High School Graduation Requirements Emergency Waiver Program: Graduation Class of 2021

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Executive Summary

Engrossed House Bill 1121 of 2021, authorized the State Board of Education (SBE) to establish an emergency waiver program to allow school districts to waive certain high school graduation requirements on an individual student basis after the district makes a good faith effort to help the student meet the requirements. RCW 28A.230.320 requires the Office of the Superintendent of Public Instruction (OSPI) to provide SBE with certain data to complete a report for the Education Committees of the Legislature addressing two main topics. First, the SBE is to report on the total number of emergency waivers requested and issued, by school districts, including an indication of what requirement or requirements were waived. Second, SBE is to provide an analysis of any concerns regarding school district implementation, including any concerns related to school district demonstrations of good faith efforts identified by the SBE during its review of the data.

Per the final data file provided by the OSPI, 150 school districts and LEAs waived one or more course and/or pathway requirements for a total of 9,079 unduplicated students in the final adjusted graduation cohort. The class of 2021 adjusted cohort consisted of 84,828 students. Of the 279 school districts and local education agencies (LEAs) granting high school diplomas, 212 school districts and LEAs applied and were approved to grant waivers for certain graduation requirements for the graduation class of 2021.

School districts and local educational agencies reported to the OSPI that a total of 9,561 courses were waived for 5,066 students (6.0 percent of the final adjusted graduation cohort) were granted the ability to waive one or more course or credit requirements through the Graduation Requirement Emergency Waiver (GREW). Social Sciences/History and English language arts (ELA) courses or credits were the most commonly waived. Math, Science, Art, and Physical Education (PE)/Health courses or credits requirements were less frequently waived for students. White or Asian students were more likely to meet graduation requirements without the use of a credit waiver as compared to students identifying with another race or ethnicity.

School districts and local educational agencies reported to the OSPI that 5,621 students (6.6 percent of the final adjusted graduation cohort) were granted the ability to waive one or more of the graduation pathway requirement. Non-Asian students of color waived one or more of the graduation requirements at a rate higher than the groups' representation in the final adjusted graduation cohort, as compared to Asian and White students who accessed a waiver of graduation requirements at a rate lower than the groups' representation in the final adjusted graduation cohort.

Information about the school districts' and LEAs good faith effort to help students meet graduation requirements is self-reported through the SBE's annual basic education collection. However, it is noteworthy that some school districts and LEAs selected responses unfavorable to the school district. For example, some respondents selected the "Did Not Provide" a particular support response when, in fact, the provision of the support is described in the open-ended response option.

School district and LEA staff acknowledged a high degree of advising, as 85 to 90 percent of the school districts reported that they provided advising on the supports, strategies, and appropriateness of the waiver for all students, which is the expectation. After reviewing the totality of the responses collected through the basic education collection, there is solid evidence that nearly all school districts and LEAs followed GREW program rules requiring school and district staff to make a good faith effort to provide the advising and supports necessary for students to meet graduation requirements.

School districts and LEAs using the GREW program were required to describe the strategies and protocols the district implemented to ensure equitable program administration. The responses most often described the fact that all students' course-taking history and credit attainment records were evaluated and all were potentially considered for the waiver if deficient in courses or credits. Nearly all the respondents described outreach in multiple ways and in multiple languages regarding potential waiver eligibility followed-up by advising for students, parents/guardians, and other school staff. With the student and parent/guardian, school staff developed and monitored a plan which, if followed, would allow the student to graduate with or without a waiver. The open-ended responses also describe the school districts' and LEAs development of new protocols to establish and implement a fair and equitable emergency waiver program. Again, the SBE will follow-up verbally with some school district staff to learn more about the school districts' effort to administer a local GREW program. Finally, the anecdotal responses indicate that the school districts' and LEAs strived to establish and implement a fair and equitable emergency waiver program and did so in different ways.

The SBE staff sought out and received feedback on early version of this report. Based on that feedback, the SBE commits to conducting additional detailed analyses on the demographic break-down of waiver usage, which will be made available in a forthcoming SBE research brief.

Introduction and Background

AUTHORITY

Engrossed House Bill 1121, signed into law during the 2021 Legislative session and codified in RCW 28A.230.320, provides the State Board of Education (SBE) the authority to establish an emergency waiver program to allow school districts and LEAs to waive certain high school graduation requirements on an individual student basis after the district makes a good faith effort to help the student meet the requirements. In July 2021 the Board adopted final emergency rules (Chapter 180-111 WAC) to implement the waiver program and developed a process for school districts to certify their compliance with the waiver program rules prior to use of the waiver. Section 2(3)(a) of EHB 1121 directs the Office of the Superintendent of Public Instruction (OSPI) to provide data pursuant to the emergency waiver program to the SBE by November 1, 2021 and annually thereafter. Section 2(3)(b) directs the SBE to provide the Education Committees of the Legislature with a summary of the emergency waiver data by December 15, 2021. A draft report was submitted within the specified timeline using preliminary data. This report provides an update to that report using the finalized data. The summary is to include the following information:

1. The total number of emergency waivers requested and issued, by school district, including an indication of what requirement or requirements were waived. Information must also indicate the number of students in the school district grade cohort of each student receiving a waiver; and

2. An analysis of any concerns regarding school district implementation, including any concerns related to school district demonstrations of good faith efforts identified by the SBE during its review of the data.

BACKGROUND ON WAIVING GRADUATION REQUIREMENTS

Under the emergency waiver program subject area credits and graduation pathway options may be waived for eligible students. An eligible student needed to have:

1. Been reasonably expected to graduate in the year the waiver is awarded,

2. Experienced significant disruption in their education due to the pandemic that prevented them from meeting graduation requirements, and

3. Demonstrated preparation for their postsecondary plan as stated in their High School and Beyond Plan.

Prior to considering awarding a waiver, school districts and LEAs need to have made a "good faith effort" to support the student in meeting graduation requirements (WAC 180-111-050). The final rules adopted by the State Board of Education (Chapter 180-111 WAC) on the emergency waiver states that waived credits should be limited to the student's classes that were impacted by disruptions, and that school district and LEA should prioritize student completion of coursework related to the student's High School and Beyond Plan.

Table 1: shows the graduation pathway options for the class of 2021 final adjusted graduation cohort.

Pathway	Course-based	Assessment Score Identified by SBE	Assessment Score in Statute
Dual Credit Courses	Yes	n/a	n/a
AP/IB/Cambridge Courses	Yes	n/a	n/a
Transition Course	Yes	n/a	n/a
CTE Sequence*	Yes	n/a	n/a
State Assessment	n/a	Yes	n/a
SAT/ACT	n/a	Yes	n/a
ASVAB*	n/a	Yes	n/a
AP/IB/Cambridge Tests	n/a	n/a	Yes

*CTE (Career and Technical Education) and ASVAB (Armed Services Vocational Aptitude Battery) are "stand-alone" pathways. In the other pathways, students must meet the standard in both English language arts and math; combinations of pathways may be used. Note: n/a means not applicable.

The waiver program permits districts to waive up to two core or flexible credits, provided that the student earns at least a total of 20 credits and no more than one credit may be waived in the same core subject area. The waiver program also permits school districts to waive graduation pathway options. Graduation pathways include both course-based options and assessment-based options, as shown in Table 1. Most of the assessment options were unavailable for students in 2020 and spring 2021, as shown in Table 2.

Table 2: shows the status of the spring 2021 administration of graduation pathway option assessments.

Graduation Pathway Option Assessment	Administration in Spring 2021	Comments
State Assessment	The Smarter Balanced assessment were delayed to fall 2021 (OSPI Bulletin No. 037-21)	The WA-AIM test was available for some students to take in 2020-2021. Students unable to be tested during the spring 2021 window will be able to test in fall 2021.
SAT/ACT	Individual Testing Centers decided whether to administer the SAT and ACT in 2020-2021, and were generally unavailable.	Washington public baccalaureate institutions became permanently SAT and ACT test-optional beginning fall 2021.
ASVAB	Generally unavailable for administration with the Career Exploration Program	PiCAT online test available, with in-person verification at a Military Entrance Processing Station. Scores, once verified, are valid for meeting the pathway requirement.
AP/IB/Cambridge Tests	Converted to remote administration with a modified test.	Scores are valid for meeting the pathway requirement and Institutions of higher education accepting tests and scores.

KEY FINDINGS

This report is based on the final data files provided by the OSPI and the finalized data collection conducted by the SBE. This final version of the SBE's report on the graduation requirement emergency waivers updates the draft report provided to the legislature on December 15, 2021. As you review the report, you will see that these final findings are fundamentally the same as the draft report.

- Per the school districts reporting to the OSPI, 9,079 individual students (10.7 percent of the final adjusted graduation cohort) were granted a credit waver and/or a graduation pathway waiver. Of those 9,079 students, 1,607 students were granted both a credit waiver and a pathways waiver.
- 212 school districts and LEAs applied and were approved to grant waivers for certain graduation requirements for the graduation class of 2021, which consisted of 84,828 students.

- A total of 9,561 total courses were waived for 5066 students, Social Sciences/History and English language arts (ELA) courses/credits were the most commonly waived (49.9 percent of all waivers). Math, Science, and PE/Health courses/credits were less frequently waived (28.8 percent of all waivers) for students
- School districts and local educational agencies reported to the OSPI that 5,621 students (6.6 percent of the final adjusted graduation cohort) were granted the ability to waive one or more graduation pathway requirements through the GREW program.
- School districts and LEAs reported through the basic education collection that 4,087 students (approximately 4.8 percent of the final adjusted graduation cohort) from 80 school districts and LEAs requested a graduation pathway waiver for ELA and or math and one request was denied. Of the 5,043 student-initiated requests for credit waivers, 12 were denied[1].
- White or Asian students were more often met the credit and graduation pathway requirements without the use of a credit waiver as compared to students identifying with another race or ethnicity.
- After reviewing the totality of the responses collected through the basic education collection, there is evidence that nearly all school districts and LEAs followed GREW program rules requiring school and district staff to make a good faith effort to provide the advising and supports necessary for students to meet graduation requirements.
- The open-ended responses describe the districts' and LEAs' development of new protocols to establish and implement a fair and equitable emergency waiver program. The anecdotal responses indicate that the school districts and LEAs' strived to establish and implement a fair and equitable emergency waiver program and did so in different ways.

LIMITATIONS

At the time the legislation was being drafted, the SBE confirmed with the OSPI and communicated to legislative staff the fact that the November 1 delivery of data and the December 15 report delivery date specified in legislation would necessitate the compilation and analysis of preliminary and incomplete waiver data. The preliminary report was delivered to the Governor's office and legislature on December 15 as required, with the caveat that the report will be updated when the data is finalized by the SBE and the OSPI.

The OSPI delivered updated and finalized graduation data in early December leading the SBE to updating this report. With any data transmittal, there is always the possibility of a data entry errors which result in minor discrepancies between the OSPI CEDARS collection and the SBE basic education collection. The SBE anticipated the potential for some discrepancies and made the decision to rely on and report primarily on the data provided by the OSPI team, which represents the official and final high school graduation data.

[1] The number of waivers reported by the OSPI and SBE differs because the OSPI reported on all waivers granted, while the SBE reported only on the student-initiated waivers.

Part 1: Emergency Waiver Usage by School Districts

CREDIT OR COURSE WAIVERS GRANTED BY SCHOOL DISTRICTS

The basis for this analysis is the final graduation file for the adjusted cohort of the class of 2021, which consisted of 84,828 students. Of the 279 school districts and LEAs granting high school diplomas, 212 school districts and LEAs applied and were approved to grant waivers for certain graduation requirements for the graduation class of 2021 (Table 3). School districts and LEAs reported to the OSPI that a total of 9,561 courses were waived for 5,066 students from 150 school districts and LEAs through the GREW program (Table A1).

Table 3: summary of the number of districts or LEAs granting waivers under the GREW program.

Measure	Number of School Districts and LEAs
Districts or LEAs granting high school diplomas	279
Districts or LEAs approved to grant waivers under GREW	212
Districts or LEAs reporting waivers in the student file from the OSPI	150
Districts or LEAs reported to having grant credit waivers under GREW*	176

*Note: this number includes districts and LEAs reporting waiver use to the OSPI and/or to the SBE through the annual basic education collection.

School districts and LEAs used GREW authority to different degrees, some school districts and LEAs granted many credit waivers (up to approximately 425) while other school districts and LEAs granted few or no waivers. The percentage of students in the school district graduation cohort being granted a credit waiver ranged from zero percent to approximately 32 percent. Statewide, school districts and LEAs waived one or more credit requirements for approximately 6.0 percent of students in the final adjusted graduation cohort. ELA and Social Studies/History courses were the most commonly waived courses, while courses attributed to Math, Science, and PE/Health content areas were less frequently waived for students (Table 4).

Table 4: shows the total number and percentage of courses waived by content area.

Content Area	Number of Courses Waived	Percentage of Total Courses Waived
English Language Arts	2,182	22.8
Math	951	9.9
Science	916	9.6
Social Studies and History	2,587	27.1
PE and Health	887	9.3
Arts	566	5.9
World Languages	148	1.5
Other Courses*	1,324	13.9
Total	9,561	100

*Note: this includes courses identified as "Miscellaneous" in the OSPI file and other courses mostly falling into the broad group of career tech (e.g. construction, human services, business, others, and "missing").

STUDENT-INITIATED REQUESTS FOR CREDIT OR COURSE WAIVERS

School district and LEA implementation of the emergency waiver of certain graduation requirements is described in Chapter 180-111 WAC. The rules require that the school district board or equivalent governing body adopt by resolution a plan that describes the school district's and LEAs' process for granting and declining emergency waivers for students. The plan must include a process for school district and LEA staff to initiate an emergency waiver and a process for students to request an emergency waiver if not initiated by the district. The SBE anticipated districts and LEAs initiating most waivers, but this has not been borne out, as 113 school districts and LEAs reported 5,043 student-initiated requests to waive at least one graduation credit requirement.

The SBE collected information from school districts and LEAs regarding the number of emergency credit waivers initiated and requested by students and the number of those waivers denied by the district or LEA. The final data file shows that 5,043 individual students (5.9 percent of the final graduation cohort) requested a waiver of one or more graduation credit requirements and 12 student requests were denied. The numbers of student-initiated requests and denials reported by school districts and LEAs are tabulated in the Appendix (Table A3).

GRADUATION PATHWAY WAIVERS GRANTED BY SCHOOL DISTRICTS

School districts and LEAs provided data to the OSPI on the granting waivers of pathway graduation requirements. However, school districts were unable to provide this information for the class of 2021 to the OSPI in a manner indicating whether the ELA, math, or both ELA and math graduation pathway requirements were waived. The OSPI data on the use of graduation waivers by school district and LEA is tabulated in the Appendix (Table A1).

Per the OSPI data files, 125 school districts and LEAs granted 5,621 students a waiver of graduation pathway requirements. Approximately 6.6 percent of the students comprising the final adjusted graduation cohort were granted a pathway waiver. Like the credit waiver usage, the district-level percentage of waiver grantees range from not being used to more than one-half of the students in the district graduation cohort using the graduation pathway waiver.

STUDENT-INITIATED REQUESTS FOR GRADUATION PATHWAY WAIVERS

The SBE collected information from school districts regarding the number of graduation pathway waivers initiated and requested by students and the number of those waivers denied by the school district and LEA. Eighty school districts and LEAs reported that 4,087 individual students (4.8 percent of the graduation cohort) requested a waiver of graduation pathway requirements. One student-initiated request to waive a graduation pathway requirement was denied. The numbers of student-initiated requests and denials reported by school districts and LEAs are tabulated in the Appendix (Table A3).

DEMOGRAPHICS OF WAIVER RECIPIENTS

Well before the COVID-19 pandemic, many students of color, students from low-income households, and students participating in other federal programs experienced and continue to experience disparities in educational opportunity which contribute to disparate educational outcomes. Students of color and other marginalized student groups were more likely to lose a parent or caregiver to COVID than White students and more likely to have experienced a significant loss of income and resources than White students throughout the pandemic. Add to these, the challenges students of color faced in connecting to remote learning, it should come as no surprise that the pre-existing disparities in educational opportunity widened for students of color.

The enabling legislation for the waiver program (EHB 1121) notes the purpose of the waiver program is to "prevent students from being unduly impacted by unforeseen disruptions to coursework and assessments that are beyond the student's control. Given that students of color were disproportionally impacted by the disruptions associated with the ongoing pandemic we may expect to see students of color disproportionally represented among waiver recipients.

After considering the longstanding pre-pandemic disparate educational opportunity and the additional pandemic-related impacts to students of color, it should be of no surprise that students identifying as non-Asian students of color accessed the GREW program at a rate higher than the groups' representation in the final adjusted graduation cohort. The demographics of the students granted a credit waiver differ considerably from the demographics of students in the adjusted cohort.

GRADUATION REQUIREMENT WAIVERS REPORTED TO THE OSPI

Disparate use of GREW is evident as the percentage of students identifying as non-Asian students of color in the adjusted cohort who were granted a waiver differs from the percentage of students identifying with other race and ethnicities in the adjusted cohort. Figure 1 shows disproportionate waiver usage as reported to the OSPI based on race and ethnicity. In summary, students identifying as Asian or White used the credit waiver at a rate lower than the groups' representation in the graduation cohort, while non-Asian students of color used the credit waiver at a rate higher than the groups' representation in the graduation cohort. This means that non-Asian students of color less often met graduation requirements without the use of a credit waiver as compared to students identifying with another race or ethnicity.

Table 5 shows the race and ethnicity composition of students in the final adjusted graduation cohort and the composition of the students granted a credit waiver. The table is intended to show whether a student group used the GREW credit waiver at a rate greater than or less than the groups' representation in the final adjusted graduation cohort. Here are several examples of how to read and interpret the table.

- Of the students who were granted a credit waiver, 6.1 percent identified as Black African American. This is higher than the 4.5 percent making up the adjusted graduation cohort. We can say that students identifying as Black African American had **higher credit waiver usage** than their representation in the final adjusted graduation cohort.

- Of the students who were granted a credit waiver, 45.1 percent identified as White, which is lower than the 54.2 percent of White students making up the final adjusted graduation cohort. We can say that students identifying as White exhibited **lower credit waiver usage** than their representation in the final adjusted graduation cohort.

Table 5: shows the race and ethnicity composition of students in the final adjusted graduation cohort and the composition of the students granted a credit waiver.

Student Group	Percent of Waiver Grantees	Percent of Graduation Cohort	Waiver Usage
Native American/Alaskan	1.8	1.4	Higher credit waiver usage.
Asian	5.2	8.3	Lower credit waiver usage.
Black/African American	6.1	4.5	Higher credit waiver usage.
Hispanic/Latinx	32.2	22.9	Higher credit waiver usage.
Hawaiian/Other Pacific Islander	1.9	1.2	Higher credit waiver usage.
White	45.1	54.2	Lower credit waiver usage.
Two or More Races	7.7	7.4	Higher credit waiver usage.

Figure 1 is derived from the data in Table 7 from above and is included to help the reader visualize the higher or lower credit waiver usage by each of the race and ethnicity student groups used for federal reporting. Here are examples of how to interpret the figure.

- Of the students who were granted a credit waiver, 32.2 percent identified as Hispanic or Latinx, which is higher than the 22.9 percent of Hispanic or Latinx students making up the final adjusted graduation cohort. We can say that students identifying as Hispanic or Latinx exhibited **higher credit waiver usage** than their representation in the final adjusted graduation cohort.
- Of the students who were granted a credit waiver, 5.2 percent identified as Asian, which is lower than the 8.3 percent of Asian students making up the final adjusted graduation cohort. We can say that students identifying as Asian exhibited **lower credit waiver usage** than their representation in the final adjusted graduation cohort.

Figure 2 shows the credit waiver usage as reported to the OSPI based on participation in federal programs. Students qualifying for the Free and Reduced Price Lunch program (proxy for low-income), or in bilingual education, or those receiving education services under an individualized educational plan (IEP), or those with a Section 504 plan, and or those identified as migrant students were granted credit waivers at rates greater than the groups' representation in the graduation cohort. On Figure 2, the higher credit waiver usage for a group is indicated where the cross-hatched bar is higher than the corresponding solid bar. See that this is true for all of the student groups based on program participation.

Figure 1: shows the percentage of credit waiver usage by race and ethnicity for the final adjusted graduation cohort and the students granted a credit waiver.

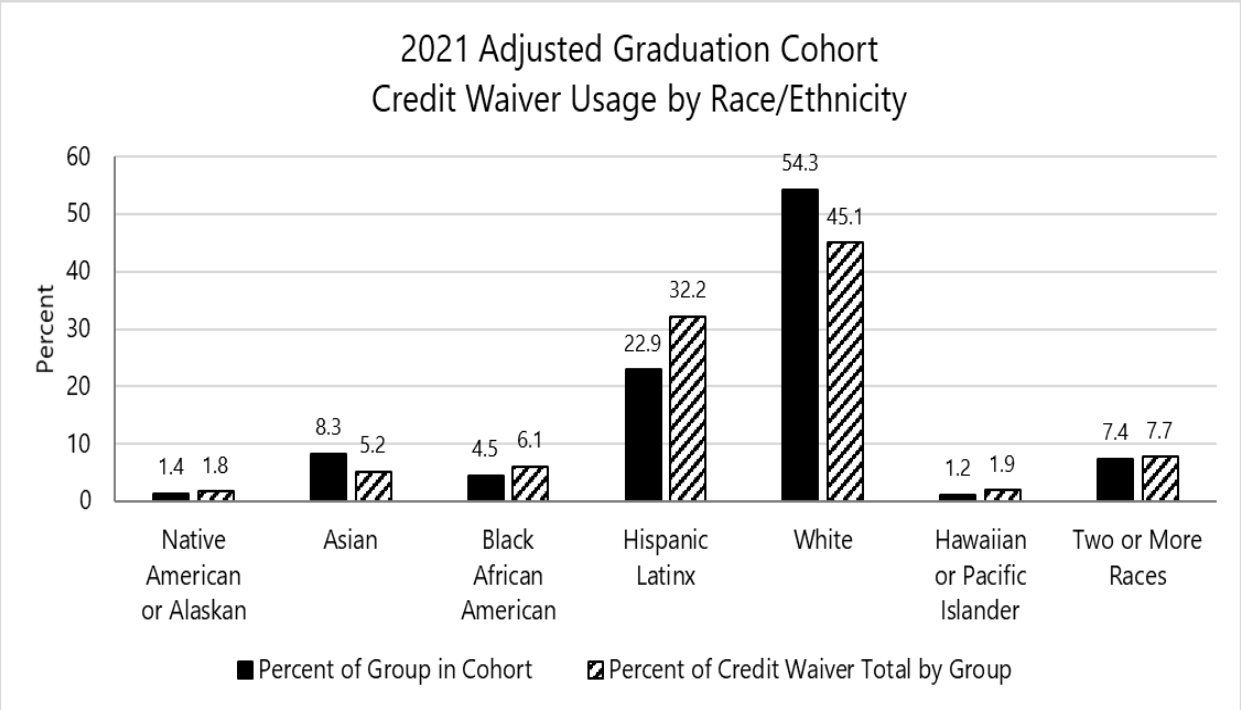
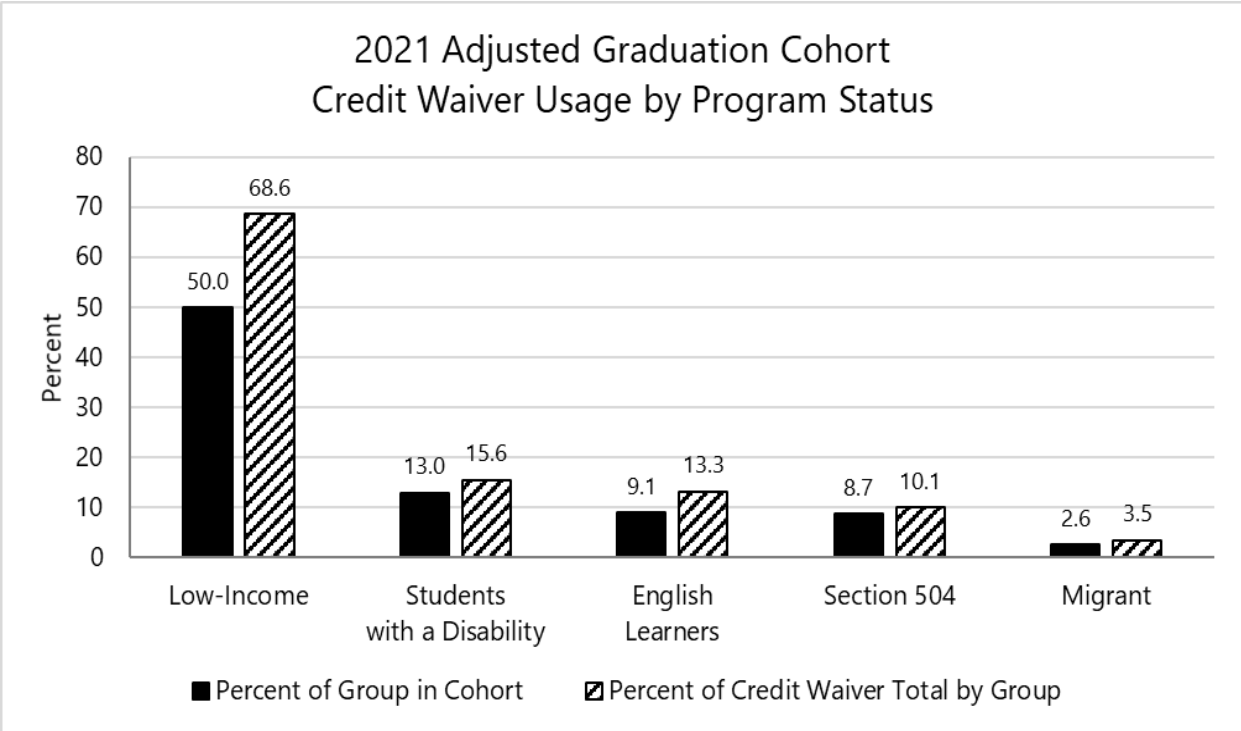


Figure 2: shows the percentage of credit waiver usage by federal program status for the final adjusted graduation cohort and for the students granted a credit waiver.



Note: Low-Income refers to students qualifying for the Free and Reduced Price Lunch program.

An analysis of the demographics of students being granted one or more graduation pathway waivers yields results similar to those presented above (Figure 3). Here are examples of how to interpret Figure 3.

- Of the students who were granted a graduation pathway waiver, 30.4 percent identified as Hispanic or Latinx, which is higher than the 22.9 percent of Hispanic or Latinx students making up the final adjusted graduation cohort. We can say that students identifying as Hispanic or Latinx exhibited **higher credit waiver usage** than their representation in the final adjusted graduation cohort.
- Of the students who were granted a credit waiver, 5.3 percent identified as Asian, which is lower than the 8.3 percent of Asian students making up the final adjusted graduation cohort. We can say that students identifying as Asian exhibited **lower credit waiver usage** than their representation in the final adjusted graduation cohort.

Figure 3: shows the shows the percentage of graduation pathway waiver usage by race and ethnicity for the final adjusted graduation cohort and the students granted a graduation pathway waiver.

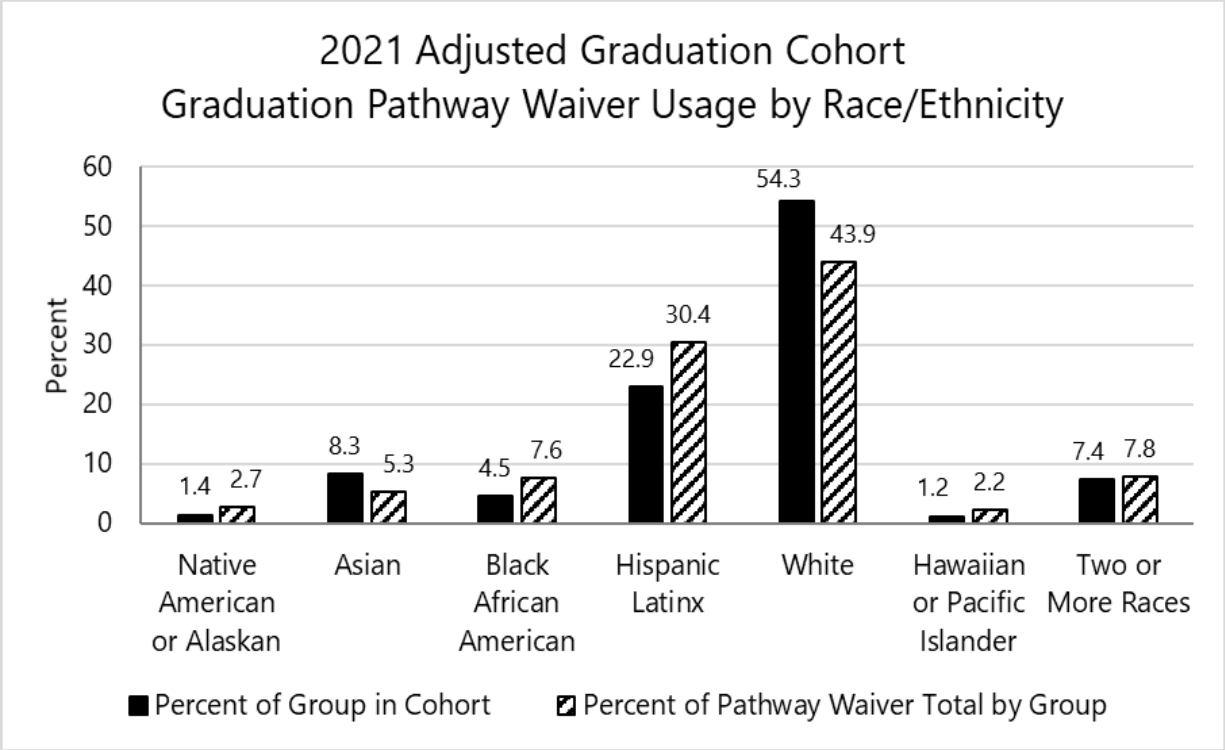
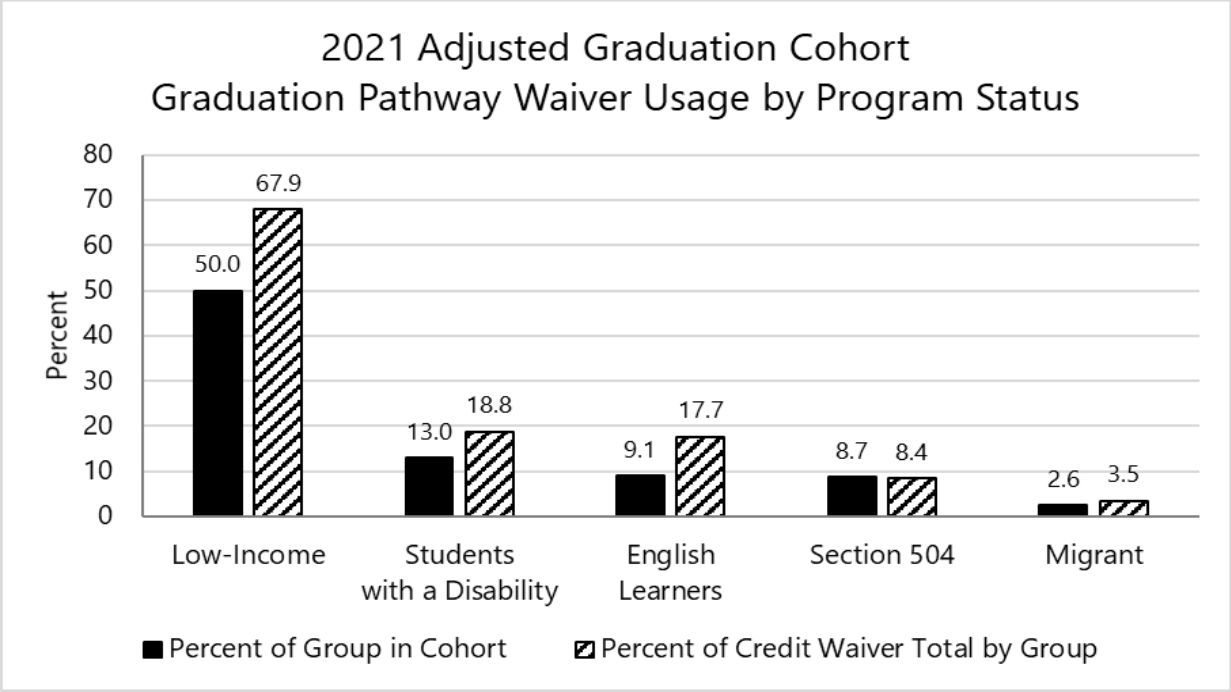


Figure 4 shows the graduation pathway waiver usage as reported to the OSPI based on federal programs status. Students identified as low-income, or in bilingual education, or those receiving education services under an individualized educational plan (IEP), or those identified as migrant were granted graduation pathway waivers at rates greater than the groups' representation in the graduation cohort. On Figure 4, the higher graduation pathway waiver usage for a group is indicated where the cross-hatched bar is higher than the corresponding solid bar. See that this is true for all of the student groups based on program participation, except for the students identified with a Section 504 plan whose share of graduation pathway waivers is consistent with their representation in the final adjusted graduation cohort.

Figure 4: shows the percentage of graduation pathway waiver usage by federal program status for the final adjusted graduation cohort and for the students granted a graduation pathway waiver.



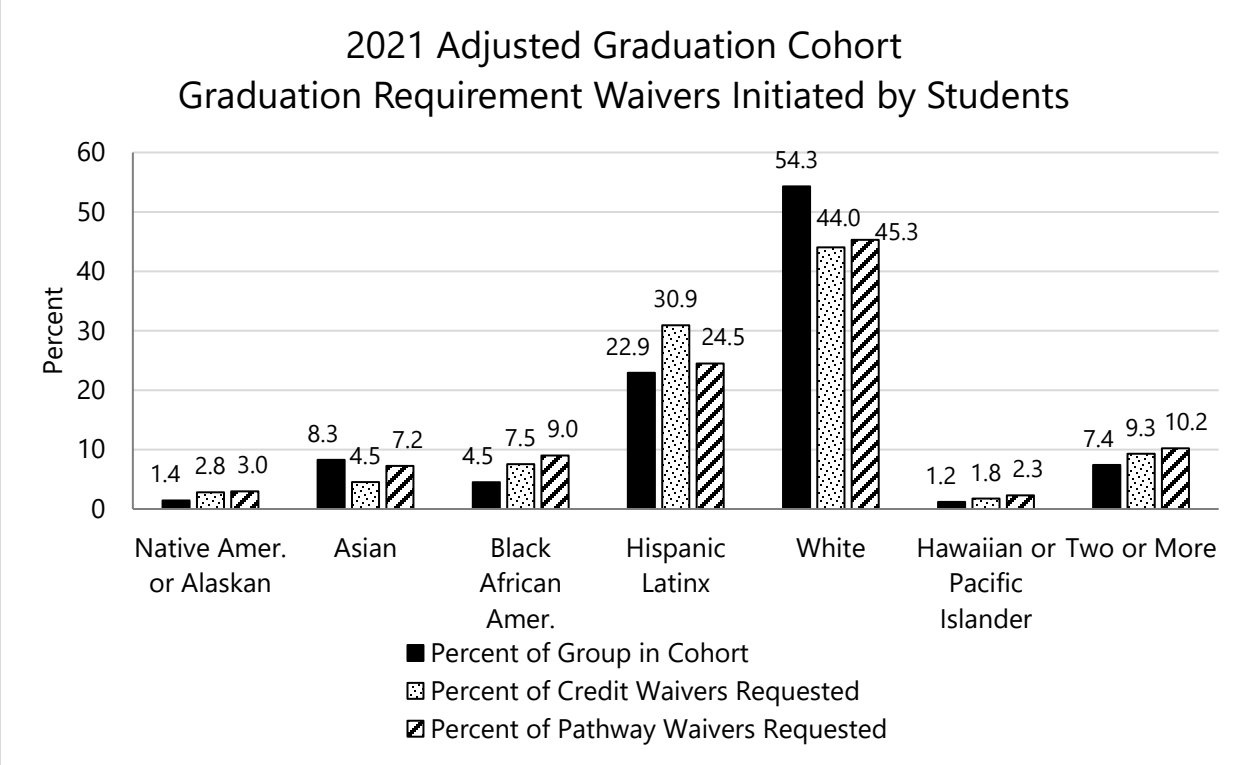
Note: Low-Income refers to students qualifying for the Free and Reduced Price Lunch program.

Graduation Requirement Waivers Reported to the SBE

An analysis was undertaken to determine whether the demographics of the students initiating a credit and or graduation pathway waiver request reflected the final adjusted graduation cohort. As stated earlier in this report, the number of student-initiated requests is self-reported by school districts and LEAs through the SBE's annual basic education collection. Figure 5 shows the following.

- Students identifying as Native American/Alaskan, Black/African American, Hispanic/Latinx, Hawaiian/Pacific Islander, or Two or More races requested credit and graduation pathway waivers at a rate **higher** than the groups' representation in the final adjusted graduation cohort.
- Students identifying as Asian or White requested credit and graduation pathway waivers at a rate **lower** than the groups' representation in the final adjusted graduation cohort.
- For all of the student groups except for Hispanic/Latinx, students initiated requests for graduation pathway waivers at a **slightly higher** rate as compared to the groups' credit waiver requests.

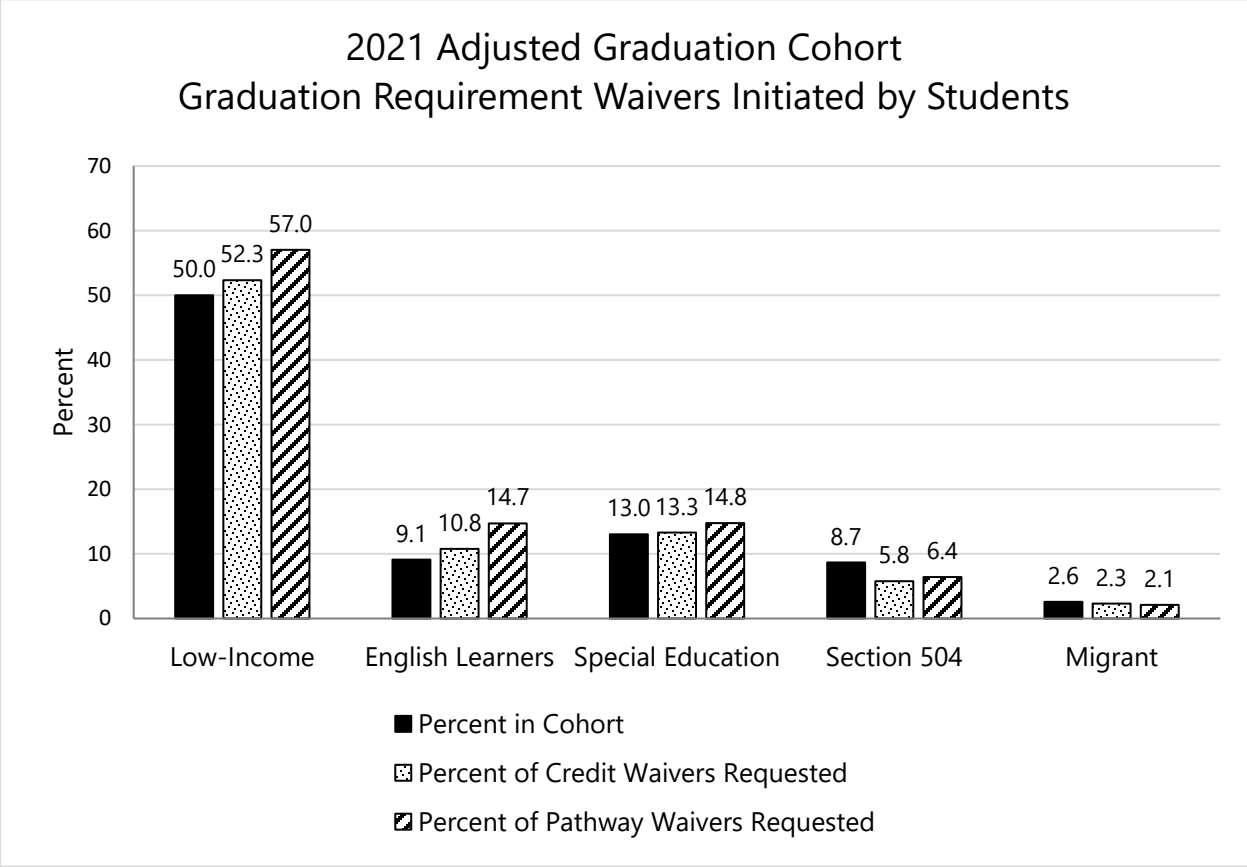
Figure 5: shows the percentage of students initiating requests for graduation requirement waivers by race and ethnicity.



Remember, the number of student-initiated requests is self-reported by school districts through the SBE's annual basic education collection. Figure 6 shows the following.

- Students from low-income households, English learners, and students with a disability requested credit and graduation pathway waivers at a rate **higher** than the groups' representation in the final adjusted graduation cohort.
- Students with a Section 504 Plan or who were identified as migrant requested credit and graduation pathway waivers at rates **lower** than the groups' representation in the final adjusted graduation cohort.
- For all of the student groups (except for students identified as migrant), students initiated requests for graduation pathway waivers at a **slightly higher** rate as compared to the groups' credit waiver requests.

Figure 6: shows the percentage of students initiating requests for graduation requirement waivers program participation.



Note: Low-Income refers to students qualifying for the Free and Reduced Price Lunch program.

Waiver Usage by Waiver Type

An analysis of the demographics of students being granted one or more credit waivers, or one or more graduation pathway waivers yields results similar to those presented above in Figures 1 through Figure 6. Here are examples of how to interpret Table 6.

- Of the 3,458 students who were granted a graduation credit waiver but no graduation pathway waiver, 1,124 students (32.5 percent) identified as Hispanic or Latinx, which is higher than the 22.9 percent of Hispanic or Latinx students making up the graduation cohort. We can say that students identifying as Hispanic or Latinx exhibited **higher credit waiver-only usage** than their representation in the graduation cohort.
- Of the 4,013 students who were granted a graduation pathway waiver but not a credit waiver, 116 students (2.9 percent) identified as Native American of Alaskan, which is more than double the 1.4 percent of Native American or Alaskan students making up the adjusted graduation cohort. We can say that students identifying as Native American or Alaskan exhibited **higher credit waiver usage** than their representation in the graduation cohort.
- Of the 1,607 students who were granted a credit waiver and a graduation pathway waiver, 68 students (4.2 percent) identified as Asian, which is lower than the 8.3 percent of Asian students making up the adjusted graduation cohort. We can say that students

identifying as Asian exhibited **lower credit waiver usage** than their representation in the graduation cohort.

Table 6: shows the unduplicated number and percentage of students using the credit waiver only, pathway waiver only, and a credit and pathway waiver.

Student Group	Number and (Percent) of Credit Waiver-Only Grantees	Number and (Percent) of Pathway Waiver-Only Grantees	Number and (Percent) of Credit and Pathway Waiver Grantees	Percent of Student Group in Cohort
Native American/Alaskan	57 (1.6%)	116 (2.9%)	36 (2.2%)	1.4%
Asian	196 (5.7%)	231 (5.8%)	68 (4.2%)	8.3%
Black/African American	201 (5.8%)	323 (8.0%)	107 (6.7%)	4.5%
Hispanic/Latinx	1,124 (32.5%)	1,204 (30.0%)	504 (31.3%)	22.9%
Hawaiian/Other Pacific Isl.	56 (1.6%)	83 (2.1%)	38 (2.4%)	1.2%
White	1,553 (44.9%)	1,735 (43.2%)	734 (45.6)	54.2%
Two or More Races	271 (7.8%)	321 (8.0%)	120 (7.5%)	7.4%
All Students*	**3,458**	**4,013**	**1,607**	**9,079**

*Note: the totals represent an unduplicated count of students. 1,608 students were granted a credit and pathway waiver, but one student was not identified with any race or ethnicity.

It is virtually impossible to attribute the greater use of GREW by students identifying with race and ethnicities corresponding to non-Asian students of color to any single factor or condition. Rather, it is most logical to attribute the greater use of GREW by non-Asian students of color to the combination of pre-pandemic disparate educational opportunity and the additional pandemic-related impacts. The greater waiver usage by non-Asian students of color is, more than likely, a reflection of an inequitable educational system and disparate impacts resulting from the COVID pandemic rather than inequitable program administration.

Part 2: Analysis School Districts' Good Faith Effort

SUMMARY AND BACKGROUND

A limitation or shortcoming of a portion of this analysis is that information about the school districts' and LEAs' good faith effort to help students meet graduation requirements and the districts' efforts to ensure an equitable local program are anecdotal and self-reported through the SBE's annual basic education collection. While there is no reason to question the veracity of the school districts' and LEAs' responses in the SBE data collection, bear in mind the self-reported data remains largely unverified.

Information about the school districts' and LEAs' good faith effort to help students meet graduation requirements is anecdotal and self-reported, which can result in validity issues, as respondents have the opportunity to embellish responses to make the school districts' and LEAs' good faith effort appear more favorable. While embellishment can be an issue, the opposite can also occur. Some school districts and LEAs selected responses unfavorable to the school district (e.g., selecting the "Did Not Provide" the support) when, in fact, the school district described the provision of the support in the open-ended response option.

The SBE anticipated that 100 percent of the respondents replying that all students being considered for a waiver received certain advising and supports. After carefully reviewing the responses from the school districts and LEAs and receiving all of the school district data submissions, the SBE now envisions multiple scenarios whereby school district staff could respond to a prompt with "Provided to Most Students" of "Provided to Some Students" rather than "Provided to All Students" as a result of the school district or school staffs' unique experiences. Even though certain advising was a requirement of GREW for all students, we came to accept that school districts and LEAs could be following program rules and reporting that the district or LEA did not provide certain advising and supports to all students. In these cases, the SBE had to carefully scrutinize other responses to develop a clearer picture of the school districts' and LEAs' good faith effort. In some cases, the SBE thought it best to follow-up verbally with school district or LEA staff to learn more about the school districts' and LEAs' good faith effort.

After reviewing the totality of the responses collected through the basic education collection, there is evidence that most school districts and LEAs followed GREW program rules requiring school and school district staff to make a good faith effort to provide the advising and supports necessary for students to meet graduation requirements. Further, the open-ended responses describe the school districts' and LEAs' effort to establish and implement a fair and equitable emergency waiver program.

SBE rulemaking (Chapter 180-111 WAC) in 2021 regarding the emergency waiver program states that a "good faith effort" means the school district or LEA considered and implemented options, determined appropriate by the school district or LEA, to support each individual student in meeting credit and pathway requirements that align with their high school and beyond plan. The rules include the following information to support the districts in making the good faith effort.

- Rules required that for each student who is being considered for the emergency waiver, school districts and LEAs shall provide individual student advising, and make a reasonable effort to consult with a parent or guardian of the student, to help each student determine:
    - What supports they need to be successful;
    - How they might meet the graduation requirements, including the feasibility of summer or a partial or full additional year of high school enrollment; and
    - Whether the emergency waiver is appropriate for the individual student.

SBE expected all school districts and LEAs to respond to the survey that they provided such advising to all students. It is now clear that respondents may have responded "some" or "most" in cases where not every student in the cohort was considered for the waiver because they were clearly on track to meet requirements.

- Rules provided examples of options for supporting students to meet credit and course-based graduation pathway requirements include, but are not limited to:
    - Provision of additional academic supports to aid student completion.
    - Awarding credits based on the student's demonstrated proficiency/mastery of the state's learning standards under WAC 180-51-050, 180-51-051, and 392-410-300, including credits, grades, and courses transcribed on the high school transcript.
    - Awarding credit through expanded learning opportunities, dual credit programs, work-based learning (WAC 392-410-315), traditional online, summer learning, CTE course equivalencies, and other local credit options for awarding credit outside of school.

- Rules provided examples of options for supporting students to meet the exam-based graduation pathway requirement include, but are not limited to:
    - Efforts to ensure students are aware of, and can access, online or by other alternative access options, the SAT, ACT, ASVAB, AP, IB, Cambridge International, and state assessments (if applicable).
    - School districts are encouraged to reduce or eliminate any cost to students in using these options.

The SBE collected information on school districts' and LEAs' good faith effort through the annual basic education collection beginning in fall 2021 and continuing through January 2022. A total of 212 school districts applied for and were approved to grant emergency waivers for the graduation class of 2021. Per the final data file provided by the OSPI, 150 school districts and LEAs granted one or more (course or credit) waivers to 5066 students. The SBE anticipated districts and LEAs initiating most waivers, but this has not been the fact, as 113 school districts and LEAs reported 5043 student initiated requests to waive at least one graduation credit requirement. School districts and LEAs receiving approval to grant waivers of graduation requirements were required to respond to the following questions using a Likert-type scale. Respondents were required to answer (a, b, and c questions below) with providing the advising or supports to no students, some students, most students, or all students. The prompts below labeled as "d" were optional open-ended responses and are tabulated in Appendix A (Tables A4, A5, and A6).

1. To what degree did the district or LEA provide individual student advising on the following topics to students being considered for the emergency waiver?
    a. To what degree did the school district or LEA provide individual student advising on what supports the individual student needs to be successful?
    b. To what degree did the school district or LEA provide individual student advising on how the individual student might meet the graduation requirements,

including the feasibility of summer or a partial or full additional year of high school enrollment?
    c. To what degree did the school district or LEA provide individual student advising on whether the emergency waiver is appropriate for the individual student?
    d. If the school district or LEA provided other advising for individual students regarding strategies for meeting graduation requirements, please describe that advising.
2. To what degree did the school district or LEA use the following options to support individual students in meeting credit and course-based graduation pathway requirements?
    a. To what degree did the school district or LEA provide additional academic supports to aid student completion?
    b. To what degree did the school district or LEA award credits based on the student's demonstrated proficiency/mastery of the state's learning standards under WAC 180-51-050, 180-51-051, and 392-410-300, including credits, grades, and courses transcribed on the high school transcript?
    c. To what degree did the school district or LEA award credit through expanded learning opportunities, dual credit programs, work-based learning (WAC 392-410-315), traditional online, summer learning, CTE course equivalencies, and other local credit options for awarding credit outside of school?
    d. If the school district or LEA provided other academic supports for meeting graduation requirements or awarded credits in another manner, please describe those supports.
3. To what degree did the district or LEA use the following options to support individual students in meeting an exam based graduation pathway requirement?
    a. To what degree did the school district or LEA ensure students are aware of the SAT, ACT, ASVAB, AP, IB, Cambridge International, and state assessment options?
    b. To what degree did the school district or LEA ensure students can access, online or by other alternative access options, the applicable assessment?
    c. To what degree did the school district or LEA reduce or eliminate any cost to students in using these options?
    d. If the school district or LEA provided other supports for meeting the exam-based graduation pathway requirement, please describe those supports.

GOOD FAITH EFFORT

The survey developed by the SBE explored the idea of the school districts' and LEAs' good faith effort through three broad questions and three follow-up questions for each of the broad questions. The results are summarized below.

Question: To what degree did the school district or LEA provide **individual student advising** on the following topics to students being considered for the emergency waiver? School district and LEA staff acknowledged a high degree of advising, as 84 to 89 percent of the school districts and LEAs reported that they provided advising on the supports, strategies, and appropriateness of the waiver for all students. As stated at the beginning of this section, the SBE

anticipated 100 percent of school districts and LEAs providing the specified advising, but came to understand how a lower rate could be attained in various scenarios while following the program rules. Some examples of the open-ended responses are as follows.

> *"The district provided an advisory mentor program and graduation specialists throughout the school to monitor and advise students through the graduation process/status."*

> *"Discussions on the use of the waiver included the student's future goals as outlined in their High School and Beyond Plan."*

> *"Individual counselors and our graduation success coordinator reviewed with each student one on one who might benefit from the GREW. Considerations included the student's plan after high school, a review of the transcript and previous test and classroom performance to determine the feasibility of the GREW enabling the student to have success based upon their individual goals and aspirations."*

Question: To what degree did the school district or LEA use the following options to support individual students in meeting **credit and course-based graduation pathway** requirements? School district and LEA staff reported the provision of supports to help students meet credit and course-based graduation pathway requirements at a high rate. Approximately 84 percent of school districts and LEAs provided additional academic supports for some or all students. Approximately 77 percent of school districts and LEAs awarded credits based on proficiency/mastery of learning standards for some or all students, and 83 percent awarded credit through other available options for some or all students. Some examples of the open-ended responses are as follows.

> "*Each counselor, advisor, and student reviewed all options that were available in the 20-21 school year or prior years that a student could be awarded credit for any credits that the student was missing. This included review of their past SBA grades, STAMP assessment scores, cross or dual credited programs. The goal was to be able to award any and all credit in helping to graduate on time."*

> *"A few students, based on previous SBA scores were awarded mastery credit as per school district policy. Other academic supports included our Academic Success class, and increased monitoring by counselors and teachers for students who were deemed at risk to not meet graduation requirements."*

> *"We offered APEX online credit retrieval during and after the school day. We provided APEX online credit retrieval during the summer to complete graduation requirements. We provided extended school year opportunities in core subject areas to allow students more time to complete courses."*

> *"XXX School District expanded the summer school course work for students to have an opportunity to make up credits. The district continues to seek out work-based learning credits through CTE."*

Question: To what degree did the school district or LEA use the following options to support individual students in meeting an **exam-based graduation pathway** requirement? School districts and LEAs appear to have made a solid effort in supporting students to complete an assessment-based graduation pathway. Approximately 90 percent of school districts and LEAs explained to students that testing pathways were an option and ensured that alternative access to assessment were an option for some or all students. To further reduce barriers to students completing an assessment-based graduation pathway, approximately 86 percent of school districts and LEAs reduced or eliminated assessment costs for some or all students. Some examples of the open-ended responses are as follows.

> *"We scheduled multiple days of ASVAB testing during the school day. In addition, this year we will offer SAT testing during the school day and provide it for free."*
>
> *"[We] offered district-wide testing dates for SAT, ACT, and ASVAB."*
>
> *"ASVAB was offered in schools during the school day. AP exams were paid for by a grant."*

EQUITABLE ADMINISTRATION OF THE PROGRAM

School districts and LEAs affirmed that it administered the emergency waiver of graduation requirements in accordance with program rules established in Chapter 180-111-040 WAC. Section (1) Chapter 180-111-040 WAC directs the school district or LEA to ensure equity in administering the emergency waiver. The school district or LEA shall disaggregate emergency waiver data by student groups as referenced in RCW 28A.300.042(3) and shall conduct further disaggregation of student groups if data are available to do so. If disproportionality is found, the school district or LEA shall take appropriate actions to ensure equitable administration. Following this affirmation, survey respondents were required to describe the actions the school district or LEA took to ensure equity in administration of the emergency waiver. Evidence of an equitable program would include comments regarding access to every student, evaluating and supporting the individual needs of each students, and monitoring through the disaggregation of student demographics by race, ethnicity, program participation, and other criteria.

A shortcoming of these types of responses is that the respondent may not necessarily describe all of the activities and protocols used by the school district or LEA. Given the number of requests districts and LEAs received and crisis management such as contact tracing and other activities associated with physically reopening schools, it is likely that some responses were less comprehensive than hoped and may not include all program elements implemented in a school or school district. All this means is that just because an element was not included in the written response, does not mean the element was not a part of the program. See some of the open-ended responses below which address elements of an equitable program. All of the responses are tabulated in Table A7.

> *"XXX School District ensured access of equity by analyzing students' graduation requirement needs and ways to meet the grad pathways through the waiver. Counselors were educated on the process as well as students. Any student who was 'at-risk' for not graduating was evaluated against the GREW waiver requirements."*

"Data was collected and disaggregated by race, ethnicity, gender, and federal program to ensure equitable administration."

"[We] developed an equity lens and met with administrators and counselors. Looked at barriers to graduation and ongoing data review."

"To ensure equity of administration we met with each eligible student to make a plan that fit their specific needs."

"The Emergency Graduation Credit Waiver application along with a written district plan was submitted and approved by OSPI. The district plan included the process available to all students for equity access and how the information would be communicated in a culturally responsive way as outlined in the application and plan requirements."

One school district provided a brief definition of "equity" which captured the elements of many of the responses. "Equity in education is the notion that every student will receive the necessary resources they need individually to thrive in ***** schools regardless of race, ethnicity, religion, language, disabilities, socioeconomic status, country of origin, immigration status, sexual orientation, gender, and gender identity." Some common themes found in the open ended response are as follows.

Theme One: Identification of Need

Nearly every school district or school reported that staff reviewed student course-taking history, grade history, and credit attainment for every student for the purpose of identifying the students at risk of not meeting graduation requirements. This most often occurred at the beginning of the school year so that any requirement deficiencies could be corrected.

"Evaluated all graduating seniors doing a credit checks. Identified students not on track. Contacted all seniors not on track and requested a meeting with them and a parent via zoom. Set up a plan with the school counselor and the student. Monitored their progress weekly. Worked with teachers on individual cases to adjust classroom as appropriate."

"District ensured all students not yet meeting graduation pathway requirements were offered personal counseling explaining options regarding credit/pathway waivers. The district Title IX officer reviewed the list of waivers to ensure broad representation among applicants. The district reviewed its "good faith effort" regarding support for all students requesting the GREW to ensure equitable application of support services. The district consulted with students and families regarding GREW waivers in their native language."

Theme Two: Communication and Outreach

Respondents wrote of widespread communication to all high school seniors and parents in multiple ways (school district website, school administration weekly family messages, telephone calls, and emails) and in multiple languages. After identifying students at risk of not graduating, survey respondents more often than not reported that every identified student had an individualized conversation with the school counselor, parent/guardian, administrator, and a

teacher, at which time options to meet graduation requirements were discussed. An example of communication and outreach is shown below.

> *"The district's Research and Assessment office developed extensive reports for each school containing credit and assessment information for every student. Counselors, school and district administrators met several times to discuss [with] each student and to develop a support plan for credit attainment. Counselors and administrators met with students and families through a variety of methods including in-person meetings, Zoom meetings and phone calls to finalize plans for each student based on the student's High School and Beyond Plan goals."*

Theme 3 – Develop a Plan and Monitor Progress

Most survey respondents reported that the counselor worked in conjunction with the student, parent/guardian, and teacher to develop a plan by which each student could meet graduation requirement deficiencies without the emergency waiver. The plans often included the scheduling of intervention courses and enrollment in in-person and online credit recovery classes.

Respondents noted that the intervention plans were closely monitored to ensure that both students and school staff were making a concerted effort to remedy the deficiencies. In some cases, students were assigned mentor teachers to support the student, and in other cases the student met with a counselor or intervention specialist to check in on the students' progress.

> *"The district provided outreach to all students to encourage and support the completion of all credits required for graduation. Student Support Teams were developed and systematically identified students who required additional support. Individual plans were developed for students prior to granting the waiver. The team worked to remove barriers when possible. Other options were offered before utilizing the waiver."*

> *"Throughout the entire 2020-2021 school year, students in the class of 2021 were monitored for on-time graduation metrics and provided with opportunities for in-person instruction during school closure."*

> *"The counselor and principal conducted senior interviews for every senior to assess individual needs at the beginning of the year. Then they worked with teachers and students throughout the year to help students finish requirements. Every student/family was engaged in the graduation process."*

Other Protocols

A number of school districts and LEAs implemented additional protocols to ensure fair and equitable emergency waiver usage. Some of the protocols are included below.

> *"We created a board approved emergency waiver decision flow chart to ensure the process was the same for all students. If a student disputed a decision a community led team heard the dispute and made a decision."*

> *"We established a standards of practice to ensure that all students were afforded the opportunity and guided by high school counselors."*

"The district convened a multi-disciplinary team to consider each request. The team used a standard protocol to ensure that all other options had been exhausted and to ensure that the student was fully informed of the implications of a waiver. Every effort was made to support the student and families were involved in the process where appropriate."

"[We] took several steps to ensure equity in administration of the emergency waiver including (1) emphasizing equity in initial staff training, (2) making sure the emergency waivers were promoted and available to all students/families, (3) providing information in family's home language, (4) ensuring that students/families understood their options, (5) collecting equity demographics information to monitoring purposes, and (6) overseeing implementation by district personnel with an equity lens."

Conclusion

Not all school districts and LEAs approved to use the GREW actually granted waivers of graduation requirements. Per the school districts reporting to the OSPI, 9,079 individual students (10.7 percent of the final adjusted graduation cohort) were granted a credit waver and/or a graduation pathway waiver. Of the 9,079 students, 3,458 were granted a credit waiver only, 4,013 were granted a pathway waiver only, and 1,607 were granted both a credit and pathway waiver. Of the 212 school districts and LEAs approved to grant waivers, only 150 school districts and LEAs actually did so. These findings are evidence that school districts and LEAs used their waiver authority judiciously.

Students identifying as Asian or White were granted waivers of graduation requirements at rates lower than the groups' representation in the adjusted cohort, while students identifying as non-Asian students of color were granted waivers at rates higher than the groups' representation in the graduation cohort. It is virtually impossible to attribute the greater use of GREW by students identifying with race and ethnicities that are non-Asian and non-White to any single factor or condition. Rather, it is most logical to attribute the greater use of GREW by non-Asian and non-White students to the combination of an inequitable educational system and disparate impacts resulting from the COVID pandemic rather than inequitable program administration.

After reviewing the totality of the responses collected through the basic education collection, there is evidence that most school districts and LEAs followed GREW program rules requiring school and school district staff to make a good faith effort to provide the advising and supports necessary for students to meet graduation requirements. Further, the open-ended responses describe the school districts' and LEAs' effort to establish and implement a fair and equitable emergency waiver program.

Appendix A

WAIVERS GRANTED BY SCHOOL DISTRICTS AND LEAS

Table A1: shows the number and percentage of students in the class of 2021 final adjusted graduation cohort granted a waiver of one or more course or credit requirements or graduation pathway requirements through the Graduation Requirements Emergency Waiver program by school district or LEA.

School District or LEA	Number of Students in the Adjusted Cohort	Number of Students Waiving Any Course	Percent of Students in the Cohort Waiving Any Course	Number of Students Granted a Pathway Waiver	Percent of Students in the Cohort Granted a Pathway Waiver
Aberdeen SD	238	16	6.7	7	2.9
Adna SD	66	0	0.0	9	13.6
Anacortes SD	208	N.R.	N.R.	10	4.8
Arlington SD	443	23	5.2	22	5.0
Asotin-Anatone SD	51	0	0.0	0	0.0
Auburn SD	1,365	139	10.2	380	27.8
Bainbridge Island SD	377	47	12.5	41	10.9
Bates Technical College	190	0	0.0	0	0.0
Battle Ground SD	1,080	142	13.1	37	3.4
Bellevue SD	1,688	N.R.	N.R.	0	0.0
Bellingham SD	1,002	53	5.3	37	3.7
Bethel SD	1,382	122	8.8	40	2.9
Bickleton SD	N.R.	N.R.	N.R.	N.R.	N.R.
Blaine SD	141	9	6.4	19	13.5
Bremerton SD	369	39	10.6	0	0.0
Brewster SD	66	0	0.0	0	0.0
Bridgeport SD	51	0	0.0	0	0.0
Burlington-Edison SD	268	0	0.0	0	0.0
Camas SD	609	42	6.9	41	6.7
Cape Flattery SD	44	0	0.0	0	0.0
Cascade SD	105	5	4.8	0	0.0
Cashmere SD	120	0	0.0	0	0.0
Castle Rock SD	96	8	8.3	0	0.0
Central Kitsap SD	919	56	6.1	49	5.3
Central Valley SD	1,091	81	7.4	213	19.5
Centralia SD	242	27	11.2	59	24.4

School District or LEA	Number of Students in the Adjusted Cohort	Number of Students Waiving Any Course	Percent of Students in the Cohort Waiving Any Course	Number of Students Granted a Pathway Waiver	Percent of Students in the Cohort Granted a Pathway Waiver
Chehalis SD	290	N.R.	N.R.	10	3.4
Cheney SD	341	16	4.7	0	0.0
Chewelah SD	64	0	0.0	2	3.1
Chief Leschi Schools	40	0	0.0	10	25.0
Chimacum SD	70	0	0.0	9	12.9
Clarkston SD	222	6	2.7	0	0.0
Cle Elum-Roslyn SD	63	3	4.8	5	7.9
Clover Park SD	713	46	6.5	80	11.2
Colfax SD	49	0	0.0	0	0.0
College Place SD	112	0	0.0	0	0.0
Colton SD	11	0	0.0	0	0.0
Columbia (Stevens) SD	11	0	0.0	0	0.0
Columbia (Walla Walla) SD	57	0	0.0	0	0.0
Colville SD	115	0	0.0	0	0.0
Concrete SD	41	3	7.3	0	0.0
Coulee-Hartline SD	18	0	0.0	0	0.0
Coupeville SD	80	4	5.0	3	3.8
Crescent SD	17	0	0.0	0	0.0
Creston SD	N.R.	N.R.	N.R.	N.R.	N.R.
Curlew SD	48	3	6.3	0	0.0
Cusick SD	15	0	0.0	0	0.0
Darrington SD	29	0	0.0	0	0.0
Davenport SD	43	3	7.0	0	0.0
Dayton SD	39	0	0.0	0	0.0
Deer Park SD	227	0	0.0	0	0.0
East Valley SD (Spokane)	264	14	5.3	13	4.9
East Valley SD (Yakima)	199	9	4.5	40	20.1
Eastmont SD	496	27	5.4	47	9.5
Easton SD	N.R.	N.R.	N.R.	N.R.	N.R.
Eatonville SD	144	N.R.	N.R.	0	0.0
Edmonds SD	1,624	182	11.2	222	13.7

School District or LEA	Number of Students in the Adjusted Cohort	Number of Students Waiving Any Course	Percent of Students in the Cohort Waiving Any Course	Number of Students Granted a Pathway Waiver	Percent of Students in the Cohort Granted a Pathway Waiver
Ellensburg SD	258	18	7.0	49	19.0
Elma SD	145	8	5.5	0	0.0
Entiat SD	21	0	0.0	4	19.0
Enumclaw SD	312	22	7.1	6	1.9
Ephrata SD	229	30	13.1	0	0.0
ESD 101 acting as a SD	137	0	0.0	0	0.0
ESD 105 acting as a SD	29	0	0.0	0	0.0
ESD 112 acting as a SD	62	N.R.	N.R.	N.R.	N.R.
ESD 113 acting as a SD	274	0	0.0	0	0.0
ESD 123 acting as a SD	26	0	0.0	0	0.0
ESD 189 acting as a SD	14	0	0.0	0	0.0
Everett SD	1,380	23	1.7	34	2.5
Evergreen SD (Clark)	2,017	159	7.9	164	8.1
Federal Way SD	1,797	69	3.8	101	5.6
Ferndale SD	382	19	5.0	0	0.0
Fife SD	314	22	7.0	0	0.0
Finley SD	88	9	10.2	0	0.0
Franklin Pierce SD	533	88	16.5	61	11.4
Freeman SD	85	0	0.0	0	0.0
Garfield SD	N.R.	N.R.	N.R.	N.R.	N.R.
Glenwood SD	N.R.	N.R.	N.R.	N.R.	N.R.
Goldendale SD	106	0	0.0	2	1.9
Grand Coulee Dam SD	75	10	13.3	26	34.7
Grandview SD	252	0	0.0	0	0.0
Granger SD	100	0	0.0	0	0.0
Granite Falls SD	175	17	9.7	0	0.0
Harrington SD	N.R.	N.R.	N.R.	N.R.	N.R.
Highland SD	72	3	4.2	5	6.9
Highline SD	1,423	88	6.2	87	6.1
Hockinson SD	150	0	0.0	0	0.0
Hoquiam SD	117	8	6.8	19	16.2
Inchelium SD	15	0	0.0	2	13.3

School District or LEA	Number of Students in the Adjusted Cohort	Number of Students Waiving Any Course	Percent of Students in the Cohort Waiving Any Course	Number of Students Granted a Pathway Waiver	Percent of Students in the Cohort Granted a Pathway Waiver
Issaquah SD	1,543	89	5.8	22	1.4
Kahlotus SD	N.R.	N.R.	N.R.	N.R.	N.R.
Kalama SD	64	0	0.0	11	17.2
Kelso SD	385	45	11.7	45	11.7
Kennewick SD	1,316	76	5.8	197	15.0
Kent SD	1,975	173	8.8	197	10.0
Kettle Falls SD	122	N.R.	N.R.	0	0.0
Kiona-Benton City SD	107	0	0.0	0	0.0
Kittitas SD	68	0	0.0	0	0.0
Klickitat SD	N.R.	N.R.	N.R.	N.R.	N.R.
La Center SD	116	5	4.3	0	0.0
La Conner SD	67	0	0.0	0	0.0
LaCrosse SD	N.R.	N.R.	N.R.	N.R.	N.R.
Lake Chelan SD	124	0	0.0	0	0.0
Lake Quinault SD	13	3	23.1	0	0.0
Lake Stevens SD	622	8	1.3	4	0.6
Lake Washington Institute of Technology	244	0	0.0	0	0.0
Lake Washington SD	2,003	97	4.8	134	6.7
Lakewood SD	164	N.R.	N.R.	0	0.0
Liberty SD	45	0	0.0	4	8.9
Lind SD	14	N.R.	N.R.	0	0.0
Longview SD	482	27	5.6	60	12.4
Lopez SD	N.R.	N.R.	N.R.	N.R.	N.R.
Lumen Public School	20	4	20.0	0	0.0
Lummi Tribal Agency	35	8	22.9	0	0.0
Lyle SD	17	0	0.0	7	41.2
Lynden SD	246	24	9.8	21	8.5
Mabton SD	46	0	0.0	0	0.0
Mansfield SD	N.R.	N.R.	N.R.	N.R.	N.R.
Manson SD	57	0	0.0	0	0.0
Mary M Knight SD	60	2	3.3	7	11.7

School District or LEA	Number of Students in the Adjusted Cohort	Number of Students Waiving Any Course	Percent of Students in the Cohort Waiving Any Course	Number of Students Granted a Pathway Waiver	Percent of Students in the Cohort Granted a Pathway Waiver
Mary Walker SD	39	3	7.7	0	0.0
Marysville SD	794	47	5.9	140	17.6
Mead SD	890	0	0.0	39	4.4
Medical Lake SD	143	4	2.8	0	0.0
Mercer Island SD	374	0	0.0	8	2.1
Meridian SD	91	2	2.2	0	0.0
Methow Valley SD	48	N.R.	N.R.	0	0.0
Mill A SD	N.R.	N.R.	N.R.	N.R.	N.R.
Monroe SD	653	15	2.3	40	6.1
Montesano SD	110	2	1.8	0	0.0
Morton SD	28	0	0.0	0	0.0
Moses Lake SD	609	76	12.5	31	5.1
Mossyrock SD	34	0	0.0	N.R.	N.R.
Mount Adams SD	56	0	0.0	0	0.0
Mount Baker SD	138	28	20.3	0	0.0
Mount Vernon SD	525	12	2.3	33	6.3
Muckleshoot Indian Tribe	43	0	0.0	23	53.5
Mukilteo SD	1,170	117	10.0	85	7.3
Naches Valley SD	84	0	0.0	0	0.0
Napavine SD	51	N.R.	N.R.	6	11.8
Naselle-Grays River Valley SD	74	0	0.0	0	0.0
Newport SD	115	0	0.0	9	7.8
Nine Mile Falls SD	120	0	0.0	0	0.0
Nooksack Valley SD	120	34	28.3	0	0.0
North Beach SD No. 64	56	5	8.9	10	17.9
North Franklin SD	151	12	7.9	15	9.9
North Kitsap SD	457	27	5.9	40	8.8

School District or LEA	Number of Students in the Adjusted Cohort	Number of Students Waiving Any Course	Percent of Students in the Cohort Waiving Any Course	Number of Students Granted a Pathway Waiver	Percent of Students in the Cohort Granted a Pathway Waiver
North Mason SD	193	0	0.0	46	23.8
North River SD	N.R.	N.R.	N.R.	N.R.	N.R.
North Thurston PS	1,053	83	7.9	80	7.6
Northport SD	10	0	0.0	0	0.0
Northshore SD	1,767	28	1.6	154	8.7
Oak Harbor SD	387	0	0.0	0	0.0
Oakesdale SD	N.R.	N.R.	N.R.	N.R.	N.R.
Oakville SD	21	0	0.0	5	23.8
Ocean Beach SD	81	6	7.4	0	0.0
Ocosta SD	56	2	3.6	0	0.0
Odessa SD	16	0	0.0	0	0.0
Office of the Gov. (Sch for the Blind)	N.R.	N.R.	N.R.	N.R.	N.R.
Okanogan SD	107	0	0.0	6	5.6
Olympia SD	808	71	8.8	0	0.0
Omak SD	333	30	9.0	44	13.2
Onalaska SD	51	0	0.0	4	7.8
Orcas Island SD	39	3	7.7	N.R.	N.R.
Oroville SD	48	0	0.0	3	6.3
Orting SD	149	8	5.4	0	0.0
Othello SD	312	0	0.0	65	20.8
Palouse SD	18	0	0.0	0	0.0
Pasco SD	1,394	0	0.0	156	11.2
Pateros SD	27	0	0.0	0	0.0
Pe Ell SD	19	0	0.0	N.R.	N.R.
Peninsula SD	750	46	6.1	31	4.1
Pomeroy SD	18	0	0.0	0	0.0
Port Angeles SD	279	14	5.0	7	2.5
Port Townsend SD	103	5	4.9	4	3.9
Prescott SD	15	0	0.0	0	0.0
PRIDE Prep Charter SD	143	7	4.9	0	0.0
Prosser SD	217	20	9.2	0	0.0
Pullman SD	185	7	3.8	0	0.0

School District or LEA	Number of Students in the Adjusted Cohort	Number of Students Waiving Any Course	Percent of Students in the Cohort Waiving Any Course	Number of Students Granted a Pathway Waiver	Percent of Students in the Cohort Granted a Pathway Waiver
Puyallup SD	1,787	96	5.4	81	4.5
Quilcene SD	24	0	0.0	0	0.0
Quileute Tribal SD	N.R.	N.R.	N.R.	N.R.	N.R.
Quillayute Valley SD	980	N.R.	N.R.	105	10.7
Quincy SD	203	13	6.4	22	10.8
Rainier SD	39	0	0.0	9	23.1
Rainier Valley Leadership Academy	N.R.	N.R.	N.R.	N.R.	N.R.
Raymond SD	43	3	7.0	0	0.0
Reardan-Edwall SD	49	0	0.0	0	0.0
Renton SD	1,178	187	15.9	0	0.0
Renton Tech. College	45	0	0.0	3	6.7
Republic SD	31	6	19.4	0	0.0
Richland SD	1,112	7	0.6	61	5.5
Ridgefield SD	223	0	0.0	57	25.6
Ritzville SD	24	N.R.	N.R.	0	0.0
Riverside SD	118	0	0.0	6	5.1
Riverview SD	275	8	2.9	7	2.5
Rochester SD	163	29	17.8	27	16.6
Rosalia SD	16	0	0.0	0	0.0
Royal SD	113	0	0.0	0	0.0
San Juan Island SD	60	3	5.0	3	5.0
Seattle PS	3,926	183	4.7	250	6.4
Sedro-Woolley SD	344	18	5.2	36	10.5
Selah SD	265	3	1.1	0	0.0
Selkirk SD	17	0	0.0	0	0.0
Sequim SD	201	4	2.0	0	0.0
Shelton SD	404	126	31.2	55	13.6
Shoreline SD	772	33	4.3	0	0.0
Skykomish SD	N.R.	N.R.	N.R.	N.R.	N.R.
Snohomish SD	910	55	6.0	0	0.0
Snoqualmie Valley SD	472	26	5.5	28	5.9

School District or LEA	Number of Students in the Adjusted Cohort	Number of Students Waiving Any Course	Percent of Students in the Cohort Waiving Any Course	Number of Students Granted a Pathway Waiver	Percent of Students in the Cohort Granted a Pathway Waiver
Soap Lake SD	38	0	0.0	7	18.4
South Bend SD	42	N.R.	N.R.	N.R.	N.R.
South Kitsap SD	893	24	2.7	20	2.2
South Whidbey SD	116	0	0.0	0	0.0
Spokane SD	2,071	93	4.5	173	8.4
Sprague SD	N.R.	N.R.	N.R.	N.R.	N.R.
St. John SD	13	N.R.	N.R.	0	0.0
Stanwood-Camano SD	356	39	11.0	62	17.4
Steilacoom Hist. SD	265	6	2.3	12	4.5
Stevenson-Carson SD	85	2	2.4	4	4.7
Sultan SD	142	N.R.	N.R.	0	0.0
Summit Public School: Atlas	37	0	0.0	0	0.0
Summit Public School: Olympus	40	0	0.0	0	0.0
Summit Public School: Sierra	108	0	0.0	0	0.0
Sumner SD	739	49	6.6	15	2.0
Sunnyside SD	500	131	26.2	0	0.0
Suquamish Tribal Education Dept.	18	0	0.0	15	83.3
Tacoma SD	1,943	118	6.1	95	4.9
Taholah SD	14	0	0.0	0	0.0
Tahoma SD	675	64	9.5	10	1.5
Tekoa SD	12	0	0.0	0	0.0
Tenino SD	72	0	0.0	0	0.0
Thorp SD	N.R.	N.R.	N.R.	N.R.	N.R.
Toledo SD	66	0	0.0	7	10.6
Tonasket SD	85	0	0.0	0	0.0
Toppenish SD	422	0	0.0	94	22.3
Touchet SD	17	0	0.0	0	0.0
Toutle Lake SD	51	3	5.9	4	7.8
Trout Lake SD	18	0	0.0	0	0.0
Tukwila SD	231	6	2.6	4	1.7

School District or LEA	Number of Students in the Adjusted Cohort	Number of Students Waiving Any Course	Percent of Students in the Cohort Waiving Any Course	Number of Students Granted a Pathway Waiver	Percent of Students in the Cohort Granted a Pathway Waiver
Tumwater SD	564	72	12.8	61	10.8
University Place SD	447	62	13.9	71	15.9
Valley SD	17	2	11.8	2	11.8
Vancouver SD	1,633	122	7.5	63	3.9
Vashon Island SD	131	6	4.6	17	13.0
Wahkiakum SD	59	4	6.8	0	0.0
Wahluke SD	171	11	6.4	N.R.	N.R.
Waitsburg SD	18	0	0.0	0	0.0
Walla Walla PS	470	39	8.3	0	0.0
Wapato SD	217	18	8.3	0	0.0
Warden SD	56	N.R.	N.R.	0	0.0
Washington Center for Deaf and Hard of Hearing Youth	N.R.	N.R.	N.R.	N.R.	N.R.
Washington Military Department	17	0	0.0	0	0.0
Washougal SD	266	46	17.3	0	0.0
Washtucna SD	N.R.	N.R.	N.R.	N.R.	N.R.
Waterville SD	23	0	0.0	0	0.0
Wellpinit SD	61	2	3.3	2	3.3
Wenatchee SD	616	30	4.9	0	0.0
West Valley SD (Spokane)	370	23	6.2	65	17.6
West Valley SD (Yakima)	431	4	0.9	0	0.0
White Pass SD	32	0	0.0	0	0.0
White River SD	290	7	2.4	38	13.1
White Salmon Valley SD	88	5	5.7	0	0.0
Wilbur SD	18	0	0.0	0	0.0
Willapa Valley SD	19	0	0.0	0	0.0
Wilson Creek SD	13	0	0.0	0	0.0
Winlock SD	52	2	3.8	8	15.4
Wishkah Valley SD	19	2	10.5	3	15.8

School District or LEA	Number of Students in the Adjusted Cohort	Number of Students Waiving Any Course	Percent of Students in the Cohort Waiving Any Course	Number of Students Granted a Pathway Waiver	Percent of Students in the Cohort Granted a Pathway Waiver
Wishram SD	N.R.	N.R.	N.R.	N.R.	N.R.
Woodland SD	212	38	17.9	82	38.7
Yakama Nation Tribal Compact	26	0	0.0	0	0.0
Yakima SD	1,207	191	15.8	114	9.4
Yelm SD	414	35	8.5	58	14.0
Zillah SD	117	0	0.0	0	0.0

Note: school districts and LEAs not included in the table indicates the school district or LEA did not have any students in the class of 2021 final adjusted cohort, did not receive waiver requests from students, have not reported waiver usage to the OSPI, or did not grant waivers under the emergency waiver program. N.R. indicates results not reported because the adjusted graduation cohort was less than 10 students or to protect identifying information.

Table A2: shows the number of students in the class of 2021 final adjusted graduation cohort granted a waiver of one or more course or credit requirements through the Graduation Requirement Emergency Waiver program by school district or LEA and by content area.

School District or LEA	Adjusted Cohort	ELA Course Waived	Math Course Waived	Science Course Waived	Social Sciences or History Course Waived	PE or Health Course Waived	Arts Course Waived	Elective or Other Course Waived
Aberdeen SD	238	2	0	N.R.	11	0	N.R.	8
Adna SD	66	0	0	0	0	0	0	0
Anacortes SD	208	0	0	0	0	0	0	N.R.
Arlington SD	443	10	7	6	10	5	2	4
Asotin-Anatone SD	51	0	0	0	0	0	0	0
Auburn SD	1,365	72	34	42	43	17	23	22
Bainbridge Island SD	377	9	14	9	14	20	2	21
Bates Technical College	190	0	0	0	0	0	0	0
Battle Ground SD	1,080	39	32	15	71	N.R.	15	72
Bellevue SD	1,688	0	0	0	N.R.	0	0	0
Bellingham SD	1,002	23	11	9	18	2	7	11
Bethel SD	1,382	53	38	18	59	14	17	29
Bickleton SD	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
Blaine SD	141	3	2	3	4	0	N.R.	N.R.
Bremerton SD	369	20	8	4	24	4	4	2
Brewster SD	66	0	0	0	0	0	0	0
Bridgeport SD	51	0	0	0	0	0	0	0

School District or LEA	Adjusted Cohort	ELA Course Waived	Math Course Waived	Science Course Waived	Social Sciences or History Course Waived	PE or Health Course Waived	Arts Course Waived	Elective or Other Course Waived
Burlington-Edison SD	268	0	0	0	0	0	0	0
Camas SD	609	9	11	2	22	13	10	12
Cape Flattery SD	44	0	0	0	0	0	0	0
Cascade SD	105	0	N.R.	0	2	2	N.R.	2
Cashmere SD	120	0	0	0	0	0	0	0
Castle Rock SD	96	2	4	0	0	2	2	3
Central Kitsap SD	919	31	11	10	7	7	5	5
Central Valley SD	1,091	30	8	12	33	10	11	20
Centralia SD	242	6	3	2	6	0	5	18
Chehalis SD	290	N.R.	N.R.	0	0	0	0	0
Cheney SD	341	3	3	N.R.	9	0	4	9
Chewelah SD	64	0	0	0	0	0	0	0
Chief Leschi Schools	40	0	0	0	0	0	0	0
Chimacum SD	70	0	0	0	0	0	0	0
Clarkston SD	222	0	0	0	N.R.	0	0	5
Cle Elum-Roslyn SD	63	0	0	2	2	0	0	0
Clover Park SD	713	19	11	2	18	2	5	12
Colfax SD	49	0	0	0	0	0	0	0
College Place SD	112	0	0	0	0	0	0	0
Colton SD	11	0	0	0	0	0	0	0
Columbia (Stevens) SD	11	0	0	0	0	0	0	0
Columbia (Walla Walla) SD	57	0	0	0	0	0	0	0
Colville SD	115	0	0	0	0	0	0	0
Concrete SD	41	N.R.	0	2	3	0	0	0
Coulee-Hartline SD	18	0	0	0	0	0	0	0
Coupeville SD	80	0	0	0	0	2	N.R.	2
Crescent SD	17	0	0	0	0	0	0	0
Creston SD	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
Curlew SD	48	N.R.	N.R.	0	N.R.	0	0	N.R.
Cusick SD	15	0	0	0	0	0	0	0
Darrington SD	29	0	0	0	0	0	0	0
Davenport SD	43	2	0	0	N.R.	0	0	0
Dayton SD	39	0	0	0	0	0	0	0

School District or LEA	Adjusted Cohort	ELA Course Waived	Math Course Waived	Science Course Waived	Social Sciences or History Course Waived	PE or Health Course Waived	Arts Course Waived	Elective or Other Course Waived
Deer Park SD	227	0	0	0	0	0	0	0
East Valley SD (Spokane)	264	6	5	3	4	2	4	2
East Valley SD (Yakima)	199	8	2	N.R.	2	0	0	0
Eastmont SD	496	13	15	13	15	9	2	8
Easton SD	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
Eatonville SD	144	0	0	0	0	0	N.R.	0
Edmonds SD	1,624	64	26	27	73	28	20	66
Ellensburg SD	258	4	0	3	8	0	0	14
Elma SD	145	N.R.	2	0	4	0	2	2
Entiat SD	21	0	0	0	0	0	0	0
Enumclaw SD	312	13	7	8	12	4	0	2
Ephrata SD	229	3	2	0	6	0	4	25
ESD 101 acting as a SD	137	0	0	0	0	0	0	0
ESD 105 acting as a SD	29	0	0	0	0	0	0	0
ESD 112 acting as a SD	62	0	0	0	N.R.	0	0	N.R.
ESD 113 acting as a SD	274	0	0	0	0	0	0	0
ESD 123 acting as a SD	26	0	0	0	0	0	0	0
ESD 189 acting as a SD	14	0	0	0	0	0	0	0
Everett SD	1,380	5	2	8	6	3	3	2
Evergreen SD (Clark)	2,017	58	21	38	79	12	13	43
Federal Way SD	1,797	24	16	19	22	6	3	6
Ferndale SD	382	9	2	2	6	N.R.	0	8
Fife SD	314	6	8	3	6	5	2	4
Finley SD	88	6	5	N.R.	4	3	2	4
Franklin Pierce SD	533	43	14	13	50	20	7	18
Freeman SD	85	0	0	0	0	0	0	0
Garfield SD	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
Glenwood SD	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
Goldendale SD	106	0	0	0	0	0	0	0

School District or LEA	Adjusted Cohort	ELA Course Waived	Math Course Waived	Science Course Waived	Social Sciences or History Course Waived	PE or Health Course Waived	Arts Course Waived	Elective or Other Course Waived
Grand Coulee Dam SD	75	2	0	3	3	N.R.	2	5
Grandview SD	252	0	0	0	0	0	0	0
Granger SD	100	0	0	0	0	0	0	0
Granite Falls SD	175	5	2	2	7	0	N.R.	6
Harrington SD	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
Highland SD	72	2	0	0	2	0	0	0
Highline SD	1,423	22	10	20	18	28	20	6
Hockinson SD	150	0	0	0	0	0	0	0
Hoquiam SD	117	4	0	1	3	0	4	6
Inchelium SD	15	0	0	0	0	0	0	0
Issaquah SD	1,543	46	20	10	19	8	6	33
Kahlotus SD	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
Kalama SD	64	0	0	0	0	0	0	0
Kelso SD	385	25	4	22	22	4	11	6
Kennewick SD	1,316	50	5	3	17	7	3	23
Kent SD	1,975	103	30	28	55	13	47	79
Kettle Falls SD	122	N.R.	N.R.	0	N.R.	0	0	0
Kiona-Benton City SD	107	0	0	0	0	0	0	0
Kittitas SD	68	0	0	0	0	0	0	0
Klickitat SD	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
La Center SD	116	2	0	2	3	N.R.	N.R.	N.R.
La Conner SD	67	0	0	0	0	0	0	0
LaCrosse SD	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
Lake Chelan SD	124	0	0	0	0	0	0	0
Lake Quinault SD	13	N.R.	0	2	0	N.R.	0	0
Lake Stevens SD	622	4	N.R.	2	6	N.R.	0	N.R.
Lake Washington Institute of Technology	244	0	0	0	0	0	0	0
Lake Washington SD	2,003	45	11	7	41	14	5	4
Lakewood SD	164	0	0	0	N.R.	0	N.R.	0
Liberty SD	45	0	0	0	0	0	0	0
Lind SD	14	N.R.	N.R.	N.R.	N.R.	0	0	N.R.
Longview SD	482	4	3	4	9	4	N.R.	21
Lopez SD	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0

School District or LEA	Adjusted Cohort	ELA Course Waived	Math Course Waived	Science Course Waived	Social Sciences or History Course Waived	PE or Health Course Waived	Arts Course Waived	Elective or Other Course Waived
Lumen Public School	20	3	0	0	N.R.	0	2	0
Lummi Tribal Agency	35	6	2	2	0	N.R.	2	N.R.
Lyle SD	17	0	0	0	0	0	0	0
Lynden SD	246	9	N.R.	N.R.	13	2	2	3
Mabton SD	46	0	0	0	0	0	0	0
Mansfield SD	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
Manson SD	57	0	0	0	0	0	0	0
Mary M Knight SD	60	0	N.R.	0	N.R.	0	0	2
Mary Walker SD	39	N.R.	0	N.R.	2	0	0	2
Marysville SD	794	14	15	8	16	5	11	5
Mead SD	890	0	0	0	0	0	0	0
Medical Lake SD	143	N.R.	N.R.	2	N.R.	0	0	N.R.
Mercer Island SD	374	0	0	0	0	0	0	0
Meridian SD	91	0	0	N.R.	0	N.R.	0	0
Methow Valley SD	48	0	0	0	N.R.	0	0	N.R.
Mill A SD	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
Monroe SD	653	0	2	3	10	4	3	2
Montesano SD	110	0	0	0	N.R.	0	0	N.R.
Morton SD	28	0	0	0	0	0	0	0
Moses Lake SD	609	27	19	15	41	15	3	14
Mossyrock SD	34	0	0	0	0	0	0	0
Mount Adams SD	56	0	0	0	0	0	0	0
Mount Baker SD	138	11	3	6	13	N.R.	0	10
Mount Vernon SD	525	4	3	3	6	N.R.	N.R.	0
Muckleshoot Indian Tribe	43	0	0	0	0	0	0	0
Mukilteo SD	1,170	44	19	15	39	11	9	28
Naches Valley SD	84	0	0	0	0	0	0	0
Napavine SD	51	0	0	0	0	0	0	N.R.
Naselle-Grays River Valley SD	74	0	0	0	0	0	0	0
Newport SD	115	0	0	0	0	0	0	0
Nine Mile Falls SD	120	0	0	0	0	0	0	0

School District or LEA	Adjusted Cohort	ELA Course Waived	Math Course Waived	Science Course Waived	Social Sciences or History Course Waived	PE or Health Course Waived	Arts Course Waived	Elective or Other Course Waived
Nooksack Valley SD	120	5	10	5	23	6	7	4
North Beach SD No. 64	56	N.R.	4	N.R.	2	0	0	N.R.
North Franklin SD	151	10	3	N.R.	3	2	0	7
North Kitsap SD	457	15	4	N.R.	10	9	4	3
North Mason SD	193	0	0	0	0	0	0	0
North River SD	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
North Thurston PS	1,053	0	5	0	49	43	0	0
Northport SD	10	0	0	0	0	0	0	0
Northshore SD	1,767	18	2	5	15	2	2	2
Oak Harbor SD	387	0	0	0	0	0	0	0
Oakesdale SD	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
Oakville SD	21	0	0	0	0	0	0	0
Ocean Beach SD	81	N.R.	N.R.	0	4	N.R.	0	3
Ocosta SD	56	0	2	N.R.	0	0	0	0
Odessa SD	16	0	0	0	0	0	0	0
Office of the Governor (Sch for Blind)	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
Okanogan SD	107	0	0	0	0	0	0	0
Olympia SD	808	30	3	9	30	3	8	24
Omak SD	333	11	N.R.	0	8	3	5	13
Onalaska SD	51	0	0	0	0	0	0	0
Orcas Island SD	39	2	N.R.	0	N.R.	N.R.	2	0
Oroville SD	48	0	0	0	0	0	0	0
Orting SD	149	5	0	N.R.	N.R.	0	0	N.R.
Othello SD	312	0	0	0	0	0	0	0
Palouse SD	18	0	0	0	0	0	0	0
Pasco SD	1,394	0	0	0	0	0	0	0
Pateros SD	27	0	0	0	0	0	0	0
Pe Ell SD	19	0	0	0	0	0	0	0
Peninsula SD	750	18	6	9	23	3	8	13
Pomeroy SD	18	0	0	0	0	0	0	0
Port Angeles SD	279	7	N.R.	0	6	0	N.R.	5
Port Townsend SD	103	0	N.R.	0	4	0	N.R.	2

School District or LEA	Adjusted Cohort	ELA Course Waived	Math Course Waived	Science Course Waived	Social Sciences or History Course Waived	PE or Health Course Waived	Arts Course Waived	Elective or Other Course Waived
Prescott SD	15	0	0	0	0	0	0	0
PRIDE Prep Charter SD	143	6	N.R.	N.R.	N.R.	0	N.R.	0
Prosser SD	217	8	4	4	10	3	N.R.	4
Pullman SD	185	4	N.R.	2	5	0	N.R.	N.R.
Puyallup SD	1,787	54	15	23	43	16	17	16
Quilcene SD	24	0	0	0	0	0	0	0
Quileute Tribal SD	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
Quillayute Valley SD	980	N.R.	0	0	0	0	0	0
Quincy SD	203	3	4	2	3	3	0	2
Rainier SD	39	0	0	0	0	0	0	0
Rainier Valley Leadership Academy	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
Raymond SD	43	2	3	N.R.	N.R.	0	0	0
Reardan-Edwall SD	49	0	0	0	0	0	0	0
Renton SD	1,178	91	30	43	75	41	16	20
Renton Technical College	45	0	0	0	0	0	0	0
Republic SD	31	2	N.R.	2	4	4	N.R.	3
Richland SD	1,112	0	2	N.R.	3	0	3	4
Ridgefield SD	223	0	0	0	0	0	0	0
Ritzville SD	24	N.R.	0	0	0	0	0	N.R.
Riverside SD	118	0	0	0	0	0	0	0
Riverview SD	275	6	4	N.R.	5	0	2	N.R.
Rochester SD	163	20	8	8	13	4	0	5
Rosalia SD	16	0	0	0	0	0	0	0
Royal SD	113	0	0	0	0	0	0	0
San Juan Island SD	60	N.R.	N.R.	3	N.R.	0	0	0
Seattle PS	3,926	66	26	49	60	40	13	22
Sedro-Woolley SD	344	7	3	0	8	N.R.	2	2
Selah SD	265	3	0	N.R.	2	0	0	2
Selkirk SD	17	0	0	0	0	0	0	0
Sequim SD	201	N.R.	N.R.	0	3	0	0	N.R.
Shelton SD	404	9	5	4	14	105	0	14

School District or LEA	Adjusted Cohort	ELA Course Waived	Math Course Waived	Science Course Waived	Social Sciences or History Course Waived	PE or Health Course Waived	Arts Course Waived	Elective or Other Course Waived
Shoreline SD	772	7	2	7	12	5	8	0
Skykomish SD	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
Snohomish SD	910	14	9	8	15	8	3	25
Snoqualmie Valley SD	472	10	N.R.	2	12	6	4	3
Soap Lake SD	38	0	0	0	0	0	0	0
South Bend SD	42	0	0	0	N.R.	0	0	0
South Kitsap SD	893	7	8	6	12	0	3	6
South Whidbey SD	116	0	0	0	0	0	0	0
Spokane SD	2,071	20	7	20	48	19	3	22
Sprague SD	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
St. John SD	13	0	N.R.	0	0	0	0	0
Stanwood-Camano SD	356	11	2	7	13	11	0	13
Steilacoom Hist. SD	265	2	2	0	N.R.	2	2	N.R.
Stevenson-Carson SD	85	N.R.	0	0	N.R.	0	N.R.	0
Sultan SD	142	0	0	0	0	0	0	N.R.
Summit Public School: Atlas	37	0	0	0	0	0	0	0
Summit Public School: Olympus	40	0	0	0	0	0	0	0
Summit Public School: Sierra	108	0	0	0	0	0	0	0
Sumner SD	739	16	12	19	17	4	3	7
Sunnyside SD	500	88	11	12	93	4	4	6
Suquamish Tribal Education Department	18	0	0	0	0	0	0	0
Tacoma SD	1,943	51	26	19	53	14	9	16
Taholah SD	14	0	0	0	0	0	0	0
Tahoma SD	675	42	16	11	34	7	9	0
Tekoa SD	12	0	0	0	0	0	0	0
Tenino SD	72	0	0	0	0	0	0	0
Thorp SD	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
Toledo SD	66	0	0	0	0	0	0	0
Tonasket SD	85	0	0	0	0	0	0	0
Toppenish SD	422	0	0	0	0	0	0	0

School District or LEA	Adjusted Cohort	ELA Course Waived	Math Course Waived	Science Course Waived	Social Sciences or History Course Waived	PE or Health Course Waived	Arts Course Waived	Elective or Other Course Waived
Touchet SD	17	0	0	0	0	0	0	0
Toutle Lake SD	51	0	0	0	2	N.R.	0	N.R.
Trout Lake SD	18	0	0	0	0	0	0	0
Tukwila SD	231	2	3	N.R.	2	N.R.	N.R.	N.R.
Tumwater SD	564	27	23	16	37	5	4	8
University Place SD	447	19	5	17	45	4	6	9
Valley SD	17	N.R.	N.R.	0	2	0	0	N.R.
Vancouver SD	1,633	30	29	23	65	23	16	26
Vashon Island SD	131	4	N.R.	2	N.R.	N.R.	0	0
Wahkiakum SD	59	4	0	0	3	0	0	0
Wahluke SD	171	2	0	N.R.	0	2	5	4
Waitsburg SD	18	0	0	0	0	0	0	0
Walla Walla PS	470	16	10	2	18	2	4	14
Wapato SD	217	12	5	3	8	N.R.	0	5
Warden SD	56	0	0	0	N.R.	0	0	0
Washington Center for Deaf and Hard of Hearing Youth	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
Washington Military Department	17	0	0	0	0	0	0	0
Washougal SD	266	22	12	15	25	5	6	10
Washtucna SD	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
Waterville SD	23	0	0	0	0	0	0	0
Wellpinit SD #49	61	N.R.	N.R.	0	0	0	N.R.	N.R.
Wenatchee SD	616	11	N.R.	4	10	2	2	4
West Valley SD (Spokane)	370	16	3	2	11	0	3	6
West Valley SD (Yakima)	431	2	0	N.R.	N.R.	N.R.	N.R.	2
White Pass SD	32	0	0	0	0	0	0	0
White River SD	290	4	2	N.R.	3	0	0	2
White Salmon Valley SD	88	2	2	2	N.R.	0	0	0
Wilbur SD	18	0	0	0	0	0	0	0
Willapa Valley SD	19	0	0	0	0	0	0	0
Wilson Creek SD	13	0	0	0	0	0	0	0

School District or LEA	Adjusted Cohort	ELA Course Waived	Math Course Waived	Science Course Waived	Social Sciences or History Course Waived	PE or Health Course Waived	Arts Course Waived	Elective or Other Course Waived
Winlock SD	52	2	0	0	N.R.	0	N.R.	N.R.
Wishkah Valley SD	19	N.R.	N.R.	N.R.	N.R.	0	0	0
Wishram SD	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	N.R.	0
Woodland SD	212	14	9	4	18	15	3	13
Yakama Nation Tribal Compact	26	0	0	0	0	0	0	0
Yakima SD	1,207	92	43	28	140	14	14	39
Yelm SD	414	19	10	2	20	7	0	3
Zillah SD	117	0	0	0	0	0	0	0

Note: school districts and LEAs not included in the table indicates the school district or LEA did not have any students in the class of 2021 final adjusted cohort, did not receive waiver requests from students, have not reported waiver usage to the OSPI, or did not grant waivers under the emergency waiver program. N.R. indicates results not reported because the adjusted graduation cohort was less than 10 students or to protect identifying information.

STUDENT-INITIATED WAIVER REQUESTS BY SCHOOL DISTRICTS AND LEAS

Table A3: shows the number of credit and pathway student-initiated waiver requests and the number of denials by school district or LEA.

School District or LEA	Number of Students in Adjusted Cohort	Student Initiated Credit Waiver Requests	Student Initiated Credit Waiver Denials	Student Initiated Pathway Waiver Requests	Student Initiated Pathway Waiver Denials
Aberdeen SD	238	18	2	6	0
Adna SD	65	0	0	9	0
Anacortes SD	210	0	0	0	0
Arlington SD	444	0	0	0	0
Asotin-Anatone SD	51	2	0	0	0
Auburn SD	1364	182	0	349	0
Bainbridge Island SD	376	0	0	0	0
Battle Ground SD	1072	166	0	37	0
Bellevue SD	1688	0	0	0	0
Bellingham SD	1002	100	0	50	0
Bethel SD	1381	148	0	49	0
Bickleton SD	N.R.	N.R.	N.R.	N.R.	N.R.
Blaine SD	141	0	0	0	0
Bremerton SD	368	49	0	8	0

School District or LEA	Number of Students in Adjusted Cohort	Student Initiated Credit Waiver Requests	Student Initiated Credit Waiver Denials	Student Initiated Pathway Waiver Requests	Student Initiated Pathway Waiver Denials
Brewster SD	66	0	0	0	0
Bridgeport SD	51	0	0	0	0
Burlington-Edison SD	268	43	0	18	0
Camas SD	608	61	0	98	0
Cape Flattery SD	44	0	0	0	0
Cascade SD	105	0	0	0	0
Cashmere SD	120	0	0	0	0
Castle Rock SD	96	0	0	0	0
Central Kitsap SD	916	104	0	50	0
Central Valley SD	1088	75	0	194	0
Centralia SD	242	0	0	0	0
Chehalis SD	287	0	0	0	0
Cheney SD	340	46	0	24	0
Chewelah SD	64	0	0	0	0
Chief Leschi Tribal Compact	40	0	0	0	0
Chimacum SD	70	9	0	8	0
Clarkston SD	222	10	0	0	0
Cle Elum-Roslyn SD	63	0	0	0	0
Clover Park SD	714	80	0	42	0
Colfax SD	49	0	0	0	0
College Place SD	113	2	0	N.R.	0
Colton SD	11	0	0	0	0
Columbia (Stevens) SD	11	0	0	0	0
Columbia (Walla Walla) SD	58	0	0	0	0
Colville SD	114	6	0	0	0
Concrete SD	41	0	0	0	0
Coulee-Hartline SD	18	N.R.	0	0	0
Coupeville SD	80	3	0	0	0
Crescent SD	17	0	0	0	0
Creston SD	N.R.	0	0	0	0
Curlew SD	47	0	0	0	0
Cusick SD	15	0	0	0	0
Darrington SD	27	0	0	0	0
Davenport SD	43	0	0	0	0
Dayton SD	39	N.R.	0	N.R.	0
Deer Park SD	225	0	0	0	0
East Valley SD (Spokane)	262	0	0	0	0
East Valley SD (Yakima)	194	44	0	0	0

School District or LEA	Number of Students in Adjusted Cohort	Student Initiated Credit Waiver Requests	Student Initiated Credit Waiver Denials	Student Initiated Pathway Waiver Requests	Student Initiated Pathway Waiver Denials
Eastmont SD	496	0	0	0	0
Easton SD	N.R.	N.R.	N.R.	N.R.	N.R.
Eatonville SD	144	0	0	0	0
Edmonds SD	1626	247	0	236	0
Ellensburg SD	258	0	0	0	0
Elma SD	145	0	0	0	0
Endicott SD	N.R.	N.R.	N.R.	N.R.	N.R.
Entiat SD	21	0	0	0	0
Enumclaw SD	311	0	0	0	0
Ephrata SD	229	0	0	0	0
Everett SD	1377	0	0	0	0
Evergreen SD (Clark)	2016	6	0	2	0
Federal Way SD	1800	56	0	104	0
Ferndale SD	383	22	0	34	0
Fife SD	314	0	0	0	0
Finley SD	87	0	0	0	0
Franklin Pierce SD	534	100	0	68	0
Freeman SD	85	0	0	0	0
Garfield SD	N.R.	N.R.	N.R.	N.R.	N.R.
Glenwood SD	N.R.	N.R.	N.R.	N.R.	N.R.
Goldendale SD	106	0	0	0	0
Grand Coulee Dam SD	75	21	0	28	0
Grandview SD	251	7	0	0	0
Granger SD	99	9	0	0	0
Granite Falls SD	174	20	0	11	0
Harrington SD	N.R.	N.R.	N.R.	N.R.	N.R.
Highland SD	71	0	0	0	0
Highline SD	1422	0	0	0	0
Hockinson SD	150	0	0	0	0
Hoquiam SD	117	3	0	0	0
Inchelium SD	15	0	0	2	0
Issaquah SD	1542	108	0	22	0
Kahlotus SD	N.R.	N.R.	N.R.	N.R.	N.R.
Kalama SD	64	0	0	0	0
Kelso SD	384	0	0	0	0
Kennewick SD	1319	0	0	0	0
Kent SD	1974	0	0	0	0
Kettle Falls SD	120	0	0	0	0

School District or LEA	Number of Students in Adjusted Cohort	Student Initiated Credit Waiver Requests	Student Initiated Credit Waiver Denials	Student Initiated Pathway Waiver Requests	Student Initiated Pathway Waiver Denials
Kiona-Benton City SD	107	12	0	18	0
Kittitas SD	68	10	0	N.R.	0
Klickitat SD	N.R.	N.R.	N.R.	N.R.	N.R.
La Center SD	115	4	0	N.R.	0
La Conner SD	67	0	0	0	0
LaCrosse SD	N.R.	N.R.	N.R.	N.R.	N.R.
Lake Chelan SD	124	N.R.	0	0	0
Lake Quinault SD	13	3	0	0	0
Lake Stevens SD	620	0	0	0	0
Lake Washington SD	2002	62	0	116	0
Lakewood SD	162	0	0	0	0
Liberty SD	45	0	0	0	0
Lind SD	14	0	0	0	0
Longview SD	482	60	0	35	0
Lopez SD	N.R.	N.R.	N.R.	N.R.	N.R.
Lumen Public School	20	0	0	0	0
Lummi Tribal Agency	35	0	0	0	0
Lyle SD	17	0	0	0	0
Lynden SD	247	27	0	28	0
Mabton SD	46	0	0	0	0
Mansfield SD	N.R.	N.R.	N.R.	N.R.	N.R.
Manson SD	57	0	0	0	0
Mary M Knight SD	60	4	0	0	0
Mary Walker SD	39	8	0	4	0
Marysville SD	791	53	0	65	0
Mead SD	886	39	0	0	0
Medical Lake SD	142	7		0	0
Mercer Island SD	375	12	0	405	0
Meridian SD	91	3	0	N.R.	N.R.
Methow Valley SD	48	0	0	0	0
Mill A SD	N.R.	N.R.	N.R.	N.R.	N.R.
Monroe SD	652	19	0	30	0
Montesano SD	110	3	0	0	0
Morton SD	28	0	0	0	0
Moses Lake SD	612	62	7	33	0
Mossyrock SD	34	0	0	0	0
Mount Adams SD	57	0	0	0	0
Mount Baker SD	138	29	0	29	0

School District or LEA	Number of Students in Adjusted Cohort	Student Initiated Credit Waiver Requests	Student Initiated Credit Waiver Denials	Student Initiated Pathway Waiver Requests	Student Initiated Pathway Waiver Denials
Mount Vernon SD	525	24	0	0	0
Muckleshoot Indian Tribe	43	0	0	0	0
Mukilteo SD	1169	0	0	0	0
Naches Valley SD	83	0	0	0	0
Napavine SD	52	N.R.	0	6	0
Naselle-Grays River Valley SD	68	0	0	0	0
Newport SD	115	0	0	0	0
Nine Mile Falls SD	121	0	0	0	0
Nooksack Valley SD	120	38	0	29	0
North Beach SD	56	6	0	10	0
North Franklin SD	151	N.R.	0	3	0
North Kitsap SD	451	46	0	56	0
North Mason SD	194	22	0	30	0
North River SD	N.R.	N.R.	N.R.	N.R.	N.R.
North Thurston PS	1051	111	0	81	0
Northport SD	10	0	0	0	0
Northshore SD	1767	91	0	174	0
Oak Harbor SD	387	13	0	3	0
Oakesdale SD	N.R.	N.R.	N.R.	N.R.	N.R.
Oakville SD	21	0	0	0	0
Ocean Beach SD	82	0	0	0	0
Ocosta SD	56	0	0	0	0
Odessa SD	16	0	0	0	0
Okanogan SD	107	0	0	0	0
Olympia SD	804	97	0	13	0
Omak SD	337	16	0	0	0
Onalaska SD	51	0	0	0	0
Orcas Island SD	39	3	0	2	0
Oroville SD	48	N.R.	0	3	0
Orting SD	149	22	0	0	0
Othello SD	312	30	0	0	0
Palouse SD	18	0	0	0	0
Pasco SD	1393	312	3	0	0
Pateros SD	27	N.R.	0	N.R.	0
Pe Ell SD	19	N.R.	0	0	0
Peninsula SD	750	0	0	0	0
Pioneer SD	18	0	0	0	0

School District or LEA	Number of Students in Adjusted Cohort	Student Initiated Credit Waiver Requests	Student Initiated Credit Waiver Denials	Student Initiated Pathway Waiver Requests	Student Initiated Pathway Waiver Denials
Pomeroy SD	279	0	0	0	0
Port Angeles SD	102	46	0	11	0
Port Townsend SD	15	N.R.	0	N.R.	0
Prescott SD	143	0	0	0	0
Prosser SD	216	27	0	7	0
Pullman SD	185	20	0	0	0
Puyallup SD	1787	103	0	103	0
Quilcene SD	24	0	0	0	0
Quileute Tribal SD	N.R.	N.R.	N.R.	N.R.	N.R.
Quillayute Valley SD	976	163	163	166	0
Quincy SD	203	0	0	0	0
Rainier SD	39	0	0	0	0
Raymond SD	43	0	0	0	0
Reardan-Edwall SD	49	0	0	0	0
Renton SD	1181	0	0	0	0
Republic SD	31	0	0	0	0
Richland SD	1108	79	0	54	0
Ridgefield SD	222	0	0	0	0
Ritzville SD	24	0	0	0	0
Riverside SD	115	0	0	0	0
Riverview SD	275	11	0	31	0
Rochester SD	163	28	0	16	0
Rosalia SD	16	0	0	0	0
Royal SD	115	12	0	6	0
San Juan Island SD	61	0	0	0	0
Seattle PS	3926	432	0	311	0
Sedro-Woolley SD	343	0	0	0	0
Selah SD	264	5	0	2	0
Selkirk SD	17	0	0	0	0
Sequim SD	201	4	0	3	0
Shelton SD	403	0	0	0	0
Shoreline SD	772	0	0	0	0
Skykomish SD	N.R.	N.R.	N.R.	N.R.	N.R.
Snohomish SD	913	0	0	0	0
Snoqualmie Valley SD	476	27	0	0	0
Soap Lake SD	38	0	0	0	0
South Bend SD	42	0	0	0	0
South Kitsap SD	888	16	0	64	0

School District or LEA	Number of Students in Adjusted Cohort	Student Initiated Credit Waiver Requests	Student Initiated Credit Waiver Denials	Student Initiated Pathway Waiver Requests	Student Initiated Pathway Waiver Denials
South Whidbey SD	116	0	0	0	0
Spokane SD	2073	0	0	0	0
Sprague SD	N.R.	N.R.	N.R.	N.R.	N.R.
St. John SD	13	0	0	0	0
Stanwood-Camano SD	355	0	0	0	0
Starbuck SD	N.R.	N.R.	N.R.	N.R.	N.R.
Steilacoom Hist. SD	265	4	0	0	0
Stevenson-Carson SD	85	0	0	0	0
Sultan SD	142	5	0	6	0
Summit Public School: Atlas	38	0	0	0	0
Summit Public School: Olympus	40	0	0	0	0
Summit Public School: Sierra	108	0	0	0	0
Sumner SD	736	0	0	0	0
Sunnyside SD	500	101	0	33	0
Suquamish Tribal Education Department	18	0	0	0	0
Tacoma SD	1941	134	0	73	0
Taholah SD	14	0	0	0	0
Tahoma SD	675	74	0	5	0
Tekoa SD	12	0	0	0	0
Tenino SD	72	0	0	0	0
Thorp SD	N.R.	N.R.	N.R.	N.R.	N.R.
Toledo SD	66	0	0	0	0
Tonasket SD	85	3	0	0	0
Toppenish SD	422	28	0	101	0
Touchet SD	17	N.R.	0	0	0
Toutle Lake SD	51	0	0	0	0
Trout Lake SD	18	0	0	0	0
Tukwila SD	231	0	0	0	0
Tumwater SD	561	0	0	0	0
University Place SD	447	66	0	18	0
Valley SD	17	0	0	0	0
Vancouver SD	1650	136	0	69	0
Vashon Island SD	131	0	0	0	0
Wahkiakum SD	59	0	0	0	0
Wahluke SD	171	0	0	0	0
Waitsburg SD	18	0	0	0	0
Walla Walla PS	470	0	0	0	0

School District or LEA	Number of Students in Adjusted Cohort	Student Initiated Credit Waiver Requests	Student Initiated Credit Waiver Denials	Student Initiated Pathway Waiver Requests	Student Initiated Pathway Waiver Denials
Wapato SD	216	0	0	0	0
Warden SD	56	8	0	0	0
Washougal SD	267	0	0	0	0
Washtucna SD	N.R.	N.R.	N.R.	N.R.	N.R.
Waterville SD	23	0	0	0	0
Wellpinit SD	61	0	0	0	0
Wenatchee SD	616	74	0	52	0
West Valley SD (Spokane)	368	83	0	83	0
West Valley SD (Yakima)	423	34	0	12	0
White Pass SD	32	0	0	0	0
White River SD	290	13	0	39	0
White Salmon Valley SD	88	0	0	0	0
Wilbur SD	18	0	0	0	0
Willapa Valley SD	19	0	0	0	0
Wilson Creek SD	13	0	0	0	0
Winlock SD	52	0	0	0	0
Wishkah Valley SD	19	0	0	0	0
Wishram SD	N.R.	N.R.	N.R.	N.R.	N.R.
Woodland SD	212	48	0	24	0
Yakama Nation Tribal Compact	27	0	0	0	0
Yakima SD	1209	200	0	132	0
Yelm SD	415	46	0	23	0
Zillah SD	117	0	0	0	0

Note: school districts and LEAs not included in the table indicated that the school district or LEA did not have any students in the class of 2021 final adjusted cohort, did not report the information to the SBE, or did not receive waiver requests from students under the emergency waiver program. N.R. indicates results not reported because the student count was less than 10 or to protect identifying information. Blank cells indicate the school districts and LEAs not reporting student-initiated waiver requests.

DETAILS-GOOD FAITH EFFORT

Information about the school districts' and LEAs' good faith effort to help students meet graduation requirements is anecdotal and self-reported through the SBE's annual basic education compliance reporting. Self-reported data can result in embellishment to make the school districts' good faith effort appear better. Also, it is noteworthy that some school districts and LEAs selected responses unfavorable to the school district (e.g., Did Not Provide a support) when, in fact, the school district or LEA described the provision of the support in the open-ended response option.

As stated at the beginning of Part 2, the SBE wrote some of the questions in a manner in which we expected to have 100 percent of the respondents replying that all students being considered for a waiver received a particular support. In retrospect, the SBE envisioned multiple scenarios whereby school staff could respond to a prompt with "Provided to Most Students" rather than "Provided to All Students" as a result of the staffs' unique experiences. Even though certain advising was a requirement of GREW for all students, we came to accept that school districts and LEAs could be following program rules and not be providing certain advising and supports to all students. In these cases the SBE had to carefully scrutinize other responses to develop a clearer picture of the school districts' good faith effort. In some cases, the SBE followed-up verbally with school district staff to learn more about the districts' good faith effort.

Question 86: To what degree did the district or LEA provide individual student advising on the following topics to students being considered for the emergency waiver?

1. To what degree did the district or LEA advise and provide supports the individual student needs to be successful?
    a. Not Answered = 2/207 (1%)
    b. Not Provided = 4/207 (2%)
    c. Provided for Some = 4/207 (2%)
    d. Provided for Most = 12/207 (6%)
    e. Provided for All = 185/207 (89%)

2. To what degree did the district or LEA advise on strategies the individual student might use to meet the graduation requirements, including the feasibility of summer or a partial or full additional year of high school enrollment?
    a. Not Answered = 2/207 (1%)
    b. Not Provided = 6/207(3%)
    c. Provided for Some = 12/207 (6%)
    d. Provided for Most = 9/207 (4%)
    e. Provided for All = 178/207 (86%)

3. To what degree did the district or LEA advise on whether the emergency waiver is appropriate for the individual student?
    a. Not Answered = 2/207 (1%)
    b. Not Provided = 5/207 (2%)
    c. Provided for Some = 16/207 (8%)
    d. Provided for Most = 10/207 (5%)

e. Provided for All = 174207 (84%)

Question 88: To what degree did the district or LEA use the following options to support individual students in meeting credit and course-based graduation pathway requirements?

1. To what degree did the district or LEA tend to the provision of additional academic supports to aid student completion of graduation requirements?
    a. Not Answered = 2/207 (1%)
    b. Not Provided = 4/207 (2%)
    c. Provided for Some = 37/207 (18%)
    d. Provided for Most = 27/207 (13%)
    e. Provided for All = 137/206 (66%)

2. To what degree did the district or LEA award credits based on the student's demonstrated proficiency/mastery of the state's learning standards under WAC 180-51-050, 180-51-051, and 392-410-300, including credits, grades, and courses transcribed on the high school transcript?
    a. Not Answered = 2/207 (1%)
    b. Not Provided = 40/207 (19%)
    c. Provided for Some = 77/207 (37%)
    d. Provided for Most = 5/207 (2%)
    e. Provided for All = 83/207 (40%)

3. To what degree did the district or LEA award credit through expanded learning opportunities, dual credit programs, work-based learning (WAC 392-410-315), traditional online, summer learning, CTE course equivalencies, and other local credit options for awarding credit outside of school?
    a. Not Answered = 2/207 (1%)
    b. Not Provided = 14/206 (7%)
    c. Provided for Some = 78/206 (38%)
    d. Provided for Most = 20/206 (10%)
    e. Provided for All = 93/206 (45%)

Question 90: To what degree did the district or LEA use the following options to support individual students in meeting an exam-based graduation pathway requirement?

1. How widely applied were the district's or LEA's efforts to ensure students are aware of the SAT, ACT, ASVAB, AP, IB, Cambridge International, and state assessment options?
    a. Not Answered = 2/207 (1%)
    b. Not Provided = 7/207 (3%)
    c. Provided for Some = 22/207 (11%)
    d. Provided for Most = 12/207 (6%)
    e. Provided for All = 164/207 (79%)

2. How widely applied were the district's or LEA's efforts to ensure students can access, online or by other alternative access options, the applicable assessment?
    a. Not Answered = 2/207 (1%)

b. Not Provided = 9/207 (4%)
c. Provided for Some = 36/207 (17%)
d. Provided for Most = 12/207 (6%)
e. Provided for All = 148/207 (72%)

3. How widely applied were the district's or LEA's' efforts to reduce or eliminate any cost to students in using these options?
    a. Not Answered = 2/207 (1%)
    b. Not Provided = 11/207 (5%)
    c. Provided for Some = 53/207 (26%)
    d. Provided for Most = 17/207 (8%)
    e. Provided for All = 124/207 (60%)

OTHER ADVISING PROVIDED TO STUDENTS

Table A4: shows the open-ended responses regarding the advising provided to students on the waiving of credit requirements and graduation pathway requirements.

Other advising for individual students regarding strategies for meeting graduation requirements, please describe below.
1. Senior fall transcript analysis by counselor 2. Senior tracking for status 3. Fall and winter conference with seniors- parents invited 4. Intervention support is offered, both academic and social/emotional 5. Letter sent home- written documentation provided
A small number of students were referred to the Open Doors/Fresh Start program with XXX Community College.
Administration and counseling teams identified all credit deficient graduating seniors and met with them about whether or not they were eligible for the waiver.
Advised to take the ASVAB (if they were planning to go to the military and the students HSBP was Career Tech/Military; advised to take the ACT/SAT (if they didn't work), met with individual teachers and students, and developed specific academic support plans and individual high school and beyond plan supports.
All high school counselors review credit, pathway ands (waiver) options as necessary.
All students are assigned a teacher advisor during their "family time" (advisory) in which graduation requirements including credits, graduation pathways, scholarships, financial aid information is provided for students to explore and apply to their high school and beyond plan Counselors also have class meetings by grade level with individual students.
All students who were deemed at risk of not meeting graduation requirements met individually with counselors and parents were included in those meetings. A graduation plan was created, with plan distributed to student and parents. Credit Retrieval was used for students who had previously failed a class, and frequent check ins with students and teachers were taken to make sure students stayed on track for graduation. Some students, based on individual circumstances, also were enrolled our contract learning program.
All students who were granted the emergency waivers met the state guidelines.
Alternative programs were also considered
Assigned an adult to each individual student as a case manager to monitor their progress, communicate with parents, and finalize waiver plan.
Counselors and school administration looked at Board Policy approved district waivers prior to applying for state emergency waivers for students.
Counselors communicated directly with all students making waiver requests. Based on the student's current reality for credits as well as their post high school plan counselors may have made course adjustments, enrollment in our credit retrieval program, summer options and continuing for a 5th year of education either at the high school or through running start.
Counselors considered any students who met the criteria for waiver status.
Counselors provided additional support to individual students when the committee did not initially approve a waiver.
Counselors provided one on one conversations for students who qualified.
Credit recovery

Other advising for individual students regarding strategies for meeting graduation requirements, please describe below.
Credit recovery opportunities Family services HSBP summer school
Credit retrieval, world language competency exam.
Discussions on the use of the waiver included the student's future goals as outlined in their High School and Beyond Plan.
Each student meets with their parent, advisor, and their counselor to make sure that they are on track to graduate. Any student that is not on track is given multiple opportunities such as in school credit retrieval, after school credit retrieval and the ability to turn any course that was an I (incomplete) to complete with a Pass or Fail grade by working with that teacher to demonstrate mastery. In addition, counselors reviewed transcripts to see if the policy regarding "next higher-level course" (Policy 2413) could be used.
Each student was assigned a mentor. They met 2 times weekly with their mentor. We had before and after school tutoring and support.
Each student was met with individually to explore the different options that best fit their college/career.
GEAR UP, 9th grade success program, AVID
IEP meetings. 504 meetings CARE team meetings Individual counseling
IEP Team Meetings Student Support Meetings Individual meetings with students/counselor/admin/parents
In our advisory program teachers met with credit deficient students to sign up for summer school, enroll in credit recovery, connect with the counselor for a waiver, and to discuss supports for passing classes.
Individual advising and career college advising for every student. Parent conferences as needed.
Individual advising took place for individual circumstances.
Individual advising took place with students served by IEPs and 504s and also those students that were enrolled in academic intervention courses, in a team approach with administrator, counselor, teacher and case manager alongside student and parent/guardian.
Individual conferences included discussions of what might best meet the student's needs, this included consideration of GED, and straight to college without a diploma as well as more conventional approaches.
Individual counselors and our graduation success coordinator reviewed with each student one on one who might benefit from the GREW. Considerations included the student's plan after high school, a review of the transcript and previous test and classroom performance to determine the feasibility of the GREW enabling the student to have success based upon their individual goals and aspirations.
Individual students met with Counselors
Meet at the end of Junior year, review a watch list, scheduling meetings every two weeks
Meeting with parents Advisors reviewed requirements often District Administrators and Counselor were available upon request for questions and support.
meetings with students and their parent/guardian to discuss plans
Mentoring programs, staff-to-student Connections and re-connections conferences
Met with individual students, families. After school help was provided for credit recovery, homework assistance.
N/A was reported by eight school districts
No students were considered for a waiver of credits.
one on one counseling check-in

Other advising for individual students regarding strategies for meeting graduation requirements, please describe below.
Other advising included strategies such as -local credit requirements -flexible credits due to individual student circumstances -considering excusing from PE as allowable -considering waiving the non-credit requirement of WA State History instead of core credits as allowable -completing other graduation pathways
Our counselor meets one on one with each senior twice each school year to ensure students are on track for graduation
Our high school counselors and principals did a nice job of supporting our seniors who were lacking necessary credits with additional support before and after school to attempt every available opportunity for them to earn the necessary credit.
Our high school is "small" and our counseling team goes above and beyond to help individual students.
Our HS counselor meets with each senior in the 2nd quarter of the year to ensure they are on track and to provide options for those that are not.
Parent conferences were held as well.
XXX School used our Student Intervention Team to monitor student progress and issues on a weekly basis. Action steps were developed and reviewed for effectiveness each week. If action steps were ineffective new steps were developed and implemented for all students facing failure for credits and/or high stakes testing. Pathways to graduation were developed in conjunction with students and parents for all that did not pass their high stakes state testing.
Removed due dates, identified priority standards and allowed students to demonstrate competency versus requiring all assigned work to demonstrate proficiency.
School administrators and counselors met with all students who were in danger of failing a course that would impact graduation to develop a plan of action.
Seniors in need of further advising were assigned to the graduation specialist at each site to provide direct support with coursework and pathway completion.
Some students were advised to transition to our Open Doors Program.
Specific for students failing to meet basic education graduation requirements, individual contact was made with each student.
Staff members met with students throughout the year to advise on graduation requirements and how best to meet them. These included phone calls, emails, and home visits.
Student navigators worked with individual students in need of assistance.
Students participate in graduation planning in 10th and 11th grades, so all requirements are known. There are also parent meetings to cover this information and make a plan for individuals who are lacking credits, etc. We also had during and after school tutoring to help, students stay on track, or make up deficient credits, etc.
Students were advised that online courses could be utilized to meet the graduation requirement.
Students worked with the school counselor and principal to ensure that they were on track for graduation. The waiver was only used where other means were not appropriate.
Take ACT/SAT/ASVAB Take credit retrieval courses Take a CTE course to complete a pathway
Teacher modified student work to meet proficiency, teacher provided extended learning opportunities or credit recovery (district and offsite), reviewed second semester proficiency for first semester gaps, and reviewed district policy to award credit through proficiency testing
The advising strategies that are checked are what the district provided.

Other advising for individual students regarding strategies for meeting graduation requirements, please describe below.
The district established addition credit retrieval on an accelerated timeline in order to meet the needs of graduating seniors and underclass-students. Administrators worked with teams to allow many students who were "nearly-passing" at the end of each semester to make up work or improve their learning and grades by completing additional work outside the semester.
The district had student mentors available to students who wanted this support.
The district provided advising on graduation requirements to all students.
The district provided an advisory mentor program and graduation specialists throughout the school to monitor and advise students through the graduation process/status. Individual counseling sessions were provided each semester.
The school counselor offered academic support for all students to help them meet graduation requirements. She arranged tutoring, individual counseling, and regular check-ins with her.
The school provided individual advisors for all students.
There were multiple individual meetings with counselors and home visits.
Utilized Period 8 and E grades to recapture failed grades
We also offered both internal and external mental/behavioral health support.
We changed schedules for students to meet requirements. We offered credit retrieval to student beyond the school day. We offered a "mastery: assessment for students to earn credit for a prior year incomplete.
We created a support class called Focus 10-12. Students were able to receive individual support to pass classes.
We had one staff member with an extra prep period whose job was to monitor and advise students on credit requirements.
We offered APEX online credit retrieval during and after the school day. We provided APEX online credit retrieval during the summer to complete graduation requirements. We provided extended school year opportunities in core subject areas to allow students more time to complete courses.
We offered one-on - one advising, home visits, intervention courses, credit retrieval. We brought in students that were at the highest level of academic need.
We offered summer school as an option free of charge to all students.
We sat with the student who needed the waiver and spoke to him about his options, both for graduation and in life.

OTHER ACADEMIC SUPPORTS PROVIDED TO STUDENTS

Table A5: shows the open-ended responses regarding the supports provided to students on meeting graduation requirements and avoiding use of the emergency waiver program.

Other academic supports provided by the district to help the student meet graduation requirements or awarded credits in another manner.
1. After school tutoring 2. Credit retrieval 3. Summer School
A few students, based on previous SBA scores were awarded mastery credit as per school district policy. Other academic supports included our Academic Success class, and increased monitoring by counselors and teachers for students who were deemed at risk to not meet graduation requirements.
Ability to retrieve lost credits during the school day
Academic success coach, student support advocate.
Additional supports included early re-entry to in-person learning for students most in need and Tuesday evening tutoring.
Advised to take the ASVAB (if they were planning to go to the military and the students HSBP was Career Tech/Military; advised to take the ACT/SAT (if they didn't work), met with individual teachers and students, and developed specific academic support plans and individual high school and beyond plan supports.
After school program Individual tutoring during breaks/summer District Administrators and Counselor were available upon request for questions and support.
After school work, summer opportunities when needed
APEX Online for credit retrieval
As outlined in #64
Based on the needs of individual students and as allowed by statute, the district worked with families and students to grant credit in ways that are allowed.
Credit retrieval provided additional time, conferences with students to understand what they would need, provided translation services. Provided connection groups for students identified as needing SEL support.
Credit retrieval.
Each counselor, advisor, and student reviewed all options that were available in the 20-21 school year or prior years that a student could be awarded credit for any credits that the student was missing. This included review of their past SBA grades, STAMP assessment scores, cross or dual credited programs. The goal was to be able to award any and all credit in helping to graduate on time.
Each student was assigned a mentor. They met 2 times weekly with their mentor. We had before and after school tutoring and support.
Increased use and application of distance learning course offerings.
Individual students had the opportunity to participate at XXX School (our alternative school)
Local board policy was used whenever possible.
Mentoring and tutoring
N/A was reported by 17 school districts
3 school districts reported that no other supports provided
noted in #57

Other academic supports provided by the district to help the student meet graduation requirements or awarded credits in another manner.
XXX School District expanded the summer school course work for students to have an opportunity to make up credits. The district continues to seek out work-based learning credits through CTE.
Offered credit retrieval courses within the school day.
One-on-one meetings. Additionally a credit retrieval program was building within our master schedule. Every student within our 9-12 system received an additional block of time for intervention/credit retrieval based upon essential learnings.
Online courses were available for credit in both core and flexible credits through Edgenuity. Core and flexible credits were also available during summer school to earn up to one credit.
PASS - Migrant students had option for credit recovery
XXX Schools applied our MTSS for students that needed additional support. Support was given in the way of home visits, online classes for credit retrieval, InvestEd funding to support student academic needs, Chromebooks and hotspots were provided to any home without technology and internet, after-school tutoring, plans of improvement, and many other supports.
RTI for all students based on local assessments.
Summer credit retrieval. Summer college and HS credit retrieval at Centralia College.
Summer learning, credit retrieval, evidence of mastery
Summer Running Start Pilot through SPSCC, Summer School
Summer School/Credit Retrieval
support as needed
The academic supports that are checked are what the district provided.
The district offered accelerated credit retrieval through APEX for courses previously attended.
The district provided tutoring, study hall and counseling supports.
The District utilized a flexible scheduling of hybrid/in-person and night school for students who were required to work throughout the Pandemic to meet family needs.
Tuition free summer school.
tutoring and focused study skills
Tutoring, after school and before school help by teachers, taking additional online courses, advisor meetings and goal setting.
We changed schedules for students to meet requirements. We offered credit retrieval to student beyond the school day. We offered a "mastery: assessment for students to earn credit for a prior year incomplete.
We discussed the possibility of awarding credit based on his completion of an online real estate course we were supporting him with but he did not complete the course.
We offered APEX online credit retrieval during and after the school day. We provided APEX online credit retrieval during the summer to complete graduation requirements. We provided extended school year opportunities in core subject areas to allow students more time to complete courses.
We offered one-on - one advising, home visits, intervention courses, credit retrieval. We brought in students that were at the highest level of academic need.
We provided opportunities for SAT, ASVAB, and AP exams as well as for dual credit and CTE opportunities
We provided summer school opportunities for both credit recovery and advancement.

OTHER SUPPORTS TO MEET ASSESSMENT-BASED GRADUATION PATHWAYS

Table A6: shows the open-ended responses regarding the efforts made by districts to support students in meeting an assessment-based graduation pathway.

Other supports provided by the district to help students meet the exam-based graduation pathway requirement.
AP Online
ASVAB was offered in schools during the school day. AP exams were paid for by a grant.
Credit Recovery program and specific plans to support incompletes
Dual Credit/College in the High School, Running Start, Bridge to College
During the 20-21 school year there were no current exam-based pathways available. This included SAT, ACT, ASVAB or other exam-based graduation pathways that were used in years past. As answered in question 90 all of these options would have been used and available to all students, but they were not available. The only exam-based option would have been the SBA score that they would have passed as a 10th grade student.
Each student was assigned a mentor. They met f2 times weekly with their mentor. We had before and after school tutoring and support.
Individual students met with Counselors
Letter from employer and letter of acceptance from college or university.
N/A was reported by 22 school districts
N/A - SAT/ACT/SBAC cancelled by Washington state.
No other supports was reported by 6 school districts
Offered district-wide testing dates for SAT, ACT, and ASVAB.
Offered in school assessment for ASVAB
Offered testing during the school day, awarding partial credit.
SAT is provided free of charge, for students. Our school is a testing site.
Supports were provided to any student who needed it.
The district communicated and provided a way for these options to be accessed by all students.
The district offered the ASVAB multiple times, rather than once a year, and opened it to all students that are eligible to take the assessment rather than target one-grade level.
The district waived all fees for summer school credit recovery.
The supports that are checked are what the district provided.
Waived for some.
We scheduled multiple days of ASVAB testing during the school day. In addition, this year we will offer SAT testing during the school day and provide it for free.
We were prepared to test students but it was not available.

DISTRICT RESPONSES ON THE EQUITABLE ADMINISTRATION OF THE WAIVER PROGRAM

Table A7: shows the open-ended responses regarding the school districts' protocols to ensure the emergency waiver program was administered in an equitable manner.

Strategies undertaken by district to ensure equitable use of Emergency Waiver Authority
1:1 meetings with trained counselors, secured family consent, administrative authorization
1. Counselors presented students needing the GREW to a team of educators. 2. Students were presented using ID number and no names to avoid any potential bid.
1. Education of all counseling and administrative staff of law/provisions 2. School board policy change 3. Documentation of steps for at risk/need students.
1. Senior fall transcript analysis by counselor 2. Senior tracking for status 3. Fall and winter conference with seniors- parents invited 4. Intervention support is offered, both academic and social/emotional 5. Letter sent home- written documentation provided
A committee was convened to look at waiver requests to ensure equity.
A good faith effort was required for each student to meet the graduation requirements before considering a waiver regardless of demographic identification or program qualification. We ensured equity by reviewing every student's record.
A systemic process (Policy 2418) and protocols (Procedure 2418P) in place at all high schools. Students met with assigned counselor early in the year to develop an individual plan to meet graduation requirements.
Accessible to all students, if needed.
Administrator and counselor recommendations followed by superintendent sign-off or designees. Documented in Skyward
Administrators and counselors reviewed student data, disaggregated for subgroups, met with all identified students to develop a plan to complete graduation requirements. In addition, students were provided supports each needed to achieve success on their plan.
Administrators, counselors and families completed a waiver request form. Form approved by School principal and Asst.Supt. for Secondary Schools. Form filed in student's cumulative file.
Advertised to all students and families in languages spoken at home. Counselors called all students who were in danger of not meeting graduation requirements. Established criteria for approval prior to reviewing student applications.
All buildings followed the same procedures using the same forms. Counselors and administrators were trained around the requirements.
All XXX School District seniors had access to the use of the emergency waiver if needed. However, no emergency waiver was needed.
All final waiver requests submitted by XXX faculty were granted. All requests fell within the SBE waiver guidelines and followed a systematic process which involved multiple district and school-level stakeholders. An equity protocol was developed in advance. It proved unnecessary to implement in 2020-21 because all waivers put forward met the SBE criteria and were fully granted.
All graduating students of Classes 2020 and 2021 who had not met graduation requirements by end of the 3rd quarter were reviewed to determine the best course of action. Those who, due to Covid related issues, could not meet the requirement for graduation were counseled regarding the graduation waiver opportunity. All waivers requested were granted.

Strategies undertaken by district to ensure equitable use of Emergency Waiver Authority
All of our students are screened for need. All options are explained to students; Follow-up with at-risk students is initiated by the counselors. All students were informed of the waiver and the waiver was applied to any student who exhausted all other options.
All student data was reviewed monthly. Interventions were carried out systematically. Waivers were applied based on individual student needs and situations.
All student progress was reviewed and one student was identified as needing the GREW program benefit.
All student transcripts were reviewed. Any student with graduation deficiencies received a counselor team review. Counselors developed a plan to ensure best efforts to meet standard graduation requirements were met by students. A review of options from local board policies to state emergency waivers were then determined if they were appropriate on a case by case basis through the team review.
All student who were at risk were notified. Counselors worked with all these students on a graduation plan. Teachers provided makeup opportunities for class and work. We used phone calls and mentoring to ensure students has opportunities to access the waiver. For students and families who made a good faith effort to stay on track to graduate during the pandemic could access the waiver.
All student graduation requirements were based individually upon need.
All students had access to the waiver. All student records were reviewed and all students who needed the waiver were granted it
All students had same access to ensure equity.
All students met with the counselor to discuss graduation requirements, no students needed this option
All students not meeting requirements for graduation were considered for a waiver by a multi-disciplinary team with knowledge of the students.
All students were provided information on the GREW and given opportunities to meet with counselors
All students who met requirements received the emergency waiver.
All Students who needed a waiver for graduation were given the opportunity to receive get one.
All students who needed an emergency waiver were granted the waiver. We worked with the students and families to help the student(s) graduate.
All students who were deficient in credits were met with. At this meeting it was determined why the students were deficient. If the deficiency was due to COVID related reasons, the student received the waiver.
All students who were in jeopardy of not graduating were offered a waiver. We had guardian conferences, student weekly meetings, extended timelines for course completion, and modified work.
All students who were not on track to graduate were counseled individually to create a plan for success. The waiver was used if students could not reach the target without them.

Strategies undertaken by district to ensure equitable use of Emergency Waiver Authority
All students' High School and Beyond Plans, graduation requirement progress and credits needed for graduation are reviewed with students and parents/guardians by their high school counselors. Information about potential waiver options were shared with each student that might be in need of a waiver. Each school principal maintains and monitors a log of all potential students in need of waivers. High school principals share the information with their district office supervisor. District office staff review students' progress documented in PowerSchool regarding credits, testing progress along with all graduation requirements to ensure there are checks and balances in place. Information regarding waiver options, requirements, and procedures are reviewed with building administrative staff during regularly scheduled district hosted meetings.
All waivers were reviewed by counselors, principals and the Executive Director of Student Learning. Waiver approvals were disaggregated by race and subprograms. If inequities are identified then the On Time Graduation committee will convene a subcommittee to determine how to rectify the gaps.
Analysis of credits needed and worked with principal and counselor to make sure each student's credits were met.
Any student can initiate the process. Meet with counselor for transcript review. If good, then meet with principal. School board and superintendent have final approval.
Any student that all resources have been utilized and student was still not able to meet graduation status, GREW was used.
Building Team (i.e. principal, counselor, and teacher) reviewed each waiver request.
Buildings review process for all potential waivers. Counselors review process for each student on caseload that may be eligible for waiver. District communication to families through email, translated letters and information, posted on website.
Case by case for each student
Clear and open communication was established and maintained with all students that were in danger of not meeting graduation requirements. A campus committee worked with each student to identify the roadblocks to graduation and the possible waivers that were available. Students and their families were involved in the process and supported equally.
Collaborated with counselor, classroom teacher, principal and Superintendent
Communicated availability- Counselors/administrators communicated to students who may have been in need of emergency waiver.
Communicated waiver process and multiple methods to families and students. Ensured equity in administering the emergency waiver. Granted waivers on individual basis for students who were eligible. Each student addressed credit deficiency and met course and pathway requirements prior to granting a waiver. Met individually with each family and student multiple times prior to granting the waiver.
Communication with all families, communication with all students, counselors met 1:1 with student, all who were qualified received the waiver
Communication with every senior/graduate and parent to explain the GREW process. Counselors met with each senior in need of a potential waiver to progress monitor transcripts/credit checks/graduation pathway to review possible needs and GREW solutions. Counselors contacted parents to review the GREW need and share solutions and plans

Strategies undertaken by district to ensure equitable use of Emergency Waiver Authority
Counselors and administrators at each high school identified and counseled every student who might benefit from a waiver to determine if they met eligibility requirements and whether a waiver would be in their best interests.
Counselors and administrators identified needs with all students.
Counselors and administrators in each high school worked with individual students.
Counselors and administrators met with each student who had a potential need for waiver along with their families. They followed the guidance outlined in WAC180-111-020 and used the OSPI developed GREW form to document.
Counselors at each high school evaluated student transcripts to determine if waivers were necessary. Information was then sent to all students and families who needed waivers, and waivers were granted.
Counselors determined minimum credits necessary to be on-track for graduation and counselors reached out to all students who met the minimum criteria and who were in jeopardy of not meeting the full credit requirements through multiple means including phone, e-mail, and individual meetings with students and families.
Counselors met personally with every senior. Credit recovery was provided free of charge. Waiver applications were offered to those who qualified within the waiver policy guidelines.
Counselors met with each credit deficient student. Based on the information, individual alternative graduation pathways were identified and implemented.
Counselors met with each student and family to identify need(s) and as applicable submit waiver request(s). Principals attested and waiver submission reviewed by a central office committee. Counselors and staff all had access to the same tools and processes for submission. A review was scheduled for leadership to review waiver data such as district totals and waiver types.
Counselors met with students 1:1 to share options and how to apply for waivers as appropriate
Counselors were made aware of this option as they work with students.
Counselors were trained to meet in-person or virtually with students for whom a waiver may apply. The form included required request sections for disability, health conditions, homelessness, limited English proficiency, transfer, and other/emergency. These requests were reviewed by the team before submission.
Created a spreadsheet of student data, evaluated each student on any deficiencies in graduation pathway based on HSBP; also interviewed each identified student to examine/determine credit needs.
Created a spreadsheet of student data, evaluated each student on any deficiencies in graduation pathway based on HSBP; also interviewed each student identified as needing assistance.
Data was collected and disaggregated by race, ethnicity, gender, and federal program to ensure equitable administration
Developed an equity lens and met with Administrators and counselors. Looked at barriers to graduation and ongoing data review.
District adopted form is completed and approved by HS Principal and submitted to the Superintendent.

Strategies undertaken by district to ensure equitable use of Emergency Waiver Authority
District ensured all students not yet meeting graduation pathway requirements were offered personal counseling explaining options regarding credit/pathway waivers. The district Title IX officer reviewed the list of waivers to ensure broad representation among applicants. The district reviewed its "good faith effort" regarding support for all students requesting the GREW to ensure equitable application of support services. The district consulted with students and families regarding GREW waivers in their native language.
Each and every case is looked at thoroughly, individually and through multiple lenses.
Each and every student eligible for the waiver was notified and advised of the pros and cons of applying for the waiver.
Each high school took the time to share the information with parents, students and the greater school community in multiple languages and in multiple modalities. In addition seniors, met with counselors one on one to prepare them for graduation and complete a needs assessment to explore the possible need (and appropriateness) of accessing the emergency waiver.
Each student met with their advisors to review the requirements and get assistance should any of the students be found to be deficient.
Each student transcript was examined individually to determine waiver eligibility. Students were contacted and individualized graduation plans were established in cooperation with the students and their families.
Each student was assessed on an individual basis to determine the need for a waiver.
Each student's situation was considered. All student received waiver information with contact information for questions.
Each student's situation went through an academic review to see if their pathway had been met. Decisions were advanced to a Child Study Team to ensure equity was met.
Equity is providing the right support to each student.
Established a form for counselors and/or principals had to complete in order to match criteria needed for the waiver.
Evaluated all graduating seniors doing a credit checks. Identified students not on track. Contacted all seniors not on track and requested a meeting with them and a parent via zoom. Set up a plan with the school counselor and the student. Monitored their progress weekly. Worked with teachers on individual cases to adjust classroom as appropriate.
XXX School District ensured access of equity by analyzing student's graduation requirement needs and ways to meet the grad pathways through the waiver. Counselors were educated on the process as well as students. Any student who was 'at-risk' for not graduating was evaluated against the GREW waiver requirements.
Every student indicator is checked by the high school counselors, the Special Education teachers and the building Principal to ensure all students are given the opportunity to access the emergency waiver if needed to graduate.
Every student was evaluated by a guidance counselor to determine whether or not the waiver was necessary/appropriate.
First our entire community was notified of the emergency waiver option. The district provided a form with all the options available as well as reference to the SBE rules. This form requires signatures from each stakeholder.

Strategies undertaken by district to ensure equitable use of Emergency Waiver Authority
High school administrators and counselors calibrated practice with the Executive Director of Equity and Instructional Leadership and the Executive Director Equity, Assessment/Accountability and Highly Capable around the emergency waiver of graduation requirements for the purpose of ensuring equity in the process.
High school counselors met with every student who was in danger of not meeting graduation requirements as they relate to credits and/or pathways. Waiver options were explained to each student in this category and parents/guardians were notified as well
XXX High School applied the standard used for accessing other supplementary resources, for instance: Homeless, Foster Care, Students furthest from educational justice, and students with unique socioemotional challenges.
HS principal followed board policy and procedures.
Individual conferences with students and parents of those in need of a waiver. Evaluation of circumstances and need in each situation. Explore and reject other options before instituting the waiver. Monitoring of demographic statistics of students receiving waivers.
Individual conferencing with students and families regarding options to earn credits, impact of potential waiver(s), and graduation planning
Individual meetings were held with all potential students demonstrating the possible need for a waiver. Information was shared to all students and families in the home language.
Individual student conference/communication Data dashboards Results data with student sub-group info
Individually met with each student and developed an individual graduation plan.
Information on the waiver was provided to all students and was granted to all students that applied.
It was available to all students and there were several adults who served as advocates for each student.
K-12 Summer School and Credit Retrieval
Lots of meetings and outreach, case by case support to individual barriers
Meet as a district to identified plan. Met with students individually who may qualify. Met with parents to discuss waiver. Took waiver to team and was approved or denied.
Met with all 12th grade students to advise on graduation and waiver options. We are a small school so we were able to meet with all our students regarding this requirement.
Met with every student that was lacking credit and made sure they knew and understood the credit requirements.
n/a
N/A
na
nnn
No information was provided.
No students needed the waiver for graduation.
No students were considered for a waiver of credits.
Offered to all high school seniors who were credit deficient.

Strategies undertaken by district to ensure equitable use of Emergency Waiver Authority
Once student requested the waiver for physical education credit. This student provided proof of completion of an ROTC physical fitness program, therefore the .5 credit was waived. This was the only student who the waiver was applied to.
Our counselor met individually with our 12 seniors and recommended an emergency waiver of graduation requirements for all students who qualified.
Our high school counselors and principals did a nice job of supporting our seniors who were lacking necessary credits with additional support before and after school to attempt every available opportunity for them to earn the necessary credit.
Our HS staff worked with each student to ensure that they met requirements and used the tools available to assist students.
Our principal and counselor considered all circumstances to ensure equity.
XXX Schools considered the issues facing all students in jeopardy of not graduating. A path to graduation was supported for all students. Issues facing students of color and financial hardship were overcome for all students in those demographics.
Posted notice on our school website
Principals and high school counselors identified which seniors were eligible for the Graduation Requirement Emergency Waivers. Counselors individually met with all of the identified students and parents to review HS&B plans, credit retrieval opportunities, graduation pathways, and create individual plans.
Process for review at the school level, principal sign off, committee to review/arbitrate; deputy superintendent to appeal.
Professional judgment and communication with counselors and administration.
Provided to all students-did not deny emergency waiver to any student
Review of students in need of waiver due to being at risk of graduating
Reviewed each waiver on case-by-case basis. Used equity tool to guide review.
Reviewed every student's needs for graduation and applied emergency waiver accordingly
Reviewed needs for all students. Conferenced with students in need to determine in the waiver met their future goals.
Reviewed student by student graduation status and provided each eligible student the waiver
School administrators reviewed requests using objective criteria to ensure approvals were administered in an equitable manner. Review of approvals to evaluate equity.
School counselors met one on one with all eligible students about the emergency waiver and gave them the opportunity to request the waiver or turn it down. All waiver requests were reviewed by district staff and approved. We had a process in place to review appeals for any waivers that were initially denied, but we did not need to use it.
shared information with waiver with all students behind in credits counselors met with individual students to discuss options assessment and tracked all seniors graduation plan was created for each senior
Staff met with students/parents that were not on track to graduate. Review waiver requirements. Issued waivers accordingly, with appropriate documentation
Student demographics and special program data was collected and reviewed at building and district levels.

Strategies undertaken by district to ensure equitable use of Emergency Waiver Authority
Students in the class of 2021 and their Parents/Guardians were provided information about the GREW waiver option. Counselors met with students to discuss impact of waiver, and conferenced (via phone or zoom) with parents/guardians to review the implications of applying the waiver to graduation requirements. Students were given the opportunity to request the waiver AND also provided with recovery options to earn a course grade through the last day of the Spring 2021 grading period. Waivers were applied only for those students that did not meet the passing threshold for each class that they requested to waive. Throughout the entire 2020-2021 school year, students in the class of 2021 were monitored for on-time graduation metrics and provided with opportunities for in-person instruction during school closure. Also, students were provided with recovery options through online platforms (Edgenuity) via credit recovery plans with individual teachers, and as a summer school option to earn a grade.
Students were identified to be considered for the waiver through a review of graduation requirement data. High school counselors and administrators provided individual advising to help each student determine: What supports they need to be successful; how they might meet the graduation requirements, including the feasibility of summer or a partial or full additional year of high school enrollment; and whether the emergency waiver was appropriate for the individual student.
Systemic approach through site-level graduation assurance teams with oversight from the College and Career Readiness Department.
The building administrator reviewed each case individually.
The counselor and principal conducted senior interviews for every senior to assess individual need at the beginning of the year. Then they worked with teachers and students throughout the year to help students finish requirements. Every student/family was engaged in the graduation process.
The counselors completed a credit check, all students were considered for this review and consultation. The students that qualified were referred to the committee equitably.
The District applied for and was granted a waiver, but did not use the waiver. All students graduated without use of the waiver.
The district closely followed the guidance from the state and the rules found in chapter 180-111 in the WAC.
The district convened a multi-disciplinary team to consider each request. The team used a standard protocol to ensure that all other options had been exhausted and to ensure that the student was fully informed of the implications of a waiver. Every effort was made to support the student and families were involved in the process where appropriate.
The district developed a guide for counselors and high school administrators to follow. Staff also developed a list of students who met minimum qualifications and directed counselors to review and contact student to investigate if GREW was appropriate choice. Then staff had to complete a GREW request attesting that the student qualified that was signed by the principal prior to the CEDARS administrator submitting the request. The rules were consistent for all students and ensured that all eligible were reviewed for GREW access.
The district developed an application process that met all the requirements for students, parents, and school personnel. A team of required personnel met to review all waiver requests.
The district held trainings and meetings with high school counselors and administrators. The assistant superintendent for secondary education reviewed and approved all waivers.

Strategies undertaken by district to ensure equitable use of Emergency Waiver Authority
The district provided outreach to all students to encourage and support the completion of all credits required for graduation. Student Support Teams were developed and systematically identified students who required additional support. Individual plans were developed for students prior to granting the waiver. The team worked to remove barriers when possible. Other options were offered before utilizing the waiver.
The District reviewed all potential graduates and any graduate that qualified for an emergency waiver was able to receive one.
The district reviewed individual student files and provided additional supports for individual students. The district also worked with students and families.
The district reviewed progress of each student throughout the school year. Students who were failing to make progress received multiple forms of support and direct contact by intervention staff.
The district team reviewed every student's credits and needs. This was a team comprised of counselor, principal, teachers, and support staff. The identified students in need and created individual plans for them.
The district's Research and Assessment office developed extensive reports for each school containing credit and assessment information for EVERY student. Counselors, school and district administrators met several times to discuss each student and to develop a support plan for credit attainment. Counselors and administrators met with students and families through a variety of methods including in-person meetings, Zoom meetings and phone calls to finalize plans for each student based on the student's High School and Beyond Plan goals. Translation services were utilized when appropriate. Home visits were also conducted when other methods of contact were unsuccessful.
The Emergency Graduation Credit Waiver application along with a written district plan was submitted and approved by OSPI. The district plan included the process available to all students for equity access and how the information would be communicated in a culturally responsive way as outlined in the application and plan requirements.
The emergency waiver of graduation requirements was shared with all seniors. Those who wanted to apply were able to participate in the program.
The emergency waiver was offered to all students based on need. The school counselor and principal met with each student and parent individually to discuss the emergency waiver.
The high school administrators worked with the high school counselors to review each student individually. They reviewed credits, courses, grades, attendance, etc. to determine if any additional supports were necessary to help individual students meet graduation requirements in light of COVID impacts.
The high school counseling team evaluated every senior's records and met with all students who may have needed the emergency waiver. Only 20 seniors received the Graduation Requirements Emergency Waiver because 50 students were able to complete a CTE Pathway and 76 students completed Bridge to College course(s) for the Math (40), ELA (4), or both Pathways (32). This resulted in 163 out of 174, 93.6%, of our Seniors at XXX High School who graduated in 2021. 11 students were too far away from the graduation requirements and are expected to return to XXX HS next year to finish.
The high school met with each senior to determine what the need was for waivers and created a plan for students that could potentially not need the waiver.

Strategies undertaken by district to ensure equitable use of Emergency Waiver Authority
The needs of each student were taken into consideration.
The option was available to all students via the guidance office with coordination from the school administration.
The principal and counselor met with students, parents, and teachers to determine if a waiver was needed. Collectively they determined when a student needed a waiver to graduate on time.
The school board passed the policy. A copy of the documentation on each waiver is in the student file.
The school contacted each student in June who qualified for an emergency waiver. All the students who qualified and submitted a complete application were approved. All the families were contacted again in the fall if the school thought they qualified.
The school district counseling and administrative staff reached out to ALL students who potentially were eligible for the waiver.
The school district staff reviewed applications for waivers including the use of a demographic lens. In addition, school counselors under the direction of the school administrator reviewed all waiver requests to determine alternate and more complete solutions.
The steps that the XXX School District took to ensure equity in administration of the emergency waiver for graduation were: District and High School Administration continually monitored the OSPI and the Washington State Board of Education for guidance on the 2020-21 graduation credit waiver process. The School Board was kept apprised of the ongoing process. In March 2021 the XXX SD approved Resolution #XX and this resolution expired on August 31, 2021. The process for the waivers were handled on an individual basis and included the following steps. Students will be identified as being "reasonably" expected to graduate in the 2021 school year. Students have been given the opportunity to participate in credit retrieval opportunities. After the credit waiver the student would have 20 or more credits on their transcript after graduation. Communication between counselors and administrators through emails, spreadsheets, and formal processes to identify students who may not meet the traditional graduation requirements will be done. The evidence for the process was kept and is available for review. This evidence includes. The tracking of core, elective, pathway, or physical education waivers as defined in the WAC. Transcript will show evidence of waived credit. Documentation of waivers granted and denied will be kept in the registrar's office and then in our permanent records location.
The waiver process was described and offered to all families with graduating seniors who were impacted by the COVID-19 restrictive in person opportunities.
The waiver was considered for ALL students with a graduation requirement deficiency.
The waiver was granted on a case by case basis after all other graduation avenues had been exhausted. There was a checklist to ensure all avenues were exhausted and the waiver was a last resort.
The waiver was used for a transfer Special Education student to TSD. We felt the waiver was equitably used.
There was only one applicant and the waiver was granted. All other students met graduation requirements.
There were was one student who needed the waiver and it was a student of special needs. All other students met the graduation requirements.
To ensure equity of administration we met with each eligible student to make a plan that fit their specific needs.

Strategies undertaken by district to ensure equitable use of Emergency Waiver Authority
Trained administrator & HS Counselors of waiver process. Reviewed student transcripts and worked with students individually around waiver needs. Waivers approved by principal and included in student file. Data collected re: waivers granted and submitted to District.
Transcript analysis, student by student, to create a graduation plan and identify which students would benefit from a waiver.
Use of equity analysis tool
XXX took several steps to ensure equity in administration of the emergency waiver including (1) emphasizing equity in initial staff training, (2) making sure the emergency waivers were promoted and available to all students/families, (3) providing information in family's home language, (4) ensuring that students/families understood their options, (5) collecting equity demographic information to monitoring purposes, and (6) overseeing implementation by district personnel with an equity lens.
Waiver was available for all students and students that qualified/needed the waiver were met with by counselors.
Waiver was available to all students. Counselors met with every student who qualified with their parents. All rules and requirements were reviewed as well as the downside of waiving certain credits. Plans were reviewed by the principal.
Waivers were designated to all students who needed it. All students were reviewed for eligibility, to ensure every student who did qualify, received a waiver.
Waivers were granted for students most in need based on multiple factors, SES, homeless, family situations, etc. Two students reviewed a waiver. One special ed and one incarcerated.
Waivers were granted to all students who demonstrated consistent effort using remote learning and met the qualifications.
Waivers were made available to all students for which it was appropriate.
We analyzed the demographic and student characteristics of the students recommended for the GREW and examined whether or not we exercised the GREW option disproportionately
We communicated in a variety of modalities and languages. We hosted individual conferences with students and families; our GREW panel members represented a wide variety of stakeholders, including mental health professionals and members of color; members of our GREW panel were trained in trauma-informed practices.
We contacted every student
We did not end up needing to use the emergency waiver after all
We did not have any students access the waiver.
We did not have to administer the waiver.
We did not need to use the waiver, for any students graduating.
We ended up not needing to use it.
We established a standards of practice to ensure that all students were afforded the opportunity and guided by high school counselors
We followed all guidelines and worked with our counselors and staff to identify all students in danger of not graduating.

Strategies undertaken by district to ensure equitable use of Emergency Waiver Authority
We followed the emergency waiver program through the state board of education. Every student had an individualized conversation with the school counselor, parent/guardian, administrator and mentor teacher. We created a board approved emergency waiver decision flow chart to ensure the process was the same for all students. If a student disputed a decision a community led team heard the dispute and made a decision.
We had a committee of professionals who understood the students, school, community, and requirements of the ruling who reviewed any application for waiving credits and determined approval.
We had a graduating class of two in 2021. One student needed the help to graduate and the other student did not.
We had it available, but did not need it
We have the board approved waiver but were fortunate not to have to use it.
We met with every student who qualified. They submitted a written request for the waiver for specific credits. Each application was revived by the counselor and administrator.
We met with students/families at risk of not graduating. Notified them of options for credit retrieval. An emergency waiver was used as our last resort.
We offered to all students who were credit deficient due to COVID - 19. We offered one-on - one advising, home visits, intervention courses, credit retrieval. We brought in students that were at the highest level of academic need.
We provided students and families with communication in both writing and through personal phone calls. The messaging was also translated for parents.
We received the waiver, but al student met the graduation requirements as originally established.
We reviewed all students who were credit deficient and applied a waiver where needed. District reviewed all applications where waiver was denied.
We reviewed the demographics of students requesting waivers and provided multiple opportunities for communication of requirements (posted on the website, in person, 1:1 conferences; reviewed transcripts, etc.)
We took the waiver to the Board of Directors for approval. Once it was approved the waiver was made available to all students at XXX High School. Communication went out multiple ways. The administration and counseling teams met numerous times to analyze all graduating seniors and their credit status. Then we reached out to anyone eligible for the waiver and met with them.
We tracked student achievement by student groups. We focused specifically on our identified students with disabilities and students of poverty.
We worked with each impacted student furthest from educational justice, especially those traditionally marginalized students to ensure they met the requirements to graduate
Widespread communication to all high school seniors and parents through district web site; school administration weekly family messages in multiple formats; and counselor and administration conversations with students. Continuous review of equitable administration of waiver by central administration oversight team through use of district Equity Lens tool and review of student data.
Working with SPED and the student's former district. All forms were completed and board approval was provided.