences with a nutrition focus could meet their graduation pathway by taking 2.0 or more credits in Family Health, Nutrition & Wellness, Culinary Arts, and Baking and Pastry Arts.
Math and ELA Combination	<i>Combination of the ELA and math options: Including ACT/SAT, AP/CI/IB exams or courses, Running Start/CiHS/CTE Dual Credit courses, SBA, or Transition courses (e.g. Bridge to College)</i> <ul style="list-style-type: none"> <li>• Performance-based (PbP) <i>NEW in 2023</i> <a href="#">2/2024 PbP Webinar</a></li> </ul>	A student whose goal is to gain admission to a 4-year college could meet the ELA requirement with a score of 2590 on the ELA SBA and earn a B in both terms of an AP Statistics Course.

**Supporting Tools**

The following resources and webpages can increase understanding of opportunities when districts work to develop more routes to access graduation pathways:

- [Class of 2024 Grad Pathway Quick Reference](#)
- [Graduation Toolkit Class of 2024](#), Graduation Pathway section begins on pg. 13
- [Graduation Toolkit Class of 2024 FAQ](#), Graduation Pathway section begins on pg. 12
- [OSPI Graduation Pathways](#)
- [SBE Graduation Pathway Options\\*](#)
- [SBE Performance-based Pathway](#)
- [SBE FAQ - Graduation Pathway Options](#)

**Leveraging the HSBP Framework for Graduation Pathway Implementation**

HSBPs can serve a critical role in supporting systemic access to academic and graduation pathway planning and to career and college exploration and preparation options.

The HSBP is designed to help students answer three key guiding questions: *Who am I? What can I become? How do I become that?* It offers students the opportunity to explore their interests, skills, values, and goals, aligning them with potential careers and course options to meet graduation requirements. Starting in 7th grade, students take a career interest and skill inventory to **guide their course decisions for 8th grade and beyond**, supported by school counselors, advisors, or teachers. Students continue updating their personalized plan annually through 12th grade, focusing on postsecondary goals such as apprenticeships, college, entering the workforce, military service, and/or technical training.

HSBP implementation varies widely across school districts, resulting in unintended inequities for students and families, and misalignment with the legislative intent of supporting student success in both high school and post-secondary pursuits. In 2023, [Senate Bill \(SB\) 5243](#) passed, revising HSBP requirements and introducing a required transition to a universal online HSBP platform, as now codified in [RCW 28A.230.212](#) and [28A.230.215](#). This singular platform will ensure easy use for students, parents, educators, and other supporters, enhance students' academic and career development opportunities, address existing information access inequities and offer greater customization for students based on their needs and interests.

The new HSBP platform will provide unprecedented and consistent access to the data that district and building leaders need to build relevant courses and graduation pathways that are supportive of students' post-secondary goals. As illustrated below, before the passage of HB 1599, a typical advising model would involve creating a high school's master schedule based on available staffing and qualifications and fitting students into the available schedule. With the systemic shift toward more opportunities for students to demonstrate their preparation for their post-high school goal, schools and districts need to also shift their advising strategy.

### Typical Advising Model Pre-HB 1599



### Flipping the Script Post-HB 1599 to Implement Graduation Pathways



The new graduation pathways offer more flexibility for students and staff, and the HSBP data provides the information needed to adapt and systemically provide the course and pathway opportunities that students are indicating they want within their HSBPs. New opportunities call for a revision and reimagining of the existing advising models and structures that may no longer be sufficient to meet the new student-focused opportunities created by HB 1599.

Looking forward, the class of 2025 will be the first to not have access to the Graduation Requirement Emergency Waiver (GREW) as an available graduation pathway waiver since the graduation pathways were first implemented. It is vital that school systems begin to leverage early HSBP data in long-term planning to ensure student access to the opportunities to pursue a course that will help to best position them to take the next steps to reach their post-secondary goals. This is not a responsibility that lives solely with one department or staff member. It is a community effort where everyone in a school is on hand to build a culture that encourages continuous student post-secondary exploration with a system poised to provide the structure to support their success.

If you are seeking support to build programs that meet both student and community needs, reach out to your local Career Connect Washington [Regional Networks & CCL Coordinators](#) for thought partnership. Additional information about Career Connect Washington can be found [here](#).

## Graduation Pathways Education Support

Please reach out to our team if you need additional support to develop and provide the high school and beyond planning and graduation pathways that can best support all students effectively!

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## Conclusion

The May Resource Toolkit for Graduation Pathways offers educators assistance to provide students with a varied roadmap for scholastic success. Washington students, starting with the Class of 2020, must fulfill credit and graduation pathway requirements, aligned with their High School and Beyond Plan, as outlined in HB 1599. Categorical options include the ASVAB test, Career & Technical Education course sequences, and any combination of available ELA & math pathway options. Supported by the guiding framework of the HSBP requirement and comprehensive resources produced by OSPI and the SBE, including OSPI's annual Graduation Toolkit, quick reference guide and FAQs, staff can provide the support and guidance needed to ensure students can navigate their journey with confidence. Using this toolkit, educators and leaders can address systemic challenges and provide the opportunities that ensure graduation becomes a structured step all students reach as they move toward a future full of promise and opportunity.