



The Washington State  
**BOARD OF EDUCATION**

**Board Meeting**  
**Wednesday, May 13 – Thursday, May 14**  
**OSPI Building, Brouillet Room, 4<sup>th</sup> floor**  
**600 Washington Street, Olympia**  
*Virtual Meeting*

Live public comment will be available at specified times, if you have any comments or questions, please email [sbe@k12.wa.us](mailto:sbe@k12.wa.us).

To request accommodations for this meeting please contact SBE staff by Friday, May 8<sup>th</sup> at [sbe@k12.wa.us](mailto:sbe@k12.wa.us).

**Wednesday, May 13**

<https://zoom.us/j/94118412601>

Or iPhone one-tap :

US: +12532158782,,94118412601# or +16699006833,,94118412601#

Or Telephone:

*Dial (for higher quality, dial a number based on your current location):*

US: +1 253 215 8782

**12:30-12:45 p.m. Welcome and Call to Order**

*Peter Maier, Board Chair*

- *Meeting logistics*
- *Call to order*
- *Welcome new student board member*

**Consent Agenda**

*The purpose of the Consent Agenda is to act upon routine matters in an expeditious manner. Items placed on the Consent Agenda are determined by the Chair, in cooperation with the Executive Director, and are those that are considered common to the operation of the Board and normally require no special board discussion or debate. A board member may request that any item on the Consent Agenda be removed and inserted at an appropriate place on the regular agenda. Items on the Consent Agenda for this meeting include:*

- *Approval of the Minutes from the March 11-12, 2020 Board Meeting*
- *Approval of the Minutes from the March 26, 2020 Special Board Meeting*
- *Approval of the Minutes from the April 8, 2020 Special Board Meeting*
- *Approval of the Minutes from the April 21, 2020 Special Board Meeting*

- 12:45-1:15 p.m. Executive Director Update**  
*Randy Spaulding, Executive Director*
- 1:15-1:30 p.m. Member and Committee Updates**
- 1:30-1:40 p.m. Break**
- 1:40-2:45 p.m. COVID-19 updates**
- **Updates on Covid Response**
    - *Randy Spaulding, Executive Director*
    - *Maddy Thompson, Senior Policy Advisor, Education & College Access, Governor's Office*
    - *Chris Reykdal, Superintendent of Public Instruction*
  - **Update on Emergency Rules and Approved District Waiver Applications**
    - *Parker Teed, Basic Education Compliance Manager*
  - **Additional Challenges for Board Consideration**
    - *J. Lee Schultz, Director of Advocacy and Engagement*
  - **Board Facilitated Discussion on longer term policy response to COVID-19**
    - *Randy Spaulding, Executive Director*
- 2:45-3:00 p.m. Break**
- 3:00-3:45 p.m. High School Diploma and Pathway Requirements**  
*Alissa Muller, Career and College Readiness Manager*  
*Linda Drake, Director of Career and College Ready Initiatives*  
*Alisha Strobel, Strobel Consulting*
- 3:45-4:00 p.m. Public Comment**
- Public comment is welcome during the meeting at designated times. Board meetings are a limited public forum and comments from members of the public are accepted on on current agenda items or matters under the authority of the Board.
  - Comment is subject to time limitations, typically three minutes, and other restrictions at the discretion of the Chair. Any member of the public wishing to make a comment must sign up in advance of the comment period for the day. For the May 2020 meeting the Board is piloting remote public comment.
  - Those wishing to comment remotely must:
    - Connect to the meeting via ZOOM
    - Use the comment window in ZOOM to sign up for comment prior to the time noted on the agenda
    - Have adequate quality audio connection for members to clearly hear and understand your comments. If members are unable to hear your comments you will be asked to submit your comments in writing to [sbe@k12.wa.us](mailto:sbe@k12.wa.us).

- If you would like to provide comments to the Board but are unable to connect to the meeting via zoom please email your comments to sbe@k12.wa.us

**4:00-5:00 p.m.**

**Student Voice**

*Autymn Wilde, Board Member*

- Student Update
- Reflections on Personal K-12 Education Experiences
- Chronic Absenteeism Next Steps
- Celebration of Autymn Wilde, departing student board member from Eastern Washington

**5:00 p.m.**

**Adjourn**

The Board will reconvene Thursday, May 14 at 8:30 a.m.

**Thursday, May 14**

<https://zoom.us/j/94293108421>

Or iPhone one-tap :

US: +12532158782,,94293108421# or +16699006833,,94293108421#

Or Telephone:

*Dial(for higher quality, dial a number based on your current location):*

US: +1 253 215 8782

**8:30–8:45 a.m.**

**Call to Order**

**8:45–9:15 a.m.**

**Board Evaluation**

*Peter Maier, Board Chair*

- Board self-evaluation
- Annual review process for the Executive Director

**9:15-9:45 a.m.**

**Private School Approvals**

*Linda Drake, Director of Career and College Ready Initiatives*

*Parker Teed, Basic Education Manager*

**9:45-10:15 a.m.**

**Waivers of Credit-Based Graduation Requirements and Implementation of SSB 6521 Innovative Learning Pilot Program**

*Parker Teed, Basic Education Manager*

*Rhett Nelson, Alternative Learning Experience Director, OSPI*

- Waiver requests from Swiftwater Learning Center in Cle Elum-Roslyn School District and Innovation Learning Lab Northshore School District
- Collaboration with OSPI on implementation of SSB 6521 Innovative Learning Pilot Program

**10:15-10:20 a.m.**

**Break**

**10:20-11:30 a.m. Legislative Wrap-up and Interim Planning**  
*J. Lee Schultz, Director of Outreach and Engagement*

**11:30-11:45 a.m. Public Comment**

- Public comment is welcome during the meeting at designated times. Board meetings are a limited public forum and comments from members of the public are accepted on on current agenda items or matters under the authority of the Board.
- Comment is subject to time limitations, typically three minutes, and other restrictions at the discretion of the Chair. Any member of the public wishing to make a comment must sign up in advance of the comment period for the day. For the May 2020 meeting the Board is piloting remote public comment.
- Those wishing to comment remotely must:
  - Connect to the meeting via ZOOM
  - Use the comment window in ZOOM to sign up for comment prior to the time noted on the agenda
  - Have adequate quality audio connection for members to clearly hear and understand your comments. If members are unable to hear your comments you will be asked to submit your comments in writing to [sbe@k12.wa.us](mailto:sbe@k12.wa.us).
- If you would like to provide comments to the Board but are unable to connect to the meeting via zoom please email your comments to [sbe@k12.wa.us](mailto:sbe@k12.wa.us)

**11:45-12:30 p.m. Business Items**

- Approval of waiver from credit-based graduation requirements for Swift water Learning Center in Cle Elum-Roslyn School District for the 2019-2023 school years
- Approval of waiver from credit-based graduation requirements for Innovation Lab High School in Northshore School District for the 2019-2023 school years
- Approval of private schools for the 2020-2021 school year
- Approval of change of date and location for future board meetings

**12:30 p.m. Final Thoughts and Adjourn**



## **MARCH MEETING MINUTES**

*PREPARED FOR THE MARCH, 2020 BOARD MEETING*

March 11 & 12, 2020  
Tacoma Public Schools  
Professional Development Building  
Tacoma, WA

### **Wednesday, March 11, 2020**

Members Attending: Chair Mr. Peter Maier, Ms. Holly Koon, Dr. Susana Reyes, Ms. Mary Fertakis, Ms. Jan Brown, Ms. MJ Bolt, Mr. Harium Martin-Morris, Ms. Patty Wood, Mr. Bill Kallappa, Ms. Autymn Wilde (10)

Members Attending via Zoom Dr. Paul Pitre, Mr. Ryan Brault (2)

Members Absent: Mr. Chris Reykdal, Mr. Jeff Estes, Ms. Margarita Amezcua (3)

Staff Attending: Dr. Randy Spaulding, Dr. Andrew Parr, Ms. Linda Drake, Ms. Alissa Muller, Mr. Parker Teed, Ms. Stephanie Davidsmeyer, Ms. Tamara Jensen, Ms. Terri Eixenberger (8)

Staff Attending via Zoom Ms. Linda Sullivan-Colglazier, Ms. J. Lee Schultz (2)

### **CALL TO ORDER**

Chair Maier called the regular bi-monthly meeting of the Washington State Board of Education to order at 8:35 a.m.

Chair Maier opened the meeting by acknowledging that the meeting was taking place on the traditional lands of the Puyallup Indians. The State Board of Education acknowledges and recognizes that people native to this land have not been well served by the educational system and institutions in Washington State. The acknowledgment was followed by the Pledge of Allegiance.

Ms. Kristin Tunder, Co-Director, SAMi (Science and Math Institute) welcomed board members. A PowerPoint was shown with information on the Tacoma Public Schools partner schools; i.e. Tacoma School of the Arts, SAMi, and Idea (Industrial design engineering and art). Ms. Tunder works with all three schools, and all three have a vision and a mission. In 8<sup>th</sup> grade, the Tacoma



## The Washington State **BOARD OF EDUCATION**

School District asks students to select a high school, and asks them to choose what they are passionate about. These three schools believe in a diverse community of students, and boast the highest graduation rates in the state for all sub-groups, consistently at 98% plus, along with low discipline incident rates. Strategies and programs were discussed.

### **CONSENT AGENDA**

**Motion made by Member Wood** to approve the consent agenda as presented.

**Motion seconded by Member Koon.**

**Motion carried.**

Thus, the following was approved:

- *Minutes from the January Board Meeting*

### **EXECUTIVE DIRECTOR UPDATE**

*Dr. Randy Spaulding, Executive Director*

Dr. Spaulding discussed and provided background on the five business items for approval by the board. A PowerPoint was then shared which provided updates on board member confirmations, an overview of several upcoming meetings, a discussion of board reports, an update on the biennial review of WAC chapter 180, and discussion of a rule change for charter public school authorizers.

### **Board Committee and Member Updates**

*Members Patty Wood and Holly Koon – Co-Chairs, Legislative Committee*

*Members Patty Wood and Bill Kallappa – Co-Chairs, Equity Committee*

*Member Autymn Wild – Student Voice Committee*

*Member Harium Martin-Morris – Charter Schools Commission*

Brief updates were provided on the following committees:

- Legislative
- Equity
- Student Voice
- Charter Schools

Board member liaison appointments were also discussed. The idea of a liaison assignment is to have members reach out to partners to insure that they are covered and that the SBE is communicating with other educational partners. Discussion ensued and input was given.

Chair Maier thanked everyone for their participation on committees.

### **COVID -19 - Update and Response**



## The Washington State **BOARD OF EDUCATION**

*Ms. Maddy Thompson, Governor's Office, Senior Policy Advisor, Education & College Access*  
*Randy Spaulding, Executive Director (SBE)*

Ms. Maddy Thompson, Governor's Office Senior Policy Advisor, Education & College Access, reported on the Covid-19 epidemic. The medical community is going from understanding the outbreak to community contamination. The Governor's office is in constant communication with the Department of Health. The Governor is holding a press conference and will be issuing some new guidance about attending events where there are more than 250 people in attendance, and also issuing a warning to stay home if people are sick, and to stay home longer if people had experienced a fever. Ms. Thompson added that the Governor is considering wide spread school closures in King, Pierce and Snohomish Counties and would make a decision within the next few days. This is a rapidly evolving situation.

Discussion ensued and input was given. Executive Director Spaulding provided a broad overview of where the SBE stands. There is a tracker for school closures, both public and private, on OSPI's website. The SBE is working together with OSPI to put together language to respond to the Covid-19 crisis. The board cannot waive credits, but is asking for authority to make emergency rules to waive credits if schools need to close for an extended period of time. Discussion ensued on emergency and permanent rulemaking on school closures in response to possible legislation for Covid-19.

### **Board Norms**

*Randy Spaulding, Executive Director (SBE)*

Dr. Spaulding explained the draft norms that reflect discussions of the ad-hoc committee on norms, as well as member discussions during the November, 2019 and January, 2020 Board Meetings. Chair Maier reviewed the draft Board Norms that were included in the Board Meeting packet. Dr. Spaulding added that the big change between this version and the version that was discussed in January is a change to the board's vision statement. The norms are intended to provide a common, agreed-upon set of standards for board behavior. The norms build on the values adopted by the board and should define what that value looks like through the expected behavior of the board and individual members. Unlike the bylaws, the norms are non-binding expectations for behavior of the group. Discussion ensued and input was given.

### **PUBLIC COMMENT**

#### **SUZIE HANSON – EXECUTIVE DIRECTOR, WASHINGTON FEDERATION OF INDEPENDENT SCHOOLS (WFIS)**

Ms. Suzie Hanson, Executive Director of the Washington Federation of Independent Schools, stated that WFIS is an advocacy organization for private pre-K through grade 12 schools in Washington state. They work with legislators and policy makers to ensure that legislation in Olympia affecting schools and education is crafted with the particular needs of private and



## The Washington State **BOARD OF EDUCATION**

independent schools in mind. Her main point was to give compliments to the State Board of Education staff. She went on to say that SBE Executive Director Randy Spaulding, and staff member Parker Teed, had been extremely communicative in answering her questions to organize the amount of communications coming in to private schools. The 504 schools that operate independently can be isolated when they don't have large districts to help them through a crisis situation like the Covid-19 pandemic. They are grateful for the waiver language and emergency and permanent rulemaking on school closures in response to possible legislation for Covid-19.

### **Washington School Improvement Framework Update**

*Andrew Parr, Research Director (SBE)*

*Lance Sisco, Director of Achievement Data (OSPI)*

*Deb Came, Assistant Superintendent, Student Information (OSPI)*

Dr. Parr provided background information and an update on the Washington School Improvement Framework (WSIF). The following were covered:

- WSIF Statutory Authority (Excerpt).
- Milestones to a Unified Accountability System.
- Washington School Improvement Framework Snapshot at a Glance

Lance Sisco, Director of Achievement Data and Deb Came, Assistant Superintendent, Student Information, joined the meeting via Zoom and provided a high level overview of the winter 2020 Washington School Improvement Data to include:

- Change in overall WSIF score from Winter 2018 to Winter 2020
- Comprehensive support schools
- Comparing the WSIF results from the Winter 2018, 2019 and 2020

### **Required Action District Recommendations**

*Liza Hartlyn, Assistant Director, Continuous Improvement (OSPI)*

*Matt Frizzell, Assistant Director, Data & Implementation (OSPI)*

Ms. Liza Hartlyn and Mr. Matt Frizzell joined the meeting via Zoom. Mr. Frizzell provided a high level review of the Required Action District Recommendation. RIC (Required Introductory Cohort) and RAD (Required Action District) were discussed as follows:

#### **RIC and RAD**

- Required Introductory Cohort
  - Build resources and supports for districts to engage in the effective, thoughtful, data-informed, and actionable planning for school turnaround activities required by statute.
- Required Action District
  - 28A.657 RCW





## The Washington State **BOARD OF EDUCATION**

- Provide a required action process that creates partnerships between the state and local districts to target funds and assistance to turn around the identified schools.

System and School Supports and Tiered Systems of Supports were discussed. Next steps are as follows:

- Finalize required action plans
- Submit drafts to OSPI for review
- Final RAP submitted to SBE – April 21, 2020
- SBE reviews and approves RAP

For more detailed information, please refer to the PowerPoint included in the Board Meeting materials that are posted online.

### **School Recognition Update**

*Andrew Parr, Research Director (SBE)*

*Stephanie Davidsmeyer, Communications Manager (SBE)*

Ms. Davidsmeyer and Dr. Parr discussed school recognition and provided an update on the identified schools for recognition based on the most recent data from the winter 2020 Washington School Improvement Framework (WSIF). Ms. Davidsmeyer updated the board on the school recognition communications plan and the upcoming recognition ceremonies. The final decision in regards to banners was to construct a banner to hang inside the schools and then to provide a digital file for districts to construct a large banner to hang outside in front of the school.

Discussion ensued and input was given around postponing the ceremonies due to the Covid-19 outbreak. Dr. Spaulding suggested reconvening after this meeting to discuss alternatives; i.e. possibly doing a public ceremony remotely in which all schools would be recognized, with perhaps television station broadcasts.

### **Private Schools Presentation**

*Parker Teed, Basic Education Manager (SBE)*

*Jan Brown, Board Member (SBE)*

The SBE launched the private school application for the 2020-21 school year on March 2, 2020. The application includes numerous improvements over prior application processes.

Washington state private schools serve over 84,000 students. Charts were shared which provided information on the enrollment, grade levels offered, and demographics of private schools. It was noted that some private schools offer preschool programs, but there are many other early learning providers in the state that are not also private schools.



## The Washington State **BOARD OF EDUCATION**

Washington law establishes a regulatory framework for private schools to apply to the SBE for approval based on minimum requirements necessary to ensure the health and safety of students. Private schools are required to offer the same number of credits in the same subject areas as those required for public school students, but assessments are not required for students enrolled in private schools. The Legislature has given SBE a limited role in oversight of private schools. The SBE is not the private school office, but they are private school approvers. Discussion ensued and input was given.

For more detailed information, please refer to the meeting materials posted on the SBE website for this meeting.

### **Student Presentation**

*Autymn Wilde, Student Board Member (SBE)*

Ms. Wilde provided a personal update, and said she had been accepted in to both Gonzaga and Whitworth Universities, with near full scholarships. She added that she is leaning towards attending Gonzaga.

Following her personal update, Ms. Wilde shared a PPT on the effects of chronic absenteeism at school from a physical and mental health perspective. She discussed programs that currently exist that are in place to help students, including 504 and IEP Plans. Ms. Wilde felt that much too often, students that are in need of special services are not aware or are not informed about them. The state doesn't require a student handbook, nor does it dictate that particular information be required. A student handbook would be a good way for students to become aware of all programs and outreach available to them. Ms. Wilde suggested WSSDA may be a good partner in influencing the student handbook. In summary, she stated that students are resilient, but can't do it on their own. Discussion ensued and input was given, in particular in regard to 504 plans.

Executive Director Spaulding closed the meeting by informing the board on what to expect at tomorrow's meeting. He encouraged members to self-organize for committee meetings, which would be held at 7:00 p.m. in the hotel lobby.

There being no further business, the meeting recessed at 4:20 pm



The Washington State  
**BOARD OF EDUCATION**

**Thursday, March 12**

Chair Mr. Peter Maier, Ms. Holly Koon, Dr. Susana Reyes, Ms. Mary Fertakis, Ms. Jan Brown, Mr. Harium Martin-Morris, Ms. Patty Wood, Mr. Bill Kallappa, Ms.

Members Attending: Autymn Wilde (9)

Members Attending via Zoom Dr. Paul Pitre, Mr. Ryan Brault, Mr. Jeff Estes, Ms. MJ Bolt (4)

Members Absent: Mr. Chris Reykdal, Ms. Margarita Amezcua (2)

Staff Attending: Dr. Randy Spaulding, Dr. Andrew Parr, Ms. Linda Drake, Ms. Alissa Muller, Mr. Parker Teed, Ms. Stephanie Davidsmeyer, Ms. Tamara Jensen, Ms. Terri Eixenberger (8)

Staff Attending via Zoom Ms. Linda Sullivan-Colglazier, Ms. J. Lee Schultz (2)

Chair Maier called the meeting to order at 8:40 a.m. and reviewed the order of the day.

Dr. Spaulding discussed upcoming meetings, and changes to them due to Covid-19, as follows:

- Government to Government Training, April 21 – Olympia, ESD 113
  - Plan to reschedule during SBE retreat in September
- Equity Summit, April 22 – Olympia, ESD 113
  - Discussed canceling, rescheduling indefinitely, or exploring other ways to advance the work and to engage a facilitator.
- NASBE Meetings
  - Government Relations, March 22-24 (TBD)
  - New Member Institute, June 5-6 (TBD)
- WSSDA Regional Meetings
  - Most likely will be cancelled
- School Recognition Meetings, April 27 – May 1
  - Explore options for streaming, TVW and/or other media

**Legislative Updates**

*J. Lee Schultz, Director of Advocacy and Engagement*

Ms. Schultz joined the meeting remotely and provided an update on the near final status of the SBE 2020 Legislative Priorities. In addition, Ms. Schultz briefed members on other K-12 legislation and budget items aligned with the Strategic Plan and/or that impact the board or the board's areas of authority. She provided a high level summary of bills in the following areas:

- Educational Equity
- School Safety
- Special Education
- Early Learning

Also discussed were bills that touch on the following:



## The Washington State **BOARD OF EDUCATION**

- Learning Environments
- System Design
- Student Transitions & Diploma
- Funding & Accountability
- House Education Committee Interim Plans

Discussion ensued and input was given. Member Bill Kallappa thanked Ms. Schultz for the excellent work that she had done.

### **High School Diploma Requirements & Pathways**

*Linda Drake, Director of Career and College Readiness (SBE)*

*Alissa Muller, Policy Manager for Career and College Readiness (SBE)*

*Stephanie Davidsmeyer, Communications Manager (SBE)*

Ms. Linda Drake began by stating that staff would provide an update on graduation pathway options as well as Mastery Based Learning, (MBL) and added that there is a real eagerness among educators and students to learn about pathways. The House Education Committee, EOGOAC, and the Washington School Counselors' Association, did a webinar with Puget Sound Career and College Network and learned that there is a big concern around providing counseling in regards to pathways and the High School and Beyond Plan. There is a challenge with the High School and Beyond Plan.

Ms. Drake referred to Pg. 108 in the Board Meeting packet which includes information on data collection and reporting options. Ms. Alicia Strobel, Strobel Consulting, is in the midst of surveying interested parties. Initially Ms. Strobel shared that 3,141 surveys had been completed thus far. An initial report was submitted to the legislature. It was not required, but the SBE wanted to report. The next report is due August 1, 2020, with the final report being due to the Legislature in December, 2022.

Ms. Stephanie Davidsmeyer, Communications Manager, discussed marketing materials and the High School Diploma Visuals and Resources graphic. The graphic featuring former SBE student board representative, Joe Hoffman, was discussed. Board members thanked Ms. Davidsmeyer for a job well done on creating the marketing materials and member Mary Fertakis added that they are both brilliant and effective!

Ms. Drake spoke on the CTE pathway approval process with OSPI, adding that districts are now more familiar with the process and are clearer about what the expectations are from OSPI. Included in the meeting packet is a posting from OSPI on the approved pathways. Discussion ensued and input was given.

Member Dr. Pitre (*via Zoom*) and Ms. Alissa Muller reported on the Mastery-Based Learning Workgroup. Dr. Pitre is the Board representative on MBL. Ms. Muller reminded the board that the Workgroup is in charge of making recommendations primarily on options for MBL for high school graduation. Ms. Muller quoted the Workgroup statutory charge. She also reviewed their



## The Washington State **BOARD OF EDUCATION**

purpose and scope, preliminary vision of the Workgroup and the future work plan and topics for further exploration.

Discussion ensued and input was given.

### **Waivers: Credit-Based Graduation Requirements, Temporary Delay of 24-Credits, and Annual Update from OSPI on 180-Day Waivers**

*Parker Teed, Basic Education Manager (SBE)*

Mr. Teed discussed the annual waiver update from OSPI to SBE and reviewed detail on school district emergency waiver applications for the 2018-19 school year. Reasons that districts were granted waivers were due to snow fall or icy conditions, unforeseen natural events, or unforeseen mechanical failure; these conditions rendered the schools unsafe and/or inoperable. As for Covid-19 closures, the waiver has a number of stipulations in WAC, within that there is a definition of reasonable effort and termination of eligibility. Districts must show effort by extending the school year to June 14.

Mr. Teed drew attention to the determination of eligibility – that includes the situation with an epidemic, unforeseen natural event, or mechanical event resulting in death or injury. More than three days can be used if either of those situations occurred. The epidemic could allow for more days to be waived. The Covid-19 epidemic situation will bring many waiver requests.

Discussion ensued and input was given.

### ***PUBLIC COMMENT***

There was no public comment at this meeting.

Ms. Davidsmeyer provided information on a live update from Governor Jay Inslee and Chris Reykdal, Superintendent of Public Instruction, to be aired at 2:00 p.m. today regarding the Covid-19 epidemic.

Chair Maier took a roll call of members online to ensure a quorum of voters on the business items. Members voting online were MJ Bolt, Ryan Brault, Jeff Estes, and Paul Pitre.

### **BUSINESS ITEMS**

**MOTION MADE BY MEMBER FERTAKIS** to approve temporary waiver from graduation requirements in WAC 180-51-068 for Green River College for the Classes of 2019 and 2020.

**Motion seconded by Member Kallappa.**

**Motion carried.**

**MOTION MADE BY MEMBER KALLAPPA** to approve waiver from credit-based graduation requirements for Gibson Ek High School in Issaquah School District for the 2020-21, 2021-22, 2022-23, and 2023-24 school years..

**Motion seconded by Member Martin-Morris.**

**Motion carried.**



The Washington State  
**BOARD OF EDUCATION**

**MOTION MADE BY MEMBER KOON** to initiate rule-making on charter schools in Chapter 180-19 WAC.

**Motion seconded by Member Martin-Morris.**

**Motion carried.**

**MOTION MADE BY MEMBER KALLAPPA** to approve of designation of schools and school districts, as shown in Exhibit A, to Required Action District status.

**Motion seconded by Member Martin-Morris.**

**Motion carried.**

**MOTION MADE BY MEMBER KOON** to adopt revised board norms, as shown in Exhibit B.

**Motion seconded by Member Martin-Morris.**

**Motion carried.**

### **Good of the Order**

Member Koon expressed an interest in constituting an adhoc committee concerning graduation requirements. It will yet to be determined due to the outbreak of the Covid-19 epidemic.

Executive Director Spaulding informed members that he had received an invitation to participate in the selection process for the Teacher of the year and suggested a student representative apply.

He also stated that this had been an experimental meeting using *Zoom* and feedback would be welcomed.

Chair Maier, following up on the liaison discussion from yesterday's meeting, stated Dr. Susana Reyes will be the liaison for the Association of Washington School Principals (AWSP). There is a dual credit workgroup, and a teachers group. Chair Maier asked board members to let him or Executive Director Spaulding know if they had an interest. The Teacher of the Year program was also discussed. OSPI has a cadre of regional teachers of the year. He encouraged SBE to be involved and to pay attention, adding that it is inspiring. Chair Maier added that he had participated in the school district board of the year, which was also inspiring.

There being no further business, the meeting adjourned at 12:25p.m.

Minutes prepared by Ms. Terri Eixenberger

*Complete meeting packets are available online at [www.sbe.wa.gov](http://www.sbe.wa.gov). For questions about agendas or meeting materials, you may email or call 360.725.6027.*



The Washington State  
**BOARD OF EDUCATION**

**Special Board Meeting Minutes**  
**Thursday, March 26, 2020**  
**1:30 - 3:30 p.m.**  
**OSPI Building, State Board of Education, Room 253**  
**EMERGENCY RULEMAKING**

**Members attending:** MJ Bolt, Ryan Brault, Jan Brown, Jeff Estes, Mary Fertakis, Bill Kallappa, Holly Koon, Peter Maier, Harium Martin-Morris, Dr. Paul Pitre, Dr. Susana Reyes, Patty Wood, Margarita Amezcua and Autymn Wilde (14)

**Staff attending:** Dr. Randy Spaulding, Tami Jensen, Alissa Muller, Dr. Andrew Parr, J. Lee Schultz, Linda Drake, Linda Sullivan-Colglazier, Mark Bergeson, Stephanie Davidsmeyer and Parker Teed. (10)

**Members Absent:** Chris Reykdal (1)

Executive Director Dr. Spaulding welcomed attendees, Board Members and staff to the Special Board Meeting of the State Board of Education and reviewed the following items:

- Board members reminded of zoom reference sheet and to contact Ms. Jensen if any connection issues arise.
- Members of the public attended remotely, SBE followed the Governor's Proclamation 20-28 related to Open Public Meetings act issued March 24, 2020 and restricted public participation to online or phone access only. Also, due to limitations oral public comment was accepted through email at [sbe@k12.wa.us](mailto:sbe@k12.wa.us).
- Board members were asked to submit clarifying questions in the chat box and roll call at end of each agenda item to see if members have questions or comments.

Chair Maier called the Special Board Meeting of the Washington State Board of Education to order at 1:30 p.m. he explained purpose of meeting was to discuss emergency rulemaking pursuant to direction in Engrossed House Bill 2965.

### **RULEMAKING OVERVIEW AND TIMLINE**

Dr. Spaulding reported that the Board was granted temporary authority to provide districts and private schools authority to waive certain graduation requirements to ensure school closures or other absences related to COVID-19 did not prevent students from graduating.

Feedback was requested from members to inform the staff as they draft emergency rules responsive to this authority and the current situation of school closures. The legislation contemplated that this additional waiver authority ought to be the exception, not the rule and that every effort to help the student earn credit should be explored.

Katherine Mahoney, Assistant Director for Policy at OSPI provided an overview of guidance OSPI has issued to date and included in the board materials online.

### **CONSIDERATIONS FOR RULEMAKING**

Ms. Schultz provided an overview of the law then lead discussion concerning considerations for rulemaking and board discussion ensued.

Members suggested completed should include "successfully completed", additional clarification needed that the waiver gives authority to the LEA and diploma should also include state requirements versus IB requirements.

Discussion continued about what can be waived and members expressed concern regarding keeping credits as flexible as possible addressing differing coursework.

Good Faith effort considered in terms of equity, English Language Learners and electives versus core credits discussed. Chair Maier agreed that approach makes sense and expressed need for affirmative language that equity has been considered.

Delegation process discussed and will be revisited during April 8 Special Board Meeting. Majority of members agree with delegation to the Executive Director.

### **COMMUNICATIONS**

Ms. Davidsmeyer highlighted key communication points as the board proceeds with the rulemaking process and implements the waiver portion.

Members expressed concern about being mindful of downstream impacts for students and coordination with higher education partners. Members requested print out of comments send to SBE inbox submitted during this meeting be available to the Board.

Member Ms. Wilde who is a current senior reported her concern about challenges faced by seniors and the importance of keeping positive mental health.

### **NEXT STEPS**

Dr. Spaulding explained that these are emergency rules and will take effect immediately after the board acts. However, despite the limited timeframe for this authority staff have determined that it would be prudent to begin permanent rulemaking as well. This would allow for an extension of the rules if the legislature extends the board's authority beyond the current expiration date or for the board to include elements in that permanent rule that are allowed within existing authority and may be necessary on longer term basis (for example more flexibility for online programming at private schools should the impact stretch into fall).

### **FINAL NOTES**

Staff will continue working on draft rules and expect to have the draft available to members by April 1st and will take additional feedback through the close of business on the 3rd to provide a revised version for Board consideration by Monday, April 6. The Board is expected to take action during our next Board meeting on Wednesday, April 8th from 1:30-4:30.

Meeting adjourned at 3:30 p.m.





**Special Board Meeting - Minutes**  
**Wednesday, April 8, 2020**  
**1:30 - 4:30 p.m. Online Meeting**  
**EMERGENCY RULEMAKING**

**Members Attending:** Peter Maier, MJ Bolt, Bill Kallappa, Harium Martin-Morris, Jeff Estes, Holly Koon, Dr. Paul Pitre, Dr. Susana Reyes, Mary Fertakis, Jan Brown, Patty Wood, Ryan Brault, Chris Reykdal, Autymn Wilde and Margarita Amezcua. (15)

**Staff Attending:** Dr. Andrew Parr, Mark Bergeson, Stephanie Davidsmeyer, Dr. Randy Spaulding, Tami Jensen, Parker Teed, J. Lee Schultz, Alissa Muller, Linda Drake and Linda Sullivan-Colglazier, SBE counsel. (10)

**WELCOME, ROLL CALL, AND ZOOM LOGISTICS**

Dr. Spaulding reviewed the Zoom reference sheet and Chair Maier called the Special Board Meeting of the Washington State Board of Education to order at 1:35 p.m. to discuss emergency rulemaking pursuant to direction in Engrossed House Bill 2965.

Chair Maier opened the meeting by acknowledging the meeting was taking place on the traditional tribal lands across our state and praised the educational community helping students and families cope with COVID-19.

**RULEMAKING CONTECT AND OVERVIEW**

Dr. Spaulding provided a brief overview of the agenda and brief presentations. There is a potential for permanent rule making. There is also a resolution delegating authority to the Executive Director, to expedite the processing of waivers, that has been added to the business items.

Maddy Thompson, Senior Policy Advisor, Education & College Access, Governor's Office provided a brief update: extended school closure until the end of the academic year as of 4/7/2020. School districts and staff are working to provide equitable distance learning opportunities. The state is also working on WIFI hotspots.

Chris Reykdal, Superintendent of Public Instruction, provided an update regarding meaningful guidance during this pandemic. Science dictates that the case load has not peaked, we are not in the clear, but social distancing is working. It keeps the impact below the critical line of acute healthcare capacity. The decision was made to close schools for the rest of the year, which lessens stress for everyone now that the decision is made, and allows districts to focus on remote learning options. We hope to restart face-to-face in the fall, but we need to plan for this closure to possibly last deep into the fall. Higher education is working hard on evaluating transcripts and student performance.

Board members voiced concerns regarding limited school access to use school facilities to meet students' needs. Mr. Reykdal and Ms. Thompson responded with additional guidance needed surrounding food services and child care, limited individual services can be provided on site to some students if they cannot be provided remotely.

Abigail Westbrook, Director of Policy and Legal Services, WSSDA, discussed policy work around the emergency rules and developing provisional policies that will help boards put the rules in place. Moving forward with good faith actions, abilities to provide competency-based or mastery-based learning. Working on developing model policies for all content areas with state learning standards, as the law requires districts to have a policy in place before awarding students competency-based credits. The model policy and procedure work will continue with OSPI and SBE to heighten districts' awareness and implementation of mastery-based policies.

Dr. Spaulding reported a Special Board Meeting is being considered for April 21, 2020 to approve the first round of waiver applications by the Board, and then delegate subsequent approvals to the Executive Director after that.

By April 15<sup>th</sup> the application will be available, and SBE wants to have applications in from districts no later than June 19, 2020.

### **Draft Emergency Rules**

Ms. Schultz began with summary of key terms to be defined in rule and walked through section by section highlighting areas of the new rule. In terms of authority and response to COVID-19, key terms are on-track and good faith effort.

Section 010, Authority and purpose, establishing legislation references students "on-track" to graduate before the declaration of emergency and addresses measures taken by local educational authorities (LEAs), and as well as the purpose of waiving hours and day requirement for private schools. If a student's planned enrollment to have completed by the end of the school year would have allowed them to meet the graduation requirements, they would be considered on track.

Section 020, Definitions apply throughout the chapter. "Local education agency" or LEAs.

Section 030, Application and approval process

SBE will make application available by 4/15, districts will have to self-certify that they meet the requirements.

Section 040, Emergency waiver of credit-based graduation requirements.

Addresses what can be waived, LEAs consult with the student, providing two way conversation and showing reasonable effort as far as consulting with parents or guardian.

What they could the student have earned based on what they were enrolled in or planning to be enrolled in as of the date of the declaration of emergency.

Dr. Spaulding explained reporting requirement and working with OSPI for efficient data gathering, higher education requested this be notated on transcript or other record taking, to preserve a record of this as years go by. SBE will continue conversation with OSPI on collecting various data.

Section 050, Private Schools

Dr. Spaulding explained private schools may offer classroom options remotely in the fall as part of the emergency rule and permanent rule making.

Ms. Schultz discussed the following options under consideration:

- July 31 expiration date per the authorizing legislation. LEAs need to make their decision on individual students by 7/31.
- Summer school is excluded in the draft but could be added as part of on-track definition. Based on the discussion language to include summer was added for the draft to be considered for adoption.

### **Resolution**

Dr. Spaulding discussed delegation of approval authority to Executive Director, approval is critical and assures moving through the process quickly to help districts help students. Chair Maier noted one change to resolution from an earlier draft, take out executive committee approval to allow for faster processing.

April 21 will be a full Board Meeting to look at and approve the first wave of applications, after that approval authority will go to the Executive Director.

Additional questions surfaced about if Executive Director can't serve in his capacity, the delegation of authority be immediately transferred to someone else and who would serve as temporary Executive Director. Dr. Spaulding stated statute gives authority to Executive Director, not an alternate so the board would need to appoint an interim or permanent replacement.

### **Permanent Rule Making**

Dr. Spaulding discussed the Board giving authority to file CR 101 for two reasons:

1. Emergency rules have life of 120 days.
2. Private schools piece we can do in emergency rules but also need life beyond 120 days.

Chair Peter Maier recessed for break at 3:42 p.m., meeting reconvened at 3:50 p.m.

### **Communications**

Ms. Davidsmeyer, Communications Manager, provided a brief snapshot of emergency rules communications moving forward. SBE will answer emails and send responses, the meeting recording will be available tomorrow, and the press release is going out immediately after the meeting today.

Ms. Schultz and Mr. Teed are ready to go with updated business motion language.

### **BUSINESS ITEMS**

**MOTION MADE BY MEMBER BOLT** to adopt emergency rules for Chapters 180-111 and 180-90 WAC, as shown in Exhibit A.

**Motion seconded by Member Kallappa.**

**Motion carried.**

**MOTION MADE BY MEMBER BOLT** to approve initiation of permanent rulemaking on Chapters 180-111, 180-51, and 180-90 WAC.

**Motion seconded by Member Brault.**

**Motion carried.**

**MOTION MADE BY MEMBER BOLT** to approve the resolution delegating authority to the Executive Director, as shown in Exhibit B, for administration of waiver applications from local education agencies.  
**Motion seconded by Member Koon**  
**Motion carried.**

**NEXT STEPS**

Dr. Spaulding to confirm meeting time on April 21 for the Special Board meeting. Purpose of meeting is to review first round of waiver applications, staff working on FAQ to accompany Board materials. It is possible the application will launch April 9 or 10 through the iGrants system.

Meeting adjourned at 4:20 PM.



**Special Board Meeting Minutes**  
**Wednesday, April 21, 2020**  
**Online Meeting**

**Members Attending:** MJ Bolt, Ryan Brault, Jan Brown, Jeff Estes, Mary Fertakis, Bill Kallappa, Holly Koon, Peter Maier, Harium Martin-Morris, Dr. Susana Reyes, Patty Wood, and Autymn Wilde (12)

**Staff attending:** Dr. Randy Spaulding, Tami Jensen, Alissa Muller, Dr. Andrew Parr, J. Lee Schultz, Linda Drake, Linda Sullivan-Colglazier, Mark Bergeson and Parker Teed (9)

**Absent:** Chris Reykdal, Dr. Paul Pitre, and Margarita Amezcua (3)

**WELCOME, ROLL CALL, LOGISITICS, CALL TO ORDER**

Chair Maier called the Special Board Meeting of the Washington State Board of Education to order at 8:02 a.m.

Chair Maier opened the meeting by acknowledging local Native American Tribes and recognizing the importance of the Native Peoples.

Executive Director Dr. Spaulding reviewed the Zoom reference sheet, stated no oral public comment will be taken, and shared that public comment can be submitted to [SBE@k12.wa.us](mailto:SBE@k12.wa.us).

**EMERGENCY WAIVER APPLICATION REVIEW**

Dr. Spaulding provided a brief overview of the emergency waiver application process. Mr. Teed explained business items and identified the five districts singled out for individual voting; Auburn, Central Valley, Mead, Mount Baker, and Pasco.

Mr. Teed provided updates regarding the process for future approval for districts who have applied but missed the cutoff for approval at the special board meeting, and the differences between public and private school requirements. Schools approved during today's business items will be posted on the SBE website.

**COMMUNICATIONS, NEXT STEPS**

Ms. Davidsmeyer reported Board Members and staff have been on various webinars with local partners to talk about the emergency waiver process. Additionally, SBE is partnering with organizations like Ready Washington and Stand for Children to work on materials with a family and student focus, to get more information out to the field.

Ms. Davidsmeyer will send link about the WEA webinar held today from 4:00-7:00 p.m. out to members. Ms. Koon is one of the presenters.

## **BUSINESS ITEMS**

**MOTION MADE BY MEMBER BOLT** to approve emergency waiver authority for Local Education Agencies for the 2019-2020 School Year, as shown in Exhibit A.

**Motion seconded by Member Fertakis.**

**Motion carried.**

**MOTION MADE BY MEMBER BOLT** to approve emergency waiver authority for Auburn School District for the 2019-2020 school year.

**Motion seconded by Member Koon.**

**Motion carried.**

**MOTION MADE BY MEMBER BOLT** to approve emergency waiver authority for Central Valley School District for the 2019-2020 school year.

**Motion seconded by Member Brault.**

**Board discussion,** Student Member Wilde recusing herself, as she is a current student in the Central Valley School District.

**Motion carried.**

**MOTION MADE BY MEMBER BOLT** to approve emergency waiver authority for Mead School District for the 2019-2020 school year.

**Motion seconded by Member Wood.**

**Board discussion,** Member Fertakis recusing herself, as she has a family member who is a current senior in the Mead School District.

**Motion carried.**

**MOTION MADE BY MEMBER BOLT** to approve emergency waiver authority for Mount Baker School District for the 2019-2020 school year.

**Motion seconded by Member Brown.**

**Board discussion,** Member Koon recusing herself due to her employment status at Mount Baker School District.

**Motion carried.**

**MOTION MADE BY MEMBER BOLT** to approve emergency waiver authority for Pasco School District for the 2019-2020 school year.

**Motion seconded by Member Martin-Morris.**

**Board discussion,** Member Reyes recusing herself due to her employment status at Pasco School District.

**Motion carried.**

There being no further business items, Chair Maier adjourned the meeting at 8:54 a.m.

Meeting attendees: Twenty one panelist (Board and Staff) and 20 attendees.

Minutes prepared by: Ms. Tami Jensen

*Complete meeting packets are available online at [www.sbe.wa.gov](http://www.sbe.wa.gov). For questions about agendas or meeting materials, you may email or call 360.725.4475.*



# Online Meeting Housekeeping



# Online Meeting Reminders:

- Keep your mic muted when you are not speaking.
- Please send a note in chat if you would like to speak.
- During Presentations:
  - You may submit clarifying questions in chat – be sure to send to Panelists and Attendees.
  - Live public comment will be available at specified times, if you have any comments or questions, please email [sbe@k12.wa.us](mailto:sbe@k12.wa.us).

**Public comment will be available to remote users during designated times.**





# Public Comment

Public comment is welcome during the meeting at designated times. Board meetings are a limited public forum and comments from members of the public are accepted on on current agenda items or matters under the authority of the Board.

Comment is subject to time limitations, typically three minutes, and other restrictions at the discretion of the Chair. Any member of the public wishing to make a comment must "sign in" via chat to be recognized.

Those wishing to comment remotely must:

- Connect to the meeting via ZOOM.
- Use the chat window in ZOOM to sign up for comment prior to the time noted on the agenda. **Please include your name and affiliation (e.g. "student", "parent", "teacher" or organization name).**
- Have adequate quality audio connection for members to clearly hear and understand your comments. If members are unable to hear your comments you will be asked to submit your comments in writing to [sbe@k12.wa.us](mailto:sbe@k12.wa.us).



# **Executive Director Update**

Washington State Board of Education

May 13-14, 2020

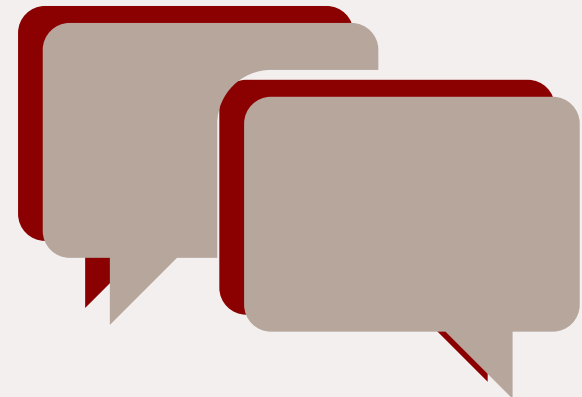
# Conversation Today

## ■ Business Items

- Approval of waiver from credit-based graduation requirements for the Swift Water Learning Center in Cle Elum-Roslyn School District and for the Innovation Lab High School in Northshore School District for the 2019-2023 school years
- Approval of private schools for the 2020-2021 school year
- Approval of changes of dates, formats, and locations of upcoming Board Meetings

## ■ Updates

- Member Updates
- School Recognition
- Basic Education Oversight
- Required Action Districts
- Board Reports and Meeting Planning
- Rulemaking Update





---

# Member Updates

---

# Student Board Member Selection Process

## Association of Washington Student Leaders Selection Timeline



- Applications postmarked: **Monday, March 9, 2020**
- Finalists notified by: **Tuesday, March 17, 2020**
- Finalists interviewed (date and location to be announced): **Prior to April 17, 2020**
- First AWSL Student Voice & Advocacy Board Meeting: **Sun/Mon, April 29-30, 2020**
- First State Board meeting for new representative: **Wed/Thurs, May 9-10, 2020**

# Welcome new Member!

## ■ McKenna Roberts

- Student Board Member (East-side representative)
- Sophomore class President at Okanogan High School in Okanogan
- President of Key Club
- Member of National Honor Society
- Youth Leadership Council

“I am incredibly honored to be selected for this position, and I am thrilled to give voice to the issues that rural communities across the state face, as well as advocate for the kids from rural communities like myself, the kids that often feel forgotten in regards to education policy. I have been passionate about advocating for the health and well-being of young people for my entire life, and I am beyond excited to work on the State Board of Education to ensure that every student, regardless of economic status or geographic location, has an equal opportunity to achieve their full potential.”

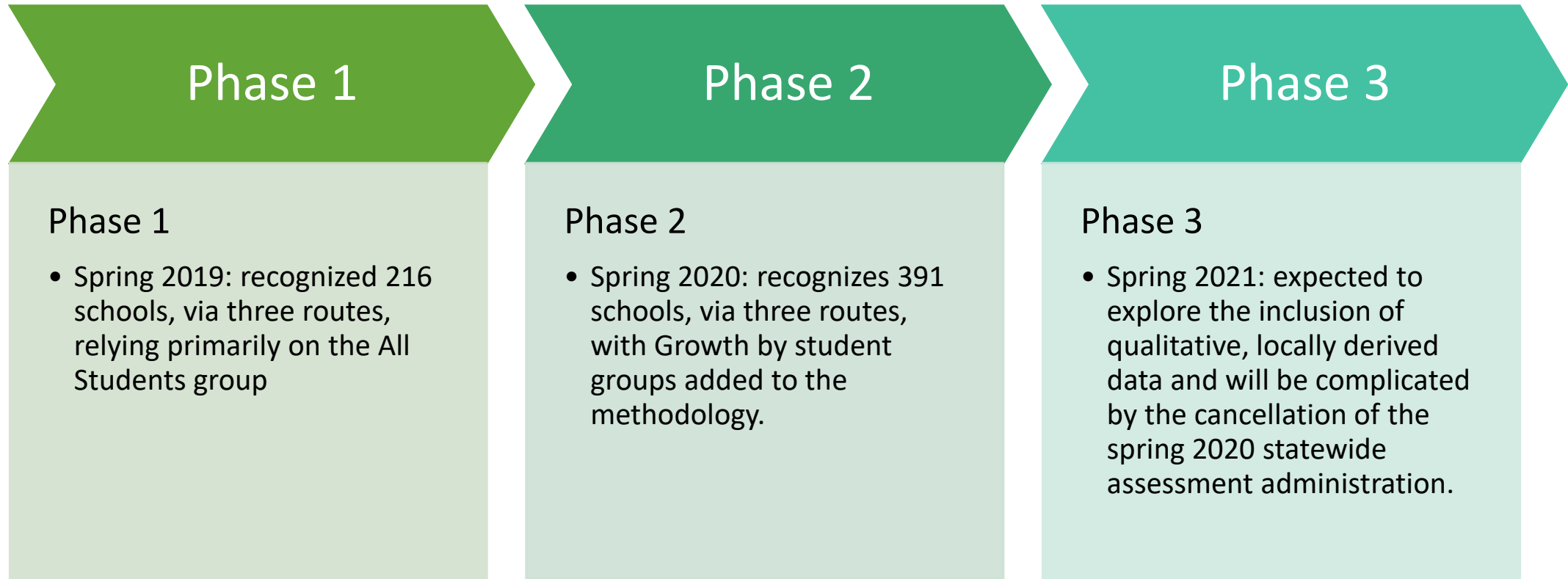




# School Recognition 2018-19

---

APRIL 2020



The spring 2020 school recognition public release marks the culmination of the School Recognition Workgroup's Phase 2 work.

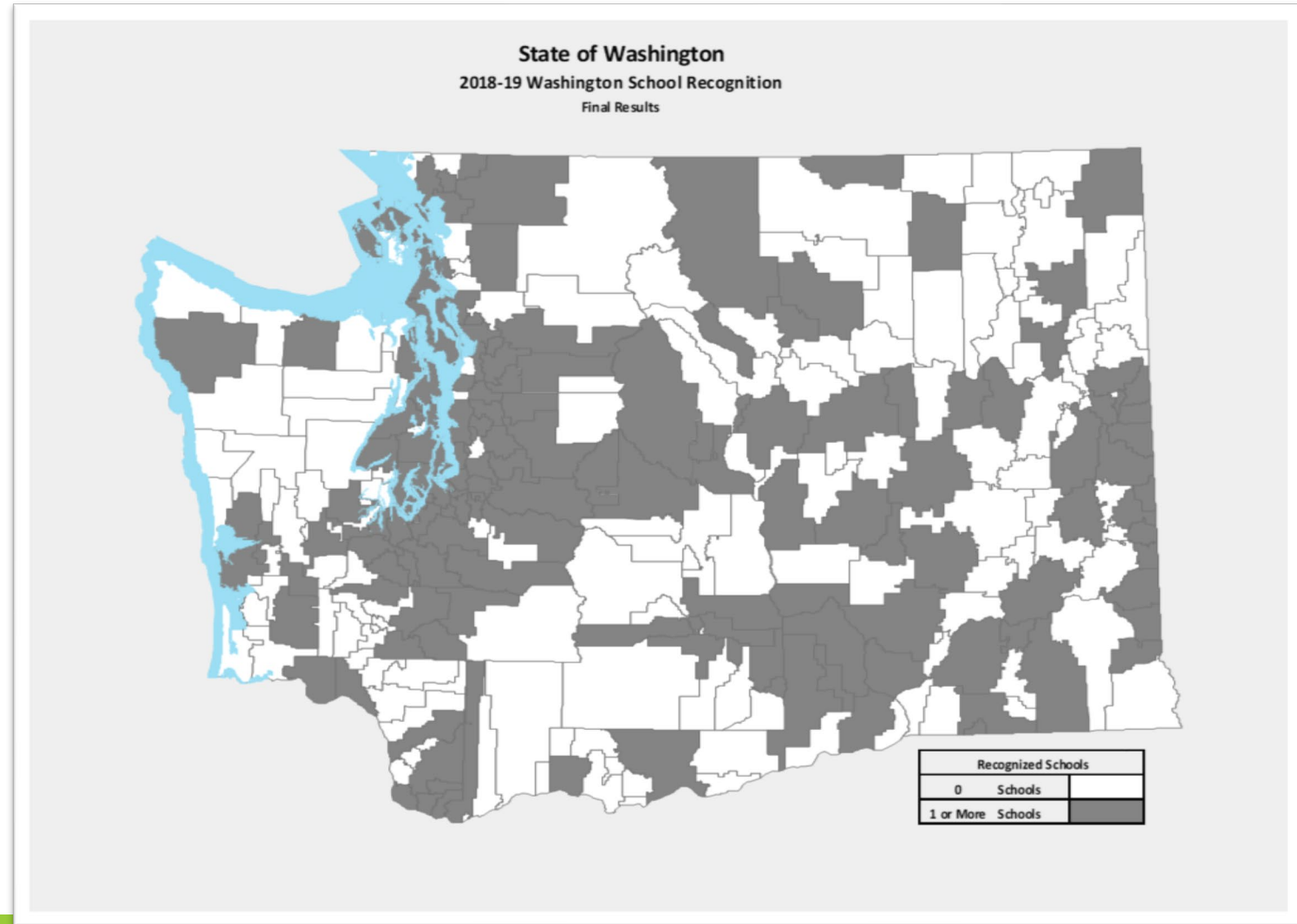


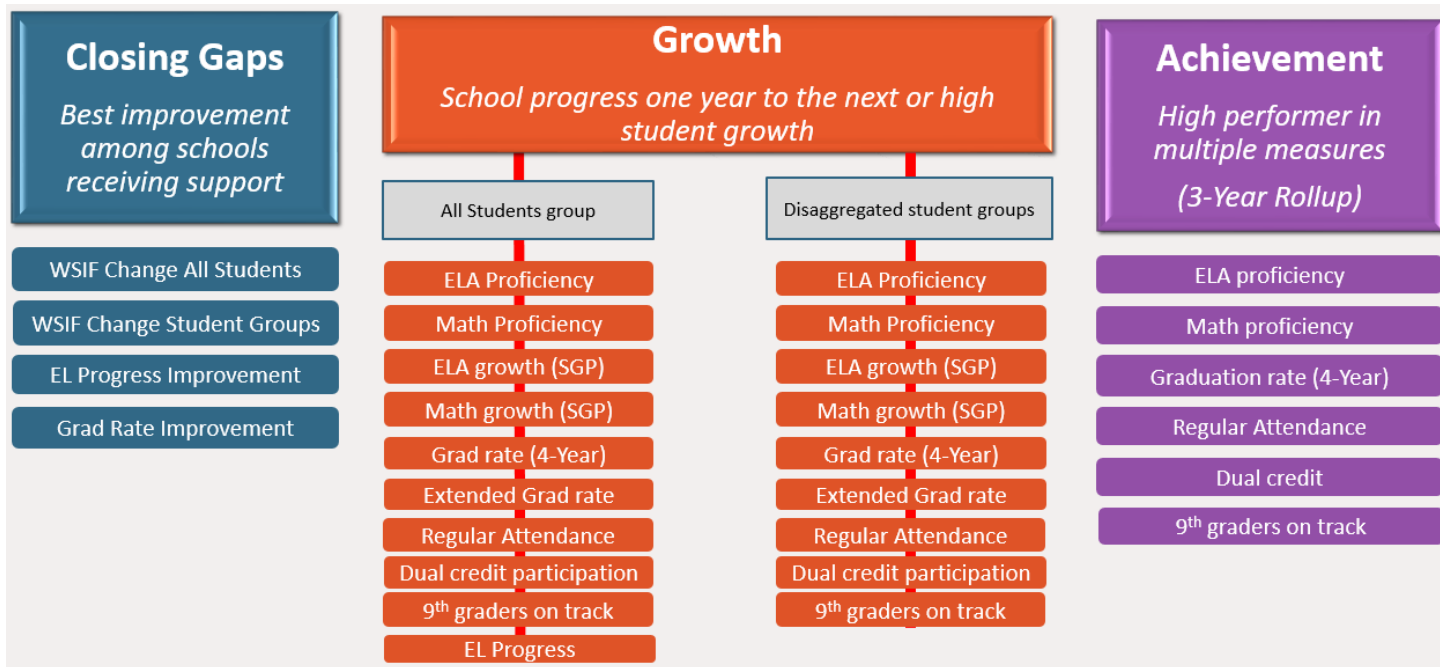
# 2018-19 School Recognition - Final

391 schools in 156 districts or local educational agencies

- 230 elementary schools
- 64 middle schools
- 87 high schools
- 10 combined schools

The total includes: three charter public schools, a tribal school, and the Washington School for the Blind.





## 2018-19 School Recognition Model

Schools Can Demonstrate Being Exemplary in Many Ways

# High Performing - Closing Gaps -

\*Note: other qualifying criteria for all schools include meeting participation requirements on statewide assessments, and for Comprehensive and Targeted Support schools, no targeted groups may show a WSIF decline and no new groups may fall below the 2.30 identification threshold.



	<b>General Criteria Defining a High Performing School for Closing Gaps*</b>
Comprehensive Support Schools	The increase on the WSIF from winter 2019 to winter 2020 for the All Students group is in the top 20 percent of schools and the school WSIF score is higher than the 2.30 identification cutoff.
Targeted Support Schools	At least one student group with a WSIF rating $\leq 2.30$ in winter 2018 showed an increase on the WSIF from winter 2019 to winter 2020 that is in the top 20 percent of schools and the group WSIF is higher than the 2.30 identification cutoff.
Low EL Progress Schools	The 2019 annual EL Progress measure is above the 48.9 percent identification threshold.
Low Grad Rate Schools	The 2019 annual WSIF four-year graduation rate is above the 66.7 percent identification threshold.

# High Performing - Growth -

\*Note: other qualifying criteria for all schools via any of the routes include meeting participation requirements on statewide assessments. For the All Student recognition, the school must be reducing the WSIF gap between the highest and lowest performing groups and both the highest and lowest performing groups must be improving on the WSIF.



	General Criteria Defining a High Performing School for Growth*
All Students Group	At least 60 percent of the reportable measures for the All Students group are in the top 10 percent of schools.
Disaggregated Student Groups	At least 60 percent of the reportable measures for a student group in the top 10 percent performance for that student group.

# High Performing Student Groups – Growth Route

## Number of Groups Recognized vs. Number of Groups Reportable

	ALL	AI	A	B	H	PI	W	TWO	EL	FRL	SWD
<b>Number of Schools with Recognized Groups</b>	6	8	16	16	40	4	55	43	40	45	46
<b>Number of Schools with a Reportable Group</b>	2,236	252	1,051	883	1,943	344	2,160	1,645	1,558	2,146	1,980
<b>Percent of Reportable Groups Recognized</b>	0.3	3.2	1.5	1.8	2.1	1.2	2.5	2.6	2.6	2.1	2.3

To read the table: For Washington public schools, the Native American-Alaskan Native (AI) student group posted at least one reportable measure for Growth recognition consideration at 252 schools. The Native American-Alaskan Native group was recognized at 8 schools, yielding a recognition rate of 3.2 percent which was the highest rate of all the student groups analyzed.

# High Performing - Achievement -

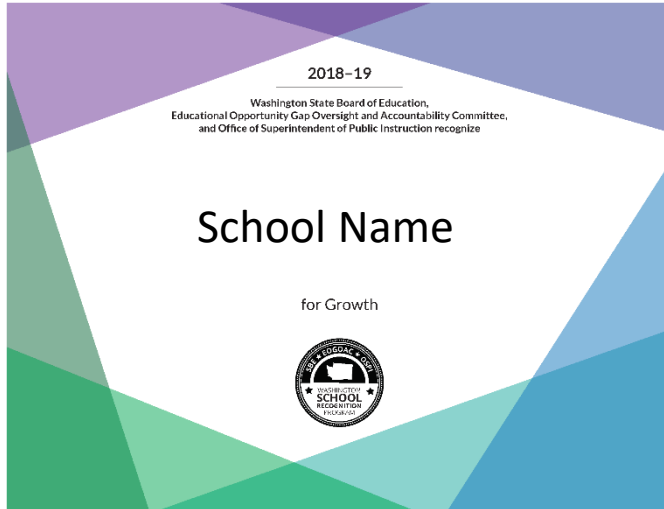
\*Note: other qualifying criteria for all schools include meeting participation requirements on statewide assessments, and all reportable student groups must post a winter 2020 WSIF score of at least 6.00.



	<b>General Criteria Defining a High Performing School for Achievement*</b>
All Students Group	The 3-year rollup performance of the All Students group for at least two measures are in the top 20 percent of schools.

	<b>CLOSING GAPS</b>	<b>CLOSING GAPS AND GROWTH</b>	<b>GROWTH</b>	<b>GROWTH AND ACHIEV.</b>	<b>ACHIEV.</b>	<b>TOTAL</b>
<b>Elementary Schools</b>	42	22	139	6	21	<b>230</b>
<b>Middle Schools</b>	27	6	26	0	5	<b>64</b>
<b>High Schools</b>	8	2	30	2	13	<b>55</b>
<b>Combined Schools</b>	1	1	4	1	3	<b>10</b>
<b>Combined High Schools</b>	4	1	14	0	13	<b>32</b>
<b>All Schools</b>	<b>82</b>	<b>32</b>	<b>213</b>	<b>9</b>	<b>55</b>	<b>391</b>

# Recognition Route by School Level

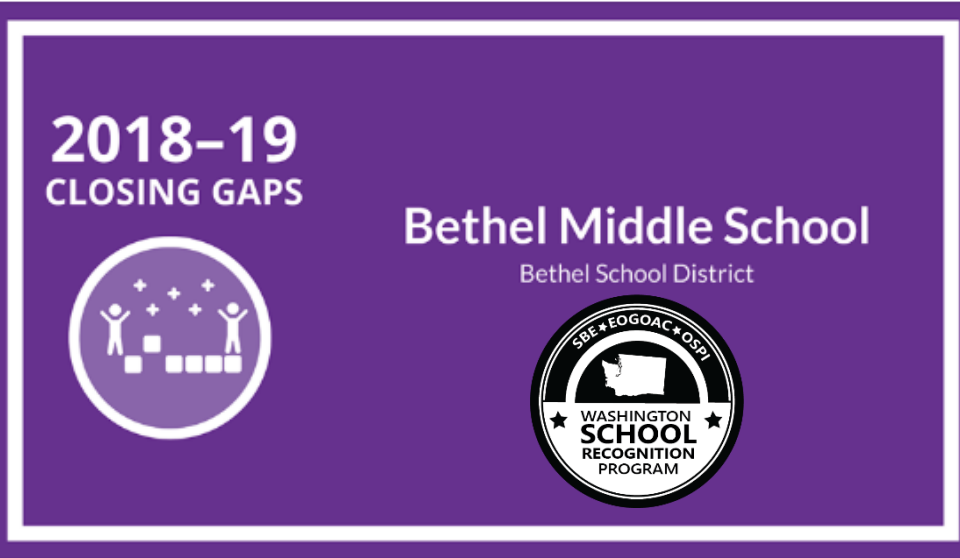


# Branding



April 22 at 7:07 PM · 🌐

We have been working so hard to get this award! Proud of my co-workers perseverance ! In the words of my good friend- hard work done well, feels good



**Bethel Middle School**

April 22 at 6:48 PM · 🌐

👍 Like Page

The state has recognized our school for closing gaps! We're being celebrated because we improve outcomes for all students with [#equity](#). Learn more about Washington's School Recognition Program and why our school is being highlighted:  
[sbe.wa.gov/schoolrecognition](http://sbe.wa.gov/schoolrecognition)  
[#WAedu](#) [#WASchoolsWeek](#) [@WA\\_SBE](#) [@waOSPI](#)

👍❤️ You and 25 others

2 Comments



Like



Comment



Share



**Congratulations!!** We (Centennial) were recognized too 🎉.

# Communications

**April 27 – May 1:** Washington School Recognition Week (Legislatively recognized) **social media** celebration

## Examples:

[Kent School District](#) (Video)

[South Kitsap School District](#) (Facebook post)

[Pasco School District](#) (Twitter share)

[Battle Ground Public Schools](#) (Blog post)

[Island Sounder](#) (Local media)

## Next steps:

### Evaluation

- (how many people did we reach with our messaging? How did schools feel supported this year? What can we do to improve or change recognition for the better?)



# Basic Education Oversight



# Purposes of Basic Education Compliance Reporting

- Districts assure the state that they will meet minimum requirements for students to access the program of basic education.
  - Instructional hours, school days, graduation requirements, provision of required education programming or supports, and other requirements.
  - Provides useful data on the above topics, particularly local district graduation requirements and implementation of minimum state graduation requirements.
- Superintendents and school boards are required to certify compliance, thus ensuring district leadership is examining their overall provision of the program of basic education. SBE staff add questions when new requirements are established by the Legislature, thereby raising awareness of new requirements among districts.
- State Board of Education finds districts as “in compliance,” holds approvals if remaining questions exist, or could find a district “not in compliance” and enter a corrective plan with the district.
- The following are improvements staff are working on for the 2020-2021 school year:
  - Add a COVID-19 response page that delves into how districts dealt with provision of basic education due to the closures;
  - Current reporting focus is heavy on graduation requirements and high school, staff seek to expand applicability to K-8;
  - Improve questions including High School and Beyond Planning, graduation pathway options,



# Timeline for Basic Education Compliance Reporting

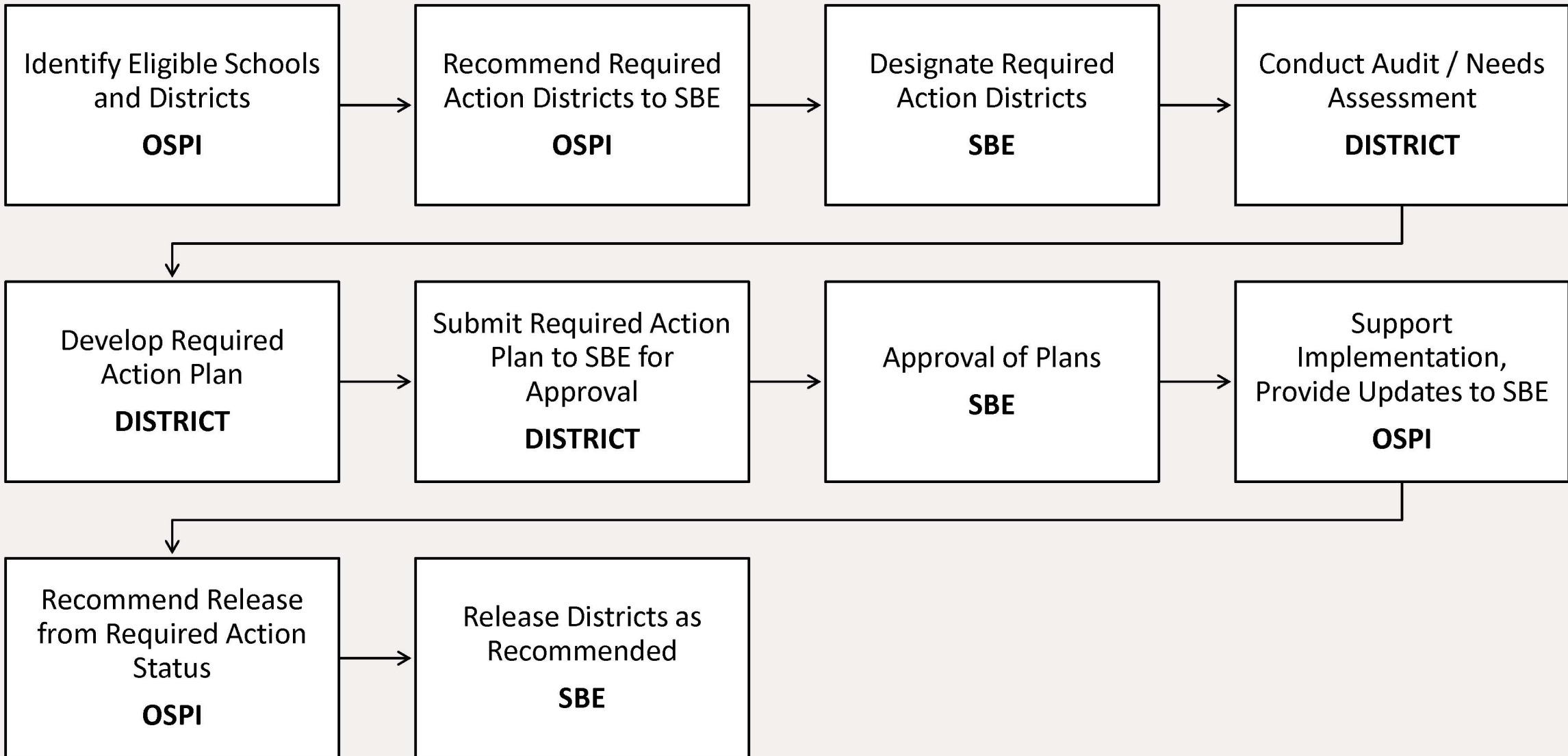
- July 31, 2020 – Basic Education Compliance launches in iGrants in the Educational Data System as Form Package 600.
  - Districts are notified by multiple channels, including a letter to Superintendents and program staff associated with this reporting.
- Ongoing process starting with launch – staff review district reporting, require corrections, and support districts in resolving identified concerns.
- September 15 - due date for districts.
- November State Board of Education meeting – the Board may consider a batch of approvals depending on completion rate by districts and resolution of identified concerns. Data preview provided by staff if available.
- Through end of November – late districts trickle in and districts resolve concerns raised by SBE staff.
- January, 2021 – State Board of Education finds districts as “in compliance,” holds approvals if remaining questions exist, or could find a district “not in compliance” and enter a corrective plan with the district. Final data presentation.
- After final approval – release of final data to the field.



## **Required Action Districts**



# Required Action District Roles





# 2020 Board Reports and Meeting Planning



# State Board of Education Reporting Requirements

Report	2020	2021	2022	2023
Statewide Indicators of Educational System Health	+	-	+	-
Charter School Report	*	*		
PESB/SBE Joint Report	+		+	
Statewide Student Assessment System (w/ OSPI)	+	+	+	+
Graduation Pathway Options	+	-	*	
Mastery-Based Learning	*			

- + Report Due or other required action
- Data Update
- \* Major Report and recommendation





# Upcoming Meetings

Adopted Calendar (revised July 2019)	Actual / Recommended Calendar
January 15-16 - Olympia	January 15-16 - Olympia
March 11-12 – Tacoma	March 11-12 – Tacoma / Online
	March 26 – Online Special Meeting
	April 8 – Online Special Meeting
	April 21 – Online Special Meeting
May 13-14 - Pasco	May 13-14 - Online
	<u>June 17 – Online Work Session</u>
July 8-9 – Spokane	<u>July 8-9 – Change to Online</u> <u>July 6 or 7 – Special Mtg: ED Annual Review</u>
September 15-17 - Anacortes	September 15-17 - Anacortes
November 4-5 – Vancouver	November 4-5 – Vancouver
	<u>December 3 – Online Special Meeting</u>
January 6-7, 2021 - Olympia	January <u>13</u> , 2021 - Olympia



---

# Rulemaking Update

---

# Rulemaking Update

- Rulemaking in Response to COVID-19
  - Emergency Rules took effect April 10 and expire July 31
  - Permanent Rules – Proposed rules in July:
    - Private School – allow for online program without a requirement for classroom instruction
    - Other changes to rule for emergency closures as identified
- Charter Schools
  - Revised Timeline – anticipate draft rules in July or September



# Charter School Rulemaking Under Consideration

- Possible changes include the following:
  - Modifying how the fee from a charter school to charter school authorizer is calculated;
  - Streamlining of approval process and timelines for school districts to apply to the State Board of Education to become charter school authorizers;
  - Changing the title of Chapter 180-19 WAC from “Charter Schools” to “Charter School Authorizers;”
  - Clarifying how the State Board of Education counts the number of available slots for charter schools to be authorized; and,
  - Other issues as identified during review.

# Contact Information

Website: [www.SBE.wa.gov](http://www.SBE.wa.gov)

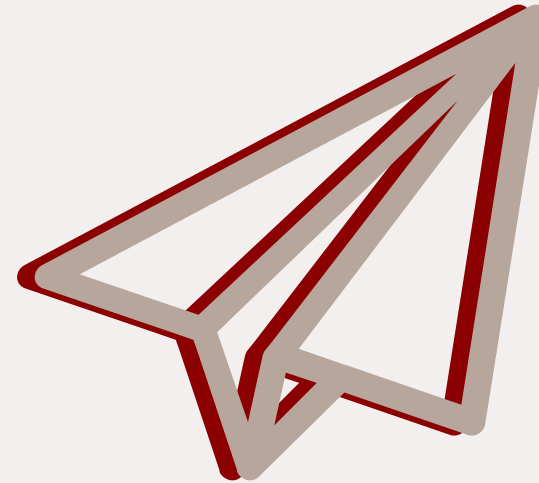
Facebook: [www.facebook.com/washingtonSBE](http://www.facebook.com/washingtonSBE)

Twitter: [@wa\\_SBE](https://twitter.com/wa_SBE)

Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us)

Phone: 360-725-6025

Web updates: [bit.ly/SBEupdates](http://bit.ly/SBEupdates)





The Washington State  
**BOARD OF EDUCATION**

## **COVID-19 Updates**

*PREPARED FOR THE MAY 2020 BOARD MEETING*

### ***Information***

#### **Materials included in packet:**

- Update on emergency waiver applications
- Summary of additional challenges related to COVID-19
- Discussion questions

#### **Synopsis:**

The Board will receive updates on COVID-19 response from the State Board of Education, the Governor's Office, and the Office of the Superintendent of Public Instruction. SBE staff will provide an update on the emergency waiver rules and approved district waiver applications. In addition, SBE staff will summarize other challenges related to COVID-19 for Board consideration. Finally, the Board will participate in a facilitated discussion on the Board's longer-term policy response to COVID-19.



The Washington State  
**BOARD OF EDUCATION**

## **Update on Emergency Waiver Applications**

The purpose of the Emergency Waiver Program is to temporarily grant districts additional flexibility to waive certain credit-based graduation requirements for students who were on track to graduate this school year. Local Education Agencies (LEAs) must apply to the State Board of Education to be granted the waiver authority. To be approved, the Local Education Agency must certify compliance with the program requirements, and the application must be certified by the school district superintendent or head of the LEA.

The application was launched in iGrants (Form Package 956) on April 9. The Board reviewed and approved the first batch of 113 applications during the Special Board Meeting on April 21. By resolution, the Board delegated application approval authority to the Executive Director for efficiency. Applications are now reviewed and approved within 3-5 business days of receipt. As of April 30, a total of 177 applications had been approved. See the [Emergency Waiver Website](#) for the up-to-date list of Local Education Agencies that have applied for and have been granted the emergency waiver authority.



The Washington State  
**BOARD OF EDUCATION**

## Summary of Additional Challenges Related to COVID-19

The following is a summary of coronavirus-related challenges raised during our emergency rulemaking and in subsequent conversations with school personnel and education partners. This is not a comprehensive list, but rather reflects those issues that most closely align with the Board's areas of responsibility. We are continuing to do outreach with partners and will share any additional issues we learn about during the board meeting.

Note also that some questions from the field have been addressed through published guidance, including FAQs from the State Board on the [Emergency Waiver Program](#) (for [public](#) and [private](#) schools), [guidance on Competency-Based Crediting](#), [WSSDA Model resolutions and policies](#), and [OSPI guidance and rules](#).

- How to equitably deliver the program of Basic Education to every student in the state
- Learning loss due to school closures
  - Concern for all grade levels, particularly middle and high school students
  - Concern for juniors who are not on track if traditional credit recovery models are not available next year
- Subsequent graduating classes may also need some flexibility with certain state graduation requirements
  - Stakeholders have asked SBE to extend the emergency waiver to other grades, perhaps with more restrictions on total number of credits waived and core vs. elective credits
- Need for pathways flexibility, with a variety of suggestions to consider
  - Extend expedited appeals waiver
  - Create a pathway specific waiver
  - Revive the Collection of Evidence / Portfolio pathway option





## The Washington State **BOARD OF EDUCATION**

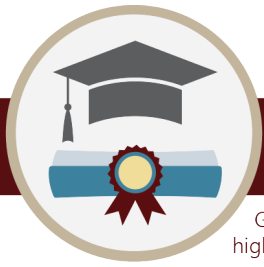
- Consider options for students receiving Special Education services (given the CIA goes away) and other special populations
- Pause on pathways
- Potential for continuation of distance learning, hybrid learning, and modified schedules next school year if social distancing continues
  - Are our definitions and requirements flexible enough?  
Examples: school day, instructional days and hours, attendance, credit
- Challenges in meeting specific requirements (e.g., Washington State History this spring, High School and Beyond Plan, etc.)
- Lack of awareness of existing competency/mastery crediting guidance
- Downstream impacts of lack of testing for spring 2020



The Washington State  
**BOARD OF EDUCATION**

## **Discussion Questions about the Board's Longer-Term Policy Response to COVID-19**

- What are the outstanding issues for current seniors and for the current school year?
- What are the expected impacts on next school year and subsequent graduating classes?
  - If we return to normal
  - If social distancing continues
- Are there other issues that should be added for SBE consideration?
- Which issues can SBE address through guidance?
- Which issues can SBE address through rulemaking under current authority?
- Which issues should SBE raise up for legislative consideration next session (via our legislative platform, agency request legislation, etc.)?



## Strategic Plan Priority | Student Transitions & Diploma

Goal: Students successfully transition into, through, and out of the P-12 system, and graduate from Washington state high schools ready for civic engagement, careers, post-secondary education, and lifelong learning.

### High School Diploma and Pathway Requirements

PREPARED FOR THE MAY 2020 BOARD MEETING

#### **Information Item**

##### **Materials included in packet:**

- Washington Graduation Pathway Options Stakeholder Feedback Project – Year I (Report)

##### **Synopsis:**

The State Board of Education (SBE) was directed by the Legislature in [E2SHB 1599](#) (Sec. 202) to survey interested parties regarding what additional graduation pathways should be added to the existing graduation pathways and whether modifications should be made to any of the existing pathways, and report to the Legislature by August 1, 2020. In addition, the Board will report on barriers to implementation and recommendations for changes to graduation pathways by December 10, 2022.

SBE contractor Strobel Consulting has completed year 1 of the graduation pathway options research, including both the stakeholder survey (1,583 completed responses) and 10 focus groups (47 total participants). SBE staff will provide an overview of the research within the broader context of the authorizing legislation. Alisha Strobel, Strobel Consulting's representative, will update the Board on the consultant's findings based on the stakeholder feedback around the graduation pathway options. Strobel Consulting's report findings will be used to inform the Board's report due on August 1, 2020, and the Board will be able to provide feedback on a draft of this report at the July Board meeting.



# Graduation Pathways Stakeholder Feedback Report Year One

---

Washington SBE Board Meeting Presentation May 15, 2020



# ABOUT STROBEL CONSULTING

---



- Strobel Consulting is a small woman-owned project management, recruiting and technical writing firm with over 10 years experience managing and conducting both large and small scale research projects.
- Previous clients include the Wyoming Department of Education, Montana Office of Public Instruction, University of Montana, Oregon Department of Education, and many private publishers and evaluation firms.
- We utilize a client-centered, collaborative approach to project design that invites the active participation of key stakeholders in all phases of planning and implementation.
- We want the research and evaluation we conduct on your behalf to be useful and informative for decision and recommendation making processes.

# INTENDED PRESENTATION OUTCOMES

---

1. Board members gain a high-level overview of key findings detailed in the year 1 report.
2. Sampling, methodology and results are clear and contextual.
3. Board members have an opportunity to ask questions and provide feedback.



# OVERARCHING RESEARCH QUESTIONS

The following research questions were designed to address the reporting requirements of Engrossed Second Substitute House Bill 1599 (E2SHB 1599). While it is likely these questions will guide the longitudinal research conducted in subsequent years (two and three) of the project, additional questions may be added, or changes made to the existing questions in order to ensure that the data collected remains useful to the WA State Board of Education.

---

1. What changes, if any, should be made to the existing eight pathways?
2. What are the perceived barriers to offering all the graduation pathways at both the school and district level?
3. How can districts eliminate or reduce barriers to offering all of the graduation pathways?
4. Do all students have equitable access to all of the graduation pathways and, if not, what are potential strategies for reducing barriers to equitable access?
5. Should additional graduation pathways be included and if so, what pathways should be added and what is the associated rationale for doing so?



# OF NOTE

The Stakeholder Survey is an attitudinal survey that captures the perceptions of various stakeholders taking the survey. As with any “perception”, each respondent's individual response is biased towards their unique experiences and viewpoints.

The perceptions of some, or all, of the survey respondents may or may not reflect what is accurately true. For example, when it comes to the availability of pathways in a district or the associated schools. While certain pathways may be available in 100% of districts, stakeholders may not perceive this to be true for any number of reasons unique to them.

This discrepancy between the perceptions of respondents and what is accurately true does not make such findings inaccurate. Rather, these types of findings are crucial, since we are not doing research to determine whether stakeholders know the “correct” answer to the questions we are posing. If we want to truly understand the perspective of *stakeholders*, then their perception of the truth, that is what is true for them, is a deeply meaningful finding.





# METHODOLOGY

---

- The WA Graduation Pathway Options Stakeholder Feedback Project Year One
  - Commenced in September of 2019 and will conclude in June of 2020.
- Stakeholders were invited to participate in a preliminary survey, stakeholder survey and focus groups via SBE listserv.
- Strobel Consulting reached out to various stakeholder groups and related agencies in the state, as well as contacted survey respondents who provided contact information during the survey.
  - 1,908 stakeholders completed the Preliminary Survey
  - 1,583 stakeholders completed the Stakeholder Survey
  - 47 stakeholder participated in a Focus Group
- Stakeholder Survey completion slowed significantly after the WA state of emergency announcement issued due to COVID-19 (may account for the lower completion numbers of the Stakeholder Survey versus the preliminary survey).



# DATA COLLECTION METHODS

---

- Qualitative Data
  - Preliminary survey (to inform the design of the stakeholder survey and the focus group protocol)
  - Stakeholder Survey
- Quantitative Data
  - 3 community forum observations
  - Open ended survey data
  - Focus groups (originally intended to be online and in person; due to COVID-19, all were online)

# OVERALL SAMPLE CHARACTERISTICS

**Table 1. Stakeholder Survey Respondent Types**

<b>Respondent Types</b>	<b>Count</b>	<b>Percent</b>
Student (includes recent HS graduates)	259	16.4%
Parents / Guardians	206	13.0%
Educators	1,062	67.1%
Other	56	3.5%
<b>Total</b>	<b>1,583</b>	

**Table 2. Student Respondent Grade Level**

<b>Student Respondent Grade</b>	<b>Count</b>	<b>Percent</b>
9 <sup>th</sup> Grade	97	37.5%
10 <sup>th</sup> Grade	57	22.0%
11 <sup>th</sup> Grade	35	13.5%
12 <sup>th</sup> Grade	70	27.0%



# OVERALL SAMPLE CHARACTERISTICS CONT.

---

Table 3. Parent Respondent Child Grade Levels

Parent Respondent Child Grade	Count
Kindergarten through 6th Grade	50
7th or 8th Grade	41
9th Grade	64
10th Grade	68
11th Grade	61
12th Grade	50
High School Graduate and/or College Student	19

# RESPONDENT DEMOGRAPHICS

When looking at figures for demographic data, please note the following percentages for “declined to answer”: Gender (7.2%), Race (10.3%) and Ethnicity (12.9%). As such, data for reported demographics may not fully represent the demographic diversity of the total sample.

	Demographic	Count	Percent	WA State <sup>5</sup>
<b>Gender</b>	Male	438	28.3%	50%
	Female	984	63.5%	50%
	Nonbinary	6	0.4%	--
	Other	10	0.6%	--
	Decline to Respond	112	7.2%	--
<b>Race / Ethnicity</b>	Hispanic	86	5.5%	12.9%
	Hispanic - Decline to Respond	160	10.3%	--
	American Indian or Alaskan Native	21	1.4%	1.9%
	Asian	44	2.8%	9.3%
	Black, African American	15	1.0%	4.3%
	Native Hawaiian or Other Pacific Islander	8	0.5%	0.8%
	White, Caucasian	1,151	74.3%	68%
	Multiracial	63	4.1%	4.8%
	Other	48	3.1%	--
	Decline to Respond	200	12.9%	--

# RESPONDENT DEMOGRAPHICS CONT.

Income	Not sure	118	7.6%
	Less than \$25,000	24	1.5%
	\$25,001 to \$50,000	33	2.1%
	\$50,001 to \$75,000	132	8.5%
	\$75,001 to \$100,000	209	13.5%
	\$100,001 to \$125,000	236	15.2%
	Over \$125,001	411	26.5%
	Decline to Respond	387	25.0%

According to the Washington, Office of Financial Information's currently available data for "Washington State Median Household Income" the medium family income is \$74,992 ([https://www.ofm.wa.gov/sites/default/files/public/dataresearch/economy/median\\_household\\_income\\_estimates.pdf](https://www.ofm.wa.gov/sites/default/files/public/dataresearch/economy/median_household_income_estimates.pdf)).



# SURVEY RESPONDENT ASSOCIATIONS

The Washington Education Association (WEA) was the association with the largest number of survey respondents (n=341), followed by Other Associations Representing Business (n=138), and the Washington Association for Career and Technical Education (WA-ACTE) (n=134).

Respondent Association Membership	Count
Association of Washington School Principals (AWSP)	109
Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)	1
Four-year Higher Education Institutions	16
Parent Teacher Association (PTA)	61
School Board	18
Washington Association for Career and Technical Education (WA-ACTE)	134
Washington Association of School Administrators (WASA)	90
Washington Education Association (WEA)	341
Washington State Apprenticeship and Training Council (WSATC)	2
Washington State Board for Community and Technical Colleges (SBCTC)	6
Washington State School Directors' Association (WSSDA)	32
Other Associations Representing Business	40
Other Associations Representing Education	138
Other Associations Representing - Parents	15

# FOCUS GROUP PARTICIPANT ASSOCIATIONS

Given the smaller overall sample size of focus group members, the groups were diverse in terms of membership associations and accommodated many participants!

Focus Group Membership Association	N
Association of Washington School Principals (AWSP)	6
Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)	0
Four-year Higher Education Institutions	0
Parent Teacher Association (PTA)	1
School Board	0
Washington Association for Career and Technical Education (WA-ACTE)	5
Washington Association of School Administrators (WASA)	4
Washington Education Association (WEA)	10
Washington School Counselor Association (WSCA)	4
Washington State Apprenticeship and Training Council (WSATC)	0
Washington State Board for Community and Technical Colleges (SBCTC)	0
Washington State School Directors' Association (WSSDA)	0
Other Associations Representing - Business	2
Other Associations Representing - Education	4
Other Associations Representing - Parents	1



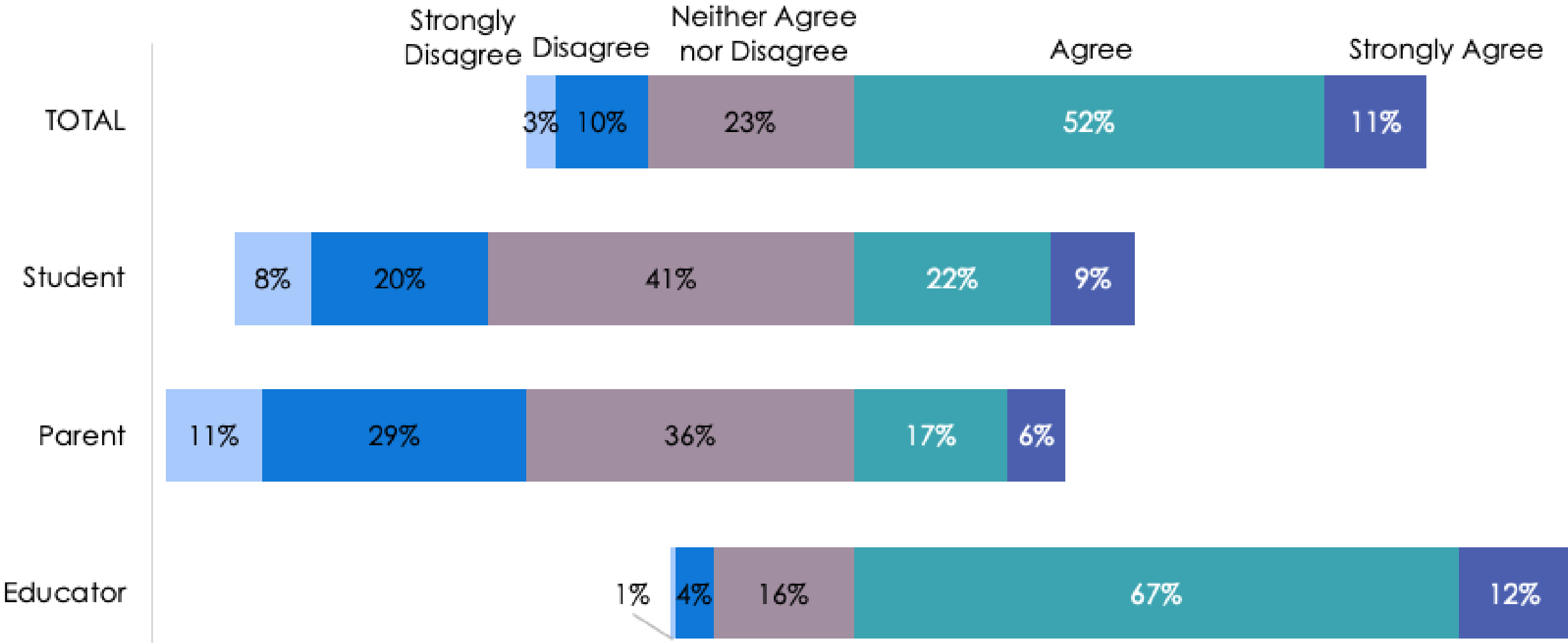


# OVERARCHING KEY FINDINGS

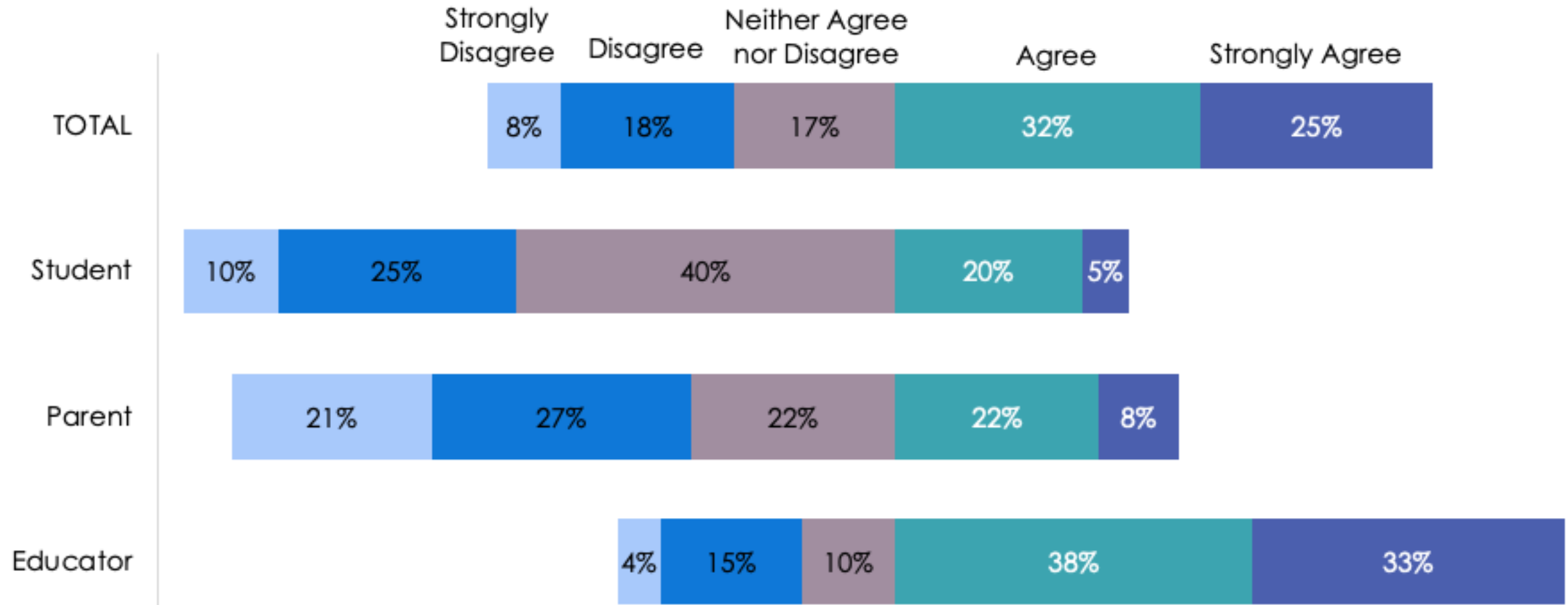
---

- ✓ Student and educators frequently differed in their level of agreement to statements relating to the graduation pathway options, illustrating a divergence in student versus educator perceptions regarding the graduation pathway options (See Figures 5, 8, & 9 in the following slides).
- ✓ Other adult stakeholder respondents (those who did not identify as a parent or school district personnel) tended to align with overall responses for all questions.
- ✓ Many stakeholders are indicated they were uninformed about the various graduation pathway options and subsequently there is a great need for additional communication, for all stakeholders, regarding the graduation pathway options, especially in respect to the CTE pathway.
- ✓ Overwhelmingly, both adults (parents, educators, community members, etc.) and students expressed positive attitudes towards the availability of multiple pathway options for graduating (see Figure 13 in the following slides).

**Figure 5. I/my child/students in this school plan to learn a technical skill or trade after graduation**

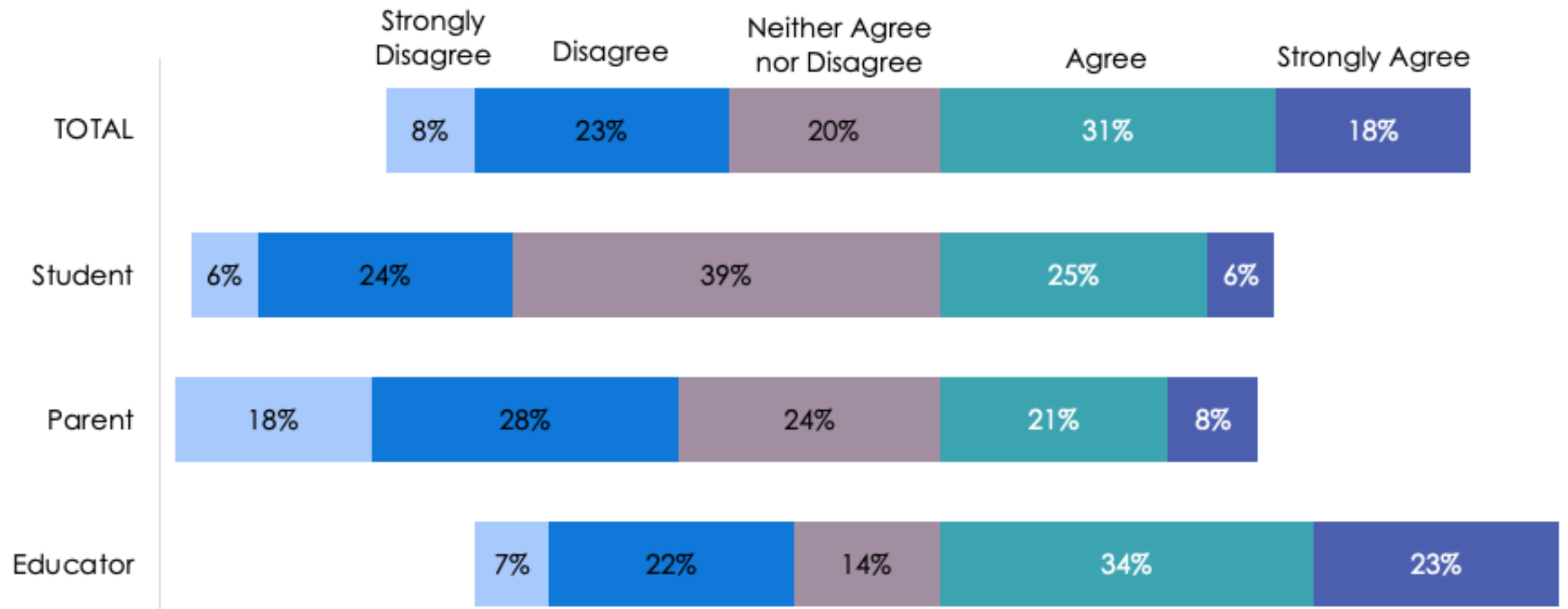


**Figure 8. I have been informed of all graduation pathway options**

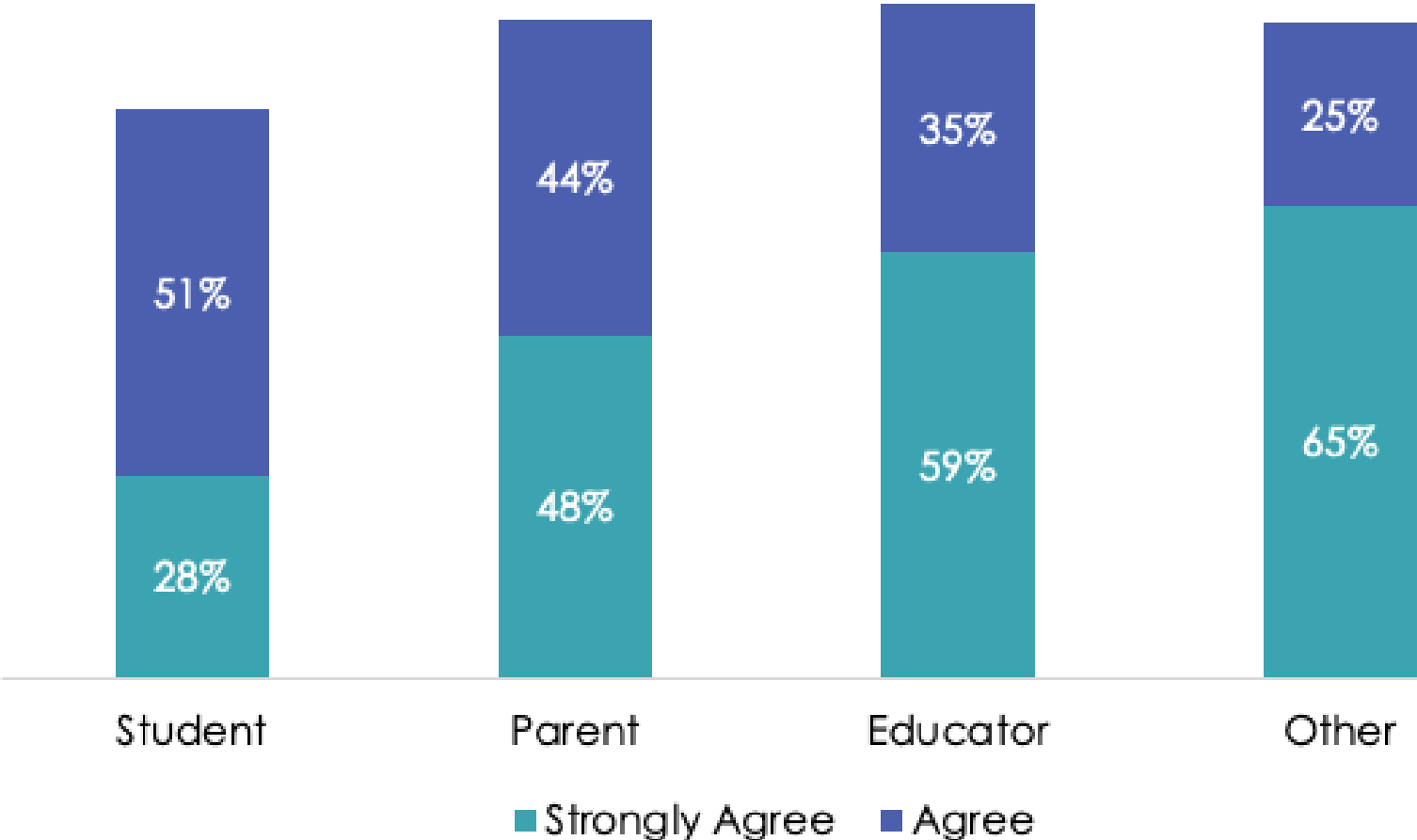




**Figure 9. I understand the requirements for each graduation pathway option**



**Figure 13: It is helpful that there is more than one graduation pathway option available.**





# WHAT DOES THAT MEAN?

---

These discrepancies indicate that educators are more aware of the various graduation pathway options and their availability than students, and often parents.

It also means students and parents might need more information regarding graduation pathway options.

And that we might want to implement data collection processes in the following years to dig deeper into subgroup differences.



# WHAT DOES THAT MEAN? - QUOTES

---

*“Honestly, I feel as though I am not educated enough in each of these areas to even know how they can benefit me in the long run.” –Student*

*“I need way more awareness/education of the different pathways. Specifics as to how each of these pathways can help me later on in life.” –Student*

*“I feel like parents are left out of the process and they deal with the kids only. It is good to make them responsible for their education and advocating for themselves, but not including the parents in some way makes me wonder if some students aren't meeting all the steps.” -Parent*

# WHAT CHANGES, IF ANY, SHOULD BE MADE TO THE EXISTING EIGHT PATHWAYS?

---

- ✓ There is some amount of uncertainty as to whether there should be changes or additions to the current graduation pathway options.
- ✓ Current pathway options lack the opportunity for exploration and often do not align with post-graduation goals.
- ✓ The goal of the pathway options should be that they align with what students want to do and achieve beyond high school.
- ✓ There needs to be a statewide system in place for tracking graduation pathway progress for all students, especially for highly mobile students and those on the CTE pathway.





## WHAT ARE THE PERCEIVED BARRIERS TO OFFERING ALL OF THE GRADUATION PATHWAYS AT BOTH THE SCHOOL AND DISTRICT LEVEL?

---

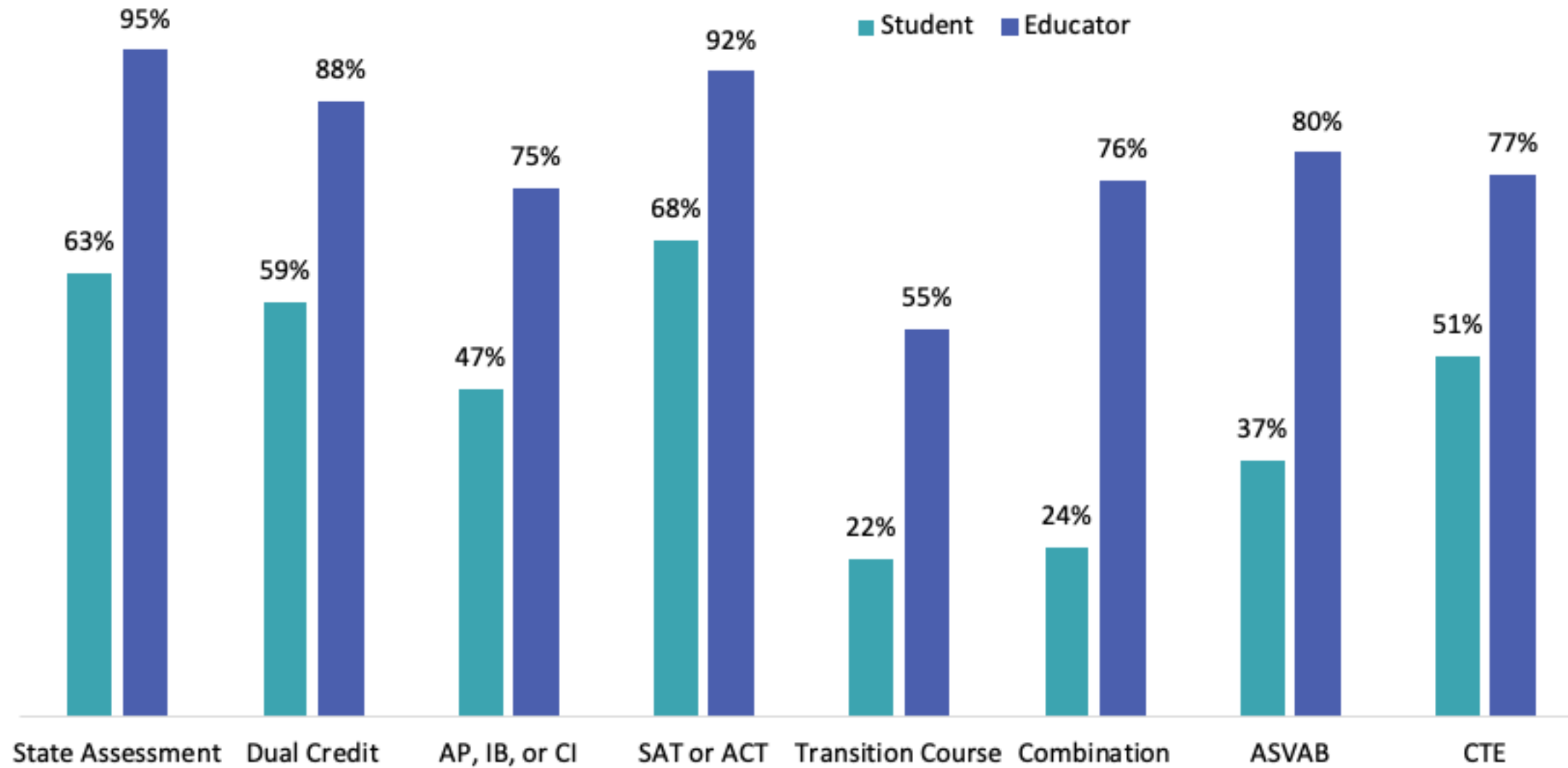
- ✓ Satisfying the 24-credit graduation requirement does not leave time to meet the additional requirements of a graduation pathway.
- ✓ Lack of clarity around dual credit articulation agreements.
- ✓ Difficulty coordinating ASVAB testing if it is off site.
- ✓ Lack of certified staff to teach dual credit classes on high school campuses.
- ✓ Lack of certified staff to teach CTE courses in a sufficient amount to offer sequences that meet student needs.
- ✓ Insufficient resources needed to offer some of the testing options, transitional courses and dual enrollment options.
- ✓ Stakeholders at all levels need additional information and experience implementing the graduation pathway options in order to fully identify the true barriers to implementing all of the graduation pathway options.

# DO ALL STUDENTS HAVE EQUITABLE ACCESS TO ALL OF THE GRADUATION PATHWAYS AND, IF NOT, WHAT ARE POTENTIAL STRATEGIES FOR REDUCING BARRIERS TO EQUITABLE ACCESS?

---

- ✓ More than 75% of respondents reported that the State Assessment, SAT/ACT, and Dual Credit graduation pathway options were available, while less than 50% of respondents reported that the Transition Courses graduation pathway was available.
- ✓ Three of the graduation pathways options were reported as available by more than 75% of respondents, while less than 50% of respondents indicated one was available.
- ✓ Student and educators differ significantly in their levels of awareness of what is available.
- ✓ Students are less likely to be aware of the new graduation pathway options.
- ✓ The area of greatest concern based on data from open ended survey items and focus group discussions, is the lack of equity for ELL's, students with a 504 plan, students receiving special education services and other potentially mitigated populations when it comes to accessing a meaningful graduation pathway.

**Figure 19. Graduation pathway option availability – students and educators**



- ✓ In order for the pathway options to be equitable for ELL's, students with a 504 plan, students receiving special education services, and other "at-risk"\* populations, there need to be pathway options that focus on employability, skills needed to live independently, and where math and English proficiency is demonstrated in an applied way.
- ✓ The CTE pathway was another area that was consistently cited by survey respondents and focus group participants as having major equity issues, especially for small to medium schools with less options for offering a variety of CTE courses, let alone a sequence, taught by certified teachers.
- ✓ Survey respondents and focus group members consistently communicated that alternative schools are very unlikely to be able to offer the CTE pathway, creating a vast inequity for students attending alternative schools.
- ✓ The Dual Credit pathway lacks equity given the associated costs



*“If students can pass any of the first seven pathways, they can likely pass them all, leaving only CTE for the other students, the ones who can’t pass the first seven and that is not equitable, where is the diversity in that?” - Educator*

*“We are not helping students achieve their post-graduation goals if we tell certain populations of students their only option is the CTE pathway.” -Educator*

- ✓ Without clarity on articulation agreements and lack of consistency on how they are made, the Dual Credit pathway will remain inequitable
- ✓ There is some inequity for small to medium size schools in terms of their ability to offer all the graduation pathway options. In addition, respondents indicated on open ended survey questions and during focus groups, that this likely due to a lack of resources, especially for CTE, and the lack of proximity to testing sites, institutes of higher education, etc. needed to implement many of the other pathways.
- ✓ Access to a statewide data base, tracking graduation pathway progress for all students would allow more equity in terms of successful completion of a high school graduation pathway regardless of mobility.



*“The CTE sequence is a challenge for small, rural districts. It will mean offering less options for students to offer more in narrower pathways. The impact upon rural districts does not seem to have been thoughtfully, thoroughly considered.”*

*- Educator*



# SHOULD ADDITIONAL GRADUATION PATHWAYS BE INCLUDED AND IF SO, WHAT PATHWAYS SHOULD BE ADDED AND WHAT IS THE ASSOCIATED RATIONALE FOR DOING SO?

---

- ✓ Results indicate that the majority of students who completed the Stakeholder Survey know what they are going to do after graduating from High School (and yet... see figure 27 on the following slide).
- ✓ Despite this, students are skeptical of the applicability of the graduation pathway options toward their future plans.
- ✓ Two potential pathways suggestions were indicated as needed across respondents from all stakeholder groups, including students; 1) an “Employability Pathway” (often referred to as a “life skills” pathway); and 2) a “Fine Arts” pathway.
- ✓ Data suggests the need for a pathway focused on employability is directly related to the perceived lack of equity for “at-risk” student populations to access meaningful pathway options.



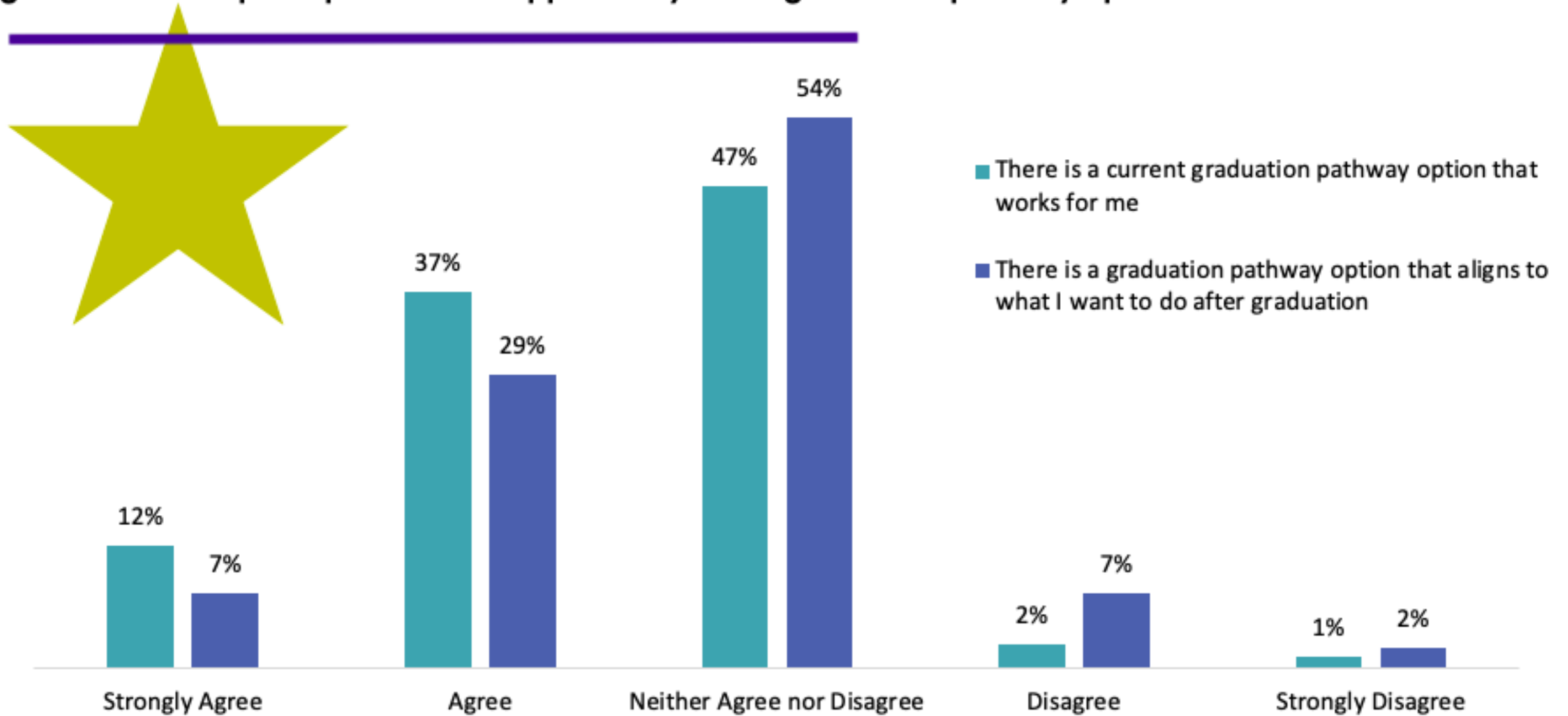
# HOW DID RESPONDENTS DEFINE THE “EMPLOYABILITY” PATHWAY?

---

- The vast majority of respondents who provided data on opened ended questions and via focus group participation indicated that **gainful employment, financial and domestic independence and the desire to contribute to society in a meaningful way, are worthy post-graduation goals.**
- Indeed, many students indicated they wanted a graduation pathway option that provided opportunities for them to learn employability and other life skills.
- In providing feedback on the existing pathways, a number of survey respondents and focus group participants identified that **the majority of current graduation pathway options address enrollment in some type of continuing education, or enlistment in a military branch, but lack options for students intending to enter the workforce immediately after school.**
- Data collected also suggests that such an employability pathway should include applied opportunities to demonstrate math and English proficiency, as well as include parameters that support students who are already working or want to pursue an apprenticeship.



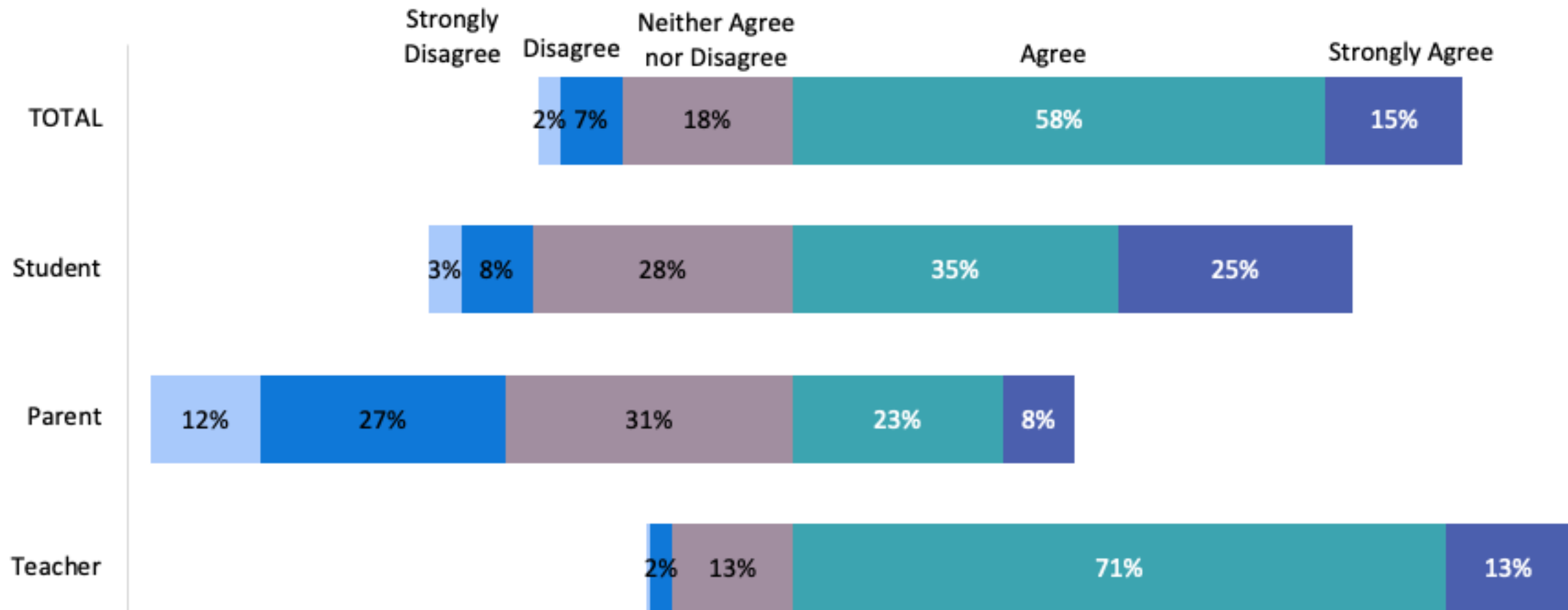
**Figure 27. Student perceptions of the applicability of the graduation pathway options**





- ✓ Gainful employment, financial and domestic independence, and the desire to contribute to society in a meaningful way are worthy post-graduation goals.
- ✓ The majority of current graduation pathway options address enrollment in some type of continuing education, or enlistment in a military branch, but lack options for students intending to enter the workforce immediately after school (and yet see figure 25 on the following slide).
- ✓ Survey respondents and focus group participants across all stakeholder groups also identified the need for a fine arts pathway.
- ✓ A fine arts pathway would also support graduation pathway option equity for students by providing a pathway that addresses not only enrollment in post-secondary education, but also provides a viable option for students wanting to enter the workforce in a fine arts related sector.

**Figure 25. I/my child/students in this school plan to begin or continue a job after graduation**



# ADDITIONAL PATHWAY SUGGESTIONS INCLUDED:

- ✓ Testing Pathway – Respondents often pointed out that the majority of existing pathway options rely heavily on testing to indicate successful completion of the pathway and therefore it would be prudent to have a single pathway that includes all the tests students can take towards graduation.
- ✓ 24 Credit Pathway – Qualitative data suggests that a number of stakeholders would like to see a pathway added that requires students to pass all 24 credit requirements with a minimum grade point average or higher.
- ✓ Post-secondary Acceptance Pathway – This was a more controversial pathway suggestion, however focus group participants on both sides agreed that actual enrollment, or having taken the steps to complete the financial aid application process, is a better indicator of a successful Post-Secondary Acceptance pathway than acceptance alone, since these steps signify a true intent and are therefore more likely to align to the High School and Beyond Plan.
- ✓ Capstone Project/Portfolio/Body of Evidence Pathway – A number of survey respondents and focus group participants indicated there's a need for additional graduation pathway options that include opportunities for applied learning and opportunities to demonstrate skill attainment.



# QUESTIONS & ANSWERS:

We hope you found this brief overview of the findings from year one both interesting and relevant.

1. What were the data points that stuck with you most?
2. What questions and feedback do you have?
3. How would you like to see these results utilized in the future?

Thank you for allowing us to partner with you  
on this exciting project!



Alisha Strobel, [alisha@strobel-consulting.com](mailto:alisha@strobel-consulting.com)

# Washington Graduation Pathway Options Stakeholder Feedback Project

DRAFT Year I



**Strobel Consulting, LLC**

*April 30, 2020*

---

375 Bluebird Lane  
Thayne, WY 83127  
307-654-0202

[support@strobel-consulting.com](mailto:support@strobel-consulting.com)



# TABLE OF CONTENTS

Executive Summary ..... 8

Study Background ..... 15

Study Overview ..... 17

Methodology..... 18

    Quantitative Methods..... 18

        Preliminary Survey..... 19

        Stakeholder Survey..... 19

    Qualitative Methods..... 19

        Community Forum Observations..... 19

        Focus Groups ..... 20

        Open Ended Survey Questions..... 21

Sample Characteristics ..... 22

    Survey Respondent Characteristics..... 22

    Focus Group Participant Characteristics..... 26

Key Findings ..... 28

    What changes, if any, should be made to the existing eight pathways?..... 35

    What are the perceived barriers to offering all of the graduation pathways at both the school and district level? ..... 39

    How can districts eliminate or reduce barriers to offering all of the graduation pathways? ..... 40

    Do all students have equitable access to all of the graduation pathways and, if not, what are potential strategies for reducing barriers to equitable access?..... 41

    Should additional graduation pathways be included and if so, what pathways should be added and what is the associated rationale for doing so?..... 44

Conclusion ..... 53

    Lessons Learned..... 53

    Potential Strategies..... 55

References..... 58

Appendix A: Community Forum..... 59

Appendix B: Preliminary Survey ..... 68



Appendix C: Stakeholder Survey .....	82
Appendix D: Focus Group Protocol.....	125
Appendix E: Full Response Distribution .....	128
Appendix F: Statistical Tables .....	131



# TABLE OF FIGURES

Figure 1. Student and Parent High School and Beyond Plan in Place ..... 23

Figure 2. Student and Parent Graduation Pathway Option Plan in Place ..... 24

Figure 3. I know about the new graduation pathway options available at my school... 29

Figure 4. I did not know there were new graduation pathway options available ..... 30

Figure 5. I/my child/students in this school plan to learn a technical skill or trade after graduation ..... 30

Figure 6. I/my child/students in this school don't know what they are going to do after graduation ..... 31

Figure 7. I worry that even with the current grad pathway options I/my child/students in this school won't graduate from High School ..... 31

Figure 8. I have been informed of all graduation pathway options ..... 32

Figure 9. I understand the requirements for each graduation pathway option ..... 32

Figure 10. Not all of the graduation pathway options are available at my/my child's school ..... 33

Figure 11. I/my child/students in this school plan to learn a technical skill or trade after graduation ..... 33

Figure 12. I have been informed of all graduation pathway options ..... 35

Figure 13: It is helpful that there is more than one graduation pathway option available. .... 36

Figure 14. I think there should be changes to the current graduation pathway options 37

Figure 15. I think there are other pathways that should be added to the current graduation pathway options ..... 37

Figure 16. Which of the following graduation pathway options are available at your school? ..... 41

Figure 17. Graduation pathway option *availability* – students and educators..... 42

Figure 18. Graduation pathway option *uncertainty* – students and educators ..... 42

Figure 19. I know about the new graduation pathway options available at my school/my child's school..... 43

Figure 20. All of the graduation pathway options are available at my school/my child's school ..... 44



Figure 21. I/my child/students in this school plan to go to college after graduation..... 47

Figure 22. I/my child/students in this school plan to learn a technical skill or trade after graduation ..... 47

Figure 23. I/my child/students in this school plan to begin or continue a job after graduation ..... 48

Figure 24. I/my child/students in this school don't know what they are going to do after graduation ..... 48

Figure 25. Student perceptions of the applicability of the graduation pathway options 49



# TABLE OF TABLES

Table 1. Stakeholder Survey Respondent Types ..... 22

Table 2. Student Respondent Grade Level..... 23

Table 3. Parent Respondent Child Grade Levels ..... 23

Table 4. Survey Respondent Demographics ..... 25

Table 5. Survey Respondent Association Membership..... 26

Table 6. Focus Group Participant Association Membership ..... 27



# Washington Graduation Pathway Options: Stakeholder Feedback Project Year I

Draft Year I Report

April 30, 2020

---

*Alisha Strobel, President*

*Ryan Auster, M.Ed., Senior Research & Statistical Consultant*

*Danielle DuBose M.Ed., Research Associate*

---



## EXECUTIVE SUMMARY

Strobel Consulting collected survey and focus group data during the first year of a three-year project to inform the Washington State Board of Education's (SBE) reporting to the education committees of the legislature, as part of the Engrossed Second Substitute House Bill 1599 (E2SHB 1599), requiring that they address:

- 1) Whether changes to the existing eight pathways should be made and what those changes should be;
- 2) The barriers schools and districts have to offering all of the graduation pathways and recommendations for ways to eliminate or reduce those barriers for school districts;
- 3) Whether all students have equitable access to all of the graduation pathways and, if not, recommendations for reducing the barriers students may have to accessing all of the graduation pathways; and
- 4) Whether additional graduation pathways should be included and recommendations for what those pathways should be.<sup>1</sup>

The project was designed to gather both quantitative and qualitative data so as to provide the Washington State Board of Education with a comprehensive overview of feedback from key stakeholders regarding their perceptions of the current graduation pathway options, including suggestions for changes, perceived barriers, equitable access, and whether or not other pathway options should be added. In addition, information obtained from year one of this project is being used to inform the project design, related instruments and protocols for years two and three, as well as provide additional insight regarding potential strategies for addressing key findings and implementing related processes.

The following provides a summary of key findings, organized by overarching findings and then by research questions, obtained from the data collected during year one of the project, as well as potential strategies for future planning and development.

Of note, the Stakeholder Survey is an attitudinal survey that captures the perceptions of various stakeholders taking the survey. As with any "perception", each respondent's individual response is biased towards their unique experiences and viewpoints.

The perceptions of some, or all, of the survey respondents may or may not accurately reflect current state policy. For example, when it comes to the availability of pathways in a district or the associated

---

<sup>1</sup> These reporting requirements pertain to the final SBE report to the legislature due December 10, 2022. By addressing them all, this report provides more than enough information to address the requirements pertaining to the report due to the legislature by August 1, 2020.



schools. While certain pathways may be available in 100% of districts, stakeholders may not perceive this to be true for any number of reasons unique to them.

This discrepancy between the perceptions of respondents and current state policy does not make such findings inaccurate. Rather, these types of findings are crucial, since we are not doing research to determine whether stakeholders know the “correct” answer to the questions we are posing. If we want to truly understand the perspective of *stakeholders*, then their perception of the truth, that is what is true for them, is a deeply meaningful finding.

## KEY FINDINGS

---

### OVERARCHING FINDINGS

- ◆ Student and educators frequently differed in their level of agreement to statements relating to the graduation pathway options, illustrating a divergence in student versus educator perceptions regarding the graduation pathway options.
- ◆ Other adult stakeholder respondents (those who did not identify as a parent or an educator) tended to align with overall responses for all questions and were almost in agreement with the aggregate findings from all stakeholders combined. There were two notable exceptions: these other stakeholders were more likely to agree that not all of the graduation pathway options are available in local schools and were also more likely to agree that local students planned to learn a technical skill or trade after graduation (see Figures 10 and 11 below).
- ◆ Many stakeholders indicated they felt uninformed about the various graduation pathway options and subsequently there is a great need for additional communication, for all stakeholders, regarding the graduation pathway options, especially in respect to the CTE pathway.
- ◆ Overwhelmingly, both adults (parents, educators, community members, etc.) and students expressed positive attitudes towards the availability of multiple pathway options for graduating.

---

### WHAT CHANGES, IF ANY, SHOULD BE MADE TO THE EXISTING EIGHT PATHWAYS?

- ◆ Overwhelmingly, adults and students are appreciative that there are multiple pathways to graduation.
- ◆ There is a considerable amount of uncertainty as to whether there should be changes or additions to the current graduation pathway options, as roughly one-third of all respondents neither agreed





or disagreed with related response statements addressing whether or not changes should be made to the existing eight pathways (see Appendix C Stakeholder Survey questions).

- ◆ Results from open ended items on the Stakeholder Survey and feedback from Focus Group participants indicate that the current pathway options “lack” the opportunity for student exploration and often do not align with students’ post-graduation goals.
- ◆ The goal of the pathway options should be in alignment with what students want to do and achieve beyond high school.
- ◆ There needs to be a statewide system in place for tracking graduation pathway progress for all students

---

## WHAT ARE THE PERCEIVED BARRIERS TO OFFERING ALL OF THE GRADUATION PATHWAYS AT BOTH THE SCHOOL AND DISTRICT LEVEL?

- ◆ Data collected from open ended survey questions and focus groups indicates respondents perceive that satisfying the 24-credit graduation requirement does not leave time for students to meet the additional requirements of a graduation pathway.
- ◆ Lack of clarity around articulation agreements needed to successfully implement the Dual Credit pathway options.
- ◆ Difficulty coordinating ASVAB testing if it is off site.
- ◆ Lack of certified staff to teach dual credit classes on high school campuses.
- ◆ Lack of certified staff to teach CTE courses in a sufficient amount to offer sequences that meet student needs.
- ◆ Resources needed to offer some of the testing options, transitional courses and dual enrollment options are insufficient or not available.
- ◆ Stakeholders at all levels need additional information and experience implementing the graduation pathway options in order to fully identify the true barriers to implementing all of graduation pathway options.



---

## HOW CAN DISTRICTS ELIMINATE OR REDUCE BARRIERS TO OFFERING ALL OF THE GRADUATION PATHWAYS?

- ◆ Widespread availability of statewide, online CTE courses (where applicable), taught by certified instructors, would allow the CTE pathway to be more readily offered even in smaller schools.
- ◆ More flexibility is needed around the requirements for CTE implementation, instructor certification requirements, and sequencing.
- ◆ Associated fees for testing, dual enrollment, and transition course pathways should be covered by the state if these pathways are to be successfully implemented.
- ◆ There needs to be more clarity around articulation agreements and more consistency around the state between secondary and post-secondary institutions when it comes to articulation.

---

## DO ALL STUDENTS HAVE EQUITABLE ACCESS TO ALL OF THE GRADUATION PATHWAYS AND, IF NOT, WHAT ARE POTENTIAL STRATEGIES FOR REDUCING BARRIERS TO EQUITABLE ACCESS?

- ◆ The area of greatest concern based on data from open ended survey items and focus group discussions, is the lack of equity for ELL's, students with a 504 plan, students receiving special education services and other systemically marginalized populations when it comes to accessing a meaningful graduation pathway.
- ◆ More than 75% of respondents reported that the State Assessment, SAT/ACT, and Dual Credit graduation pathway options were available, while less than 50% of respondents reported that the Transition Courses graduation pathway was available.
- ◆ Students and educators differ significantly in their levels of awareness of what is available.
- ◆ Students are less likely to be aware of the new graduation pathway options.
- ◆ In order for the pathway options to be equitable for ELL's, students with a 504 plan, students receiving special education services and other marginalized populations, there needs to be pathway options that focus on employability, skills needed to live independently and where math and English proficiency is demonstrated in an applied way.
- ◆ The CTE pathway was another area that was consistently cited by survey respondents and focus group participants as having major equity issues, especially for small to medium schools with less options for offering a variety of CTE courses, let alone a sequence, taught by certified teachers.



- ◆ Survey respondents and focus group members consistently communicated that alternative schools are very unlikely to be able to offer the CTE pathway, creating a vast inequity for students attending alternative schools.
- ◆ The Dual Credit pathway lacks equity given the associated costs
- ◆ Without clarity on articulation agreements and lack of consistency on how they are made, the Dual Credit pathway will remain inequitable
- ◆ The CTE pathway was another area that was consistently cited by survey respondents and focus group participants as having major equity issues, especially for small to medium schools with less options for offering a variety of CTE courses, let alone a sequence, taught by certified teachers.
- ◆ Access to a statewide data base, tracking graduation pathway progress for all students would allow more equity in terms of successful completion of a high school graduation pathway regardless of mobility.

---

### SHOULD ADDITIONAL GRADUATION PATHWAYS BE INCLUDED AND IF SO, WHAT PATHWAYS SHOULD BE ADDED AND WHAT IS THE ASSOCIATED RATIONALE FOR DOING SO?

- ◆ The majority of students know what they are going to do after graduating from High School. Despite this, students are skeptical of the applicability of the graduation pathway options toward their future plans.
- ◆ Two potential pathways suggestions were indicated as needed by all stakeholder groups, including students; 1) an “Employability Pathway” (often referred to as a “life skills” pathway); and 2) a “Fine Arts” pathway.
- ◆ Data suggests the need for a pathway focused on employability is directly related to the perceived lack of equity for marginalized student populations to access meaningful pathway options.
- ◆ Gainful employment, financial and domestic independence and the desire to contribute to society in a meaningful way, are worthy post-graduation goals.
- ◆ The majority of current graduation pathway options address enrollment in some type of continuing education, or enlistment in a military branch, but lack options for students intending to enter the workforce immediately after school.



- ◆ Survey respondents and focus group participants across all stakeholder groups also identified the need for a fine arts pathway.
- ◆ A fine arts pathway would also support graduation pathway option equity for students by providing a pathway that not only addresses enrollment in post-secondary education, but also provides a viable option for students wanting to enter the workforce in a fine arts related sector.

Additional pathway suggestions included:

- ◆ Testing Pathway – Respondents often pointed out that the majority of existing pathway options rely heavily on testing to indicate successful completion of the pathway and therefore it would be prudent to have a single pathway that includes all the tests students can take towards graduation.
- ◆ 24 Credit Pathway – Qualitative data suggests that a number of stakeholders would like to see a pathway added that requires students to pass all 24 credit requirements with a minimum grade point average or higher.
- ◆ Post-secondary Acceptance Pathway – While survey respondents indicated on open responses questions that this was a pathway that should be added, follow up data collected during focus groups showed a divide amongst attendees, with half expressing negative feedback and half expressing positive feedback. However, focus group participants on both sides agreed that actual enrollment, or having taken the steps to complete the financial aid application process, is a better indicator of a successful Post-Secondary Acceptance pathway than acceptance alone, since these steps signify a true intent and are therefore more likely to align to the High School and Beyond Plan.
- ◆ Capstone Project/Portfolio/Body of Evidence Pathway – A number of survey respondents and focus group participants indicated there's a need for additional graduation pathway options that include opportunities for applied learning and opportunities to demonstrate skill attainment.



## POTENTIAL STRATEGIES FOR CONSIDERATION & FUTURE DEVELOPMENT

- ◆ A state hosted clearing house of graduation pathway options information, resources, and training materials made available for access by key stakeholders statewide would go a long way towards addressing research findings indicating more clarity and information is needed regarding the graduation pathway options.
- ◆ If the decision to develop additional pathways is made, it might be prudent to convene workgroups made up of key stakeholders, that are content experts in relevant ways, to design any identified new pathways and the associated requirements.
- ◆ Based on the positive response from all stakeholder groups in terms of their inclusion in this year's initial feedback process, it is highly recommended that years two and three include all stakeholder groups and are not limited to any one segment. Continuing to include all stakeholder groups in future data collection activities helps ensure we are getting valid and useful data.
- ◆ Subsequent instrument design should be informed by findings from the first year of the study, so as to assure research questions are addressed to the highest extent possible by the end of year three. This may mean adjusting research questions, basic timelines (within the bounds of dates previously set for key deliverables), or data collection methods with input from the SBE.
- ◆ Based on data from year one it is likely that changes to the existing pathways and the addition of new pathways are needed in order to positively impact equity for schools and districts offering the graduation pathway options, and more importantly for students utilizing the pathways. Research in years two and three should be designed to inform such a process if so desired to ensure that changes are evidence based and supported by data.
- ◆ Based on data from year one it might be useful to collect data related to all graduation requirements, only in as much as this information can be used to inform the overarching research questions. However, addressing only inequities within the graduation pathway options will likely be hindered if other graduation requirements are impacting how the graduation pathway options are being implemented in schools and districts around the state and also how they are being utilized by critical stakeholder groups such as students.



## STUDY BACKGROUND

Per Engrossed Second Substitute House Bill 1599 (E2SHB 1599), as of 2020 Washington students are required to meet the state and local credit graduation requirements, complete a High School and Beyond Plan (HSBP), and complete one of the following graduation pathway options in order to graduate<sup>2</sup>:

- 1) Meet or exceed the graduation scores on state high school assessments in ELA and Math (Smarter Balanced Assessments or Washington Access to Instruction & Measurement);
- 2) Dual credit courses (for example, Running Start or College in the High School) in English Language Arts and math;
- 3) Earn high school credit, with a C+ grade, or receiving a three or higher on the AP exam, or equivalent, in AP, International Baccalaureate, or Cambridge International courses in English language arts and mathematics; or receiving a four or higher on International Baccalaureate exams;
- 4) Meet or exceed the graduation scores in the math and reading/English/writing portions of the SAT or ACT;
- 5) Transition course, as defined in E2SHB 1599, (including but not limited to a Bridge to College course, which is a senior course for students who earned a Level 2 on the Smarter Balanced Assessment);
- 6) Meet any combination of at least one English and one math option of those options listed in # 1-5;
- 7) Meet standards on the ASVAB (Armed Services Vocational Aptitude Battery); and
- 8) Complete a sequence of Career and Technical Education (CTE) courses (Washington State Board of Education)<sup>3</sup>.

In order to meet the reporting requirements set forth by the education committees of the legislature, the SBE partnered with Strobel Consulting to design and implement a survey process that would address SBE's need to collect useful data from a variety of different stakeholders including personnel

---

<sup>2</sup> The armed services test (ASVAB) and the CTE course sequence are new graduation pathways; the other pathways described in HB 1599 have been previously approved alternatives to the assessment requirements. Students who pursue these pathways (ASVAB or CTE) do not need to meet English and math requirements separately. English and math content are embedded in both pathways—and both pathways meet the purpose of a high school diploma: to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner (RCW 28A.230.090). A student who meets either the ASVAB standard or the CTE pathway requirements has met the graduation pathway requirement.

<sup>3</sup> Washington State Board of Education. Graduation Pathways. Retrieved from <http://www.sbe.wa.gov/our-work/graduation-requirements/graduation-pathways>



and families within school districts, representatives from the State Board for Community and Technical colleges; four-year higher education institutions; apprenticeship and training councils; associations representing business; members of the Educational Opportunity Gap Oversight and Accountability Committee; and associations representing educators, school board members, school administrators, superintendents, parents and most importantly, students.

Beyond addressing the reporting requirements of E2SHB 1599 the following project goals and objectives include lessons learned and potential strategies to improve the high school graduation pathway options, future data collection and project planning and implementation. Specifically, the overarching objectives of the project are:

- a. Survey findings and associated reports provide comprehensive and relevant information, including potential strategies that are useful to SBE in making well-informed decisions on what to include in its reports to the legislature.
- b. Data collected as part of this project informs reasonable and valid evidence based decision-making processes.
- c. Survey, interview, and focus group respondents are representative of Washington's population, not only demographically, but also in terms of their role in the education system.
- d. Survey and interview questions, formats, and delivery modes are accessible to diverse potential participants, including, but not limited to: people from communities of color, people whose preferred mode of communication is not email, people whose home language is not English, people with disabilities, and people from households with a range of income levels and geographic characteristics (e.g. urban / suburban / rural / eastern Washington / western Washington).

Prior to the start of this project the SBE began collecting preliminary data regarding the graduation pathway options via the annual Basic Education Compliance Survey. Data collection occurred in September and October of 2019. At this time the new graduation pathway options had been mandated for 1-2 months. Findings from the Basic Education Compliance Survey report regarding the graduation pathway options include the following:

- ◆ The majority of districts surveyed had four (32%) and five (29%) pathway options available.
- ◆ Only 12% of all districts offered six pathways, and 2% offered only one (Smarter Balanced Assessments).
- ◆ An analysis of the number of pathways offered by district enrollment size reveals that districts with higher enrollment are more likely to be able to offer four or more pathways.
- ◆ With regards to the individual pathways, other than the Smarter Balanced Assessment, most of the districts in the state are able to offer the Dual Credit pathway.



- ◆ The pathway that is available to the least number of districts is the SAT or ACT<sup>4</sup>.

The following report provides detailed information on the initial findings of the first year of the Washington Graduation Pathway Options Stakeholder Feedback project. Key findings from survey results, gathered from stakeholders regarding the graduation pathway options, are presented along with feedback obtained via focus groups. The report concludes by highlighting lessons learned and recommended strategies for continued development of both the project and the graduation pathway options.

## STUDY OVERVIEW

The Stakeholder Survey and focus groups were conducted in an effort to understand the perspectives of students, parents, educators, and community members regarding their awareness and perceptions of the high school graduation pathway options now available in the state of Washington. In addition to soliciting open-ended feedback about the pathways and recommendations for change, all respondents were asked to rate their agreement to a series of questions about the graduation pathways, provide information about the availability of offerings and graduation pathways at their school, and indicate existence of a High School and Beyond Plan (HSBP), including the graduation pathway options either they or their students are likely to use. The following research questions guided the development of the project and subsequent instruments and protocols:

- ◆ What changes, if any, should be made to the existing eight pathways?
- ◆ What are the perceived barriers to offering all of the graduation pathways at both the school and district level?
- ◆ How can districts eliminate or reduce barriers to offering all of the graduation pathways?
- ◆ Do all students have equitable access to all of the graduation pathways and, if not, what are potential strategies for reducing barriers to equitable access?
- ◆ Should additional graduation pathways be included and if so, what pathways should be added and what is the associated rationale for doing so?

To collect data addressing the aforementioned research questions, a Preliminary Online Survey, Stakeholder Survey and focus groups were administered to, or hosted with, a wide range of Washington residents. Dedicated efforts were made to include a diverse scope of participants reflective of the demography of the state. The online window for Stakeholder Survey completion was

---

<sup>4</sup> Of note, the question on the Basic Education Compliance Survey, was related to the SAT or ACT being provided free of charge to students during the school day. However, the SAT and ACT are available to all students if they register to take the assessment/s and pay the associated fees.





45 days, during which time 1,583 responses were collected. The two largest stakeholder groups that completed the survey were School or District Personnel (Educators)<sup>5</sup>, comprising 67% of the sample and high school Students, comprising 16% of the sample. What follows is a description of the methods and measures used to collect the data and a detailed breakdown of the results.

## METHODOLOGY

The Washington Graduation Pathway Options Stakeholder Feedback Project Year One (YR1) commenced in September of 2019 and will conclude in June of 2020. In order to collect stakeholder feedback, participants were invited to participate in a Preliminary Survey, Stakeholder Survey and focus groups. A total of 1,908 stakeholders completed the preliminary survey, 1,583 completed the Stakeholder Survey and 47 stakeholders participated in a focus group. It should be noted that Stakeholder Survey completion slowed significantly after the WA state of emergency announcement that was issued due to COVID-19 and may account for the slightly lower completion numbers of the Stakeholder Survey versus the preliminary survey which was administered at the start of the year well before concerns of COVID-19.

In order to ensure the maximum number of stakeholders were able to provide feedback by participating in project activities the Washington State Board of Education (SBE) notified stakeholders of the Preliminary Survey, Stakeholder Survey, and focus groups via email using their listserv. As well, Strobel Consulting reached out to various stakeholder groups and related agencies in the state, by sending direct emails inviting them to participate and share the survey links and focus group information with their colleague's, staff and members.

Additionally, as responses to the surveys came in, Strobel Consulting contacted educators who opted to share their information and wanted to be included in future project activities, to ask if they would share the survey links and focus group information with their students and students' parents or guardians, as a way to collect additional data from these stakeholder groups.

---

### QUANTITATIVE DATA COLLECTION METHODS

Quantitative data collected included a Preliminary Survey (to inform the design of the Stakeholder Survey and the focus group protocol) and a more thorough Stakeholder Survey.

---

<sup>5</sup> The remainder of the report uses "educators" to refer to respondents that categorized themselves as school or district personnel when taking the survey.



---

## PRELIMINARY SURVEY

Participating stakeholders from around the state comprised of parents, educators, students and other community members completed an online survey from November 12 to December 15, of 2019. The survey, created by Strobel Consulting, was developed to collect preliminary information on:

- ◆ Awareness of the graduation pathway options;
- ◆ Basic attitudes towards the graduation pathway options;
- ◆ Interest in focus group participation and other project activities; and
- ◆ Demographic information.

Findings from this survey were used to inform the development of the Stakeholder Survey and focus group protocol.

---

## STAKEHOLDER SURVEY

Participating stakeholders from around the state comprised of parents, educators, students and other community members completed an online Stakeholder Survey between February 10 and March 30, 2020. The survey, created by Strobel Consulting, was developed to measure:

- ◆ Existing attitudes and perceptions pertaining to the graduation pathway options;
- ◆ Whether or not modifications should be made to any of the existing pathway options;
- ◆ What, if any, recommendations there are to improve graduation pathway options;
- ◆ The need, if any, to add additional graduation pathway options;
- ◆ Equity of the current graduation pathway options;
- ◆ Interest in focus group participation and other project activities; and
- ◆ Demographic information.

Findings from the comprehensive Stakeholder Survey will be used to address the reporting requirements of E2SHB 1599 and the overarching project goals and objectives, to include lessons learned and potential strategies to improve both high school graduation pathway options and future project planning and implementation.

---

## QUALITATIVE DATA COLLECTION METHODS

Qualitative data collected included community forum observations, open ended survey data, and focus groups.

---

## COMMUNITY FORUM OBSERVATIONS

Three community forum observations were conducted over the course of the first year of the project (see Appendix A for a full summary of feedback received during community forums).



**Community Forum 1** was conducted on November 5, 2019 in Bremerton, WA. Approximately 40 people were in attendance. In addition to SBE staff the group consisted of SBE board members, educators and other community members. SBE kicked off the forum by providing a brief overview of the high school graduation pathways and outlined the goals of the community forum. An SBE board member facilitated the remainder of the discussion for the evening. This included roundtable discussions (with at least one SBE board member and SBE staff at each table), followed by whole group sharing. The last thirty minutes of the forum were left open for general discussion of any issue attendees wished to explore.

**Community Forum 2** was conducted on November 22, 2019 in Bellevue, WA as part of the Washington State School Directors Associations (WSSDA) conference during a breakout session titled, "Pathways to Graduation: State Policy, District Experiences, and Recommendations for Change". Approximately 90 educators from around the state were in attendance. The SBE's presentation provided an overview of the high school graduation pathways, with an emphasis placed on the equal importance of each pathway. During the presentation there were opportunities for attendees to ask pathway specific questions as each pathway was covered, followed by a general Q&A session during the last 15 minutes of the forum. Participants in the community forum shared feedback on current pathways, student equity, access and barriers, additional pathway suggestions, access to post graduation data and outcomes, and barriers to graduation in general.

**Community Forum 3** was conducted on January 14, 2020 in Tumwater, WA. Approximately 60 people were in attendance. In addition to SBE staff the group consisted of SBE board members, educators and other community members. SBE kicked off the forum by providing a brief overview of the high school graduation pathways and outlined the goals of the community forum. An SBE board member facilitated the remainder of the discussion for the evening. This included roundtable discussions (with at least one SBE board member and SBE staff at each table), followed by whole group sharing.

---

## FOCUS GROUPS

Stakeholder groups around the state were notified of the Focus Groups via SBE email distribution lists and direct contact with previous survey respondents who indicated they were interested in focus group participation and requested follow up communication by providing their contact information. Contacts on the SBE listserv were encouraged to share the focus group participation information with colleagues, other educators, students and parents. Emails included information about the focus groups, as well as a link to complete a participant interest form. The focus group interest form captured contact information for the individual, their membership in various education, parent and other business or industry related groups or associations and their preferred focus group dates and times.

All available dates, times and locations for either in-person or online focus groups were provided on the form and respondents were asked to indicate their top three choices for attending. Each focus group was capped at 11 participants to ensure the likelihood of successful moderation that allowed all participants to have a chance to share their thoughts and feedback. Every effort was made to



register participants for their top choices. As space in the focus groups filled, participants were contacted via email to select additional dates/times that were still available.

Focus groups were originally planned to take place both in person (in three different locations throughout the state of Washington) and online. This was to allow equitable access for all stakeholders that wanted to participate in focus group regardless of their physical location. As well as to provide two formats for participation, since participants often prefer one format over the other.

Strobel Consulting staff reached out to various school districts in the state to locate potential hosts for the in-person focus groups. In-person focus groups were planned to include students, parents, educators and community members while online focus groups were planned for parents, educators and community members. A liaison at each in-person focus group site was brought on board to help with venue logistics and to identify student focus group participants and to distribute and collect the required parent permission letter. Due to the difficult nature of ensuring a large number of students participating in an online focus group have signed parent permission letters, students were excluded from online focus groups, with one exception<sup>6</sup>.

Due to the outbreak of COVID-19 and the State of Emergency that was declared February 29, 2020 by the state of Washington and which lead to statewide school closures, the in person focus groups were cancelled. All previously planned in person focus groups were rescheduled to take place online on the same dates and at the same times to accommodate previously registered participants. Unfortunately, this meant that all but one student was excluded from focus group participation, due to barriers collecting and confirming parental consent requirements and lack of access to students.

Everyone that registered to participate in the in-person focus groups were notified of the change and invited to participate online at the same date and time. Because of these changes, additional online focus groups were offered (ten total focus groups offered) to ensure that everyone that registered was able to participate.

Focus groups occurred over a period of two weeks from March 17, 2020 to the 26<sup>th</sup>. Focus group times ranged from 12 to 6 PM PDT to accommodate as many stakeholder schedules as possible. In total ten online focus groups were hosted, with a total of 47 participants. Focus group sessions ranged in attendance from 1 – 11 attendees. Of note, attendance for in-person focus groups that were switched to the online format due to COVID-19 were less attended by registered participants than the originally scheduled online focus groups.

---

## OPEN ENDED SURVEY QUESTIONS

---

<sup>6</sup> It was very important to one student that she be allowed to participate in a focus group, so she made sure her signed parent permission was received by Strobel Consulting well in advance of the online focus group and was therefore able to participate.



Survey respondents were given the opportunity to respond to four open ended survey questions asking about current graduation pathway options they wished were available, if not all currently available pathways were offered at their respective school/s, recommendations for changes to current available pathways, suggestions for additional pathway options and any other feedback related to the graduation pathway options they wanted to share. Open ended questions were not required. However, they provided an opportunity for respondents to share feedback that was not requested as part of the quantifiable survey questions and elaborate as needed. Open ended questions also allowed researchers to identify additional themes not readily measured by survey questions and responses also helped inform the final design of focus group protocols.

## SAMPLE CHARACTERISTICS

### SURVEY RESPONDENT CHARACTERISTICS

Stakeholder Survey respondents included high school students, parents/guardians, educators and other community members. The majority of respondents were educators, comprising 67% of the total sample<sup>7</sup>.

**Table 1. Stakeholder Survey Respondent Types**

Respondent Types	Count	Percent
Student (includes recent HS graduates)	259	16.4%
Parents / Guardians	206	13.0%
Educators	1,062	67.1%
Other	56	3.5%
<b>Total</b>	<b>1,583</b>	

Student respondents were asked to indicate their current grade level, as the survey was only open to current high school students and recent high school graduates; the majority of which were spread fairly evenly across the high school grade levels with a higher proportion coming from 9<sup>th</sup> grade and the lowest proportion from 11<sup>th</sup> grade.

<sup>7</sup> Adult respondents were allowed to indicate whether they were parents/guardians, school/district personnel, or both. If they selected both, they were subsequently given the option to choose to provide survey responses based on the district in which they work, or the district in which their child(ren) attend school.



**Table 2. Student Respondent Grade Level**

Student Respondent Grade	Count	Percent
9 <sup>th</sup> Grade	97	37.5%
10 <sup>th</sup> Grade	57	22.0%
11 <sup>th</sup> Grade	35	13.5%
12 <sup>th</sup> Grade	70	27.0%

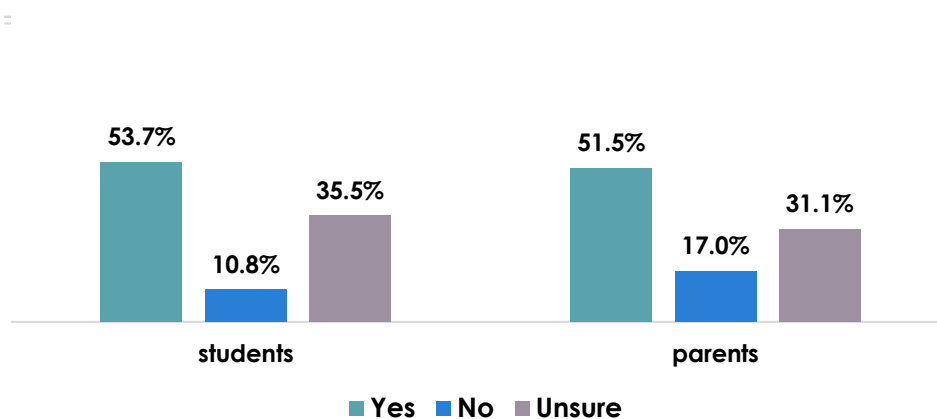
Parent/Guardian respondents were asked to indicate their child/children's current grade levels. Only parents/guardians with a child in middle or high school (grades 7-12) were eligible to participate in the survey. Many parents had more than one child and therefore may have entered multiple grade spans.

**Table 3. Parent Respondent Child Grade Levels**

Parent Respondent Child Grade	Count
Kindergarten through 6 <sup>th</sup> Grade	50
7 <sup>th</sup> or 8 <sup>th</sup> Grade	41
9 <sup>th</sup> Grade	64
10 <sup>th</sup> Grade	68
11 <sup>th</sup> Grade	61
12 <sup>th</sup> Grade	50
High School Graduate and/or College Student	19

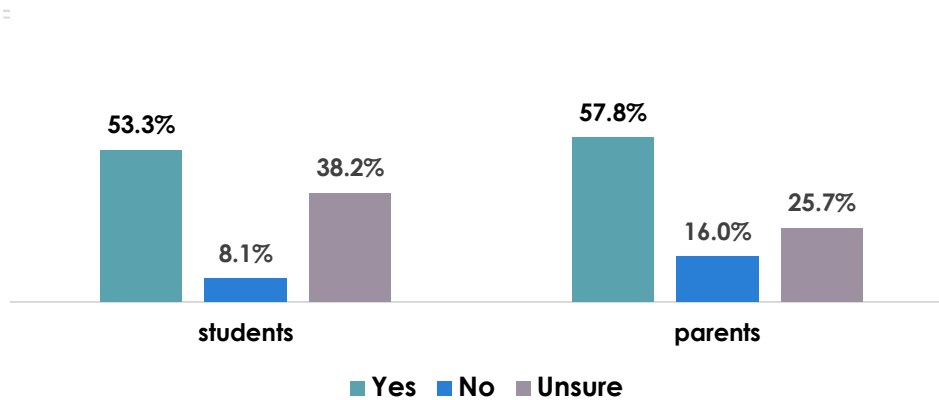
Both high school students and the parents of high school students were asked to indicate if the student had a High School and Beyond Plan in place. As shown in Figure 1, while slightly over half all respondents indicated yes, roughly 34% of respondents indicated they were unsure if they/their students did have a High School and Beyond Plan in place.

**Figure 1. Student and Parent High School and Beyond Plan in Place**



High school students and parents of high school students were also asked to indicate whether or not they had a plan in place to meet one or more of the graduation pathway options. There were significant differences in the way students and parents responded to this question. While slightly over half of parents and students indicated they/their child did have a High School and Beyond Plan, students were more likely than parent respondents to indicate 'Unsure' or 'No', see Figure 2.

**Figure 2. Student and Parent Graduation Pathway Option Plan in Place**



To the extent possible, it was important that surveys were collected from a variety of respondents to ensure that all population, groups and identities within Washington had a chance to make their voices heard. All respondents were given an opportunity to indicate their gender, ethnicity and racial identification, as well as their family income level to ensure that diverse responses were received. Respondents also had the opportunity to decline to respond to any of the demographic questions. In each demographic category, between 7% and 25% declined to respond and you will see these figures represented in Table 4.

With regards to gender, just over 1/4 of respondents were male, just under 2/3 were female and 7% declined to answer. Students were more likely to respond to the gender identity question than any other respondent type. As well, there were more male, non-binary and other gender designations for student respondents (as compared to parents, educators, and other respondents). Parent respondents were predominately female.

All respondents were asked to indicate the ethnicity and race they most identify as. Student respondents were more likely to indicate they were of Hispanic or Latinx origin than parent, teacher, or other respondents. Only 6% of the overall sample was Hispanic/Latinx and 10% declined to provide this information.

With regards to race, the vast majority of respondents were white, while 13% declined to provide racial identity. Student respondents were more diverse than the various adult subgroups: more likely to select Black, Asian, Native American, Other, or multiple categories. Educators were less likely to be Asian or



# WA Graduation Pathway Options – Stakeholder Feedback Project

Multi-racial. However it should be noted, that it is difficult to get a true picture of respondent demographics and therefore diversity with such high numbers declining to respond.

**Table 4. Survey Respondent Demographics**

Demographic		Count	Percent	WA State <sup>8</sup>
<b>Gender</b>	Male	438	28.3%	50%
	Female	984	63.5%	50%
	Nonbinary	6	0.4%	--
	Other	10	0.6%	--
	Decline to Respond	112	7.2%	--
<b>Race / Ethnicity</b>	Hispanic	86	5.5%	12.9%
	Hispanic - Decline to Respond	160	10.3%	--
	American Indian or Alaskan Native	21	1.4%	1.9%
	Asian	44	2.8%	9.3%
	Black, African American	15	1.0%	4.3%
	Native Hawaiian or Other Pacific Islander	8	0.5%	0.8%
	White, Caucasian	1,151	74.3%	68%
	Multiracial	63	4.1%	4.8%
	Other	48	3.1%	--
	Decline to Respond	200	12.9%	--
<b>Income</b>	Not sure	118	7.6%	--
	Less than \$25,000	24	1.5%	--
	\$25,001 to \$50,000	33	2.1%	--
	\$50,001 to \$75,000	132	8.5%	--
	\$75,001 to \$100,000	209	13.5%	--
	\$100,001 to \$125,000	236	15.2%	--
	Over \$125,001	411	26.5%	--
	Decline to Respond	387	25.0%	--

In addition to demographic diversity, it was important that responses from various stakeholder groups were received. All adult respondents were asked if they were a member or representative of various education related associations or agencies, as well as any parent or business-related associations, groups, agencies or organizations. Of the 1,322 adult respondents, 46% indicated they were members or representatives of one or more the agencies or organizations listed in table 5 (some respondents

<sup>8</sup> United States Census (2020) Quick Facts Washington. <https://www.census.gov/quickfacts/WA>





may have indicated more than one organization). Most of the respondents were members of the Washington Education Association (WEA), Washington Association for Career and Technical Education (WA-ACTE), and Association of Washington School Principals (AWSP).

**Table 5. Survey Respondent Association Membership**

<b>Respondent Association Membership</b>	<b>Count</b>
Association of Washington School Principals (AWSP)	109
Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)	1
Four-year Higher Education Institutions	16
Parent Teacher Association (PTA)	61
School Board	18
Washington Association for Career and Technical Education (WA-ACTE)	134
Washington Association of School Administrators (WASA)	90
Washington Education Association (WEA)	341
Washington State Apprenticeship and Training Council (WSATC)	2
Washington State Board for Community and Technical Colleges (SBCTC)	6
Washington State School Directors' Association (WSSDA)	32
Other Associations Representing Business	40
Other Associations Representing Education	138
Other Associations Representing - Parents	15

---

## FOCUS GROUP PARTICIPANT CHARACTERISTICS

As previously indicated, focus groups were planned to take place both in person and online, but due to the COVID-19 outbreak all planned in person focus groups were rescheduled to take place online. Because students would have been required to provide parental consent and this would have proven difficult to confirm for a large number of students participating in online groups, only adults were eligible for on-line participation with one exception as previously noted.

Eighty-nine adults (educators and parents) and one student signed up to participate in one of 10 online focus groups to discuss the graduation pathway options. Of the 89 registered participations, 48 individuals attended a focus group. Of those 42 were educators, with the remaining participants being parents or community members and a single student.

No interested stakeholders were declined participation and all registered participants were assigned to a focus group time of their choice. The one student participant completed a parent consent form that was signed and returned to Strobel Consulting prior to her participation in the focus group.

Because it was important that input from various stakeholder groups in the state was received, all potential focus group participants were asked to indicate if they were a member or representative of



any education, parent or business-related associations, groups, agencies or organizations. Of the 48 participants, 23 indicated they were a member or representative of one or more of the agencies or organizations shown in table 6. The Washington Education Association (WEA) was the most frequently reported by respondents as an organization they were a member of.

**Table 6. Focus Group Participant Association Membership**

<b>Focus Group Membership Association</b>	<b>N</b>
Association of Washington School Principals (AWSPP)	6
Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)	0
Four-year Higher Education Institutions	0
Parent Teacher Association (PTA)	1
School Board	0
Washington Association for Career and Technical Education (WA-ACCTE)	5
Washington Association of School Administrators (WASA)	4
Washington Education Association (WEA)	10
Washington School Counselor Association (WSCA)	4
Washington State Apprenticeship and Training Council (WSATC)	0
Washington State Board for Community and Technical Colleges (SBCTC)	0
Washington State School Directors' Association (WSSDA)	0
Other Associations Representing - Business	2
Other Associations Representing - Education	4
Other Associations Representing - Parents	1



## KEY FINDINGS

Due to the nature of the response scales utilized across the Stakeholder Survey and focus group protocol items [see Appendices C and D for full Stakeholder Survey and focus group instrumentation], the majority of quantitative data below are shown descriptively using percentages. Because the agreement response options offered (*Strongly Agree*, *Agree*, *Neither Agree nor Disagree*, *Disagree*, and *Strongly Disagree*) cannot be considered equidistant (i.e., ordinal but not interval), the only inferential test employed was the chi-square test of association to determine if statistically significant differences between groups were present. Cells with standardized residuals  $\pm |2.0|$  are influential in these results and noted for their differences.

Occasionally, responses for middle categories on odd-numbered scales (i.e., five options) such as *Neither Agree nor Disagree* are omitted from analyses. This practice often dramatically reduces valid sample sizes while distorting subgroup comparisons, and inherently biases results in favor of the more polar responses. Research has demonstrated that even school-aged students are able to discriminate between response options on a 5-point scale and do not favor the middle category when compared with a 4-point scale omitting the neutral middle (Adelson & McCoach, 2010). More importantly, as will be discussed in more detail in the Key Findings section below, the sheer prevalence of these responses in these survey data indicate that they are worth including and interpreting. For these reasons, we have leveraged our survey design to utilize responses designed to provide appropriate categorical response options for all respondents, even those who may be uncertain in their agreement, and all data were included in analyses.

While inferential tests were used to guide interpretation of the Key Findings to follow, it should be noted that not all “statistically significant” results are presented, though all differences discussed are, in fact, statistically significant. The test results for each are not presented in text, but instead reported in full in Appendix E. The Key Findings below are organized by their practical significance and their relevance to the research questions guiding this study.

As well, the data collection timeframe spanned the closure of Washington schools on March 13, 2020 due to the COVID-19 pandemic. As a result, 193 surveys (12% of the overall sample) were captured after the closures, the majority of which were from students (99). While it is unlikely that the pandemic would impact perceptions of the graduation pathways, additional analyses to follow will explore potential differences.

ALL significant findings and test results are included in the applicable appendices, both those found to be statistically significant and those that were not. While *most* comparisons show differences, the test is marked as non-significant in red text next to the p-value in the table in the cases where there were no differences.

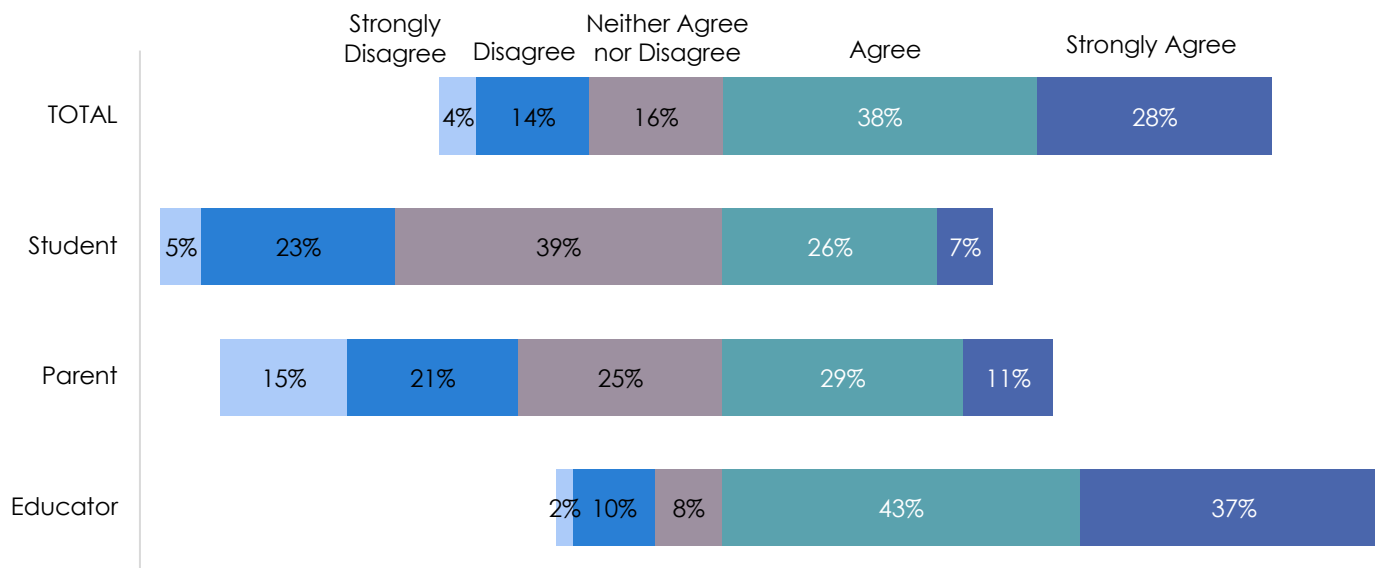


## RESULTS

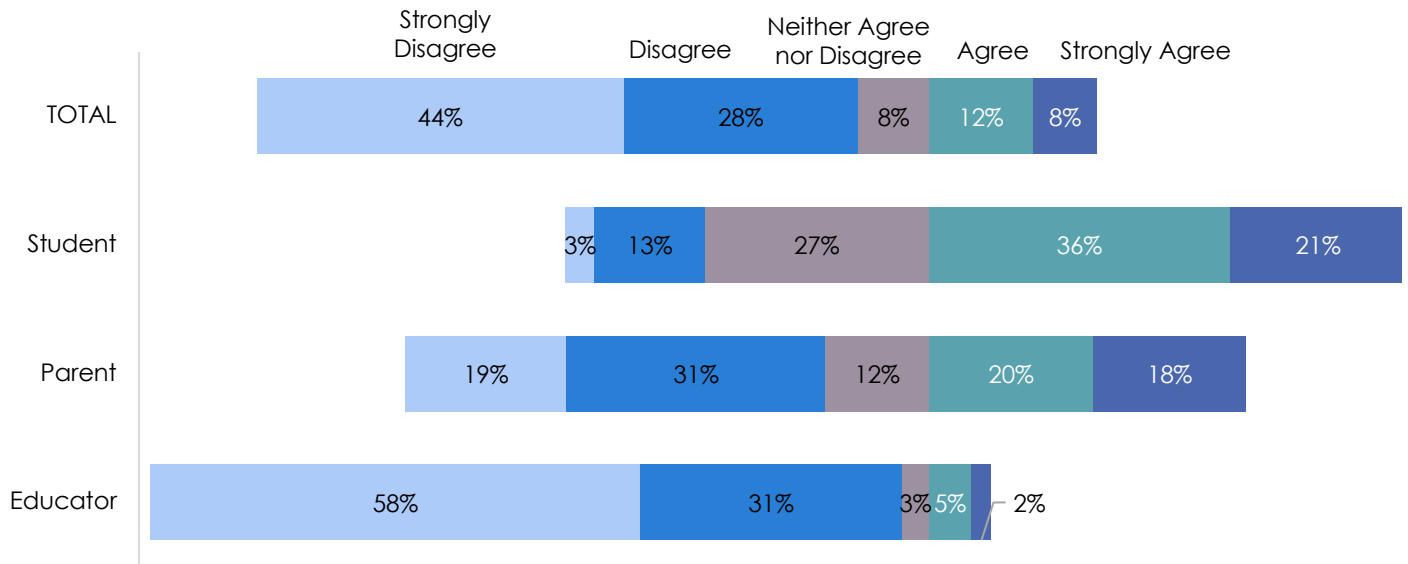
### Students and educators frequently differed in their level of agreement to statements relating to the graduation pathway options.

In fact, educators – who represent more than two-thirds of those surveyed – significantly differed from students on 7 of the 18 statements. In each instance, as shown in Figures 3-9, educators more frequently rated positive agreement (*Strongly Agree* or *Agree*) compared to students, except in the case of phrases that were negatively phrased (e.g., “I did not know there were new graduation pathway options available”). In many cases, parents also differed, siding with the students in their agreement levels, and thus differing from educators. These discrepancies indicate that educators are more aware of the various graduation pathway options and their availability than students, and often parents.

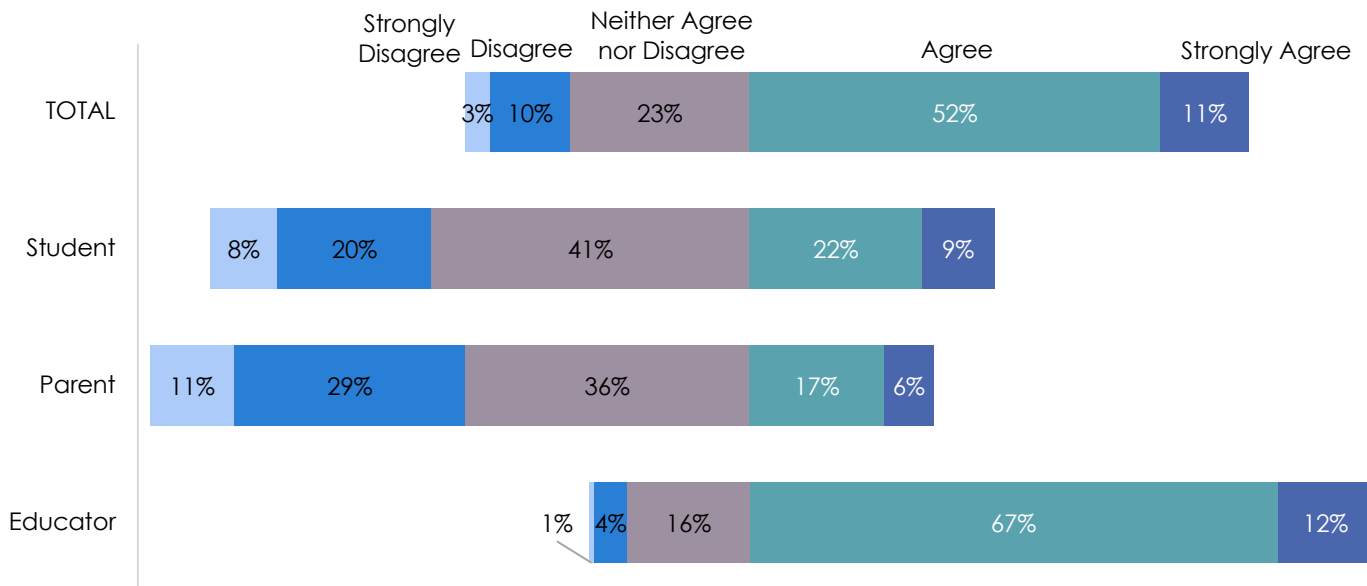
**Figure 3. I know about the new graduation pathway options available at my school/my child's school**



**Figure 4. I did not know there were new graduation pathway options available**

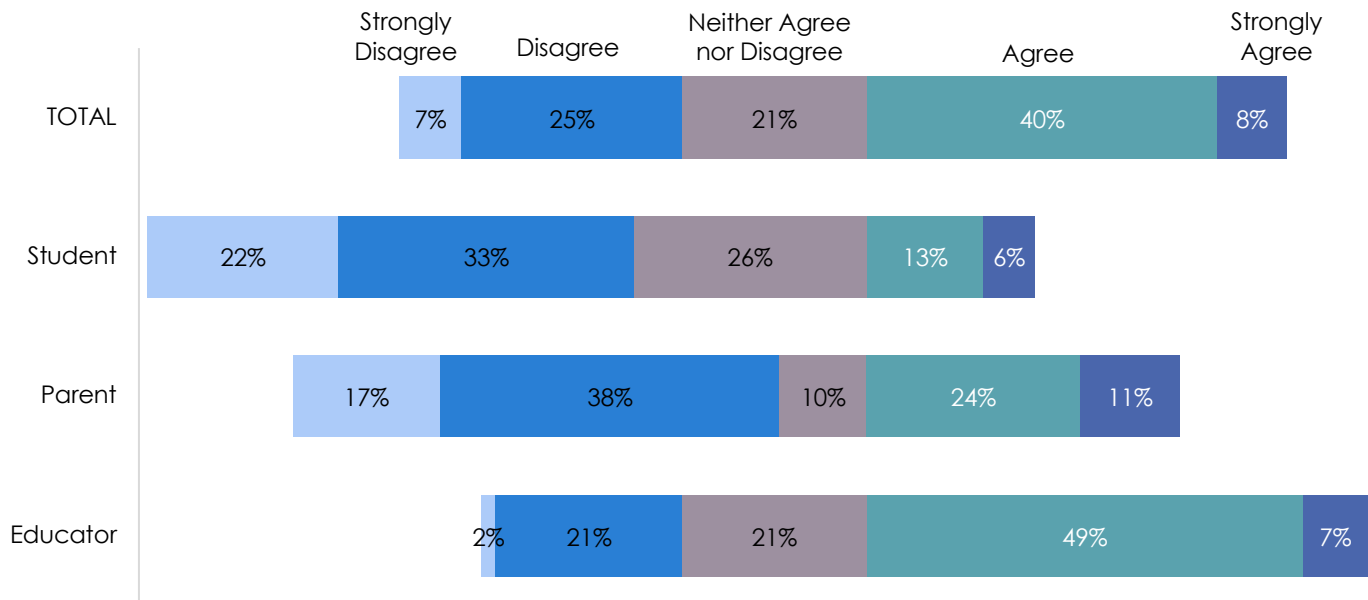


**Figure 5. I/my child/students in this school plan to learn a technical skill or trade after graduation**

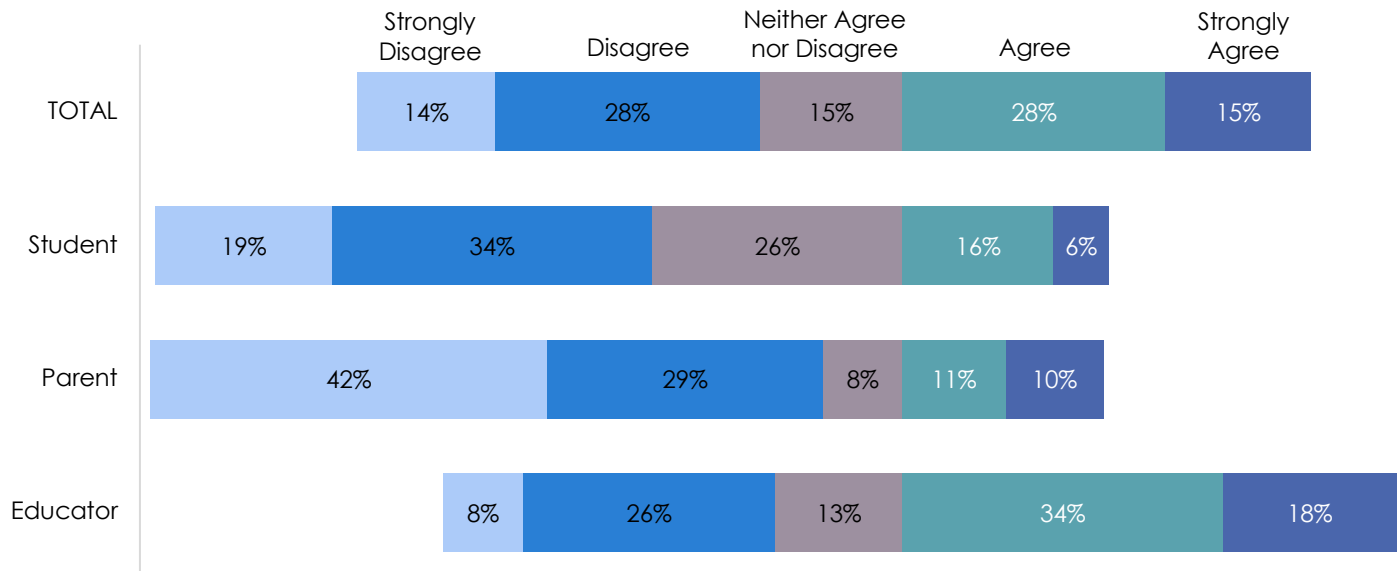


# WA Graduation Pathway Options – Stakeholder Feedback Project

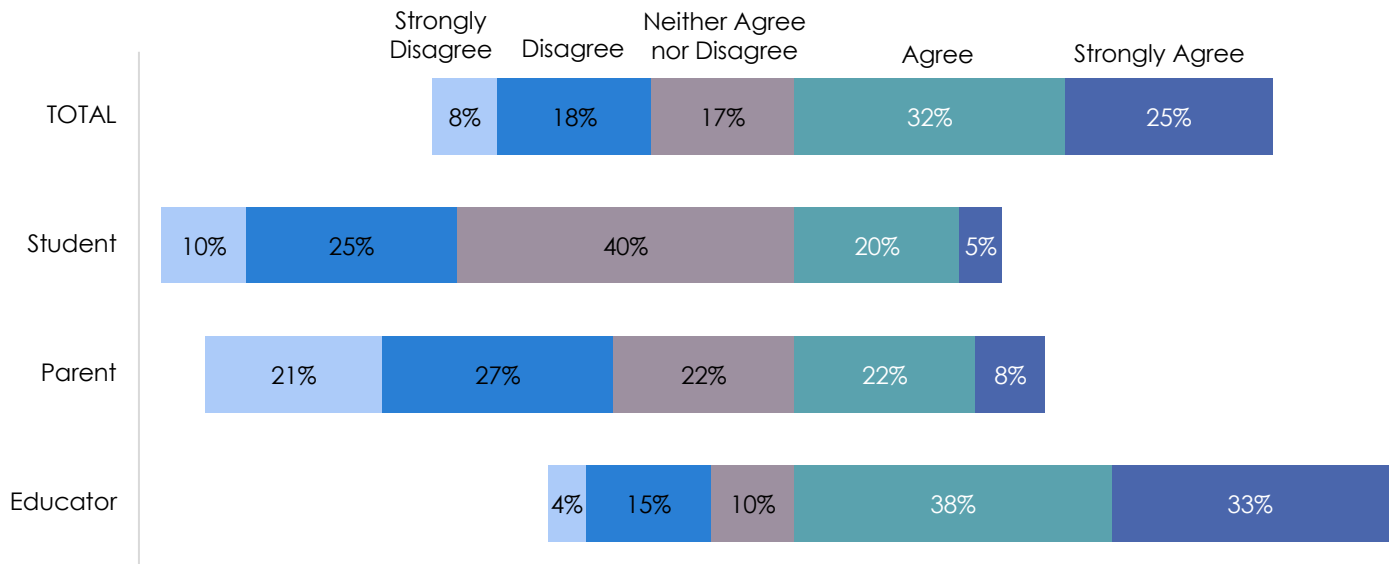
**Figure 6. I/my child/students in this school don't know what they are going to do after graduation**



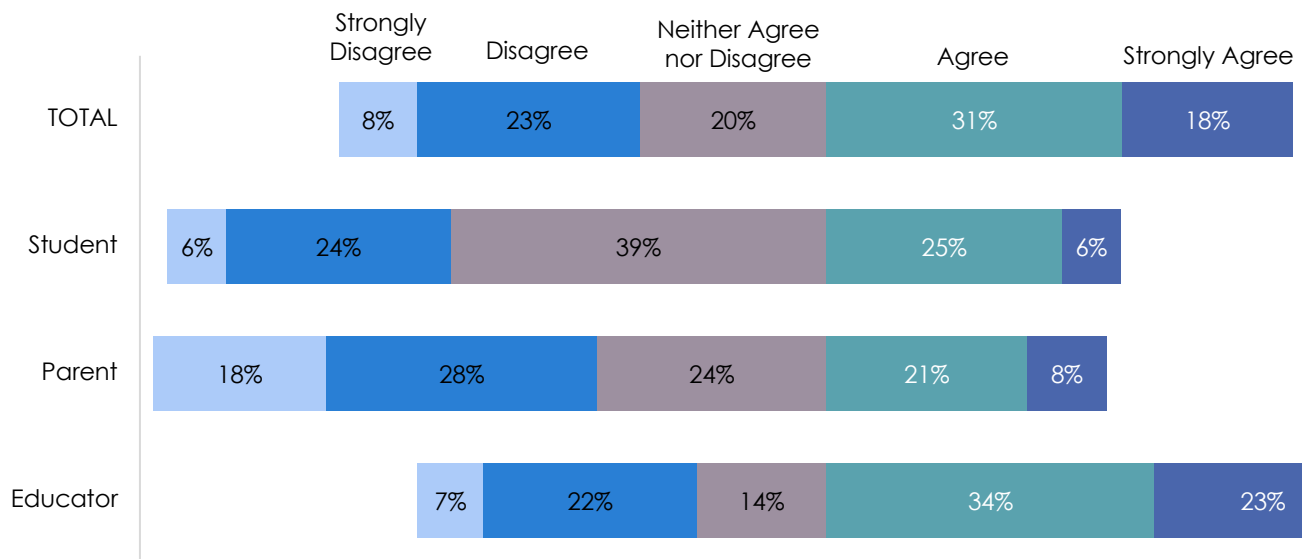
**Figure 7. I worry that even with the current grad pathway options I/my child/students in this school won't graduate from High School**



**Figure 8. I have been informed of all graduation pathway options**



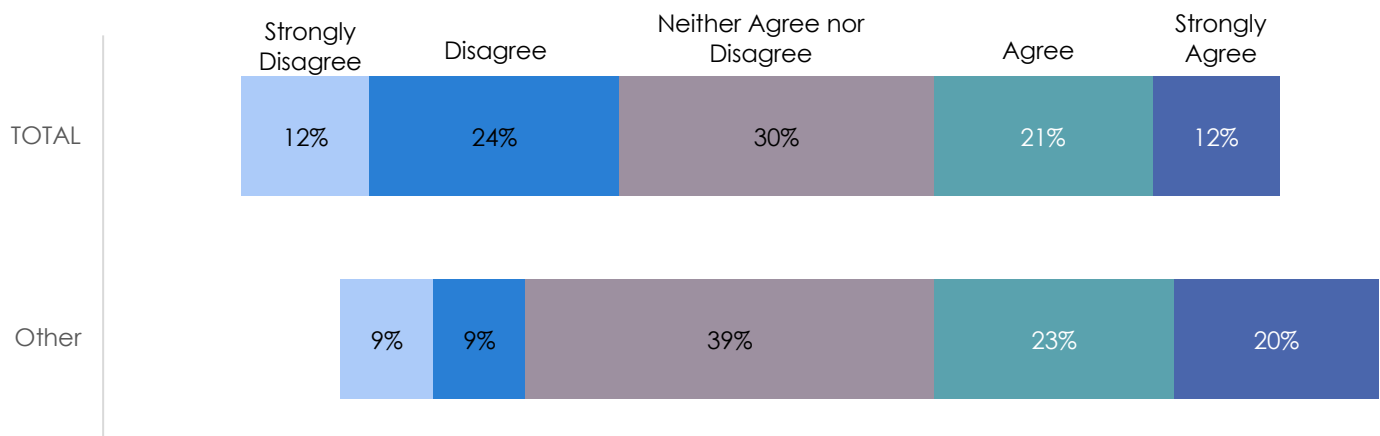
**Figure 9. I understand the requirements for each graduation pathway option**



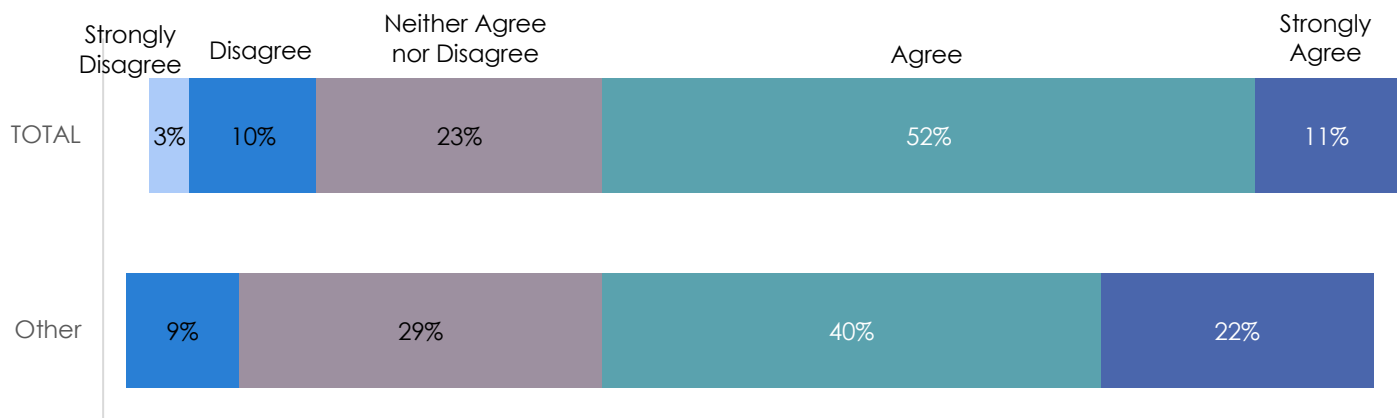
**Other adult stakeholder respondents (those who did not identify as a parent or educators) tended to align with overall responses for all questions.**

Although they are not discussed in detail in the findings that follow, we acknowledge that “Other” adult stakeholder respondents who were *exclusively* members of the community or relevant professional groups, but not parents or educators, remain a critical stakeholder group for consideration. However, with only 56 responses, they comprised too small a subgroup to appropriately disaggregate across response options for most questions, and almost always were in agreement with the aggregate findings from all stakeholders combined. There were two notable exceptions: these other stakeholders were more likely to agree that not all of the graduation pathway options are available in local schools and were also more likely to agree that local students planned to learn a technical skill or trade after graduation. Figures 10 and 11 below show results for these questions.

**Figure 10. Not all of the graduation pathway options are available at my/my child’s school**



**Figure 11. I/my child/students in this school plan to learn a technical skill or trade after graduation**





## Many stakeholders indicated they felt uninformed about the various graduation pathway options.

In other words, people “don't know what they don't know” (Markman, 2012). To illustrate this, Figure 12 below presents responses to the survey question, “I/my child/ren have been informed of all the/my graduation pathway options.” While more than 50% of respondents either *Strongly Agree* or *Agree* to this statement, 26% *Disagree* or *Strongly Disagree*, and an additional 17% *Neither Agree nor Disagree*. Furthermore, these results are not consistent across stakeholder groups and are disproportionately weighted by educator responses – students and parents are much less likely to agree that they have been informed. This implies that when responding to other agreement items – like “I understand the requirements for each graduation pathway option,” for example – a respondent's agreement is almost certainly influenced by the bounds of what they do and do not know.

Indeed, qualitative data supports that there is a **need for additional communication regarding the graduation pathway options across stakeholder groups**. Data collected from both the survey and focus groups strongly suggests that all stakeholder groups need access to more information, in a variety of formats, regarding the graduation pathway options. This was especially evident in terms of the CTE pathway, which was overwhelmingly identified as a pathway where additional clarification, direction and professional development or other support is needed to reduce barriers to offering this pathway. This includes the need for more access to information relating to the requirements of the CTE pathway including the process for certifying teachers, creating sequences, and how to address course and related staffing barriers at small schools. Data also indicates that additional training or professional development related to the pathways and their implementation would be helpful.

As well, the majority of students indicated they were also unsure and needed more information or did not know enough or anything about the pathways to answer related question.

*“Our school has not clearly communicated with us about graduation plans.” - Student*

*“Honestly, I feel as though I am not educated enough in each of these areas to even know how they can benefit me in the long run.” -Student*

*“I am not sure if the CTE pathway is available at my school, but I sure hope it can be or is.” -Student*

*“I need way more awareness/education of the different pathways. Specifics as to how each of these pathways can help me later on in life.” -Student*

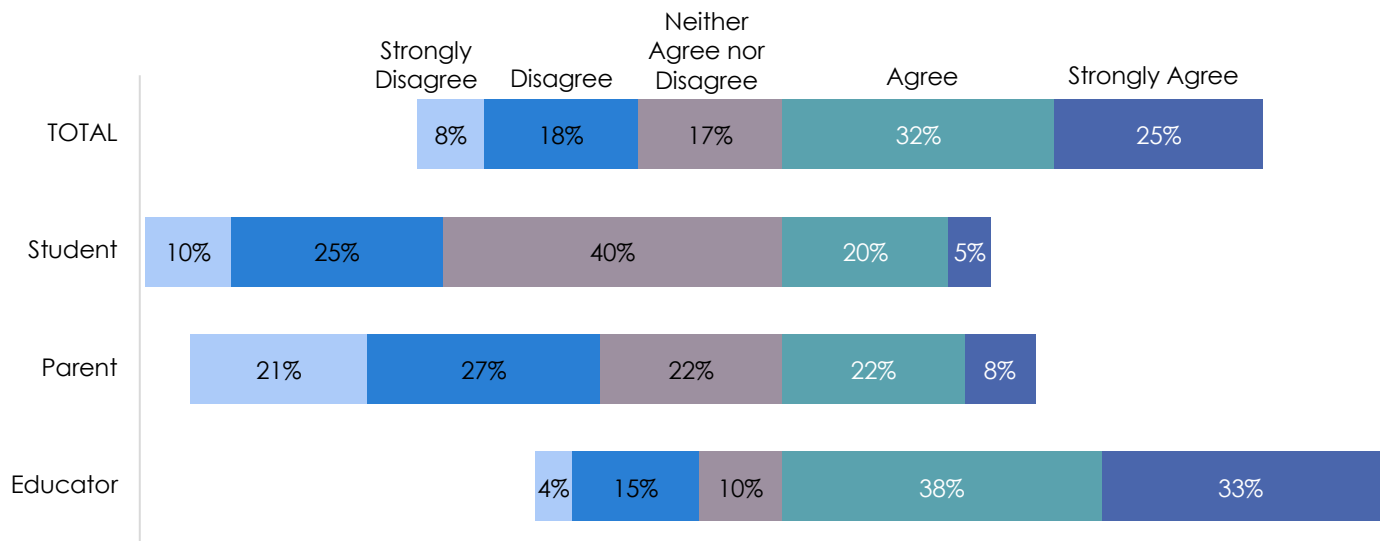
Similar to students, parents were largely unaware of the graduation pathways and what pathways were available at their school, see Figure 12. Parents felt there needed to be more communication and understanding about the pathways from their schools/districts.



*“I feel like parents are left out of the process and they deal with the kids only. It is good to make them responsible for their education and advocating for themselves, but not including the parents in some way makes me wonder if some students aren't meeting all the steps.” -Parent*

*“No one from my child's school has communicated anything to families about these options. The only option that's been communicated to me is that my son must pass the state-mandated and administered tests. If he takes them but does not pass, he could use an alternative method, but that's all that's been communicated, and it sounds like that's not exactly true.” -Parent*

**Figure 12. I/my child have been informed of all graduation pathway options**



## WHAT CHANGES, IF ANY, SHOULD BE MADE TO THE EXISTING EIGHT PATHWAYS?

**Overwhelmingly, adults and students are appreciative that there are multiple pathways to graduation.**

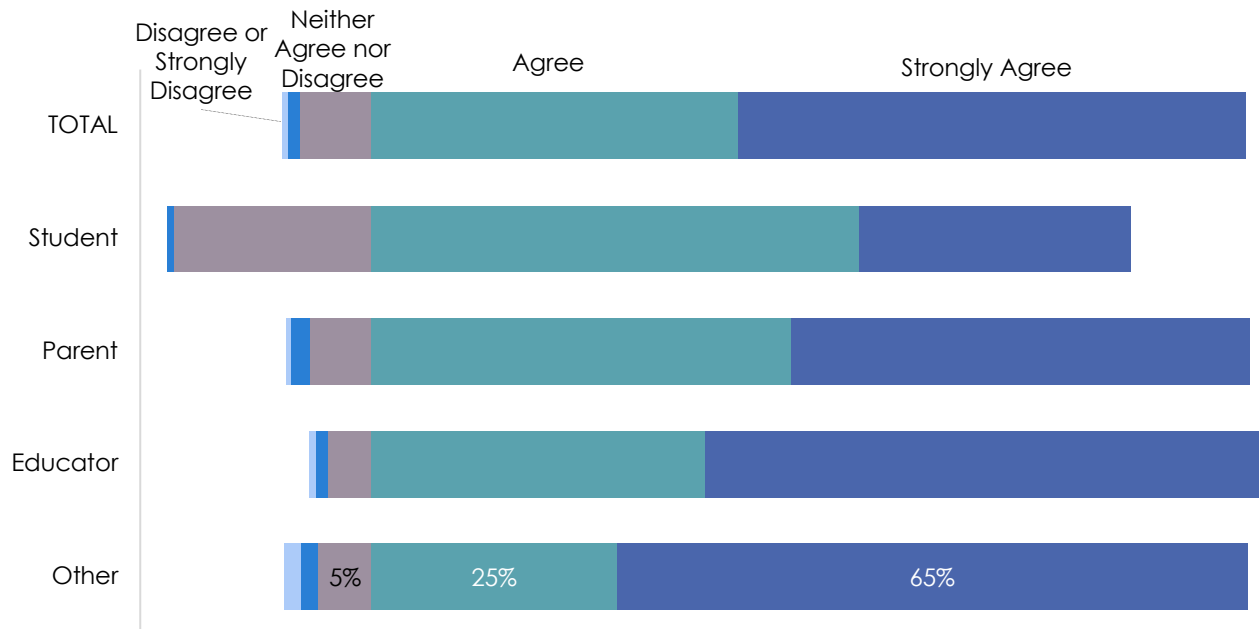
Among a set of 18 items which asked respondents the extent to which they agreed or disagreed, the statement “It is helpful that there is more than one graduation pathway option available” was the most agreed upon, with 91% of all respondents responding *Agree* or *Strongly Agree*. See Appendix F for the full distribution of responses to this question.

Despite this, students were less adamant in their agreement compared to the adults surveyed. As seen in Figure 13 below, only 28% of students *Strongly Agreed* that it is helpful that there is more than one graduation pathway option available, compared to 48% of parents, 59% of educators, and 66% of



community members. Furthermore, more than 20% of students said they *Neither Agreed nor Disagreed* to this statement; no other group had responses of *Neither Agree nor Disagree* to this statement higher than 6%. Suggesting that while students find the concept of having additional pathways available there is still a proportion that are unsure if the pathways options are indeed helpful.

**Figure 13: It is helpful that there is more than one graduation pathway option available.**

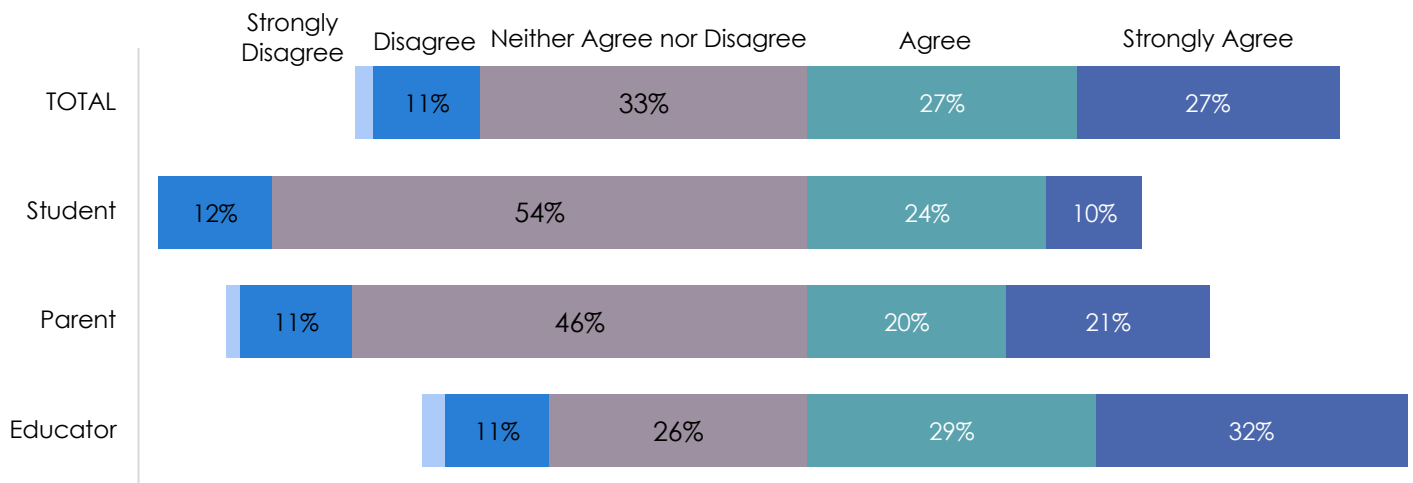


**There is some amount of uncertainty as to whether there should be changes or additions to the current graduation pathway options.**

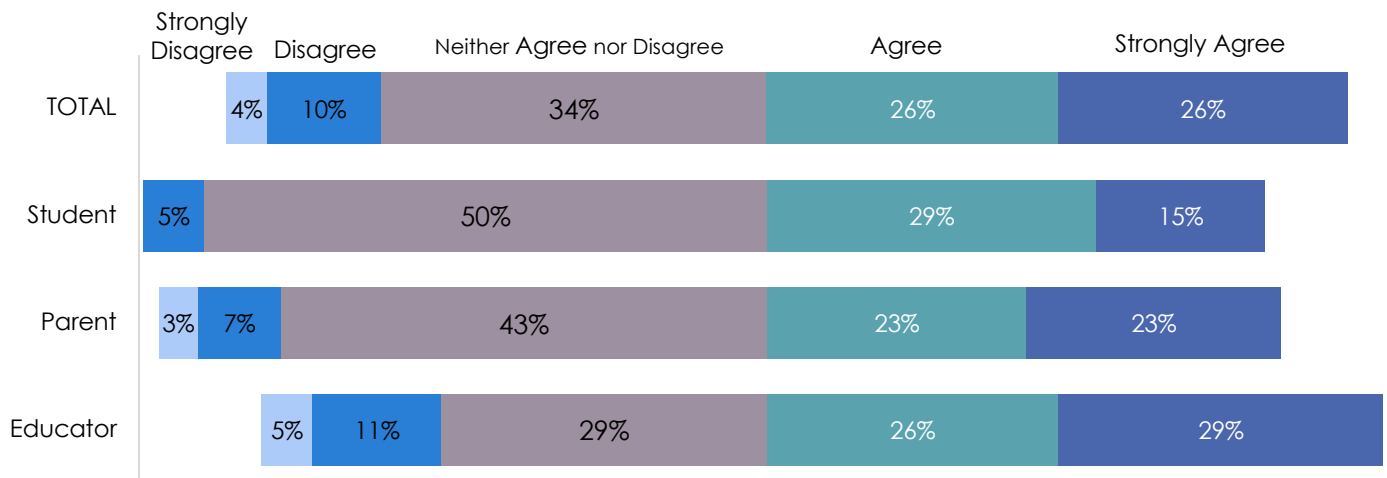
As shown in Figures 14 and 15, 33% of all respondents *Neither Agreed nor Disagreed* to the statement “I think there should be changes to the current graduation pathway options,” while an additional 34% *Neither Agreed nor Disagreed* to the statement “I think there are other pathways that should be added to the current graduation pathway options.” Students were less likely to agree to any extent (34% *Strongly Agreed* or *Agreed*) to making changes compared to parents (41%) and educators (61%), and similarly were less likely to agree to any extent that other pathways should be added (44% *Strongly Agreed* or *Agreed*, compared to 46% of parents and 55% of educators). Which may in part be due to their general lack of knowledge about the availability of the pathways in general.



**Figure 14. I think there should be changes to the current graduation pathway options**



**Figure 15. I think there are other pathways that should be added to the current graduation pathway options**



However, on open ended questions both survey respondents and focus group participants indicated that **overall the pathway options lack the opportunity for exploration and often do not align with post-graduation goals**. Specifically, once a student gets into a graduation track there is little flexibility to move to a different one, especially with the CTE pathway. However, stakeholders felt if changes were made to pathways to allow more exploration over the duration of their high school career, the pathway options would support a well-rounded education geared towards students' after graduation plans and would encourage students to more readily investigate their future options.



*“All individual CTE courses should count as pathways! Students are still exploring and beginning to understand their options. The more exposure they have the greater the likelihood they will find a potential career that is of interest. I hate to think that kids enter a pathway just to get the requirement done. Also, it can be tricky scheduling due to budget and individual needs for graduation to make room for various sequences.”-Educator*

*“A lot of focus is on making a student 4-year college ready. This is a step in the right direction. Not all students will go to college or a trade school. Unfortunately we have been cutting and reducing CTE offerings so that students get 4-year college-ready and districts do not have the ability to offer 2 credits in all CTE areas.”- Parent*

Additional feedback from stakeholders indicates that **the goal of all pathways should align with what students want to do and achieve beyond high school**. Many suggested that changes to the pathways be made to align with the idea of student's graduating and being employed, enrolled in continuing education of some kind, or enlisted, and noted that the majority of pathways were designed to address the “enrolled” scenario, with not enough options that supported employment. They also noted that many students take the ASVAB or enroll in CTE as a way to graduate, because these are their only options, but that these pathways don't necessarily match their High School and Beyond Plan. There was a general consensus amongst stakeholders that the ultimate goal of a pathway should be to support ALL students in their plans beyond high school and not just certain populations of students.

*“I feel like the current options available are only realistic for students who are planning to attend a 4 year college/ honors track. The students who struggle academically, are interested in pursuing a hands on trade, have IEP/504 plans or are ELD are greatly disadvantaged because the options don't apply to them. Inconsistent and minimum offerings of CTE pathways, and students scoring low on ASVAB, continue to limit realistic options to meet standard for these specific populations.”*

Data collected from educators also shows a strong desire to **have a statewide system for tracking graduation pathway progress for all students**. Feedback suggests this would ensure that both educators and students know where they're at in the graduation pathway progress and also prevent students who transfer into a new district or school from losing what they have already achieved towards graduation via their pathway. The majority of focus group respondents agreed this was especially important for CTE students, where courses from their previous school might not be offered at their new school and there is currently no way to track CTE course completion.



*“Please keep in mind that with the volume of kids on high school counselors' caseloads, we need support from technology to assist in tracking all of these pathways along with the personalized pathway and HSBP. We have counselors in this state with 150+ seniors on their caseloads and tracking all of their credits, HSBP's, Pathways, PPR's, etc is VERY difficult to manage. Counselors need options available such as the Expedited Appeal Waiver for their students. If a counselor, due to the huge clerical workload with this, happens to miss an option for a student or for example fail to enroll their student into a CTE class to meet the CTE Pathway, that student should have an appeal option available.”*  
– Educator

---

## WHAT ARE THE PERCEIVED BARRIERS TO OFFERING ALL OF THE GRADUATION PATHWAYS AT BOTH THE SCHOOL AND DISTRICT LEVEL?

Survey respondents who answered open ended items and participated in focus groups indicated that **satisfying the 24-credit graduation requirement does not leave time to meet the additional requirements of a graduation pathway**. This perception was especially true in terms of the CTE pathway and for students already struggling to meet the 24-credit requirement. Specifically, students that are already failing core classes are often unable to satisfy the requirements of any of the graduation pathway with the exception of CTE. However, CTE requires time for electives that students failing core classes don't have, leaving them vulnerable to not having a graduation pathway that works for them.

Qualitative data also shows that there are other common barriers to offering all of the graduation pathway option, including:

- ◆ **Lack of clarity around articulation agreements;**
- ◆ **Difficulty coordinating ASVAB testing if it is off site;**
- ◆ **Lack of certified staff for both dual credit classes on high school campuses and CTE courses;**  
**and**
- ◆ **Insufficient resources needed to offer some of the testing options, transitional courses and dual enrollment options.**

This is an area that will require deeper exploration to establish patterns and significance across the state in terms of barriers to offering all of the graduation pathways, as much of the data collected was unique to participants and their associated schools/districts. As well, in that **a major finding of this research is that additional information about the graduation pathway options is needed at all levels, it may be too early for stakeholders to identify the true barriers to implementing all the pathways.**

*“We do not have robust/diverse CTE options. We do not have college in the high school. In order to do running start students have to ride transit for over an hour. While it is technically true we have various options, these options are extremely difficult to access.”-Educators*



*“Lack of availability to some options, is at many high schools, and this is more keenly felt at the rural school districts which I work in, even more so than at my child's district. It would be nice if there were online AP or IB classes, or online college in the high school classes, or online Bridge transition classes, available for free in WA state. These type of classes are very hard to find online, in my experience searching, and generally are costly. But having them available for free online would be a huge help especially for rural and disadvantaged schools.” - Parent*

---

## HOW CAN DISTRICTS ELIMINATE OR REDUCE BARRIERS TO OFFERING ALL OF THE GRADUATION PATHWAYS?

Suggestions made by survey respondents and focus group members indicated that the **availability of statewide, online CTE courses (where applicable), taught by certified instructors, would allow the CTE pathway to be more readily offered**, since lack of resources, time, and required staff was reported as a barrier to offering this pathway. If students were able to access additional CTE classes online, regardless of where they go to school, this would open up additional sequences even for smaller schools. As well, respondents indicated **more flexibility is needed around the requirements for CTE**, such as instructor certification and the designation of approved sequences. Additionally, feedback was given indicating that **the state should cover associated fees for testing, dual enrollment, and transition course pathways** in order to make these pathways easier to offer. Qualitative data also suggests that **there needs to be more clarity around articulation agreements and more consistency around the state between secondary and post-secondary institutions when it comes to articulation.**

This is an area that will require deeper exploration to establish patterns and significance across the state in terms of what is needed to help reduce barriers to offering all of the graduation pathways and should be an essential focus in years two and three, as time is needed to implement pathways before truly accurate data can be collected regarding what is needed to reduce barriers to offering all of the graduation pathways.



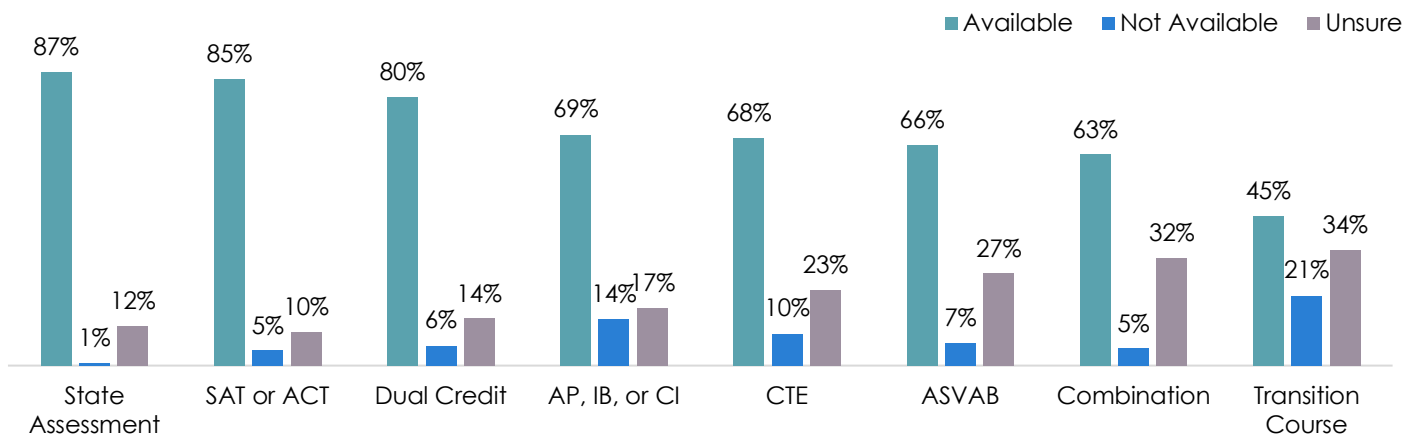
DO ALL STUDENTS HAVE EQUITABLE ACCESS TO ALL OF THE GRADUATION PATHWAYS AND, IF NOT, WHAT ARE POTENTIAL STRATEGIES FOR REDUCING BARRIERS TO EQUITABLE ACCESS?

**Three graduation pathway options were reportedly available more than 75% of the time, while one was available less than 50% of the time.**

Figure 16 below shows the overall reported availability of the eight graduation pathways. As shown, State Assessment, SAT/ACT, and Dual Credit were the three most widely available graduation pathways, while the Transition Course was the pathway with the most *Unsure* responses and the fewest *Available*.

*“When all districts cannot offer all pathways, they are not equitable.” -Educator*

**Figure 16. Which of the following graduation pathway options are available at your school?**



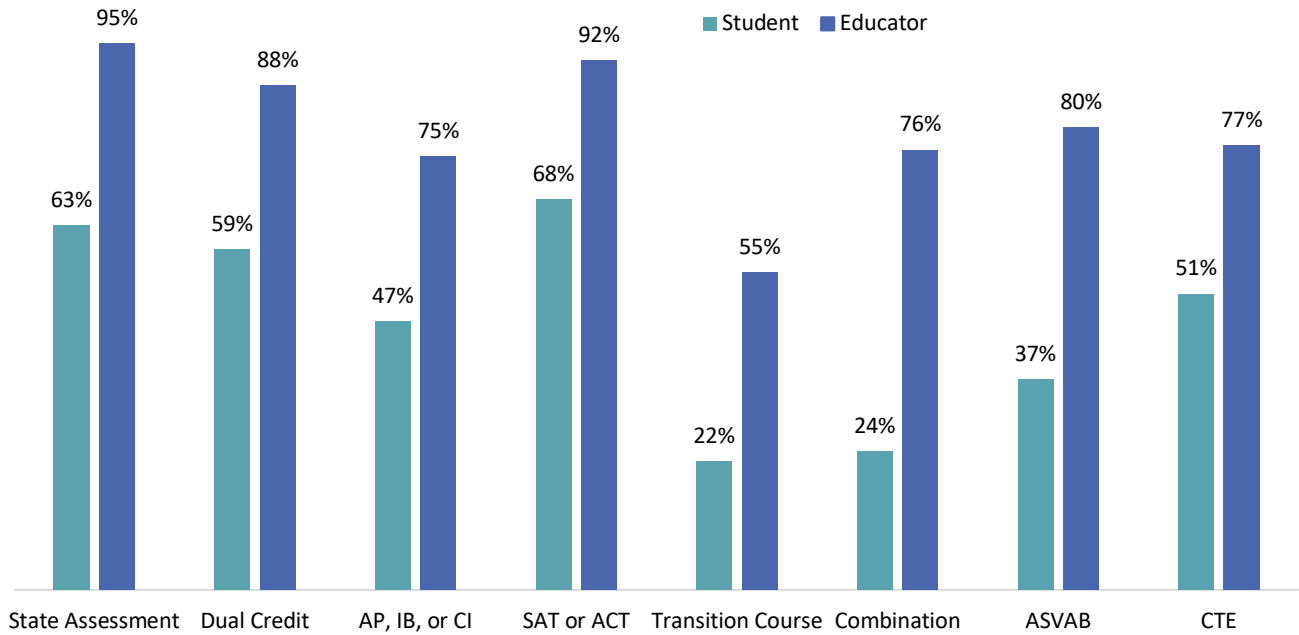
**Student and educators differ significantly in their levels of awareness of what is available.**

Across all eight of the graduation pathways, educators were significantly more likely to report the pathway *Available* (see Figure 17 below), while students were significantly more likely to be *Unsure* about the availability (see Figure 18 below). This once again demonstrates the divide in awareness between students and educators. If students don't believe a graduation pathway is available or are unsure, it creates a barrier to choosing the pathway or having equitable access to the available options.

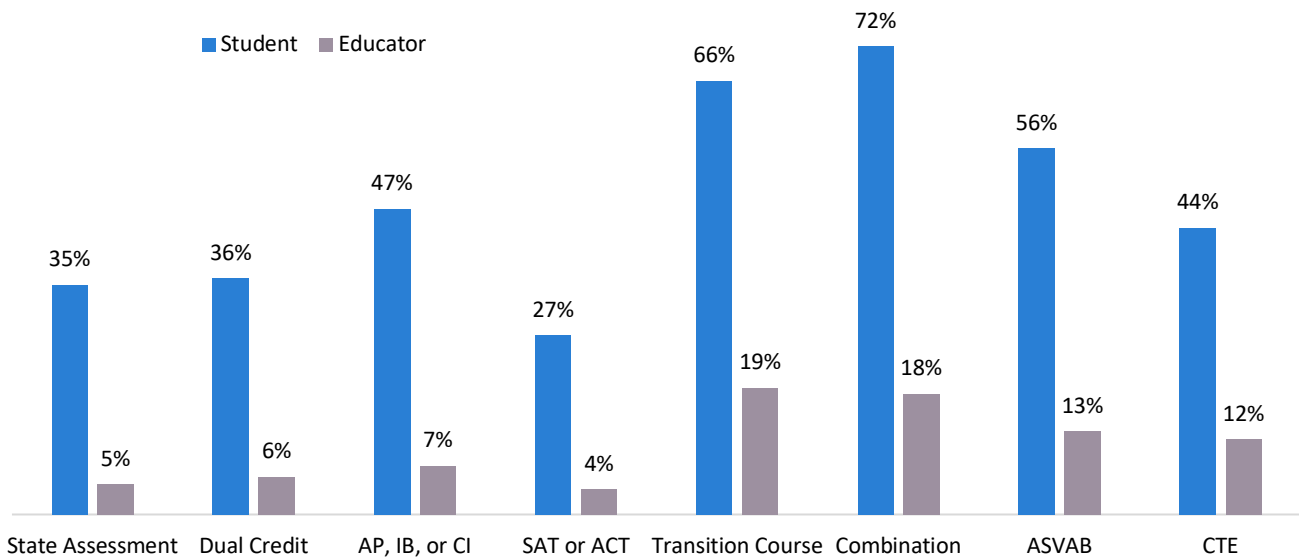




**Figure 17. Graduation pathway option availability – students and educators**



**Figure 18. Graduation pathway option uncertainty – students and educators**



**Students are less likely to be aware of the new graduation pathway options.**

As noted earlier, people – and in particular students – who are unaware of various options may have a hard time responding to questions about their availability. Specifically:

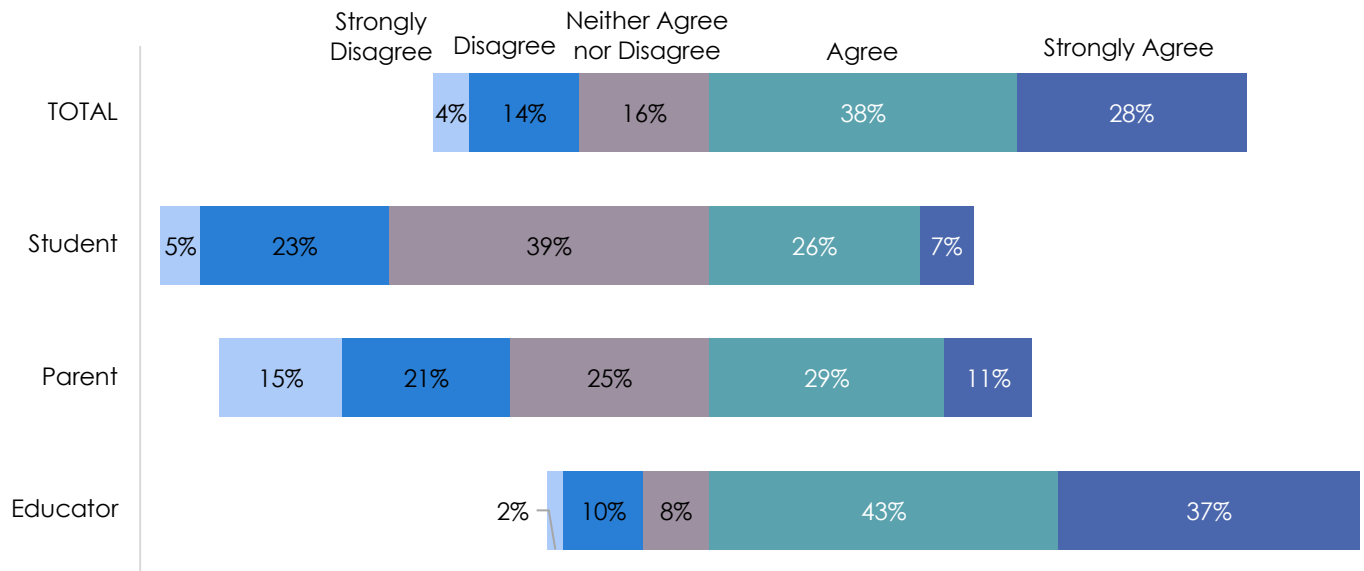


# WA Graduation Pathway Options – Stakeholder Feedback Project

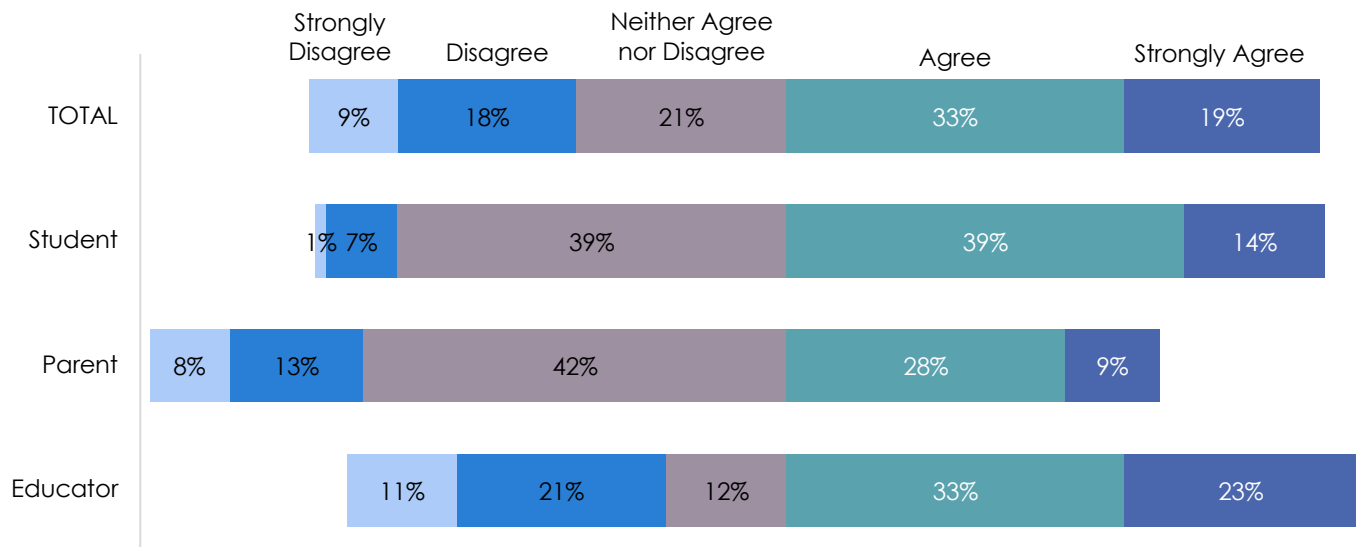
- ◆ Students tend to be significantly less aware of new graduation pathway options (see Figure 19, below), clouding interpretation of their awareness of graduation pathway availability; and
- ◆ Only 7% of students *Strongly Agreed* that they know about the new graduation pathway options available at their schools, while almost 40% responded that they *Neither Agreed nor Disagreed* (significantly higher than the 8% of educators who *Neither Agreed nor Disagreed*).

This draws into question the 53% of students who either *Strongly Agreed* or *Agreed* to the statement, “All of the graduation pathway options are available at my school,” as an additional 39% *Neither Agreed nor Disagreed*. Figure 20, below, contrasts these student perceptions against those in Figure 19.

**Figure 19. I know about the new graduation pathway options available at my school/my child’s school**



**Figure 20. All of the graduation pathway options are available at my school/my child's school**



Additionally, data collected on open ended survey questions and during the focus groups shows respondents all have concerns regarding what they perceive as a **lack of equity for ELL's, students with a 504 plan, students receiving special education services and other potentially mitigated populations** when it comes to accessing a meaningful graduation pathway. Findings suggest that Special Education students are being steered towards pathways that have nothing to do with their post high school graduation goals simply to, "check the box". For example, data indicates that potentially mitigated student populations are often pushed towards the ASVAB graduation pathway regardless of whether or not they intend to enlist. Similarly, CTE was cited as a "default" option for many students that cannot succeed with the other pathways, whether or not the CTE pathway matches their post high school graduation plans. Specifically, open ended survey questions and data gathered during focus groups suggests that **in order for the pathway options to be equitable for ELL's, students with a 504 plan, students receiving special education services and other potentially mitigated populations, there needs to be pathway options that focus on employability, skills needed to live independently and where math and English proficiency is demonstrated in an applied way.**

*"If students can pass any of the first seven pathways, they can likely pass them all, leaving only CTE for the other students, the ones who can't pass the first seven and that is not equitable, where is the diversity in that?" - Educator*

*"We are not helping students achieve their post-graduation goals if we tell certain populations of students their only option is the CTE pathway." -Educator*



**The CTE pathway was another area that was consistently cited by survey respondents and focus group participants as having major equity issues, especially for small to medium schools with less options for offering a variety of CTE courses, let alone a sequence, taught by certified teachers.** In addition, data suggests that success in the CTE pathway, especially given the 24-credit requirement, takes a lot of planning to be a successful pathway for students that may or may not know what they want to do early in their high school education. Feedback from stakeholders also reveals that while this is often the only pathway available to at potentially marginalized populations, it is also the pathway most likely to have barriers to implementation, making equitable access less likely. **Lastly, survey respondents and focus group members consistently communicated that alternative schools are very unlikely to be able to offer the CTE pathway, creating a vast inequity for students attending alternative schools.**

*“All the pathways are offered in some of our schools but not all of our schools. Alternative high schools have a much more difficult time offering all eight pathways.” – Educator*

*“Alternative schools need an option only available for ALE<sup>9</sup> grads, possibly tied to employment or something similar. Some/most ALE students do not have access to CTE courses.” - Educator*

Data collected from survey respondents and focus group participants indicates that **the Dual Credit pathway lacks equity given the associated costs.** Specifically, that having to pay for AP classes, college credit classes, or the transportation required to access such classes, is a barrier for students that cannot afford these options. In addition, the difference in course placement requirements across the state was cited as another equity concern. Lastly, **without clarity on articulation agreements and lack of consistency on how they are made, the Dual Credit pathway will remain inequitable** depending on where schools and districts are located and what is required to put articulation agreements in place for students to take advantage of.

*“We do not have enough dual credit opportunities in our building and need to find ways to expand a College in the High School program. Also, while we have CTE courses, they do not lead to or meet the pathway requirements. More work needs to be done to articulate how this would work to meet the needs of our students.” -Educator*

Survey and focus group data show that a general [concern about?] **inequity based on school size is also prevalent throughout the state.** Specifically, small to medium schools, even if they are located in larger districts, do not have the staffing or other resources needed to successfully implement all of the pathways, especially CTE and Transition Courses. This is due to scheduling and staffing requirements

---

<sup>9</sup> Alternative Learning Experience



needed to implement these pathways that are not feasible for small schools. In addition, small schools are often located in more remote locations, making the travel time needed to access programs like Running Start a financial barrier for student access, even if they have transportation.

*“We have only one single College in the High School course and it is not an English or Math. We are also located on an island in which the closest Running Start program is 37 miles away. Many students do not have transportation or programs are offered off of the island and many students cannot afford the round-trip ferry fees. We do not have IB or CI and only 1 AP English course and 1 AP Math course. They sometimes fit into a student's schedule and sometimes it does not due to other required courses. We do not offer the ACT. We do not offer the ASVAB.” -Educator*

*“The CTE sequence is a challenge for small, rural districts. It will mean offering less options for students to offer more in narrower pathways. The impact upon rural districts does not seem to have been thoughtfully, thoroughly considered.” -Educator*

As indicated previously, data suggests that **access to a statewide data base, tracking graduation pathway progress for all students would allow more equity in terms of successful completion of a high school graduation pathway.** This would be especially supportive for students who are more likely to transfer in or out of districts and schools, so they do not lose what they have achieved towards their selected graduation pathway. Data also suggests that educators need to know the status of graduation pathway completion if they are to be able to fully support students in their chosen pathway, especially CTE with its greater planning requirements, regardless of where students come from.

---

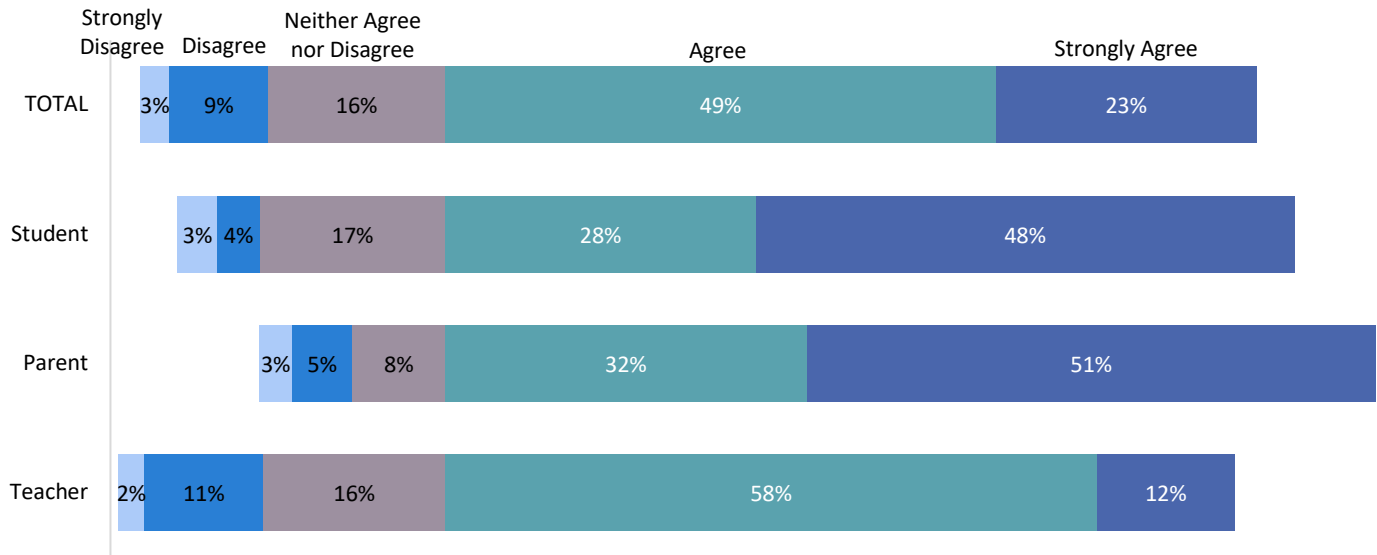
SHOULD ADDITIONAL GRADUATION PATHWAYS BE INCLUDED AND IF SO, WHAT PATHWAYS SHOULD BE ADDED AND WHAT IS THE ASSOCIATED RATIONALE FOR DOING SO?

### **The majority of students know what they are going to do after graduating from High School.**

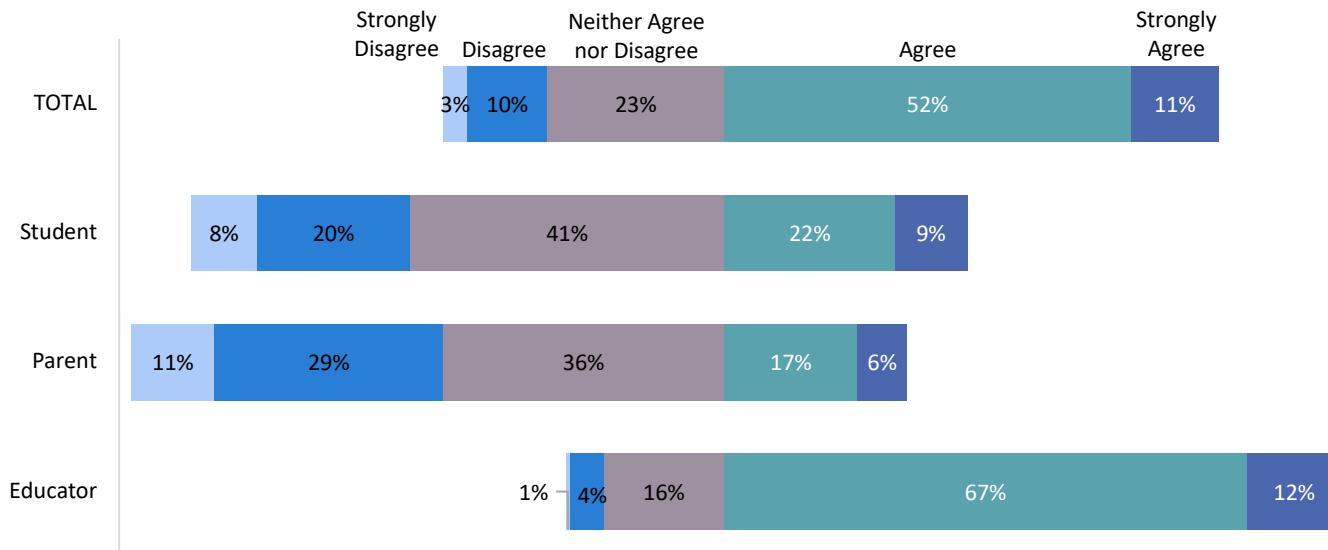
Students indicated that they have plans following graduation (responding *Strongly Agree* or *Agree*): 76% intend to go to college, 61% plan to begin or continue a job, and 31% hope to learn a technical skill or trade. Only 19% of students *Strongly Agreed* or *Agreed* that they don't know what they are going to do after graduation, significantly different from the 35% of parents and 57% of educators who indicate they don't know what their students will do after High School (See Figures 21, 22, 23 and 24 below).



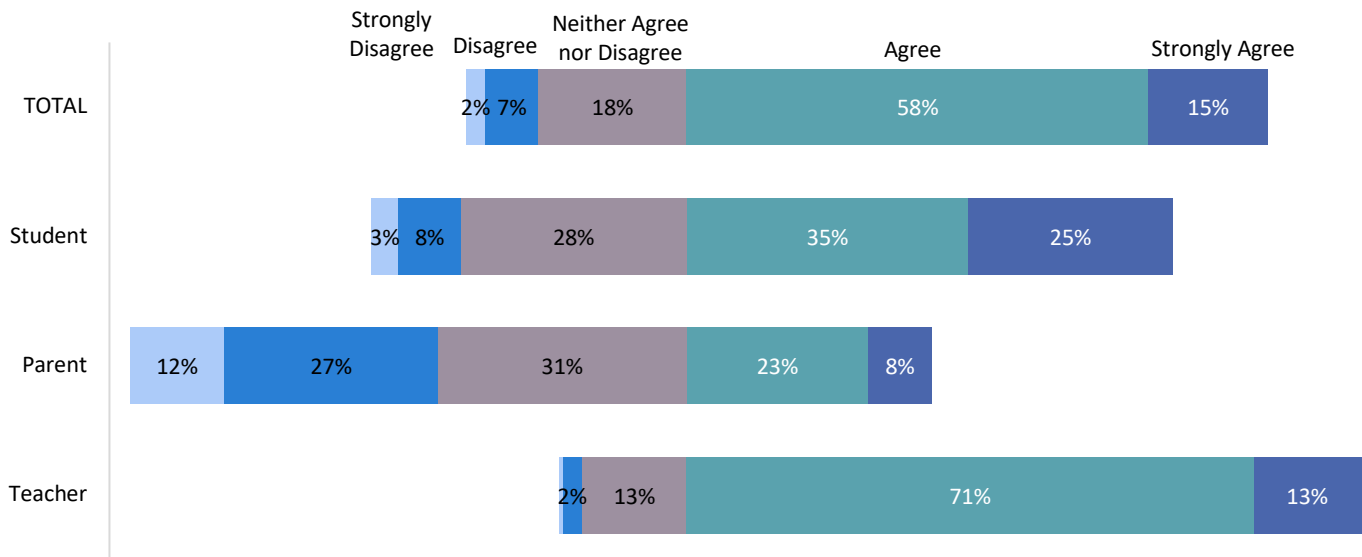
**Figure 21. I/my child/students in this school plan to go to college after graduation**



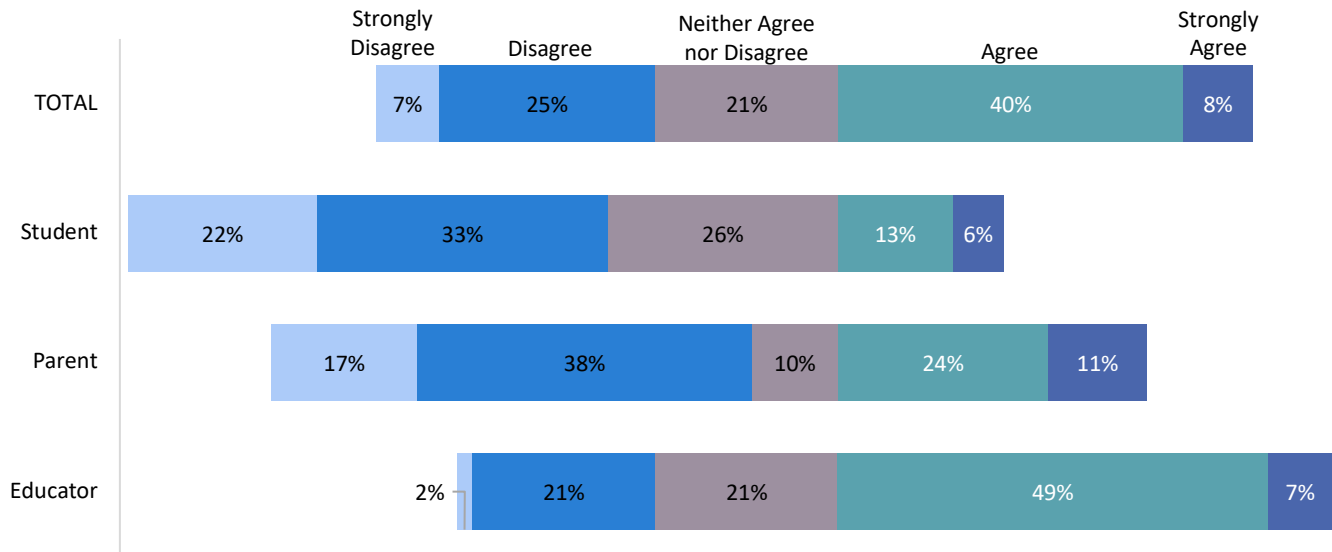
**Figure 22. I/my child/students in this school plan to learn a technical skill or trade after graduation**



**Figure 23. I/my child/students in this school plan to begin or continue a job after graduation**



**Figure 24. I/my child/students in this school don't know what they are going to do after graduation**



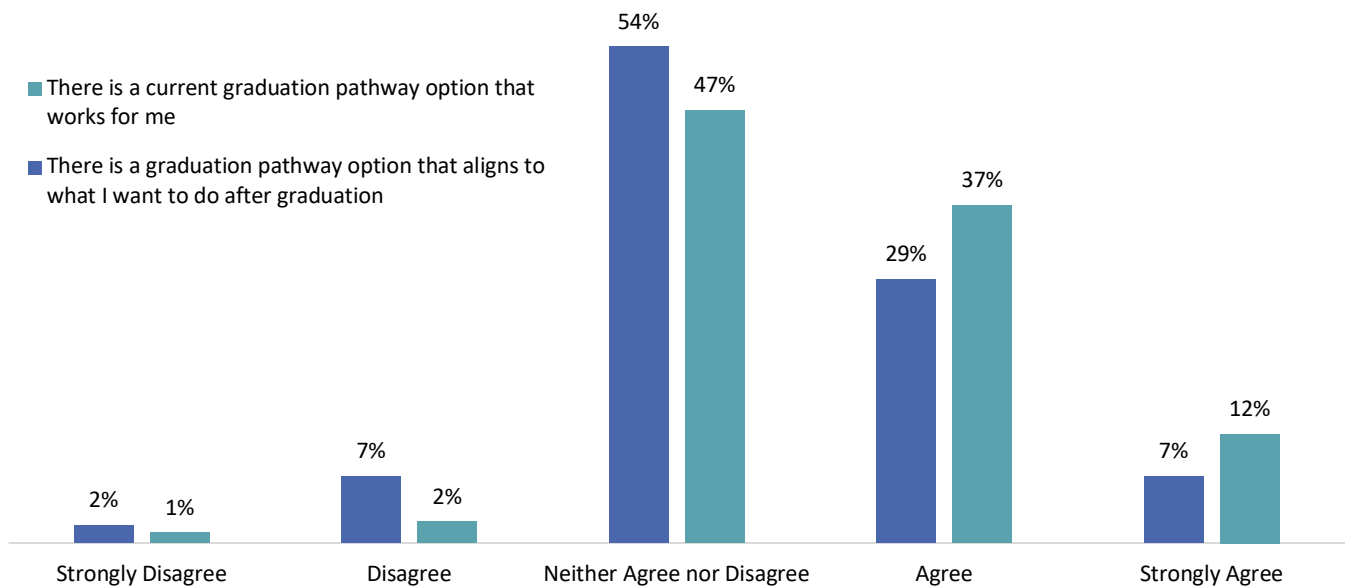
**Despite this, students are skeptical of the applicability of the graduation pathway options toward their future plans.**

More than 50% of students *Neither Agreed nor Disagreed* that “There is a graduation pathway option that aligns to what I want to do after graduation,” with an additional 48% falling in this uncertain category when responding to the statement “There is a current graduation pathway option that works for me.” Despite this, more students either *Strongly Agreed* or *Agreed* to both statements (36% and



49%, respectively) than *Disagreed* or *Strongly Disagreed* (9% and 4%, respectively). Figure 25 below shows this pattern. Because of this, new graduation pathway options may be considered that students deem relevant to their post-HS plans.

**Figure 25. Student perceptions of the applicability of the graduation pathway options**



While a variety of suggestions were made for additional graduation pathways options by both survey respondents and during focus groups, **two potential pathways suggestions were indicated as needed by all stakeholder groups, including students; 1) an “Employability Pathway” (often referred to as a “life skills” pathway); and 2) a “Fine Arts” pathway.** Data suggests the **need for a pathway focused on employability is directly related to the perceived lack of equity for at systemically marginalized student populations to access meaningful pathway options.** This was also a finding that was very consistent across all stakeholder groups, illustrating a true need. Similarly, data shows that there is a gap in pathway option offerings that does not address the needs of students who would like to pursue a career in fine arts and therefore it was suggested a pathway option to fill this gap is needed.

The vast majority of respondents who provided data on opened ended questions and via focus group participation indicated that **gainful employment, financial and domestic independence and the desire to contribute to society in meaningful ways, are worthy post-graduation goals.** Indeed, many students indicated they wanted a graduation pathway option that provided opportunities to learn employability and other life skills. In providing feedback on the existing pathways, a number of survey respondents and focus group participants identified that **the majority of current graduation pathway options address enrollment in some type of continuing education, or enlistment in a military branch, but lack options for students intending to enter the workforce immediately after school.** Data collected also suggests that such an employability pathway should include applied opportunities to demonstrate





math and English proficiency, as well as include parameters that support students who are already working or want to pursue an apprenticeship.

*“All of the pathways still require students to have a 3rd year in math - and that the 3rd year be more advanced than geometry. This is unrealistic for many students. We need an alternative math course requirement that accommodates students who struggle with math and don't plan to attend college- some kind of consumer math - or hands-on practical math course that will help students in life and work.”-Educator*

*“Considering underserved students, we need more accessible pathways, and pathways that aligned to what students want to do after high school. This should look like individualized graduation pathways in which students choose their courses or do internships, running start, outside-of-school academic engagement activities and/or a combination of these. We also need more fundamental courses like intro to the Arts, intro to LA [Language Arts], to History, to Math, and so forth. Keep in mind that we have EL, Sped, and underserved students with a diversity of learning styles.”-Educator*

*“We need a competency-based program where students can use life experiences to fulfill credit requirements.”-Educator*

**As indicated previously, survey respondents and focus group participants across all stakeholder groups also identified the need for a fine arts pathway.** Qualitative data suggests that students who want to pursue related careers in fine arts or continue with post-secondary studies in these areas do not have access to a graduation pathway option that truly supports their High School and Beyond Plan. However, feedback from survey respondents and focus group participants suggests that their perception of the current graduation requirements, including the 24-credit requirement, is that they are not currently set up in a way that would allow students the time to get the exposure they need to really make the most of a fine arts pathway and would need to be addressed prior to implementing such a pathway. In addition, data suggests **a fine arts pathway would also support graduation pathway option equity for students by providing a pathway that addresses not only enrollment in post-secondary education, but also provides a viable option for students wanting to enter the workforce in a fine arts related sector.**

*“There needs to be CTE options in the arts. We actually started homeschooling because there wasn't a way to meet my son's career goals based in state requirements and district options.”-Parent*

Additional suggestions that were mentioned frequently in the qualitative data include the addition of the following pathways:



- ◆ **Testing Pathway** – Respondents often pointed out that **the majority of existing pathway options rely heavily on testing to indicate successful completion of the pathway** and therefore it would be prudent to have a single pathway that includes all the tests students can take towards graduation. Specifically, stakeholders ascertained that the majority of students who can pass tests required to satisfy the current graduation pathway option requirements, are likely to be able to pass a majority of these types of tests. In addition, data suggests that there are additional tests such as the Accuplacer, Star, MAP, and Scholastic that should be added to a list of assessments that would qualify towards graduation as part of a “testing pathway”.

*“Adding that if a student passes an entry exam at the community college that is a different exam, not listed above (such as Accuplacer), which allows student entry into college level math and English, should be another option...”- Parent*

- ◆ **24 Credit Pathway** – Qualitative data suggests that a number of stakeholders would like to see a pathway added that requires students to pass all 24 credit requirements with a minimum grade point average or higher. Specifically, survey respondents and focus group participants communicated that they trust teachers to assess students' learning progression and graduation readiness, by the grades they are assigned. Indeed, stakeholders reasoned that **if a student demonstrates they can pass all 24 credits at a certain level they should not be required to show additional graduation readiness**, as they have already put a great deal of time and effort into exceling at the 24 credits.

*“If a student passes all of their 24 credits, they should graduate. That's hard enough. In fact it's actually very difficult for some students. The 21 credit system was more equitable.”- Parent*

*“Students already earn 24 credits in a wide variety of content areas, and develop a High School and Beyond Plan tied to their career and educational plans for their future. I believe these two requirements sufficiently prepare students to leave high school prepared to succeed. The current 8 pathways are superfluous and cause undue stress, data entry, systems accountability and strain on students, families and staff.”- Educators*

- ◆ **Post-secondary Acceptance Pathway** – This suggestion was brought up repeatedly in both qualitative survey responses and during focus groups. However, there was **a distinct divide amongst respondents on whether or not acceptance into college should count as a graduation pathway**. About half of all focus group participants indicated acceptance to college should count towards graduation, however opponents asserted that this pathway is easily abused and often not reflective of a student's High School and Beyond Plan, as students can meet the graduation requirement, by applying to a college where acceptance is guaranteed, with no intention of ever enrolling. Indeed, **focus group participants on both sides agreed that actual**



**enrollment, or having taken the steps to complete the financial aid application process, is a better indicator of a successful Post-Secondary Acceptance pathway**, since these steps signify a true intent and are therefore more likely to align to the High School and Beyond Plan.

*“Passing Accuplacer exams (or similar exams) for college level math and English. That test is what 1 child passed in order to get into Running start next year. If he is already prepared to enter college, why does he still have to meet a different type of standard? That would be also helpful for homeschool students who decide later (like maybe in 12th grade), that they want a public high school diploma but have not done any of the other options. Also I wish more College in the H.S. classes, AP classes, and IB classes were available at my child’s school, and that younger students were allowed to take these classes before 11th grade.” - Educator*

- ◆ **Capstone Project/Portfolio/Body of Evidence Pathway** – A number of survey respondents and focus group participants indicated **there’s a need for additional graduation pathway options that include opportunities for applied learning and opportunities to demonstrate skill attainment**. In addition, qualitative data suggests that a pathway of this nature would also support at systemically marginalized populations and highly mobile students, in having equitable access to a meaningful graduation pathway option.

*“I wonder if there is a way to credit students for on-the-job experience. For example, if they are holding down a part time job as a farm worker or summer construction worker, etc., how do we capture that learning/skill as a path for graduation?”-Educator*

*“A thesis project. Gathering first hand data about a challenging issue in the community, students would analyze the problems and persuasively argue for solutions with a range of convincing and clear techniques of communication and persuasion. An oral summary would be presented.” - Parent*



## CONCLUSION

---

### LESSONS LEARNED

In order to ensure that the overarching goals and objectives of the project are met, it is important to understand lessons learned and how they impact future years of the project. The following provides an overview of the larger lessons learned as part of this year's research and gives context to many of the potential strategies for future graduation pathway options planning and development, as well as recommendations for general project development.

- ◆ A critical lesson learned this year is **the need for further exploration of emerging themes, such as barriers to offering all pathways and ways to address perceived barriers**. As findings emerged indicating many of the key stakeholders felt uninformed regarding the new graduation pathway options, it became evident that it might be too early to collect significant data to address related research questions. Especially since pathways are being implemented for the first time this year, stakeholders likely need additional time to understand the nuances of the barriers they perceive and subsequently strategies to mitigate them.
- ◆ It is also essential that **stakeholders at all levels are provided with the information, supports, and materials needed to fully understand the available pathways and how they can best be implemented**. This includes the ability of educator stakeholders to have easy access to information and materials they can share with their students and parents in a variety of formats that work best for their populations. Many of our significant findings from both quantitative and qualitative data strongly suggest that stakeholders began the process of implementing the new graduation pathways without having access to the information necessary to implement them with confidence.
- ◆ There is also a need to **more formally define the intent of the graduation pathway options so that there is a consistent framework for thoughtfully addressing potential changes, including the removal or addition of pathway options**. This will be important to inform the development of instruments and protocols to address research questions in year two, and also to contextualize feedback from key stakeholders. Specifically, because we are seeking to answer questions related to what additional pathways are needed or what changes need to be made to existing pathways, it is important to define, as precisely as possible, what exactly the pathways "should" be doing. This gives stakeholders better context for responding to our inquiries and allows us to collect data that is more attuned to our research questions in years one and two (i.e., general questions in year one are useful to cast as wide a net as possible for potential themes, etc. but can potentially be less useful in subsequent years).



- ◆ **Student equity in access to graduation pathway options, especially for potentially mitigated student populations, is incredibly important to all stakeholder groups and should be an essential part of research in future years.** This is an extremely important lesson because it illuminates where work needs to occur, both in potential changes to the pathways and also in terms of addressing our research questions. Good research should, in a way, produce more questions and this critical area of need identified by stakeholders will likely shape much of the graduation pathway evolution in years to come.
- ◆ Given that the intent of the project is to examine the perceptions of key stakeholders and gather valid data in relationship to the graduation pathway options, it is not surprising that **the demands of all graduation requirements expected of students, including the 24 credits, is intertwined with the graduation pathway options and how those are perceived by stakeholders.** It would be remiss to expect the graduation pathway options to exist independently of these other graduation requirements. A guiding question for our remaining work, is how can we stay focused on the task to collect data specific to our research questions, while also incorporating additional, but related areas for exploration, such as the impact, or lack thereof, of the 24-credit requirement on the graduation pathway options?
- ◆ In observing the progression of information provided by stakeholders throughout the course of the community forum observations, survey administrations, and especially during the focus groups, it is evident that **the majority of any perceived resistance to the new graduation pathways is more indicative of the unknown, general resistance to change and lack of understanding, rather than true negative experiences on the part of the stakeholders.** This is a crucial lesson, because it helps us understand how to craft future data collection opportunities in ways that are meaningful and create positive experiences for stakeholders to share feedback, provide input, and most of all feel invested in the graduation pathway options.
- ◆ Similar to the previous lesson learned, **the majority of stakeholders, across all groups, were very willing and grateful to be included in the feedback process.** This says a great deal about the potential for positive growth and awareness around the graduation pathway options. It challenges us, as researchers, to assess how we are collecting data, the questions we are asking, and the ways in which we present findings so that we can keep stakeholders' interest and desire to be a part of future activities.
- ◆ As we look forward to years two and three and begin project planning for the future, **it will be important to ensure there's more time for the SBE to review and respond to project documents, instruments, and protocols and that Strobel Consulting has more time to incorporate suggested edits in a way that is helpful for both parties.** Such lessons are easy to incorporate into future task timelines and can only improve overall results and deliverables. As well, given a greater understanding of the complexity of board meeting logistics, it will be effortless to work the appropriate timelines into the production of deliverables needed for board meetings, so as to ensure there is plenty of time to submit two weeks in advance of scheduled meetings.



- ◆ Additionally, while the original research plan included conducting focus groups prior to the Stakeholder Survey in order to inform subsequent question development, due to time constraints and challenges securing and coordinating with hosts sites, we ultimately opted to host focus groups after the majority of data from the Stakeholder Survey was collected. On one hand, this allowed us to use the focus groups to clarify gaps in quantitative and qualitative data collected via the survey, however we believe **the project and subsequent research will be better served by ensuring focus groups are hosted prior to the main survey for each year** to ensure that the survey is as fine-tuned and effective as possible. Knowing what we know now about coordinating with focus group sites, it will be very straightforward to guarantee this occurs.
- ◆ **Additional efforts are needed to broaden community outreach in order to ensure we get as diverse a respondent sample as possible.** Especially since there is a high percentage of respondents who decline to answer many of the questions that allow us to accurately track demographic diversity.

---

## POTENTIAL STRATEGIES FOR CONSIDERATION AND FUTURE DEVELOPMENT

- ◆ **A state hosted clearing house of graduation pathway options information, resources, and training materials** made available for access by key stakeholders statewide would go a long way towards addressing research findings indicating more clarity and information is needed regarding the graduation pathway options. Ideally the clearing house would include materials available in a variety of formats and languages that could be readily shared as a printable PDF, video link, on social media, on school websites, etc. Available information could also include frequently asked questions, implementation references, info graphics, training videos and other general self-serve training resources. Most importantly, stakeholders want clarification around what each pathway looks like at the state, district, and school level and what that means for students.
- ◆ **If the decision to develop at pathways is made, it might be prudent to convene workgroups made up of key stakeholders, that are content experts in relevant ways, to design any identified new pathways and the associated requirements.** For example, given the findings that there aren't currently equitable pathways for systemically marginalized student populations, ensuring that special education teachers, counselors, etc. are included in a potential workgroup to create new pathways might help produce outstanding results. If such a process is undertaken it could be optimal to survey stakeholders to see what this process could look like and how they would like to be involved. Not only would this ensure that stakeholder voices are heard, but also that stakeholders are invested in the process and the subsequent outcomes and success.
- ◆ **Subsequent instrument design should be informed by findings from the first year of the study, so as to assure research questions are addressed to the highest extent possible by the end of year three.** This may mean adjusting research questions, basic timelines (within the bounds of dates previously set for key deliverables), or data collection methods with input from the SBE.



- ◆ Based on the positive response from all stakeholder groups in terms of their inclusion in this year's initial feedback process, **it is highly recommended that years two and three include all stakeholder groups and are not limited to any one segment.** This can only enhance the viability of the data collected in terms of addressing the overarching research questions. Additionally, there will likely continue to be themes and associated data that diverge when compared in a subgroup analysis and these are important findings to capture. For example, we might want to distill findings down further to subcategories within the larger keys stakeholder groups, such as looking at findings based on size of district and school respondents associate with, or looking at differences in data between types of educators or students to help determine more specific barriers to implementing all pathways, or the likelihood that existing pathways are meeting the needs of all stakeholders even with their own group. Continuing to include all stakeholder groups in future data collection activities helps ensure we are collecting useful data.
- ◆ **Based on data from year one it is likely that changes to the existing pathways and the addition of new pathways are needed in order to positively impact equity for schools and districts offering the graduation pathway options, and more importantly for students utilizing the pathways.** Research in years two and three should be designed to inform such a process if so desired to ensure that changes are evidence based and supported by data.
- ◆ **Based on data from year one it might be useful to collect data related to all graduation requirements, only in as much as this information can be used to inform the overarching research questions.** However, addressing only inequities within the graduation pathway options will likely be hindered if other graduation requirements are impacting how the graduation pathway options are being implemented in schools and districts around the state and also how they are being utilized by critical stakeholder groups such as students.



This page intentionally left blank.





## REFERENCES

- Adelson, J., & McCoach, B. (2010). Measuring the Mathematical Attitudes of Elementary Students: The effects of a 4-point or 5-point Likert-type scale. *Educational and Psychological Measurement*, 70(5): 796-807. <https://doi.org/10.1177/0013164410366694>.
- Markman, A. (2012). Do You Know What You Don't Know? *Harvard Business Review*. Retrieved from: <https://hbr.org/2012/05/discover-what-you-need-to-know>.
- Privitera, G. (2014). *Statistics for the Behavioral Sciences* (2nd edition). SAGE Publications. ISBN 978-1452286906.
- Shadish, W., Cook, T., & Campbell, D. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston, MA: Houghton Mifflin.
- Shavelson, R. (1996). *Statistical Reasoning for the Behavioral Sciences* (3rd edition). Allyn & Bacon. ISBN: 978-0205184606.



## APPENDIX A: COMMUNITY FORUM

### Washington Graduation Pathways Community Forum #1 - NOTES November 5, 2019

Approximately 40 people were in attendance at the community forum. In addition to SBE staff the group consisted of SBE board members, educators and other community members. SBE kicked off the forum by providing a brief overview of the high school graduation pathways and outlined the goals of the community forum. An SBE board member facilitated the remainder of the discussion for the evening. This included roundtable discussions (with at least one SBE board member and SBE staff at each table), followed by whole group sharing. The last thirty minutes of the forum were left open for general discussion of any issue attendees wished to explore. No notes were taken on the general discussion during the final thirty minutes of the forum.

The small group break out session was started with an exercise where everyone was asked to close their eyes and think of a student in great detail and to keep this student, their needs and factors affecting their life in mind as the discussion unfolded. Some of the examples at my table included students that were homeless, worked full time jobs, bounced from school to school, didn't have support at home, knew the type of job they wanted, but were not interested in attending college and needed a hands on experience, and academically stressed students that were at their breaking point with school workload.

The following feedback includes the specific discussion that occurred at my table, as well as themes shared out in the group discussion.

- Current pathways
  - Bridge to College has such a challenging math piece that it doesn't work as a pathway, because if a student can pass the math required by Bridge to College it is unlikely they need an alternative pathway, because they should be able to pass the state assessment.
- Additional pathway suggestions
  - Passing the GED
  - Portfolio or body of evidence
  - Apprenticeship or work-study to address students who are already working full time jobs and finding success in the job sector
  - Pathways that focus on art or music
  - A "life skills" pathway the focuses more on applied skills (somewhat similar to the apprenticeship or work-study suggestion)
- Other
  - Bremerton is very diverse and might be a good location for a focus group.
  - What do we want a high school diploma to mean? That is, what do we want students to have when they walk away from high school or what do



we want them to be able to do? There wasn't a solid answer to these questions, but it was a great talking point that is certainly relevant to the types of pathways that could be considered.

- In present time, “school” must be so much more than a place to learn basic academics or prepare for a career. For many students it's the only place that is safe, a place they can get food, learn basic skills, or have access to services and adults that help them survive in general.
- Equity
  - There are issues in terms of access to components of each the pathways (i.e. it's not that the pathways themselves are inequitable, it's that parts of each pathway make them inequitable for different populations).
  - There are tracking issues for minority populations in general and this means they get lost in the system and don't have access to opportunities, including the pathways.
  - CTE equity depends on the size of the district
  - Does “equity” in terms of student access to the pathways mean that there's at least one pathway that is accessible to each student, or does it mean that all pathways are accessible to every student?
- Access/Barriers
  - There is a general lack of industry access in small areas and this negatively impacts access to the pathways.
  - Math is a gatekeeper or barrier to accessing many of the pathways either because students lack math skills needed for some of the pathways, or they have not passed required math classes and therefore don't have time in their schedule to include the courses needed to complete a pathway.
  - Pathways are more difficult for smaller districts to implement.
  - The 24 credits required to graduate is a barrier to the point where it dictates whether or not students can even utilize the pathways (i.e. students are already so behind credit wise when they hit 9<sup>th</sup> grade) or that they can graduate regardless.
- Barriers to graduation in general
  - Students are completing their course work, but not passing the test.

## **Washington Graduation Pathways Community Forum #2 - NOTES November 22, 2019**

The community forum was hosted as part of the Washington State School Directors Associations (WSSDA) conference during a breakout session titled, “Pathways to Graduation: State Policy, District Experiences, and Recommendations for Change”. Approximately 90 educators from around the state were in attendance. The SBE's presentation provided an overview of the high school graduation pathways, with an emphasis placed on the equal importance of each pathway. During the presentation



there were opportunities for attendees to ask pathway specific questions as each pathway was covered, followed by a general Q&A session during the last 15 minutes of the forum.

Participants in the community forum shared the following feedback on current pathways, student equity, access and barriers, additional pathway suggestions, access to post graduation data and outcomes, and barriers to graduation in general, during the session:

➤ **Current pathways**

- Different standards for dual credit and the AP/IB exams don't make sense and should be addressed
- The shifting "minimum" score, set by AFQT, needed to successfully complete the ASVAB pathway is concern.
- It was noted as an area of concern that there are no science requirements, or acknowledgments of why there aren't science requirements, for the graduation pathways.
- It was suggested that non-certified courses be considered for part of the CTE pathways requirements.
- Pathways need to include more science and social studies related options and/or requirements.

➤ **Student Equity**

- The need to address the SpecEd demographic in terms of the pathways and a desire for feedback on how this should be done.
- Attendees voiced concern about helping underserved and marginalized populations graduate in general, but also within the context of utilizing the pathway options.
- Concern was expressed with state assessments and the level of scores required for off grade level students. Specifically, how do the graduation pathway requirements address off level students?

➤ **Access/Barriers**

- Size in general
  - Access for districts of different sizes, specifically urban versus rural, is not equitable.
  - Access to the types of advisory boards and industry needed to successfully implement some of the pathways is very limited in rural communities and therefore creates a barrier to offering every pathway.
- Size & AP/IB pathway
  - Many smaller, rural districts can't offer AP/IB.
- Size & CTE pathway
  - Small districts aren't always able to get CTE certified teachers to teach CTE courses and because this is a requirement of the CTE pathways it makes it challenging for small or rural districts to offer this.
  - It was suggested that changes be made to the CTE pathways requirements so that noncertified CTE teachers can be used to teach pathways related CTE courses in smaller districts.



- Getting a certified CTE teacher to teach just one class (i.e. the class needed to satisfy the CTE pathway requirement) is a barrier to offering this pathway.
- Smaller districts need more goal oriented and industry requirement focused flexibility around the CTE pathway.
- Even within larger districts smaller, choice high schools exist and are much like the rural schools in terms of their access to all pathways.
- Large districts with smaller choice high schools want to make sure they are not overlooked when it comes to addressing barriers to offering all pathways, since their smaller choice high schools experience similar challenges as those faced by small, rural districts.
- Dual Credit
  - Dual credit pathways are difficult to offer, because community colleges don't always cooperate with secondary schools.
  - If it were possible to make dual enrollment opportunities more cost effective for post-secondary institutions it would increase the likelihood of schools being able to offer this pathway.
  - Because the colleges aren't incentivized to offer dual credit enrollment it creates a barrier to implementing this pathway.
  - It was suggested that college courses be included in the classes offered at the high school.
  - It was noted that there are economic dis-incentives for community colleges to offer dual enrollment.
  - It was suggested there had been success with some districts offering grades 9-14 community college courses on their high school campus and this might be a better way to approach the dual enrollment pathway.
- **Additional pathway suggestions**
  - There is a need for a pathway offering apprenticeship opportunities.
  - It was suggested that science requirements should be added.
  - Soft skills pathways and/or a social/emotional mental health related pathway should be considered.
  - It was requested that customized pathways be an option so schools have more flexibility in creating pathways that work for their students.
  - It was suggested that master based transcripts be used as a way to allow more flexibility within the graduation pathways.
  - One attendee shared that their graduation rates went up with the AVID program and suggested this might be something to consider for an additional pathway.
- **Access to post graduation data & outcomes**
  - There's a need to define what desired graduation outcomes are in terms of post graduation success for students and use real data to inform this.
  - There's an urgent need to create pathways that take into account and look at outcomes.
  - More information is needed on student outcomes and tracking post graduation in order to better inform how successful current pathway options are and to help address additional pathways that might be needed.



- Attendees wanted to know if post graduation data was currently available and if not, would there be better access to post graduation data for students graduating under the new pathways?
- **Barriers to graduation in general**
  - Is 24 credits the right number to require for graduation?
  - The 24-credit graduation requirement continues to be cited as a general barrier to students utilizing the pathways and to graduating in general.
  - General concerns were expressed regarding graduation rates.
  - It was suggested that cored credit be given for “HS and Beyond” type courses to help students meet the 24-credit graduation requirements so that they had the option to take the elective courses needed to satisfy some of the graduation pathways options.
- **Other**
  - It was suggested that diplomas would become a more valuable asset if they included badges identifying areas of knowledge or success.
  - The whole child needs to be better addressed in the pathways and what are ways this can happen?

## **Washington Graduation Pathways Community Forum #3 - NOTES January 14, 2020**

Approximately 60 people were in attendance at the community forum hosted in Tumwater, WA. In addition to SBE staff the group consisted of SBE board members, educators and other community members. SBE kicked off the forum by providing a brief overview of the high school graduation pathways and outlined the goals of the community forum. An SBE board member facilitated the remainder of the discussion for the evening. This included roundtable discussions (with at least one SBE board member and SBE staff at each table), followed by whole group sharing.

The small group break out session was started with an exercise where everyone was asked to close their eyes and think of a student in great detail and to keep this student, their needs and factors affecting their life in mind as the discussion unfolded. The following notes were taken during the whole group sharing session and include feedback reported by each of the small groups.

- **Current Pathways**
  - Request on clarification regarding reason for having these pathways and what they are supposed to “do” for students.
  - Wanting to know where the student voice is in the graduation pathway options.
  - Mastery of learning standards matters more than measuring courses.



- Current pathways are focused on students that are college bound and not on students with other post-graduation plans who are most likely to need the additional options.
- Students that need credit retrieval are limited in their access to pathway courses and these are the students that need the pathway options.

## ➤ **Student Equity**

- The need to address the SpecEd demographic in terms of the pathways and a desire for feedback on how this should be done.
- Understanding equity of access for SPED, especially in regard to pathways that require testing when SpecEd students may not have the same level of knowledge needed to pass the test.
- Engage ELL/Migrant bilingual students and related stakeholders to build pathways that lead to high demand and stackable career paths for these students.
- Attendees voiced concern about helping underserved and marginalized populations graduate in general, but also within the context of utilizing the pathway options.
- Concern was expressed with state assessments and the level of scores required for off grade level students. Specifically, how do the graduation pathway requirements address off level students?
- There are tracking issues for minority populations in general and this means they get lost in the system and don't have access to opportunities, including the pathways.
- Does "equity" in terms of student access to the pathways mean that there's at least one pathway that is accessible to each student, or does it mean that all pathways are accessible to every student?
- What's the difference between local and state control and what does that look in terms of equity for accessing the graduation pathway options.
- Online options are not working with CTE alternative learning and ALE.
- Equity to offering pathways is related to school size and this is an issue for small schools.
- Gender difference for CTE offerings seems like it leans towards males.
- Equity for rural areas related to technology.
- Does "all" mean all? What about students that can't move into workforce?

## ➤ **Access/Barriers**

- Size in general
  - Access for districts of different sizes, specifically urban versus rural, is not equitable.
- CTE equity depends on the size of the district
  - It was suggested that changes be made to the CTE pathways requirements so that noncertified CTE teachers can be used to teach pathways related CTE courses in smaller districts.
- The term "sequential" in the CTE requirements for the pathway is a barrier to access, as some schools do not have the number of CTE courses to make sequences within one area to satisfy pathway requirements.



- Educators really need to understand the rules and regulations and get more information out regarding CTE framework in relation to the pathways.
  - Should band be able to get CTE credits if student want to pursue an associated career in music beyond high school?
  - Find a way to open up the CTE graduation pathways for all students, including ALE, even if expanding funding is not included.
  - Dual Credit
    - Dual credit pathways are difficult to offer, because community colleges don't always cooperate with secondary schools.
    - If it were possible to make dual enrollment opportunities more cost effective for post-secondary institutions it would increase the likelihood of schools being able to offer this pathway.
    - It was suggested that college courses be included in the classes offered at the high school.
    - There is a general lack of industry access in small areas and this negatively impacts access to the pathways.
- **More Information Needed Regarding the Pathways in General**
- People need more information regarding the pathways in general, associated requirements, details, etc.
  - Need to help families understand the pathway options, especially diverse families and what is the best way to do this?
  - HS students are receiving the message that direct enrollment is the way to go and that college is the most important pathway. How can stakeholders get the message out for the importance of ALL pathway options?
  - SBE and other educators need to work on PR for graduation pathways.
  - Is there a way to identify and share what pathways are available at each district/school? How do parents even understand or know how to navigate the pathways.
  - Concerns regarding whether or not advising is happening properly and that pathway options are shared, and requirements made clear.
  - What can be done to ensure proper advising that includes pathway options is occurring?
  - How does the High School and Beyond Plan relate to the pathways in a way that is useful?
- **Additional Pathway Suggestions**
- There is a need for a pathway offering apprenticeship opportunities.
  - It was requested that customized pathways be an option, so schools have more flexibility in creating pathways that work for their students.
  - There should be a pathway that uses portfolio or body of evidence.
  - Apprenticeship or work-study to address students who are already working full time jobs and finding success in the job sector.
  - Pathways that focus on art or music.
  - A "life skills" pathway the focuses more on applied skills (somewhat similar to the apprenticeship or work-study suggestion)
  - Project based pathways / mastery/ performance based (culminating project).





- There should be industry-based pathways.
- Acceptance into college should be a pathway.
- There should be math equivalency options for students' whose post-graduation plan doesn't need it.
- Assessments from various learning areas including industry certifications.
- Industrial arts programs.
- World language isn't a high school graduation option and should be.
- Is there a workforce pathway and should there be?
- Running Start for the trades no one knows about.

## ➤ **Access to Post Graduation Data & Outcomes**

- Tracking of pathways that are non-traditional post-graduation is important since these are the students most likely to utilize the pathway options and right now we only track students who graduate and go to college.
- The need to have a living breathing tool and record keeping system as part of the graduation pathways and what are the current barriers to utilizing such a system?
- Would people attend professional development related to the pathways and how to implement or more readily access them?
- Require school districts to share their graduation pathway options plans, to include the funding plan for all options to be equally prioritized.

## ➤ **Barriers to Graduation in General**

- Test anxiety is challenging even for students who are good at math or English, therefore the new pathways, with less testing, are beneficial to a broader range of students.
- There is an overemphasis on test scores and schools are pressured to score high on testing to maintain a good reputation.
- We need a system where the educators adapt to the graduation needs of students, instead of students trying to meet the needs of educators.
- There needs to be instructional practices with greater inclusion and for staff to evolve into learning facilitators to increase personalization of student learning and provide more social supports.
- Knowledge and understanding for all students to navigate a meaningful experience beyond High School especially the historically underserved.

## ➤ **Other**

- Options for students to loop into a pathway or avenue to support them in getting to their career option.
- Participation on SBA still important for various federal purposes including accountability system and participation rates as required by ESSA.
- Focus on competency measures within pathways, work to show locally relevant models.
- Recommendation that administrators talk to instructors and partner with community organizations.
- Make family and community engagement a priority and model this for OSPI, districts, schools



Several common themes emerged over the course of the three community forums. Participants at all forums indicated that student equity to accessing the graduation pathway options was paramount. This included the need for all types of students and learners, regardless of current academic performance levels, to have access to the pathways. The ability to offer all pathways regardless of school size was a common theme at all three forums. Specifically, that small schools, even within larger districts, were limited in their ability to meet the requirements needed to offer all of the graduation pathway options, especially CTE.

As well, while many different suggestions for additional pathways were shared there was not a consensus in terms of what additional pathway options should be added to current offerings. However, it was evident across all forums that these types of discussions are needed, as it is likely modifications and additions to the existing pathway options should be further explored. Lastly, many people expressed a need for more information regarding the pathway options in general. It is advised that efforts be made to disseminate further information and provide opportunities for engagement so both educators, at the state, district, and local level, and students and their parents or caregivers, are better informed regarding the graduation pathway options.



## APPENDIX B: PRELIMINARY SURVEY

---



### WA Grad Pathway Options Preliminary Survey

Thank you for your willingness to provide feedback on Washington's new Graduation Pathway options. We will keep the information you share confidential within the limits of state and federal disclosure law. You may exit this survey at any time by selecting "Exit Survey" at the top right of each page.

If you have any questions regarding this survey, please email Danielle DuBose at [danielle@strobelsconsulting.com](mailto:danielle@strobelsconsulting.com) or call 307-654-0202.

#### **New Graduation Requirements**

In 2019, the Washington State Legislature provided students with multiple pathways to high school graduation by passing House Bill 1599. Completing a graduation pathway is intended to help prepare students for life after high school graduation. It also lets future employers and postsecondary education providers know students are ready for their next step towards a career or additional learning.

**The Graduation Pathway Options for the Class of 2020 and Beyond**  
**Beginning with the Class of 2020, students must complete at least one of these pathway options to graduate:**

- 1. State Assessment: Meet or exceed the graduation scores in the Smarter Balanced Assessments (SBA) in English language arts and mathematics or in the WA-AIM (Washington Access to Instruction & Measurement).**
- 2. Dual Credit: Earn at least one high school credit in English language arts and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and/or Career and Technical Education dual credit courses).**



3. **AP/IB/Cambridge:** For both English language arts and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International exams, or pass the course with at least a C+.
4. **SAT/ACT:** Meet or exceed the graduation scores set by the Washington State Board of Education (SBE) in the math and English language arts portions of the SAT or ACT.
5. **Transition Course:** Pass a transition course in English Language Arts and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.
6. **Combination:** Meet any combination of at least one English language arts and one math option of those options listed in 1-5.
7. **ASVAB:** Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery) by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services.
8. **CTE Sequence:** Complete a sequence of Career and Technical Education (CTE) courses.

Your responses to this survey will help inform future graduation pathway development. Thank you for being an important part of this process!

**1) Which of the following best describes you? Check all that apply.\***

- Student
- Parent or Guardian of a Student
- Public School Teacher or Counselor
- Public School Administrator
- Other Public School Personnel (i.e. not an administrator, teacher or counselor)
- District Administrator
- Other District Personnel (i.e. not an administrator)
- State Board Community and Technical Colleges Representative
- Four Year Higher Education Institution Representative
- Apprenticeship and Training Council Member
- Educational Opportunity Gap Oversight and Accountability Committee Member
- Member or representative of associations representing students, educators, school board members, school administrators, superintendents, parents,



business, trades or industry - Write In associations of which you are a member::

\*

[ ] Other - Write In (Required):

\*

---

## Student Survey

### 2) Student - Please select your current grade level:\*

- Elementary
- Middle or Junior High
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

**3) In 2019 the Washington State Legislature authorized the State Board of Education to adopt rules for graduation pathway options. This new legislation replaced the state assessment requirement with a set of eight pathway options for graduation (Engrossed Second Substitute House Bill 1599, Section 201).**

### How familiar are you with the new graduation pathways?\*

- Not Familiar At All       Somewhat Familiar       Familiar       Very Familiar
- Extremely Familiar

### 4) Does the high school where you attend, offer all 8 of the graduation pathways?

- Yes
- No
- Unsure
- Not Applicable

### 5) Which of the following graduation pathways are offered in your district and school?



# WA Graduation Pathway Options – Stakeholder Feedback Project

	District	School
State Assessment: Meet or exceed the graduation scores in the Smarter Balanced Assessments (SBA) in English language arts (ELA) and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).	<input type="checkbox"/>	<input type="checkbox"/>
Dual Credit: Earn at least one high school credit in ELA and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and/or Career and Technical Education dual credit courses).	<input type="checkbox"/>	<input type="checkbox"/>
AP/IB/Cambridge: For both ELA and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International exams, or pass the course with at least a C+.	<input type="checkbox"/>	<input type="checkbox"/>
SAT/ACT: Meet or exceed the graduation scores set by SBE in the math and ELA portions of the SAT or ACT.	<input type="checkbox"/>	<input type="checkbox"/>
Transition Course: Pass a transition course in ELA and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.	<input type="checkbox"/>	<input type="checkbox"/>
Combination: Meet any combination of at least one ELA and one math option of those options listed in 1-5.	<input type="checkbox"/>	<input type="checkbox"/>
ASVAB: Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery) by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services.	<input type="checkbox"/>	<input type="checkbox"/>
CTE Sequence: Complete a sequence of Career and Technical Education (CTE) courses.	<input type="checkbox"/>	<input type="checkbox"/>
Not sure / Don't know	<input type="checkbox"/>	<input type="checkbox"/>

**6) Which of the following graduation pathway related topics are most important to you? Select all that apply.\***

General changes to the existing eight pathways



- Barriers to schools offering all of the graduation pathways
- Barriers to districts offering all of the graduation pathways
- Strategies for districts to eliminate barriers to offering all of the graduation pathways
- Equitable student access to all of the pathways
- Strategies for reducing barriers to equitable student access to all pathways
- Additional graduation pathways that should be considered
- I do not feel adequately prepared to answer this question
- Other - Please specify: \_\_\_\_\_ \*

## Parents, Administrators, Professionals, etc.

**7) Parent or Guardian - Are you the parent or guardian of a student or students? Check all that apply.\***

- Yes - Elementary Student/s
- Yes - Middle School or Junior High Student/s
- Yes - 9th Grade Student/s
- Yes - 10th Grade Student/s
- Yes - 11th Grade Student/s
- Yes - 12th Grade Student/s
- No

**8) In 2019 the Washington State Legislature authorized the State Board of Education to adopt rules for graduation pathway options. This new legislation replaced the state assessment requirement with a set of eight pathway options for graduation (Engrossed Second Substitute House Bill 1599, Section 201) .**

**How familiar are you with the new graduation pathways?\***

- Not Familiar At All       Somewhat Familiar       Familiar       Very Familiar  
 Extremely Familiar

**9) Does the district where you work, or where your child/children attend high school, offer all 8 of the graduation pathways?**



# WA Graduation Pathway Options – Stakeholder Feedback Project

**\*If you do not work at a school district or have children attending school in a Washington school district, please mark "not applicable".**

- Yes
- No
- Unsure
- Not Applicable

**10) Does the high school where you work, or where your child/children attend, offer all 8 of the graduation pathways?**

**\*If you do not work at a high school or have children attending a high school please mark "not applicable".**

- Yes
- No
- Unsure
- Not Applicable

**11) Which of the following graduation pathways are offered in your district and school?**

	District	School
State Assessment: Meet or exceed the graduation scores in the Smarter Balanced Assessments (SBA) in English language arts (ELA) and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).	<input type="checkbox"/>	<input type="checkbox"/>
Dual Credit: Earn at least one high school credit in ELA and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and/or Career and Technical Education dual credit courses).	<input type="checkbox"/>	<input type="checkbox"/>
AP/IB/Cambridge: For both ELA and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International exams, or pass the course with at least a C+.	<input type="checkbox"/>	<input type="checkbox"/>





# WA Graduation Pathway Options – Stakeholder Feedback Project

SAT/ACT: Meet or exceed the graduation scores set by SBE in the math and ELA portions of the SAT or ACT.	<input type="checkbox"/>	<input type="checkbox"/>
Transition Course: Pass a transition course in ELA and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.	<input type="checkbox"/>	<input type="checkbox"/>
Combination: Meet any combination of at least one ELA and one math option of those options listed in 1-5.	<input type="checkbox"/>	<input type="checkbox"/>
ASVAB: Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery) by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services.*	<input type="checkbox"/>	<input type="checkbox"/>
CTE Sequence: Complete a sequence of Career and Technical Education (CTE) courses.	<input type="checkbox"/>	<input type="checkbox"/>
Not sure / Don't know	<input type="checkbox"/>	<input type="checkbox"/>

**12) Which of the following graduation pathway related topics are most important to you? Select all that apply.\***

- General changes to the existing eight pathways
- Barriers to schools offering all of the graduation pathways
- Barriers to districts offering all of the graduation pathways
- Strategies for districts to eliminate barriers to offering all of the graduation pathways
- Equitable student access to all of the pathways
- Strategies for reducing barriers to equitable student access to all pathways
- Additional graduation pathways that should be considered
- I do not feel adequately prepared to answer this question
- Other - Please specify:: \_\_\_\_\_\*

## Demographics



One of the goals of the graduation pathways feedback process is to make sure we are receiving feedback from respondents whom reflect Washington's diverse nature.

If you prefer not to answer any of the following questions no problem! Simply select, "decline to answer" or skip the question as applicable.

**13) I identify my gender as:**

*If you prefer not to share this information please select "decline to answer".\**

- Male
- Female
- Nonbinary
- Decline to Answer
- Other - Please specify:: \_\_\_\_\_ \*

**14) Are you of Hispanic or Latinx origin? (Check all that apply)**

*If you prefer not to share this information please select "decline to answer".\**

- Decline to Answer
- Not Hispanic or Latinx
- Cuban
- Dominican
- Spaniard
- Puerto Rican
- Mexican/Mexican American/Chicano
- Central American
- Latin American
- Other Hispanic/Latinx - Please specify:: \_\_\_\_\_

**15) I identify my race as:**

*If you prefer not to share this information please select "decline to answer".\**

- Decline to Answer
- African/African American/Black/Haitian/Ethiopia



## WA Graduation Pathway Options – Stakeholder Feedback Project

White/Caucasian/European/Russian/Middle Eastern/North African

Other: \_\_\_\_\_

Asian Indian

Cambodian

Chinese

Filipino

Hmong

Indonesian

Japanese

Korean

Laotian

Malaysian

Pakistani

Singaporean

Taiwanese

Thai

Vietnamese

Other Asian: \_\_\_\_\_

Native Hawaiian

Fijan

Guamanian or Chamorro

Mariana Islander

Melanesian

Samoan

Tongan

Other Pacific Islander: \_\_\_\_\_

Alaska Native

Chehalis

Chinook

Colville

Cowlitz



- Duwamish
- Hoh
- Jamestown S'Klallam
- Kalispel
- Kikiallus
- Lower Elwah Klallam
- Lummi
- Makah
- Muckleshoot
- Nisqually
- Nooksack
- Nooksack (Marietta Band)
- Port Gamble S'Klallam
- Puyallup
- Quileute
- Quinault
- Samish
- Sauk-Suiattle
- Showalter Bay
- Skokomish
- Snoqualmie
- Snoqualmoo
- Snohomish
- Spokane
- Squaxin Island
- Steilacoom
- Stillaguamish
- Suquamish
- Swinomish
- Tulalip
- Upper Skagit



Yakama

Other Washington Indian: \_\_\_\_\_

Other North, Central, or South American Indian:

\_\_\_\_\_



**16) What is your annual household income? If you prefer not to share this information please select "decline to answer".**

**This question helps us to make sure we receive survey answers from a diverse group of WA residents, but it is NOT required, so please feel free to decline to answer if you do not want to provide this information.\***

- Decline to Answer     Not sure     Less than \$25,000     \$25,000 to \$50,000     \$50,001 to \$75,000     \$75,001 to \$100,000     \$100,001 to \$125,000     Over \$125,001

**17) Please enter your zip code. If you prefer not to share this information skip the question.**

---

---

## Focus Group Interest

**18) In the coming year the SBE will be hosting several online and in-person focus groups to gain feedback regarding the new graduation pathways. Would you be interested in joining a focus group so you can learn more and share your opinions and ideas about the new graduation pathways?**

- Yes  
 No  
 Maybe

**19) Please tell us a little more about why you are not currently interested in participating in a focus group regarding the graduation pathways.**

- Not relevant to me  
 I don't have the time  
 I don't like participating in group activities  
 Not interesting to me  
 I would like to engage in a different way - Write In (Required):

\*

---



Other - Write In (Required): \_\_\_\_\_\*

Decline to answer

**20) If the location was 30 minutes away or less, would you rather attend an in person focus group or an online focus group?\***

In Person

Online

Either

**21) What days of the week would you prefer to attend a one hour focus group?**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
First Choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second Choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Third Choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**22) What time of the day are you most likely to attend a focus group? Select all that apply.\***

7 AM - 9 AM

9 AM - 11 AM

11 AM - 12 PM

12 PM - 2 PM

2 PM - 4 PM

4 PM - 6 PM

6 PM - 8 PM



**23) If you would like to participate in one of our upcoming focus groups or have the opportunity to provide additional feedback on the graduation pathways, please include your contact information below.**

**This question is NOT REQUIRED.**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Preferred Contact Method: \_\_\_\_\_

Organizational Affiliation: \_\_\_\_\_

---

**Thank You!**

**Thank you for sharing your feedback regarding the graduation pathways.  
Your response is meaningful and important!**





## APPENDIX C: STAKEHOLDER SURVEY



### WA Graduation Pathway Options Stakeholder Survey 2020

Thank you for your willingness to provide feedback on Washington's new Graduation Pathway options. You will not be required to provide your name or any identifying information on this survey, and all responses will be reported anonymously or in aggregate form. You may exit this survey at any time by selecting "Exit Survey" at the top right of each page. This survey will close March 27 at midnight.

**If you have any questions regarding this survey, please email Danielle DuBose at [danielle@strobel-consulting.com](mailto:danielle@strobel-consulting.com) or call 307-654-0202.**

#### **New Graduation Requirements**

In 2019, the Washington State Legislature provided students with multiple pathways to high school graduation by passing House Bill 1599. Completing a graduation pathway is intended to help prepare students for life after high school graduation. It also lets future employers and postsecondary education providers know students are ready for their next step towards a career or additional learning.

#### **The Graduation Pathway Options for the Class of 2020 and Beyond**

**Beginning with the Class of 2020, in addition to a High School and Beyond Plan and meeting course requirements, students must complete at least one of the following pathway options to graduate:**

- 1. Meet or exceed the graduation scores in the Washington State Assessments in English language arts (English) and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).\***
- 2. Earn at least one high school credit in English and one credit in math through a Running Start, College in the High School, or Career and Technical Education Dual Credit course.**
- 3. For both English and math, earn a 3 or higher on certain Advanced Placement exams or a 4 or higher on certain International Baccalaureate exams or an E on certain Cambridge International exams, or pass the course with at least a C+.**
- 4. Meet or exceed the graduation scores set by State Board of Education (SBE) in the math and English portions of the SAT or ACT.**



5. Pass a transition course in English and math (for example, a Bridge to College course, which is a senior course for students who earned a Level 2 on the Washington State Assessments) which allows a student to place directly into a credit-bearing college level course. This pathway includes transition courses identified through local agreements between colleges and school districts.
6. Meet any combination of at least one English and one math option of those options listed previously.
7. Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery) by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed forces.
8. Complete a sequence of Career and Technical Education (CTE) courses: two or more high school credits of CTE courses in a progression tailored to the student's goals and relevant to the postsecondary pathway(s) outlined in the student's High School and Beyond Plan. The sequence may be comprised of courses within the same CTE program area. Sequences made up of courses within more than one CTE program area require local approval and expedited approval through the Office of Superintendent of Public Instruction (OSPI).

*\*Please note that all students are required to complete the State Assessment, even if this is not the selected pathway option.*

Your responses to this survey will help inform future graduation pathway development. Thank you for being an important part of this process!

## 1) Which of the following best describes you?

Please select "Other" if you are not a student, the parent of a school-aged child, or school or school district personnel. You will have the opportunity in a future question to tell us a little more about yourself.

- Student (includes recent High School graduates and/or college students)
- Parent or Guardian
- Parent or Guardian AND School or District Personnel
- School or District Personnel
- Other

## 2) Would you like to answer questions in the survey about the district where you work or about the district where your child/children attend school?

*Please note: you may take the survey again if you would like to provide*



**feedback on both the district where you work and the district where your child/children attend school.**

- District where I work
- District where my child or children attend school

---

## Student Survey

### 3) Student - Please select your current grade level:

- Kindergarten through 6th Grade
- 7th or 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade
- High School Graduate and/or College Student

### 4) Do you have a High School and Beyond Plan in place?

- Yes
- No
- Unsure

### 5) Do you have a plan in place to meet one or more of the graduation pathway options?

- Yes
- No
- Unsure



6) In 2019 the Washington State Legislature authorized the State Board of Education to adopt rules for graduation pathway options. This new legislation replaced the state assessment requirement with a set of eight pathway options for graduation (Engrossed Second Substitute House Bill 1599, Section 201).

Part 1 of 3: Please read the following statements about the graduation pathway options and indicate your level of agreement with each statement. If the question is not applicable or you do not know the answer please select "Neither Agree nor Disagree".

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
A) All of the graduation pathway options are available at my school.	( )	( )	( )	( )	( )
B) I know about the new graduation pathway options available at my school.	( )	( )	( )	( )	( )
C) I think there should be changes to the current graduation pathway options.	( )	( )	( )	( )	( )
D) It is easy for me to make use of the graduation pathway options available at my school.	( )	( )	( )	( )	( )
E) Not all of the graduation pathway options are available at my school.	( )	( )	( )	( )	( )



# WA Graduation Pathway Options – Stakeholder Feedback Project

F) I think there are other pathways that should be added to the current graduation pathway options.	( )	( )	( )	( )	( )
---	-----	-----	-----	-----	-----

7) Part 2 of 3: Please read the following statements about the graduation pathway options and indicate your level of agreement with each statement. If the question is not applicable or you do not know the answer please select "Neither Agree nor Disagree".

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
G) I did not know there were new graduation pathway options available.	( )	( )	( )	( )	( )
H) It is helpful that there is more than one graduation pathway option available.	( )	( )	( )	( )	( )
I) There is not a current graduation pathway option that works for me.	( )	( )	( )	( )	( )
J) I plan to go to college after I graduate.	( )	( )	( )	( )	( )
K) I plan to learn a technical skill or trade after I graduate.	( )	( )	( )	( )	( )



# WA Graduation Pathway Options – Stakeholder Feedback Project

L) I plan to begin or continue a job after I graduate.	( )	( )	( )	( )	( )
--	-----	-----	-----	-----	-----

8) Part 3 of 3: Please read the following statements about the graduation pathway options and indicate your level of agreement with each statement. If the question is not applicable or you do not know the answer please select "Neither Agree nor Disagree".

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
M) I don't know what I am going to do after I graduate.	( )	( )	( )	( )	( )
N) I worry that even with the current graduation pathway options I won't graduate from high school.	( )	( )	( )	( )	( )
O) There is a current graduation pathway option that works for me.	( )	( )	( )	( )	( )
P) I have been informed of all my graduation pathway options.	( )	( )	( )	( )	( )
Q) I understand the requirements for each graduation pathway option.	( )	( )	( )	( )	( )



# WA Graduation Pathway Options – Stakeholder Feedback Project

R) There is a graduation pathway option that aligns to what I want to do after graduation.	( )	( )	( )	( )	( )
--	-----	-----	-----	-----	-----

## 9) Does your school offer the following types of courses or exams?

	Yes	No	I don't know
Transition Courses (for example Bridge to College)	( )	( )	( )
Career and Technical Education (CTE) Courses	( )	( )	( )
Dual Credit Courses	( )	( )	( )
Advanced Placement (AP) Courses	( )	( )	( )
Cambridge International (CI) Courses	( )	( )	( )
International Baccalaureate (IB) Courses	( )	( )	( )
Advanced Placement (AP) Exams	( )	( )	( )
Cambridge International (CI) Exams	( )	( )	( )
International Baccalaureate (IB) Exams	( )	( )	( )
Armed Services Vocational Aptitude Battery (ASVAB) Exams	( )	( )	( )
SAT or ACT Exams	( )	( )	( )



**10) Which of the following graduation pathway options are available at your school?**

**\*Please note that all students are required to complete the State Assessment, even if this is not the selected pathway.**

	Available	Not Available	Unsure
<b>State Assessment*:</b> Meet or exceed the graduation scores in the Washington State Assessments in English and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).	( )	( )	( )
<b>Dual Credit:</b> Earn at least one high school credit in English and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and/or Career and Technical Education dual credit courses).	( )	( )	( )
<b>AP, IB or CI:</b> For both English and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International (CI) exams, or pass the course with at least a C+.	( )	( )	( )
<b>SAT or ACT:</b> Meet or exceed the graduation scores set by the State Board of Education in the math and English portions of the SAT or ACT.	( )	( )	( )
<b>Transition Course:</b> Pass a transition course in English and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.	( )	( )	( )
<b>Combination:</b> Meet any combination of at least one English and one math option of the five options listed above.	( )	( )	( )





<b>ASVAB:</b> Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery) by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services.	( )	( )	( )
<b>CTE Sequence:</b> Complete at least two or more credits of related Career and Technical Education (CTE) courses.	( )	( )	( )

**11) Which of the following graduation pathway options are you likely to use? Check all that apply.**

State Assessment: Meet or exceed the graduation scores in the Washington State Assessments in English and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).

Dual Credit: Earn at least one high school credit in English and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and/or Career and Technical Education dual credit courses).

AP, IB, or CI: For both English and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International (CI) exams, or pass the course with at least a C+.

SAT or ACT: Meet or exceed the graduation scores set by the State Board of Education in the math and English portions of the SAT or ACT.

Transition Course: Pass a transition course in English and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.

Combination: Meet any combination of at least one English and one math option of the five options listed above.

ASVAB: Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery) by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services.

CTE Sequence: Complete at least two or more credits of related Career and Technical Education (CTE) courses.

Not sure or don't know



**12) Are there any of the current eight pathway options not offered at your school that you wish were available? Which ones?**

**13) When you think about the current eight graduation pathway options, are there any recommendations or changes you would make?**

**For example, are there pathway options you would get rid of, or modifications you would make to current pathway requirements? If so, please explain why.**

**14) In your own words thinking about the skills and knowledge you would like to leave high school with, is there a pathway option that you wish was available to you that is currently not available?**

**15) Is there any other feedback or thoughts related to graduation pathways that you would like to share?**

**16) Would you be interested in participating in a focus group to provide additional feedback on the graduation pathway options?**

Yes

No

Maybe

**17) If you would like to participate in one of our upcoming focus groups or have the opportunity to provide additional feedback on the graduation pathway options, please include your contact information below.**

**This is question is NOT REQUIRED.**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Preferred Contact Method: \_\_\_\_\_



## Parent Survey Part 1

**18) Please select your child or children's current grade level or levels:**

- Kindergarten through 6th Grade
- 7th or 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade
- High School Graduate and/or College Student

**19) Do your middle or high school aged children have a High School and Beyond Plan in place?**

- Yes
- No
- Unsure
- Not applicable

**20) Do your middle or high school aged children have a plan in place to meet one or more of the graduation pathway options?**

- Yes
- No
- Unsure
- Not applicable

**21) Are you a member or representative of any education or business related associations, groups, agencies or organizations?**



*These include, but are not limited to: committees, such as the Educational Opportunity Gap Oversight and Accountability Committee; councils, such as the Washington State Apprenticeship and Training Council; 4-year higher education institutions; the Washington State Board for Community and Technical Colleges; and associations representing educators, school board members, school administrators, superintendents, parents and business.*

Yes

No

**22) Which of the following associations, groups, agencies or organizations are you a member or representative of? Please select all that apply.**

Association of Washington School Principals (AWSP)

Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)

Four-year Higher Education Institutions

Parent Teacher Association (PTA)

School Board

Washington Association for Career and Technical Education (WA-ACTE)

Washington Association of School Administrators (WASA)

Washington Education Association (WEA)

Washington State Apprenticeship and Training Council (WSATC)

Washington State Board for Community and Technical Colleges (SBCTC)

Washington State School Directors' Association (WSSDA)

Other Association, Group, Agency, or Organization Representing - Business, Trades or Industry: \_\_\_\_\_\*

Other Association, Group, Agency, or Organization Representing - Education: \_\_\_\_\_\*

Other Association, Group, Agency, or Organization Representing - Parents: \_\_\_\_\_\*



# WA Graduation Pathway Options – Stakeholder Feedback Project

23) In 2019 the Washington State Legislature authorized the State Board of Education to adopt rules for graduation pathway options. This new legislation replaced the state assessment requirement with a set of eight pathway options for graduation (Engrossed Second Substitute House Bill 1599, Section 201).

Part 1 of 3: Please read the following statements about the graduation pathway options and indicate your level of agreement with each statement. If the question is not applicable or you do not know the answer please select "Neither agree nor disagree".

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
A) All of the graduation pathway options are available at my child's school.	( )	( )	( )	( )	( )
B) I know about the new graduation pathway options available at my child's school.	( )	( )	( )	( )	( )
C) I think there should be changes to the current graduation pathway options.	( )	( )	( )	( )	( )
D) It is easy for my child to make use of the graduation pathway options available at their school.	( )	( )	( )	( )	( )
E) Not all of the graduation pathway options are available at my child's school.	( )	( )	( )	( )	( )
F) I think there are other pathway options that should be added to the	( )	( )	( )	( )	( )



# WA Graduation Pathway Options – Stakeholder Feedback Project

current graduation pathway options.					
-------------------------------------	--	--	--	--	--

24) Part 2 of 3: Please read the following statements about the graduation pathway options and indicate your level of agreement with each statement. If the question is not applicable or you do not know the answer please select "Neither agree nor disagree".

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
G) I did not know there were new graduation pathway options available.	( )	( )	( )	( )	( )
H) It is helpful that there is more than one graduation pathway option available.	( )	( )	( )	( )	( )
I) There is not a current graduation pathway option that works for my child.	( )	( )	( )	( )	( )
J) My child plans to go to college after they graduate.	( )	( )	( )	( )	( )
K) My child plans to learn a technical skill or trade after they graduate.	( )	( )	( )	( )	( )
L) My child plans to begin or continue a job after they graduate.	( )	( )	( )	( )	( )



**25) Part 3 of 3: Please read the following statements about the graduation pathway options and indicate your level of agreement with each statement. If the question is not applicable or you do not know the answer please select "Neither agree nor disagree".**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>M) My child doesn't know what they are going to do after they graduate from high school.</b>	( )	( )	( )	( )	( )
<b>N) I worry that even with the current graduation pathway options my child won't graduate from high school.</b>	( )	( )	( )	( )	( )
<b>O) There is a current graduation pathway option that works for my child.</b>	( )	( )	( )	( )	( )
<b>P) I have been informed of all the graduation pathway options for students.</b>	( )	( )	( )	( )	( )
<b>Q) I understand the requirements for each graduation pathway option.</b>	( )	( )	( )	( )	( )
<b>R) There is a graduation pathway option that aligns to what my child wants to do after graduation.</b>	( )	( )	( )	( )	( )



26) Does the high school where your child/children attend offer the following types of courses or exams?

	Yes	No	I don't know
Transition Courses (for example Bridge to College)	( )	( )	( )
Career and Technical Education (CTE) Courses	( )	( )	( )
Dual Credit Courses	( )	( )	( )
Advanced Placement (AP) Courses	( )	( )	( )
Cambridge International (CI) Courses	( )	( )	( )
International Baccalaureate (IB) Courses	( )	( )	( )
Advanced Placement (AP) Exams	( )	( )	( )
Cambridge International (CI) Exams	( )	( )	( )
International Baccalaureate (IB) Exams	( )	( )	( )
Armed Services Vocational Aptitude Battery (ASVAB) Exams	( )	( )	( )
SAT or ACT Exams	( )	( )	( )





# WA Graduation Pathway Options – Stakeholder Feedback Project

**27) Which of the following graduation pathway options are available at your child's school?**

**\*Please note that all students are required to complete the State Assessment, even if this is not the selected pathway.**

	Available	Not Available	Unsure
<b>State Assessment*:</b> Meet or exceed the graduation scores in the Washington State Assessments in English and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).	( )	( )	( )
<b>Dual Credit:</b> Earn at least one high school credit in English and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and/or Career and Technical Education dual credit courses).	( )	( )	( )
<b>AP, IB, or CI:</b> For both English and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International (CI) exams, or pass the course with at least a C+.	( )	( )	( )
<b>SAT or ACT:</b> Meet or exceed the graduation scores set by State Board of Education in the math and English portions of the SAT or ACT.	( )	( )	( )
<b>Transition Course:</b> Pass a transition course in English and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.	( )	( )	( )
<b>Combination:</b> Meet any combination of at least one English and one math option of the five options listed above.	( )	( )	( )
<b>ASVAB:</b> Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery) by	( )	( )	( )



scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services.			
<b>CTE Sequence:</b> Complete at least two or more credits of related Career and Technical Education (CTE) courses.	( )	( )	( )

**28) Which of the following graduation pathway options is your child likely to use? Check all that apply.**

- State Assessment: Meet or exceed the graduation scores in the Washington State Assessments in English and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).
- Dual Credit: Earn at least one high school credit in English and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and/or Career and Technical Education dual credit courses).
- AP, IB, or CI: For both English and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International (CI) exams, or pass the course with at least a C+.
- SAT or ACT: Meet or exceed the graduation scores set by the State Board of Education in the math and English portions of the SAT or ACT.
- Transition Course: Pass a transition course in English and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.
- Combination: Meet any combination of at least one English and one math option of the five options listed above.
- ASVAB: Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery) by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services.
- CTE Sequence: Complete two credits of related Career and Technical Education (CTE) courses.
- Not sure or Don't know



**29) Are there any of the current eight pathway options not offered at your child's school that you wish were available? Which ones?**

**30) When you think about the current eight graduation pathway options, are there any recommendations or changes you would make? For example, are there pathway options you would get rid of, or modifications you would make to current pathway requirements. If so, please explain why.**

**31) In your own words thinking about the skills and knowledge you would like your child to leave high school with, is there a pathway option that you wish was available to your child that is currently not available?**

**32) Is there any other feedback or thoughts related to graduation pathways that you would like to share?**

**33) Would you be interested in participating in a focus group to provide additional feedback on the graduation pathway options?**

Yes

No

Maybe

**34) If you would like to participate in one of our upcoming focus groups or have the opportunity to provide additional feedback on the graduation pathway options, please include your contact information below.**

**This question is NOT REQUIRED.**

First Name: \_\_\_\_\_



Last Name: \_\_\_\_\_

Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Preferred Contact Method: \_\_\_\_\_

Organizational Affiliation: \_\_\_\_\_

---

## School or School District Personnel

**35) Are you a member or representative of any education or business related associations, groups, agencies or organizations?**

*These include, but are not limited to: committees, such as the Educational Opportunity Gap Oversight and Accountability Committee; councils, such as the Washington State Apprenticeship and Training Council; 4-year higher education institutions; the Washington State Board for Community and Technical Colleges; and associations representing educators, school board members, school administrators, superintendents, parents and business.*

Yes

No

**36) Which of the following associations, groups, agencies or organizations are you a member or representative of? Please select all that apply.**

Association of Washington School Principals (AWSP)

Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)

Four-year Higher Education Institutions

Parent Teacher Association (PTA)

School Board

Washington Association for Career and Technical Education (WA-ACTE)



# WA Graduation Pathway Options – Stakeholder Feedback Project

- Washington Association of School Administrators (WASA)
- Washington Education Association (WEA)
- Washington State Apprenticeship and Training Council (WSATC)
- Washington State Board for Community and Technical Colleges (SBCTC)
- Washington State School Directors' Association (WSSDA)
- Other Association, Group, Agency, or Organization Representing - Business, Trades or Industry: \_\_\_\_\_\*
- Other Association, Group, Agency, or Organization Representing - Education: \_\_\_\_\_\*
- Other Association, Group, Agency, or Organization Representing - Parents: \_\_\_\_\_\*

**37) In 2019 the Washington State Legislature authorized the State Board of Education to adopt rules for graduation pathway options. This new legislation replaced the state assessment requirement with a set of eight pathway options for graduation (Engrossed Second Substitute House Bill 1599, Section 201).**

**Part 1 of 3: Please read the following statements about the graduation pathway options and indicate your level of agreement with each statement. If the question is not applicable or you do not know the answer please select "Neither Agree nor Disagree".**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<b>A) All of the graduation pathway options are available at the school or district where I work.</b>	( )	( )	( )	( )	( )
<b>B) I know about the new graduation pathway options available at the school or district where I work.</b>	( )	( )	( )	( )	( )



# WA Graduation Pathway Options – Stakeholder Feedback Project

C) I think there should be changes to the current graduation pathway options.	( )	( )	( )	( )	( )
D) It is easy for students to make use of the graduation pathway options available at the school or district where I work.	( )	( )	( )	( )	( )
E) Not all of the graduation pathway options are available at the school or district where I work.	( )	( )	( )	( )	( )
F) I think there are other pathway options that should be added to the current graduation pathway options.	( )	( )	( )	( )	( )

38) Part 2 of 3: Please read the following statements about the graduation pathway options and indicate your level of agreement with each statement. If the question is not applicable or you do not know the answer please select "Neither Agree nor Disagree".

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
G) I did not know there were new graduation pathway options available.	( )	( )	( )	( )	( )



# WA Graduation Pathway Options – Stakeholder Feedback Project

H) It is helpful that there is more than one graduation pathway option available.	( )	( )	( )	( )	( )
I) There is not a current graduation pathway option that works for students in the school or district where I work.	( )	( )	( )	( )	( )
J) Students in the school or district where I work plan to go to college after they graduate.	( )	( )	( )	( )	( )
K) Students in the school or district where I work plan to learn a technical skill or trade after they graduate.	( )	( )	( )	( )	( )
L) Students in the school or district where I work plan to begin or continue a job after they graduate.	( )	( )	( )	( )	( )

39) Part 3 of 3: Please read the following statements about the graduation pathway options and indicate your level of agreement with each statement. If the question is not applicable or you do not know the answer please select "Neither Agree nor Disagree".

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
M) Students in the school or district	( )	( )	( )	( )	( )



# WA Graduation Pathway Options – Stakeholder Feedback Project

where I work don't know what they are going to do after they graduate.					
N) I worry that even with the current graduation pathway options many students in the school or district where I work won't graduate from high school.	( )	( )	( )	( )	( )
O) There is a current graduation pathway option that works for students in the school or district where I work.	( )	( )	( )	( )	( )
P) I have been informed of all graduation pathway options for students.	( )	( )	( )	( )	( )
Q) I understand the requirements for each graduation pathway option.	( )	( )	( )	( )	( )
R) There is a graduation pathway option that aligns to what students in the school or district where I work want to do after graduation.	( )	( )	( )	( )	( )





**40) Do the high schools in the district where you work offer the following types of courses or exams?**

	Yes	No	I don't know
Transition Courses (for example Bridge to College)	( )	( )	( )
Career and Technical Education (CTE) Courses	( )	( )	( )
Dual Credit Courses	( )	( )	( )
Advanced Placement (AP) Courses	( )	( )	( )
Cambridge International (CI) Courses	( )	( )	( )
International Baccalaureate (IB) Courses	( )	( )	( )
Advanced Placement (AP) Exams	( )	( )	( )
Cambridge International (CI) Exams	( )	( )	( )
International Baccalaureate (IB) Exams	( )	( )	( )
Armed Services Vocational Aptitude Battery (ASVAB) Exams	( )	( )	( )
SAT or ACT Exams	( )	( )	( )

**41) Which of the following graduation pathway options are available at the high school or high schools in the district where you work?**

**\*Please note that all students are required to complete the State Assessment, even if this is not the selected pathway option.**



# WA Graduation Pathway Options – Stakeholder Feedback Project

	Available	Not Available	Unsure
<b>State Assessment*:</b> Meet or exceed the graduation scores in the Washington State Assessments in English and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).	( )	( )	( )
<b>Dual Credit:</b> Earn at least one high school credit in English and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and/or Career and Technical Education dual credit courses).	( )	( )	( )
<b>AP, IB, or CI:</b> For both English and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International (CI) exams, or pass the course with at least a C+.	( )	( )	( )
<b>SAT or ACT:</b> Meet or exceed the graduation scores set by the State Board of Education in the math and English portions of the SAT or ACT.	( )	( )	( )
<b>Transition Course:</b> Pass a transition course in English and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.	( )	( )	( )
<b>Combination:</b> Meet any combination of at least one English and one math option of the five options listed above.	( )	( )	( )
<b>ASVAB:</b> Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery) by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services.	( )	( )	( )



<b>CTE Sequence:</b> Complete at least two or more credits of related Career and Technical Education (CTE) courses.	( )	( )	( )
---	-----	-----	-----

**42) Which of the following graduation pathway options are students at the high school or the high schools in the district where you work likely to use? Check all that apply.**

State Assessment: Meet or exceed the graduation scores in the Washington State Assessments in English and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).

Dual Credit: Earn at least one high school credit in English and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and/or Career and Technical Education dual credit courses).

AP, IB, or CI: For both English and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International (CI) exams, or pass the course with at least a C+.

SAT or ACT: Meet or exceed the graduation scores set by the State Board of Education in the math and English portions of the SAT or ACT.

Transition Course: Pass a transition course in English and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.

Combination: Meet any combination of at least one English and one math option of the five options listed above.

ASVAB: Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery) by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services.

CTE Sequence: Complete at least two or more credits of related Career and Technical Education (CTE) courses.

Not sure or don't know

**43) Are there any of the current eight pathway options not offered at the high school or the high schools in the district where you work that you wish were available? Which ones?**



**44) When you think about the current eight graduation pathway options, are there any recommendations or changes you would make? For example, are there pathway options you would get rid of, or modifications you would make to current pathway requirements. If so, please explain why.**

**45) In your own words thinking about the skills and knowledge you would like students to leave high school with, is there a pathway option that you wish was available to students that is currently not available?**

**46) Is there any other feedback or thoughts related to graduation pathways that you would like to share?**

**47) Would you be interested in participating in a focus group to provide additional feedback on the graduation pathway options?**

Yes

No

Maybe

**48) If you would like to participate in one of our upcoming focus groups or have the opportunity to provide additional feedback on the graduation pathway options, please include your contact information below.**

**This question is NOT REQUIRED.**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_



Preferred Contact Method: \_\_\_\_\_

Organizational Affiliation: \_\_\_\_\_

## Other

**49) Are you a member or representative of any education or business related associations, groups, agencies or organizations?**

*These include, but are not limited to: committees, such as the Educational Opportunity Gap Oversight and Accountability Committee; councils, such as the Washington State Apprenticeship and Training Council; 4-year higher education institutions; the Washington State Board for Community and Technical Colleges; and associations representing educators, school board members, school administrators, superintendents, parents and business.*

Yes

No

**50) Which of the following associations, groups, agencies or organizations are you a member or representative of? Please select all that apply.**

Association of Washington School Principals (AWSP)

Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)

Four-year Higher Education Institutions

Parent Teacher Association (PTA)

School Board

Washington Association for Career and Technical Education (WA-ACTE)

Washington Association of School Administrators (WASA)

Washington Education Association (WEA)

Washington State Apprenticeship and Training Council (WSATC)

Washington State Board for Community and Technical Colleges (SBCTC)

Washington State School Directors' Association (WSSDA)



# WA Graduation Pathway Options – Stakeholder Feedback Project

[ ] Other Association, Group, Agency, or Organization Representing - Business, Trades or Industry: \_\_\_\_\_\*

[ ] Other Association, Group, Agency, or Organization Representing - Education: \_\_\_\_\_\*

[ ] Other Association, Group, Agency, or Organization Representing - Parents: \_\_\_\_\_\*

**51) In 2019 the Washington State Legislature authorized the State Board of Education to adopt rules for graduation pathway options. This new legislation replaced the state assessment requirement with a set of eight pathway options for graduation (Engrossed Second Substitute House Bill 1599, Section 201).**

**Part 1 of 3: Please read the following statements about the graduation pathways options and indicate your level of agreement with each statement. If the question is not applicable or you do not know the answer please select "Neither agree nor disagree."**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<b>A) All of the graduation pathway options are available at the high school/s in my community.</b>	( )	( )	( )	( )	( )
<b>B) I know about the new graduation pathway options available at the high school/s in my community.</b>	( )	( )	( )	( )	( )
<b>C) I think there should be changes to the current graduation pathway options.</b>	( )	( )	( )	( )	( )



# WA Graduation Pathway Options – Stakeholder Feedback Project

D) It is easy for students to make use of the graduation pathway options available at the high school/s in my community.	( )	( )	( )	( )	( )
E) Not all of the graduation pathway options are available at the high school/s in my community.	( )	( )	( )	( )	( )
F) I think there are other pathway options that should be added to the current graduation pathway options.	( )	( )	( )	( )	( )

52) Part 2 of 3: Please read the following statements about the graduation pathways options and indicate your level of agreement with each statement. If the question is not applicable or you do not know the answer please select "Neither agree nor disagree."

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
G) I did not know there were new graduation pathway options available.	( )	( )	( )	( )	( )
H) It is helpful that there is more than one graduation pathway option available.	( )	( )	( )	( )	( )



# WA Graduation Pathway Options – Stakeholder Feedback Project

I) There is not a current graduation pathway option that works for students in the high school/s in my community.	( )	( )	( )	( )	( )
J) Students in the high school/s in my community plan to go to college after they graduate.	( )	( )	( )	( )	( )
K) Students in the high school/s in my community plan to learn a technical skill or trade after they graduate.	( )	( )	( )	( )	( )
L) Students in the high school/s in my community plan to begin or continue a job after they graduate.	( )	( )	( )	( )	( )

53) Part 3 of 3: Please read the following statements about the graduation pathways options and indicate your level of agreement with each statement. If the question is not applicable or you do not know the answer please select "Neither agree nor disagree."

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
M) Students in the high school/s in my community don't know what they are going to	( )	( )	( )	( )	( )





# WA Graduation Pathway Options – Stakeholder Feedback Project

do when they graduate.					
N) I worry that even with the current graduation pathway options many students in my community won't graduate from high school.	( )	( )	( )	( )	( )
O) There is a graduation pathway option that works for students in the high school/s in my community.	( )	( )	( )	( )	( )
P) I have been informed of all graduation pathway options for students.	( )	( )	( )	( )	( )
Q) I understand the requirements for each graduation pathway option.	( )	( )	( )	( )	( )
R) There is a graduation pathway option that aligns to what students in the high school/s in my community want to do after graduation.	( )	( )	( )	( )	( )

54) Do the high schools in your community offer the following types of courses or exams?

	Yes	No	I don't know
--	-----	----	--------------



# WA Graduation Pathway Options – Stakeholder Feedback Project

Transition Courses (for example Bridge to College)	( )	( )	( )
Career and Technical Education (CTE) Courses	( )	( )	( )
Dual Credit Courses	( )	( )	( )
Advanced Placement (AP) Courses	( )	( )	( )
Cambridge International (CI) Courses	( )	( )	( )
International Baccalaureate (IB) Courses	( )	( )	( )
Advanced Placement (AP) Exams	( )	( )	( )
Cambridge International (CI) Exams	( )	( )	( )
International Baccalaureate (IB) Exams	( )	( )	( )
Armed Services Vocational Aptitude Battery (ASVAB) Exams	( )	( )	( )
SAT or ACT Exams	( )	( )	( )

**55) Which of the following graduation pathway options are available at the high school or high schools in your community?**

**\*Please note that all students are required to complete the State Assessment, even if this is not the selected pathway option.**

	Available	Not Available	Unsure
<b>State Assessment*:</b> Meet or exceed the graduation scores in the Washington Assessments in English and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).	( )	( )	( )



# WA Graduation Pathway Options – Stakeholder Feedback Project

<b>Dual Credit:</b> Earn at least one high school credit in English and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and/or Career and Technical Education dual credit courses).	( )	( )	( )
<b>AP, IB, or CI:</b> For both English and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International (CI) exams, or pass the course with at least a C+.	( )	( )	( )
<b>SAT or ACT:</b> Meet or exceed the graduation scores set by the State Board of Education in the math and English portions of the SAT or ACT.	( )	( )	( )
<b>Transition Course:</b> Pass a transition course in English and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.	( )	( )	( )
<b>Combination:</b> Meet any combination of at least one English and one math option of the five options listed above.	( )	( )	( )
<b>ASVAB:</b> Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery) by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services.	( )	( )	( )
<b>CTE Sequence:</b> Complete at least two or more credits of related Career and Technical Education (CTE) courses.	( )	( )	( )

**56) Which of the following graduation pathway options are students in the high school(s) in your community likely to use? Check all that apply.**



State Assessment: Meet or exceed the graduation scores in the Washington State Assessments in English and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).

Dual Credit: Earn at least one high school credit in English and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and/or Career and Technical Education dual credit courses).

AP, IB, or CI: For both English and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International (CI) exams, or pass the course with at least a C+.

SAT or ACT: Meet or exceed the graduation scores set by the State Board of Education in the math and English portions of the SAT or ACT.

Transition Course: Pass a transition course in English and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.

Combination: Meet any combination of at least one English and one math option of the five options listed above.

ASVAB: Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery) by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services.

CTE Sequence: Complete at least two or more credits of related Career and Technical Education (CTE) courses.

Not sure or don't know

**57) Are there any of the current eight pathway options not offered at the high school or high schools in your community that you wish were available? Which ones?**

**58) When you think about the current eight graduation pathway options, are there any recommendations or changes you would make? For example, are there pathway options you would get rid of, or modifications you would make to current pathway option requirements. If so, please explain why.**



**59) In your own words thinking about the skills and knowledge you would like students to leave high school with, is there a pathway option that you wish was available to students that is currently not available?**

**60) Is there any other feedback or thoughts related to graduation pathways that you would like to share?**

**61) Would you be interested in participating in a focus group to provide additional feedback on the graduation pathway options?**

- Yes
- No
- Maybe

**62) If you would like to participate in one of our upcoming focus groups or have the opportunity to provide additional feedback on the graduation pathway options, please include your contact information below.**

**This question is NOT REQUIRED.**

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Preferred Contact Method: \_\_\_\_\_

Organizational Affiliation: \_\_\_\_\_

---



## Demographics

One of the goals of the graduation pathways feedback process is to make sure we are receiving feedback from respondents who reflect Washington's diverse nature.

If you prefer not to answer any of the following questions no problem! Simply select, "decline to answer" or skip the question as applicable.

**63) I identify my gender as:**

*If you prefer not to share this information please select "decline to answer".*

- Male
- Female
- Nonbinary
- Decline to Answer
- Other - Please specify:: \_\_\_\_\_ \*

**64) Are you of Hispanic or Latinx origin?**

*If you prefer not to share this information please select "decline to answer".*

- Decline to Answer
- Yes
- No

**65) Please select the Hispanic or Latinx ethnic category for which you identify. (Check all that apply)**

- Decline to Answer
- Central American
- Cuban



- Dominican
- Latin American
- Mexican, Mexican American, or Chicano
- Puerto Rican
- Spaniard
- Other Hispanic or Latinx - Please specify::  
\_\_\_\_\_

**66) I identify my race as (check all that apply):**

***If you prefer not to share this information please select "decline to answer".***

- Decline to Answer
- American Indian or Alaskan Native
- Asian
- Black, African, African-American, Ethiopian, or Haitian
- Native Hawaiian or Other Pacific Islander
- White, Caucasian, European-Russian, Middle Eastern or North African
- Other (Please specify): \_\_\_\_\_

**67) Please select all of the American Indian or Alaskan Native categories for which you identify.**

***If you prefer not to share this information please select "decline to answer".***

- Decline to Answer
- Alaska Native
- Chehalis
- Chinook
- Colville
- Cowlitz



- Duwamish
- Hoh
- Jamestown S'Klallam
- Kalispel
- Kikiallus
- Lower Elwah Klallam
- Lummi
- Makah
- Muckleshoot
- Nisqually
- Nooksack
- Nooksack (Marietta Band)
- Port Gamble S'Klallam
- Puyallup
- Quileute
- Quinault
- Samish
- Sauk-Suiattle
- Showalter Bay
- Skokomish
- Snoqualmie
- Snoqualmoo
- Snohomish
- Spokane
- Squaxin Island
- Steilacoom
- Stillaguamish
- Suquamish
- Swinomish
- Tulalip
- Upper Skagit





Yakama

Other Washington Indian: \_\_\_\_\_

Other North, Central, or South American Indian:

\_\_\_\_\_

**68) Please select all Asian categories for which you identify:**

***If you prefer not to share this information please select "decline to answer".***

\*

Decline to Answer

Asian Indian

Cambodian

Chinese

Filipino

Hmong

Indonesian

Japanese

Korean

Laotian

Malaysian

Pakistani

Singaporean

Taiwanese

Thai

Vietnamese

Other Asian: \_\_\_\_\_

**69) Please select all Native Hawaiian or Other Pacific Islander categories for which you identify.**

***If you prefer not to share this information please select "decline to answer".***



Decline to Answer

Native Hawaiian

Fijian

Guamanian or Chamorro

Mariana Islander

Melanesian

Samoan

Tongan

Other Pacific Islander: \_\_\_\_\_



**70) What is your annual household income? If you prefer not to share this information please select "decline to answer".**

**This question helps us to make sure we receive survey answers from a diverse group of WA residents, but it is NOT required, so please feel free to decline to answer if you do not want to provide this information.**

Decline to Answer     Not sure     Less than \$25,000     \$25,001 to \$50,000     \$50,001 to \$75,000     \$75,001 to \$100,000     \$100,001 to \$125,000     Over \$125,001

**71) Please enter your zip code. If you prefer not to share this information skip the question.**

---

---

## Thank You!

**Thank you for sharing your feedback regarding the graduation pathways.  
Your response is meaningful and important!**



For More information on high school graduation, please see the Washington State Board of Education's [Graduation Requirements](#) and [Graduation Pathway Options](#) webpages.



## APPENDIX D: FOCUS GROUP PROTOCOL

### WA SBE HIGHSCHOOL GRADUATION PATHWAY OPTIONS SURVEY STAKEHOLDER FOCUS GROUP PROTOCOL

#### **Focus Group Summary**

**Structure:** 4-11 participants, 60 minutes

**Participants:** Key Stakeholders

#### GENERAL PROBES:

- What do others think about...?
  - I'd like to hear a little more about...
  - Does anyone else have anything to add?
  - Has anyone had a different experience?
  - Can you give me an example?
  - I want to make sure I understand, can you clarify?
- 

#### *Focus Group Protocol*

**Welcome:** Welcome to the WA State Board of Education's focus group regarding the new graduation pathway options. We appreciate your willingness to be a focus group participant and share your perspective on details surrounding the new pathways. My name is Alisha Strobel and I'm the president of Strobel Consulting. We were hired by the State Board to oversee the collection of data on the graduation pathway options stakeholder feedback process.

As you many of you know, in 2019, the Washington State Legislature provided students with multiple pathways to earning a high school diploma by passing House Bill 1599. Completing a graduation pathway is intended to help prepare students for life after high school graduation. The pathways also let future employers and postsecondary education providers know students are ready for their next step towards a career or additional learning. In an effort to gain feedback from key stakeholders regarding these new graduation pathway options, my company, was contracted to conduct surveys and focus groups on behalf of the WA State Board of Education to help inform future graduation pathway development. The focus group questions we'll be discussing today are not intended to cover all the information collected on the current Stakeholder Survey that is open through March 27. Rather, the questions I will be asking today are intended to help us dig a little deeper into specific themes and feedback collected thus far from preliminary survey data.



Before we get started, I wanted to let you know that today's session will be recorded, as I can't always write fast enough to keep up with the discussion. That being said, data gathered from these focus groups will be reported in aggregate form and any quotes used from the sessions will be shared anonymously. Please raise your hand by pressing "1" on your phone to indicate your agreement with the session being recorded. If you prefer not to participate in a recorded session, we understand, and you may hang up now.

When you want to share, please raise your hand by pressing "1" on your phone. This helps me make sure I don't miss anyone who would like to talk and gives each speaker the space to communicate without background noise or interruptions.

Are there any questions before we begin?

## Main Questions

- 1) Let's begin with a quick round of introductions. Please tell me 1) your first name, 2) your role in education or the community, and 3) in a few sentences the number one reason you wanted to participate in a focus group. Who would like to go first? Please press "1" to raise your hand.
- 2) Has everyone taken the current Stakeholder Feedback survey that is open now? Please raise your hand by pressing "1" on your phone if you have NOT taken the current Stakeholder Feedback Survey.
- 3) What information, support, or resources are needed to be able to offer the CTE pathway option?
- 4) What information, support, or resources are needed to be able to offer dual credit?
- 5) What information, support, or resources are needed to be able to offer transition courses such as Bridge to College?
- 6) Data from the Stakeholder Feedback Survey suggests that people would like to see the following additional pathways: 1) Fine arts, 2) Acceptance into a post-secondary educational program (2 year, 4 year, or technical), 3) A life skills pathway that includes demonstration of proficiency of domestic skills and managing finances and 4) A work experience related pathway that includes demonstration of proficiency managing finances and general life management and planning skills. Do you think these are needed pathways and how could they be implemented?
- 7) Do you feel additional information regarding the graduation pathway options should be provided to stakeholders, including educators, students and/or parents and guardians and if so, how should this be done to maximize the process of sharing this information?

**Closing:** Thank you so much for taking the time to be a part of this focus group. Your feedback is very valuable and will help provide clarification regarding specific data we've collected thus far from the



current Stakeholder Survey. We will be sending out a brief satisfaction survey after all the focus groups are complete in case you have suggestions for how we might improve focus groups in the coming years of the project. If, as you digest the discussion that occurred, you think of other feedback you'd like to share please don't hesitate to call or email me. My contact information will be included in a follow up email we will send out tomorrow.

Lastly, if you have additional thoughts you'd like to share, regarding the graduation pathway options, please remain on the line and press "1" to raise your hand. Otherwise, have a wonderful day/evening and thank you again for participating in this focus group.



## APPENDIX E: FULL RESPONSE DISTRIBUTION

	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		N
A - All of the graduation pathway options are available at my school.	306	19.4%	525	33.4%	328	20.8%	278	17.7%	137	8.7%	1574
B - I know about the new graduation pathway options available at my school.	444	28.2%	596	37.8%	252	16.0%	214	13.6%	69	4.4%	1575
C - I think there should be changes to the current graduation pathway options.	419	26.7%	430	27.4%	523	33.3%	171	10.9%	29	1.8%	1572
D - It is easy for me to make use of the graduation pathway options available at my school.	136	8.7%	469	30.0%	413	26.4%	397	25.4%	150	9.6%	1565
E - Not all of the graduation pathway options are available at my school.	192	12.2%	331	21.1%	475	30.3%	378	24.1%	194	12.4%	1570
F - I think there are other pathways that should be added to the current graduation pathway options.	406	25.8%	408	26.0%	541	34.4%	160	10.2%	57	3.6%	1572
G - I did not know there were new graduation pathway options available.	119	7.6%	195	12.4%	131	8.4%	439	28.0%	684	43.6%	1568
H - It is helpful that there is more than one graduation pathway option available.	826	52.7%	597	38.1%	116	7.4%	20	1.3%	9	0.6%	1568
I - There is not a current graduation pathway option that works for me.	111	7.1%	182	11.6%	419	26.7%	540	34.4%	316	20.2%	1568



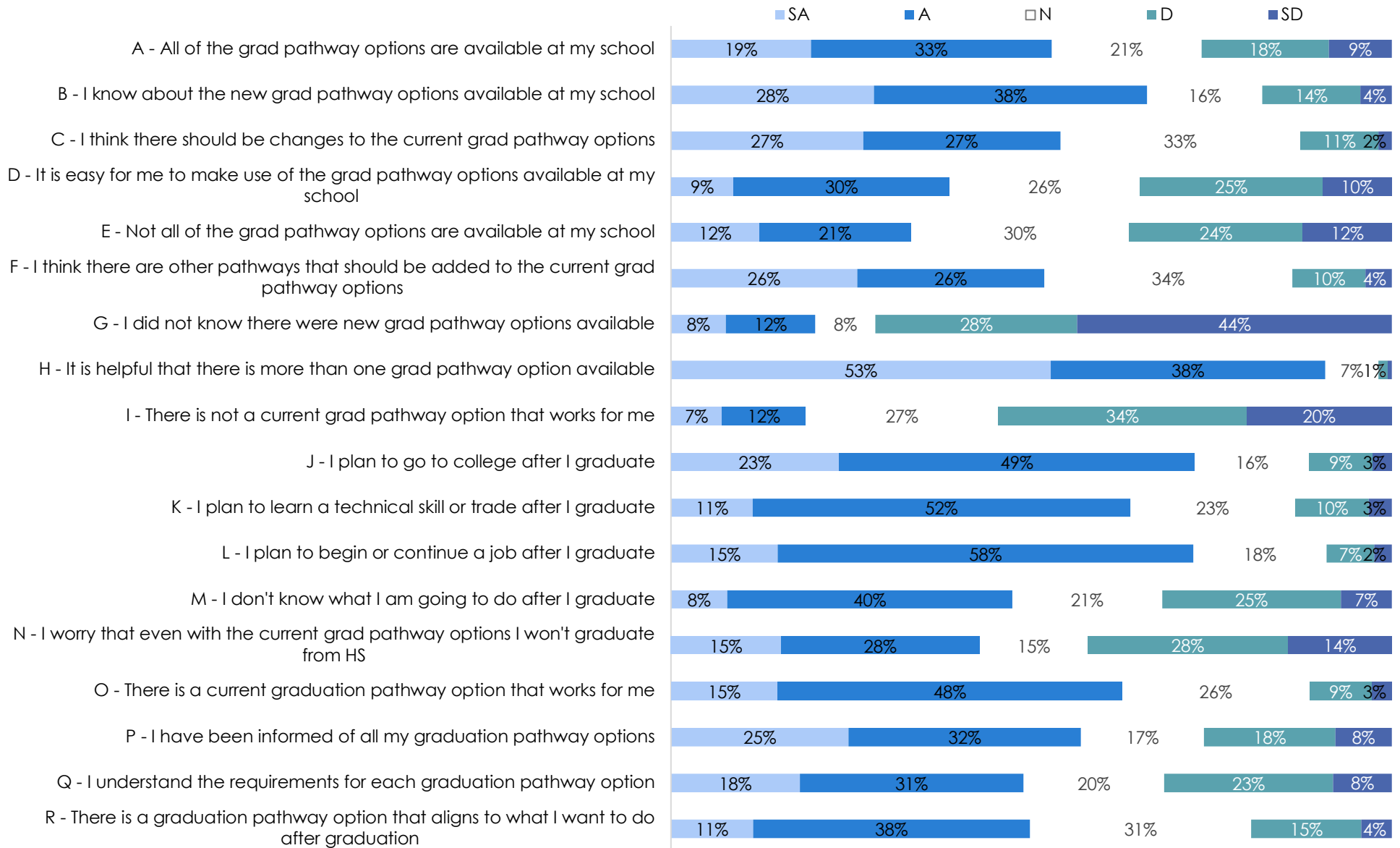
## WA Graduation Pathway Options – Stakeholder Feedback Project

	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		N
J - I plan to go to college after I graduate.	367	23.3%	775	49.3%	250	15.9%	138	8.8%	42	2.7%	1572
K - I plan to learn a technical skill or trade after I graduate.	178	11.3%	823	52.4%	359	22.9%	161	10.2%	50	3.2%	1571
L - I plan to begin or continue a job after I graduate.	232	14.8%	904	57.7%	290	18.5%	104	6.6%	38	2.4%	1568
M - I don't know what I am going to do after I graduate.	123	7.8%	621	39.5%	327	20.8%	390	24.8%	111	7.1%	1572
N - I worry that even with the current graduation pathway options I won't graduate from high school.	239	15.2%	433	27.6%	235	15.0%	436	27.8%	226	14.4%	1569
O - There is a current graduation pathway option that works for me.	232	14.8%	749	47.8%	408	26.0%	136	8.7%	43	2.7%	1568
P - I have been informed of all my graduation pathway options.	387	24.6%	506	32.2%	268	17.1%	286	18.2%	123	7.8%	1570
Q - I understand the requirements for each graduation pathway option.	280	17.9%	487	31.1%	306	19.5%	367	23.4%	128	8.2%	1568
R - There is a graduation pathway option that aligns to what I want to do after graduation.	178	11.4%	601	38.4%	480	30.7%	239	15.3%	66	4.2%	1564





# WA Graduation Pathway Options – Stakeholder Feedback Project



## APPENDIX F: STATISTICAL TABLES

All analyses were evaluated at the  $\alpha = .05$  level, indicating the 5% chance of committing a Type I error—that is, claiming one of the differences below to be “statistically significant,” when in fact it is not. *Ad hoc* procedures were not performed due to the nature of the tests.

Table C1. Chi-square test results for **agreement statements** comparing students, parents, educators, and others:

<b>A - All of the grad pathway options are available at my school</b>											
	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		N
Student	36	13.9%	102	39.4%	100	38.6%	18	6.9%	3	1.2%	259
Parent	19	9.4%	56	27.6%	85	41.9%	27	13.3%	16	7.9%	203
Educator	244	23.1%	353	33.4%	126	11.9%	219	20.7%	114	10.8%	1056
Other	7	12.5%	14	25.0%	17	30.4%	14	25.0%	4	7.1%	56
TOTAL	306	19.4%	525	33.4%	328	20.8%	278	17.7%	137	8.7%	1574
<b>Chi-square</b>	<b>203.34</b>		<b>p-value</b>		<b>&lt;.001</b>						

<b>B - I know about the new grad pathway options available at my school</b>											
	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		N
Student	17	6.6%	67	25.9%	102	39.4%	60	23.2%	13	5.0%	259
Parent	22	10.8%	59	28.9%	50	24.5%	42	20.6%	31	15.2%	204
Educator	392	37.1%	453	42.9%	86	8.1%	103	9.8%	22	2.1%	1056
Other	13	23.2%	17	30.4%	14	25.0%	9	16.1%	3	5.4%	56
TOTAL	444	28.2%	596	37.8%	252	16.0%	214	13.6%	69	4.4%	1575
<b>Chi-square</b>	<b>362.71</b>		<b>p-value</b>		<b>&lt;.001</b>						



# WA Graduation Pathway Options – Stakeholder Feedback Project

<b>C - I think there should be changes to the current grad pathway options</b>											
	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neither Agree nor Disagree</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>N</b>
Student	25	9.7%	63	24.3%	141	54.4%	30	11.6%	0	0.0%	259
Parent	42	20.7%	41	20.2%	94	46.3%	23	11.3%	3	1.5%	203
Educator	333	31.6%	309	29.3%	277	26.3%	111	10.5%	24	2.3%	1054
Other	19	33.9%	17	30.4%	11	19.6%	7	12.5%	2	3.6%	56
<b>TOTAL</b>	<b>419</b>	<b>26.7%</b>	<b>430</b>	<b>27.4%</b>	<b>523</b>	<b>33.3%</b>	<b>171</b>	<b>10.9%</b>	<b>29</b>	<b>1.8%</b>	<b>1572</b>
<b>Chi-square</b>		<b>119.06</b>	<b>p-value</b>		<b>&lt;.001</b>						

<b>D - It is easy for me to make use of the grad pathway options available at my school</b>											
	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neither Agree nor Disagree</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>N</b>
Student	22	8.5%	104	40.2%	98	37.8%	27	10.4%	8	3.1%	259
Parent	19	9.3%	55	27.0%	72	35.3%	35	17.2%	23	11.3%	204
Educator	92	8.8%	297	28.4%	223	21.3%	320	30.6%	115	11.0%	1047
Other	3	5.5%	13	23.6%	20	36.4%	15	27.3%	4	7.3%	55
<b>TOTAL</b>	<b>136</b>	<b>8.7%</b>	<b>469</b>	<b>30.0%</b>	<b>413</b>	<b>26.4%</b>	<b>397</b>	<b>25.4%</b>	<b>150</b>	<b>9.6%</b>	<b>1565</b>
<b>Chi-square</b>		<b>97.24</b>	<b>p-value</b>		<b>&lt;.001</b>						



# WA Graduation Pathway Options – Stakeholder Feedback Project

<b>E - Not all of the grad pathway options are available at my school</b>											
	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neither Agree nor Disagree</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>N</b>
Student	14	5.4%	41	15.8%	159	61.4%	40	15.4%	5	1.9%	259
Parent	19	9.4%	27	13.3%	109	53.7%	35	17.2%	13	6.4%	203
Educator	148	14.1%	250	23.8%	185	17.6%	298	28.3%	171	16.3%	1052
Other	11	19.6%	13	23.2%	22	39.3%	5	8.9%	5	8.9%	56
<b>TOTAL</b>	<b>192</b>	<b>12.2%</b>	<b>331</b>	<b>21.1%</b>	<b>475</b>	<b>30.3%</b>	<b>378</b>	<b>24.1%</b>	<b>194</b>	<b>12.4%</b>	<b>1570</b>
<b>Chi-square</b>	<b>274.02</b>		<b>p-value</b>		<b>&lt;.001</b>						

<b>F - I think there are other pathways that should be added to the current grad pathway options</b>											
	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neither Agree nor Disagree</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>N</b>
Student	39	15.1%	76	29.3%	130	50.2%	14	5.4%		0.0%	259
Parent	46	22.7%	47	23.2%	88	43.3%	15	7.4%	7	3.4%	203
Educator	305	28.9%	274	26.0%	306	29.0%	121	11.5%	48	4.6%	1054
Other	16	28.6%	11	19.6%	17	30.4%	10	17.9%	2	3.6%	56
<b>TOTAL</b>	<b>406</b>	<b>25.8%</b>	<b>408</b>	<b>26.0%</b>	<b>541</b>	<b>34.4%</b>	<b>160</b>	<b>10.2%</b>	<b>57</b>	<b>3.6%</b>	<b>1572</b>
<b>Chi-square</b>	<b>76.00</b>		<b>p-value</b>		<b>&lt;.001</b>						



# WA Graduation Pathway Options – Stakeholder Feedback Project

<b>G - I did not know there were new grad pathway options available</b>											
	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neither Agree nor Disagree</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>N</b>
Student	54	20.8%	93	35.9%	69	26.6%	34	13.1%	9	3.5%	259
Parent	37	18.1%	40	19.6%	25	12.3%	63	30.9%	39	19.1%	204
Educator	24	2.3%	54	5.1%	33	3.1%	328	31.2%	612	58.2%	1051
Other	4	7.4%	8	14.8%	4	7.4%	14	25.9%	24	44.4%	54
<b>TOTAL</b>	<b>119</b>	<b>7.6%</b>	<b>195</b>	<b>12.4%</b>	<b>131</b>	<b>8.4%</b>	<b>439</b>	<b>28.0%</b>	<b>684</b>	<b>43.6%</b>	<b>1568</b>
<b>Chi-square</b>	<b>639.19</b>		<b>p-value</b>		<b>&lt;.001</b>						

<b>H - It is helpful that there is more than one grad pathway option available</b>											
	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neither Agree nor Disagree</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>N</b>
Student	73	28.2%	131	50.6%	53	20.5%	2	0.8%	0	0.0%	259
Parent	97	47.5%	89	43.6%	13	6.4%	4	2.0%	1	0.5%	204
Educator	620	59.0%	363	34.6%	47	4.5%	13	1.2%	7	0.7%	1050
Other	36	65.5%	14	25.5%	3	5.5%	1	1.8%	1	1.8%	55
<b>TOTAL</b>	<b>826</b>	<b>52.7%</b>	<b>597</b>	<b>38.1%</b>	<b>116</b>	<b>7.4%</b>	<b>20</b>	<b>1.3%</b>	<b>9</b>	<b>0.6%</b>	<b>1568</b>
<b>Chi-square</b>	<b>135.28</b>		<b>p-value</b>		<b>&lt;.001</b>						



# WA Graduation Pathway Options – Stakeholder Feedback Project

I - There is not a current grad pathway option that works for me											
	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		N
Student	11	4.2%	14	5.4%	139	53.7%	68	26.3%	27	10.4%	259
Parent	13	6.4%	17	8.3%	63	30.9%	70	34.3%	41	20.1%	204
Educator	82	7.8%	147	14.0%	196	18.6%	385	36.6%	241	22.9%	1051
Other	5	9.3%	4	7.4%	21	38.9%	17	31.5%	7	13.0%	54
TOTAL	111	7.1%	182	11.6%	419	26.7%	540	34.4%	316	20.2%	1568
<b>Chi-square</b>		<b>145.17</b>	<b>p-value</b>		<b>&lt;.001</b>						

J - I plan to go to college after I graduate											
	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		N
Student	125	48.3%	72	27.8%	43	16.6%	10	3.9%	9	3.5%	259
Parent	104	51.0%	66	32.4%	17	8.3%	11	5.4%	6	2.9%	204
Educator	130	12.3%	615	58.3%	172	16.3%	112	10.6%	25	2.4%	1054
Other	8	14.5%	22	40.0%	18	32.7%	5	9.1%	2	3.6%	55
TOTAL	367	23.3%	775	49.3%	250	15.9%	138	8.8%	42	2.7%	1572
<b>Chi-square</b>		<b>279.28</b>	<b>p-value</b>		<b>&lt;.001</b>						



# WA Graduation Pathway Options – Stakeholder Feedback Project

<b>K - I plan to learn a technical skill or trade after I graduate</b>											
	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neither Agree nor Disagree</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>N</b>
Student	24	9.3%	57	22.0%	105	40.5%	51	19.7%	22	8.5%	259
Parent	13	6.4%	35	17.2%	74	36.3%	60	29.4%	22	10.8%	204
Educator	129	12.3%	709	67.3%	164	15.6%	45	4.3%	6	0.6%	1053
Other	12	21.8%	22	40.0%	16	29.1%	5	9.1%	0	0.0%	55
<b>TOTAL</b>	<b>178</b>	<b>11.3%</b>	<b>823</b>	<b>52.4%</b>	<b>359</b>	<b>22.9%</b>	<b>161</b>	<b>10.2%</b>	<b>50</b>	<b>3.2%</b>	<b>1571</b>
<b>Chi-square</b>	<b>445.60</b>		<b>p-value</b>		<b>&lt;.001</b>						

<b>L - I plan to begin or continue a job after I graduate</b>											
	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neither Agree nor Disagree</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>N</b>
Student	66	25.5%	91	35.1%	73	28.2%	20	7.7%	9	3.5%	259
Parent	16	7.9%	46	22.7%	63	31.0%	54	26.6%	24	11.8%	203
Educator	141	13.4%	743	70.7%	137	13.0%	26	2.5%	4	0.4%	1051
Other	9	16.4%	24	43.6%	17	30.9%	4	7.3%	1	1.8%	55
<b>TOTAL</b>	<b>232</b>	<b>14.8%</b>	<b>904</b>	<b>57.7%</b>	<b>290</b>	<b>18.5%</b>	<b>104</b>	<b>6.6%</b>	<b>38</b>	<b>2.4%</b>	<b>1568</b>
<b>Chi-square</b>	<b>422.01</b>		<b>p-value</b>		<b>&lt;.001</b>						



# WA Graduation Pathway Options – Stakeholder Feedback Project

M - I don't know what I am going to do after I graduate											
	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		N
Student	15	5.8%	34	13.1%	68	26.3%	86	33.2%	56	21.6%	259
Parent	23	11.3%	49	24.0%	20	9.8%	78	38.2%	34	16.7%	204
Educator	78	7.4%	517	49.1%	219	20.8%	221	21.0%	18	1.7%	1053
Other	7	12.5%	21	37.5%	20	35.7%	5	8.9%	3	5.4%	56
TOTAL	123	7.8%	621	39.5%	327	20.8%	390	24.8%	111	7.1%	1572
<b>Chi-square</b>		<b>291.84</b>	<b>p-value</b>		<b>&lt;.001</b>						

N - I worry that even with the current grad pathway options I won't graduate from HS											
	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		N
Student	15	5.8%	41	15.8%	68	26.3%	87	33.6%	48	18.5%	259
Parent	21	10.3%	22	10.8%	17	8.3%	59	28.9%	85	41.7%	204
Educator	191	18.2%	353	33.6%	140	13.3%	278	26.5%	88	8.4%	1050
Other	12	21.4%	17	30.4%	10	17.9%	12	21.4%	5	8.9%	56
TOTAL	239	15.2%	433	27.6%	235	15.0%	436	27.8%	226	14.4%	1569
<b>Chi-square</b>		<b>244.55</b>	<b>p-value</b>		<b>&lt;.001</b>						





# WA Graduation Pathway Options – Stakeholder Feedback Project

<b>O - There is a current graduation pathway option that works for me</b>											
	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neither Agree nor Disagree</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>N</b>
Student	31	12.0%	96	37.1%	123	47.5%	6	2.3%	3	1.2%	259
Parent	41	20.2%	85	41.9%	54	26.6%	13	6.4%	10	4.9%	203
Educator	152	14.5%	543	51.7%	213	20.3%	113	10.8%	29	2.8%	1050
Other	8	14.3%	25	44.6%	18	32.1%	4	7.1%	1	1.8%	56
<b>TOTAL</b>	<b>232</b>	<b>14.8%</b>	<b>749</b>	<b>47.8%</b>	<b>408</b>	<b>26.0%</b>	<b>136</b>	<b>8.7%</b>	<b>43</b>	<b>2.7%</b>	<b>1568</b>
<b>Chi-square</b>	<b>101.49</b>		<b>p-value</b>		<b>&lt;.001</b>						

<b>P - I have been informed of all my graduation pathway options</b>											
	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neither Agree nor Disagree</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>N</b>
Student	13	5.0%	51	19.7%	104	40.2%	65	25.1%	26	10.0%	259
Parent	17	8.3%	44	21.6%	44	21.6%	56	27.5%	43	21.1%	204
Educator	346	32.9%	397	37.8%	104	9.9%	157	14.9%	47	4.5%	1051
Other	11	19.6%	14	25.0%	16	28.6%	8	14.3%	7	12.5%	56
<b>TOTAL</b>	<b>387</b>	<b>24.6%</b>	<b>506</b>	<b>32.2%</b>	<b>268</b>	<b>17.1%</b>	<b>286</b>	<b>18.2%</b>	<b>123</b>	<b>7.8%</b>	<b>1570</b>
<b>Chi-square</b>	<b>329.29</b>		<b>p-value</b>		<b>&lt;.001</b>						



# WA Graduation Pathway Options – Stakeholder Feedback Project

Q - I understand the requirements for each graduation pathway option											
	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		N
Student	16	6.2%	64	24.7%	102	39.4%	61	23.6%	16	6.2%	259
Parent	17	8.3%	43	21.1%	49	24.0%	58	28.4%	37	18.1%	204
Educator	238	22.7%	362	34.5%	142	13.5%	236	22.5%	72	6.9%	1050
Other	9	16.4%	18	32.7%	13	23.6%	12	21.8%	3	5.5%	55
TOTAL	280	17.9%	487	31.1%	306	19.5%	367	23.4%	128	8.2%	1568
<b>Chi-square</b>		<b>163.47</b>	<b>p-value</b>		<b>&lt;.001</b>						

R - There is a graduation pathway option that aligns to what I want to do after graduation											
	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		N
Student	19	7.3%	75	29.0%	141	54.4%	19	7.3%	5	1.9%	259
Parent	31	15.3%	61	30.0%	76	37.4%	22	10.8%	13	6.4%	203
Educator	125	11.9%	440	42.0%	246	23.5%	190	18.1%	46	4.4%	1047
Other	3	5.5%	25	45.5%	17	30.9%	8	14.5%	2	3.6%	55
TOTAL	178	11.4%	601	38.4%	480	30.7%	239	15.3%	66	4.2%	1564
<b>Chi-square</b>		<b>115.26</b>	<b>p-value</b>		<b>&lt;.001</b>						



# WA Graduation Pathway Options – Stakeholder Feedback Project

Table C2. Chi-square test results for **school offerings** comparing students, parents, educators, and others; and by grade level:

“Does your school offer...”

A - Transition Courses							
	Yes		No		I don't know		N
Student	57	22.0%	27	10.4%	175	67.6%	259
Parent	54	26.7%	23	11.4%	125	61.9%	202
Educator	624	59.3%	255	24.2%	173	16.4%	1052
Other	22	39.3%	8	14.3%	26	46.4%	56
TOTAL	757	48.2%	313	19.9%	499	31.8%	1569
<b>Chi-square</b>	<b>357.21</b>		<b>p-value</b>		<b>&lt;.001</b>		

A - Transition Courses (by student grade level)							
	Yes		No		I don't know		N
9 <sup>th</sup>	11	11.3%	11	11.3%	75	77.3%	97
10 <sup>th</sup>	8	14.0%	7	12.3%	42	73.7%	57
11 <sup>th</sup>	12	34.3%	2	5.7%	21	60.0%	35
12 <sup>th</sup>	26	37.1%	7	10.0%	37	52.9%	70
TOTAL	57	22.0%	27	10.4%	175	67.6%	259
<b>Chi-square</b>	<b>21.59</b>		<b>p-value</b>		<b>0.001</b>		

B - Career and Technical Education Courses (CTE Courses)							
	Yes		No		I don't know		N
Student	164	63.8%	11	4.3%	82	31.9%	257
Parent	151	74.4%	16	7.9%	36	17.7%	203
Educator	992	94.4%	42	4.0%	17	1.6%	1051
Other	45	80.4%	4	7.1%	7	12.5%	56
TOTAL	1352	86.3%	73	4.7%	142	9.1%	1567
<b>Chi-square</b>	<b>262.80</b>		<b>p-value</b>		<b>&lt;.001</b>		

B - CTE Courses (by student grade level)							
	Yes		No		I don't know		N
9 <sup>th</sup>	51	53.1%	3	3.1%	42	43.8%	96
10 <sup>th</sup>	35	61.4%	2	3.5%	20	35.1%	57
11 <sup>th</sup>	23	65.7%	2	5.7%	10	28.6%	35
12 <sup>th</sup>	55	79.7%	4	5.8%	10	14.5%	69
TOTAL	164	63.8%	11	4.3%	82	31.9%	257
<b>Chi-square</b>	<b>137.18</b>		<b>p-value</b>		<b>&lt;.001</b>		



# WA Graduation Pathway Options – Stakeholder Feedback Project

C - Dual Credit Courses							
	Yes		No		I don't know		N
Student	128	50.2%	12	4.7%	115	45.1%	255
Parent	122	60.1%	7	3.4%	74	36.5%	203
Educator	908	86.3%	83	7.9%	61	5.8%	1052
Other	44	78.6%	3	5.4%	9	16.1%	56
TOTAL	1202	76.8%	105	6.7%	259	16.5%	1566
<b>Chi-square</b>	<b>298.21</b>		<b>p-value</b>		<b>&lt;.001</b>		

C - Dual Credit Courses (by student grade level)							
	Yes		No		I don't know		N
9 <sup>th</sup>	41	42.7%	2	2.1%	53	55.2%	96
10 <sup>th</sup>	27	47.4%	5	8.8%	25	43.9%	57
11 <sup>th</sup>	19	55.9%	1	2.9%	14	41.2%	34
12 <sup>th</sup>	41	60.3%	4	5.9%	23	33.8%	68
TOTAL	128	50.2%	12	4.7%	115	45.1%	255
<b>Chi-square</b>	<b>10.83</b>		<b>p-value</b>		<b>0.094</b>		<b>Non-significant</b>

D - Advanced Placement (AP) Courses							
	Yes		No		I don't know		N
Student	166	64.3%	21	8.1%	71	27.5%	258
Parent	175	86.2%	12	5.9%	16	7.9%	203
Educator	895	85.1%	141	13.4%	16	1.5%	1052
Other	43	78.2%	5	9.1%	7	12.7%	55
TOTAL	1279	81.6%	179	11.4%	110	7.0%	1568
<b>Chi-square</b>	<b>225.96</b>		<b>p-value</b>		<b>&lt;.001</b>		

D - AP Courses (by student grade level)							
	Yes		No		I don't know		N
9 <sup>th</sup>	52	53.6%	6	6.2%	39	40.2%	97
10 <sup>th</sup>	34	59.6%	5	8.8%	18	31.6%	57
11 <sup>th</sup>	26	74.3%	4	11.4%	5	14.3%	35
12 <sup>th</sup>	54	78.3%	6	8.7%	9	13.0%	69
TOTAL	166	64.3%	21	8.1%	71	27.5%	258
<b>Chi-square</b>	<b>19.02</b>		<b>p-value</b>		<b>0.004</b>		



# WA Graduation Pathway Options – Stakeholder Feedback Project

E - Cambridge International (CI) courses							
	Yes		No		I don't know		N
Student	11	4.3%	75	29.3%	170	66.4%	256
Parent	1	0.5%	98	48.8%	102	50.7%	201
Educator	49	4.8%	744	72.4%	234	22.8%	1027
Other	2	3.6%	20	35.7%	34	60.7%	56
TOTAL	63	4.1%	937	60.8%	540	35.1%	1540
<b>Chi-square</b>	<b>223.28</b>		<b>p-value</b>		<b>&lt;.001</b>		

E - CI courses (by student grade level)							
	Yes		No		I don't know		N
9 <sup>th</sup>	6	6.3%	13	13.7%	76	80.0%	95
10 <sup>th</sup>	1	1.8%	17	29.8%	39	68.4%	57
11 <sup>th</sup>	1	2.9%	13	37.1%	21	60.0%	35
12 <sup>th</sup>	3	4.3%	32	46.4%	34	49.3%	69
TOTAL	11	4.3%	75	29.3%	170	66.4%	256
<b>Chi-square</b>	<b>23.39</b>		<b>p-value</b>		<b>0.001</b>		

F - International Baccalaureate (IB) courses							
	Yes		No		I don't know		N
Student	25	9.7%	72	28.0%	160	62.3%	257
Parent	23	11.4%	113	56.2%	65	32.3%	201
Educator	224	21.8%	661	64.2%	144	14.0%	1029
Other	16	28.6%	13	23.2%	27	48.2%	56
TOTAL	288	18.7%	859	55.7%	396	25.7%	1543
<b>Chi-square</b>	<b>287.63</b>		<b>p-value</b>		<b>&lt;.001</b>		

F - International Baccalaureate (IB) courses							
	Yes		No		I don't know		N
9 <sup>th</sup>	4	4.2%	16	16.7%	76	79.2%	96
10 <sup>th</sup>	9	15.8%	16	28.1%	32	56.1%	57
11 <sup>th</sup>	2	5.7%	13	37.1%	20	57.1%	35
12 <sup>th</sup>	10	14.5%	27	39.1%	32	46.4%	69
TOTAL	25	9.7%	72	28.0%	160	62.3%	257
<b>Chi-square</b>	<b>23.59</b>		<b>p-value</b>		<b>0.001</b>		



# WA Graduation Pathway Options – Stakeholder Feedback Project

G - AP EXAMS							
	Yes		No		I don't know		N
Student	155	60.8%	16	6.3%	84	32.9%	255
Parent	163	80.3%	14	6.9%	26	12.8%	203
Educator	875	83.6%	139	13.3%	33	3.2%	1047
Other	42	75.0%	4	7.1%	10	17.9%	56
TOTAL	1235	79.1%	173	11.1%	153	9.8%	1561
<b>Chi-square</b>	<b>219.59</b>		<b>p-value</b>		<b>&lt;.001</b>		

G - AP EXAMS (by student grade level)							
	Yes		No		I don't know		N
9 <sup>th</sup>	45	47.4%	2	2.1%	48	50.5%	95
10 <sup>th</sup>	32	56.1%	5	8.8%	20	35.1%	57
11 <sup>th</sup>	26	74.3%	3	8.6%	6	17.1%	35
12 <sup>th</sup>	52	76.5%	6	8.8%	10	14.7%	68
TOTAL	155	60.8%	16	6.3%	84	32.9%	255
<b>Chi-square</b>	<b>29.53</b>		<b>p-value</b>		<b>&lt;.001</b>		

H - CI EXAMS							
	Yes		No		I don't know		N
Student	6	2.3%	72	28.1%	178	69.5%	256
Parent	0	0.0%	98	48.8%	103	51.2%	201
Educator	34	3.3%	735	71.9%	253	24.8%	1022
Other	1	1.8%	20	35.7%	35	62.5%	56
TOTAL	41	2.7%	925	60.3%	569	37.1%	1535
<b>Chi-square</b>	<b>219.46</b>		<b>p-value</b>		<b>&lt;.001</b>		

H - CI EXAMS (by student grade level)							
	Yes		No		I don't know		N
9 <sup>th</sup>	3	3.1%	15	15.6%	78	81.3%	96
10 <sup>th</sup>	0	0.0%	16	28.1%	41	71.9%	57
11 <sup>th</sup>	0	0.0%	10	29.4%	24	70.6%	34
12 <sup>th</sup>	3	4.3%	31	44.9%	35	50.7%	69
TOTAL	6	2.3%	72	28.1%	178	69.5%	256
<b>Chi-square</b>	<b>21.30</b>		<b>p-value</b>		<b>0.002</b>		



# WA Graduation Pathway Options – Stakeholder Feedback Project

I - IB EXAMS							
	Yes		No		I don't know		N
Student	25	9.7%	64	24.9%	168	65.4%	257
Parent	20	10.1%	109	54.8%	70	35.2%	199
Educator	209	20.3%	655	63.7%	165	16.0%	1029
Other	14	25.0%	14	25.0%	28	50.0%	56
TOTAL	268	17.4%	842	54.6%	431	28.0%	1541
<b>Chi-square</b>	<b>282.00</b>		<b>p-value</b>	<b>&lt;.001</b>			

I - IB EXAMS (by student grade level)							
	Yes		No		I don't know		N
9 <sup>th</sup>	7	7.3%	12	12.5%	77	80.2%	96
10 <sup>th</sup>	6	10.5%	14	24.6%	37	64.9%	57
11 <sup>th</sup>	1	2.9%	14	40.0%	20	57.1%	35
12 <sup>th</sup>	11	15.9%	24	34.8%	34	49.3%	69
TOTAL	25	9.7%	64	24.9%	168	65.4%	257
<b>Chi-square</b>	<b>23.23</b>		<b>p-value</b>	<b>0.001</b>			

J - Armed Services Vocational Aptitude Battery (ASVAB) Exams							
	Yes		No		I don't know		N
Student	83	32.2%	34	13.2%	141	54.7%	258
Parent	66	32.7%	18	8.9%	118	58.4%	202
Educator	862	82.3%	82	7.8%	104	9.9%	1048
Other	33	58.9%	3	5.4%	20	35.7%	56
TOTAL	1044	66.8%	137	8.8%	383	24.5%	1564
<b>Chi-square</b>	<b>411.61</b>		<b>p-value</b>	<b>&lt;.001</b>			

J - ASVAB Exams (by student grade level)							
	Yes		No		I don't know		N
9 <sup>th</sup>	18	18.8%	8	8.3%	70	72.9%	96
10 <sup>th</sup>	10	17.5%	10	17.5%	37	64.9%	57
11 <sup>th</sup>	18	51.4%	4	11.4%	13	37.1%	35
12 <sup>th</sup>	37	52.9%	12	17.1%	21	30.0%	70
TOTAL	83	32.2%	34	13.2%	141	54.7%	258
<b>Chi-square</b>	<b>42.67</b>		<b>p-value</b>	<b>&lt;.001</b>			



# WA Graduation Pathway Options – Stakeholder Feedback Project

K - SAT or ACT Exams							
	Yes		No		I don't know		N
Student	183	71.2%	17	6.6%	57	22.2%	257
Parent	164	80.8%	22	10.8%	17	8.4%	203
Educator	941	89.6%	85	8.1%	24	2.3%	1050
Other	46	82.1%	4	7.1%	6	10.7%	56
TOTAL	1334	85.2%	128	8.2%	104	6.6%	1566
<b>Chi-square</b>	<b>137.18</b>		<b>p-value</b>	<b>&lt;.001</b>			

K - SAT or ACT Exams (by student grade level)							
	Yes		No		I don't know		N
9 <sup>th</sup>	62	64.6%	3	3.1%	31	32.3%	96
10 <sup>th</sup>	43	76.8%	3	5.4%	10	17.9%	56
11 <sup>th</sup>	27	77.1%	3	8.6%	5	14.3%	35
12 <sup>th</sup>	51	72.9%	8	11.4%	11	15.7%	70
TOTAL	183	71.2%	17	6.6%	57	22.2%	257
<b>Chi-square</b>	<b>12.79</b>		<b>p-value</b>	<b>0.046</b>			





# WA Graduation Pathway Options – Stakeholder Feedback Project

Table C3. Chi-square test results for **graduation pathway availability** comparing students, parents, educators, and others; and by grade level:

“Which of the following graduation pathway options are available at your school?”

A - State Assessment							
	Yes		No		I don't know		N
Student	162	63.3%	4	1.6%	90	35.2%	256
Parent	166	81.4%	2	1.0%	36	17.6%	204
Educator	999	95.0%	4	0.4%	49	4.7%	1052
Other	44	78.6%	1	1.8%	11	19.6%	56
TOTAL	1371	87.4%	11	0.7%	186	11.9%	1568
<b>Chi-square</b>	<b>202.42</b>		<b>p-value</b>		<b>&lt;.001</b>		

A - State Assessment (by student grade level)							
	Yes		No		I don't know		N
9 <sup>th</sup>	53	55.2%	1	1.0%	42	43.8%	96
10 <sup>th</sup>	36	63.2%	3	5.3%	18	31.6%	57
11 <sup>th</sup>	23	67.6%	0	0.0%	11	32.4%	34
12 <sup>th</sup>	50	72.5%	0	0.0%	19	27.5%	69
TOTAL	162	63.3%	4	1.6%	90	35.2%	256
<b>Chi-square</b>	<b>12.22</b>		<b>p-value</b>		<b>0.057</b>		<b>Non-significant</b>

B - Dual Credit							
	Yes		No		I don't know		N
Student	152	59.1%	12	4.7%	93	36.2%	257
Parent	145	70.7%	9	4.4%	51	24.9%	205
Educator	923	87.7%	69	6.6%	61	5.8%	1053
Other	37	66.1%	3	5.4%	16	28.6%	56
TOTAL	1257	80.0%	93	5.9%	221	14.1%	1571
<b>Chi-square</b>	<b>193.51</b>		<b>p-value</b>		<b>&lt;.001</b>		

B - Dual Credit (by student grade level)							
	Yes		No		I don't know		N
9 <sup>th</sup>	47	49.0%	2	2.1%	47	49.0%	96
10 <sup>th</sup>	36	63.2%	4	7.0%	17	29.8%	57
11 <sup>th</sup>	25	71.4%	0	0.0%	10	28.6%	35
12 <sup>th</sup>	44	63.8%	6	8.7%	19	27.5%	69
TOTAL	152	59.1%	12	4.7%	93	36.2%	257
<b>Chi-square</b>	<b>16.01</b>		<b>p-value</b>		<b>0.014</b>		



# WA Graduation Pathway Options – Stakeholder Feedback Project

C - AP, IB, or CI							
	Yes		No		I don't know		N
Student	119	46.7%	17	6.7%	119	46.7%	255
Parent	137	67.2%	14	6.9%	53	26.0%	204
Educator	786	75.3%	180	17.2%	78	7.5%	1044
Other	33	58.9%	6	10.7%	17	30.4%	56
TOTAL	1075	69.0%	217	13.9%	267	17.1%	1559
<b>Chi-square</b>	<b>252.80</b>		<b>p-value</b>		<b>&lt;.001</b>		

C - AP, IB, or CI (by student grade level)							
	Yes		No		I don't know		N
9 <sup>th</sup>	34	35.8%	5	5.3%	56	58.9%	95
10 <sup>th</sup>	30	52.6%	6	10.5%	21	36.8%	57
11 <sup>th</sup>	16	47.1%	0	0.0%	18	52.9%	34
12 <sup>th</sup>	39	56.5%	6	8.7%	24	34.8%	69
TOTAL	119	46.7%	17	6.7%	119	46.7%	255
<b>Chi-square</b>	<b>15.15</b>		<b>p-value</b>		<b>0.019</b>		

D - SAT or ACT							
	Yes		No		I don't know		N
Student	173	67.8%	12	4.7%	70	27.5%	255
Parent	156	76.1%	15	7.3%	34	16.6%	205
Educator	967	92.0%	43	4.1%	41	3.9%	1051
Other	43	76.8%	1	1.8%	12	21.4%	56
TOTAL	1339	85.4%	71	4.5%	157	10.0%	1567
<b>Chi-square</b>	<b>154.74</b>		<b>p-value</b>		<b>&lt;.001</b>		

D - SAT or ACT (by student grade level)							
	Yes		No		I don't know		N
9 <sup>th</sup>	56	58.9%	3	3.2%	36	37.9%	95
10 <sup>th</sup>	40	71.4%	2	3.6%	14	25.0%	56
11 <sup>th</sup>	24	70.6%	3	8.8%	7	20.6%	34
12 <sup>th</sup>	53	75.7%	4	5.7%	13	18.6%	70
TOTAL	173	67.8%	12	4.7%	70	27.5%	255
<b>Chi-square</b>	<b>10.40</b>		<b>p-value</b>		<b>0.109</b>		<b>Non-significant</b>



# WA Graduation Pathway Options – Stakeholder Feedback Project

E - Transition Course							
	Yes		No		I don't know		N
Student	57	22.4%	29	11.4%	169	66.3%	255
Parent	45	22.1%	24	11.8%	135	66.2%	204
Educator	580	55.2%	267	25.4%	204	19.4%	1051
Other	17	30.4%	7	12.5%	32	57.1%	56
TOTAL	699	44.6%	327	20.9%	540	34.5%	1566
<b>Chi-square</b>		<b>323.52</b>	<b>p-value</b>		<b>&lt;.001</b>		

E - Transition Course (by student grade level)							
	Yes		No		I don't know		N
9 <sup>th</sup>	19	19.8%	8	8.3%	69	71.9%	96
10 <sup>th</sup>	11	19.3%	7	12.3%	39	68.4%	57
11 <sup>th</sup>	11	32.4%	3	8.8%	20	58.8%	34
12 <sup>th</sup>	16	23.5%	11	16.2%	41	60.3%	68
TOTAL	57	22.4%	29	11.4%	169	66.3%	255
Chi-square		5.62	p-value		0.467	<b>Non-significant</b>	

F - Combination							
	Yes		No		I don't know		N
Student	61	24.1%	11	4.3%	181	71.5%	253
Parent	92	44.9%	9	4.4%	104	50.7%	205
Educator	800	76.4%	54	5.2%	193	18.4%	1047
Other	29	51.8%	5	8.9%	22	39.3%	56
TOTAL	982	62.9%	79	5.1%	500	32.0%	1561
<b>Chi-square</b>		<b>311.72</b>	<b>p-value</b>		<b>&lt;.001</b>		

F - Combination (by student grade level)							
	Yes		No		I don't know		N
9 <sup>th</sup>	16	17.0%	3	3.2%	75	79.8%	94
10 <sup>th</sup>	15	26.8%	2	3.6%	39	69.6%	56
11 <sup>th</sup>	8	23.5%	1	2.9%	25	73.5%	34
12 <sup>th</sup>	22	31.9%	5	7.2%	42	60.9%	69
TOTAL	61	24.1%	11	4.3%	181	71.5%	253
Chi-square		7.75	p-value		0.257	<b>Non-significant</b>	



# WA Graduation Pathway Options – Stakeholder Feedback Project

G - ASVAB							
	Yes		No		I don't know		N
Student	93	36.6%	19	7.5%	142	55.9%	254
Parent	60	29.3%	13	6.3%	132	64.4%	205
Educator	842	80.3%	72	6.9%	134	12.8%	1048
Other	31	56.4%	3	5.5%	21	38.2%	55
TOTAL	1026	65.7%	107	6.9%	429	27.5%	1562
<b>Chi-square</b>	<b>370.56</b>		<b>p-value</b>		<b>&lt;.001</b>		

G - ASVAB (by student grade level)							
	Yes		No		I don't know		N
9 <sup>th</sup>	24	25.5%	4	4.3%	66	70.2%	94
10 <sup>th</sup>	14	24.6%	9	15.8%	34	59.6%	57
11 <sup>th</sup>	14	41.2%	3	8.8%	17	50.0%	34
12 <sup>th</sup>	41	59.4%	3	4.3%	25	36.2%	69
TOTAL	93	36.6%	19	7.5%	142	55.9%	254
<b>Chi-square</b>	<b>31.54</b>		<b>p-value</b>		<b>&lt;.001</b>		

H - CTE							
	Yes		No		I don't know		N
Student	129	51.4%	12	4.8%	110	43.8%	251
Parent	88	43.1%	14	6.9%	102	50.0%	204
Educator	809	77.2%	118	11.3%	121	11.5%	1048
Other	32	57.1%	6	10.7%	18	32.1%	56
TOTAL	1058	67.9%	150	9.6%	351	22.5%	1559
<b>Chi-square</b>	<b>230.91</b>		<b>p-value</b>		<b>&lt;.001</b>		

H - CTE (by student grade level)							
	Yes		No		I don't know		N
9 <sup>th</sup>	33	35.5%	4	4.3%	56	60.2%	93
10 <sup>th</sup>	30	53.6%	4	7.1%	22	39.3%	56
11 <sup>th</sup>	24	70.6%	0	0.0%	10	29.4%	34
12 <sup>th</sup>	42	61.8%	4	5.9%	22	32.4%	68
TOTAL	129	51.4%	12	4.8%	110	43.8%	251
<b>Chi-square</b>	<b>20.61</b>		<b>p-value</b>		<b>0.002</b>		



# WA Graduation Pathway Options – Stakeholder Feedback Project

Table C4. Disaggregated results for **graduation pathway likelihood** comparing students, parents, educators, and others; and by grade level.\*

“Which of the following graduation pathway options are you likely to use?”

\* No inferential tests were run because respondents were asked to select all that apply.

A - State Assessment		
	N	%
Student	119	45.9%
Parent	126	61.2%
Educator	919	86.5%
Other	32	57.1%
TOTAL	1196	75.6%

A - State Assessment (by student grade level)		
	N	%
9 <sup>th</sup>	42	43.3%
10 <sup>th</sup>	26	45.6%
11 <sup>th</sup>	15	42.9%
12 <sup>th</sup>	36	51.4%
TOTAL	119	45.9%

B - Dual Credit		
	N	%
Student	83	32.0%
Parent	72	35.0%
Educator	706	66.5%
Other	37	66.1%
TOTAL	898	56.7%

B - Dual Credit (by student grade level)		
	N	%
9 <sup>th</sup>	33	34.0%
10 <sup>th</sup>	22	38.6%
11 <sup>th</sup>	10	28.6%
12 <sup>th</sup>	18	25.7%
TOTAL	83	32.0%



# WA Graduation Pathway Options – Stakeholder Feedback Project

C - AP, IB, or CI		
	N	%
Student	63	24.3%
Parent	73	35.4%
Educator	499	47.0%
Other	24	42.9%
TOTAL	659	41.6%

C - AP, IB, or CI (by student grade level)		
	N	%
9 <sup>th</sup>	18	18.6%
10 <sup>th</sup>	17	29.8%
11 <sup>th</sup>	8	22.9%
12 <sup>th</sup>	20	28.6%
TOTAL	63	24.3%

D - SAT or ACT		
	N	%
Student	132	51.0%
Parent	107	51.9%
Educator	791	74.5%
Other	34	60.7%
TOTAL	1064	67.2%

D - SAT or ACT (by student grade level)		
	N	%
9 <sup>th</sup>	47	48.5%
10 <sup>th</sup>	31	54.4%
11 <sup>th</sup>	19	54.3%
12 <sup>th</sup>	35	50.0%
TOTAL	132	51.0%

E - Transition Course		
	N	%
Student	23	8.9%
Parent	22	10.7%
Educator	480	45.2%
Other	14	25.0%
TOTAL	539	34.0%

E - Transition Course (by student grade level)		
	N	%
9 <sup>th</sup>	6	6.2%
10 <sup>th</sup>	6	10.5%
11 <sup>th</sup>	3	8.6%
12 <sup>th</sup>	8	11.4%
TOTAL	23	8.9%



# WA Graduation Pathway Options – Stakeholder Feedback Project

F - Combination		
	N	%
Student	31	12.0%
Parent	49	23.8%
Educator	662	62.3%
Other	26	46.4%
TOTAL	768	48.5%

F - Combination (by student grade level)		
	N	%
9 <sup>th</sup>	9	9.3%
10 <sup>th</sup>	11	19.3%
11 <sup>th</sup>	4	11.4%
12 <sup>th</sup>	7	10.0%
TOTAL	31	12.0%

G - ASVAB		
	N	%
Student	40	15.4%
Parent	19	9.2%
Educator	702	66.1%
Other	29	51.8%
TOTAL	790	49.9%

G - ASVAB (by student grade level)		
	N	%
9 <sup>th</sup>	12	12.4%
10 <sup>th</sup>	5	8.8%
11 <sup>th</sup>	10	28.6%
12 <sup>th</sup>	13	18.6%
TOTAL	40	15.4%

H - CTE		
	N	%
Student	70	27.0%
Parent	36	17.5%
Educator	765	72.0%
Other	30	53.6%
TOTAL	901	56.9%

H - CTE (by student grade level)		
	N	%
9 <sup>th</sup>	22	22.7%
10 <sup>th</sup>	14	24.6%
11 <sup>th</sup>	10	28.6%
12 <sup>th</sup>	24	34.3%
TOTAL	70	27.0%



## WA Graduation Pathway Options – Stakeholder Feedback Project

Not sure or don't know		
	N	%
Student	67	25.9%
Parent	33	16.0%
Educator	47	4.4%
Other	12	21.4%
TOTAL	159	10.0%

Not sure or don't know (by student grade level)		
	N	%
9 <sup>th</sup>	30	30.9%
10 <sup>th</sup>	17	29.8%
11 <sup>th</sup>	6	17.1%
12 <sup>th</sup>	14	20.0%
TOTAL	67	25.9%







# Student Voice

*PREPARED FOR THE MAY 2020 BOARD MEETING*

## **Information Item**

### **Materials included in packet:**

- PowerPoint for student voice presentation will be in the additional materials folder

### **Synopsis:**

Autymn Wilde, senior student board member from Eastern Washington, will present for her final time as part of the State Board of Education. Autymn's presentation will cover the following topics:

- Student Update
- Reflections on Personal K-12 Education Experiences
- Chronic Absenteeism Next Steps
- Celebration of Autymn Wilde, departing student board member from Eastern Washington





## Strategic Plan Priority | System Design

Goal: School and district structures and systems adapt to meet the evolving needs of the student population and community as a whole. Students are prepared to adapt as needed to fully participate in the world beyond the classroom.

### Private School Approvals

*PREPARED FOR THE MAY 2020 BOARD MEETING*

#### **Business Item**

#### **Materials included in packet:**

- Memo
- List of private schools for consideration of approval (may be in the Additional Materials folder)

#### **Synopsis:**

State Board of Education (SBE) staff will present a brief summary of the approval process and information about private schools. The Board annually approves private schools. Most schools are approved at the May Board meeting. Additional schools may be considered at the July board meeting.

#### **Business Items:**

- The Board will consider approval of private schools at the May meeting.





# The Washington State Board of Education

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

## PRIVATE SCHOOL APPROVALS

PREPARED FOR THE MAY 2020 BOARD MEETING

### Background

At the May 2020 State Board of Education (SBE) meeting the Board will consider approval of private schools. The recommendation for approval is based on “minimum state controls necessary to insure the health and safety of all the students in the state and to insure a sufficient basic education to meet usual graduation requirements.” ([RCW 28A.195.010](#).) Staff recommends the Board approve the list of private schools.

Legislation passed in 2018 (HB 2824) changed the Board’s role in relationship to private schools. The private school approval process shifted from a shared responsibility of the Office of the Superintendent of Public (OSPI) and the SBE to a responsibility of the SBE. Private schools continued to work with OSPI on access to Federal programs and reporting requirements. Changes went into effect as of January 1, 2019, so 2020 is the second year that SBE staff have processed private school applications and approvals.

Five hundred and fifty-one private schools were approved to operate in 2019-2020, and approximately 82,000 Washington students attend private schools (about 6.8 percent of the total student population).

Annual approval of private schools by the Board takes place at the May and July Board meetings, with most schools approved in May. If a school is not in compliance with private school requirements but the Board wishes to give the school time to address and meet the requirements, the Board may provisionally approve schools for up to one year.

### Private School Requirements, Rights, and Authority

**Table 1:** Summary of the major requirements, rights, and authorities of private schools in [RCW 28A.195](#) and [WAC 180-90](#).

Requirements, Rights, and Authorities	Notes
<u>Annual Certification:</u> Each year, superintendents of private school districts or principals of private schools will file a statement with SBE certifying that the minimum requirements of law are being met.	This certification is part of the annual approval application.
<u>Instructional Time:</u> No fewer than 180 school days, or the equivalent in instructional hours, and a school-wide annual average of 1,000 instructional hours for	The SBE emergency rules adopted April 8, 2020, releases private

<b>Requirements, Rights, and Authorities</b>	<b>Notes</b>
grades one through twelve, and at least 450 hours for kindergarten.	schools from this requirement for the remainder of the 2019-2020.
<u>Teacher Qualifications:</u> Teachers must hold a Washington state certification, or be people of unusual competence supervised by a certificated educator. The school must submit an annual statement explaining such circumstances to OSPI.	"People of unusual competence" is defined in <a href="#">WAC 180-90-112</a> .
<u>Home-based Extension Program:</u> Private schools may operate an extension program for parents or guardians for home-based instruction. A certificated educator must supervise the parents or guardians, spend a minimum monthly average of an hour of contact per week with the students, and evaluate the students' progress. Supervising educators shall not supervise more than 30 extension program students.	
<u>Record-keeping:</u> Private schools must take appropriate measures to safeguard permanent records.	
<u>Facility:</u> The physical facilities of the school must be adequate to meet the program needs, and meet reasonable health and fire requirements.	
<u>Curriculum:</u> Private school curriculum shall include instruction in "occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music, all in sufficient units for meeting state board of education graduation requirements."	Private school students must meet credit graduation requirements, but not the High School and Beyond Plan, or an assessment or pathway requirements. The SBE emergency rules adopted April 8, 2020, authorizes private schools to grant a waiver of credit graduation requirements on an individual basis to students who were "on-track" to graduate in 2020.
<u>Policies:</u> Maintain policy statements that are available for parent review.	
Private schools may not engage in a policy of racial segregation or discrimination.	
Private school students are not required to meet state learning goals or meet assessment requirements.	Although not required to, many private schools choose to teach state learning standards. They also may choose to have their students take state tests (the school pays for the tests and the results are shared only with the school).
Private schools may teach "religious beliefs and doctrines, if any: to pray in class and in assemblies, to	

Requirements, Rights, and Authorities	Notes
teach patriotism including requiring students to salute the flag of the United State if that be the custom of the particular private school.” ( <a href="#">RCW 28A.195.020.</a> )	
Private schools are authorized to require that employees undergo a record check with the Washington State Patrol.	
<u>Online programs:</u> Approved private schools may offer and administer an online school program.	Generally private schools must also provide in-person instruction for at least some of their students. The SBE emergency rules adopted April 8, 2020, allows private schools that were approved in 2019-2020 to start school in Fall 2020 with a completely online program.
<u>Participation in Federal programs:</u> Nonprofit private schools may participate in some Federal Programs. Public school districts must consult with nonprofit private schools within their district boundaries to determine how to serve all eligible students. Districts must set aside proportional funds of the district’s allocation for private school students and educators within the district’s boundaries.	In 2017-2018 funds for services ranged from \$357 to \$1,296 per student in districts with private schools that participated in the program.
<u>Advisory committee:</u> The Superintendent of Public Instruction is directed to appoint a private school advisory committee broadly representative of educators, legislators and private school groups.	The Private School Advisory Committee meets twice a year.

**Action**

At the May 2020 meeting the Board will consider approval of private schools. All schools listed for consideration of approval at the May meeting have completed a private school application that has been reviewed by SBE staff. The private school Heads of School have certified that the requirements of private school law will be met in the 2020-2021 school year.

If you have questions regarding this memo, please contact Linda Drake at [linda.drake@k12.wa.us](mailto:linda.drake@k12.wa.us).



## Strategic Plan Priority | System Design

Goal: School and district structures and systems adapt to meet the evolving needs of the student population and community as a whole. Students are prepared to adapt as needed to fully participate in the world beyond the classroom.

# Waivers of Credit-Based Graduation Requirements and Implementation of SSB 6521 Innovative Learning Pilot Program

PREPARED FOR THE MAY 2020 BOARD MEETING

### *Business Item*

#### **Materials included in packet:**

- Applications and resolutions will be emailed to the Board due to challenges with ADA accessibility of external documents.
  - Swiftwater Learning Center in Cle Elum-Roslyn School District (Final resolution will be forwarded after local board action on May, 11).
  - Innovation Lab High School in Northshore School District
  - Cascade Midway Academy Charter School in the city of Des Moines (*information only*)

#### **Synopsis:**

In April 1999, the SBE adopted WAC 180-18-055, titled "Alternative high school graduation requirements." The rule authorizes the granting of a waiver by the Board that would enable students to earn a diploma by a demonstration of competencies in core subjects meeting state standards, in place of earning the credits required by Chapter 180-51 WAC (High school graduation requirements).

In filing the adopted rule, WSR 99-10-094, the Board stated that the purpose was to provide school districts and high schools a waiver option from credit-based graduation requirements to support performance-based education.

WAC 180-18-055(1) declares:

"The state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition from a time and credit-based education system to a standards and performance-based system with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements."

WAC 180-18-055 provides that a school district, or a high school with permission of the district's board of directors, or an approved private school, may apply to the SBE for a waiver of one or more

of the requirements of Chapter 180-51 WAC. The rule is unique among provisions of Chapter 180-18 WAC in authorizing schools, as well as the districts that govern them, to apply for a waiver of basic education requirements, as well as in extending the opportunity to private schools. The SBE may grant the waiver for up to four school years.

The rule lists in detail the information that must be submitted to the SBE with the waiver request. The application must include, for example:

- Specific standards for increased learning that the district or school plans to achieve;
- How the district or school plans to achieve the higher standards, including timelines for implementation;
- How the district or school plans to determine whether the higher standards have been met;
- Evidence that students, families, parents, and citizens were involved in developing the plan; and,
- Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.

The applicant district or school must also provide documentation that the school is (or will be) successful as demonstrated by such indicators as assessment results, graduation rates, college admission rates, follow-up employment data, and student, parent, and public satisfaction and confidence in the school, as evidenced by survey results.

WAC 180-18-055 allows for a waiver of the specific credits enumerated in WAC 180-51. It is not a waiver of learning standards, including grade level expectations, nor is it a waiver of instructional hours. In addition, students still are entitled to a curriculum that meets the minimum requirements for admission to a public four-year college in Washington should they choose that option in their high school and beyond plan (28A.600.160). Any school or district granted a waiver under this section must report annually to the SBE on the progress and effects of implementing the waiver.

Table 1 shows the state learning standards, required high school credits, and the College Academic Distribution Requirements (CADRs) which are minimum requirements to be eligible for admission to a state public baccalaureate institution, and although many schools have additional requirements, the CADRs are generally consistent with minimum expectations for college level work at most public and private colleges and universities. The table below is for illustrative purposes. Content area learning standards are not waived under this waiver authority but high school credit requirements in Chapter 180-51 WAC are waived. High Schools may need to show credit equivalencies for colleges and universities to recognize the CADR credit or other admission requirements.

<b>Content Area Learning Standards</b>	<b>High School Graduation Requirements</b>	<b>College Academic Distribution Requirements (CADRs)</b>
<a href="#">The Arts</a>	1-2 (depends on HSBP choice)	1
<a href="#">Computer Science</a>	Optional	can meet Math or Sr. Year Quantitative
<a href="#">English Language Arts</a>	4	4
<a href="#">English Language Proficiency</a>	English Language Proficiency	n/a
<a href="#">Mathematics</a>	3	3 - Alg. 2
<a href="#">Science</a>	3 for class of 2019 (districts with a waiver may require only 2 credits for class of 2019 and 2020)	3
<a href="#">Social Studies</a>	3 (Including Civics and WA State History)	3
<a href="#">Educational Technology</a>	Must be offered, not required for graduation	n/a
<a href="#">Health and Physical Education</a>	2	n/a
<a href="#">Integrated Environment and Sustainability</a>	May be addressed in Science or other Subject	n/a
<a href="#">World Languages</a>	0-2 (depends on HSBP choice)	2
<a href="#">Financial Education</a>	Must be offered, not required for graduation	n/a
<a href="#">Career and Technical Education</a>	1	n/a

WAC 180-18-055 includes no specific criteria for evaluation of a request for a waiver of credit-based graduation requirements. The rule does stipulate that the SBE may not grant the waiver unless the district or school shows that the proposed non-credit based graduation requirements meet minimum college core admission standards.

All of the schools that have received this waiver to date incorporate aspects of the “Big Picture Learning” model. Big Picture Learning is a Providence, R.I.-based nonprofit, founded in 1995, that supports the creation and operation of public schools that follow its model of personalized, competency-based learning. There are over 70 Big Picture network schools in the U.S. and more around the world.

## Relationship of Waiver to Pilot Learning Program Established by SSB 6521

SSB 6521 (Laws of 2020) creates an OSPI-administered pilot program that would allow a funding flexibility for the schools that receive the credit-based waiver from graduation requirements. Simply put, the pilot program adds some reporting requirements and guardrails to allow districts to claim the traditional Basic Education funding rate rather than the Alternative Learning Experience funding



rate which may be lower. OSPI and SBE staff have collaborated to align the pilot learning program and the credit-based graduation requirements waiver program. In order to qualify for the pilot learning program pursuant to SSB 6521, a SBE-administered waiver from credit-based graduation requirements for the 2019-2020 school year is necessary. Thus, the applicants were advised of this requirement to participate in the pilot program. All of the applicants expressed interest in participating in the pilot program. The applicants were notified that, if applying for the current 2019-2020, they need to explain how they are implementing the waiver plan during the 2019-2020 school year and were encouraged to engage in online professional development during the COVID-19 closure to support the waiver plan.

All three applicants provided the necessary materials. However, as described below, Midway Charter Academy was considered ineligible for consideration by the Board because the underlying waiver authority applies specifically to “school districts” rather than “school or school districts” or “local education agencies.”

These applicants share a focus with current waiver districts on experiential learning through internships and student-led projects that are co-created with educators. Unlike the current waiver recipients, this set of waiver applicants is more focused on flexibilities that allow for re-conceptualizing progress to graduation requirements rather than flexibilities from using numerical credit units to demonstrate student learning on a transcript. The requested flexibilities do fit within the description of the waiver program in WAC 180-18-055 that allows for a broad range of potential flexibilities from the graduation requirements Chapter 180-51 WAC. However, the current waiver recipients are notable for not using numerical credit units to demonstrate how a student met the graduation requirements and the College Academic Distribution Requirements. In contrast, these applicants plan to use credit units to demonstrate student progress on a transcript, at least in the near future, but seek flexibility on how they consider progress towards earning the credit unit requirements. Swiftwater has a plan to transition to no longer using credit units during the 2020-2021 school year but the Innovation Lab and Cascade Midway Academy plan to continue using numerical credit units. Thus, this is a distinctive new set of waiver recipients that are taking a different approach to how they notate student progress.

## Swiftwater Learning Center in Cle Elum-Roslyn School District

Cle Elum-Roslyn School District requests a waiver from credit-based graduation requirements for Swiftwater Learning Center in Cle Elum for the 2019-2023 school years. Swiftwater has been operating as an alternative school and is converting to a Big Picture Learning model school. Cle Elum-Roslyn School District has already begun implementation of the Big Picture Learning model. Swiftwater Learning Center plans to use numerical credit units on student transcripts for the 2019-2020 school year and will no longer use numerical credit unit graduation requirements for the 2020-2021 school year. They report noticeable improvements in attendance, self-confidence, and mastery

of learning standards since implementing aspects of the Big Picture Learning model. The Superintendent's cover letter for the application voices excitement for hands-on learning and community involvement using the waiver flexibilities to further implement the Big Picture Learning model.

The district describes its focus on "Learning Through Internships" and student-envisioned projects developed in concert with educators. Similarly to other Big Picture Learning schools that have received the waiver from credit-based graduation requirements, Swiftwater Learning Center focuses on its participation rate and engagement in experiential learning outside of the traditional classroom. The concept is to provide students with a broader range of internship and project options than just experiences at work sites or course-based projects that are co-created with educators. Swiftwater Learning Center aims to serve students who have credit deficiencies and students at risk of dropping out by using self-paced coursework.

The school provides examples of its proposed transcript and describes the system for measuring student progress. The school states that it will use the OSPI school improvement plan process), graduation rate, Smarter Balanced, Washington Comprehensive Assessment of Science, Armed Services Vocational Aptitude Battery, enrollment, attendance, discipline, and engagement data to measure progress in implementing the waiver plan. The district utilizes the Center for Educational Effectiveness survey of students, staff, and parents to better understand the level of engagement at the school.

The district notes the importance of student and family engagement and that it engaged the community in development of the waiver plan.

Swiftwater Learning Center has begun implementation of the Big Picture Learning model and the school's vision shares commonalities with other Big Picture Learning Schools. Notable aspects of the Big Picture Learning model include the following:

- Use of the five Big Picture Learning competencies:
  - Personal Qualities – "the goal is to be the best you can be - to demonstrate respect, responsibility, organization, leadership, and to reflect on your abilities and strive for improvement."
  - Communication – "the goal is to be a great communicator: to understand your audience, to write, to read, to speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language(s)."
  - Quantitative Reasoning– "the goal is to think like a mathematician: to appreciate relationships and patterns in numbers, to analyze uncertainty, to comprehend the properties of shapes and graphs, and to study change over time."
  - Empirical Reasoning – "the goal is to think like a scientist or engineer: to use empirical evidence, numerical or qualitative data from your own or others'

observations, and logical processes to make decisions, evaluate hypotheses, and develop informed conclusions. It need not reflect specific scientific content, but may also incorporate ideas from a range of disciplines within the four major branches of science: Mathematics/Logic (including Computer Science), Biological, Physical, and/or Social Sciences.”

- Social Reasoning – “The goal is to think like a social scientist, historian, or anthropologist and to apply an understanding of social and historical patterns to thinking about current political, social, ethical, economic, and cultural issues.”
- Other notable aspects of the Big Picture Learning model include:
  - Intentional use of internships and/or work experience;
  - Individualized learning at the student’s pace and based on the student’s interests;
  - Advisory, which is often mixed grade levels, with a focus on parent engagement;
  - Focus on student-chosen projects and exhibitions; and
  - Use of an array of assessment tools, including but not limited to state assessments.

## Innovation Lab High School in Northshore School District

Northshore School District requests a waiver from credit-based graduation requirements Innovation Lab in Northshore School District for the 2019-2023 school years. Although the school does not open to students until the 2020-2021 school year, the school made use of the 2019-2020 school year as a planning year without students. The principal and other staff members are setting up a new learning environment for future students.

This school is the first applicant for the waiver program that will not be using the Big Picture Learning model. The school emphasizes the importance of experiential learning and re-conceptualizing how graduation requirements are met. Innovation Learning Lab has been participating in the Mastery Transcript Consortium. They have been exploring innovative ways to achieve, measure, and demonstrate student learning. Essentially, their approach is “micro-crediting,” to track progress on specific elements of the learning standards, thus allowing students engaged in interdisciplinary coursework to accrue small amounts of credit in multiple content areas. This conceptualization of credit could allow staff and students to think of their coursework as cross-cutting, interdisciplinary learning rather than as compartmentalized subject areas.

The school notes that it is following the Mastery-Based Learning Workgroup and is seeking to provide mastery-based learning through interdisciplinary studies. Educators will support students in class-based coursework as well as “expeditions” or student-led projects. The school will organize teams of cross-curricular educators to best support interdisciplinary learning in student expeditions. Dr. Tony Wagner, a Harvard Innovation Lab expert, is cited as a source of networking to develop the school’s learning environment and a partner in developing this school’s educational program.

Innovation Lab is adopting the EL model that resulted from a collaboration among Harvard and the Outward Bound program. The model is used throughout the nation.

The EL model focuses on the following three dimensions of student achievement and subsets of those three dimensions:

- Mastery of Knowledge and Skills
  - Demonstrate proficiency and deeper understanding
  - Apply their learning
  - Think critically
  - Communicate clearly
- Character
  - Work to become effective learners
  - Work to become ethical people
  - Contribute to a better world
- High-Quality Student Work
  - Create complex work
  - Demonstrate craftsmanship
  - Create authentic work

[More information can be found regarding the EL model at the EL website.](#)

The school notes that its goal is all students graduating and continuing on to postsecondary education and training opportunities.

The school is working with Dr. Wagner to develop a rubric focused on “the four C’s”: Communication, Collaboration, Critical thinking, and Creativity. Their use of a mastery transcript will focus on providing a portfolio of evidence of mastery that has been continuously built by the student throughout their high school education. They are attempting to have this portfolio be a living document rather than something that students just develop at the end of high school when they apply for scholarships or college admission. Northshore school district uses the [College and Work Readiness Assessment](#), an external assessment developed to measure the four C’s. In addition to typical measures available to Washington schools, the school notes the following methods to evaluate and promote student learning:

- Learning targets
- Checking for understanding during daily lesson
- Using data with students
- Models, critique, and descriptive feedback
- Student-led conferences
- Celebrations of learning
- Standards-based grading

The school describes its outreach to the community including a group of administrators, teachers, students, and community members that were called the "Goal 4 Think Tank" that was a book and discussion group. They focused on the vision and planning for the school and the application notes buy-in to open as a choice school in the Northshore School District.

In response to a question regarding transcripts, the school will not use grades or GPA on the transcript but will use a mastery transcript to demonstrate that they have met admission requirements including College Academic Distribution Requirements. The school will first open to 9<sup>th</sup> and 10<sup>th</sup> graders then add grades during the upcoming years. The school notes that the additional time before students are graduated will allow another few years for the Mastery Transcript Consortium to garner further acceptance among receiving higher education institutions.

## Cascade Midway Academy Charter School in the city of Des Moines

Cascade Midway Academy charter school in Des Moines applied for the waiver from credit-based graduation requirements for the 2019-2023 school years. Cascade Midway Academy is alike Innovation Lab in using the 2019-2020 school year as a planning year while enrolling students for the 2020-2021 school year when it opens as a charter authorized by the Charter School Commission. However, SBE staff determined that a charter school is ineligible for this waiver under current law due to specific references to waiver authority for "school districts" that were neither inclusive of other local education agencies such as charter schools nor used "school or school district" as found elsewhere in statute. Staff have notified the school of the decision not to proceed with the application. A copy of the application is being provided to board members to express the charter school's interest in this flexibility, how they would make use of the waiver, and to show the charter school's unique approach to requesting flexibility from how graduation requirements are conceptualized while sticking with using numerical credit units to demonstrate student learning.

### **Business Items:**

- Approval of waiver from credit-based graduation requirements for Swift water Learning Center in Cle Elum-Roslyn School District for the 2019-2023 school years
- Approval of waiver from credit-based graduation requirements for Innovation Lab High School in Northshore School District for the 2019-2023 school years



# The Washington State Board of Education

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

May 1, 2020

Garth Reeves, Chief Academic Officer  
Cascade Midway Academy  
22419 Pacific Hwy. S., #3  
Des Moines, WA 98198

Dear Mr. Reeves,

Thank you for reaching out to the State Board of Education to request a waiver from the credit-based graduation requirements. Based on your request, staff reexamined previous interpretations and guidance regarding the applicability of this waiver for charter public schools. The conclusion of that review is that the use of "school district" in the current rules and underlying statutes applicable to this waiver authority cannot be interpreted more broadly to bring in other organizational governance structures. Staff did not find a definition of school district in the applicable laws that was broad enough to allow State Board of Education staff to consider a charter school equivalent to a school district when interpreting the laws that allow for the waiver program. Therefore, State Board of Education staff determined that the charter school is not eligible to be considered for approval by the Board.

During our review we also considered the question of whether the existing flexibilities afforded to charter schools pursuant to chapter 28A.710 RCW may provide charter public schools the type of flexibility you may require to accomplish the goals outlined in your waiver application. However, that interpretation is beyond the scope of the State Board's role.

As I know you are already aware there is a great deal of flexibility at the local level in determining how the graduation requirements and related learning standards are met and we're happy to explore some ideas with you and the commission to meet your goals within that existing flexibility.

Best regards,

Randy Spaulding  
Executive Director  
State Board of Education

Cc: Joshua Halsey, Executive Director, Charter Schools Commission  
Scott Canfield, Chief Executive Office, Cascade Midway Academy  
Parker Teed, Basic Education Manager, State Board of Education



## **Legislative Wrap-Up & Interim Planning**

*PREPARED FOR THE MAY 2020 BOARD MEETING*

### ***Information***

#### **Materials included in packet:**

- Legislative Wrap-Up slide deck
- Summary of budget vetoes
- Topics for consideration and discussion

#### **Synopsis:**

SBE staff will update the Board on any changes to legislative outcomes since the March board meeting, focusing on final bill status and budget. In addition, SBE staff will update the Board on the plan for interim. Finally, the Board will participate in a facilitated discussion on topics to consider for next legislative session.

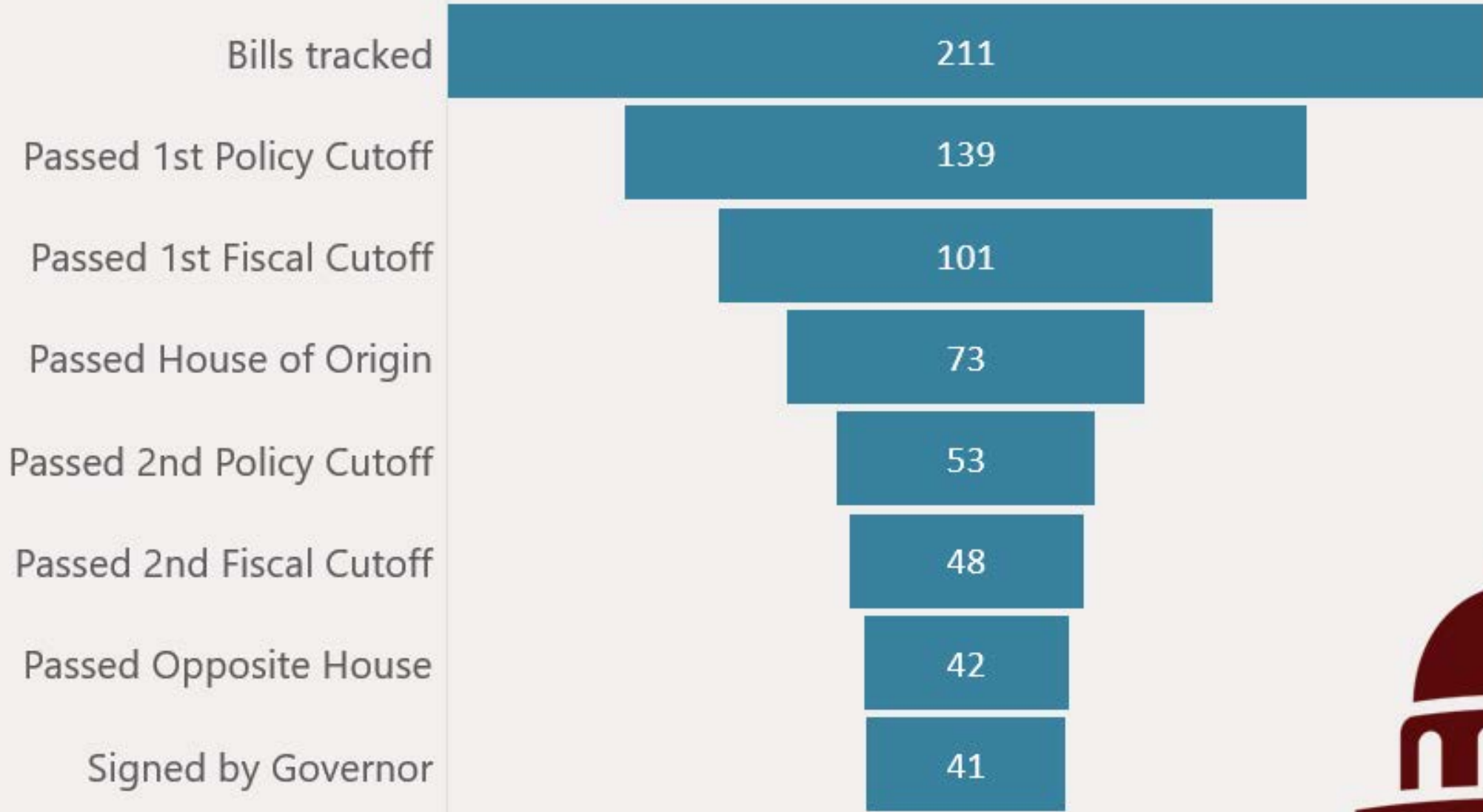


# Legislative Wrap-Up & Interim Planning

Washington State Board of Education

May 14, 2020





# Bill status changes since March meeting

- 2SHB 1182 – Modifying the learning assistance program
  - House & Senate did not concur



# Budget vetoes

- To address the financial impact of COVID-19
- Governor Inslee vetoed 147 expenditure items
  - Mostly funding for new or expanded programs and services
- Reduces state spending by nearly \$445 M (from the General Fund) over the next three years
  - \$235 M in current budget + \$210 M in next biennium

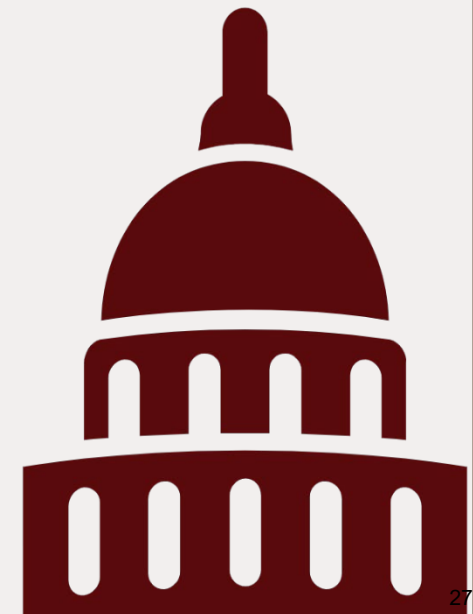


# SBE interim

- Relationship building
- Guiding principles
- Platform development
- Future Board meetings:

<b>July 7-9 Spokane</b>	<b>September 15-17 Anacortes</b>	<b>November 4-5 Vancouver</b>
2021-23 Budget and Legislative Requests	Finalize Agency Requests; Discussion of Leg. Platform	Adopt Legislative Platform

*See memo on topics for discussion*



## 2020 Session Operating Budget Vetoes

\$ thousands

Sec/Subsec	Page(s)	Lines (if needed)	Agency	Description	Near GF-S			Other Funds	Other Fund Title
					2019-21 FY 2020	2021-23 FY 2021	2019-21		
101 (2); 102 (3); 923	2; 3		House; Senate	Joint legislative task force to develop a business plan for a publicly owned depository/state bank.	50	200	250		
113 (19)	12		AOC	Funds identified in section are intended to be directly allocated to the Clark County YWCA for their Court Appointed Special Advocate (CASA) Program		200	200		
116 (9)	20	7-9	Gov	Washington State Office of Equity HB 1783		1,289	2,514		
127 (101)	65		COM	For Commerce to contract for a study on the possibility of incorporating the unincorporated areas of Fredrickson, Midland, North Clover Creek, Collins, Parkland, Spanaway, Summit-Waller, and Summit View into a single city		200			
127 (112)	67		COM	Funding to implement HB 2405 Commercial property/clean energy		46			
127 (28)	43		COM	Adds reporting requirements to an existing proviso that creates the Behavioral Health Siting Facilitator position within the agency. Report is due July 1, 2020.		-	-	-	
127 (79)	57-58		COM	Adult Culinary Program. One-time funding, but provides a grant to a non-profit in Seattle to provide adult culinary skills program.		200			
127 (81)	58		COM	GMA Work Group. Creates a work group to make recommendations for GMA changes in light of recent Ruckleshouse center study.		350			
127 (87)	60		COM	El Nuevo Camino gang violence pilot project: Expands this pilot project aimed at addressing serious gang activity in Eastern WA.		400			

272

Sec/Subsec	Page(s)	Lines (if needed)	Agency	Description	Near GF-S		2021-23	2019-21 Other Funds	Other Fund Title
					2019-21 FY 2020	FY 2021			
127 (97)	65		COM	Grant to Pacific Science Center for a "maker and innovation lab".		300			
127 (99)	65		COM	Funding for a "regional museum that is working with the National Museum of History" and a local theater to provide educational materials to students relating to the democratic system in WA		400			
129 (15)	79		OFM	OFM to request GF-S rather than State Wildlife or other accounts with limited fund balances for collective bargaining and in determining financial feasibility.					
129 (17)	79		OFM	ERDC to provide data to JLARC and WSIPP					
129 (19)	80		OFM	Independent audit of HCA's administrative costs and expenditures.					
202 (1)(o)	130-131		DSHS - BHA	WSH volunteer support group & visitation pilot	-	-	-	-	
204 (28)	152		DSHS - AL TSA	Home Care Agencies +\$0.05 Admin Rate		317	317	404	General Fund - Federal
204 (34)	153		DSHS - AL TSA	Dementia Educaiton		926	926		
204 (37)	154		DSHS - AL TSA	24/7 RN Staffing exemption	-	-	-	-	
204 (38)	154-155		DSHS - AL TSA	Specialized Dementia Add-On		1,364	1,364	1,633	General Fund - Federal
205 (14)	161		DSHS- ESA	Postpartum Period Coverage. SB 6128		142			
211 (60)	188		Health Care Authority - Other	Nonemergency medical transportation broker rate increase		612	1,224	1,088	HCA General Fund Federal
211 (68)	191		Health Care Authority - Other	Authority is to provide scholarships and support for MSS providers to receive training on evidence based mental health interventions		200			

## Near GF-S

Sec/Subsec	Page(s)	Lines (if needed)	Agency	Description	2019-21		2021-23	2019-21	Other Fund Title
					FY 2020	FY 2021		Other Funds	
211 (74)	192		Health Care Authority - Other	Grant to the patient safety coalition		331			
211 (76)	191		Health Care Authority - Other	Establish Primary Care Collaborative	-	-	-	-	
211 (78)	194		Health Care Authority - Other	Increase in client service rates for Behavioral Health Services		1,857	7,428	3,146	HCA General Fund Federal
211 (79)	195		Health Care Authority - Other	Increase for primary care client service rates		9,922	39,688	19,072	HCA General Fund Federal
211 (81)	196		Health Care Authority - Other	HCA to cover preferred status HIV antivirals without prior auth		100		100	HCA General Fund Federal
211 (84)	197		Health Care Authority - Other	RX Drug Affordability. SB 6088	108	417	834		
211 (86)	198		Health Care Authority - Other	Postpartum Period Coverage. SB 6128		242	464		
212 (7)	200		HCA (PEBB-SEBB)	HCA to create "stakeholder work group" with OFM and retirees to determine retiree preferences, report to Office of the State Actuary September 1, 2020. OSA does the analysis, not HCA.				149	State Health Care Authority Admin Account
214 (9)	203		Health Care Authority - HBE	Postpartum Period Coverage. SB 6128		325			
215 (24)(c)(d)	213		Health Care Authority - CBH	New report to legislature and OFM about the impact of rate increases for long term psych beds.					

Sec/Subsec	Page(s)	Lines (if needed)	Agency	Description	Near GF-S			Other Funds	Other Fund Title
					2019-21 FY 2020	2021-23 FY 2021	2019-21		
215 (56)	223		Health Care Authority - CBH	Training grants for SUD and MH providers to learn about evidence based practices and how they can help children.		300			
215 (69)	226		Health Care Authority - CBH	Pilot project to increase access for ITA transportations and report to leg on progress.		846			
218 (17)	234-5		CJTC	Law Enforcement Mental Health (6570)		300	300		
221 (55)	264 - 265	36-2	DOH	Death With Dignity (2419)		66			
221 (56)	265	3-7	DOH	Fruit & Veggie Benefit		111			
221 (58)	265	12-18	DOH	OSPI epinephrine autoinjectors collab		52			
221 (59)	264-265		DOH	Telemedicine work group	-	-	-	-	
221 (61)	24		DOH	Vapor Product Labeling - SSB 6254. The bill did not pass.		1,674	2,104		
221 (63)	266-267	38-5	DOH	STI spread workgroup & report		50			
221 (68)	267	25-31	DOH	Group B Water Systems		492			
222 (2)(i)	273-4		Depart. of Corrections	Body Scanner Pilot Expansion		335			
224 (9)	280		ESD	Job Title Reporting - SHB 2308 - IT changes and the processing and analysis of data			491	Employment Security	
225 (2)(u)	288		DCYF - CW	New program - YVLifeSet Evidence-based intensive case management model to serve youth in exiting foster care, juvenile justice and mental health systems.	-	696	1,392	Title IV-E	
225 (2)(gg)	291		DCYF - CW	7.5% Rate increase to child placing agencies	-	498	1,002	93 Title-IVE	
225 (2)(jj)	291		DCYF - CW	Extracurricular activities for foster youth	-	696	1,401	- n/a	



## Near GF-S

Sec/Subsec	Page(s)	Lines (if needed)	Agency	Description	2019-21		2021-23	2019-21	Other Fund Title
					FY 2020	FY 2021		Other Funds	
225 (2)(II), 225 (2) (II)(a), 225 (2)(b)	292		DCYF - CW	Rate study and report due 10/01/2020 on contracted parent-child visitation services that includes the supportive visitation services for the parent(s). This service is provided by Partners for Our Children.	-	-	-	-	0
225 (4) (a) (ii)	299		DCYF - EL	5% ECEAP rate increase	-	6,903	14,918	-	n/a
225 (4) (d) (viii)	301		DCYF - EL	Reduce co-pays for recipients	-	6,000	12,076	-	n/a
225 (4)(cc), 225 (4)(cc)(i), 225 (4)(cc)(i)(A), 225 (4)(cc)(i)(B), 225 (4)(cc)(ii)	309-310		DCYF - EL	Early Learning Dual Language Grant program for ECEAP and WCCC	-	246	372	-	
302 (24)	321		Ecology	Increase to the funded \$10M Local Solid Waste Financial Assistance Program. Locals lobbied hard for this increase.				7,000	MTCA
302 (30)	322		Ecology	Funding for San Juan County to study state of water resources in the area.		91			
302 (31)	322		Ecology	Funding to treat and clean elevated phosphorus and algae levels in Spanaway Lake		150			
302 (32)	322		Ecology	Funding for development of a Vancouver Lake Clean Up Plan		150			
302 (33)	323		Ecology	Funding for Ecology to follow up on a Guemes Island Aquifer Study, further analysis and map-making		150			
302 (42)	325		Ecology	Funding to implement ESHB 2722 - Minimum Recycled Content				70	MTCA
304 (7)	329		Recreation and Conservation Office	Addresses a JLARC report finding for WDFW, Parks, and DNR to develop stewardship program measures for the Washington Wildlife and Recreation Program.		300			

## Near GF-S

Sec/Subsec	Page(s)	Lines (if needed)	Agency	Description	2019-21		2021-23	2019-21	Other Fund Title
					FY 2020	FY 2021		Other Funds	
304 (10)	329-330		Recreation and Conservation Office	Develop a strategy for future investments in outdoor recreation with a report due November 30, 2020.		75			
306 (5)	333		Conservation Commission	Additional support for conservation districts to provide technical assistance to landowners.		332	668		
306 (10)	333		Conservation Commission	Funding to the South Yakima Conservation District to monitor the groundwater for nitrates.				226	Model Toxics Control Operating Account
307	334	22-23	Department of Fish and Wildlife	Expenditure authority reduction in the State Wildlife Account					
307 (22)	339-340		Department of Fish and Wildlife	One-time funding to create a commercial fisheries buy-back program on the Columbia River and Grays Harbor.	-	573	-	-	
307 (25)	340		Department of Fish and Wildlife	One-time funding to support research on shell disease in Western pond turtles.		95			
307 (26)	340		Department of Fish and Wildlife	One-time funding to conduct additional fencing to keep elk out of private lands.		300			
307 (27)	340-341		Department of Fish and Wildlife	Creates a new Independent Science Review Group	-	-	-	-	
307 (28)	341		Department of Fish and Wildlife	Provides one-time funding for technical assistance to comply with Hydraulic Project Approval permits.		800			
307 (36)	343		Department of Fish and Wildlife	Funding to increase invasive species inspection patrols on recreational boats.		400	800		
308 (25)	350-351		Department of Natural Resources	Aerial Herbicides/Forestlands - Funds a number of measures that change the way the department manages application of herbicides.				420	Model Toxics Control Operating Account

277

## Near GF-S

Sec/Subsec	Page(s)	Lines (if needed)	Agency	Description	2019-21		2021-23	2019-21	Other Fund Title
					FY 2020	FY 2021		Other Funds	
308 (28)	352		Department of Natural Resources	SB 6528 increases capacity for removing derelict vessels from the water, issue grants to local law enforcement to help with vessle registration enforcement, and creates a pilot program to recycle derelict vessels.		281	350		
308 (32)	354		Department of Natural Resources	Urban and Community Forestry	-	384	564	-	
309 (23)	359-340		Department of Agriculture	HB 2713 develops a pilot program that reimburses farmers for purchasing compost.		167	336		
309 (27)	361		Department of Agriculture	Develop a cooperative agreement to implement a state-run meat inspection program.		150			
501 (3)(h)	380		OSPI	Technical advisory committee		60			
501 (3)(k)	381		OSPI	Early learning integration plan		200			
501 (4)(v)	391-2		OSPI	Balanced school year pilot		100			
501 (4)(w)	392		OSPI	Health education standards		75			
501 (4)(x)	392		OSPI	DOH collaboration: report on epipens		76			
501 (4)(aa)	393		OSPI	LAP (2SHB 1182)		474	968		
501 (4)(dd)	393-4		OSPI	Spanish Language arts standards		50			
501 (4)(ee)	394		OSPI	Individual health plans model policy		50			
501 (4)(gg)	394		OSPI	Ethnic studies materials		50	13		
501 (4)(jj)	395		OSPI	Model civics curriculum		100			
501 (4)(kk)	395		OSPI	Small school grants		4,000			ELTA
502 (2)	397		OSPI	Paraeducator training		14,358	20,973		
503 (2)(d)	400		OSPI	Guidance counselors		31,807	83,955		
506 (10)	415		OSPI	Transportation backfill		29,500			ELTA
520 (2)	436		OSPI	First robotics/CTE student leadership		700	1,400		
520 (15)	445		OSPI	Extracurriculars (separate from bill)		350	1,200		
520 (24)	448		OSPI	Media literacy		70			

Sec/Subsec	Page(s)	Lines (if needed)	Agency	Description	Near GF-S		2019-21 Other Funds	2019-21 Other Fund Title
					2019-21 FY 2020	2021-23 FY 2021		
520 (26)	448		OSPI	Bilingual environmental education		250	500	
520 (27)	449		OSPI	Maritime ed/King County		250	500	
520 (28)	449		OSPI	Career Connect SW		110	220	
520 (34)	450		OSPI	Data analytics contract		450		
601 (9)	455		ALL IHEs	Higher ed. Financial Report	-	-	-	
602 (27)	460		SBCTC	Interpreter Training Program	-	100	100	
602 (28)	460		SBCTC	<i>Affordable housing for students, faculty and staff</i>		500	500	
602 (29)	460		SBCTC	Firefighter basic training study	-	300	300	
602 (31)	461		SBCTC	Faculty staffing mix study	-	200	200	
602 (32)	461-462		SBCTC	Running Start Financial Data	-	-	-	
603 (42)	472		UW	Air quality Study	-	50	50	
603 (43)	472		UW	MESA in Yakima Valley		135	135	
603 (44)	473		UW	Special District Study	-	40	40	
603 (46)	473		UW	Cannabis Research Study	-	100	100	
603 (49)	474		UW	HB 2419 - Death with Dignity	-	232	232	
603 (50)	474		UW	Paramedic simulation equipment	-	450	450	
603 (53)	474		UW	HB 6142 - Common Application	-	1003	1003	
603 (54)	474		UW	Center for Human Rights	-	250	250	
603 (55)	474		UW	Mental health counselor	-	64	64	
603 (56)	475		UW	Forensic anthropologist	-	143	143	
603 (57)	475		UW	Burke Museum	-	100	100	

Sec/Subsec	Page(s)	Lines (if needed)	Agency	Description	Near GF-S		2019-21	2019-21	Other Fund Title
					2019-21 FY 2020	2021-23 FY 2021			
604 (24)	481		WSU	HB-2248 - Community Solar Projects	-	134	134		
604 (25)	482		WSU	MESA - Everett	-	135	135		
604 (26)	482		WSU	WA Stormwater Center	-	0	0	50	MTCA
604 (29)	482		WSU	HB 2645 - photovoltaic modules	-	32	32		
604 (30)	482		WSU	District Energy systems study	-	128	128		
604 (31)	483		WSU	HB 6142 - Common Application	-	299	299		
604 (32)	483		WSU	HB 6306 Soil Health Initiatives	-	788	788		
604 (33)	483		WSU	Solar siting pilot project	-	500	500		
604 (34)	483		WSU	Mental health counselor	-	42	42		
604 (35)	483		WSU	SB 6518 - pesticide, chlorpyrifos	-	280	280		
605 (9)	484		EWU	American Sign Language	-	200	200		
605 (11)	484		EWU	HB 6142 - Common Application		88	88		
605 (12)	484		EWU	Mental health counselor		45	45		
606 (7)	486		CWU	American sign language interpreter		135	135		
606 (8)	486		CWU	Educator Workforce Supply		155	0		
606 (9)	487		CWU	HB 6142 - Common Application	-	254	254		
606 (9)	487		CWU	Mental health counselor	-	52	52		
607 (5)(f)	489-490		TESC	WSIPP - Transitional Kindergarten		20	20		
607 (5)(g)	490		TESC	WSIPP - Domestic Violence		40	40		
607 (5)(h)	490		TESC	WSIPP - Voting and Voter registration		50	50		
607 (7)	491		TESC	HB 6313 Young Voters	-	9	9		

Sec/Subsec	Page(s)	Lines (if needed)	Agency	Description	Near GF-S		2021-23	2019-21 Other Funds	Other Fund Title
					2019-21 FY 2020	FY 2021			
607 (8)	491		TESC	Mental health counselor	-	39	39		
608 (9)	493		WWU	American sign language education	-	215	215		
608 (12)	493		WWU	HB 6142 - Common Application	-	42	42		
608 (13)	493		WWU	Mental health counselor	-	48	48		
609 (4)	494		WSAC-Admin	WA College Grant Admin + budget/forecast analyst	-	211	211		
609 (5)	494		WSAC-Admin	College Bound Implementation	-	33	33		
609 (7)	495		WSAC-Admin	Student Healthcare Taskforce	-	100	100		
609 (9)	496		WSAC-Admin	Career Connected Learning Marketing and Communications	-	250	250		
609 (10)	496		WSAC-Admin	Child Savings Account Study	-	76	76		
609 (11)	496		WSAC-Admin	Dual credit taskforce	-	25	25		
710	522		Special Appros/State Parks	transfers funds to the Outdoor Education and Recreation Account		500			
715	526		Special Appros	Transfer to Climate Resiliency Account		50,000			
722	528		Special Appros	Forest and Forest Products Carbon Account	-	200	-		
	535	32-34	Transfers	Transfer to Workforce Education Investment account	41,342	-	-		
225 (2)(ff) and HB 1252	291		DCYF - CW	Family Connections Program	-	499	998	155	Title- IVE



The Washington State  
**BOARD OF EDUCATION**

## Topics for Consideration

### Learning Environment / Diploma

- *Expanding access to dual credit (carried over)*
- *Local development of credit-bearing High School and Beyond Plan options (carried over)*
- Mastery-based Learning Workgroup recommendations
- Pathway Interim Report recommendations
- Flexibility for certain requirements in light of COVID-19

### System Design

- Charter School Report recommendations

### Funding & Accountability

- *Staffing enrichment (carried over)*
- Data sharing with OSPI and ERDC
- Examine ways to better engage citizens in providing input on the implications of policy changes on capital
- Mastery-based learning funding models

### Student Well-Being

- Funding for social-emotional health and safety staff, including school counselors, school nurses, social workers, psychologists, family engagement coordinators, and student and staff safety

### Agency Administration

- Revise SBE rulemaking authority to ensure ability to be more responsive to emergent needs
- Review potential changes to reporting requirements
- Continued support for accessible and efficient meetings
- More support for research and policy work

## Discussion Questions

- Are there other issues that should be added for SBE consideration?
- Which issues should SBE raise up for legislative consideration next session (via our legislative platform, agency request legislation, etc.)?