

Washington Graduation Pathway Options Stakeholder Feedback Project

Year I



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Washington Graduation Pathway Options: Stakeholder Feedback Project Year I

Year I Report

April 30, 2020

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EXECUTIVE SUMMARY

Strobel Consulting collected survey and focus group data during the first year of a three-year project. The data will inform the Washington State Board of Education's (SBE) understanding of stakeholder perceptions of the new high school diploma pathways. The analysis will support the Board's required reporting to the education committees of the legislature required in section 202 of Engrossed Second Substitute House Bill 1599 (E2SHB 1599). Specifically, the Bill requires that the report 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 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.¹

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. The data gathered examines stakeholders' 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 will inform the project design, related instruments and protocols for years two and three and provide additional insight regarding potential strategies for addressing key findings and implementing related processes.

The overarching findings of this analysis indicate that (please see the following section for a "Summary of Key Findings" and the "Key Findings" section for more in depth information on the results of the study):

- ◆ Students and educators frequently differed in their level of agreement with statements relating to the graduation pathway options.
- ◆ Other adult stakeholder respondents (those who did not identify as a parent or an educator) tended to align with responses to the findings from the aggregate stakeholder group. There were two notable exceptions: these "other adult" stakeholders were more likely to *Strongly Agree* that

¹ 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.



not all of the graduation pathway options are available in local schools, and were also more likely to *Strongly Agree* that local students planned to learn a technical skill or trade after graduation (see Figures 10 and 11 below).

- ◆ A large number of respondents, from each of the stakeholder groups, indicated they felt uninformed about the various graduation pathway options. Therefore, it is likely there is a pressing need for additional communication amongst all stakeholder groups regarding the graduation pathway options. Especially with respect to the CTE pathway, as this pathway was more commonly cited by respondents, regardless of stakeholder group, as a pathway option they felt uninformed about.
- ◆ Parents, educators, community members and students expressed positive attitudes towards the availability of multiple pathway options for graduating.

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 reflects 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 schools respondents’ understanding or knowledge of what is available may differ from what is offered by the school or district. So, while certain pathways, like access to state assessments, 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, because they highlight current challenges in communication, implementation and policy. 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.



SUMMARY OF KEY FINDINGS

The key findings shown below highlight findings discussed in more detail throughout the report. These findings are organized first by the overarching findings (summarized in the Executive Summary) 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.

OVERARCHING FINDINGS

- ◆ Students and educators frequently differed in their level of agreement with 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 responses to the findings from the aggregate stakeholder group. There were two notable exceptions: these other stakeholders were more likely to *Strongly Agree* that not all of the graduation pathway options are available in local schools, and were also more likely to *Strongly Agree* that local students planned to learn a technical skill or trade after graduation (see Figures 10 and 11 below).
- ◆ A large number of respondents, from each of the stakeholder groups, indicated they felt uninformed about the various graduation pathway options. Therefore, it is likely there is a pressing need for additional communication amongst all stakeholder groups regarding the graduation pathway options. Especially with respect to the CTE pathway, as this pathway was more commonly cited by respondents, regardless of stakeholder group, as a pathway option they felt uninformed about.
- ◆ 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 multiple pathways to graduation are available.
- ◆ 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). This may be due in part to findings showing that the majority of stakeholders felt uninformed regarding the graduation pathway options in general.



- ◆ 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?

- ◆ Respondent perceptions indicate 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.
- ◆ Additional information and experience implementing the graduation pathway options is needed 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?

- ◆ More flexibility is needed around the requirements for CTE implementation, instructor certification requirements, and sequencing.
- ◆ 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.
- ◆ 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?

- ◆ Based on data from open ended survey items and focus group discussions, the area of greatest concern is the lack of equity for English learners (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 systemically marginalized populations, respondents proposed that 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.
- ◆ 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 being inequitable, especially for small to medium schools with fewer 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 be more equitable 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 systemically marginalized student populations to access meaningful pathway options.
- ◆ Respondents noted that gainful employment, financial and domestic independence, and the desire to contribute to society in a meaningful way, are worthy post-graduation goals and that a graduation pathway option specific to these types of goals should be available.
- ◆ Respondents pointed out 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.
- ◆ Respondents suggested that 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.

The following additional pathway suggestions were also mentioned by survey respondents, though not as consistently as the previously summarized suggestions:

- ◆ 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 is a need for additional graduation pathway options that include opportunities for applied learning and opportunities to demonstrate skill attainment, such as apprenticeships and other mastery-based learning.

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, to the extent that this information can be used to inform the overarching research questions. 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 graduate²:

- 1) Meet or exceed the graduation scores on state high school assessments in English Language Arts (ELA) and Math (Smarter Balanced Assessments or Washington Access to Instruction & Measurement);
- 2) Earn credit in dual credit courses (for example, Running Start or College in the High School) in ELA 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 ELA 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) Earn credit in a 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)³.

² 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.

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



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 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. The majority of districts completed the Basic Education Compliance survey in the fall 2019, before pathway rules were adopted. Furthermore, the survey itself was designed in the spring of 2019, before the SBE had developed draft pathway rules. As a result, the survey questions do not capture details of pathway implementation. For example, a CTE pathway had not yet been defined in rules, so the district answers concerning the CTE pathway most likely represent CTE programs rather than CTE sequences, as were ultimately defined in rule. Furthermore, the survey did not distinguish between dual credit programs, or between meeting the pathway option through a dual credit course or by passing a dual credit assessment. Therefore, the results gathered from the Basic Education Compliance Survey should be considered preliminary and may not have fully illustrated pathways that are available.

Findings from the Basic Education Compliance Survey report regarding the graduation pathway



options include the following:

- ◆ The majority of districts surveyed had four (32%) or 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 ACT⁴.

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?

⁴ 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.



- ◆ 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 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)⁵, 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 one of ten focus groups. 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

⁵ The remainder of the report uses “educators” to refer to respondents that categorized themselves as school or district personnel when taking the survey.



sending direct emails inviting them to participate and share the survey links and focus group information with their colleagues, staff and associated 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.

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, 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 graduation pathway options;
- ◆ Existing attitudes and perceptions pertaining to the 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. The



last thirty minutes of the forum were left open for general discussion of any issue attendees wished to explore.

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 exception⁶.

⁶ 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.



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 led 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 was 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 March 26, 2020. 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

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 sample⁷.

Table 1. Stakeholder Survey Respondent Types

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

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 9th grade and the lowest proportion from 11th grade.

Table 2. Student Respondent Grade Level

Student Respondent Grade	Count	Percent
9 th Grade	97	37.5%
10 th Grade	57	22.0%
11 th Grade	35	13.5%
12 th 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 full survey. Many parents had more than one child and therefore may have entered multiple grade spans.

⁷ 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.

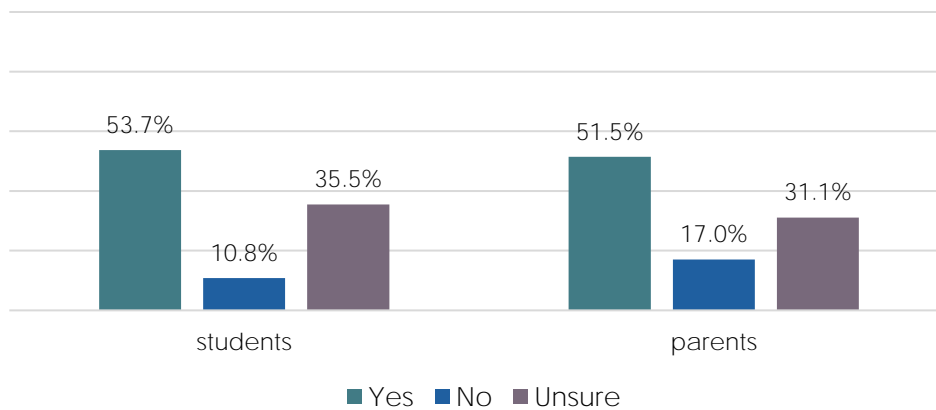


Table 3. Parent Respondent Child Grade Levels

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

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.

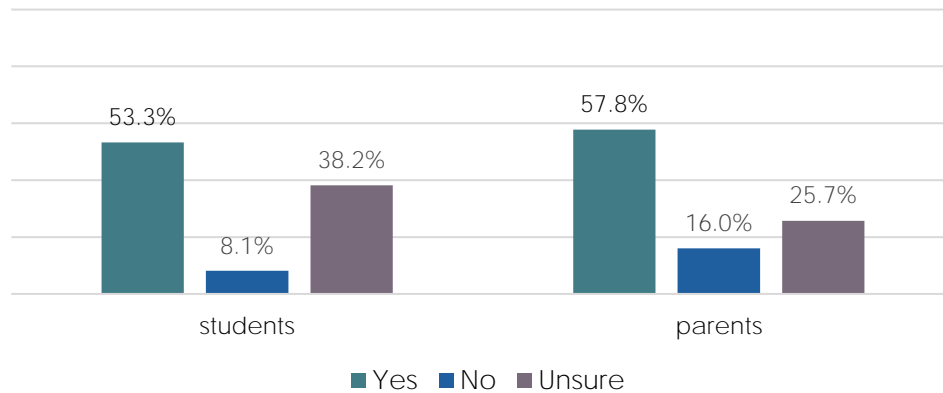
Figure 1. Student and Parent High School and Beyond Plan in Place



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 populations, 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 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 ⁸
Gender	Male	438	28.3%	50%
	Female	984	63.5%	50%
	Nonbinary	6	0.4%	ND
	Other	10	0.6%	ND
	Decline to Respond	112	7.2%	ND
Ethnicity	Hispanic	86	5.5%	12.9%
	Hispanic - Decline to Respond	160	10.3%	ND
Race	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%	ND
	Decline to Respond	200	12.9%	ND
Income	Not sure	118	7.6%	ND
	Less than \$25,000	24	1.5%	ND
	\$25,001 to \$50,000	33	2.1%	ND
	\$50,001 to \$75,000	132	8.5%	ND
	\$75,001 to \$100,000	209	13.5%	ND
	\$100,001 to \$125,000	236	15.2%	ND
	Over \$125,001	411	26.5%	ND
	Decline to Respond	387	25.0%	ND

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 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).

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



Table 5. Survey Respondent Association Membership

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-CTE)	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, 47 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

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



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 greater than $|2.0|$ 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.



Lastly, there are limitations to using a perception survey as a means for collecting data including: the reliability of the data; representativeness (especially in relation to accessibility, gender inequality and representation); interpreting the complexity of findings; different types of biases; and conceptualization of the idea that perception surveys measure perceptions and therefore the type of evidence such surveys generate are just that, the perceptions of respondents, which does not equate to “fact”. This includes the way certain stakeholders may interpret questions, especially when the unit of reference is different amongst respondents. For example, while it is likely student respondents are answering questions based on their knowledge of themselves, we cannot be certain educator responses are indicative of their perceptions of all students (in their class, building, district, etc.), or a subgroup of students, or even an individual. Additionally, without implementing costly standardization studies for experimental control, it is challenging to ensure the standardization of instructions, administration, and measurement of variables of theoretical interest.

RESULTS

Students and educators frequently differed in their level of agreement to statements relating to their understanding of 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.



WA Graduation Pathway Options – Stakeholder Feedback Project

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

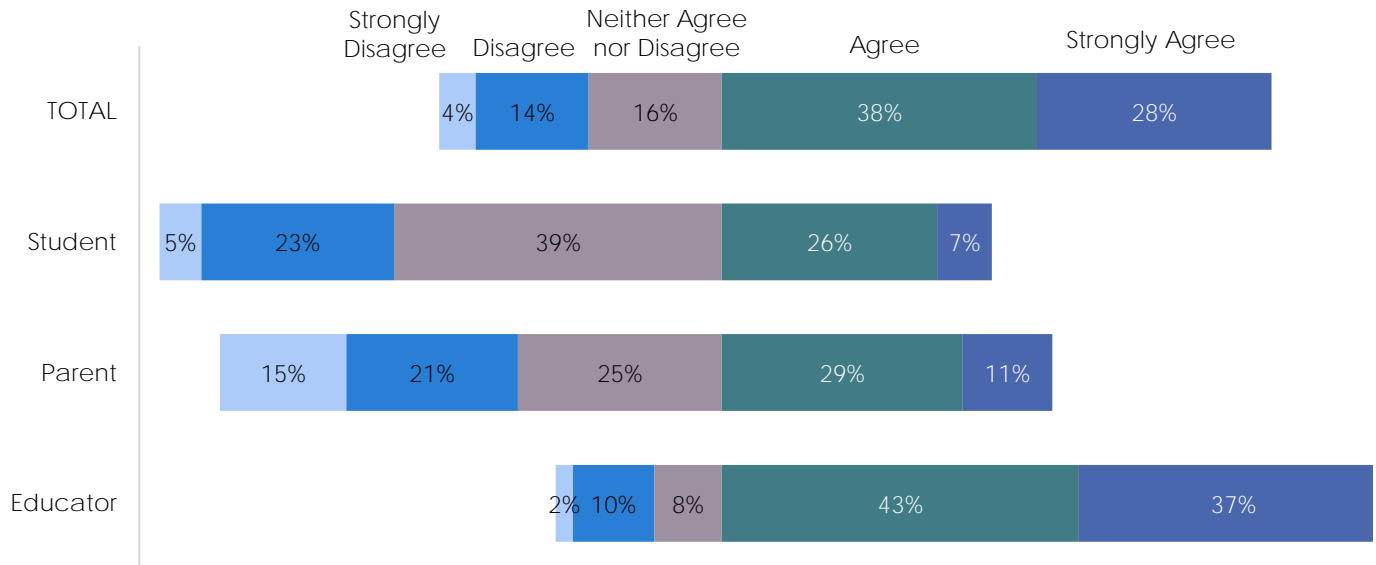
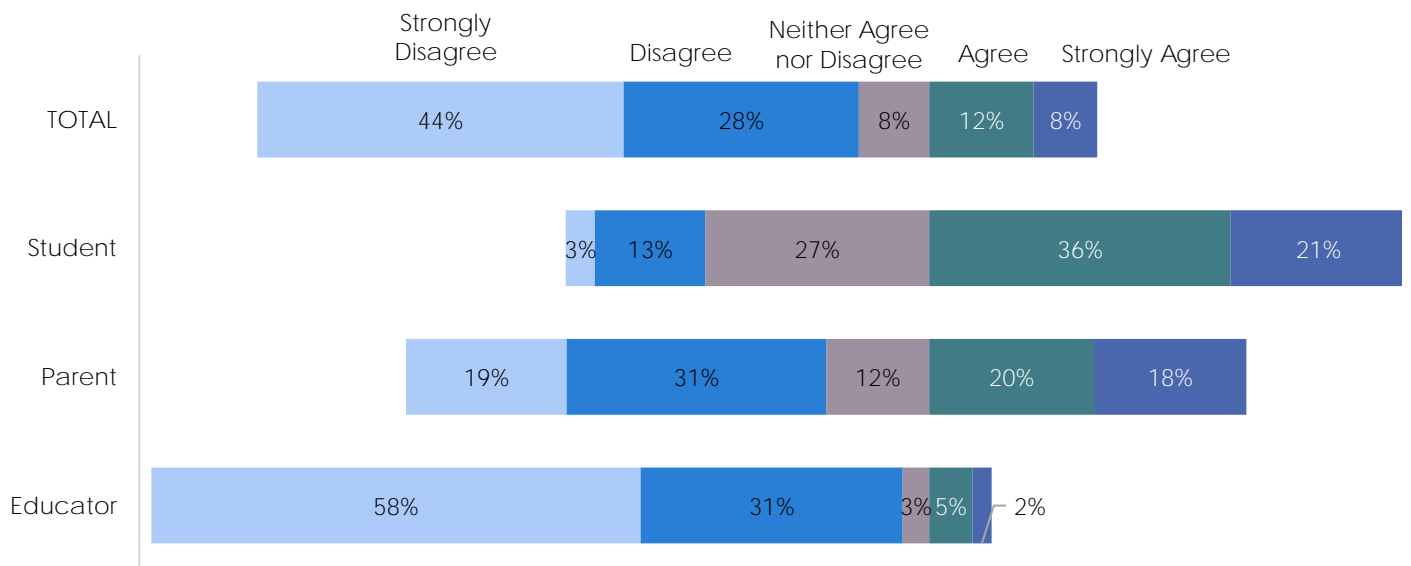


Figure 4. I did not know there were new graduation pathway options available



WA Graduation Pathway Options – Stakeholder Feedback Project

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

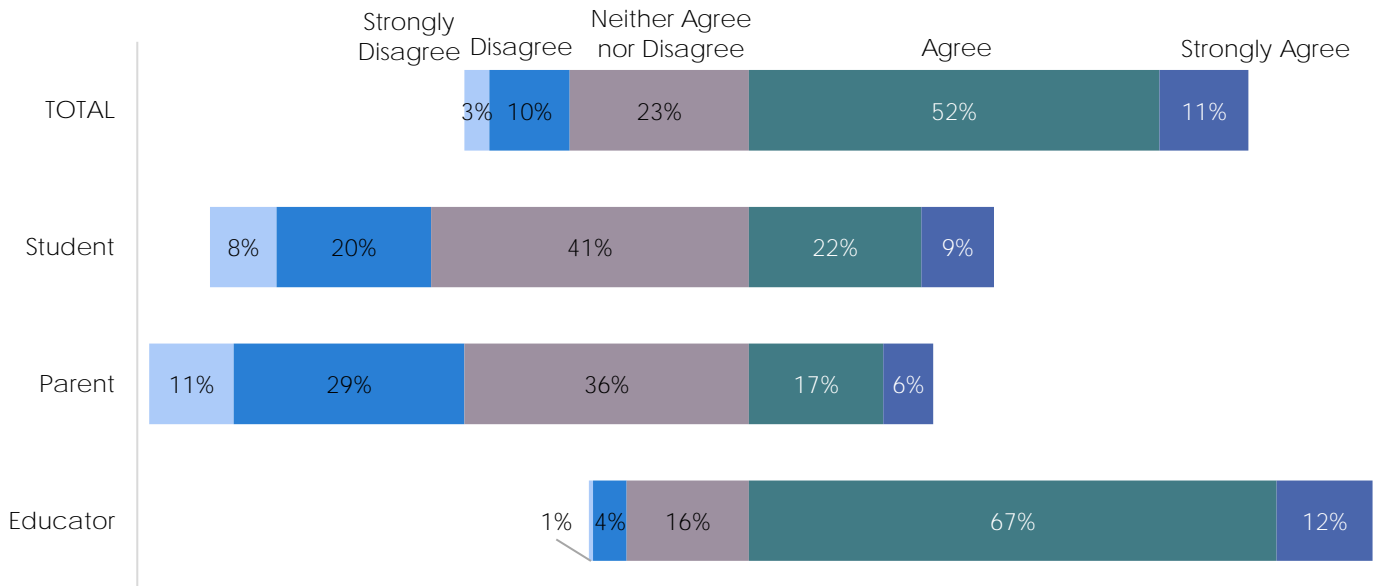
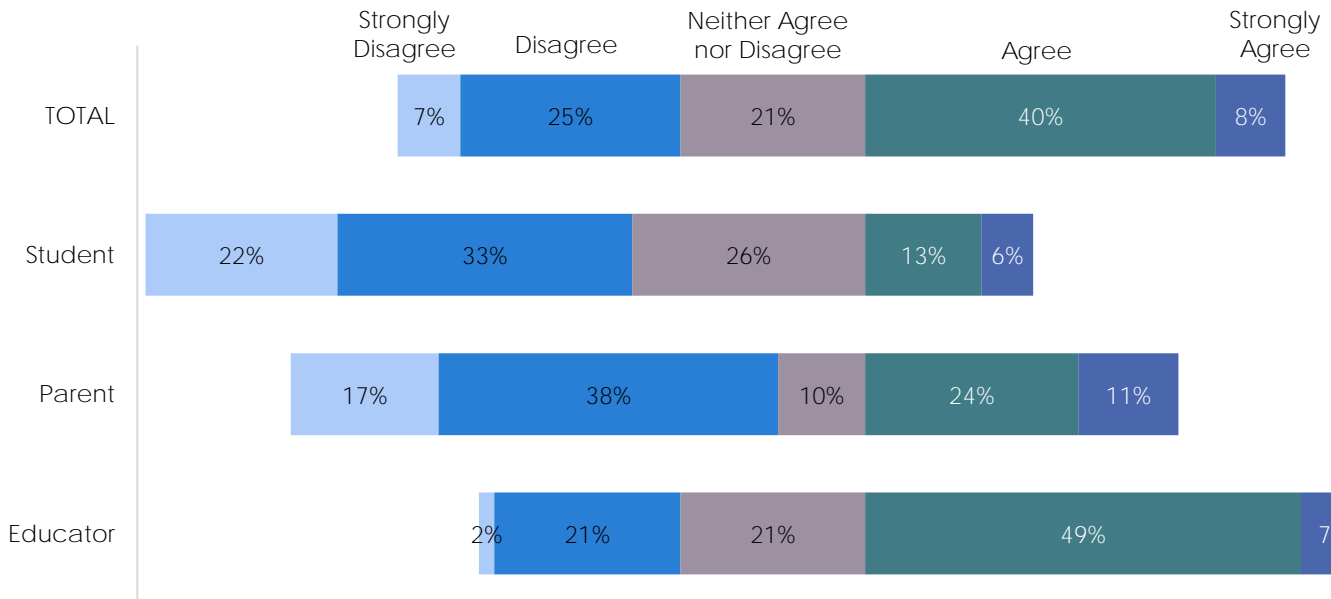


Figure 6. I/my child/students in this school **don't know what** they are going to do after graduation



WA Graduation Pathway Options – Stakeholder Feedback Project

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

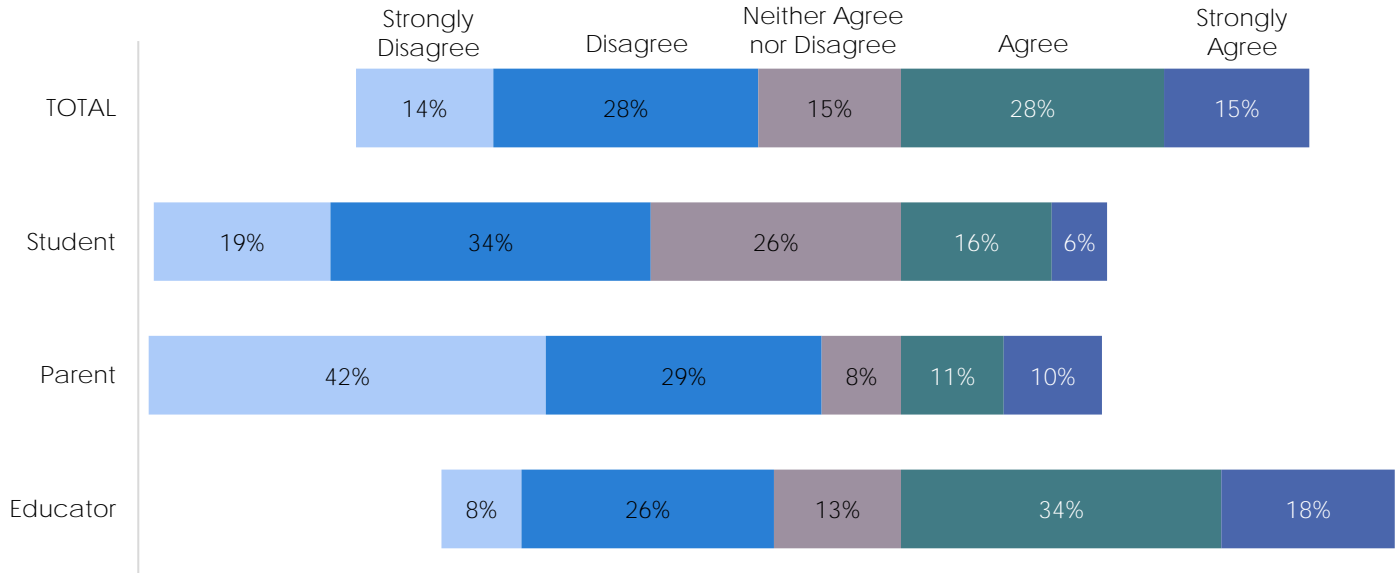


Figure 8. I have been informed of all my graduation pathway options / graduation pathway options for students

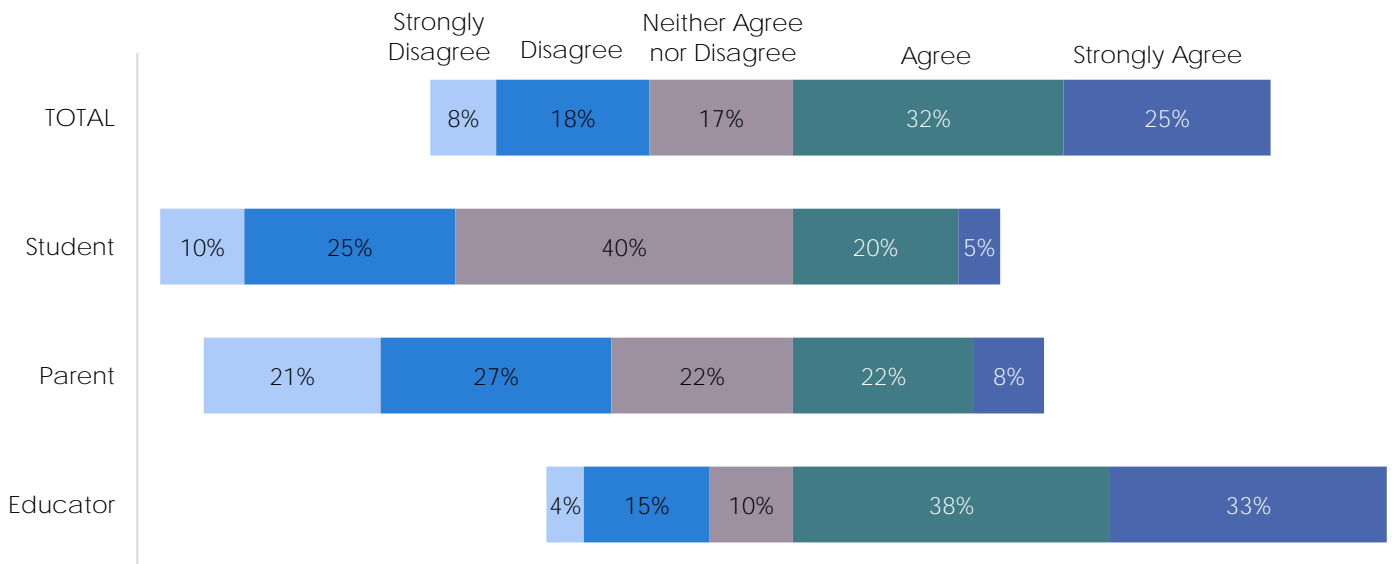
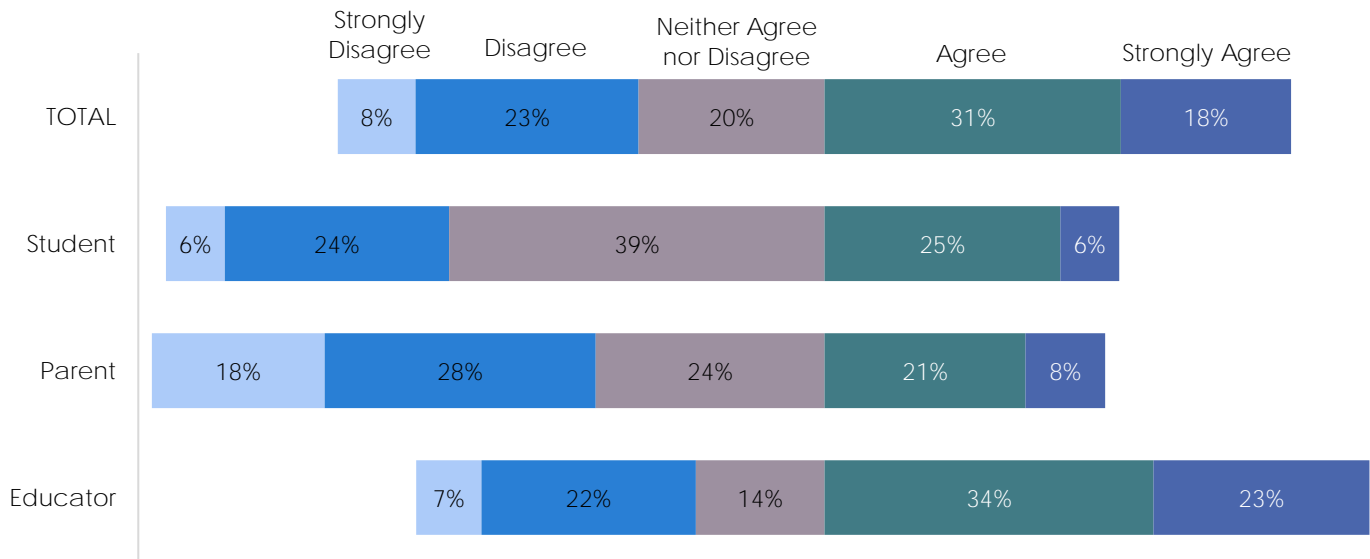


Figure 9. I understand the requirements for each graduation pathway option



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 *Strongly Agree* that not all of the graduation pathway options are available in local schools, and were also more likely to *Strongly Agree* that local students planned to learn a technical skill or trade after graduation (see Figures 10 and 11 below).

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

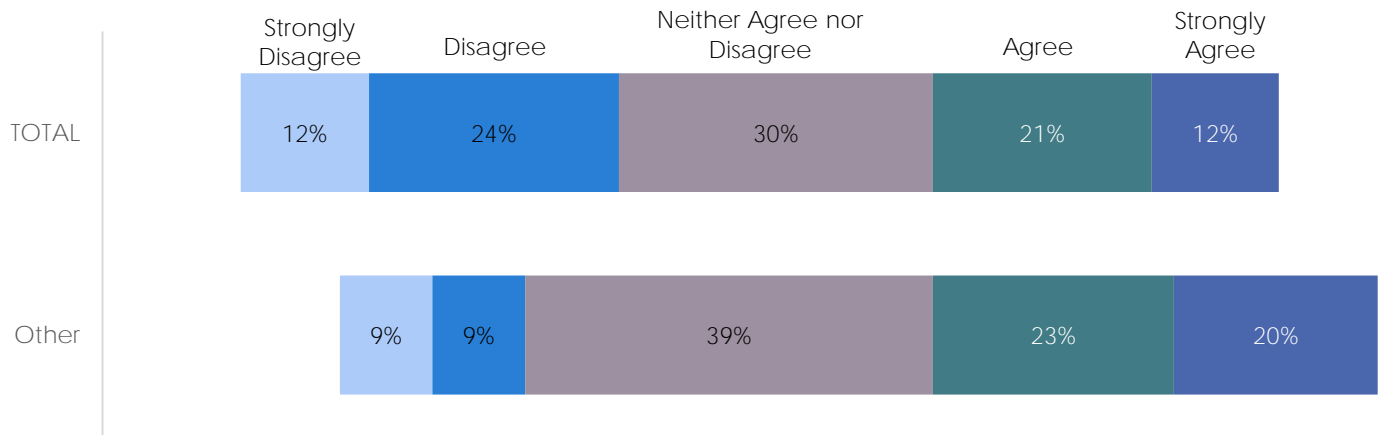
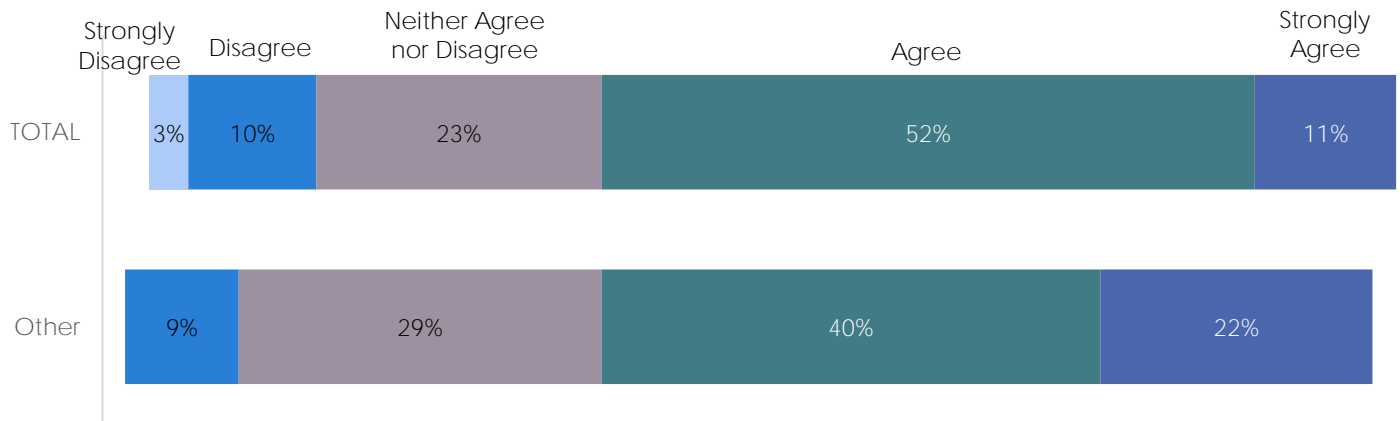


Figure 11. I/my child/students in this school plan to learn a technical skill or trade after graduation



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 questions.

*“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

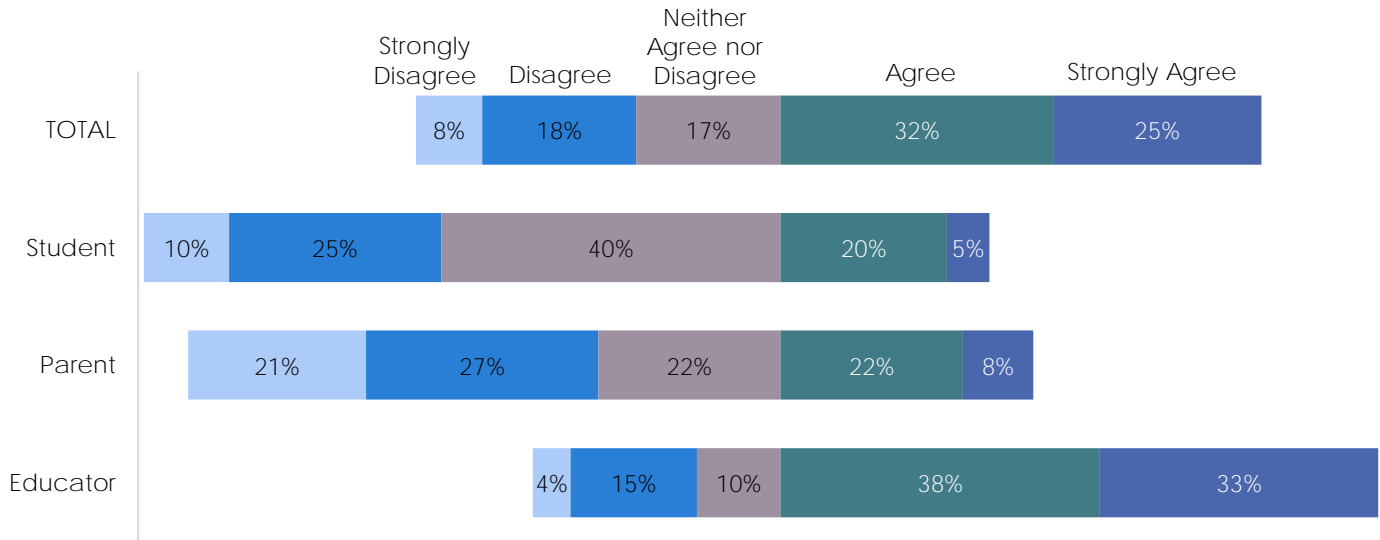
Similar to students, parents were largely unaware of the graduation pathways and what pathways were available at their school, see Figure 12. Parents felt there needed to be more communication and understanding about the pathways from their schools/districts.

“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 have been informed of all my graduation pathway options / graduation pathway options for students



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

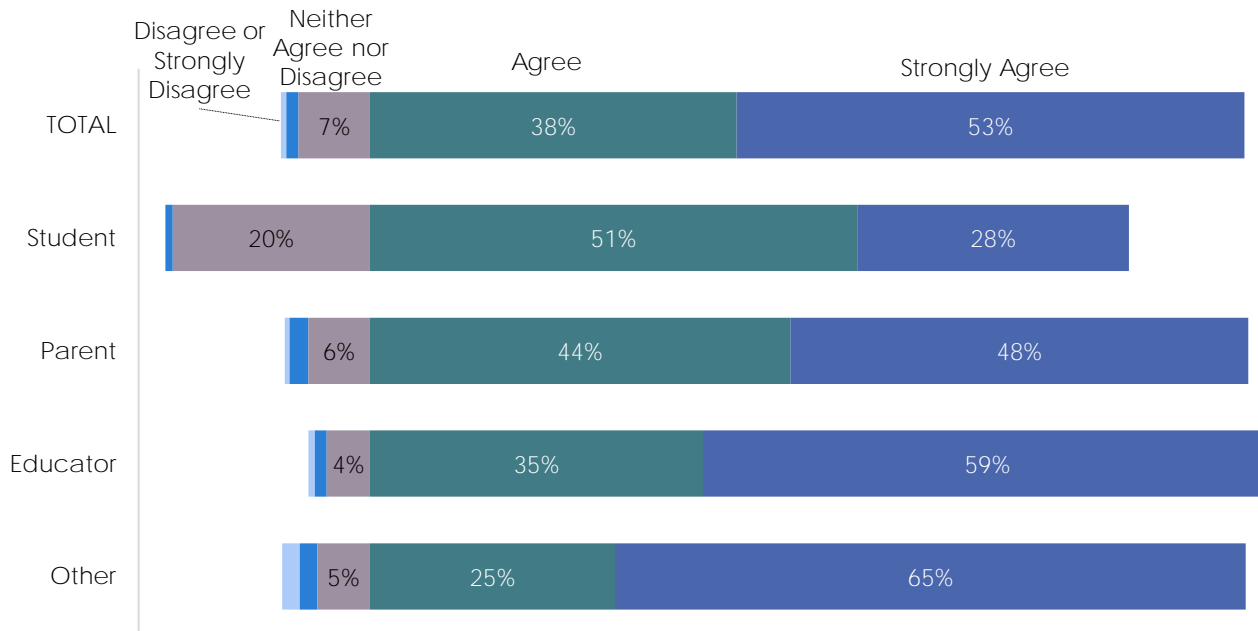
Overwhelmingly, adults and students are appreciative that there are multiple pathways to graduation.

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 E (Full Response Distribution) for the full distribution of responses to this question and Appendix F (Statistical Tables) for the Chi-Square test results of each item.

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 as positive, 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* with the statement “I think there should be changes to the current graduation pathway options.” Furthermore, 34% *Neither Agreed nor Disagreed* with 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.

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

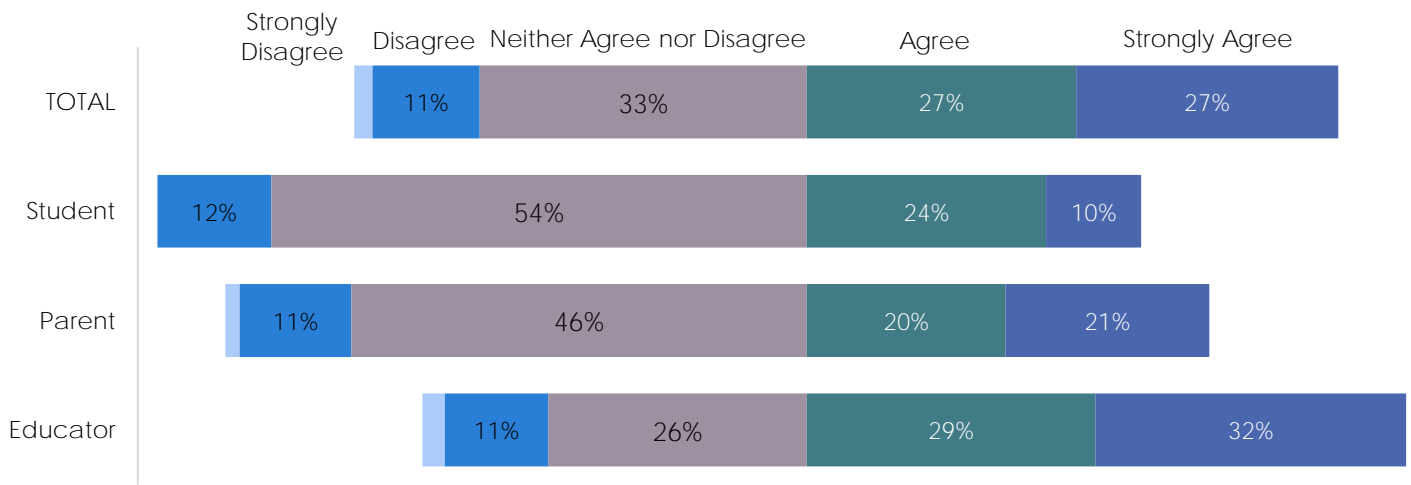
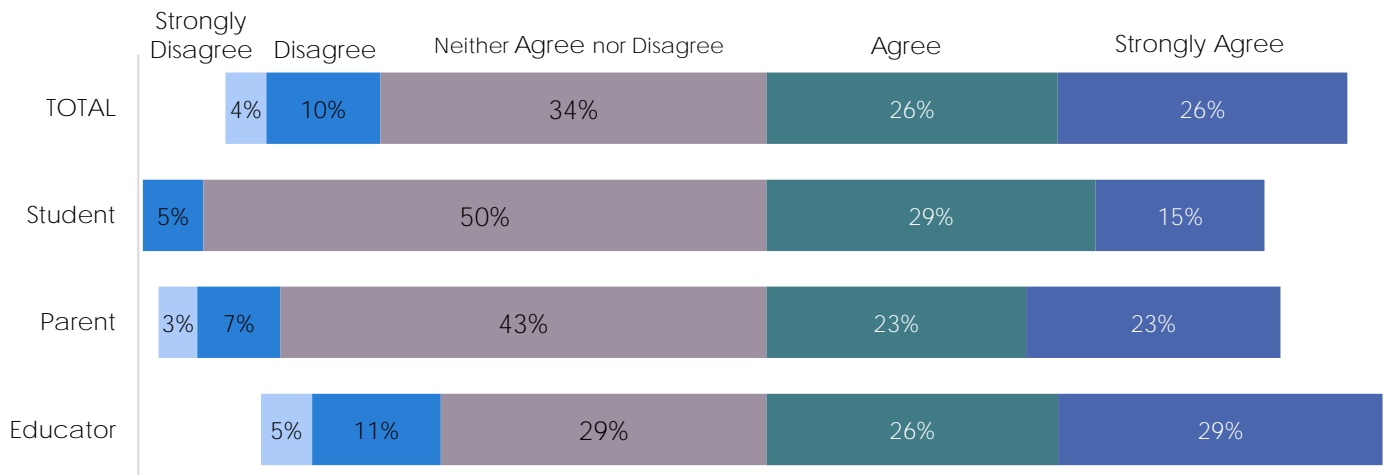


Figure 15. I think there are other pathways that should be added to the current graduation pathway options



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 students 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. Survey respondents and focus group participants 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 options, 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.

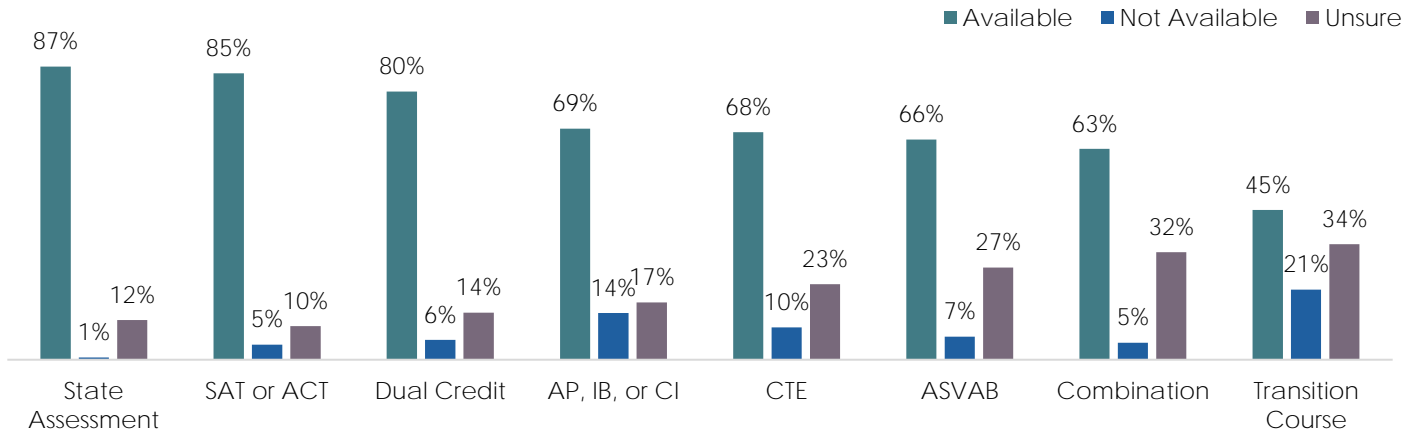
Figure 16 below shows the overall reported availability of the eight graduation pathways. As shown, State Assessment, SAT/ACT, and Dual Credit were the three most widely available graduation pathways, while the Transition Course was the pathway with the most *Unsure* responses and the fewest *Available*.

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



WA Graduation Pathway Options – Stakeholder Feedback Project

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



Students 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

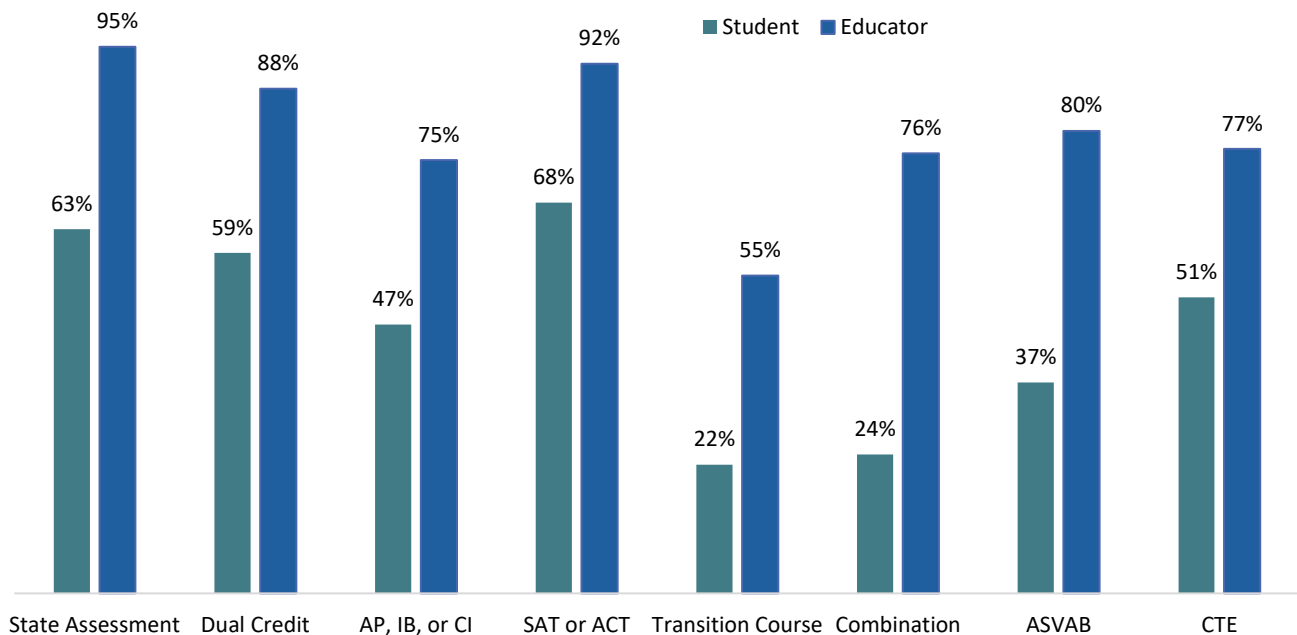
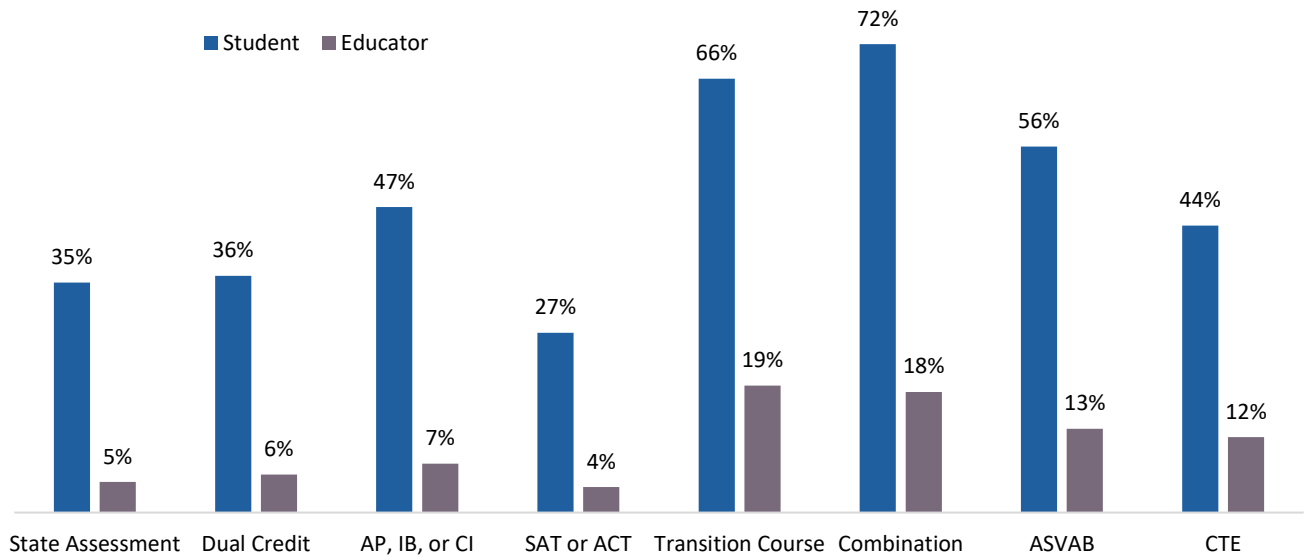


Figure 18. Graduation pathway option *uncertainty* – students and educators



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:

- ◆ 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* with 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.

WA Graduation Pathway Options – Stakeholder Feedback Project

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

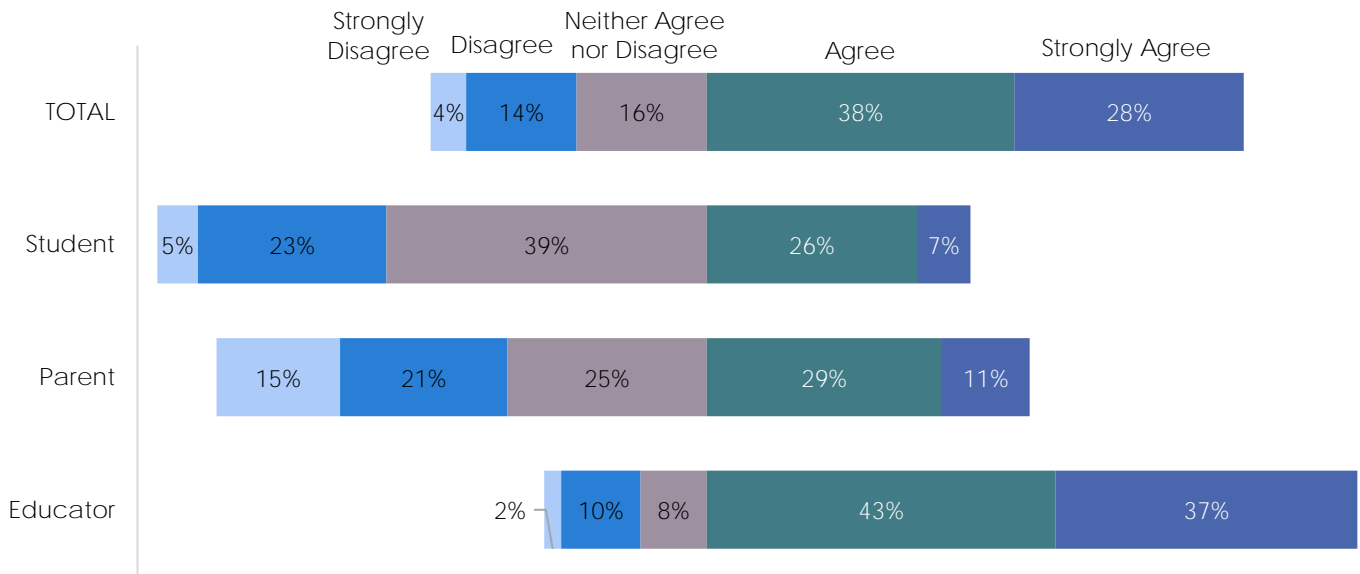
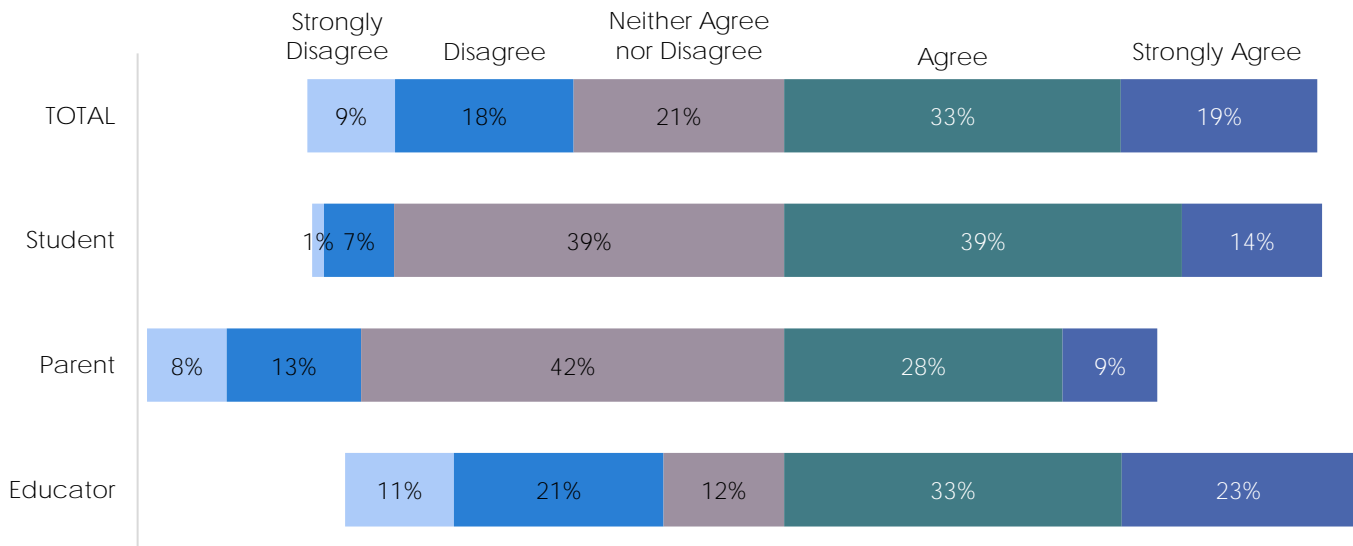


Figure 20. All of the graduation pathway options are available at my school/**my child's school**



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 systemically marginalized 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 systemically marginalized 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** systemically 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.

“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 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 ALE⁹ 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

⁹ Alternative Learning Experience



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 a general concern amongst survey respondents and focus group participants regarding potential inequity based on school size 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 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.

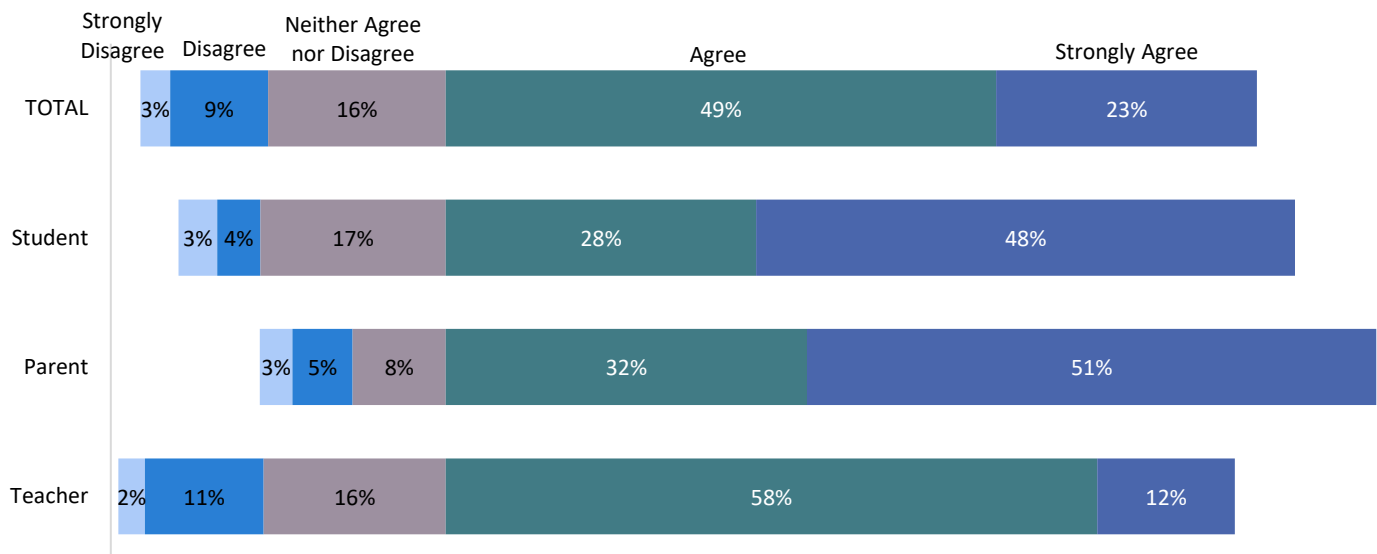


SHOULD ADDITIONAL GRADUATION PATHWAYS BE INCLUDED AND IF SO, WHAT PATHWAYS SHOULD BE ADDED AND WHAT IS THE ASSOCIATED RATIONALE FOR DOING SO?

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



WA Graduation Pathway Options – Stakeholder Feedback Project

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

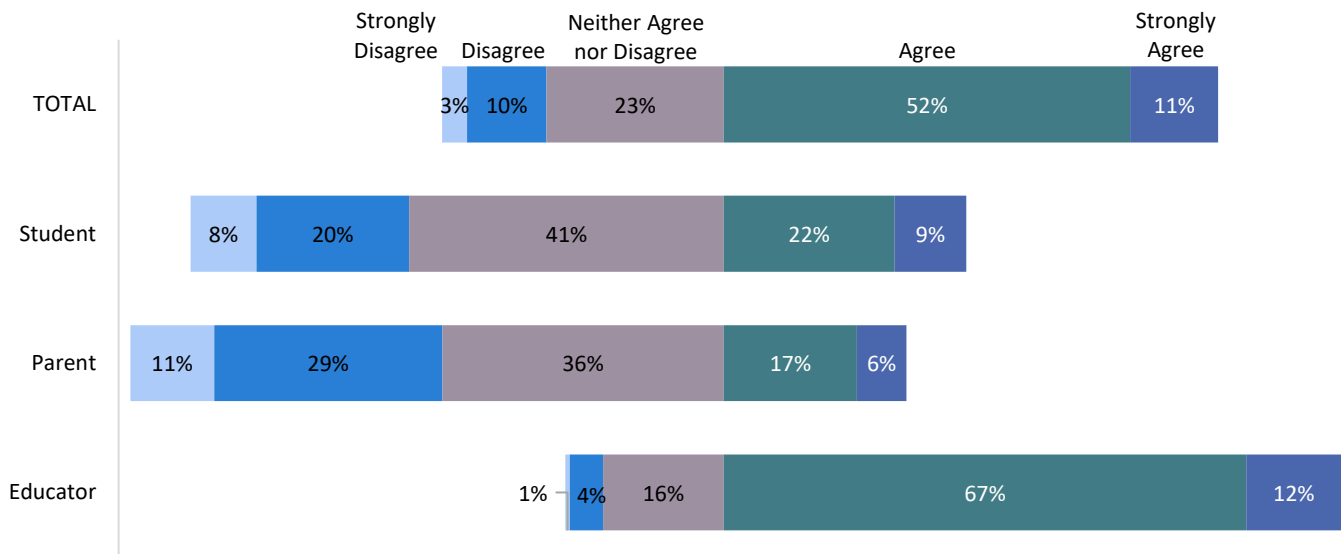


Figure 23. I/my child/students in this school plan to begin or continue a job after graduation

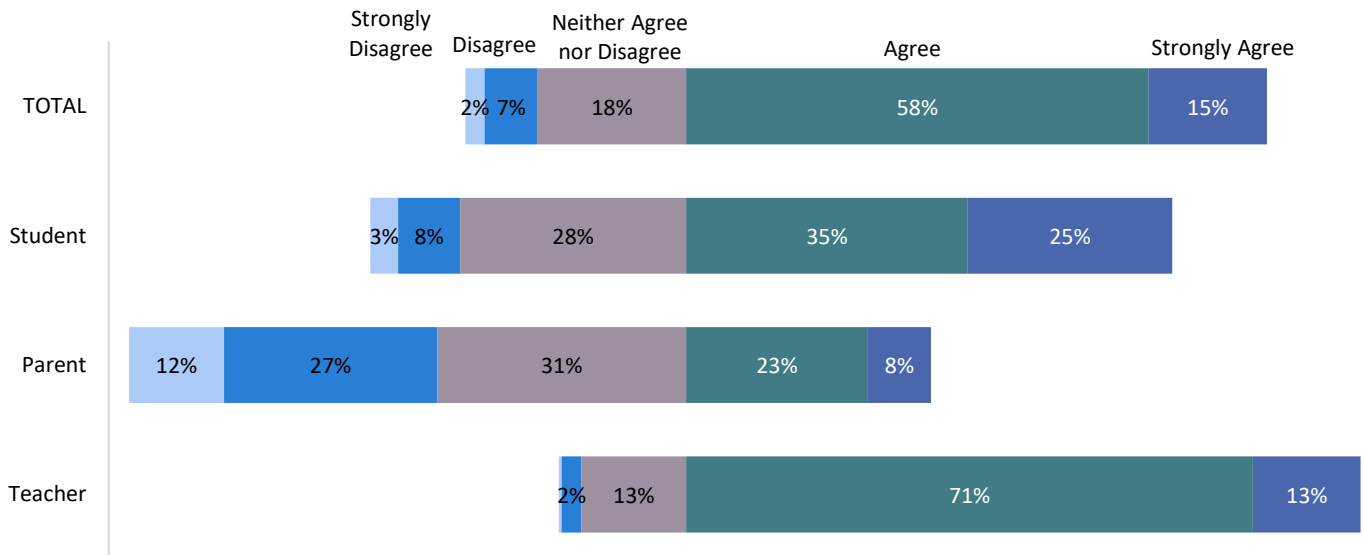
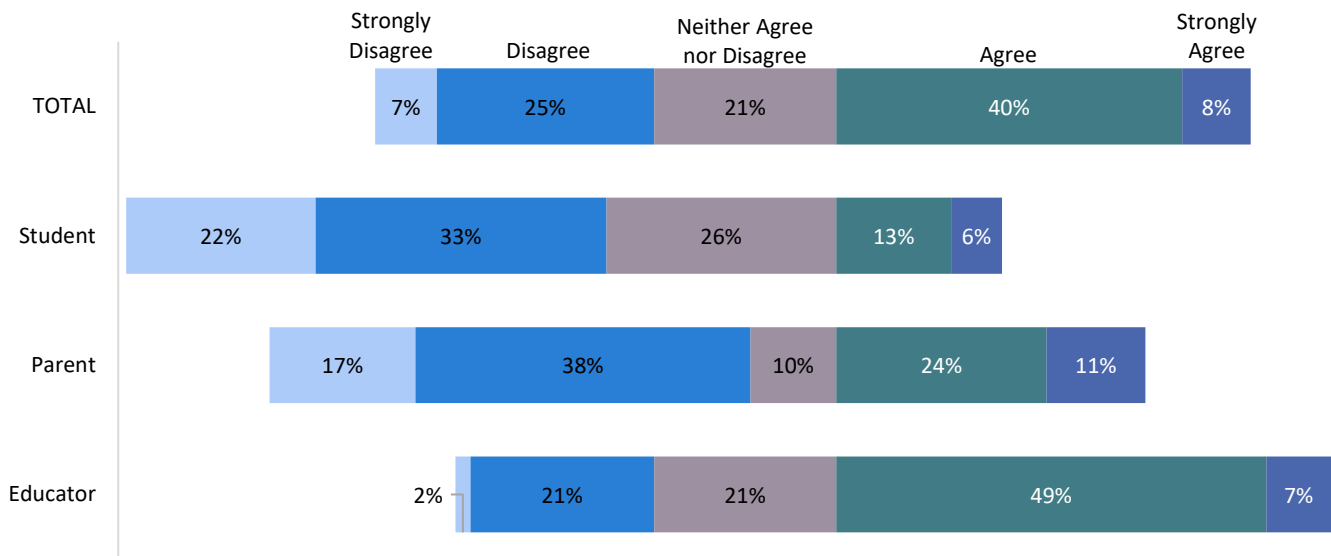


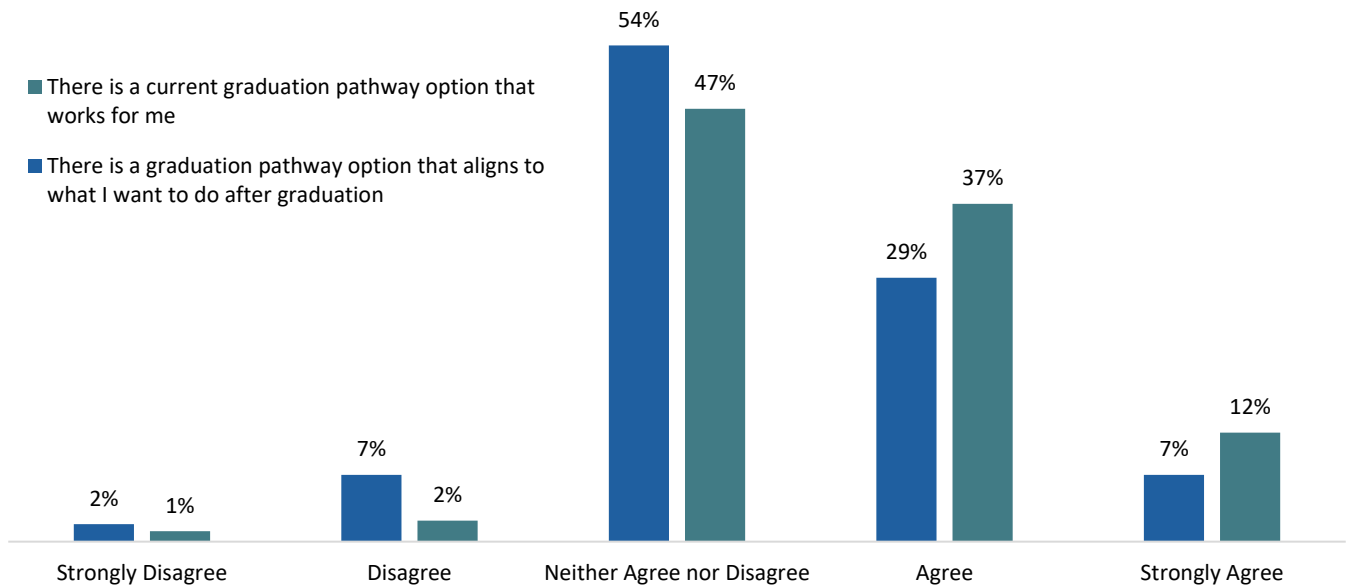
Figure 24. I/my child/students in this school **don't know what** they are going to do after graduation



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.” Furthermore, 48% fell in this uncertain category when responding with 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 focus groups participants, 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 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 two and three (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).



- ◆ Equitable access to graduation pathway options, especially for systemically marginalized 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 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. 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 key 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 both equity for schools and districts when it comes to their ability to offer all of the graduation pathway options, and the availability of students to access a pathway that is meaningful to them and supports their post-graduation goals. 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.



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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 **due to the notetaker's ferry boat schedule**.

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 that occurred to the final thirty minutes of general discussion that occurred at the end of the forum.

- 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 9th 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 mastery 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 core 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 for 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 special education (SpecEd) demographic in terms of the pathways and a desire for feedback on how this should be done.
 - Understanding equity of access for SpecEd, 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 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@stobel-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, 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?

	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).	[]	[]



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	District	School
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?

*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



WA Graduation Pathway Options – Stakeholder Feedback Project

() 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).	[]	[]
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).	[]	[]
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+.	[]	[]
SAT/ACT: Meet or exceed the graduation scores set by SBE in the math and ELA portions of the SAT or ACT.	[]	[]
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.	[]	[]
Combination: Meet any combination of at least one ELA and one math option of those options listed in 1-5.	[]	[]



	District	School
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 a sequence of Career and Technical Education (CTE) courses.	[]	[]
Not sure / Don't know	[]	[]

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
- 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?

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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 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



WA Graduation Pathway Options – Stakeholder Feedback Project

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



WA Graduation Pathway Options – Stakeholder Feedback Project

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.	()	()	()	()	()
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.	()	()	()	()	()



WA Graduation Pathway Options – Stakeholder Feedback Project

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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.	()	()	()	()	()
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	()	()	()



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	Yes	No	I don't know
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
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	()	()	()



WA Graduation Pathway Options – Stakeholder Feedback Project

	Available	Not Available	Unsure
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.	()	()	()

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 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 current graduation pathway options.	()	()	()	()	()



WA Graduation Pathway Options – Stakeholder Feedback Project

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.	()	()	()	()	()



WA Graduation Pathway Options – Stakeholder Feedback Project

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".

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



WA Graduation Pathway Options – Stakeholder Feedback Project

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	()	()	()

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
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).	()	()	()



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	Available	Not Available	Unsure
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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+.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT or ACT: Meet or exceed the graduation scores set by State Board of Education in the math and English portions of the SAT or ACT.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Combination: Meet any combination of at least one English and one math option of the five options listed above.	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
CTE Sequence: Complete at least two or more credits of related Career and Technical Education (CTE) courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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)



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- 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: _____*

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
A) All of the graduation pathway options are available at the school or district where I work.	()	()	()	()	()
B) I know about the new graduation pathway options available at the school or district where I work.	()	()	()	()	()



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	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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.	()	()	()	()	()
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	()	()	()	()	()



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	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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 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.	()	()	()	()	()



WA Graduation Pathway Options – Stakeholder Feedback Project

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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	()	()	()



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	Yes	No	I don't know
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.

	Available	Not Available	Unsure
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+.	()	()	()



WA Graduation Pathway Options – Stakeholder Feedback Project

	Available	Not Available	Unsure
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.	()	()	()

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)



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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: _____*

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
A) All of the graduation pathway options are available at the high school/s in my community.	()	()	()	()	()
B) I know about the new graduation pathway options available at the high school/s in my community.	()	()	()	()	()
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 high school/s in my community.	()	()	()	()	()



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	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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.	()	()	()	()	()
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.	()	()	()	()	()



WA Graduation Pathway Options – Stakeholder Feedback Project

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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 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.	()	()	()	()	()



WA Graduation Pathway Options – Stakeholder Feedback Project

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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
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	()	()	()



WA Graduation Pathway Options – Stakeholder Feedback Project

	Yes	No	I don't know
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
State Assessment*: Meet or exceed the graduation scores in the Washington 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.	()	()	()



WA Graduation Pathway Options – Stakeholder Feedback Project

	Available	Not Available	Unsure
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.	()	()	()

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 is 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 HIGH SCHOOL 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

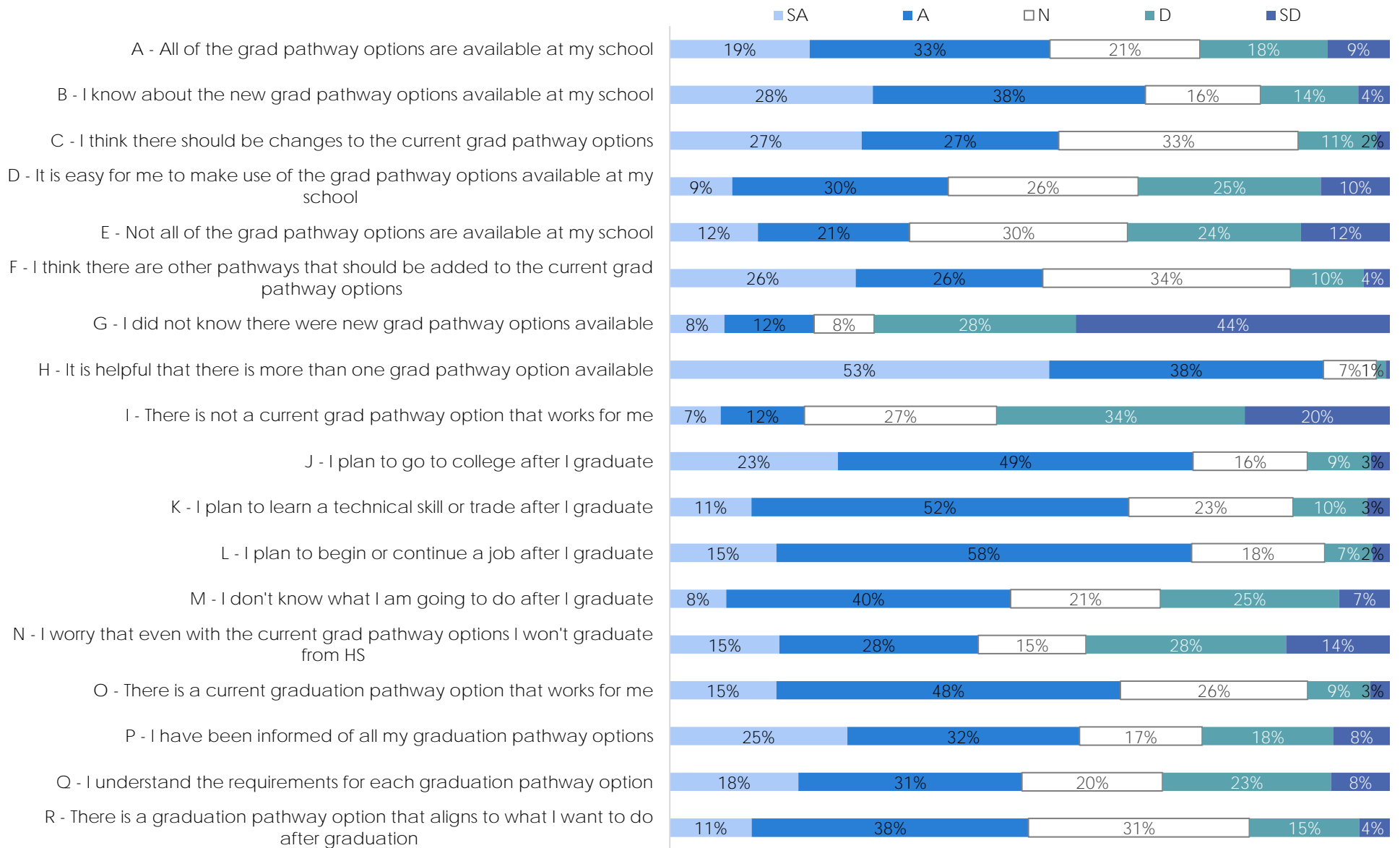


WA Graduation Pathway Options – Stakeholder Feedback Project

	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. *Post hoc* procedures were not performed due to the nature of the tests.

Table F1. Chi-square test results for agreement statements comparing students, parents, educators, and others:

A - All of the grad pathway options are available at my school																
	Strongly Agree			Agree			Neither Agree nor Disagree			Disagree			Strongly Disagree			N
	N	%	S.R. ¹⁰	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	36	13.9%	-2.0	102	39.4%	1.7	100	38.6%	6.3	18	6.9%	-4.1	3	1.2%	-4.1	259
Parent	19	9.4%	-3.3	56	27.6%	-1.4	85	41.9%	6.6	27	13.3%	-1.5	16	7.9%	-0.4	203
Educator	244	23.1%	2.7	353	33.4%	0	126	11.9%	-6.3	219	20.7%	2.4	114	10.8%	2.3	1056
Other	7	12.5%	-1.2	14	25.0%	-1.1	17	30.4%	1.6	14	25.0%	1.3	4	7.1%	-0.4	56
TOTAL	306	19.4%	---	525	33.4%	---	328	20.8%	---	278	17.7%	---	137	8.7%	---	1574
	Chi-square		203.34	p-value		<.001										

¹⁰ S.R. stands for “standardized residual,” a diagnostic element of chi-square testing used to indicate cells that are influential toward the overall test result. Standardized residuals greater than |2.0| are significantly different from expected values and therefore should be investigated for their relative contribution toward findings.



WA Graduation Pathway Options – Stakeholder Feedback Project

B - I know about the new grad pathway options available at my school																
	Strongly Agree			Agree			Neither Agree nor Disagree			Disagree			Strongly Disagree			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	17	6.6%	-6.6	67	25.9%	-3.1	102	39.4%	9.4	60	23.2%	4.2	13	5.0%	.5	259
Parent	22	10.8%	-4.7	59	28.9%	-2.1	50	24.5%	3.0	42	20.6%	2.7	31	15.2%	7.4	204
Educator	392	37.1%	5.5	453	42.9%	2.7	86	8.1%	-6.4	103	9.8%	-3.4	22	2.1%	-3.6	1056
Other	13	23.2%	-.7	17	30.4%	-.9	14	25.0%	1.7	9	16.1%	.5	3	5.4%	.3	56
TOTAL	444	28.2%	---	596	37.8%	---	252	16.0%	---	214	13.6%	---	69	4.4%	---	1575
Chi-square			362.71	p-value			<.001									

C - I think there should be changes to the current grad pathway options																
	Strongly Agree			Agree			Neither Agree nor Disagree			Disagree			Strongly Disagree			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	25	9.7%	-5.3	63	24.3%	-.9	141	54.4%	5.9	30	11.6%	.3	0	0.0%	-2.2	259
Parent	42	20.7%	-1.6	41	20.2%	-1.9	94	46.3%	3.2	23	11.3%	.2	3	1.5%	-.4	203
Educator	333	31.6%	3.1	309	29.3%	1.2	277	26.3%	-3.9	111	10.5%	-.3	24	2.3%	1.0	1054
Other	19	33.9%	1.1	17	30.4%	.4	11	19.6%	-1.8	7	12.5%	.4	2	3.6%	1.0	56
TOTAL	419	26.7%	---	430	27.4%	---	523	33.3%	---	171	10.9%	---	29	1.8%	---	1572
Chi-square			119.06	p-value			<.001									



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D - It is easy for me to make use of the grad pathway options available at my school																
	Strongly Agree			Agree			Neither Agree nor Disagree			Disagree			Strongly Disagree			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	22	8.5%	-.1	104	40.2%	3.0	98	37.8%	3.6	27	10.4%	-4.8	8	3.1%	-3.4	259
Parent	19	9.3%	.3	55	27.0%	-.8	72	35.3%	2.5	35	17.2%	-2.3	23	11.3%	.8	204
Educator	92	8.8%	.1	297	28.4%	-.9	223	21.3%	-3.2	320	30.6%	3.3	115	11.0%	1.5	1047
Other	3	5.5%	-.8	13	23.6%	-.9	20	36.4%	1.4	15	27.3%	.3	4	7.3%	-.6	55
TOTAL	136	8.7%	---	469	30.0%	---	413	26.4%	---	397	25.4%	---	150	9.6%	---	1565
Chi-square			97.24	p-value			<.001									

E - Not all of the grad pathway options are available at my school																
	Strongly Agree			Agree			Neither Agree nor Disagree			Disagree			Strongly Disagree			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	14	5.4%	-3.1	41	15.8%	-1.8	159	61.4%	9.1	40	15.4%	-2.8	5	1.9%	-4.8	259
Parent	19	9.4%	-1.2	27	13.3%	-2.4	109	53.7%	6.1	35	17.2%	-2.0	13	6.4%	-2.4	203
Educator	148	14.1%	1.7	250	23.8%	1.9	185	17.6%	-7.5	298	28.3%	2.8	171	16.3%	3.6	1052
Other	11	19.6%	1.6	13	23.2%	.3	22	39.3%	1.2	5	8.9%	-2.3	5	8.9%	-.7	56
TOTAL	192	12.2%	---	331	21.1%	---	475	30.3%	---	378	24.1%	---	194	12.4%	---	1570
Chi-square			274.02	p-value			<.001									



WA Graduation Pathway Options – Stakeholder Feedback Project

F - I think there are other pathways that should be added to the current grad pathway options																
	Strongly Agree			Agree			Neither Agree nor Disagree			Disagree			Strongly Disagree			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	39	15.1%	-3.4	76	29.3%	1.1	130	50.2%	4.3	14	5.4%	-2.4		0.0%	-3.1	259
Parent	46	22.7%	-.9	47	23.2%	-.8	88	43.3%	2.2	15	7.4%	-1.2	7	3.4%	-.1	203
Educator	305	28.9%	2.0	274	26.0%	.0	306	29.0%	-3.0	121	11.5%	1.3	48	4.6%	1.6	1054
Other	16	28.6%	.4	11	19.6%	-.9	17	30.4%	-.5	10	17.9%	1.8	2	3.6%	.0	56
TOTAL	406	25.8%	---	408	26.0%	---	541	34.4%	---	160	10.2%	---	57	3.6%	---	1572
Chi-square			76.00	p-value			<.001									

G - I did not know there were new grad pathway options available																
	Strongly Agree			Agree			Neither Agree nor Disagree			Disagree			Strongly Disagree			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	54	20.8%	7.7	93	35.9%	10.7	69	26.6%	10.2	34	13.1%	-4.5	9	3.5%	-9.8	259
Parent	37	18.1%	5.5	40	19.6%	2.9	25	12.3%	1.9	63	30.9%	.8	39	19.1%	-5.3	204
Educator	24	2.3%	-6.2	54	5.1%	-6.7	33	3.1%	-5.8	328	31.2%	2.0	612	58.2%	7.2	1051
Other	4	7.4%	.0	8	14.8%	.5	4	7.4%	-.2	14	25.9%	-.3	24	44.4%	.1	54
TOTAL	119	7.6%	---	195	12.4%	---	131	8.4%	---	439	28.0%	---	684	43.6%	---	1568
Chi-square			639.19	p-value			<.001									



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H - It is helpful that there is more than one grad pathway option available																
	Strongly Agree			Agree			Neither Agree nor Disagree			Disagree			Strongly Disagree			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	73	28.2%	-5.4	131	50.6%	3.3	53	20.5%	7.7	2	0.8%	-.7	0	0.0%	-1.2	259
Parent	97	47.5%	-1.0	89	43.6%	1.3	13	6.4%	-.5	4	2.0%	.9	1	0.5%	-.2	204
Educator	620	59.0%	2.8	363	34.6%	-1.8	47	4.5%	-3.5	13	1.2%	-.1	7	0.7%	.4	1050
Other	36	65.5%	1.3	14	25.5%	-1.5	3	5.5%	-.5	1	1.8%	.4	1	1.8%	1.2	55
TOTAL	826	52.7%	---	597	38.1%	---	116	7.4%	---	20	1.3%	---	9	0.6%	---	1568
Chi-square			135.28	p-value			<.001									

I - There is not a current grad pathway option that works for me																
	Strongly Agree			Agree			Neither Agree nor Disagree			Disagree			Strongly Disagree			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	11	4.2%	-1.7	14	5.4%	-2.9	139	53.7%	8.4	68	26.3%	-2.2	27	10.4%	-3.5	259
Parent	13	6.4%	-.4	17	8.3%	-1.4	63	30.9%	1.1	70	34.3%	.0	41	20.1%	.0	204
Educator	82	7.8%	.9	147	14.0%	2.3	196	18.6%	-5.1	385	36.6%	1.2	241	22.9%	2.0	1051
Other	5	9.3%	.6	4	7.4%	-.9	21	38.9%	1.7	17	31.5%	-.4	7	13.0%	-1.2	54
TOTAL	111	7.1%	---	182	11.6%	---	419	26.7%	---	540	34.4%	----	316	20.2%	---	1568
Chi-square			145.17	p-value			<.001									



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J - I plan to go to college after I graduate																
	Strongly Agree			Agree			Neither Agree nor Disagree			Disagree			Strongly Disagree			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	125	48.3%	8.3	72	27.8%	-4.9	43	16.6%	.3	10	3.9%	-2.7	9	3.5%	.8	259
Parent	104	51.0%	8.2	66	32.4%	-3.4	17	8.3%	-2.7	11	5.4%	-1.6	6	2.9%	.2	204
Educator	130	12.3%	-7.4	615	58.3%	4.2	172	16.3%	.3	112	10.6%	2.0	25	2.4%	-.6	1054
Other	8	14.5%	-1.4	22	40.0%	-1.0	18	32.7%	3.1	5	9.1%	.1	2	3.6%	.4	55
TOTAL	367	23.3%	---	775	49.3%	---	250	15.9%	---	138	8.8%	---	42	2.7%	---	1572
Chi-square			279.28	p-value			<.001									

K - I plan to learn a technical skill or trade after I graduate																
	Strongly Agree			Agree			Neither Agree nor Disagree			Disagree			Strongly Disagree			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	24	9.3%	-1.0	57	22.0%	-6.8	105	40.5%	6.0	51	19.7%	4.7	22	8.5%	4.8	259
Parent	13	6.4%	-2.1	35	17.2%	-7.0	74	36.3%	4.0	60	29.4%	8.5	22	10.8%	6.1	204
Educator	129	12.3%	.9	709	67.3%	6.7	164	15.6%	-4.9	45	4.3%	-6.1	6	0.6%	-4.8	1053
Other	12	21.8%	2.3	22	40.0%	-1.3	16	29.1%	1.0	5	9.1%	-.3	0	0.0%	-1.3	55
TOTAL	178	11.3%	---	823	52.4%	---	359	22.9%	---	161	10.2%	---	50	3.2%	---	1571
Chi-square			445.60	p-value			<.001									



WA Graduation Pathway Options – Stakeholder Feedback Project

L - I plan to begin or continue a job after I graduate																
	Strongly Agree			Agree			Neither Agree nor Disagree			Disagree			Strongly Disagree			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	66	25.5%	4.5	91	35.1%	-4.8	73	28.2%	3.6	20	7.7%	.7	9	3.5%	1.1	259
Parent	16	7.9%	-2.6	46	22.7%	-6.6	63	31.0%	4.2	54	26.6%	11.0	24	11.8%	8.6	203
Educator	141	13.4%	-1.2	743	70.7%	5.6	137	13.0%	-4.1	26	2.5%	-5.2	4	0.4%	-4.3	1051
Other	9	16.4%	.3	24	43.6%	-1.4	17	30.9%	2.1	4	7.3%	.2	1	1.8%	-.3	55
TOTAL	232	14.8%	---	904	57.7%	---	290	18.5%	---	104	6.6%	---	38	2.4%	---	1568
Chi-square			422.01	p-value			<.001									

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
	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	15	5.8%	-1.2	34	13.1%	-6.8	68	26.3%	1.9	86	33.2%	2.7	56	21.6%	8.8	259
Parent	23	11.3%	1.8	49	24.0%	-3.5	20	9.8%	-3.4	78	38.2%	3.8	34	16.7%	5.2	204
Educator	78	7.4%	-.5	517	49.1%	5.0	219	20.8%	.0	221	21.0%	-2.5	18	1.7%	-6.5	1053
Other	7	12.5%	1.3	21	37.5%	-.2	20	35.7%	2.4	5	8.9%	-2.4	3	5.4%	-.5	56
TOTAL	123	7.8%	---	621	39.5%	---	327	20.8%	---	390	24.8%	---	111	7.1%	---	1572
Chi-square			291.84	p-value			<.001									



WA Graduation Pathway Options – Stakeholder Feedback Project

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
	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	15	5.8%	-3.9	41	15.8%	-3.6	68	26.3%	4.7	87	33.6%	1.8	48	18.5%	1.8	259
Parent	21	10.3%	-1.8	22	10.8%	-4.6	17	8.3%	-2.5	59	28.9%	.3	85	41.7%	10.3	204
Educator	191	18.2%	2.5	353	33.6%	3.7	140	13.3%	-1.4	278	26.5%	-.8	88	8.4%	-5.1	1050
Other	12	21.4%	1.2	17	30.4%	.4	10	17.9%	.6	12	21.4%	-.9	5	8.9%	-1.1	56
TOTAL	239	15.2%	---	433	27.6%	---	235	15.0%	---	436	27.8%	---	226	14.4%	---	1569
Chi-square			244.55	p-value			<.001									

O - There is a current graduation pathway option that works for me																
	Strongly Agree			Agree			Neither Agree nor Disagree			Disagree			Strongly Disagree			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	31	12.0%	-1.2	96	37.1%	-2.5	123	47.5%	6.8	6	2.3%	-3.5	3	1.2%	-1.5	259
Parent	41	20.2%	2.0	85	41.9%	-1.2	54	26.6%	.2	13	6.4%	-1.1	10	4.9%	1.9	203
Educator	152	14.5%	-.3	543	51.7%	1.9	213	20.3%	-3.6	113	10.8%	2.3	29	2.8%	.0	1050
Other	8	14.3%	-.1	25	44.6%	-.3	18	32.1%	.9	4	7.1%	-.4	1	1.8%	-.4	56
TOTAL	232	14.8%	---	749	47.8%	---	408	26.0%	---	136	8.7%	---	43	2.7%	---	1568
Chi-square			101.49	p-value			<.001									



WA Graduation Pathway Options – Stakeholder Feedback Project

P - I have been informed of all my graduation pathway options																
	Strongly Agree			Agree			Neither Agree nor Disagree			Disagree			Strongly Disagree			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	13	5.0%	-6.4	51	19.7%	-3.6	104	40.2%	9.0	65	25.1%	2.6	26	10.0%	1.3	259
Parent	17	8.3%	-4.7	44	21.6%	-2.7	44	21.6%	1.6	56	27.5%	3.1	43	21.1%	6.8	204
Educator	346	32.9%	5.4	397	37.8%	3.2	104	9.9%	-5.6	157	14.9%	-2.5	47	4.5%	-3.9	1051
Other	11	19.6%	-.8	14	25.0%	-1.0	16	28.6%	2.1	8	14.3%	-.7	7	12.5%	1.2	56
TOTAL	387	24.6%	---	506	32.2%	---	268	17.1%	---	286	18.2%	---	123	7.8%	---	1570
Chi-square			329.29	p-value			<.001									

Q - I understand the requirements for each graduation pathway option																
	Strongly Agree			Agree			Neither Agree nor Disagree			Disagree			Strongly Disagree			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	16	6.2%	-4.4	64	24.7%	-1.8	102	39.4%	7.2	61	23.6%	.0	16	6.2%	-1.1	259
Parent	17	8.3%	-3.2	43	21.1%	-2.6	49	24.0%	1.5	58	28.4%	1.5	37	18.1%	5.0	204
Educator	238	22.7%	3.7	362	34.5%	2.0	142	13.5%	-4.4	236	22.5%	-.6	72	6.9%	-1.5	1050
Other	9	16.4%	-.3	18	32.7%	.2	13	23.6%	.7	12	21.8%	-.2	3	5.5%	-.7	55
TOTAL	280	17.9%	---	487	31.1%	---	306	19.5%	---	367	23.4%	---	128	8.2%	---	1568
Chi-square			163.47	p-value			<.001									



WA Graduation Pathway Options – Stakeholder Feedback Project

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
	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	19	7.3%	-1.9	75	29.0%	-2.5	141	54.4%	6.9	19	7.3%	-3.3	5	1.9%	-1.8	259
Parent	31	15.3%	1.6	61	30.0%	-1.9	76	37.4%	1.7	22	10.8%	-1.6	13	6.4%	1.5	203
Educator	125	11.9%	.5	440	42.0%	1.9	246	23.5%	-4.2	190	18.1%	2.4	46	4.4%	.3	1047
Other	3	5.5%	-1.3	25	45.5%	.8	17	30.9%	.0	8	14.5%	-.1	2	3.6%	-.2	55
TOTAL	178	11.4%	---	601	38.4%	---	480	30.7%	---	239	15.3%	---	66	4.2%	---	1564
Chi-square			115.26	p-value			<.001									



WA Graduation Pathway Options – Stakeholder Feedback Project

Table F2. 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
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	57	22.0%	-6.1	27	10.4%	-3.4	175	67.6%	10.2	259
Parent	54	26.7%	-4.4	23	11.4%	-2.7	125	61.9%	7.6	202
Educator	624	59.3%	5.2	255	24.2%	3.1	173	16.4%	-8.8	1052
Other	22	39.3%	-1.0	8	14.3%	-.9	26	46.4%	1.9	56
TOTAL	757	48.2%	---	313	19.9%	---	499	31.8%	---	1569
Chi-square			357.21	p-value			<.001			

A - Transition Courses (by student grade level)										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
9 th	11	11.3%	-2.2	11	11.3%	.3	75	77.3%	1.2	97
10 th	8	14.0%	-1.3	7	12.3%	.4	42	73.7%	.6	57
11 th	12	34.3%	1.5	2	5.7%	-.9	21	60.0%	-.5	35
12 th	26	37.1%	2.7	7	10.0%	-.1	37	52.9%	-1.5	70
TOTAL	57	22.0%	---	27	10.4%	---	175	67.6%	---	259
Chi-square			21.59	p-value			0.001			

B - Career and Technical Education Courses (CTE Courses)										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	164	63.8%	-3.9	11	4.3%	-.3	82	31.9%	12.2	257
Parent	151	74.4%	-1.8	16	7.9%	2.1	36	17.7%	4.1	203
Educator	992	94.4%	2.8	42	4.0%	-1.0	17	1.6%	-8.0	1051
Other	45	80.4%	-.5	4	7.1%	.9	7	12.5%	.9	56
TOTAL	1352	86.3%	---	73	4.7%	---	142	9.1%	---	1567
Chi-square			262.80	p-value			<.001			

B - CTE Courses (by student grade level)										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
9 th	51	53.1%	-1.3	3	3.1%	-.5	42	43.8%	2.1	96
10 th	35	61.4%	-.2	2	3.5%	-.3	20	35.1%	.4	57
11 th	23	65.7%	.1	2	5.7%	.4	10	28.6%	-.3	35
12 th	55	79.7%	1.7	4	5.8%	.6	10	14.5%	-2.6	69
TOTAL	164	63.8%	---	11	4.3%	---	82	31.9%	---	257
Chi-square			137.18	p-value			0.001			



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C - Dual Credit Courses										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	128	50.2%	-4.8	12	4.7%	-1.2	115	45.1%	11.2	255
Parent	122	60.1%	-2.7	7	3.4%	-1.8	74	36.5%	7.0	203
Educator	908	86.3%	3.5	83	7.9%	1.5	61	5.8%	-8.6	1052
Other	44	78.6%	.2	3	5.4%	-.4	9	16.1%	-.1	56
TOTAL	1202	76.8%	---	105	6.7%	---	259	16.5%	---	1566
Chi-square			298.21	p-value			<.001			

C - Dual Credit Courses (by student grade level)										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
9 th	41	42.7%	-1.0	2	2.1%	-1.2	53	55.2%	1.5	96
10 th	27	47.4%	-.3	5	8.8%	1.4	25	43.9%	-.1	57
11 th	19	55.9%	.5	1	2.9%	-.5	14	41.2%	-.3	34
12 th	41	60.3%	1.2	4	5.9%	.4	23	33.8%	-1.4	68
TOTAL	128	50.2%	---	12	4.7%	---	115	45.1%	---	255
Chi-square			10.83	p-value			0.094			
Non-significant										

D - Advanced Placement (AP) Courses										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	166	64.3%	-3.1	21	8.1%	-1.6	71	27.5%	12.4	258
Parent	175	86.2%	.7	12	5.9%	-2.3	16	7.9%	.5	203
Educator	895	85.1%	1.3	141	13.4%	1.9	16	1.5%	-6.7	1052
Other	43	78.2%	-.3	5	9.1%	-.5	7	12.7%	1.6	55
TOTAL	1279	81.6%	---	179	11.4%	---	110	7.0%	---	1568
Chi-square			225.96	p-value			<.001			

D - AP Courses (by student grade level)										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
9 th	52	53.6%	-1.3	6	6.2%	-.7	39	40.2%	2.4	97
10 th	34	59.6%	-.4	5	8.8%	.2	18	31.6%	.6	57
11 th	26	74.3%	.7	4	11.4%	.7	5	14.3%	-1.5	35
12 th	54	78.3%	1.4	6	8.7%	.2	9	13.0%	-2.3	69
TOTAL	166	64.3%	---	21	8.1%	---	71	27.5%	---	258
Chi-square			19.02	p-value			0.004			



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E - Cambridge International (CI) courses										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	11	4.3%	.2	75	29.3%	-6.5	170	66.4%	8.5	256
Parent	1	0.5%	-2.5	98	48.8%	-2.2	102	50.7%	3.8	201
Educator	49	4.8%	1.1	744	72.4%	4.8	234	22.8%	-6.6	1027
Other	2	3.6%	-.2	20	35.7%	-2.4	34	60.7%	3.2	56
TOTAL	63	4.1%	---	937	60.8%	---	540	35.1%	---	1540
Chi-square			223.28	p-value			<.001			

E - CI courses (by student grade level)										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
9 th	6	6.3%	.9	13	13.7%	-2.8	76	80.0%	1.6	95
10 th	1	1.8%	-.9	17	29.8%	.1	39	68.4%	.2	57
11 th	1	2.9%	-.4	13	37.1%	.9	21	60.0%	-.5	35
12 th	3	4.3%	.0	32	46.4%	2.6	34	49.3%	-1.7	69
TOTAL	11	4.3%	---	75	29.3%	---	170	66.4%	---	256
Chi-square			23.39	p-value			0.001			

F - International Baccalaureate (IB) courses										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	25	9.7%	-3.3	72	28.0%	-5.9	160	62.3%	11.6	257
Parent	23	11.4%	-2.4	113	56.2%	.1	65	32.3%	1.9	201
Educator	224	21.8%	2.3	661	64.2%	3.7	144	14.0%	-7.4	1029
Other	16	28.6%	1.7	13	23.2%	-3.3	27	48.2%	3.3	56
TOTAL	288	18.7%	---	859	55.7%	---	396	25.7%	---	1543
Chi-square			287.63	p-value			<.001			

F - International Baccalaureate (IB) courses										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
9 th	4	4.2%	-1.7	16	16.7%	-2.1	76	79.2%	2.1	96
10 th	9	15.8%	1.5	16	28.1%	.0	32	56.1%	-.6	57
11 th	2	5.7%	-.8	13	37.1%	1.0	20	57.1%	-.4	35
12 th	10	14.5%	1.3	27	39.1%	1.7	32	46.4%	-1.7	69
TOTAL	25	9.7%	---	72	28.0%	---	160	62.3%	---	257
Chi-square			23.59	p-value			0.001			



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G - AP EXAMS										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	155	60.8%	-3.3	16	6.3%	-2.3	84	32.9%	11.8	255
Parent	163	80.3%	.2	14	6.9%	-1.8	26	12.8%	1.4	203
Educator	875	83.6%	1.6	139	13.3%	2.1	33	3.2%	-6.9	1047
Other	42	75.0%	-.3	4	7.1%	-.9	10	17.9%	1.9	56
TOTAL	1235	79.1%	---	173	11.1%	---	153	9.8%	---	1561
Chi-square			219.59	p-value			<.001			

G - AP EXAMS (by student grade level)										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
9 th	45	47.4%	-1.7	2	2.1%	-1.6	48	50.5%	3.0	95
10 th	32	56.1%	-.4	5	8.8%	.8	20	35.1%	.3	57
11 th	26	74.3%	1.0	3	8.6%	.5	6	17.1%	-1.6	35
12 th	52	76.5%	1.7	6	8.8%	.8	10	14.7%	-2.6	68
TOTAL	155	60.8%	---	16	6.3%	---	84	32.9%	---	255
Chi-square			29.53	p-value			<.001			

H - CI EXAMS										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	6	2.3%	-.3	72	28.1%	-6.6	178	69.5%	8.5	256
Parent	0	0.0%	-2.3	98	48.8%	-2.1	103	51.2%	3.3	201
Educator	34	3.3%	1.3	735	71.9%	4.8	253	24.8%	-6.5	1022
Other	1	1.8%	-.4	20	35.7%	-2.4	35	62.5%	3.1	56
TOTAL	41	2.7%	---	925	60.3%	---	569	37.1%	---	1535
Chi-square			219.46	p-value			<.001			

H - CI EXAMS (by student grade level)										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
9 th	3	3.1%	.5	15	15.6%	-2.3	78	81.3%	1.4	96
10 th	0	0.0%	-1.2	16	28.1%	.0	41	71.9%	.2	57
11 th	0	0.0%	-.9	10	29.4%	.1	24	70.6%	.1	34
12 th	3	4.3%	1.1	31	44.9%	2.6	35	50.7%	-1.9	69
TOTAL	6	2.3%	---	72	28.1%	---	178	69.5%	---	256
Chi-square			21.30	p-value			0.002			



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I - IB EXAMS										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	25	9.7%	-2.9	64	24.9%	-6.4	168	65.4%	11.3	257
Parent	20	10.1%	-2.5	109	54.8%	.0	70	35.2%	1.9	199
Educator	209	20.3%	2.2	655	63.7%	3.9	165	16.0%	-7.2	1029
Other	14	25.0%	1.4	14	25.0%	-3.0	28	50.0%	3.1	56
TOTAL	268	17.4%	---	842	54.6%	---	431	28.0%	---	1541
Chi-square			282.00	p-value			<.001			

I - IB EXAMS (by student grade level)										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
9 th	7	7.3%	-.8	12	12.5%	-2.4	77	80.2%	1.8	96
10 th	6	10.5%	.2	14	24.6%	-.1	37	64.9%	.0	57
11 th	1	2.9%	-1.3	14	40.0%	1.8	20	57.1%	-.6	35
12 th	11	15.9%	1.7	24	34.8%	1.6	34	49.3%	-1.7	69
TOTAL	25	9.7%	---	64	24.9%	---	168	65.4%	---	257
Chi-square			23.23	p-value			0.001			

J - Armed Services Vocational Aptitude Battery (ASVAB) Exams										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	83	32.2%	-6.8	34	13.2%	2.4	141	54.7%	9.8	258
Parent	66	32.7%	-5.9	18	8.9%	.1	118	58.4%	9.7	202
Educator	862	82.3%	6.1	82	7.8%	-1.0	104	9.9%	-9.5	1048
Other	33	58.9%	-.7	3	5.4%	-.9	20	35.7%	1.7	56
TOTAL	1044	66.8%	---	137	8.8%	---	383	24.5%	---	1564
Chi-square			411.61	p-value			<.001			

J - ASVAB Exams (by student grade level)										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
9 th	18	18.8%	-2.3	8	8.3%	-1.3	70	72.9%	2.4	96
10 th	10	17.5%	-1.9	10	17.5%	.9	37	64.9%	1.0	57
11 th	18	51.4%	2.0	4	11.4%	-.3	13	37.1%	-1.4	35
12 th	37	52.9%	3.1	12	17.1%	.9	21	30.0%	-2.8	70
TOTAL	83	32.2%	---	34	13.2%	---	141	54.7%	---	258
Chi-square			42.67	p-value			<.001			



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K - SAT or ACT Exams										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	183	71.2%	-2.4	17	6.6%	-9	57	22.2%	9.7	257
Parent	164	80.8%	-.7	22	10.8%	1.3	17	8.4%	1.0	203
Educator	941	89.6%	1.6	85	8.1%	-.1	24	2.3%	-5.5	1050
Other	46	82.1%	-.2	4	7.1%	-.3	6	10.7%	1.2	56
TOTAL	1334	85.2%	---	128	8.2%	---	104	6.6%	---	1566
Chi-square			137.18	p-value			<.001			

K - SAT or ACT Exams (by student grade level)										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
9 th	62	64.6%	-.8	3	3.1%	-1.3	31	32.3%	2.1	96
10 th	43	76.8%	.5	3	5.4%	-.4	10	17.9%	-.7	56
11 th	27	77.1%	.4	3	8.6%	.5	5	14.3%	-1.0	35
12 th	51	72.9%	.2	8	11.4%	1.6	11	15.7%	-1.1	70
TOTAL	183	71.2%	---	17	6.6%	---	57	22.2%	---	257
Chi-square			12.79	p-value			0.046			



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Table F3. 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
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	162	63.3%	-4.1	4	1.6%	1.6	90	35.2%	10.8	256
Parent	166	81.4%	-.9	2	1.0%	.5	36	17.6%	2.4	204
Educator	999	95.0%	2.6	4	0.4%	-1.2	49	4.7%	-6.8	1052
Other	44	78.6%	-.7	1	1.8%	1.0	11	19.6%	1.7	56
TOTAL	1371	87.4%	---	11	0.7%	---	186	11.9%	---	1568
Chi-square			202.42	p-value			<.001			

A - State Assessment (by student grade level)											
	Yes			No			I don't know			N	
	N	%	S.R.	N	%	S.R.	N	%	S.R.		
9 th	53	55.2%	-1.0	1	1.0%	-.4	42	43.8%	1.4	96	
10 th	36	63.2%	.0	3	5.3%	2.2	18	31.6%	-.5	57	
11 th	23	67.6%	.3	0	0.0%	-.7	11	32.4%	-.3	34	
12 th	50	72.5%	1.0	0	0.0%	-1.0	19	27.5%	-1.1	69	
TOTAL	162	63.3%	---	4	1.6%	---	90	35.2%	---	256	
Chi-square			12.22	p-value			0.057	<i>Non-significant</i>			

B - Dual Credit										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	152	59.1%	-3.7	12	4.7%	-.8	93	36.2%	9.5	257
Parent	145	70.7%	-1.5	9	4.4%	-.9	51	24.9%	4.1	205
Educator	923	87.7%	2.8	69	6.6%	.8	61	5.8%	-7.2	1053
Other	37	66.1%	-1.2	3	5.4%	-.2	16	28.6%	2.9	56
TOTAL	1257	80.0%	---	93	5.9%	---	221	14.1%	---	1571
Chi-square			193.51	p-value			<.001			

B - Dual Credit (by student grade level)										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
9 th	47	49.0%	-1.3	2	2.1%	-1.2	47	49.0%	2.1	96
10 th	36	63.2%	.4	4	7.0%	.8	17	29.8%	-.8	57
11 th	25	71.4%	.9	0	0.0%	-1.3	10	28.6%	-.7	35
12 th	44	63.8%	.5	6	8.7%	1.5	19	27.5%	-1.2	69
TOTAL	152	59.1%	---	12	4.7%	---	93	36.2%	---	257
Chi-square			16.01	p-value			0.014			



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C - AP, IB, or CI										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	119	46.7%	-4.3	17	6.7%	-3.1	119	46.7%	11.4	255
Parent	137	67.2%	-.3	14	6.9%	-2.7	53	26.0%	3.1	204
Educator	786	75.3%	2.5	180	17.2%	2.9	78	7.5%	-7.5	1044
Other	33	58.9%	-.9	6	10.7%	-.6	17	30.4%	2.4	56
TOTAL	1075	69.0%	---	217	13.9%	---	267	17.1%	---	1559
Chi-square			252.80	p-value			<.001			

C - AP, IB, or CI (by student grade level)										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
9 th	34	35.8%	-1.6	5	5.3%	-.5	56	58.9%	1.8	95
10 th	30	52.6%	.7	6	10.5%	1.1	21	36.8%	-1.1	57
11 th	16	47.1%	.0	0	0.0%	-1.5	18	52.9%	.5	34
12 th	39	56.5%	1.2	6	8.7%	.7	24	34.8%	-1.4	69
TOTAL	119	46.7%	---	17	6.7%	---	119	46.7%	---	255
Chi-square			15.15	p-value			0.019			

D - SAT or ACT										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	173	67.8%	-3.0	12	4.7%	.1	70	27.5%	8.8	255
Parent	156	76.1%	-1.4	15	7.3%	1.9	34	16.6%	3.0	205
Educator	967	92.0%	2.3	43	4.1%	-.7	41	3.9%	-6.3	1051
Other	43	76.8%	-.7	1	1.8%	-1.0	12	21.4%	2.7	56
TOTAL	1339	85.4%	---	71	4.5%	---	157	10.0%	---	1567
Chi-square			154.74	p-value			<.001			

D - SAT or ACT (by student grade level)											
	Yes			No			I don't know			N	
	N	%	S.R.	N	%	S.R.	N	%	S.R.		
9 th	56	58.9%	-1.1	3	3.2%	-.7	36	37.9%	1.9	95	
10 th	40	71.4%	.3	2	3.6%	-.4	14	25.0%	-.4	56	
11 th	24	70.6%	.2	3	8.8%	1.1	7	20.6%	-.8	34	
12 th	53	75.7%	.8	4	5.7%	.4	13	18.6%	-1.4	70	
TOTAL	173	67.8%	---	12	4.7%	---	70	27.5%	---	255	
Chi-square			10.40	p-value			0.109	Non-significant			



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E - Transition Course										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	57	22.4%	-5.3	29	11.4%	-3.3	169	66.3%	8.6	255
Parent	45	22.1%	-4.8	24	11.8%	-2.8	135	66.2%	7.7	204
Educator	580	55.2%	5.1	267	25.4%	3.2	204	19.4%	-8.3	1051
Other	17	30.4%	-1.6	7	12.5%	-1.4	32	57.1%	2.9	56
TOTAL	699	44.6%	---	327	20.9%	---	540	34.5%	---	1566
Chi-square			323.52	p-value			<.001			

E - Transition Course (by student grade level)										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
9 th	19	19.8%	-.5	8	8.3%	-.9	69	71.9%	.7	96
10 th	11	19.3%	-.5	7	12.3%	.2	39	68.4%	.2	57
11 th	11	32.4%	1.2	3	8.8%	-.4	20	58.8%	-.5	34
12 th	16	23.5%	.2	11	16.2%	1.2	41	60.3%	-.6	68
TOTAL	57	22.4%	---	29	11.4%	---	169	66.3%	---	255
Chi-square			5.62	p-value			0.467 Non-significant			

F - Combination										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	61	24.1%	-7.8	11	4.3%	-.5	181	71.5%	11.1	253
Parent	92	44.9%	-3.3	9	4.4%	-.4	104	50.7%	4.7	205
Educator	800	76.4%	5.5	54	5.2%	.1	193	18.4%	-7.8	1047
Other	29	51.8%	-1.0	5	8.9%	1.3	22	39.3%	1.0	56
TOTAL	982	62.9%	---	79	5.1%	---	500	32.0%	---	1561
Chi-square			311.72	p-value			<.001			

F - Combination (by student grade level)										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	75	79.8%	S.R.	
9 th	16	17.0%	-1.4	3	3.2%	-.5	39	69.6%	.9	94
10 th	15	26.8%	.4	2	3.6%	-.3	25	73.5%	-.2	56
11 th	8	23.5%	-.1	1	2.9%	-.4	42	60.9%	.1	34
12 th	22	31.9%	1.3	5	7.2%	1.2	181	71.5%	-1.0	69
TOTAL	61	24.1%	---	11	4.3%	---			---	253
Chi-square			7.75	p-value			0.257 Non-significant			



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G - ASVAB										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	93	36.6%	-5.7	19	7.5%	.4	142	55.9%	8.6	254
Parent	60	29.3%	-6.4	13	6.3%	-.3	132	64.4%	10.1	205
Educator	842	80.3%	5.9	72	6.9%	.0	134	12.8%	-9.1	1048
Other	31	56.4%	-.9	3	5.5%	-.4	21	38.2%	1.5	55
TOTAL	1026	65.7%	---	107	6.9%	---	429	27.5%	---	1562
Chi-square			370.56	p-value			<.001			

G - ASVAB (by student grade level)										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
9 th	24	25.5%	-1.8	4	4.3%	-1.1	66	70.2%	1.9	94
10 th	14	24.6%	-1.5	9	15.8%	2.3	34	59.6%	.4	57
11 th	14	41.2%	.4	3	8.8%	.3	17	50.0%	-.5	34
12 th	41	59.4%	3.1	3	4.3%	-1.0	25	36.2%	-2.2	69
TOTAL	93	36.6%	---	19	7.5%	---	142	55.9%	---	254
Chi-square			31.54	p-value			<.001			

H - CTE										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
Student	129	51.4%	-3.2	12	4.8%	-2.5	110	43.8%	7.1	251
Parent	88	43.1%	-4.3	14	6.9%	-1.3	102	50.0%	8.3	204
Educator	809	77.2%	3.7	118	11.3%	1.7	121	11.5%	-7.5	1048
Other	32	57.1%	-1.0	6	10.7%	.3	18	32.1%	1.5	56
TOTAL	1058	67.9%	---	150	9.6%	---	351	22.5%	---	1559
Chi-square			230.91	p-value			<.001			

H - CTE (by student grade level)										
	Yes			No			I don't know			N
	N	%	S.R.	N	%	S.R.	N	%	S.R.	
9 th	33	35.5%	-2.1	4	4.3%	-.2	56	60.2%	2.4	93
10 th	30	53.6%	.2	4	7.1%	.8	22	39.3%	-.5	56
11 th	24	70.6%	1.6	0	0.0%	-1.3	10	29.4%	-1.3	34
12 th	42	61.8%	1.2	4	5.9%	.4	22	32.4%	-1.4	68
TOTAL	129	51.4%	---	12	4.8%	---	110	43.8%	---	251
Chi-square			20.61	p-value			0.002			



WA Graduation Pathway Options – Stakeholder Feedback Project

Table F4. 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 th	42	43.3%
10 th	26	45.6%
11 th	15	42.9%
12 th	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 th	33	34.0%
10 th	22	38.6%
11 th	10	28.6%
12 th	18	25.7%
TOTAL	83	32.0%



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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 th	18	18.6%
10 th	17	29.8%
11 th	8	22.9%
12 th	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 th	47	48.5%
10 th	31	54.4%
11 th	19	54.3%
12 th	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 th	6	6.2%
10 th	6	10.5%
11 th	3	8.6%
12 th	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 th	9	9.3%
10 th	11	19.3%
11 th	4	11.4%
12 th	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 th	12	12.4%
10 th	5	8.8%
11 th	10	28.6%
12 th	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 th	22	22.7%
10 th	14	24.6%
11 th	10	28.6%
12 th	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 th	30	30.9%
10 th	17	29.8%
11 th	6	17.1%
12 th	14	20.0%
TOTAL	67	25.9%

