



# The Washington State Board of Education

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

## COVER: HIGH SCHOOL DIPLOMA REQUIREMENTS AND PATHWAYS

Prepared for the November 2019 Board Meeting

### Information item.

#### As related to:

**Goal One:** All students feel safe at school, and have the supports necessary to thrive.

**Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.

**Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

**Goal Four:** Students successfully transition into, through, and out of the P-12 system.

**Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.

**Goal Six:** Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.

**Other**

#### Materials included in packet:

- HB 1599 Survey Research – Strobel Consulting Presentation
- Graduation Pathway Options and Diploma Communications Plan

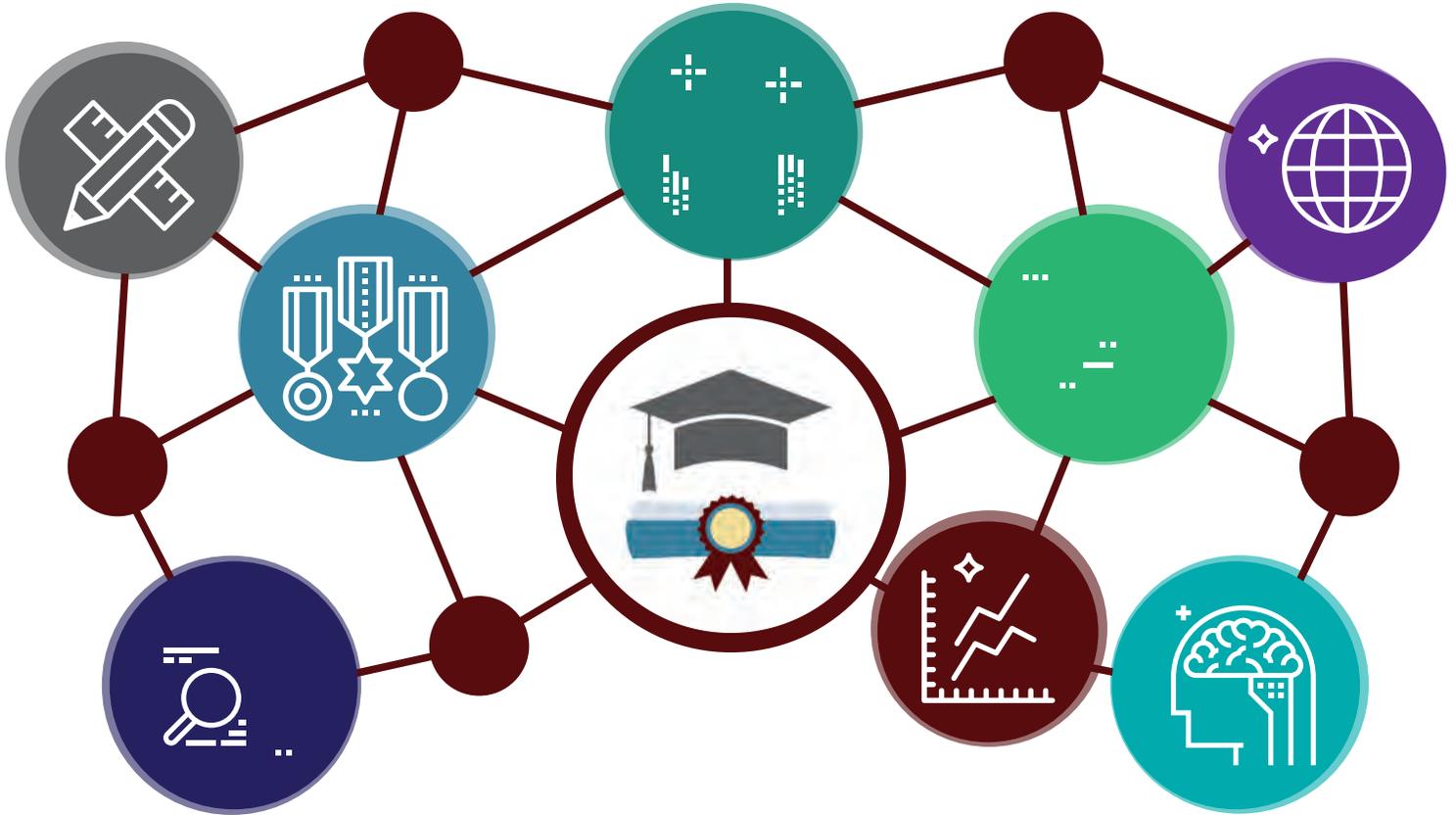
#### Synopsis and Policy Considerations:

Board members will hear from staff on three topics:

1. The pathways analysis research plan and interim report the Legislature tasked the Board with conducting via E2SHB 1599.
2. Staff and Strobel Consulting will brief the Board on the consultant's part of the research plan for E2SHB 1599 (surveys and related work).
3. The communications plan for the new graduation pathway options.



# Legislation passed in the 2019 session (E2SHB 1599) established multiple **graduation pathway options.**



### State Assessment

Meet or exceed the graduation scores in the Smarter Balanced Assessments (SBA) in English language arts (ELA) and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).



### Transition Course

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



### Dual Credit

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

### Combination

Meet any combination of at least one ELA and one math option of those pathway options listed previously.



### AP/IB/Cambridge

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



### ASVAB

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



### CTE Sequence

Complete a sequence of Career and Technical Education (CTE) courses.\*



### SAT/ACT

Meet or exceed the graduation scores set by SBE in the math and ELA portions of the SAT or ACT.

*\*Note: Students who pursue these pathways (ASVAB or CTE) do not need to meet English and math requirements separately. English and math content are embedded in both pathways—and a student who meets either the ASVAB standard or the CTE pathway requirements has met the graduation pathway requirement.*

# WHICH PATHWAY OPTION IS FOR ME?



## CTE SEQUENCE

Complete a sequence of Career and Technical Education (CTE) courses.\*

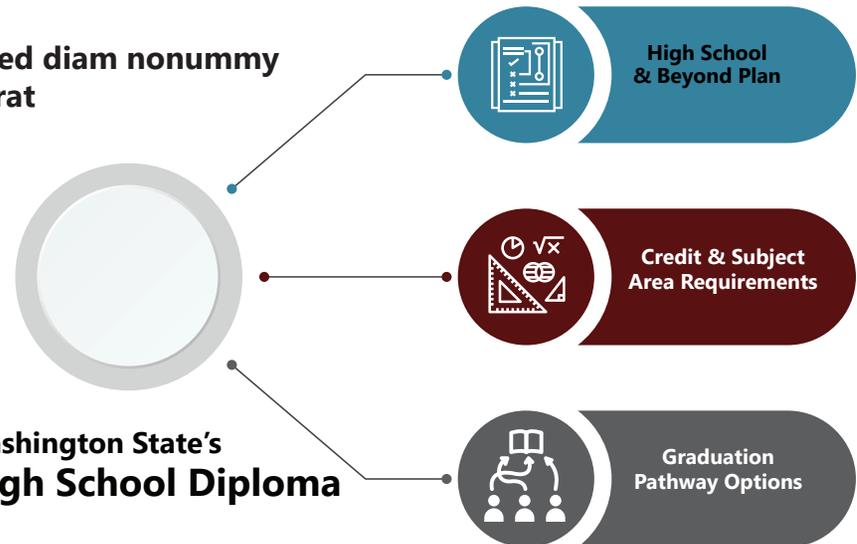
### Sara's Story

*Bellingham High School  
Bellingham School District*

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| <b>High School Diploma Requirements &amp; Graduation Pathway Options Communications Plan</b>  |  |  |                   |
|---|--|--|-------------------|
| <p>Legislation (E2SHB 1599) removes the explicit link of the state assessment to graduation, replacing it with a set of graduation pathway options. For the Class of 2020 and beyond, the Washington State High School Diploma means achieving subject and credit requirements, creating a high school and beyond plan, and utilizing at least one graduation pathway option as established by new law.</p> |  |  |                   |
| <b>Goals for this plan</b>  | <ul style="list-style-type: none"> <li>• <b>Audiences are aware of new laws around the Washington State High School Diploma and the respective pathway options to graduation</b></li> <li>• <b>Partnerships are bolstered</b></li> <li>• <b>Traffic to developed resources increases</b></li> <li>• <b>Audiences are empowered to use key messages and resources</b></li> </ul>  |  |                   |
| <b>Key Messages</b>   | <ol style="list-style-type: none"> <li>1. <b>Washington state’s high school diploma provides students with the skills and knowledge needed to pursue their dreams and demonstrate that no matter what they pursue after high school, they are ready for civic engagement, careers, postsecondary education, and lifelong learning.</b></li> <li>2. <b>The Washington State High School Diploma means achieving subject and credit requirements, creating a high school and beyond plan, and utilizing at least one graduation pathway option.</b></li> <li>3. <b>The Washington State High School Diploma is flexible, meaningful, and achievable.</b></li> <li>4. <b>Graduation pathway options allow students to a pursue a personalized, meaningful education that results in a diploma and skills needed for college or career.</b></li> </ol> |  |                   |
| <b>Audiences</b>  | <ol style="list-style-type: none"> <li>A. <b>School districts (e.g. superintendents, counselors, school board members, communicators)</b></li> <li>B. <b>Partner organizations</b></li> <li>C. <b>Students</b></li> <li>D. <b>Parents and community members</b></li> </ol>   |  |                   |
| <b>Communications Resources (that we have now)</b>  | <ul style="list-style-type: none"> <li>• <b>Sbe.wa.gov (10,000 average users per month)</b></li> <li>• <b>SBE Twitter and Facebook (10,000 followers total)</b></li> <li>• <b>Constant Contact (17,000 contacts)</b> <ul style="list-style-type: none"> <li>○ <b>Publications (one-pagers, graphics, advertisements)</b></li> </ul> </li> <li>• <b>Board Members, representatives of SBE (state-wide, in-person meetings)</b></li> </ul>   |  |                   |
| <b>Action items</b>   |  |  |                   |
| <b>Date</b>   | <b>Action/Event</b>  | <b>Audience</b>  | <b>Lead/Notes</b> |
| <b>November 5, 2019</b>   | Graduation Pathway Options Community Forum (Bremerton)   | A-D<br>Bremerton-area <ul style="list-style-type: none"> <li>• Schools</li> <li>• Parents</li> </ul> |                   |

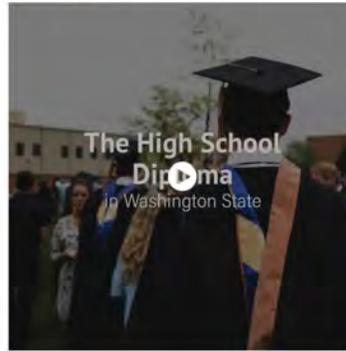
|                          |   |   |  |
|--------------------------|---|---|--|
|                          |   | <ul style="list-style-type: none"> <li>Partners</li> </ul>          |  |
| <b>November 12, 2019</b> | Press Release: New Rules Adopted, Washington High School Diploma  | A-D <ul style="list-style-type: none"> <li>Media</li> </ul>         | Tone: celebratory, explanatory<br><br>Include note: SBE will release reports on pathway usage for adequacy and equity moving forward, per legislation. |
| <b>January 2020</b>      | The "Washington State High School Diploma" Campaign   | A-D   | Key words:<br>Flexible, meaningful, achievable   |
| <b>Spring 2020</b>       | The "Washington State High School Diploma" Tour   |   | A series of Community Forums in which SBE Board Members/Representatives emphasize key messages   |
| <b>Spring 2020</b>       | Symposium: "Washington State High School Diploma"   |   | Central part of Washington (one event)   |
| <b>Resources</b>         |   |   |  |
| <b>Lead</b>              | <b>Resource/publication</b>   | <b>Primary Audience</b>   | <b>Notes</b>   |
|                          | One-pagers developed by Strategies 360 (updated)  | A-D   |  |
|                          | Frequently Asked Questions: Graduation Pathway Options (webpage update)   | A & B   | Promotion on social media and via direct email   |
|                          | Graduation Pathway Options: (webpage update)  | A-D   | Each pathway option to be showcased  |
|                          | Graduation Pathway Options: (one-pager series)  | A & B <ul style="list-style-type: none"> <li>Legislators</li> </ul> | ASVAB and CTE are first to publish   |
|                          | The "Washington State High School Diploma" General Video Series <ol style="list-style-type: none"> <li>Overview</li> <li>High School and Beyond Plan</li> </ol> | C & D   |  |

|  |  |       |   |
|--|--|-------|---|
|  | <p>3. Credit and subject-area requirements</p> <p>4. Graduation pathway options</p>  |       |   |
|  | <p>The “Washington State High School Diploma” pathway spotlights:</p> <ul style="list-style-type: none"> <li>• Military student</li> <li>• CTE student</li> <li>• Bridge to College student</li> </ul> | C & D | <p>Goal for three student profiles to develop:</p> <ul style="list-style-type: none"> <li>• One-pager</li> <li>• Blog post</li> <li>• Photo</li> <li>• Video</li> </ul> |

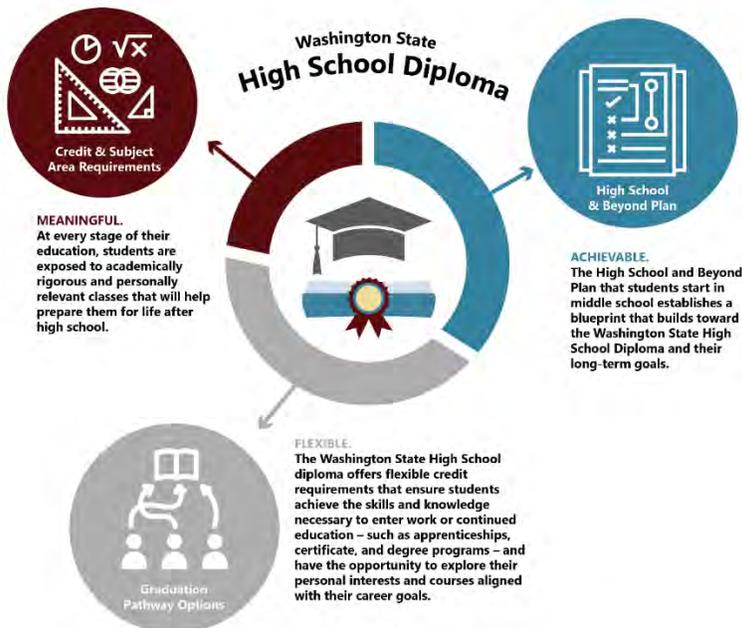
DRAFT



The Washington High School Diploma (click me)



Campaign graphic mock-ups for use on social media, web, and print.



# Potential Partnerships

The following is a list of partners who have been contacted *and* their communications staff has expressed interest in potential partnerships on communications around the new graduation pathway options:

- The Association of Washington School Principals
- The Washington State Parent Teacher Association
- The Washington Education Association
- Bellingham School District
- Freeman School District
- Eatonville School District
- Northwest Educational Service District 189
- Capital Region Educational Service District 113

Ready Washington has expressed interested in making "Communicating about the Pathways" an agenda item to better understand how a broader group of partners feel about communications around this issue.



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**Graduation Pathways Survey Project**  
**Washington SBE Board Meeting Presentation 11/6/19**



# ABOUT STROBEL CONSULTING

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

# INTENDED PRESENTATION OUTCOMES

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1. Board members gain a high-level overview of the intended work plan.
2. Key activities, deliverables and associated project timelines become clear and easily conceptualized
3. Board members have an opportunity to ask questions and share input.



# OVERARCHING RESEARCH QUESTIONS

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

# INTENDED PROJECT OUTCOMES

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

# THE WORK PLAN

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1. Contains data collection methods that are quantifiable and qualitative, feasible, and relevant, and clearly aligned to program objectives and goals.
2. Includes data collection and analysis strategies, tools and methods to be utilized with different stakeholders and to ensure that respondents include diverse students, and parents.
3. Outlines timelines for data collection, analysis, and reporting.
4. Includes processes for communicating current project status with SBE including weekly updates, access to real time survey data tracking, etc. so this information can be shared and decimated by SBE as needed.

Each project task has been organized around 6 key activities as illustrated on the following slide.

| Key Activity                            | Associated Tasks   |
|---|--|
| <b>1. Review &amp; Planning</b>         | 1) Planning meetings with SBE project team and key stakeholders.<br>2) Review any pertinent information provided by SBE as part of the initial planning meeting.<br>3) Review community forum protocols, attend forums and provide feedback.<br>4) Revise workplan.<br>5) Set sampling parameters.   |
| <b>2. Instrument Development</b>        | 6) Develop instrumentation and protocols based on revised and approved workplan.<br>7) Incorporate preliminary data from pre-focus group surveys to inform focus groups.<br>8) Incorporate preliminary data from focus groups to inform stakeholder and district surveys.<br>9) Incorporate previous year's data to inform current year's instruments and protocols. |
| <b>3. Recruitment</b>                   | 10) Work with SBE to identify target populations and determine roles and appropriate strategies for assembling contact information.<br>11) Develop recruiting materials including focus group registration forms (both digital and paper).<br>12) Deploy and monitor recruiting campaigns.   |
| <b>4. Data Collection</b>               | 13) Compile and review extant data that has already been collected (including any historical data so that trends can be examined).<br>14) Conduct focus groups and follow up interviews.<br>15) Monitor survey completion and provide SBE access to real time updates.   |
| <b>5. Analysis</b>                      | 16) Conduct preliminary analyses of quantitative and qualitative data collected to inform outstanding survey and/or protocol development during the course of each project year.<br>17) Conduct full analyses of quantitative and qualitative data collected.  |
| <b>6. Reporting &amp; Dissemination</b> | 18) Prepare final report.<br>19) Prepare project brief.<br>20) Prepare PowerPoint.<br>21) Present findings and report contents.  |

# REVIEW & PLANNING

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- **In Person & Phone Meetings** – Help gain a deeper understanding of desired project objectives, outcomes and outline immediate goals and tasks to inform future project activities.
- **SBE Team & Board Input is Key!** – Planning meetings and other opportunities to engage with the SBE help us gain a deeper comprehension of your wants and needs in terms of the survey process, evaluation strategies and activities being undertaken.
- **Community Forum Observations** – Provide an additional opportunity for us to gain insight into the current climate and perceptions of the existing graduation pathways.
- **Planning in Years Two & Three** – In person planning meetings and community forum observations will provide a time to review lessons learned, discuss the Continuous Improvement Process (CIP) and inform planning for the year's survey design.





# INSTRUMENT DEVELOPMENT

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Our process for developing instruments utilizes a continuous informing method that leverages previously collected data to inform the next instrument or protocol developed, in order to ensure that surveys are sensitive, valid, and reliable instruments. Specifically we will develop:

- **Pre-Focus Group Survey (YR1 & YR2)**
- **Focus Group Protocol (YR1 & YR2)**
- **Stakeholder Survey (YR1)**
- **School District Follow Up Survey (YR2 & YR3)**
- **Follow Up Interview Protocol (YR1, YR2, & YR3)**

# RECRUITMENT: STAKEHOLDER GROUPS

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- School district personnel (teachers, administrators, counselors, etc.)
- Parents, family members, and other caregivers
- Students (including underserved populations such as Native American students, ELL, SpecEd, etc.)
- State Board for Community and Technical Colleges
- Four-year higher education institutions
- Apprenticeship and training councils
- Associations representing business
- Educational Opportunity Gap Oversight and Accountability Committee
- Associations representing educators, school board members, school administrators, superintendents, and parents



# RECRUITMENT: STRATEGIES

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- Contact people in line with required sampling parameters and monitor survey completion or focus group registration in real time, this includes monitoring completion by underserved groups and subsequent additional recruiting as needed.
- Work with contacts at schools and other organizations to disseminate paper/pencil versions of surveys, invitations, and associated directions (in Spanish and English as applicable) to parents and students.
- Work with leaders of key stakeholder groups, especially those of underserved populations, to disseminate focus group invitations and surveys/links.
- Leverage face time at in person events to recruit for focus groups and collect paper/pencil surveys as appropriate.
- Have SBE and willing educational institutions, groups, etc. post survey links, focus group registration and other related information on Social Media
- Leverage state level and publicly available contact information as applicable.
- Collect potential focus group participant contact information on the pre focus group survey.



# DATA COLLECTION

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- Will occur in a sequential order (see table)
- Focus groups will be offered in person and online to reduce barriers to participation
- All surveys will be provided in a paper and online version
- Efforts will be made to make the process as inclusive as possible and to adhere to sampling parameters unique to the demographics of Washington
- Surveys and associated directions will be made available in both Spanish and English (this includes digital delivery methods)

| Data Collection Activities              | Year 1 | Year 2 | Year 3 |
|---|--------|--------|--------|
| STEP 1: Community Forum Observations x3 | ✓      | ✓      | ✓      |
| STEP 2: Pre-Focus Group Survey          | ✓      | ✓      |        |
| STEP 3: Focus Group                     | ✓      | ✓      |        |
| STEP 4: Stakeholder Survey              | ✓      |        |        |
| STEP 5: District Follow Up Survey       |        | ✓      | ✓      |
| STEP 6: Follow up Interviews            | ✓      | ✓      | ✓      |



# ANALYSIS

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- **Qualitative Data:** Thematic coding will be used to analyze data obtained from the various open-ended questions provided across surveys. As well, emerging codes will be used to inform the development of subsequent focus group protocols (in the case of the pre-focus group survey) as well as the latter stakeholder and school district follow-up surveys.
- **Quantitative Data:** Descriptive statistics (including frequencies and percentages) will be used to summarize all quantitative survey results, and subgroup analyses will be provided as appropriate (e.g., crosstabs across gender or race/ethnicity categories). Inferential techniques will be applied to determine if significant differences exist across administrations of the surveys or across subgroups (e.g., independent means testing, chi-square analyses) to look for “major unexpected findings” in an effort to explore these in more detail using the final follow-up interview.



# ANALYSIS CONTINUED

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- Statistical power: Power analyses will be conducted to examine the relationship between desired sample size and the ability to accurately detect a treatment effect when one exists, dependent upon the size of the effect and the statistical analyses used. Conventional educational experiments are thought to optimize this combination of factors by setting a power level of 80% and a statistical significance level of 5%.
- G\*Power software will be used to calculate Cohen's effect size ( $d=0.15$ , medium), based on one-tailed matched pairs t-test (the most stringent of the analyses with regards to power) and a  $\beta/\alpha$  ratio of 4, indicating that the chance of detecting a relatively small effect on the magnitude of 0.30 standard deviation units will be relatively high (80%) and be inaccurate less than 5% of the time.



# REPORTING

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- A formalized report and presentation of the associated findings, including potential strategies for future activities and legislative reporting, will be produced each each year.
- The final report for each year of the project will be organized by the evaluation questions along with results so that findings and conclusions can be clearly articulated and shared with relevant stakeholders.
- Reports will include the following information: 1) executive summary; 2) overview and purpose of the evaluation; 3) description of methods, data and data analysis procedures; 4) description of the characteristics of participants; 5) description of objectives; 6) results organized by research questions, including but not limited to: comparative and trend analyses and disaggregated by various subgroups; 7) identified emergent themes, key ideas, barriers, and potential strategies to inform SBE decisions on what to include in its reports to the legislature; and 8) easy to read and understand graphic and tabular data displays.



# REPORTING CONTINUED

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Reports will include the following information:

1. Executive summary
2. Overview and purpose of the evaluation
3. Description of methods, data and data analysis procedures
4. Description of the characteristics of participants
5. Description of objectives
6. Results organized by research questions, including but not limited to: comparative and trend analyses and disaggregated by various subgroups
7. Identified emergent themes, key ideas, barriers, and potential strategies to inform SBE decisions on what to include in its reports to the legislature
8. Easy to read and understand graphic and tabular data displays



# DISSEMINATION

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- A draft of the final report, including survey findings, will be provided to the SBE in time for consideration at the May board meeting of each year.
- SBE edits and suggestions will be incorporated within five business days.
- Strobel Consulting will also prepare and submit a project brief and a PowerPoint presentation that succinctly summarizes the project, its goals and objectives, and key findings from the year to assist the SBE with dissemination of data to key partners, advisory board members and/or the public.



# KEY DELIVERABLES & TIMELINES

| Key Deliverable  | YR1      | YR2      | YR3     |
|--|----------|----------|---------|
| Work Plan - Presented at SBE Board meeting                       | 11-6-19  | 1-6-21   | 1-13-22 |
| Work Plan - Finalize submitted to SBE Team for approval          | 11-11-19 | 1-13-21  | 1-19-22 |
| Pre Focus Group Survey - Provide summary of findings             | 11-27-19 | 10-9-20  | N/A     |
| Focus Groups – Provide summary of findings                       | 1-8-20   | 11-17-20 | N/A     |
| Survey – Presented during SBE Board meeting                      | 1-16-20  | 1-6-21   | 1-13-22 |
| Survey – Finalize & submit to SBE for approval                   | 1-17-20  | 1-13-21  | 1-19-22 |
| Interview Protocol - Submit to SBE for final approval            | 3-13-20  | 3-11-21  | 3-24-22 |
| Report – Submit draft to SBE for review                          | 4-30-20  | 4-26-21  | 4-29-22 |
| Report - Present at SBE Board meeting (including survey results) | 5-14-20  | 5-12-21  | 5-12-22 |
| Report - Revise & submit to SBE for final approval               | 5-29-20  | 5-29-21  | 5-31-22 |
| Project Brief - Finalize and submit to SBE for approval          | 6-30-20  | 6-30-21  | 6-30-22 |

# BOARD ENGAGEMENT OPPORTUNITIES

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1. Do you have general questions or require clarification regarding any aspect of the proposed work plan?
2. Are there stakeholders we should add to our recruitment efforts?
3. Do you have suggestions for increasing family member participation?
4. Are there ways in which you can help us connect with stakeholder groups?
5. Do you have general feedback, suggestions, or other insights you would like to share?

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



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