



The Washington State
BOARD OF EDUCATION

**Aligning Graduation
Requirements and the
Profile of a Graduate**

Listening Session

Spring 2022

**Alissa Muller, Director of the Mastery-based
Learning Collaborative**

**Linda Drake, Director of Career- and College-
Readiness Initiatives**



Land acknowledgement

- As is our practice, we start the meeting by acknowledging that this state-wide meeting joins and works with Native American communities on the traditional lands of 29 federally recognized tribes, and numerous other Native American tribes that have not received federal recognition.
- We acknowledge that peoples native to this land have not been well served by our educational system. We ask that you join us in our commitment to recognizing the important history of Native peoples in our state and in honoring Washington's tribes as one step toward dismantling the colonialism present in our education system.
- Native-land.ca: Use this resource to discover which traditional tribal lands your home and work occupies.



Invitation to engage

Comments should be **on topic**.

Raise your hand if you would like to speak. Hosts will then ask you to unmute. We will invite you to join as a panelist, which lets you use your video.

Please be considerate of your fellow attendees and consider how much space you're taking up in the session.

If you attended last week's session and shared live, please defer to others today and don't repeat comments you've shared previously.

If you would like to give additional comment, please email us at sbe@k12.wa.us.



Please Introduce Yourself

- In chat:
 - Your name and location, and if appropriate, your organization

- Poll: What is your role? (*check all that apply*)
 - Student
 - Recent K-12 student (left K-12 in the last 3 years)
 - District level educator
 - School level educator
 - Family of a current or recent K-12 student
 - Community organization partner
 - Agency partner
 - Higher education representative
 - General public



Milestones in WA's Graduation Requirement Journey

- **Revising the purpose of the high school diploma**
 - Effort started in 2005
- **High School and Beyond Plan** has been a requirement since the Class of 2008
- Starting in 2008, SBE developed (but did not implement) "**Core 24**"; reasons for new requirements included:
 - Graduation requirements did not align with minimum college admission standards
 - 35% of seniors did not take a full high school load
 - About half of entering 2-year college students were taking below-college-level math or ELA courses
 - WA graduation requirements were significantly lower than other states



Milestones in WA's Graduation Requirement Journey

- The 2014 Legislature approved **24-credit graduation requirements**; these requirements were phased-in for Classes of 2016 through 2021
 - the 2013-2015 budget included increased funds carried forward to support new graduation requirements
- **Exit exams** with assessment alternatives were required for Classes of 2008-2019; Legislation in 2019 replaced these with **Graduation Pathway Options**
- In 2021, the Legislature directed the development of the **WA Profile of a Graduate**, and directed SBE to make recommendations to align graduation requirements with the Profile of a Graduate



Washington State Profile of a Graduate

- The MBL Work Group recently developed a Washington state **profile of a graduate** describing the cross disciplinary skills a student should have developed by the time they graduate
 - Skills that can be applied across contexts, e.g., critical thinking, problem solving, and financial & digital literacy
- The Profile is the bridge between traditional schools & mastery-based schools: it is the vision for what we require of all students
- The Profile helps schools better support and develop every student as a whole person and prepare them with the skills needed to thrive in their life after high school

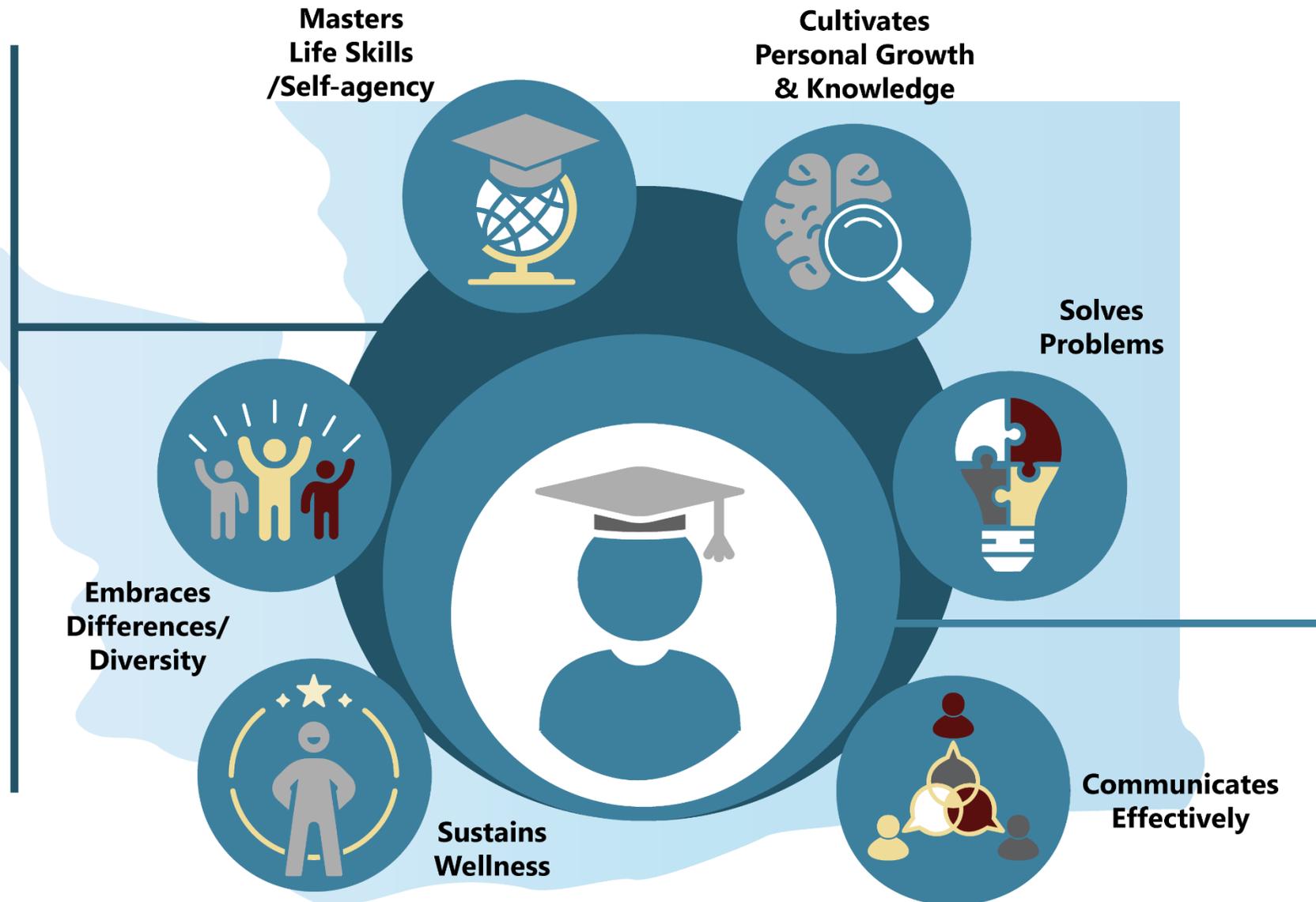
Washington State | Profile of a Graduate



Purpose of the Diploma:

Students are ready for success in postsecondary education, gainful employment, citizenship, and are equipped with the skills to be lifelong learners.

(See RCW 28A.230.090)



Effective communication in multiple modes and to multiple audiences

Interdisciplinary application of core academic concepts and principles

Critical & creative reasoning and problem-solving

Navigation & exercise of life and civic responsibilities

(See RCW 28A.150.210)



Washington State | Profile of a Graduate



A Washington State graduate...

Cultivates Personal Growth & Knowledge



Shows confidence
Applies learning
Sets personally meaningful goals

Solves Problems



Thinks critically
Demonstrates resilience
Embraces creativity

Communicates Effectively



Works on a team
Collaborates
Navigates conflict

Sustains Wellness



Cultivates physical and emotional well-being
Fosters empathy
Builds relationships

Embraces Differences/Diversity



Participates in community
Promotes global responsibility
Shows cultural competency

Masters Life Skills /Self-agency

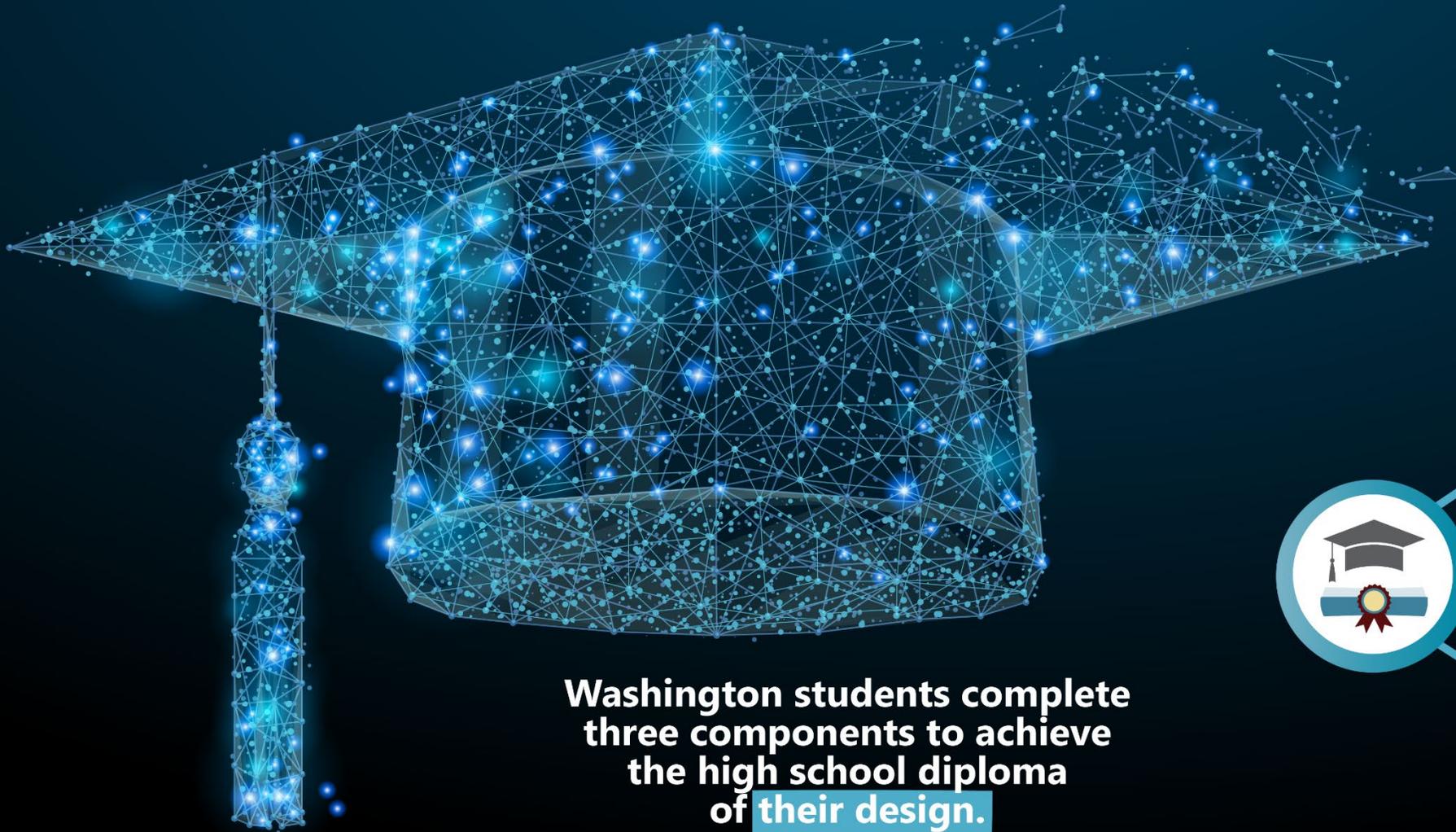


Takes initiative
Understands financial and digital literacy
Accesses resources

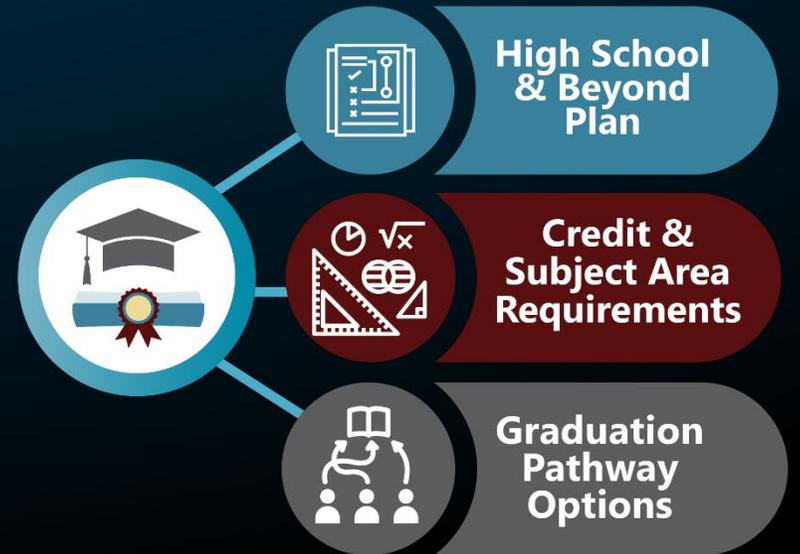
Legislative Charge to State Board of Education

The State Board of Education will submit recommendations to align graduation requirements with the profile of a graduate by December 2022.

- Possible changes to the core subject area requirements, flexible credits, and noncredit requirements.
- How the High School and Beyond Plan, credit and subject area requirements, and graduation pathway options work together. ([SSB 5249](#))
- Possible changes to graduation pathway options, including modifications to current options and additional options. ([ESSHB 1599](#))



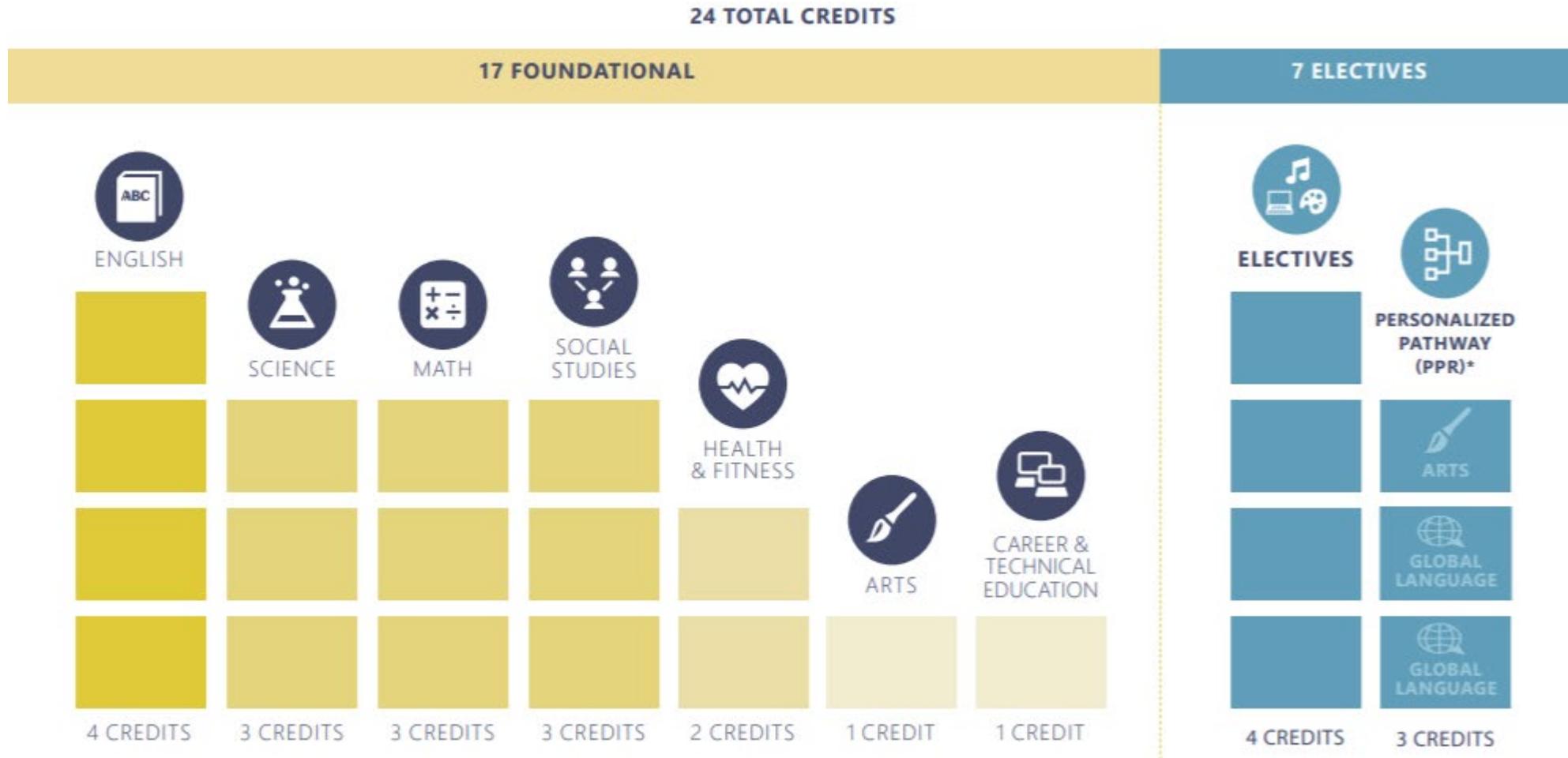
Washington students complete three components to achieve the high school diploma of their design.



The purpose of a high school diploma is 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)



24-Credit Subject Area Requirements: Foundational (Core) and Elective (Flexible) Credits



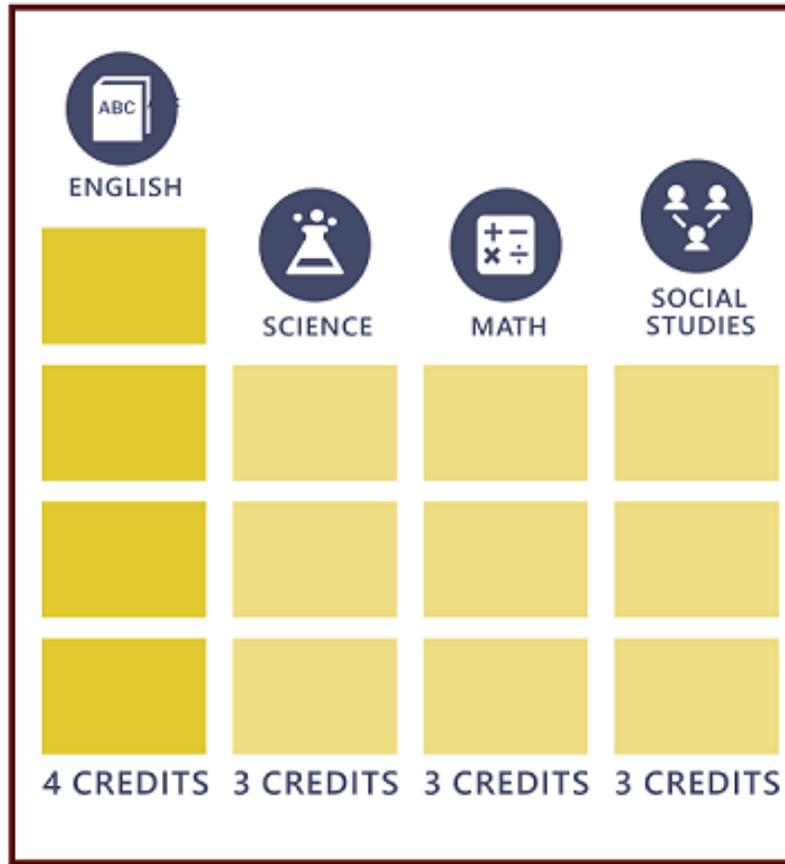
* Personalized Pathway Requirements (PPR) are electives in any subject that align with the student's interests and their High School and Beyond Plan. The arts and world language credits can be replaced with other electives, based on the student's plan.

24 TOTAL CREDITS

7 ELECTIVES

CORE

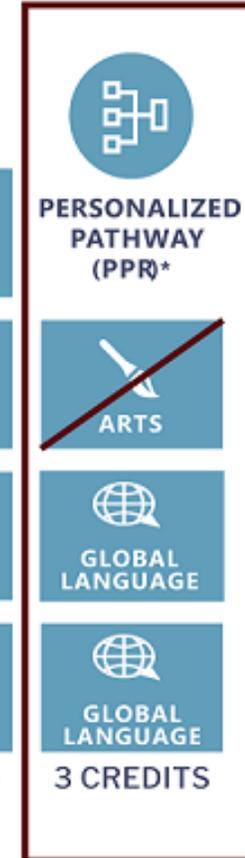
FLEXIBLE



CADR



CADR



CADR

Subject-area requirements and College Academic Distribution Requirements (CADR)

Graduation Pathway Options

HB 1599 (2019) established graduation pathway options that replaced the system of graduation assessments and approved alternatives.



State Assessment



Dual Credit Courses



AP/IB/Cambridge Exams



SAT/ACT College Entrance Exams



Transition Courses



Combinations



ASVAB (Armed Services Vocational Aptitude Battery)



Career and Technical Education Course Sequence

Intended to allow students to show they are ready for their own education and career goals for after high school.

They should be:

- Student-focused
- Individualized
- Adaptable
- Rigorous
- Meaningful

[SBE Graduation Pathway web page](#)



High School & Beyond Plan

- Guides a student's high school choices of:
 - Courses.
 - Educational activities that help prepare for life after high school.
- A process for educators to help students imagine their future and learn how to make that future a reality.



Other statutory educational requirements and recommended education

Mandatory:	Minimum college entrance requirements
Academic acceleration policy	Observance of Veterans' Day
AIDS prevention education program	Since Time Immemorial curriculum
Cardiopulmonary resuscitation	Temperance and Good Citizenship Day/ voter registration
Comprehensive sexual health education	US and Washington Constitutions
Computer science learning standard and course	Social-emotional learning standards
Conservation, natural resources, and the environment learning standard	Recommended or encouraged:
Disability history month	History of civil rights
Educational Technology learning standard	Holocaust history
Financial aid advising day	Ethnic studies
Financial education learning standards	Seal of biliteracy



Discussion Questions: Padlet Exercise

- Assets: What are some assets of the current graduation requirements?
- Gaps: What skills in the Profile are not adequately addressed in graduation requirements?
- Padlet: <https://padlet.com/jleeschultz/Graduation>

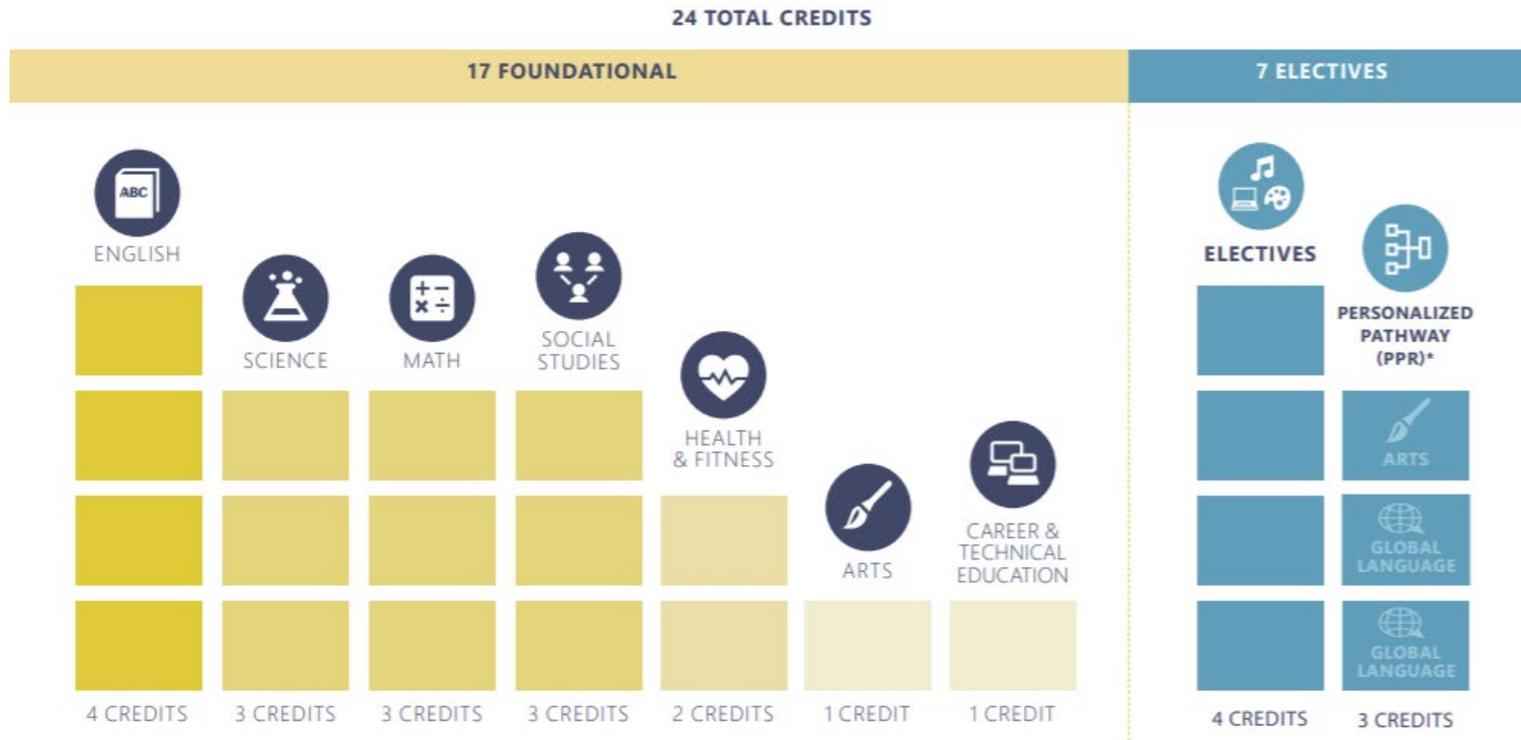




Discussion Questions

- How do graduation requirements advance equity versus perpetuate system inequities?
- How do current graduation requirements work for different groups of students?
 - Students who fail one or two courses in high school
 - Students who are deficient in multiple credits
 - Students who plan on attending a university who want to take 4 years of music, 4 years of world language, and AP or Running Start
 - Students who want to pursue a CTE program
 - Students who don't know what they want to do after high school
 - Students with particular passions for arts, sports, the environment, etc.

Discussion Questions



* Personalized Pathway Requirements (PPR) are electives in any subject that align with the student's interests and their High School and Beyond Plan. The arts and world language credits can be replaced with other electives, based on the student's plan.

- **Electives vs core:**

- Is it the right balance of flexibility and structure for students?
- Whether a student has choice in electives varies by district due to limited offerings and/or local requirements. Is this a concern?



Discussion Question

Washington State | Profile of a Graduate



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Personal Growth
& Knowledge**



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**Solves
Problems**



Thinks critically
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**Sustains
Wellness**



Cultivates physical and emotional well-being
Fosters empathy
Builds relationships

**Embraces
Differences/
Diversity**



Participates in community
Promotes global responsibility
Shows cultural competency

**Masters
Life Skills
/Self-agency**



Takes initiative
Understands financial and digital literacy
Accesses resources

How do we ensure all Profile of a Graduate skills are addressed?



Further ways to engage in alignment work

- Additional Listening Sessions:
 - Student session: May 3 at 5:00 p.m. (Adults are welcome to listen.)
 - Future listening sessions later this year
- Upcoming Survey
- Board Meetings (public comment times)
- Invite us to your meetings to engage with your community

Were you able to share all your thoughts today? If you have additional thoughts and ideas, email:

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