



The Washington State
BOARD OF EDUCATION

Graduation Requirements and the Profile of a Graduate

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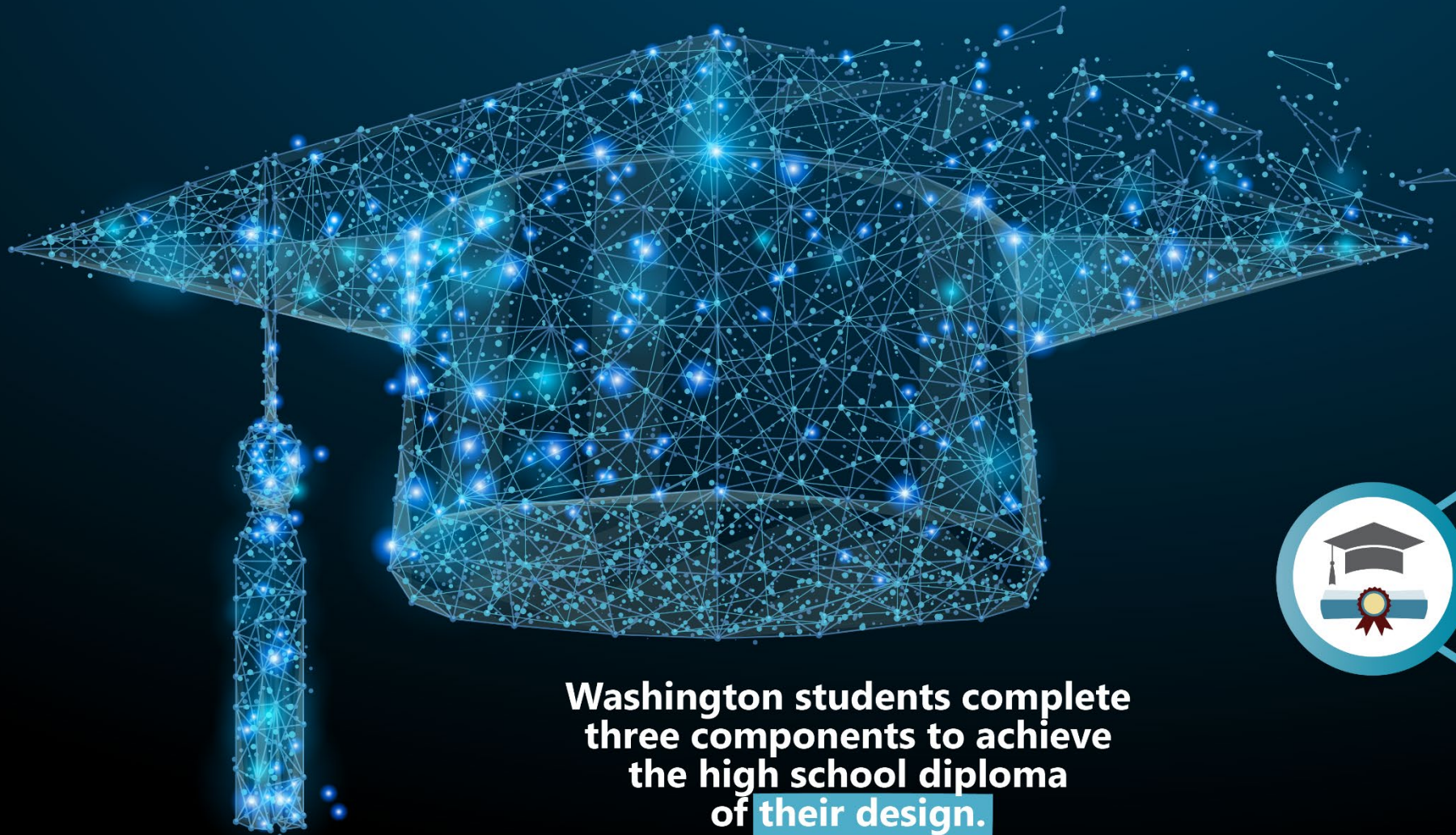
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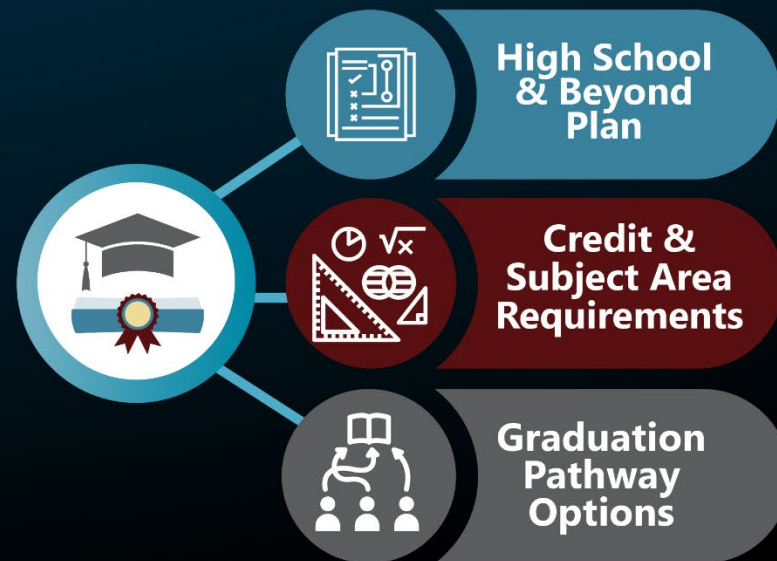
Senate Bill 5249 (Chapter 144, Laws of 2021)

The State Board of Education may submit recommendations to align graduation requirements with the profile of a graduate.

- Whether changes to the core subject area requirements, flexible credits, and noncredit requirements should be made and what those changes should be;
- The relationship between credits and core subject area requirements; and
- How the high school and beyond plan, the credit and subject area graduation requirements, and the graduation pathway options work together as a system of graduation requirements designed to declare that a student is ready for success in postsecondary education, gainful employment, and civic engagement and is equipped with the skills to be a lifelong learner.



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

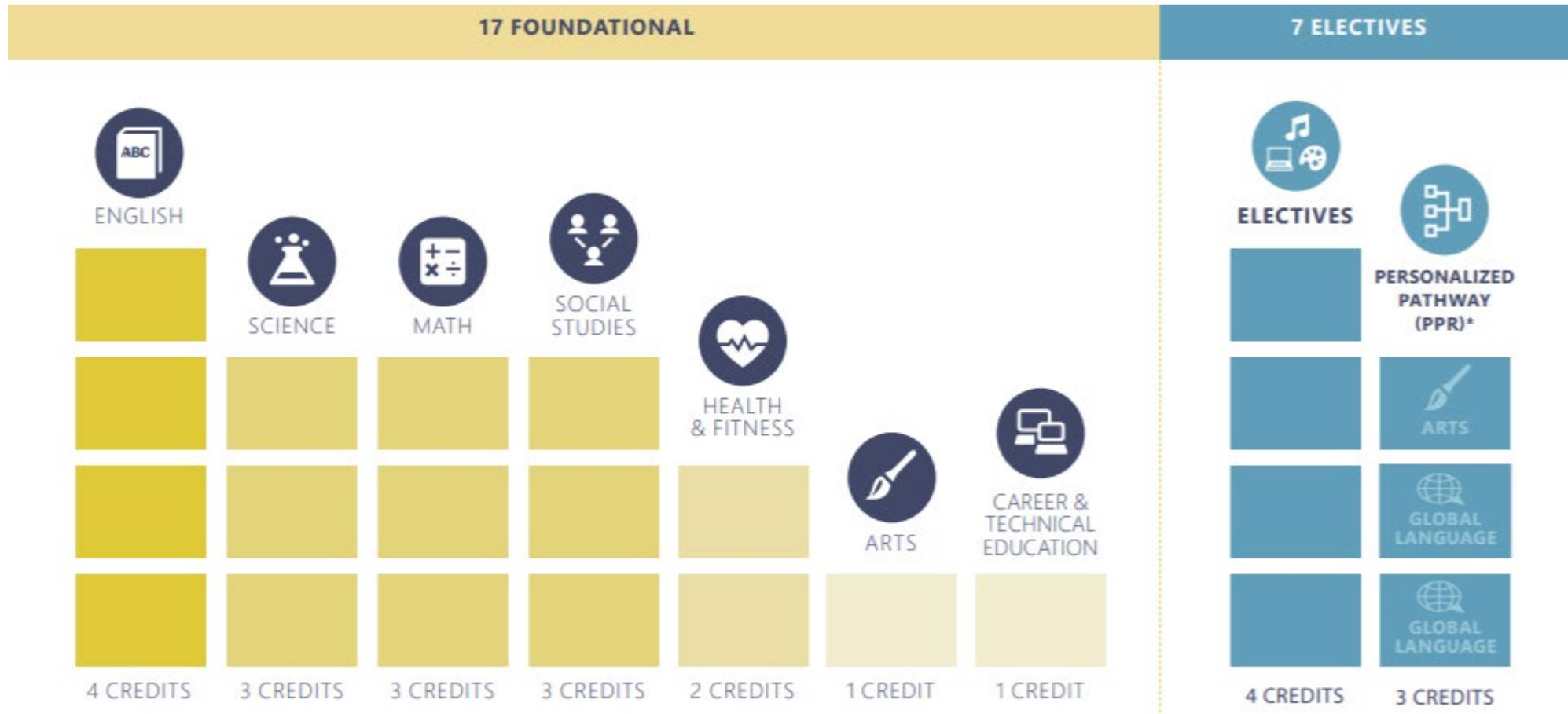


The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. (RCW 28A.230.090)



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









24 TOTAL CREDITS

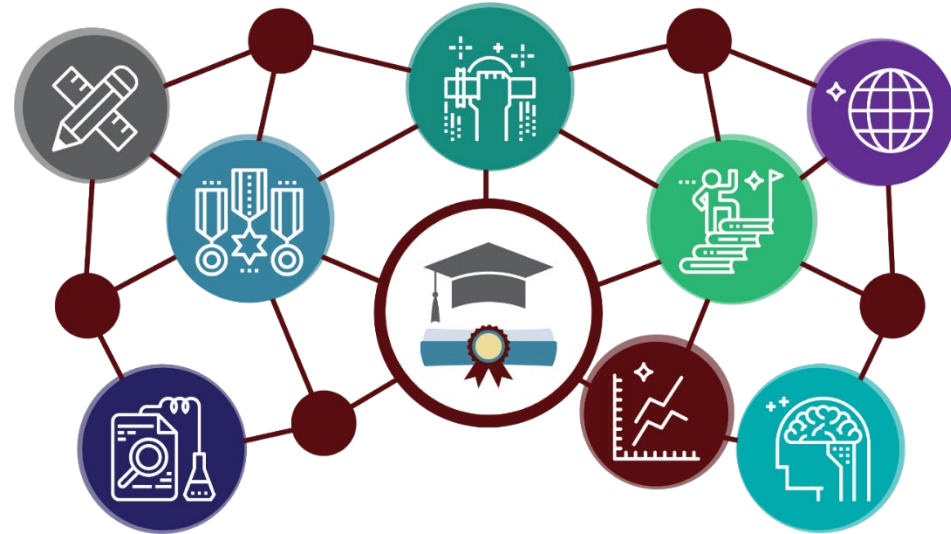


* Personalized Pathway Requirements (PPR) are electives in any subject that align with the student's interests and their High School and Beyond Plan. The arts and world language credits can be replaced with other electives, based on the student's plan.

Graduation Pathway Options

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

-  State Assessment
-  Dual Credit Courses
-  AP/IB/Cambridge Exams
-  SAT/ACT College Entrance Exams
-  Transition Courses
-  Combinations
-  ASVAB (Armed Services Vocational Aptitude Battery)
-  Career and Technical Education Course Sequence



[SBE Graduation Pathway web page](#)



High School & Beyond Plan

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





Other statutory educational requirements and recommended education

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

Theory of Action

Graduation Requirements Alignment

If our education system supports each student in meeting graduation requirements that reflect the student's own interests and include authentic demonstration of knowledge and skills, then the student will be better prepared to thrive in life after high school.



What

Graduation Requirements

How

Demonstration of Learning

Why

Profile of a Graduate



High School & Beyond Plan

(Tool to guide high school + post-high school journey)



Learning Standards

Content Area Knowledge + Skills



Mastery-based Learning

Credits

Graduation Pathway Options

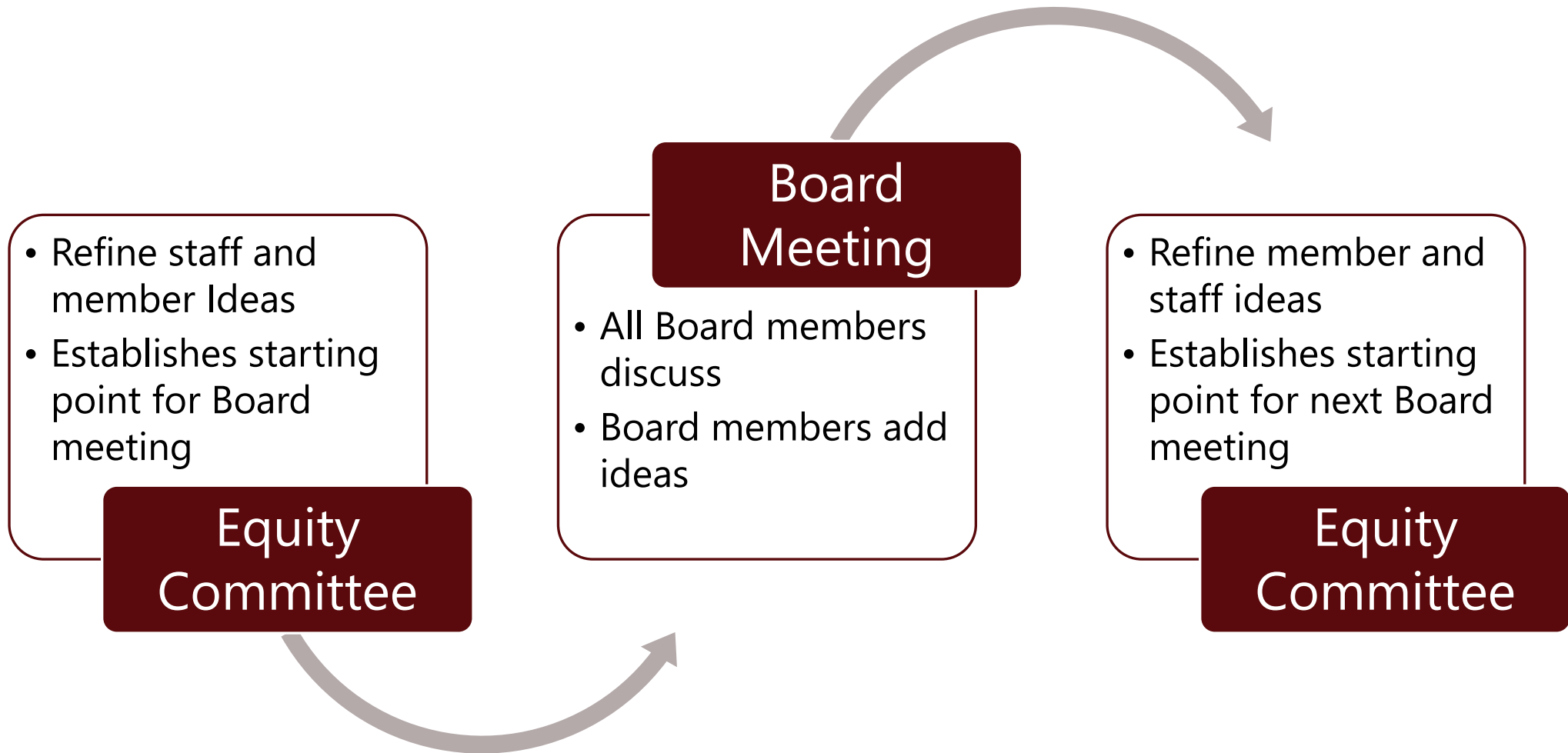


Academic & Life Skills to Thrive After High School



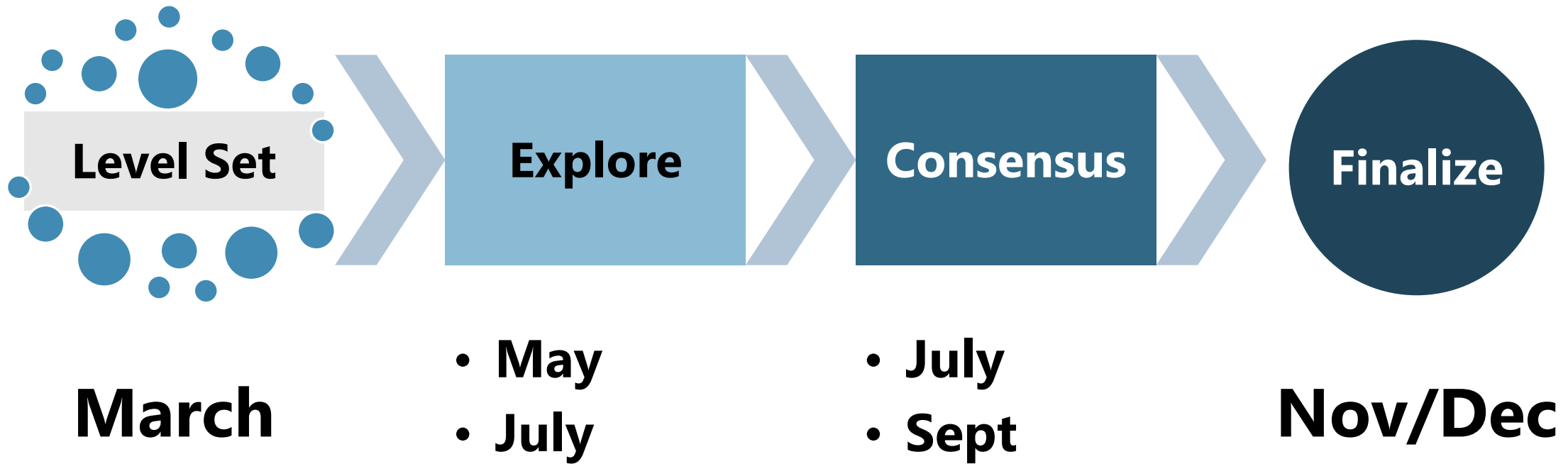


Alignment Work and Equity Committee



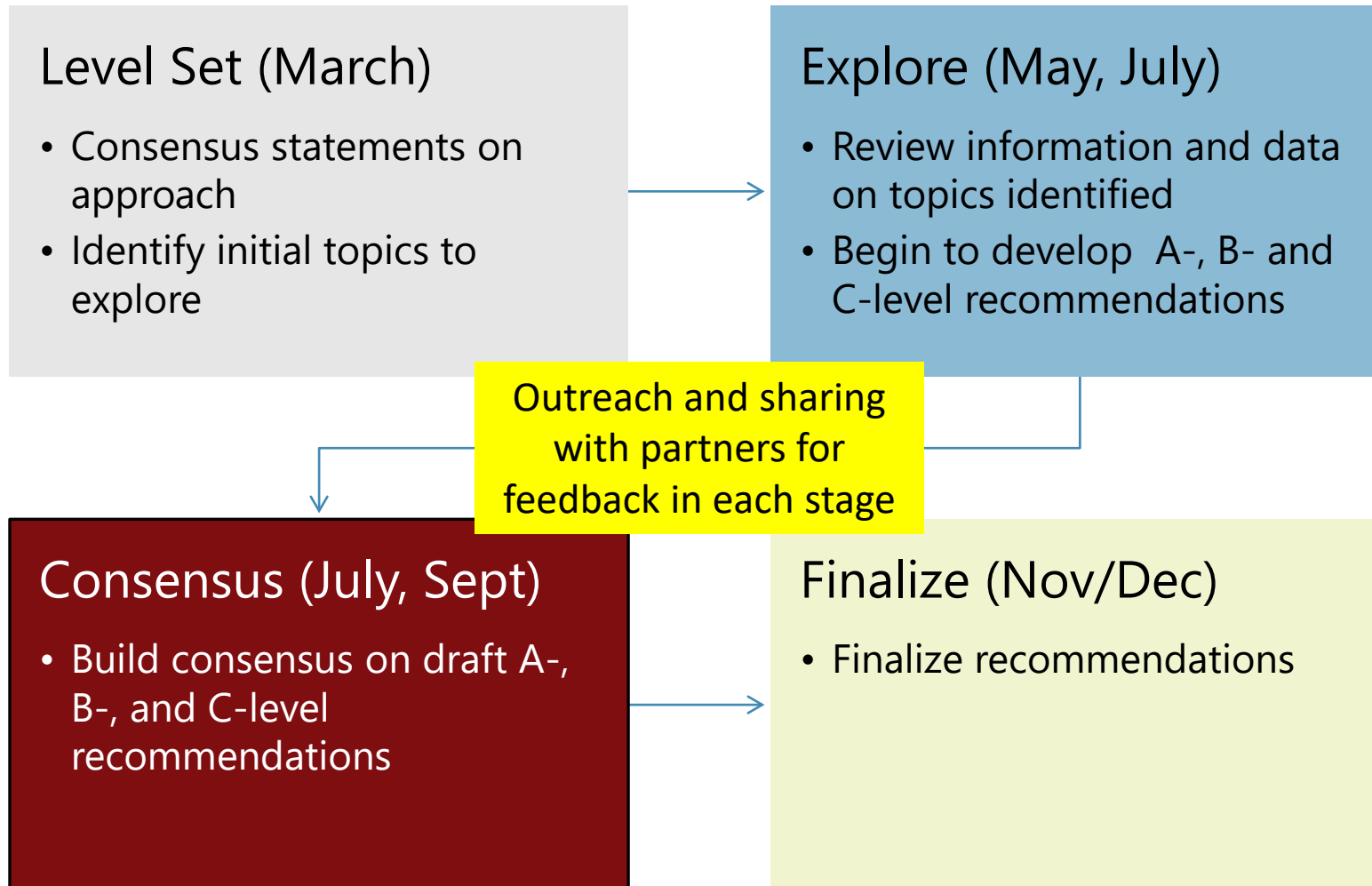


Alignment Work Phase and Board Meeting





Alignment Work Phases and Key Benchmarks





Recommendation Categories

A-Level Recommendations

Could be implemented under existing authority of districts. SBE would inform about and advocate for changes of practices by creating and sharing informational materials, work with OSPI on identifying and promoting district best practices, and possibly working with WSSDA to develop model policies.

B-Level Recommendations

Could be implemented through SBE rules or through existing SBE authority. Legislature must have the opportunity to review rule changes involving changes to graduation requirements.

C-Level Recommendations

Recommendations to the Legislature for statutory changes.



Level Setting (First Phase)

- Problem Statement
- Statement of Approach
- Begin identifying areas for further exploration





Problem Statement

Our education system reflects our larger world where for too long, structural and racial inequities have gone unaddressed, leading to generations of black and brown students, low-income students, and students with disabilities not receiving the education they need to succeed. Although there are students who do well in our current system, many of them are not thriving.

The current education system does not meaningfully engage students, lacks opportunity for students to demonstrate mastery, has graduation requirements that lack relevance to students' lives, and does not prepare students for the broad range of skills they'll need to thrive in life after high school.

It is imperative to bridge access and opportunity gaps, remove barriers to student success, and shift the focus of our education system from an industrial model that sorts students to one that intentionally supports each student in developing the dynamic skills we want to see in every graduate.

Consensus Statements on Approach: SBE's Draft Policy Review Framework



SBE EQUITY LENS

- Collaborate: Who? (see Stakeholders section →)
 - Who are our underrepresented students?
 - Who are our underserved communities?
 - Who are our other partners?
 - Have we proactively engaged the above?
- Identify: What?
 - What are the unintended consequences?
 - What are the institutional policy barriers?
 - What are the problematic practices?
 - What are the restorative measures?
 - What are the impacts on students?
- Act: How?
 - How are we exposing and removing barriers?
 - How are we redistributing access to opportunity and power?
 - How are we disrupting and dismantling practices that cause predictable and disproportionate student outcomes?
- Bottom line: How will this action achieve educational equity?

EQUITY+

- Does the policy address the root cause of the problem?
- Does it perpetuate current racist systems and structures and/or reaffirm the status quo?
- How does it advance anti-racism/ challenge anti-blackness?
- Will it bring real improvements to the educational outcomes of Black and brown students? Will it alter the relations of power? Will it result in measurable reductions in racial disparities?

STAKEHOLDERS

- Have the communities impacted already identified the issue as a priority?
- Anticipated community/stakeholder support: Are other partners working in this area? Does the proposal align with their priority? Do they want SBE support?
- Anticipated pushback: Are there active opponents or competing proposals we should be aware of?
- Does the proposal include input provided by a diverse set of stakeholders and members of communities impacted by the policy?
- What is the process for communicating back to the community on how the issue progresses? Can we advocate for an ongoing feedback loop?

PURPOSE/AUTHORITY/ROLES (see p.2)

- Statutory Purpose
- Basic Education Oversight
- Accountability and Improvement
- High School Diploma Requirements

STRATEGIC PLAN (see p.2)

- Student Well-Being
- Learning Environments
- System Design
- Student Transitions and Diploma
- Funding and Accountability

GROUNDING & VIABILITY

- Is there evidence and research that suggests this proposal is the right thing to pursue?
 - Do we need to develop evidence?
 - Does existing evidence conflict with other anecdotal info and/or the lived experiences of those most impacted?
- Is now the right time for this proposal?
 - Has the issue been addressed before and what was the outcome?
 - Level of progress made in recent years?
 - Is it building momentum?
- What is the legislator appetite/capacity for this?
 - Does the proposal have bipartisan and bicameral support?
 - Will we have a legislative champion?
- Does SBE have the will, capacity, and position to successfully act on or influence this issue?
- Budgetary feasibility: Can this pass with the budget forecast?
- Is there a risk to not including the proposal in our 2022 agenda?
- How will we (and the community) know that this effort has been successful?

APPROACH

- Are we clear about what changes (policy, investments, technical, human capacity) need to take place in order to move this issue forward?
- What is the political/advocacy/communications strategy we will use to advance this issue?
- What vehicle(s)?
 - Budget request
 - Agency request legislation
 - Advocacy priority or position
 - Rulemaking
 - Connect with external lead
 - Other



Consensus Approach: Diploma Purpose (AND not OR)

- The purpose of a high school diploma is to declare that a student is ready for success in: postsecondary education, gainful employment, citizenship, **and** is equipped with the skills to be a lifelong learner.*
 - Our K-12 system should support students in pursuing a range of options after high school, equipping them for both postsecondary education and careers.
- Ready for success=Profile of a Graduate
 - The Profile is the state's vision for all students. The K-12 system will support students in developing foundational skills. Graduates would have the ability to draw upon each of these interconnected skills.
 - Our system must have high expectations for each student AND provide high levels of individualized support and instruction so students can succeed.
- A high school diploma reflects learning throughout all of a student's K-12 education.
- Education should be student-centered, personalized, relevant and engaging
 - Our K-12 system should support students to be engaged in their learning, provide opportunities for students to demonstrate mastery, and offer relevant education to prepare students for life after high school.



Consensus Statements on Approach

Graduation requirements, while by nature set for all students, have been focused on the typical student from the historically privileged dominant culture. A key focus for working on the alignment of graduation requirements to the Profile of a Graduate is to transform the system so that each student thrives, centering students of color, students with disabilities, students from households experiencing poverty, students experiencing housing instability, foster youth, LGBTQIA+ students, and English Language Learners.





Concerns

Implementation concerns (inequities from district to district)

Tricky Vocabulary

- What is success? Who decides?
- What is rigor? Who decides?
- Flexibility for whom? Students or adults?
- What does it mean to provide opportunity and is it a real opportunity if there are access barriers?





Identify Assets of Current Graduation Requirements

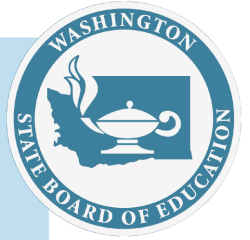
- More options for students, evolving to better meet student needs
- Shift in mindsets and who's at the table=more student-centered requirements
- HSBP can lead to an increase in personalization for kids
- More flexibility to meet the requirements now (dual credit, mastery-based crediting, etc.) and for multiple pathways for postsecondary
- Learning standards clarify expectations for educators and all students (but aren't perfect.) Foundational questions: what is the standard? How are they implemented?
- 3-part framework has potential to create well-rounded approach to diploma: HSBP (planning), academic content (subject area requirements), experience (pathways)



Additional Attributes of Current Graduation Requirements

- Subject area requirements are generally aligned to College Academic Distribution Requirements (CADRs)
- Washington's core credits align well to other states' requirements (but Washington has more overall credits)
- Math may need more reflection on content, but 3 credits appears to be improving student outcomes
- Personalized pathway requirements allow student choice that aligns with their High School and Beyond Plan
- 2 credit waiver provides needed flexibility for student's individual circumstances

Washington State | Profile of a Graduate



A Washington State graduate...

**Cultivates
Personal Growth
& Knowledge**



**Shows confidence
Applies learning
Sets personally
meaningful goals**

**Solves
Problems**



**Thinks critically
Demonstrates resilience
Embraces creativity**

**Communicates
Effectively**



**Works on a team
Collaborates
Navigates conflict**

**Sustains
Wellness**



**Cultivates physical and
emotional well-being
Fosters empathy
Builds relationships**

**Embraces
Differences/
Diversity**



**Participates in
community
Promotes global
responsibility
Shows cultural
competency**

**Masters
Life Skills
/Self-agency**



**Takes initiative
Understands financial
and digital literacy
Accesses resources**



Gaps between Profile of a Graduate and Current Graduation Requirements

- Financial literacy—embedding in math? (Also needs to happen in K-8). But students want a general “life skills” class as well.
- Wellness—mental health and SEL. Maybe health standards need revision? (Hearing from students the content makes them feel worse/isn’t actionable)
- Embraces differences—ethnic studies requirement could help.



Setting the Scope for the Work This Year

- Financial education
- Ethnic studies
- Articulate the purpose of 3 parts of the diploma (pathways, HSBP, subject area requirements)
- Pathways
- High School and Beyond Plan
- Subject area requirements and CADR's
- Learning standards
- Math and ELA—deal with barriers



Discussion Questions

- How do we ensure all Profile of a Graduate skills are addressed?
- In theory, the Profile of a Graduate should happen through good instruction. How does the framework of graduation requirement encourage or discourage good instruction?
- Do graduation pathways support the Profile of a Graduate vision and goals?
- Is it a concern that school districts can replace the electives in the state framework with their own requirements?

Contact Information

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