

EXHIBIT D



The Washington State
BOARD OF EDUCATION

DRAFT

Report | Alignment of Graduation
Requirements with the Profile of a Graduate



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Acknowledgments

This paper was created by the State Board of Education, informed by engagement with educators, students, families, and Washington residents. We are incredibly grateful to the Washington State community for their contributions and perspectives on aligning graduation requirements with the Washington Profile of a Graduate.

Executive Summary

As directed by [SSB 5249](#) (Chapter 144, Laws of 2021), the state's [Mastery-based Learning \(MBL\) Work Group](#) developed a Washington State Profile of a Graduate describing the cross disciplinary skills a student should have developed by the time they graduate high school. The Legislature charged the State Board of Education (SBE) with reviewing the Profile of a Graduate and submitting a report to the Legislature in December 2022 with findings and recommendations. The Legislature further authorized the SBE to make recommendations to align graduation requirements with the Profile of a Graduate. In addition to these alignment recommendations, the Board is also concluding three years of research on graduation pathway options, as directed by the Legislature ([HB 1599](#), Chapter 252, Laws of 2019), to determine if changes should be made to the system of graduation pathway options and make recommendations on reducing barriers to equitable access to graduation pathways.

To inform the process of developing the recommendations for aligning graduation requirements with the Profile of a Graduate, the SBE held two series of listening sessions, in the spring to identify areas for recommendations, and in the fall to review draft recommendations. Several sessions were held specifically for students. In addition, SBE staff and members met with stakeholder groups and conducted an online survey to collect feedback on draft recommendations. Approximately 600 people participated in listening sessions, and over 200 submitted complete responses to the survey. Most participants in both listening sessions and the survey were educators, but parents, students, representatives of partner organizations, and people who did not identify a particular role were also significantly represented.

Based on graduation pathway research and engagement with partners and the public, the Board finds the following:

- The Profile of the Graduate captures the cross disciplinary skills a student should have developed by the time they graduate high school and does not need modifications.
- Students acquire cross-cutting skills through learning in multiple subject areas.
- Students, parents, and educators hope that future graduation requirements can be relevant, flexible, and clear.
- Challenges with current graduation requirements include:
 - The current system of graduation requirements is perceived as confusing and complex.
 - Not all students have access to all graduation requirement options and flexibilities.

- The High School and Beyond Plan is implemented inconsistently around the state.
- Graduation pathways are often implemented as “test first,” followed by exploration of other options only after a student has not been successful on the state exams.
- There is a concern that some students receiving special education services have no appropriate graduation pathway option.
- The complexity of the requirements contributes to an excessive burden on district staff in implementing graduation requirements and other required educational offerings.
- Areas of skills and knowledge in the Profile of a Graduate that are insufficiently addressed by current graduation requirements are:
 - Financial literacy
 - Cultural competency
 - Physical and emotional well-being
 - Applied learning

The recommendations developed to better align graduation requirements with the Profile of a Graduate, in conjunction with SBE 2022 legislative proposals, are designed to address the findings outlined above. The alignment recommendations are:

1. Support the work of the Financial Education Public Private Partnership and build capacity for districts to offer high quality financial education.
2. Create more flexibility in physical education and health to allow for mental health content.
3. Develop a state policy for the waiver/excusal of physical education so that awarding of mastery/competency credit is more uniform across districts.
4. Ensure districts implement the Since Time Immemorial: Tribal Sovereignty in Washington State curriculum, as required by [RCW 28A.230.170](#).
5. Work with partners on implementing best practices in ethnic studies to ensure every student is exposed to a diverse and culturally responsive learning experience, including supporting OSPI in updating learning standards that address the knowledge and skills students need to be global citizens by incorporating ethnic studies, as required by law ([RCW 28A.655.300](#)).
6. Support English learners in meeting graduation requirements and increase opportunities for students to earn the Seal of Biliteracy.
7. Re-focus requirements on learning standards rather than on seat time to support mastery-based learning and interdisciplinary learning.
8. Improve the High School and Beyond Plan through state support for one (or a limited number) of online platform(s) that would improve uniformity and portability.
9. Improve the high school transcript to support better reporting of mastery-based learning, multidisciplinary learning, and more detail on how high graduation requirements are met.

SBE legislative requests include expanding graduation pathway options to provide students multiple ways to show readiness for individual education and career goals after high school. This request responds to the three years of graduation pathway research conducted by SBE. New proposed pathway options include a performance-based pathway and a work-related pathway. SBE is also requesting funding to expand mastery-based learning through a continued grant program supporting schools in transitioning to mastery-based learning.

The recommendations to align graduation requirements with the Profile of the Graduate, as well as SBE legislative requests, respond to the findings developed through research on graduation pathways and through engagement with students, parents, and partners. These recommended changes would result in an education system and a system of graduation requirements that would be more flexible and relevant and would more clearly connect each student's learning to their individual goals for their education and career after high school.

Background

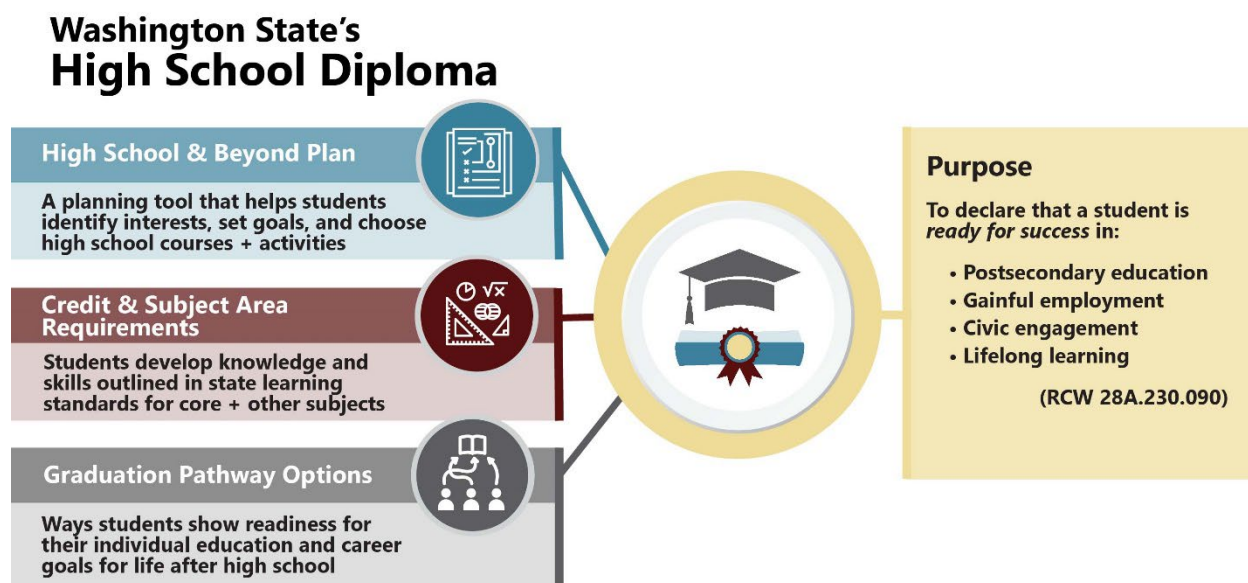
Authority to Make Recommendations to Align State Graduation Requirements to the Profile of a Graduate

In 2021 ([SSB 5249](#), Chapter 144, Laws of 2021), the Legislature charged the State Board of Education (SBE) with reviewing the state Profile of a Graduate and submitting a report to the Legislature by December 2022 with findings and recommendations. As part of this report, the Legislature further authorized the SBE to submit recommendations to align graduation requirements with the Profile of a Graduate. In developing these recommendations, the SBE was asked to consider the relationship between credits and core subject area requirements; potential changes to the requirements; and how the components of the diploma can work together better as a system.

Current Requirements

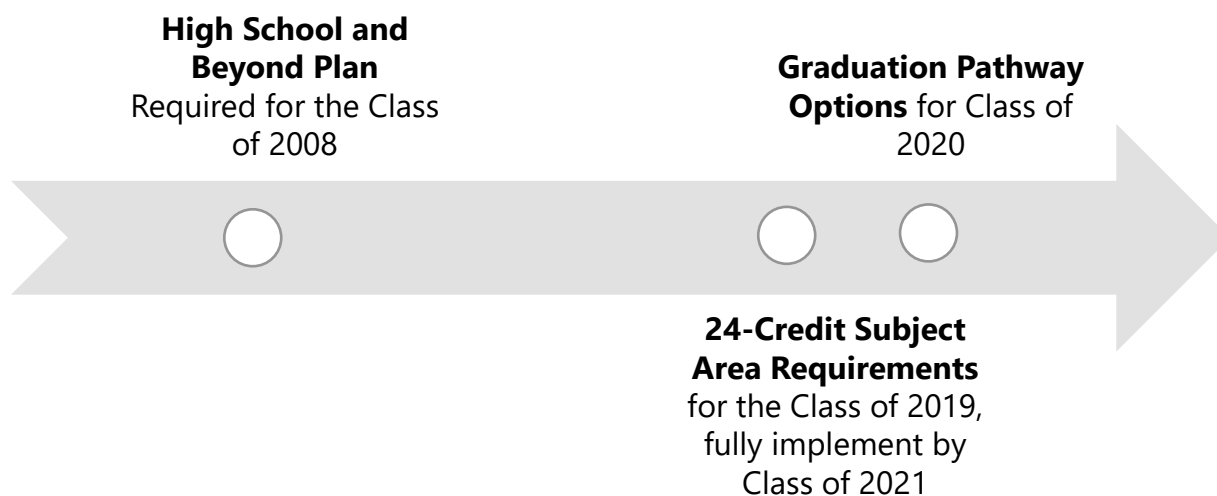
Current graduation requirements for public schools consist of three parts, as shown in Figure 1 on the next page.

Figure 1: Current Diploma Requirements



The timeline of implementation of the different parts of the diploma are depicted in Figure 2.

Figure 2: Timeline of Implementation of Parts of the Diploma



The High School and Beyond Plan has been a requirement since the Class of 2008. The current 24-credit framework for credit and subject area requirements was implemented generally for the Class of 2019, but districts could delay implementation for up to two years, so the Class of 2021 was the first class when all students were meeting the 24-credit requirements. Graduation

Pathways became a requirement in 2019, replacing state mandated assessments as a requirement.

High School and Beyond Plan

The HSBP is a planning tool that helps students identify interests, set goals, and choose high school courses and activities. According to state law ([RCW 28A.230.090\(d\)](#)), local districts are authorized to decide when a student has met the requirements of the HSBP.

During the past few years, the Legislature has added requirements to the HSBP including the following and other elements:

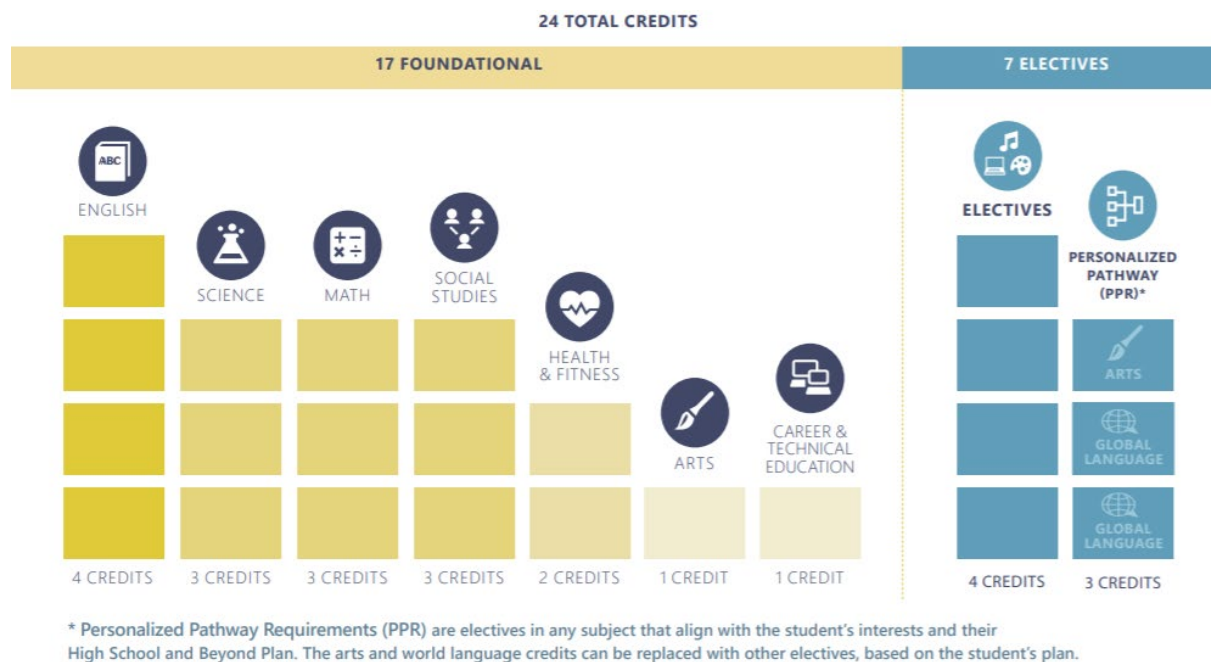
- Initiating the HSBP by 8th grade.
- Ensuring the HSBP is available to parents or guardians in their native language if possible.
- Informing about federal and state financial aid programs.
- For students with an Individualized Education Program (IEP), developing the HSBP must be in alignment with students' IEP including the students' transition plan, and in a similar manner and with similar school personnel as for other students.

According to the [Basic Education Compliance Briefing Paper](#) for the 2021-22 school year, various electronic platforms are used for the HSBP, with about 40% of districts using the low-cost WSIPC tool (formerly the Washington School Information Processing Cooperative that now goes by "WSIPC;" WSIPC is a consortium used by many districts for technical support that administers the Skyward student information system). About 60% of districts use an advisory period for delivering the HSBP in high school and also do not award credit for the HSBP.

Credit and Subject Area Requirements

The state credit and subject area requirements consist of 17 core credits and seven flexible credits, as shown in Figure 3 on the next page. In total, there are 24 state required credits, and the current credit and subject area requirements are often referred to as the "24-Credit Requirements." (Sometimes the requirements are also called "Core-24," although technically Core-24 was an earlier version of the 24-credit requirements that were never implemented or approved by the Legislature.)

Figure 3: Credit and Subject Area Requirements (WAC 180-51-210)



Core (or foundational) subject area credits are the traditional subjects that comprise a high school program: English language arts, math, social studies, arts, science, etc. Flexible credits are intended to provide students the opportunity to meet the college admission requirements and to explore other areas of interest that would support their learning, engagement, and next steps after high school. Flexible credits include electives and Personalized Pathway credits, credits which help the student prepare for their goals after high school, as described in the student's High School and Beyond Plan.

There are two options for students to earn high school credit: 1) successful completion of a course taught to state learning standards or 2) satisfactory demonstration by a student of mastery of the state learning standards, as defined by local district policy. (WAC 180-51-050). Most schools use the former rather than the later definition, thus indirectly connecting a credit to seat time instruction in a course.

In math and social studies, specific courses are required within the three credits in each subject area (WAC 180-51-210). For math, algebra 1 and geometry (or the equivalent in integrated math) are required. For social studies, the required courses include United State history (one credit); a course in contemporary world history, geography, and problems (one-half credit); civics (one-half credit); and Washington state history (one-half credit, or a non-credit requirement if taken in middle school at a pre-high school level).

Districts are required to offer a high school program that meets college academic distribution requirements (CADRs), the minimum admissions requirements for Washington state baccalaureate institutions (RCW 28A.230.010). Districts are authorized to identify which course

meets which graduation requirement ([WAC 180-51-025](#)), and to identify on the transcript which courses meet CADR ([WAC 392-415-070](#)). The 24-credit graduation requirements generally align with CADR, but diverge in a few specific ways, as shown in Table 1.

Table 1: High School Graduation Requirements and College Academic Distribution Requirements (CADRs)

Graduation Requirements	College Academic Distribution Requirements
No Grade Point Average requirement.	Grade Point Average of 2.0 or higher.
The third credit of math is not specified (it must align with the student’s HSBP).	Math requirement of algebra 2 or Integrated Math III.
No specified senior year quantitative course requirement.	Senior year math-based quantitative course (so that seniors take meaningful math during their senior year).
World language is not a core subject area, but two flexible credits (personalized pathway requirement*), and they are not required to be in the same language.	Two world language credits required in the same world language. This requirement may be met through completion of the Seal of Biliteracy.
One arts core credit and one flexible credit (personalized pathway requirement*).	One arts credit.
One Career and Technical Education required as a core credit.	No Career and Technical Education required.
1.5 physical education credits are required as core credits, 0.5 of health credit is required as a core credit.	No physical education or health requirement.

* Personalized pathway requirements are three flexible credits that must align with a student’s High School and Beyond Plan. If the student is unsure what they want to do after high school, two world language credits and one art credits are “default” subject areas. Earning two world language credits in the same language keeps open the student’s option to meet CADR.

The seven flexible credits include four electives and three personalized pathway requirements. By default, the personalized pathway requirements include two credits in world languages (to align with the state’s college admission requirements) and one credit in art, but these credits may be replaced with other elective credits chosen by the student that align with the student’s High School and Beyond Plan.

Local districts may establish local requirements in addition to the state credit and subject area requirements. Sometimes local requirements may differ between schools in the same district. Examples of additional local credit requirements include advisory, a course in independent living, a technology course, Washington State History for credit, and other additional social studies or Career and Technical Education courses.

Two of the flexible credits may be waived locally for individual students due to individual student circumstances, in which case the student may graduate with as few as 22 credits. Few

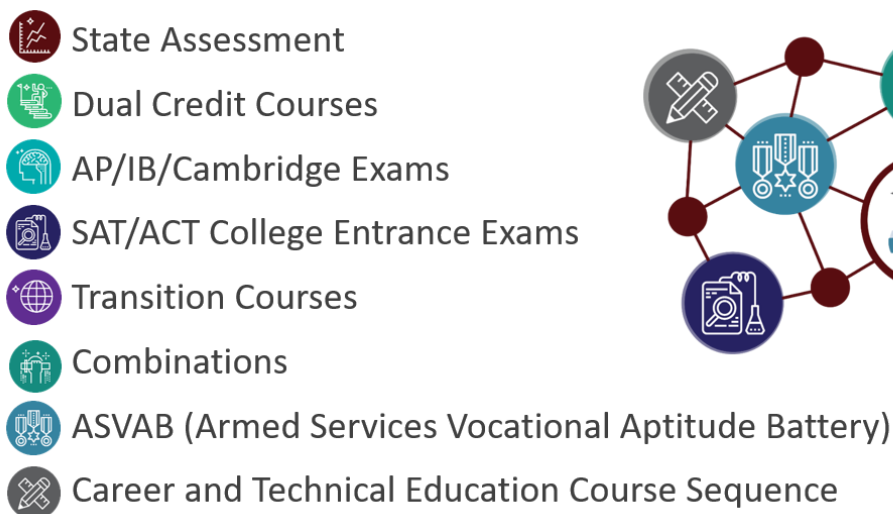
other waivers exist for the credit and subject area graduation requirements. These waivers (or excusals) are:

- The emergency waiver due to the COVID-19 emergency (sometimes called the Graduation Requirement Emergency Waiver or GREW). An emergency waiver was available to the Classes of 2020 and subsequent cohorts in the 2019-20 through 2023-24 school years. The emergency waiver permitted a waiver of up to two credits and the graduation pathway requirement, provided the student earned at least 20 total credits, until the 2023-24 school year, when the number of credits that may be waived is reduced to one, and there is no waiver of the graduation pathway ([WAC 180-111-50](#)).
- A local excusal/waiver of participation in physical education classes ([RCW 28A.230.050](#)). With the excusal, students do not need to participate in the course, but demonstration of the physical education learning standards is still a requirement.
- A local waiver of the Washington State History requirement ([WAC 180-51-210](#)) for individual students who previously resided outside the state or who missed the opportunity to fulfill this requirement due to emergency circumstances.
- A waiver under [WAC 180-18-055](#), that allows a school or district to apply for approval from SBE to waive graduation requirements. Schools have been approved for this waiver to pursue school-wide mastery-based learning. (A waiver of credit graduation requirements is not necessary for mastery-based learning, but some schools have found it works well with their particular instructional model.) While students at these schools do not need to meet the credit requirements, they are still required to meet the learning standards in the related subject areas, and schools are required to ensure students have the opportunity meet the CADR requirements and provide a transcript with credit designations on request.

Graduation Pathway

The graduation pathway options are listed in Figure 4. The pathways provide students with multiple ways to demonstrate readiness in furtherance of the student's individual goals for high school and beyond. They are intended to be student-focused, individualized, adaptable, rigorous, and meaningful.

Figure 4: Graduation Pathway Options



Graduation pathway options include both course-based and exam-based options. Most students meet the graduation requirement by meeting the graduation score on the state assessments in ELA and Math or by completing Career and Technical Education pathway ([Graduation updated presentation](#) from OSPI at the March 2022 Board meeting).

Data on pathway completion suggests the system of pathways is inequitable for students. In 2021, a higher percentage of white students, Asian students, and students with two or more races, met the pathway requirements on the state tests than did Black, Hispanic (any race), American Indian/Alaska Native, and Native Hawaiian/other Pacific Islander student groups. Students without disabilities met pathway requirements at higher percentages than students with disabilities in all pathway options, and likewise for non-multilingual learners compared to multilingual learners. Non-low income students met all pathways at higher percentages than low-income students except for the ASVAB pathway, where an equal percentage met the requirement.

More information about each pathway may be found on the SBE [graduation pathways webpage](#). The SBE has conducted three years of research on graduation pathway implementation (annual reports are available on the SBE [legislative reports webpage](#)). The research findings include ([Graduation Pathway Survey Project Year 3 presentation](#), November 2022 SBE Board meeting materials):

- Focus group participants were very clear that it is paramount that the available graduation pathway options reflect the future plans of students if they are to be of any value as a decision-making tool or impetus for selecting course work and activities that give agency to their own plans beyond high school.
- Some educators participating in focus groups indicated they had students that were gainfully employed and helping to support their families while still in high school, but that they had difficulty meeting a pathway requirement and achieving a diploma even though they were already demonstrating workplace success.

- 76% of Stakeholder Survey respondents indicated WA students should be provided with more opportunities to work on real-world problems.

Required and Recommended Educational Offerings

In addition to graduation requirements, the Legislature has identified a number of other educational offerings that are either required or recommended. Some of these are learning standards, defined as “the knowledge and skills all public school students need to know and be able to do based on the student learning goals in RCW [28A.150.210](#)” (RCW [28A.655.070](#)). For example, Washington has financial education learning standards, so financial education is part of the body of content that must be taught to all Washington’s students. However, there is no particular subject area where financial education content resides in most high school programs that all students access.

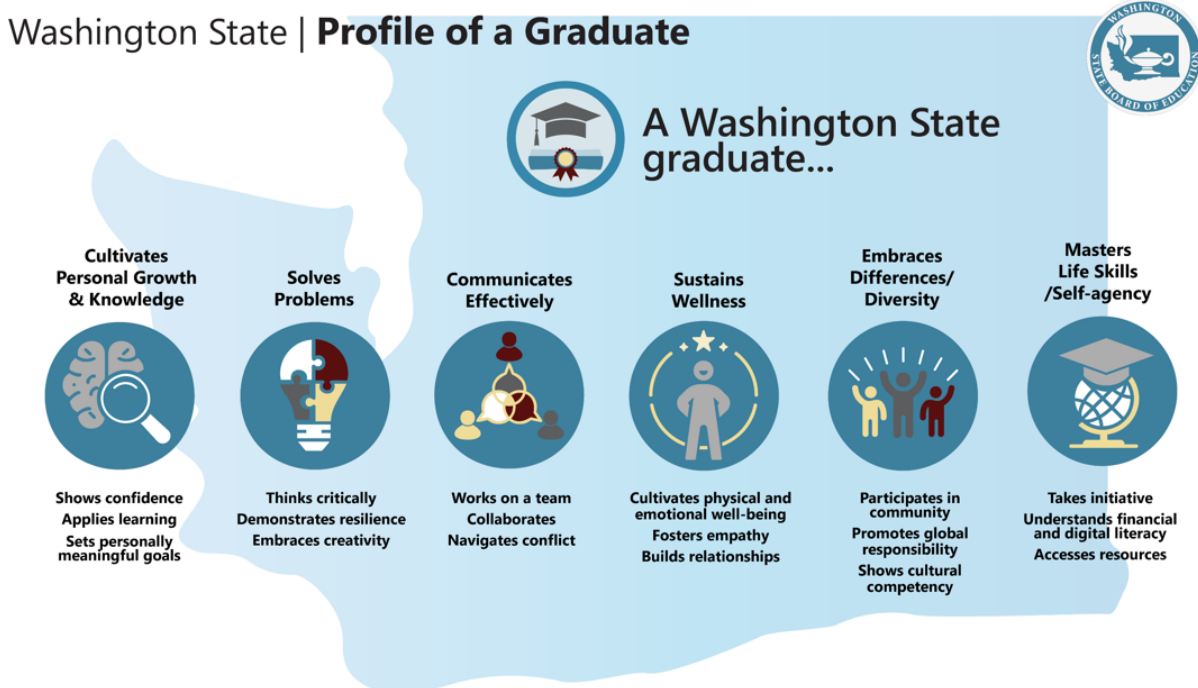
For financial education, and in several other content areas, the definition of standards in statute as applying to all students seems out of alignment with other statutory requirements. RCW [28A.300.468](#) requires that districts provide only “all students in grades nine through twelve the opportunity to access the financial education standards...” *The opportunity to access standards* is different from all students knowing or being able to do what is described in the standards.

Other educational offerings include the required curriculum Since Time Immemorial: Tribal Sovereignty in Washington State, Comprehensive Sexual Health Education, and Ethnic Studies which is encouraged to be offered. A complete list of required and encouraged educational offerings is available as the [Basic Education Compliance Matrix](#), provided as materials for the November 2022 Board meeting, and included as Appendix A.

Washington State Profile of a Graduate

As directed by [SSB 5249](#) (Chapter 144, Laws of 2021), the state’s [Mastery-based Learning \(MBL\) Work Group](#) developed a Washington State Profile of a Graduate describing the cross disciplinary skills a student should have developed by the time they graduate high school. According to the [Mastery-based Learning 2021 Report](#), “The development of the Profile of a Graduate skills is a lifelong process; these are skills adults may still struggle with at times in their life. Thus, the K-12 system focus is to support students in developing age-appropriate foundational skills which prepare them for their next steps in life.”

Figure 5: Profile of a Graduate



The [Mastery-based Work Group](#) report further states:

The MBL Work Group members believe that Washington has an imperative to shift the focus of our education system from an industrial model that sorts students to one that intentionally supports every student in developing the range of dynamic skills we want to see in each graduate of our public K-12 system. Washington State’s Profile of a Graduate represents a shift in the focus of our system leading to a transformation of our education system to close both the opportunity gap and the resulting achievement gap. The Work Group believes that the Profile of a Graduate should serve as the overarching vision for the entire K-12 education system moving forward—a vision that will help Washington State achieve the goals of basic education and that schools, families, and communities will embrace because they helped develop it. ([Mastery-based Learning in Washington State, 2021 Report](#))

The Profile of a Graduate is intended to be the end-goal for two routes to a diploma: the traditional credit and course-based route, and the mastery-based learning route. Both routes are intended to support students in developing the skills and knowledge of the Profile and attain the same standards of achievement. The Profile of a Graduate proposed by the MBL Work Group reflects a wide range of input from stakeholders and lessons learned from other states and communities. More about the Profile development process is in the MBL Work Group’s [2021 Report](#).

Stakeholder Engagement on Alignment of Graduation Requirements with the Profile of a Graduate

The SBE held two rounds of listening sessions to hear feedback from students, educators, parents, and the public about the work of aligning graduation requirements to the profile of a graduate. Listening sessions in spring were aimed at engaging with partners and the public to identify potential topics for recommendations and gaps between graduation requirements and the Profile of a Graduate. Listening sessions in the fall were to follow-up with interested parties to hear feedback on the draft recommendations.

The listening sessions were held through online Zoom meetings, and feedback was captured through interactive applications as well as through some oral comments. In addition to general listening sessions, several listening sessions were designed specifically for students, including a session led by the SBE's two student board members. At these sessions, adults were asked to listen only, so students could speak and be heard. In addition, several listening sessions were held with special populations of educators and students: in particular, institutional education, Open Doors youth reengagement program, and alternative schools.

Figure 6: Phases of Alignment Work

January to July	July to October	October to December
<ul style="list-style-type: none">• Review current requirements and identify potential topics for recommendations• Engage with students, educators, partner organizations, public	<ul style="list-style-type: none">• Develop and refine draft recommendations• Engage with students, educators, partner organizations, public	<ul style="list-style-type: none">• Finalize recommendations• Submit report with recommendations to the Legislature• Share report with public

Approximately 600 people attended and participated in the listening sessions. The most common role for participants in the adult listening sessions was that of district administrator. More details about listening session participants and summaries of the listening sessions are included in Appendix B.

In addition to listening sessions:

- A survey about draft recommendations was open from mid-August through the end of October 2022, which the SBE collected over 200 submissions. A summary of survey results are included in Appendix C.
- SBE staff met with several partner groups, sharing information about the alignment work and encouraging participation in the survey and listening sessions. These included:
 - Education Opportunity Gap Oversight and Accountability Committee

- Washington School Counselors Association
- Private School Advisory Council
- Washington Council for High School College Relations
- Washington School Directors Association Student Representative Network
- Association of Washington Student Leaders Student Voice Group

Findings

Based on graduation pathway research, the process of developing the Profile of a Graduate by the Mastery-based Learning Work Group, and the engagement with students, parents, educators and members of the public for the alignment work, the Board identified the following findings.

The Profile of the Graduate captures the cross disciplinary skills a student should have developed by the time they graduate high school and does not need modifications

Legislation ([SSB 5249](#), Chapter 144, Laws of 2021) directed the Board to review the Profile of a Graduate and consider modifications to the profile based on public comment. The Board discussed the Profile of a Graduate and aligning graduation requirements to the Profile at multiple Board meetings in 2022, and the Profile proved to be a useful lens for evaluating graduation requirements. The Mastery-based Learning Workgroup took into consideration the input of many stakeholders in the process of developing the Profile. Further, the SBE consulted various stakeholders in the development of these recommendations. The Board received no public comments suggesting modification of the state Profile, and comments about the Profile have been positive from students, parents, and educators. The only cautionary note expressed by some educators and members of the public was that the Profile be more than an attractive graphic, and that action should happen to further the goal of having Washington graduates complete their K-12 education equipped with the skills of the Profile.

The MBL Work Group supported one unifying Profile of a Graduate, while also recognizing the importance of making space for each district's unique environment. Each district is encouraged to locally determine how to adapt their instruction to focus on developing these skills as well as assess how students demonstrate they have gained foundational competency in each skill. The Work Group also recommended that districts who already have a Profile spend time reviewing the state Profile of a Graduate and finding ways to align the state competencies to their own context.

Students acquire cross-cutting skills through learning in multiple subject areas

Profile of a Graduate skills may be developed and practiced in any subject area, and through experiences outside of classrooms. Part of the purpose of mastery-based learning is to recognize this learning and allow students to use knowledge gained outside of school to work together with what they learn in school to progress on their education journey.

Likewise, students may also learn the learning standards for one subject area in courses taught in other subject areas—in other words, in the current education system, subject areas may be considered silos, but student learning is fluid. For example, students may learn and practice English learning standards in art, math learning standards in social studies, and science learning standards in Career and Technical Education (CTE). CTE course equivalency ([RCW 28A.700.070](#), [RCW 28A.230.097](#)) recognizes that core subject area learning standards may be taught in CTE courses, but does not allow full recognition of the student’s learning. Under CTE course equivalency, the student may only transcribe one subject, either the CTE course or the core subject area, and may only earn credit in that subject. Districts also have authority to establish “two for one” policies, that broadly allow a course that addresses learning standards in more than one subject area to meet more than one graduation requirement subject area while the student earns one credit for the course. Districts may recognize these types of courses per WAC [180-51-025](#) “The content of courses and the determination of which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement shall be determined locally in accordance with written policies adopted by boards of directors of districts...”

Through focusing on learning standards and on advocating for increasing opportunities for mastery-based learning, SBE hopes to break down learning silos and recognize myriad ways students learn.

Students, parents, and educators hope that future graduation requirements can be relevant, flexible, and clear

In 2006, SBE was directed by the Legislature ([E2SHB 3098](#), Chapter 263, Laws of 2006) to “develop and propose a revised definition of the purpose and expectations for high school diplomas issued by public schools in Washington state.” This work eventually led to the Board proposing, and the Legislature approving, 24 credits for graduation. Since 2006, policy makers have considered and implemented new requirements intended to teach students critical skills and knowledge and make the high school diploma more meaningful. Much has been added to the responsibility of districts to include in their educational programs and for students to learn. However, very little work has been done to consolidate learning or “make room” for new requirements.

A consistent complaint of students, parents, and educators is that current graduation requirements are complicated, confusing, challenging, and overwhelming (see Figure 7). The Board is committed to communicating effectively about graduation requirements to students, parents, and educators. Requirements should be easier to understand, clearly tied to what we want our graduates to accomplish through their K-12 education, and flexible enough to accommodate individual students’ needs and educational goals. Districts should not have to work so hard to understand and implement graduation requirements and required educational offerings. Furthermore, the Board is committed to working with districts and the Washington State School Directors Association to support greater consistency in how the requirements are implemented.

In addition to working toward ensuring that each and every student receive a high quality education that prepares the student to be “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), SBE and the system must be consolidating, aligning, and streamlining learning standards and graduation requirements. The next phase of work must include making sure that students, educators, and districts have the capacity and support to meet the state’s expectations. Consolidating and simplifying learning standards and graduation requirements will transfer effort from mere compliance to the teaching and learning that matters, including the development of the knowledge and skills that will allow all students to develop the competencies of the Profile of a Graduate. The system needs to shift focus to mastery of the learning standards as a means to achieve the goals of basic education and the purpose of diploma rather than compliance and time-based credits.

When we create a system that:

- Has fewer but more meaningful learning standards with clear expectations of learning;
- Recognizes student learning that takes place across subject areas and in different settings both in and out of school;
- Measures meaningful indicators that map progress toward all students attaining the competencies of the Profile of a Graduate; and,
- Individualizes education for each student and gives students agency over their learning so that each student can identify how they will meet their personal education and career goals,

we will be further along in a journey toward graduation requirements that are “relevant, flexible, and clear,” –how listening session participants hope to be able to describe graduation requirements in the future (Figure 7).

Challenges with Current Graduation Requirements

Graduation pathway research and feedback from listening sessions and meetings with stakeholder groups helped the SBE to identify the following challenges with current graduation requirements:

- **The current system of graduation requirements is confusing and complex.** “Confusing” and “complicated” were the most common adjectives used by students, parents, and educators to describe current graduation requirements during the alignment listening sessions. Figure 7 shows a “word cloud” that session participants created when they were asked for three words to describe current graduation requirements and three words they would hope to use to describe graduation requirements in the future. For the future, participants hoped for “relevant” and “flexible” graduation requirements.

exit exam with alternatives. In practice, the system did not substantively change. Most students meet the pathway requirement with the state test administered to all 10th graders. Other pathway options are usually not discussed or explored with students unless they do not meet the graduation standard on the test. Often pathways are treated by both educators and students as a “check the box” rather than a meaningful demonstration of readiness for the student’s individual education and career goals.

Dual Credit: Some advocates have supported graduation pathways as a way to increase capacity and access to high-level courses such as Advanced Placement courses. However, there is no evidence that there are more opportunities for dual credit courses since graduation pathways were implemented. Dual credit enrollments dropped between 2019 and 2021, probably due to the COVID pandemic ([OSPI Dual Credit Program Report to the Legislature, 2021 Update](#)). According to some counselors, if a student does not pass the state assessment, they are directed into Bridge to College Courses, if available, or into CTE programs or the military pathway (Armed Services Vocational Aptitude Battery) regardless of their postsecondary plans ([Washington Graduation Pathway Options Stakeholder Feedback Project, Year 2, Volume 1](#); and, personal communication) Quality implementation of Academic Acceleration programs ([RCW 28A.320.195](#)) combined with state mitigation of the cost to students in taking dual credit courses (as advocated by the Superintendent of Public Instruction) are likely better strategies for expanding capacity and access to advanced courses. Academic acceleration are required district policies ([RCW 28A.320.195](#)) that requires automatic enrollment for high school students in the next most rigorous level of advanced courses or programs based on their performance on the statewide assessments in 8th grade and high school. Once such advanced course is completed, the student is then automatically enrolled in the next most rigorous course after that.

- **There is a concern that some students receiving special education services have no appropriate graduation pathway option.** The previous system of an exam with alternatives provided for alternatives specific to certain students receiving special education services (the Certificate of Individual Achievement). Several of these alternatives were eliminated. Educators who work with students receiving special education services say that there are no appropriate pathways for some of their students. Graduation pathway research suggests that some students are funneled into Career and Technical Education programs in which the student has no interest, or into taking the ASVAB (Armed Services Vocational Aptitude Battery) test for graduation when the student is ineligible for a military career due to their disability.
- **The complexity of requirements contributes to an excessive burden on district staff in implementing graduation requirements and other required educational offerings.** The Legislature sometimes recognizes the importance of learning in a

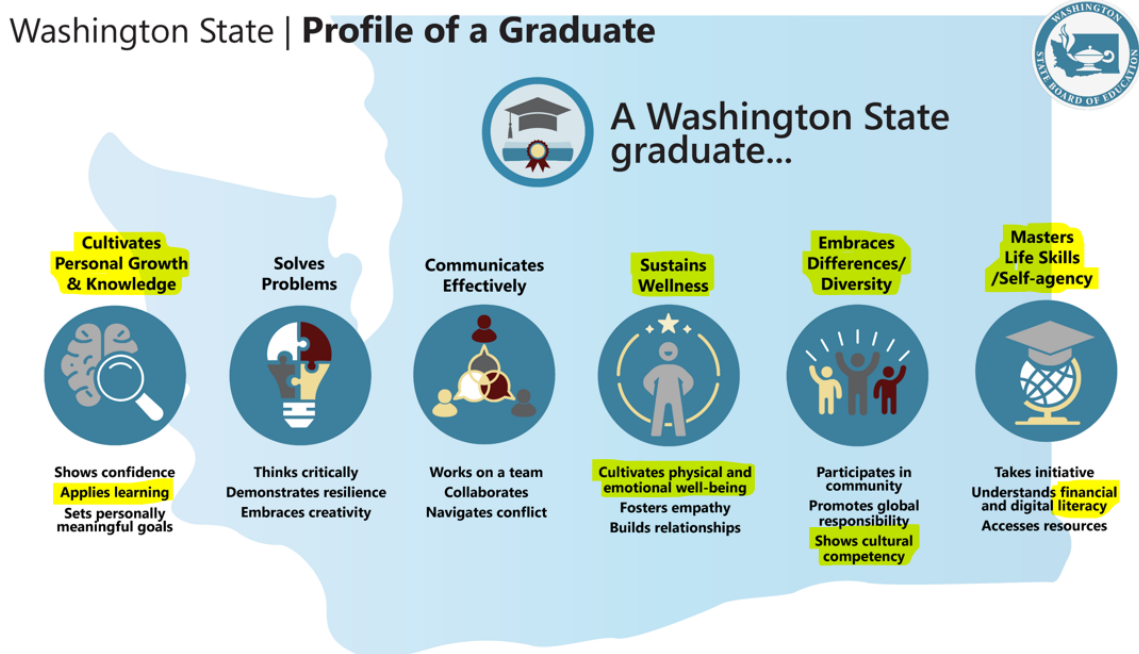
particular topic and adds educational requirements. These additional requirements may or may not have additional supports or state-level implementation guidance. Basic education compliance survey data indicates that a majority of districts struggle to implement all requirements, and sometimes are not aware of all requirements (based on open ended responses in the Basic Education Compliance Survey). Examples of additional requirements that are not explicitly reflected in the core course requirements include computer science learning standards, financial education learning standards, Disability History Month, the Since Time Immemorial required curriculum, AIDS prevention education, academic acceleration policy, College Academic Distribution Requirements, comprehensive sexual health education, and more. (See Appendix A, the [Basic Education Compliance Matrix](#).)

Gaps Between the Profile and Current Graduation Requirements

In spring listening sessions, participants consistently recognized certain gaps between the Profile of a Graduate and current graduation requirements. The recommendations listed and discussed in the following section are organized according to the broad categories of the Profile where the current graduation requirements fail to support the Profile, according to participants. The recommendations are intended to address the gaps in support, and intentionally help support students learning and practicing all the skills and knowledge of the Profile. The most commonly mentioned gaps, highlighted in Figure 8, were:

- Financial literacy, under the broad category of “Masters Life Skills/Self-agency;”
- Cultural competency and appreciating others’ differences, under the broad category of “Embraces Differences/Diversity;”
- Cultivating physical and emotional well-being, particularly in regard to mental health, under the broad category of “Sustains Wellness;” and,
- Applies learning, where we include effective high school and beyond planning, teaching and learning of learning standards, and recording and tracking learning through the high school transcript, under the broad category of “Cultivates Personal Growth and Knowledge.”

Figure 8: Areas Where Current Graduation Requirements and The Profile of a Graduate Mismatch



Recommendations

Recommendations Concerning the Profile of a Graduate

The Board recommends maintaining momentum through expanded messaging, communication, and action. The Board and the Mastery-based Learning Collaborative should publicize the recommendations in this report on how to align state graduation requirements to the Profile of a Graduate, explain the skills students are expected to gain, and suggest additional policy changes and supports that are needed in the next phase to accelerate uptake of mastery-based learning routes and the Profile of a Graduate by local districts.

The Board intends to share information on mastery-based learning, the Profile of a Graduate, and equity focused work at the state and local level across all coalition partners for all students, schools, communities, and employers. This will include highlighting examples of mastery-based learning in the MBLC schools, and encouraging local adoption of mastery-based credit, the Profile of a Graduate, and other elements of mastery-based learning.

The Board will work with partners to identify the challenges of operationalizing the Profile to ensure meaningful changes are made so that it lives up to its intended purpose, that each and every student is given adequate access to opportunities to develop the skills and knowledge of the Profile.

As an important and useful construct, the Board also recommends that the Legislature officially establish the Profile by codifying it in statute. Codifying the Profile would encourage and allow the use of the Profile in ways that would best improve our education system:

- Identify the Profile as the goal of graduation requirements and K-12 learning strategies, so that the system can work in concert to support each and every student toward attaining the skills and knowledge of the Profile.
- Embed and incorporate Profile competencies into subject area Learning Standards as they are reviewed and revised.
- Guide policy and strategic planning at the state and local level.

Recommendations Concerning Alignment of the Profile of a Graduate with Graduation Requirements

The following recommendations are intended to better align graduation requirements to the Profile of a Graduate and create a better system for providing the state’s high school students with the opportunity and access to develop the skills and knowledge of the Profile.

Recommendation to strengthen “Masters Life Skills/Self-agency”

1. Support the work of the Financial Education Public Private Partnership and build capacity for districts to offer high quality financial education

Among students and parents, insufficient financial education was the most frequently cited deficiency in current teaching and learning in high school.

Financial education is not a specified subject area requirement in the credit graduation requirement framework. However, Washington has financial education learning standards, and districts are responsible for providing all students in grades 9-12 the opportunity to access the financial education standards, which may be done in a variety of ways (e.g., before, during, or after school, or even at home).

Washington has been working on expanding opportunities for students to access quality financial education through the Financial Education Public Private Partnership (FEPPP). FEPPP was established in 2015 by the legislature to bring public and private stakeholders together to improve and advocate for financial education in Washington schools and communities by providing teacher trainings and quality resources ([FEPPP web page](#)). In 2022, the Legislature passed Senate Bill 5720 establishing a grant project, to be administered by FEPPP, for integrating financial education professional development for teaching staff. In addition, the new law requires local educational agencies to adopt goals for expanding financial education instruction by March 2023.

Recommendations to strengthen “Sustains Wellness”

2. Create more flexibility in physical education and health to allow for mental health content

Students have expressed a need for more mental health content in their high school learning. This desire was expressed prior to the COVID-19 pandemic, when students (including SBE student members) and educators were very concerned with student mental health and creating more awareness around suicide prevention. The need for more mental health learning and mental health supports was strongly called for by students related to the pandemic. This is supported by results of the [Healthy Youth Survey](#), which found that in 2021, 38% of 10th graders in our state felt so sad or hopeless for two weeks or more that they stopped doing their usual activities and 36% felt feelings of no or slight hope, and 20% reported they seriously considered attempting suicide in the past 12 months.

SBE recommends revising state learning standards to include more mental health content. The Board recommends exploring whether learning standards should be revised to incorporate both physical education (PE) and health learning standards into a single content area addressing health and wellbeing. This content area learning standards should also include the required offerings of comprehensive sexual health, AIDS prevention, cardiopulmonary resuscitation, social emotional learning (which should be implemented across all subject areas), and mental health. The Board recommends increasing flexibility in health and PE to accommodate additional mental health learning. As new learning standards are being explored, SBE recommends changing graduation requirements to 1 credit of health and 1 credit of PE. If new learning standards in a single content area are developed, the graduation requirements could change to 2 credits in the new single content area of health and well-being.

3. Develop a state policy for the waiver/excusal of physical education so that awarding of mastery/competency credit is more uniform across districts

There are many Washington regulations concerning physical education suggesting that in the view of law-makers, this subject area is of particular importance to Washington students ([RCW 28A.230.050](#), [WAC 392-410-136](#), [RCW 28A.210.365](#), [WAC 392-410-135](#), [RCW 28A.210.360](#), [WAC 392-172A-02030](#)). A common concern expressed by the public is a need to encourage healthy exercise and activity among students. A common concern of students is a greater flexibility in their schedule, and a lack of uniformity in what meets the PE requirement. PE and the waiver or excusal of PE was one of the most commonly raised issues in listening sessions.

Statute permits PE to be excused locally "on account of physical disability, employment, or religious belief, or because of participation in directed athletics or military science and tactics or for other good cause" ([RCW 28A.230.050](#)). There has been confusion on the part of some districts about whether the excusal is a waiver of the physical education requirement. SBE rules (WAC 180-51-210) clarify that the statute permits students to be excused from participating in a PE class but does not waive the PE requirement. Students who are excused must demonstrate learning of PE learning standards.

Implementation of the excusal varies by district, with some students in some districts being excused from course requirements for participation in school athletics, and some not. Participation in athletic activities unaffiliated with schools may or may not be considered for the excusal.

SBE recommends a state policy on the excusal of physical education that would include consideration of both school-affiliated athletics and extracurricular athletics, along with other routes that students learn this content area in ways that are appropriate for individual students. The policy would be updated as needed if new health and well-being learning standards are developed.

Recommendations to strengthen “Embraces Differences/Diversity”

4. Ensure districts implement the Since Time Immemorial: Tribal Sovereignty in Washington State curriculum, as required by [RCW 28A.230.170](#)

The Since Time Immemorial: Tribal Sovereignty in Washington State Curriculum has been a requirement since 2015. According to statute:

(1)(a) Beginning July 24, 2015, when a school district board of directors reviews or adopts its social studies curriculum, it shall incorporate curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes, so that students learn about the unique heritage and experience of their closest neighbors. ([RCW 28A.230.170](#))

The Since Time Immemorial curriculum is available to districts for free through the Office of the Superintendent of Public Instruction (OSPI). The statute directs districts to collaborate with federally recognized tribes within the district and with neighboring tribes to expand and improve the curricular materials and to create programs of classroom and community cultural exchanges.

Districts have been slow to incorporate the Since Time Immemorial curriculum. According to the [Basic Education Compliance Briefing Paper](#), 44 percent of districts have yet to fulfill the requirement. Considering that other social studies curricula changes have been required since 2015, such as teaching Civics as a stand-alone course which has already been implemented by 96% of districts, implementation of this requirement is lagging. One challenge to implementation may be in building the relationships between districts and tribes that result in the collaboration to improve and expand the curriculum as called for in the law. Some tribes have many neighboring districts and working with all of them may present a capacity issue that may benefit from state funding to support tribes in working with districts. Furthermore, given the past history of the education system such as the abhorrent practices of boarding schools, extra effort on the part of the state and districts may be needed to demonstrate state and local districts are capable of being respectful partners. Building relationships will take time, and

districts personnel may benefit from professional development such as government to government training.

The Board recommends that a deadline of 2023-24 be set for districts to start teaching the curriculum. Recent bills that did not move forward would have set a deadline for districts to implement the Since Time Immemorial curriculum (2020 [SSB 6262](#) (McCoy) and 2121 [SB 5161](#) (Wellman)). The Board also recommends that funding be provided to districts and to tribes, for professional development and other costs to fully incorporating the Since Time Immemorial curriculum throughout districts' educational programs.

- 5. Work with partners on implementing best practices in ethnic studies to ensure every student is exposed to a diverse and culturally responsive learning experience, including supporting OSPI in updating learning standards that address the knowledge and skills students need to be global citizens by incorporating ethnic studies, as required by law ([RCW 28A.655.300](#)).**

The Board sees ethnic studies as:

- Building greater understanding and communication across ethnic differences.
- Working toward eliminating racism by critiquing, resisting, and transforming systems of oppression.
- Responding to students' cultural, historical, and contemporary experiences.
- Implementing practices and methods that are responsive to community needs and problems.
- Engaging students in multiple perspectives by examining how identity impacts power relations in the classroom and in the community.

Ethnic studies:

- Is **not** a particular course, curriculum, lesson, or unit plan.
- Does **not** promote the idea that any race is superior to any other race.
- Is **not** centered on blaming individuals or making anyone feel guilty about their racial identity.
- Is **not** indoctrination.

Washington law ([RCW 28A.150.210](#)) that describes Basic Education and the goals of school districts begins "A basic education is an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens...." The concept of educating students to be "responsible and respectful global citizens" is fundamental to Washington's K-12 educational system.

Legislation in 2019 and 2020 ([SSB 5023](#), Chapter 279, Laws of 2019; and, [SB 6066](#), Chapter 59, Laws of 2020), codified in [RCW 28A.655.300](#) and [RCW 28A.300.112](#), identified ethnic studies as part of the knowledge and skills that all students need to become global citizens.

In summary, this legislation:

- Directed OSPI to identify the existing state learning standards that address the knowledge and skills students need to be “global citizens in a global society with an appreciation for the contributions of diverse cultures.” (RCW 28A.655.300).
- Directed OSPI to periodically update these learning standards to incorporate best practices in ethnic studies.
- Directed OPSI to identify and make available ethnic studies materials and resources for use in helping to prepare students to be global citizens.
- Encouraged districts to offer an ethnic studies course in grades seven through 12 and incorporate ethnic studies materials and resources in younger grades.
- Established the Ethnic Studies Advisory Committee.

Figure 9: Timeline of Milestones in Ethnic Studies Work

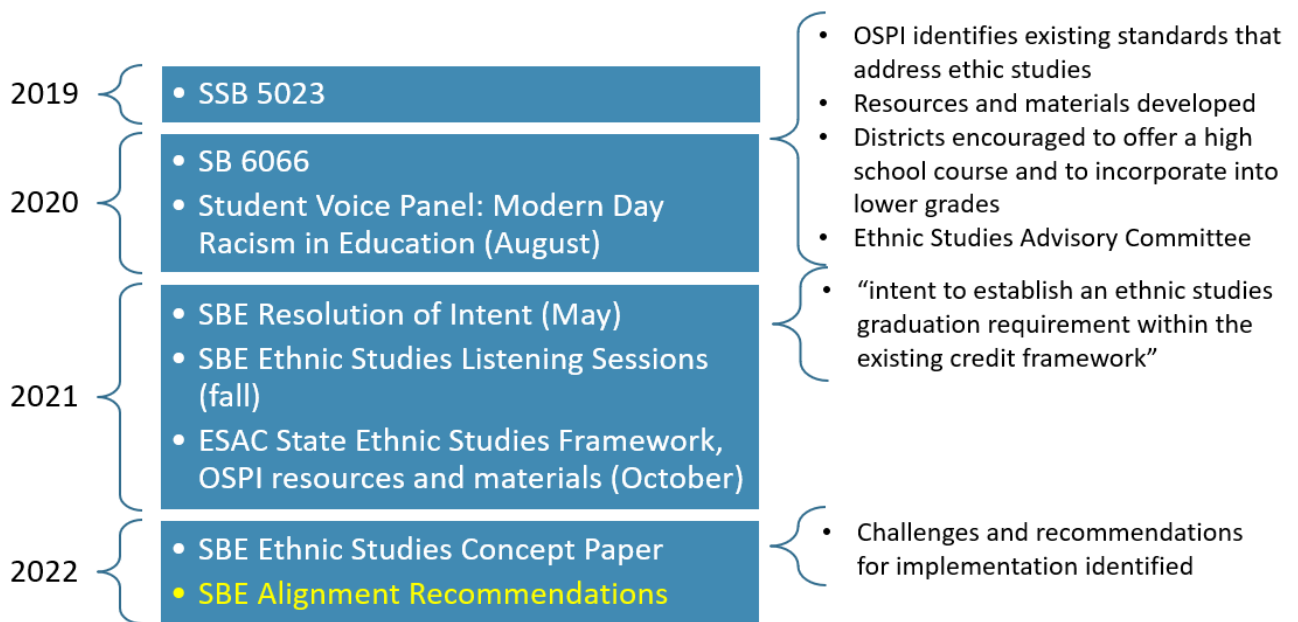


Figure 9 shows some of the milestones in work on ethnic studies in Washington during the past few years.

Following the passage of the ethnic studies legislation, in fall of 2020 SBE sent a [letter](#) to the Superintendent of Public Instruction requesting ethnic studies be incorporated across the K-12 learning standards. In May 2021, the Board adopted a [Resolution of Intent to Establish an Ethnic Studies Washington State Graduation Requirement](#) within the existing credit framework. The resolution was responsive to demands from student groups (for instance, see the [student panel](#) the SBE hosted in summer 2020 and the [NAACP Youth Coalition](#)’s demands for 2020-2021). The resolution lays out some of the Board’s thinking on what this requirement could look like and what will be needed to implement it. Also in fall of 2021, the [Ethnic Studies Advisory Committee](#) (ESAC), released their [Framework and Implementation Tools](#), and OSPI released ethnic studies materials and resources and released a document identifying standards within existing learning

standards that align with ethnic studies. (See OSPI's [Ethnic Studies webpage](#).) OSPI has not yet updated these learning standards—the legislation directs OSPI to “periodically update these learning standards to incorporate best practices in ethnic studies.” ([RCW 28A.655.300](#).) The Board recommends updating learning standards to incorporate ethnic studies best practices as a first step toward ensuring that all students have the opportunity to become global citizens, as required by law. Updated learning standards would be foundational to consideration of moving forward with an ethnic studies graduation requirement.

The Board’s intent to establish a graduation “within the existing credit framework” means that the Board does *not* intend to add a course or credit graduation requirement. Rather, a possible ethnic studies requirement would be met through existing requirements. For example, existing core or elective courses may be identified as meeting an ethnic studies requirement provided the courses meet criteria which could include:

- Significant content in learning standards identified by OSPI for global citizenship and incorporating best practices in ethnic studies.
- Taught by educators who have successfully completed specified professional learning experiences.

SBE held [listening sessions](#) in fall 2021 about ethnic studies with educators, students, families, and the public. These formed the basis of the [SBE Ethnic Studies Concept Paper](#). The paper describes the feedback received during the listening sessions, the landscape of ethnic studies efforts across the nation, and next steps for moving ethnic studies forward in Washington. The concept paper describes challenges to implementing ethnic studies, as well and recommendations for quality implementation.

At the spring and fall 2022 listening sessions on aligning graduation requirements with the Profile of a Graduate some members of the public joined the listening sessions, it seemed, specifically to share their opinion that ethnic studies should not be implemented. Some of the views expressed appeared to be based on misunderstanding of current educational programs, for example, that ethnic studies reduces opportunities for students to take advanced courses, that it would replace teaching of US history, and that there is a particular state curriculum for ethnic studies.

At 2022 spring and fall listening sessions, and in the Alignment survey, educators expressed a desire for more state guidance and support for implementing ethnic studies well. Providing quality professional development for educators will be key to quality implementation. The Board has also heard strong opinions in support of ethnic studies, particularly from students. The Board remains convinced that ethnic studies, implemented well, will benefit all students.

6. Support English learners in meeting graduation requirements and increase opportunities for students to earn the Seal of Biliteracy

The Washington State Seal of Biliteracy was established in 2014 to recognize public high school graduates who have attained an intermediate to mid-level proficiency in English and at least one

world language including American Sign Language, Tribal languages, heritage languages, and Classical languages. The Seal of Biliteracy recognizes the achievement of both English learners and English speakers learning a non-English language. For an additional overview of the Seal of Biliteracy, see the [presentation from Dr. Veronica Trapani](#), Associate Director for Content, World Languages Secondary Education and Pathways Preparation, at the May 2022 Board meeting.

Graduates who demonstrate the intermediate to mid-level proficiency in English and in a world language (a non-English language) may be awarded the Seal, which comes with a notation placed on their diploma and their transcript. English proficiency is demonstrated by meeting the graduation standard in any graduation pathway. Apart from native tribal languages, world language proficiency is demonstrated through achieving at least an intermediate-mid proficiency level on tests aligned with the American Council on the Teaching of Foreign Language (ACTFL) scale. Many different tests are available, and OSPI maintains a [list of approved assessments](#) and qualifying scores. Tribal language proficiency is determined by each tribe.

For some of the approved world language assessments, dual credit is also available. This allows English-speaking students who study world language and English learners who speak a non-English language to potentially:

- Earn high school credit in both English and a world language
 - credit may be earned through taking the approved assessment (competency/mastery-based credit) and not through classroom instruction
 - For students who earn the Seal, 4 credits are earned
- Earn high school credit toward meeting graduation requirements in English and world languages
- Meet college admission requirements
- Earn college credit

Students who do not attain the Seal but are successful at a lower proficiency level still meet or make progress toward these achievements.

Districts are “encouraged” ([RCW 28A.300.575](#)) to award the Seal of Biliteracy but are not required to award the Seal. SBE recommends that districts adopt policies permitting the Seal of Biliteracy, so all students have access to the opportunity to earn language credit through mastery-based learning. The SBE supports the Superintendent of Public Instruction’s [plan to expand dual language education](#), including language learning in elementary grades.

SBE also recommends that English learners meet graduation requirements in English language arts and a world language elective when they pass an English language course or earn a credit of English through mastery-based learning. Students who are learning English must meet all graduation requirements along with their English-speaking classmates. However, they must also take elective courses (or no-credit courses) for learning English. Allowing student who are learning English to meet a world language elective for their required core English language arts courses would give them back some electives to explore different subjects or practice their English language skills. This policy is similar to “two for one” policies which allow a student to

meet two graduation requirements while earning one credit. In this case, students who are non-English speakers are recognized as meeting an elective in world language at the same time as they earn a credit in English. (If the student also demonstrates literacy through meeting the standard on an approved test for the Seal of Biliteracy, the student will also earn world language credit.)

Recommendations to strengthen “Cultivates Personal Growth & Knowledge”

7. Re-focus requirements on learning standards rather than on seat time to support mastery-based learning and interdisciplinary learning

SBE rule already has a definition of a high school credit (WAC 180-51-050) that is not linked to seat time. There are two options for students to earn high school credit: 1) successful completion of a course taught to state learning standards or 2) satisfactory demonstration by a student of mastery of the state learning standards, as defined by local district policy.

This allows schools to implement programs where learning is the constant and time is the variable as opposed to the “traditional” model where “seat time” is the constant and learning varies resulting in the gaps that are apparent in our system today.

Despite SBE adopting rule (WAC 180-51-051) in 2020 that more explicitly laid out the process for awarding mastery-based credit (MBC) to students, real and perceived barriers to implementing MBC policies, and mastery-based learning system change more broadly, remain.

In both “traditional” models that use credits as a proxy to signify when a student has mastered enough of the learning standards to move on to the next course (e.g. moving from Algebra I to Algebra II), and mastery-based credit models with a more explicit and direct focus on student demonstration of mastery of learning standards, credit is utilized as a sort of accounting mechanism to show when a student has progressed in their learning.

Some practitioners of mastery-based learning, including schools that have been granted a waiver of graduation requirements by SBE (WAC 180-51-055), have found it useful to move away from the concept of “credits” entirely. Credits are sometimes too closely tied to the notion of students simply sitting at a desk rather than to learning.

The SBE recommends spending the next several years shifting the focus away from credits earned through seat time as a proxy of learning, to requirements framed with a more direct focus on mastery of learning standards. This will provide for recognition of student-learning through mastery-based and interdisciplinary approaches and allow for greater flexibility for both districts and individual students.

8. Improve the High School and Beyond Plan through state support for one or a limited number of online platforms that would improve uniformity and portability

At the July 2022 Board meeting, the Superintendent of Public Instruction suggested improving the HSBP through state support for a limited number of online HSBP platforms. The Board supports this approach.

For the HSBP to become a useful tool for students, it must be more uniform around the state. This will enable:

- The many students who transfer from one district to another after 8th grade to continue their planning process uninterrupted.
- The possibility of the HSBP remaining a useful tool after a student has completed their K-12 education. Information from a student's HSBP would be useful for informing planning their postsecondary education and training.
- Better professional development for educators to support the HSBP. For the HSBP to be a useful tool, counselors alone cannot be solely responsible for helping to guide students and parents through planning process.
- The potential to collect useful data on student interests that could better inform high school scheduling and course offerings, as well as forecast for higher education, and the ability to direct information about higher education and training programs directly to interested high school students.

Greater uniformity in the HSBP planning process will lead to a better tool that will better meet the needs of individual students.

9. Improve the high school transcript to support better reporting of mastery-based learning, multidisciplinary learning, and more detail on how high graduation requirements are met

The current high school transcript is based on recording high school courses and high school credits. It relies on the definition of a credit WAC 180-51-050(1)(a), "Successful completion, as defined by written district policy, of courses taught to the state's learning standards." However, the current transcript is not as well suited for mastery-based learning with the definition in WAC 180-51-050(1)(b), "Satisfactory demonstration by a student of proficiency/competency/mastery, as defined by written district policy, of the state's learning standards." It is also not well suited for recording multi-subject area classes where, for example, students learn both English language arts and social studies learning standards in a single class.

For graduation pathway options and other graduation requirements to be meaningful and valued by students and others, such as higher education and potential employers, more information about graduation requirements should be recorded in the high school transcript. For example, graduation pathways met by the student should be recorded on the transcript.

The Mastery Transcript Consortium has developed a transcript that is designed for mastery-based learning, which some schools employing mastery-based learning have found useful. Washington institutions of higher education have expressed concerns that expanded use of this transcript could present capacity challenges for their admissions offices and have asked for time to better accommodate any widespread use of mastery-based transcripts. The Council of Presidents issued a [statement on the Mastery Transcript](#) that is in support of mastery-based learning approaches to instruction, and assures Washington students and families who apply with a Mastery Transcript they will not be disadvantaged in the admission process.

Current law requires school districts to use the standardized transcript, so use of the Mastery Transcript would have to be in addition to, and not in place of, the standardized transcript at this time.

SBE recommends the standardized transcript be reviewed and updated to incorporate ways to recognize student learning that takes place outside of traditional classes and single subject areas.

State Board of Education Legislative Proposals

Agency request legislation to expand graduation pathway options

In 2019, the Legislature created graduation pathways to provide students multiple ways to show readiness for their individual education and career goals for after high school. In anticipation of potential barriers, the Legislature charged the State Board of Education with researching the first three years of implementation and providing recommendations for improvements and additional pathways. The research shows that the initial set of graduation pathway options do not meet the needs of all students. In addition, students, families, and educators expressed strong interest in more relevant, engaging, and authentic options that can be customized to better align with students' individual goals. Based on this research, and in response to the Legislature's charge, the Board proposes adding two options to the graduation pathways that school districts may offer: a performance-based pathway and a work-related pathway. These new options will allow students to show what they know and can do in real-world, hands-on ways that align with their individual goals for after high school. In addition, this proposal clarifies the purpose of graduation pathways and establishes ongoing data and monitoring requirements at the state and local levels.

Budget request to expand mastery-based learning

Mastery-based learning is a key strategy to address persistent gaps and support learning recovery in Washington. The state launched a demonstration project in 2021 to support schools transitioning to mastery-based learning with grant funding and professional learning. To ensure progress on this critical work, this request extends support for the first cohort of schools and adds a second cohort. It also funds a comprehensive evaluation and statewide resource suite. This investment (\$10M in the 2023-25 biennium) will ensure educators have professional learning, tools, and supports necessary to implement mastery-based learning successfully. It will

also identify policies, practices, and support structures necessary to successfully transition schools to mastery-based learning.

Areas for Further Exploration

Examine assessment options scores

The graduation scores on state assessments originated from the graduation proficiency level on a previous state test, the Washington Assessment of Student Learning (WASL) that was used prior to 2008. Since then, the score has been translated to different tests through psychometric equivalency studies, or through an “equal impact” approach—setting the score so the same percentage of students passed as in the previous exam. The high school state assessment has changed several times, and the format of the current Smarter Balanced test has changed several times including a move for the high school assessment from 11th to 10th grade in [year], and two revisions to shorter form assessments administered in fall of 2021 and spring of 2022.

The graduation score on the SAT and ACT was originally set in 2007, based on equivalency to the WASL. Since then, the SAT and ACT have changed in format, and the state assessment has changed multiple times. It is time to review all scores on all assessments used for graduation and as state assessment.

CTE options—are the CTE course sequences that are in multiple program areas working?

The CTE graduation pathway option consists of ([WAC 180-51-230](#)):

- Core Plus programs;
- A sequence of at least two high school credits in career and technical education within the same program area; or,
- A local sequence in more than one program area if approved locally and approved by OSPI.

So far, according to the list [of Approved Local CTE Pathways](#), OSPI has approved 1,052 pathways. It was intended that once a sequence had been approved, other districts could use the same sequence without approval. It is not clear this is happening.

SBE will follow-up with [CTE at OSPI](#) for more information about the approval process. Is it effective and efficient to continue the approval process?

Industry recognized credential as a graduation pathway and alignment with the Career Connect Washington Framework

Additional potential career-focused graduation pathway options are attainment of an industry recognized credential or completing a Career Prep program as recognized by [Career Connect Washington](#).

Incorporating high school and beyond planning into a credit-bearing course or advisory

The Board would support exploring development of a state HSBP curriculum that could be used in a credit-bearing course or advisory. The curriculum would include:

- Financial Education
- Post high-school budgeting (including financial aid planning)
- Career exploration experiences recognized by [Career Connect Washington's Career Explore](#)
- Current HSBP requirements

Including financial education, content that is highly valued by both students and parents, in that curriculum would make the HSBP more meaningful and valuable for students. It also would ensure that all students were taught the content, rather than only the students who chose to take an elective course containing financial education content.

OSPI's [Career Guidance Washington Lesson](#) could provide a basis for this curriculum.

Transforming English Language Arts into a language arts requirement, similar to Oregon state's new approach to literacy in any language

The Board will continue to track Oregon's approach to transforming English Language Arts into a language arts requirement to see if a similar approach might benefit Washington's students.

In 2021, Oregon passed HB 2056, [Access to Linguistic Inclusion](#). The law is intended to provide schools and districts a way to recognize the achievement of multilingual and multicultural students through revising "English language arts" to "language arts." Districts may offer courses in any content area in languages other than English and recognize literacy in any language as meeting graduation requirement literacy standards.

Conclusion

The recommendations to align graduation requirements with the Profile of the Graduate, as well as SBE legislative requests, respond to the findings developed through research on graduation pathways and through engagement with students, parents, and partners. These recommended changes would result in an education system and a system of graduation requirements that would be more flexible and relevant and would more clearly connect each student's learning to their individual goals for their education and career after high school.



Appendix A: 2022-2023 Basic Education Compliance Matrix

What is mandatory, required, and encouraged at Washington State school districts

Mandatory	Required (Current school year factors into compliance recommendation)	Notification (In law, does NOT factor into compliance recommendation)	Encouraged (encouraged in law and does NOT factor into compliance recommendation)
Minimum 180-Day School Year	AIDS Prevention Education Program	Academic Acceleration Policy	Ethnic studies
Grades K-12 Minimum Instructional Hours	Cardiopulmonary Resuscitation	Comprehensive Sexual Health Education	History of civil rights
High School and Beyond Plan (HSBP)	Computer Science Learning Science and Course	Continuity of Operations Plan	Holocaust history
Credit and subject area graduation requirements	Conservation, natural resources, and environment learning standards	Electronic HSBP Platform	Seal of biliteracy
Graduation pathway option(s)	Disability history month Financial Aid Advising Day Observance of Veteran’s Day Social-emotional Learning Standards Stand-Alone Civics Course (class of 2024) Temperance and Good Citizenship Day/Voter registration US and WA Constitutions	Financial Ed Curriculum Credit Policy for Students Released from Institutional Education Facilities. Since Time Immemorial Curriculum Starting grade for the HSBP	

Educational offering	Requirement to graduate	Required to be offered to all	Required to offer	Encouraged to offer	Citation in law
Mandatory					Must be addressed for a recommendation of certification
Grades K-12 Minimum Instructional Hours		✓			<p>“Each school district shall make available to students the following minimum instructional offering each school year:</p> <p>(a) For students enrolled in grades one through twelve, at least a district-wide annual average of one thousand hours, which shall be increased beginning in the 2015-16 school year to at least one thousand eighty instructional hours for students enrolled in grades nine through twelve and at least one thousand instructional hours for students in grades one through eight, all of which may be calculated by a school district using a district-wide annual average of instructional hours over grades one through twelve; and (b) For students enrolled in kindergarten, at least four hundred fifty instructional hours, which shall be increased to at least one thousand instructional hours according to the implementation schedule under RCW 28A.150.315” (RCW 28A.150.220)</p>
Minimum 180-Day School Year		✓			<p>“Each school district's kindergarten through twelfth grade basic educational program shall be accessible to all students who are five years of age, as provided by RCW 28A.225.160, and less than twenty-one years of age and shall consist of a minimum of one hundred eighty school days per school year in such grades as are conducted by a school district, and one hundred eighty half-days of instruction, or equivalent, in kindergarten, to be increased to a minimum of one hundred eighty school days per school year according to the implementation schedule under RCW 28A.150.315.” (RCW 28A.150.220)</p>
High School and Beyond Plan	✓	✓			<p>“Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.” (RCW 28A.230.090)</p>

Educational offering	Requirement to graduate	Required to be offered to all	Required to offer	Encouraged to offer	Citation in law
Credit and subject area graduation requirements	✓	✓			<p>“school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship.” (RCW 28A.150.220)</p> <p>See also:</p> <p>RCW 28A.150.200 Program of basic education</p> <p>RCW 28A.150.210 Basic education—goals of school districts</p>
Graduation Pathway Option(s)	✓	✓			<p>“(1)(a) Beginning with the class of 2020, except as provided in RCW 28A.230.320, graduation from a public high school and the earning of a high school diploma must include the following:</p> <p>(i) Satisfying the graduation requirements established by the state board of education under RCW 28A.230.090 and any graduation requirements established by the applicable public high school or school district;</p> <p>(ii) Satisfying credit requirements for graduation;</p> <p>(iii) Demonstrating career and college readiness through completion of the high school and beyond plan as required by RCW 28A.230.090; and</p> <p>(iv) Meeting the requirements of at least one graduation pathway option established in this section. The pathway options established in this section are intended to provide a student with multiple pathways to graduating with a meaningful high school diploma that are tailored to the goals of the student. A student may choose to pursue one or more of the pathway options under (b) of this subsection, but any pathway option used by a student to demonstrate career and college readiness must be in alignment with the student's high school and beyond plan.”</p>

Educational offering	Requirement to graduate	Required to be offered to all	Required to offer	Encouraged to offer	Citation in law
					(RCW 28A.655.250)
Required Offerings					Explicit basic education reference. Current school year factors into compliance recommendation.
AIDS Prevention Education Program			✓		"Each district board of directors shall adopt an AIDS prevention education program which is developed in consultation with teachers, administrators, parents, and other community members including, but not limited to, persons from medical, public health, and mental health organizations and agencies so long as the curricula and materials developed for use in the AIDS education program either (a) are the model curricula and resources under subsection (3) of this section, or (b) are developed by the school district and approved for medical accuracy by the office on AIDS established in *RCW 70.24.250 ." (RCW 28A.230.070)
Cardiopulmonary Resuscitation		✓			"Each school district that operates a high school must offer instruction in cardiopulmonary resuscitation to students as provided in this section. Beginning with the 2013-14 school year, instruction in cardiopulmonary resuscitation must be included in at least one health class necessary for graduation." (RCW 28A.230.179)
Minimum College Entrance Requirements (CADRS)			✓		"All public high schools of the state shall provide a program, directly or in cooperation with a community college or another school district, for students whose educational plans include application for entrance to a baccalaureate-granting institution after being granted a high school diploma. The program shall help these students to meet at least the minimum entrance requirements under RCW 28B.10.050 ." (RCW 28A.230.130) – <i>Note: not shown in the table above because the question was not asked in the 2022 reporting tool – requirement is addressed through requirement that districts offer required core and personalized pathway coursework.</i>

Educational offering	Requirement to graduate	Required to be offered to all	Required to offer	Encouraged to offer	Citation in law
Computer Science Learning Standards and Course		✓			"each school district that operates a high school must, at a minimum, provide an opportunity to access an elective computer science course that is available to all high school students" (RCW 28A.230.300)
Conservation, natural resources, and the environment Learning Standards		✓			"instruction about conservation, natural resources, and the environment shall be provided at all grade levels in an interdisciplinary manner through science, the social studies, the humanities, and other appropriate areas with an emphasis on solving the problems of human adaptation to the environment." (WAC 392-410-115)
Disability History Month			✓		"Annually, during the month of October, each public school shall conduct or promote educational activities that provide instruction, awareness, and understanding of disability history and people with disabilities." (RCW 28A.230.158)
Financial Aid Advising Day			✓		"OSPI shall coordinate a financial aid advising day with all school districts with a high school...Each school district may choose the date or series of dates" (RCW 28A.300.815) – also see RCW 28A.230.310
Observance of Veterans' Day			✓		"There shall be presented in each common school ...educational activities suitable to the observance of Veterans' Day." (RCW 28A.230.160)
Social-emotional Learning Standards		✓			<p>"The office of the superintendent of public instruction shall adopt social-emotional learning standards and benchmarks by January 1, 2020, and revise the social-emotional learning standards and benchmarks as appropriate." (RCW 28A.200.478)</p> <p>"The instructional program of basic education provided by each school district shall include:</p> <p>(a) Instruction in the *essential academic learning requirements under RCW 28A.655.070" (RCW 28A.150.220)</p>

Educational offering	Requirement to graduate	Required to be offered to all	Required to offer	Encouraged to offer	Citation in law
Stand-Alone Civics Course (class of 2024)	✓				<p>(1)(a) Beginning with or before the 2020-21 school year, each school district that operates a high school must provide a mandatory one-half credit stand-alone course in civics for each high school student. Except as provided by (c) of this subsection, civics content and instruction embedded in other social studies courses do not satisfy the requirements of this subsection. RCW 28A.230.094</p> <p>One-half credit shall be required in civics, including at a minimum the content listed in RCW 28A.230.094.</p> <p>“Starting with the class of 2024, districts must offer this graduation requirement as a stand-alone course” WAC 180-51-210</p>
Temperance and Good Citizenship Day/voter registration			✓		<p>“On January 16th of each year or the preceding Friday when January 16th falls on a nonschool day, there shall be observed within each public school “Temperance and Good Citizenship Day...Each year on “Temperance and Good Citizenship Day,” social studies teachers must, as resources allow, coordinate a voter registration event in each history or social studies class attended by high school seniors. This event is part of the future voter program.</p> <p>Teachers must make voter sign up and registration available to all students.” (RCW 28A.230.150)</p>
US and WA Constitutions	✓	✓			<p>“The study of the Constitution of the United States and the Constitution of the state of Washington shall be a condition prerequisite to graduation from the public and private high schools of this state.” (RCW 28A.230.170)</p>
Notification					<p>Statutory requirement but does NOT factor into compliance recommendation</p>

Educational offering	Requirement to graduate	Required to be offered to all	Required to offer	Encouraged to offer	Citation in law
Academic Acceleration Policy		✓			<p>“By the 2021-22 school year, each school district board of directors shall adopt an academic acceleration policy for high school students as provided under this section.</p> <p>(2) Under an academic acceleration policy:</p> <p>(a) The district shall automatically enroll any student who meets or exceeds the state standard on the eighth grade or high school English language arts or mathematics statewide student assessment in the next most rigorous level of advanced courses or program offered by the high school that aligns with the student’s high school and beyond plan goals.”</p> <p>(RCW 28A.320.195)</p>
Comprehensive Sexual Health Education		✓			<p>“Beginning in the 2021-22 school year, comprehensive sexual health education must be provided to all public school students in grades six through twelve.</p> <p>(b) Beginning in the 2022-23 school year, comprehensive sexual health education must be provided to all public school students.” (RCW 28A.300.475)</p>
Continuity of Operations					<p>“...each school district shall develop, maintain and, if necessary, implement a continuity of operations plan that ensures delivery of basic education services during disruptions to basic education delivery resulting from an "emergency or disaster" as defined in RCW 38.52.010. "Emergency" may also include a national declaration of emergency by an authorized federal official” (WAC 180-16-212)</p>
Electronic HSBP		✓			<p>“Beginning in the 2020-21 school year, each school district must ensure that an electronic high school and beyond plan platform is available to all students who are required to have a high school and beyond plan...” (RCW 28A.230.215)</p>
Financial Education Learning Standards		✓			<p>“School districts shall provide all students in grades nine through twelve the opportunity to access the financial education standards.” (RCW 28A.300.468)</p>

Educational offering	Requirement to graduate	Required to be offered to all	Required to offer	Encouraged to offer	Citation in law
Credit Policy for Students Released from Institutional Education Facilities.			✓		"For students in or released from an institutional education facility, school districts must provide students with access to world language proficiency tests, American sign language proficiency tests, and general education development tests. Access to the tests may not be conditioned or otherwise dependent upon a student's request. School districts must award at least one high school credit to students upon meeting the standard established by the state board of education..." (RCW 28A.320.192)
Since Time Immemorial Curriculum		✓			Beginning July 24, 2015, when a school district board of directors reviews or adopts its social studies curriculum, it shall incorporate curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes, so that students learn about the unique heritage and experience of their closest neighbors. (RCW 28A.320.170)
Starting Grade for HSBP		✓			"A high school and beyond plan must be initiated for each student during the seventh or eighth grade. In preparation for initiating that plan, each student must first be administered a career interest and skills inventory..." (RCW 28A.230.090)
Encouraged Offerings					Encouraged in statute and does NOT factor into compliance recommendation
Ethnic studies				✓	"2)(a) Public schools with students in grades seven through twelve are encouraged to offer an ethnic studies course that incorporates the materials and resources identified under subsection (1) of this section.

Educational offering	Requirement to graduate	Required to be offered to all	Required to offer	Encouraged to offer	Citation in law
					(b) Public schools with students in grades kindergarten through six are encouraged to incorporate the materials and resources identified under subsection (1) of this section." (RCW 28A.300.112)
History of civil rights				✓	"School districts are encouraged to prepare and conduct a program at least once a year to commemorate the history of civil rights in our nation, including providing an opportunity for students to learn about the personalities and convictions of heroes of the civil rights movement and the importance of the fundamental principle and promise of equality under our nation's Constitution." (RCW 28A.230.178)
Holocaust history				✓	"Every public middle school, junior high school, and high school is strongly encouraged to include in its curriculum instruction on the events of the period in modern world history known as the Holocaust, the systemic, German state-sponsored persecution and murder of Jews and other innocent victims by the Nazi regime and its collaborators between the years 1933 and 1945." (RCW 28A.300.115)
Seal of biliteracy				✓	"School districts are encouraged to award the seal of biliteracy to graduating high school students who meet the criteria established by the office of the superintendent of public instruction under this section. Participating school districts shall place a notation on a student's high school diploma and high school transcript indicating that the student has earned the seal." (RCW 28A.300.575)



Appendix B: Graduation Requirement Alignment Project Listening Sessions Feedback Summary

Introduction

As directed by [SSB 5249](#) (Chapter 144, Laws of 2021), the state's [Mastery-based Learning \(MBL\) Work Group](#) developed a Washington State Profile of a Graduate describing the cross disciplinary skills a student should have developed by the time they graduate high school. The Legislature charged the State Board of Education (SBE) with reviewing the Profile of a Graduate and submitting a report to the Legislature in December 2022 with findings and recommendations. The Legislature further authorized the SBE to report recommendations to align graduation requirements with the Profile of a Graduate.

As part of the SBE's work on alignment of graduation requirements with the Washington Profile of a Graduate, SBE conducted two series of online listening sessions to inform the process of developing recommendations. The first series, conducted in spring 2022 was to engage with students, educators, partner organizations, and the public to identify potential topics for recommendations. The second series in late summer and fall 2022 was to collect feedback on draft recommendations.

Approximately 600 participants attended listening sessions. Several sessions were held specifically for students. In addition, two meetings were held with groups of student leaders that were conducted similarly to listening sessions: the Association of Washington Student Leaders (AWSL) student voice meeting and the Washington State School Directors Association (WSSDA) Student Representatives Network (SRN). In sessions with students, adults could attend but were asked not to speak to make space for student discussion.

Table 1 lists the sessions, the number of people who registered for each session, and the number of participants. (Included are meetings with student groups that were conducted similarly to the listening sessions.)

Table 1: Listening Session Participants

Session	Date	Registrants	Participants
Spring Session 1	April 12	141	78
Spring Session 2	April 20	204	125
Spring Session 3 Students	May 30	25 students + 84 adults	Approx..10 students + 30 adults
Spring meeting with AWSL* student voice	April 11	N/A	20-30 students
Spring meeting with WSSDA SRN**	April 18	N/A	20-30 students
Fall Session 1	August 29	312	161

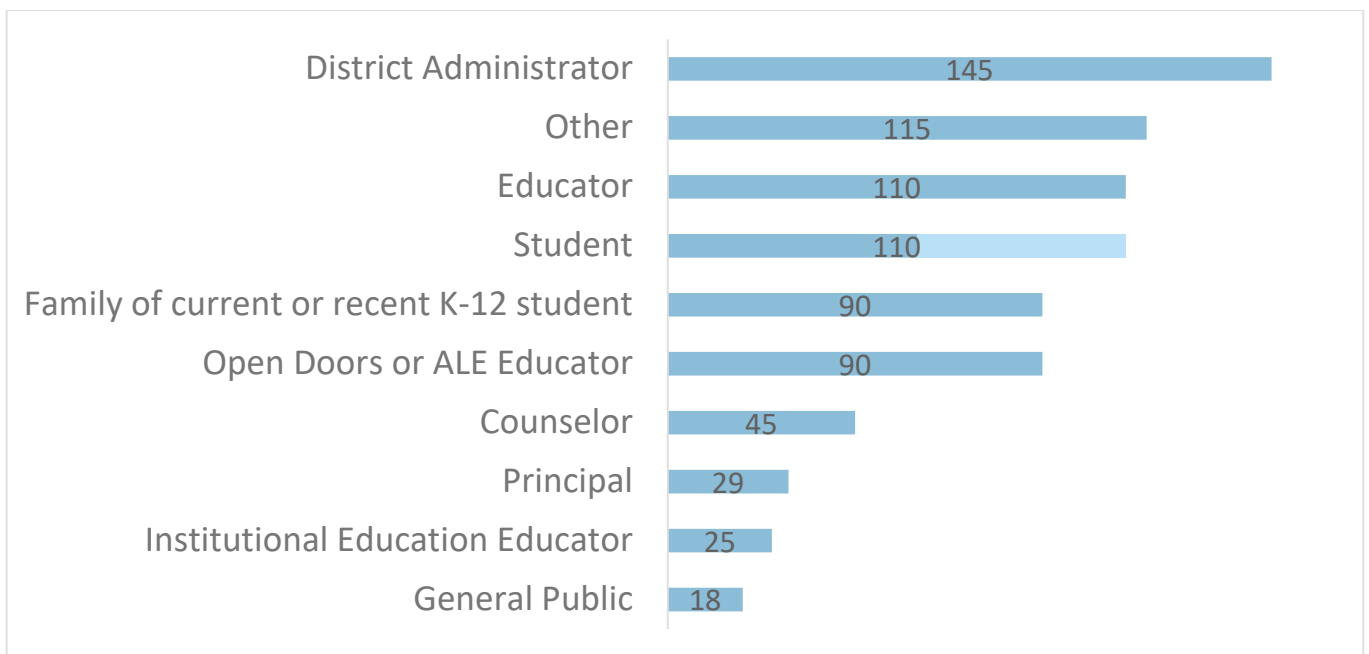
Fall Session 2	September 21	38	19
Fall Session 3	September 26	48	30
Fall Institutional Education	August 24	~35	~25
Fall Open Doors & ALE Adults	September 21	100	55
Fall Open Doors & ALE Students	October 4	N/A	~50 students + ~35 adults

* AWSL = Association of Washington Student Leaders

** WSSDA SRN = Washington State School Directors Association, Student Representatives Network

Figure 1 shows the roles of participants in all the listening sessions and meetings with students combined. The total number of participants is 669 but may include duplicates if the same individual attended multiple sessions. These roles were collected through registration information, and participants could select multiple roles.

Figure 1: Listening Session Participant Roles



Of the students, 50 were students from Open Doors Youth Reengagement Programs or Alternative Learning environments.

Spring 2022 Listening Sessions

The purpose of spring listening sessions was to locate gaps between the Profile of a Graduate and current graduation requirements and identify potential topics for recommendations for better alignment. Example questions for participants included:

- What are some assets of the current graduation requirements?
- What skills in the Profile are not adequately address in graduation requirements?
- What changes are needed to ensure students receive enough opportunity to develop these skills?

Spring listening sessions were summarized in Board meeting materials in May:

- [Listening Sessions](#)
- [Student Listening Session](#)

Information from these Board meeting materials are re-used here.

Spring General Listening Sessions

During the listening sessions SBE staff introduced the purpose of the sessions, presented background information on graduation requirements and the Washington Profile of a Graduate, and facilitated group discussion and feedback.

Participants were asked to engage in two online exercises, a Word Cloud exercise and an exercise using an online application (Padlet), as well as sharing their thoughts both “live” and through the online “chat” function.

Word Cloud Online Exercise

At each listening session, toward the beginning of the session, participants were asked, “What three words would you use to describe current graduation requirements?” The following word clouds were created by participants in response to this question. The more commonly used words are displayed in larger font.

Figure 2: Word Cloud “What three words would you use to describe current graduation requirements?”

The most commonly used words to answer the first question were “confusing, comprehensive, challenging, and complicated or overwhelming.” In answer to the second question about possible future graduation requirements, participants in both sessions hoped for “clear, relevant, and flexible” graduation requirements.

Online Exercise

During the listening sessions, participants were asked to list in an online application (Padlet), “**What are some assets of the current graduation requirements?**” and, “**What are skills in the Profile that are not adequately addressed in graduation requirements?**” Participants were free to enter as many observations as they wanted to.

Results of the online exercise, as well as the live and chat discussion are summarized in Table 1. The summary in Table 1 is organized into 14 categories of themes or topics, and one catch-all “additional” category. In addition, feedback in a few topics suggested a fairly strong agreement among a significant number of participants. Each of these topics is briefly described below.

Confusing and Complex

The word cloud exercise indicates that people find the current system of graduation requirements too confusing and complex, and indicates they hope for graduation requirements that are clearer in the future.

Listening session participant: “I love the idea of flexibility, but I am also worried about options being so complicated that students, teachers and families have trouble even understanding them.”

Subject Area and Credit Requirements

Feedback on subject and credit area requirements are varied. Some participants in the listening sessions were advocates for certain subject areas or advocated for decreasing requirements in some subjects. For example, some participants felt there was too much math and focus on core academic subjects, while others felt that was too much focus on non-academic subjects. Several participants expressed general support for the current credit requirement framework.

Pathways

While a few participants expressed support for pathways and noted a benefit to engaging with students to discuss pathways, more participants felt that the current set of pathways do not sufficiently support the skills of the Profile of the Graduate, and that additional pathways would work better for more students. Several participants felt that standardized assessments continue to play too large a role in graduation, and that the standardized tests do not align well with either career preparation or preparation for higher education. This feedback is in general agreement with SBE [graduation pathway option research](#).

Alignment with Higher Education Admissions

A number of participants noted that current requirements have a focus of preparing students for higher education, and that this is an asset of the current requirements.

Connecting to Careers and Life

Some participants indicated that current requirements do not sufficiently support career preparation or preparation for adult life. Some supported more Career and Technical Education being required.

Special Education Students

A number of participants felt the needs of special education students are not being met through current graduation requirements. Primarily these participants expressed that graduation pathway options did not suit some students with individual education plans (IEP). Others noted that current subject and credit requirements also do not work well for some students.

Financial Literacy

As the SBE has heard from students, parents and partners, participants expressed that the current system of graduation requirements do not adequately incorporate financial literacy. SBE staff will be meeting with the [Financial Education Public-Private Partnership](#) (FEPPP) to discuss financial education and the Board's graduation requirement alignment work.

One participant noted: "We have financial literacy, but college-oriented students are not encouraged to take it."

Table 2: A Summary of the Feedback from April 2022 Listening Session A check mark means a statement or similar statement was repeated; multiple checks means a statement or similar statement was made multiple times. In the Padlet application, participants could “like” a comment. The heart icon indicates that a statement was “liked” by other participants at the April 20 listening session.

Theme or Topic	<u>Assets in Current Graduation Requirements</u> (Padlet exercise)	<u>Skills in the Profile that are not Adequately Represented in Current Graduation Requirements</u> (Padlet exercise)	Comments, live and in chat
Subjects and Credits	<ul style="list-style-type: none"> • We have more CTE options than the past ♥6 • English, math, science ✓✓✓✓ ♥ • Content coverage is comprehensive • CTE equivalencies ♥4 • Current credit Framework is good ✓♥ • World languages are an asset in the system • Electives ♥ 	<ul style="list-style-type: none"> • Need schedules that allow more options for credit-earning than 6-period day ♥7 • Too many credits don't relate to student interest ♥4 • More space for remediation, credit recovery • Realities of course schedules prevent choice and access to pathways ♥4 • More creative writing • More history connected to current issues ♥2 • More arts • More pathways for CTE and fine arts • Should be art or CTE (not both), shouldn't be required to do 2 arts ♥5 • Require more CTE • Require 2 credits of CTE ♥6 • Drop Physical Education ✓♥2 • Too much math, English, and social studies • Too much math prevents exploration ✓♥ • Too much time on non-academic subjects—more focus on core subjects • “Are we going to dilute our standards if we focus on the profile skills?” 	<ul style="list-style-type: none"> • More arts • Offering CTE at alternative schools is challenging ✓ • Offer CTE earlier • “Balance of credits is pretty good. We have financial literacy as a CTE class, and it works well in our system. We also have equivalency credits for CTE classes in math, science. Look at applying math and science credits to specialized internships.” • Student athletes forced to take PE • PE is important (US obesity) ✓ • “For every additional graduation requirement an existing requirement should be eliminated” • Focus on core academics • Statistics, stat literacy would be good ✓ • Need more Civics ✓✓✓ • “Graduated in 2017 Strong core structure in English, math and science – good to require those core classes almost all years. Gaps I see – limited ability to specialize, especially if someone wants to specialize in foreign language, music. For example, my sister wanted to go further in Spanish but with

Theme or Topic	<u>Assets in Current Graduation Requirements</u> (Padlet exercise)	<u>Skills in the Profile that are not Adequately Represented in Current Graduation Requirements</u> (Padlet exercise)	Comments, live and in chat
		<ul style="list-style-type: none"> • More language choices ♥3 	<p>other requirements couldn't take enough classes."</p> <ul style="list-style-type: none"> • Current grad requirements and the Profile of a Grad are good
Pathways	<ul style="list-style-type: none"> • The CTE pathway is good ♥6 • Pathways are good, counseling students about pathways leads to a good discussion ♥2 • Pathways provide flexibility ✓ ♥2 	<ul style="list-style-type: none"> • Limited pathways for students who are low-skill but not eligible for WA-AIM ♥11 • Pathways don't work well in alternative schools ♥6 • Need more pathways ✓✓♥4 • Grad pathways limit student options ✓ • Assessments don't align to career or college skills ♥3 • Standardized tests still too widely used • Limited options for students who don't test well ✓ • Need more pathways for non-4-year ed options ♥4 • "Younger students can't always take the pathway classes they want because they are just shoved into spaces where there is room." ♥5 	<ul style="list-style-type: none"> • Job Corp and trade certification should be graduation pathways • Need additional pathways that are community-based • Would like to bring back the portfolio assessment
High School and Beyond Plan		<ul style="list-style-type: none"> • High School and Beyond Plan implementation is uneven around the state ✓✓ • "Best suited for an advisory period; without it's stuffed into a core class, presented by teachers without this as a priority" ♥ 	

Theme or Topic	<u>Assets in Current Graduation Requirements</u> (Padlet exercise)	<u>Skills in the Profile that are not Adequately Represented in Current Graduation Requirements</u> (Padlet exercise)	Comments, live and in chat
Special education students		<ul style="list-style-type: none"> • More options for SPED students ✓✓✓✓✓✓♥7 • Unclear exactly what high need students are required to complete ♥3 	<ul style="list-style-type: none"> • Limited options for pathways • No more off-grade-level testing is a loss • CTE is not the best pathway for some SPED students—CTE may not be accessible or aligned with the student’s interests ✓ • Completing graduation requirements requires early skill development, which doesn’t work for many SPED students • Need a “Certificate of Completion”
Career skills and life skills		<ul style="list-style-type: none"> • Graduation requirements should have more links to career choices ✓✓✓♥4 • Job shadowing, internships, community service ♥5 • Job-finding skills/life skills ✓♥5 • Work experience options ♥9 	
Flexibility, Exploration, Personalization	<ul style="list-style-type: none"> • Current flexibility is good 	<ul style="list-style-type: none"> • More need for more exploration ✓♥4 	<ul style="list-style-type: none"> • More personalization • Exploration should happen earlier • “I love the idea of flexibility, but I am also worried about options being so complicated that students, teachers and families have trouble even understanding them.”
Ethnic Studies	<ul style="list-style-type: none"> • Start on Ethnic Studies is good ♥ 	<ul style="list-style-type: none"> • Ethnic studies ✓♥6 • Multicultural studies/ Global perspective • “AP classes has no course for ethnic studies making students feel less important to have ethnic studies” ♥ • Ethnic studies has the wrong ideology • Focus on academics, not ideology ♥ • Need only constructive, non-ideological ethnic studies ✓✓✓✓ 	<ul style="list-style-type: none"> • Needs to be a grad requirement • “When students get ethnic studies in higher education they often wish they had been taught it earlier” • Concern that ethnic studies will not represent parent’s values

Theme or Topic	Assets in Current Graduation Requirements (Padlet exercise)	Skills in the Profile that are not Adequately Represented in Current Graduation Requirements (Padlet exercise)	Comments, live and in chat
Financial Literacy	<ul style="list-style-type: none"> Financial literacy ♥3 	<ul style="list-style-type: none"> Financial literacy, replacing some of the advanced math courses Need financial literacy ✓✓✓ ♥14 How to budget ♥6 	<ul style="list-style-type: none"> Folding financial literacy into an economic requirement "We have financial literacy, but college-oriented students are not encouraged to take it" Financial literacy as one of 3 math credits
Preparation for Higher Education	<ul style="list-style-type: none"> Preparation for higher education is an asset ✓✓✓✓✓♥5 Ability to pass placement exams at college level ♥2 College admissions alignment ♥12 	<ul style="list-style-type: none"> Not enough college prep, too much one-size-fits-all ♥3 	
Advanced students	<ul style="list-style-type: none"> Accelerated options 	<ul style="list-style-type: none"> Uneven availability of Dual Credit More opportunities for advanced students ♥5 More advanced STEM ✓♥3 	<ul style="list-style-type: none"> "Some RS students start, then get over their heads and have trouble returning to high school" Often gifted students have the most limited choices
Small District Challenges		<ul style="list-style-type: none"> Too challenging to provide pathways, particularly for small districts CTE pathways difficult ✓ 	<ul style="list-style-type: none"> No funding to provide electives and advanced courses for small numbers of students
Mastery/Competency-based learning	<ul style="list-style-type: none"> Mastery-based learning options are an asset 	<ul style="list-style-type: none"> More options for credit for prior learning/learning outside of school ♥6 	<ul style="list-style-type: none"> MB credits should be more accessible MBL could help with issue of spending elective credits to retrieve credit Need more MBL and opportunities to earn credit outside of the classroom

Theme or Topic	<u>Assets in Current Graduation Requirements</u> (Padlet exercise)	<u>Skills in the Profile that are not Adequately Represented in Current Graduation Requirements</u> (Padlet exercise)	Comments, live and in chat
Social emotional learning, wellness		<ul style="list-style-type: none"> • Empathy/wellness/SEL • Mental health ♥7 	<ul style="list-style-type: none"> • “SEL and Soft Skills need to be required. Maybe included in the Health and Fitness, more emphasis on Health/Mental Health/SEL/ Executive functioning instead of just .5 Health it should be 1.0 Health and 1.0 Fitness”
Additional	<ul style="list-style-type: none"> • Native communities in our state are an asset ♥6 	<ul style="list-style-type: none"> • Need funding to reach the vision ✓ • Civic engagement ♥6 • Allow students to take more time, need space for remediation, space to fail a class and still graduate ♥6 • Student accountability • Approval of curricula (e.g., sex ed) by OSPI • More skill center options • Restore debate programs, logic, civil advocacy of ideas/ critical thinking/ rational thought and logic ✓♥7 • Digital citizenship/ Navigating social media and misinformation ♥9 • Equity—system adds to marginalization/ needs to be more inclusive • More supports • Teachers—new teachers can’t advise as well as seasoned teachers 	<ul style="list-style-type: none"> • Enrollment is way down • Districts may not communicate very well about curricula • Inequities in funding • Home Economics and Shop should be reinstated in middle school • “Reframe “on-time” graduation—four years is normalized and five years is stigmatized” • Challenge of offering diverse electives, funding for districts and teacher qualifications a challenge

Spring Student Listening Sessions

As part of the State Board of Education’s (SBE) work on alignment of graduation requirements with the Washington Profile of a Graduate, staff attended the Association of Washington Student Leaders (AWSL) student voice meeting on April 11, the Washington State School Directors Association (WSSDA) Student Representative Network meeting on April 18, and a student listening session facilitated by SBE student members Pavan Venkatakrisnan and McKenna Roberts on May 3. The AWSL meeting had approximately 25 students and the WSSDA Student Representative Network had approximately 10 students. The student listening session had 26 students register, with about seven students participating in addition to the two student Board members.

Word Cloud Online Exercise

During the student listening session, participants were asked, **“What three words would you use to describe current graduation requirements?”** The following word clouds were created by participants in response to this question. The more commonly used words are displayed in larger font. Participants were then asked, **“What three words would you hope to use to describe graduation requirements in the future?”**

The most commonly used words to answer the first question were “stressful”, “specific”, and “overwhelming.” In answer to the second question about possible future graduation requirements, participants hoped for “clear,” “attainable,” and “personalized” graduation requirements.

Figure 4: Student Word Cloud Exercise “What three words would you use to describe current graduation requirements?”

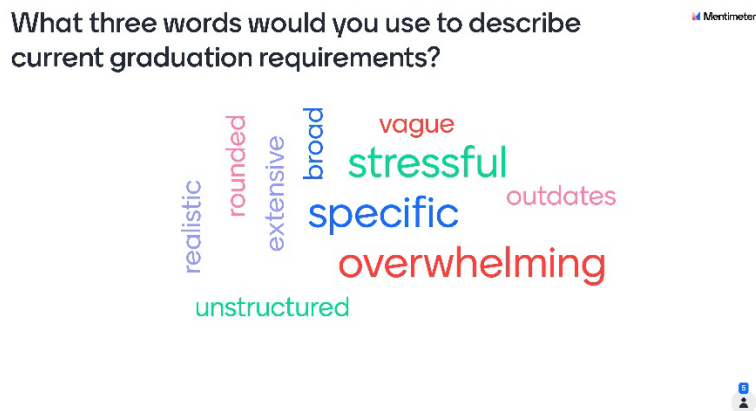


Figure 5: Student Word Cloud Exercise “What three words do you hope could to describe requirements in the future?”

What three words do you hope could describe graduation requirements in the future? 



Summary of Feedback from Meetings with Students

Table 1 summarizes live comments and comments in chat from the online meetings with students.

Table 3: A Summary of the Feedback from Students from Spring Listening Sessions A check mark means a statement or similar statement was repeated; multiple checks means a statement or similar statement was made multiple times.

Theme or Topic	Comments, live and in chat
Subjects and Credits	<ul style="list-style-type: none"> • Health, fitness, and financial education should be more of a priority. • Valuing sports for PE. • Prefer more science and less PE. • Reduce PE to one credit. • Need room for electives including Leadership courses. • Students either meet graduation requirements easily, or they scramble to meet them. • Not a lot of room to fail, not enough options for making up credit. • Number of credits should go down.
Pathways	<ul style="list-style-type: none"> • Need more graduation pathways. Need more student awareness. Lack of knowledge is a problem when it comes to usefulness. • Relevance of pathways doesn't matter as long as the SBAC is emphasized. Until then pathways other than SBAC are seen as alternatives.
High School and Beyond Plan and counseling	<ul style="list-style-type: none"> • Students don't take the HSBP seriously. • Making it into a class, with financial education, would make it more helpful. • Too narrow in scope at my school. • My school has a lot of elective choices, but a lack of communication about which electives fit with your HSBP.

Theme or Topic	Comments, live and in chat
	<ul style="list-style-type: none"> • Need to strengthen the role of guidance counselors, should be a conversation between a counselor and a student—best to be one-on-one. • Only about one in three students actually meet with a counselor at my school. • Need more communication freshman year, and in the college application process; communicating about college requirements should come earlier. • Need more real-time follow-up with the counselor; in my school the HSBP is done in advisory class and ends up being a small group discussion with other students.
Career skills and life skills	<ul style="list-style-type: none"> • School shouldn't be to train you to be a good employee, it should be about making great citizens. • My district has good access to CTE programs (through a skill center). But this is resource intensive and a challenge for small districts that don't have access. • More community-based projects
Ethnic Studies	<ul style="list-style-type: none"> • Should be integrated into social studies.
Financial Literacy	<ul style="list-style-type: none"> • Need financial literacy. ✓✓✓✓✓✓ • My district has an extra half credit for social studies in senior year. Get rid of that and do financial education (interest rates, credit scores, loans).
Advanced students	<ul style="list-style-type: none"> • Running Start students have challenges meeting graduation requirements because of scheduling. • IB program is very competitive and can lead to a toxic environment.
Small District Challenges	<ul style="list-style-type: none"> • Few options for electives.
Profile of a Graduate	<ul style="list-style-type: none"> • Sustains wellness, emotional health, and embraces difference, are the least-addressed areas of the profile. ✓✓✓ • Wellness and mental health should be a higher priority. • At my school, life skills/agency struck out to me. Many students at my school are not accountable • Sustains wellness, emotional wellness, stigma around mental health. In my school they do a good job of reminding you to do work but don't check in about why students may be having trouble turning in work. Acknowledging need to turn in but not taking care of students
Flexibility and student choice	<ul style="list-style-type: none"> • Solution to this, some alternative learning environments that will allow you to choose the classes that you take. Through a survey, you choose what you want to take vs not.

Fall 2022 Listening Sessions

The purpose of the fall listening sessions was to collect feedback on draft recommendations.

Example questions for participants included:

- What do you think of the recommendation?
- Do you have concerns?
- What would it take to make the recommendation successful?
- Are there other aspects of the current graduation requirements that you would want changed?

Fall listening sessions were online, and an online interactive application allowed participants to rate draft recommendations (one to five stars), as well as to leave comments. One fall listening session was held for educators in Open Doors Youth Reengagement Programs and alternative high schools, and one listening session was held for students in Open Doors Youth Reengagement Programs and in alternative learning high schools. (The student session was designed with more informal discussion and interactions results are described in another section of this summary).

Table 1 lists the draft recommendations and shows the rating (number of stars) participants gave each of the recommendations in the fall general and educator listening sessions (the student listening session feedback is described separately). *Note: the draft recommendations presented to listening session participants are not exactly the same as the final recommendations in the report because the recommendations were refined as part of the process.*

Table 4: Draft Recommendations with Ratings Given by Participants at Each Fall General Listening Session

Draft Recommendation <i>(Final recommendations were refined during the process and are different from these draft recommendations)</i>	Aug 29	Sep 21	Sep 21 (Open Doors and Alternative school educators)	Sep 26
Support the work of the Financial Education Public Private Partnership and build capacity for districts to offer high quality financial education to all students	4.5	5.0	5.0	5.0
Create more flexibility in physical education and health to allow for mental health content	3.5	3.5	5.0	5.0
Develop a state policy for the waiver/excusal of physical education so that awarding of mastery/competency credit is more uniform	4.0	3.0	5.0	5.0
Ensure districts implement the Since Time Immemorial curriculum	4.0	5.0	5.0	5.0
Partner with advocates to build coalition on the implementation of Ethnic Studies	3.0	3.0	5.0	4.0

Increase opportunities for students to earn the Seal of Biliteracy by promoting the adoption of district policies and ensure English Language Learners are evaluated for earning the Seal	4.5	No rating	5.0	4.5
Support English Language learners in meeting graduation requirements by allowing them to meet World Language graduation requirements when taking an English Language Arts course	4.0	4.0	5.0	3.0
Focus on learning standards rather than on seat time to support mastery-based learning and interdisciplinary learning	4.5	3.5	5.0	4.5
Improve the High School and Beyond Plan through state support for a limited number of online platforms that would improve uniformity and portability	4.0	5.0	5.0	5.0
Improve the high school transcript to support better reporting of mastery-based learning, multidisciplinary learning, and more detail on how graduation requirements are met	4.0	No rating	5.0	5.0

Table 2 shows selected comments entered into the online application concerning each of the draft recommendations. Selected general comments are also included in the table.

Table 6: Select Comments on Draft Alignment Recommendations Compiled from Fall Listening Sessions for Adults

Draft Recommendation <i>(Final recommendations were refined during the process and are different from these draft recommendations)</i>	Select Comments
Support the work of the Financial Education Public Private Partnership and build capacity for districts to offer high quality financial education to all students	<ul style="list-style-type: none"> • This has good potential. We should include building knowledge around paying for education after high school as part of this. • I think that this is a critical need for high school students. • I support this! I've had young cashiers not able to count out change, so it is SO important students graduate with financial literacy. Financial literacy is essential and is needed in life after high school to understand taxes, interest rates, markets, etc.
Create more flexibility in physical education and health to allow for mental health content	<ul style="list-style-type: none"> • Allow for health and mental health options, but not as a requirement • Mental health would be a huge improvement to the current focus on PE and sports! • Love this. Nothing more to add. • Flexibility in PE and health is needed to accommodate mental health needs. Kids have PE from Kindergarten through high school, and I'm

	<p>certain that we can cut back in the PE needs area and build an opportunity to provide students with skill sets needed for positive mental health development.</p>
<p>Develop a state policy for the waiver/excusal of physical education so that awarding of mastery/competency credit is more uniform</p>	<ul style="list-style-type: none"> • Makes sense to me. Were all the unintended consequences flushed out? • Please be careful to not to a "one size fits all" policy in this area. Some districts have worked on this for many years. • Physical education seems less of an essential graduation requirement than other content areas. Health/fitness, yes. An actual PE requirement seems outdated. I do understand the need to support overall wellness for students, but am not sure requiring them to take a PE class is the way to go
<p>Ensure districts implement the Since Time Immemorial curriculum</p>	<ul style="list-style-type: none"> • Necessary! • This has been in law since 2015 and implementation should have begun in 2017. There needs to be a timeline. • Love this. Yes, yes, and yes. • I do not believe this is necessary. Each district can determine what they need.
<p>Partner with advocates to build coalition on the implementation of Ethnic Studies</p>	<ul style="list-style-type: none"> • This could be done at a district level and not a state level. Each district has their own diversity needs. • Ethnic studies is not about diversity. Ethnic studies is not multi-cultural education. Ethnic studies is based in critical studies, which is explicitly based in Marxism and promotes an ideology of constant struggle between "victims" and "oppressors," not to mention an abrogation of individual rights and constitutional rights • Ethnic Studies is explicitly political indoctrination and does not belong in the K-12 system. Liberatory Ethnic Studies is explicitly opposed to equality and civic responsibility in a democracy. • Awareness of other cultures and ethnicities around the world is something US schools do not do well yet. Adding something to address this gap is important • This is critically important in the education of our students. Being aware of, understanding

	<p>differences, and embracing diversity is essential. Students want these discussions and learning in their schools.</p> <ul style="list-style-type: none"> You are on the right track in terms of bringing Ethnic Studies on board with a coalition of advocates. It addresses the type of interdisciplinary learning and critical application kids need access to, and it moves beyond cultural competency, which is imperative pedagogy.
<p>Increase opportunities for students to earn the Seal of Biliteracy by promoting the adoption of district policies and ensure English Language Learners are evaluated for earning the Seal</p>	<ul style="list-style-type: none"> Is cost going to be a barrier or will there be a plan go provide the test free to students? I support this recommendation, because multilingualism is a gift/asset that should be recognized/valued.
<p>Support English Language learners in meeting graduation requirements by allowing them to meet World Language graduation requirements when taking an English Language Arts course</p>	<ul style="list-style-type: none"> There are ways to meet the World Language already. Why not? Seems to honor the skills they bring. Love this also.
<p>Focus on learning standards rather than on seat time to support mastery-based learning and interdisciplinary learning</p>	<ul style="list-style-type: none"> Learning standards should be simplified and guidelines developed to ensure equity around how much credit can be earned for demonstrated mastery of these standard I am strongly concerned that MBL will mask the failure of schools to provide quality special education, and it will obscure the formal lack of skills for all students. This is a step in the right direction. To develop mastery requires habits and skills that students need to develop for postsecondary learning. We need to get away from covering standards and get students to master them. They need to read and write well for example. This should be a primary focus
<p>Improve the High School and Beyond Plan through state support for a limited number of online platforms that would improve uniformity and portability</p>	<ul style="list-style-type: none"> This would be nice so the expectations are clear. There is a lot of confusion in our district about what the state requires versus what the district requires for graduation. This might help. Feasibility study? For students with IEPs, we don't even have a uniform IEP platform at this point. Consistency across schools would be very helpful. Portability absolutely should be the highest priority. It's not a "beyond" plan if it's embedded in a particular school's system.

<p>Improve the high school transcript to support better reporting of mastery-based learning, multidisciplinary learning, and more detail on how graduation requirements are met</p>	<ul style="list-style-type: none"> • This would be helpful for students who engage in alternative options. • We must make sure that colleges and universities, including private schools and schools outside of WA will recognize these transcripts
<p>General Comments:</p>	<ul style="list-style-type: none"> • Profile of a grad... Shows confidence, applies learning, thinks critically, demonstrates resilience, works on a team, etc... could we ask schools to identify through which courses or experiences those POG qualities are taught/developed? Help draw a line from credits to graduate profile qualities • One of the exciting things about going to high school is the opportunity to explore electives and discover interests that may lead to future career preferences. Experiences are essential when moving a person's thinking from an interest level to a preference level. It seems like there is a greater focus on locking down goals and plans before students are given sufficient opportunities for exploration. I am wondering about this piece and if it has gotten lost in policy setting. • While these priorities are wonderful and a good focus, I worry that we will add new grad requirements without removing others, making it more difficult • Graduation pathways create and intense amount of additional compliance and technical oversight for districts and students, and don't serve the original intent. Please eliminate them and/or allow full district local control on how they mark that requirement met. Our time can be used much better elsewhere to ensure students are ready for their next step. • Isn't a work-based pathway just forcing youth into vocational learning and the trades without providing any foundation for them to pursue different skills and higher education as an adult? Is this helping students or making it easier for schools to graduate youth who don't have core academic skills? • The work pathways option would be great, but we have many undocumented students who are unable

	<p>to work. They are on track with credits but the Grad Pathway will be the only barrier to graduation.</p> <ul style="list-style-type: none"> • I'd like to see Pathways using ANY CTE credits, not just those in a specific area so that students can try different things, experience a variety of CTE classes, and not feel they're boxed into a specific path. • Passing the GED tests should count as a pathway. Some students after receiving course credit for passing GED tests are inspired to complete their diploma as well • There needs to be another pathway option that is not assessment based. The hoops you have to jump through for CTE is not feasible for small ALE and Open Doors programs.
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Fall Student Listening Session for Students in Open Doors Youth Reengagement Programs and Alternative High Schools

The fall listening session with students included general discussion about the student's experience of K-12 education. This listening session was organized in collaboration with OSPI staff supporting Open Doors Youth Reengagement Programs. The following are images and charts showing the responses of the student participants to some of the questions in the listening session.

Figure 6: Age of Student Listening Session Participants

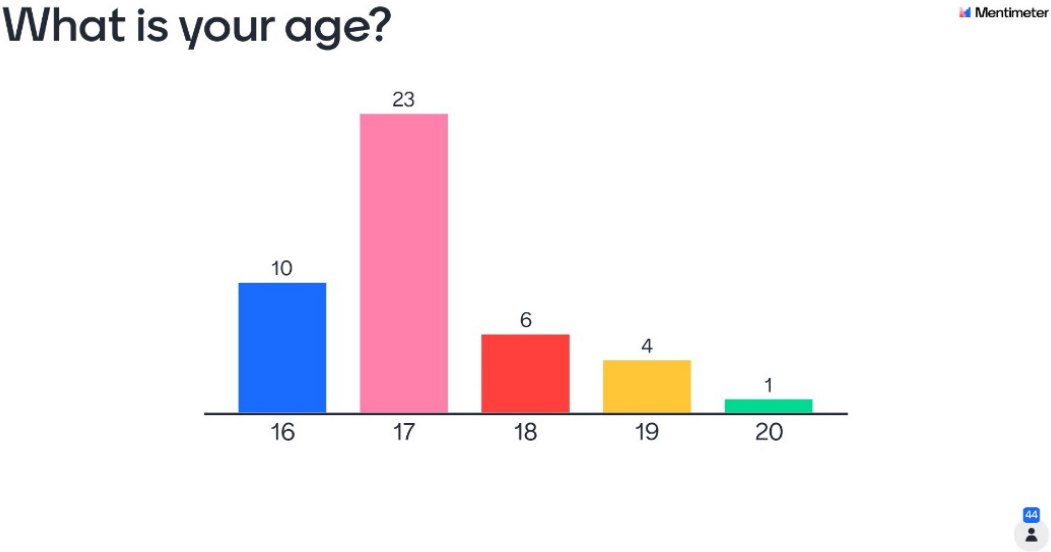
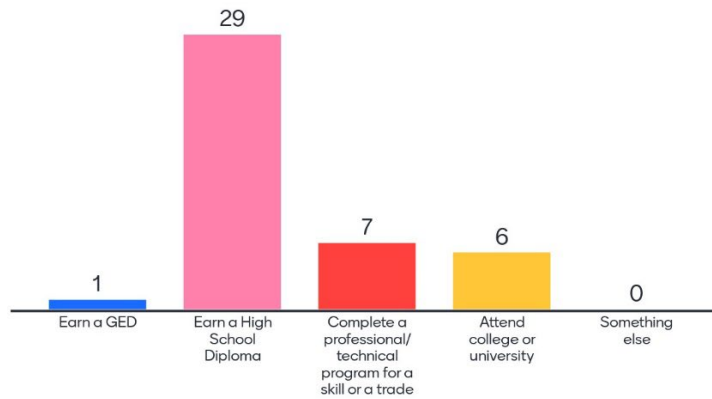


Figure 7: Educational Goal for Student Listening Session Participants

My educational goal for now is...

Mentimeter



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Figure 8: Student Listening Session Participants' Views on Graduation Requirements

When you hear the words "Graduation Requirements" what comes to mind? (You may submit multiple times)

Mentimeter

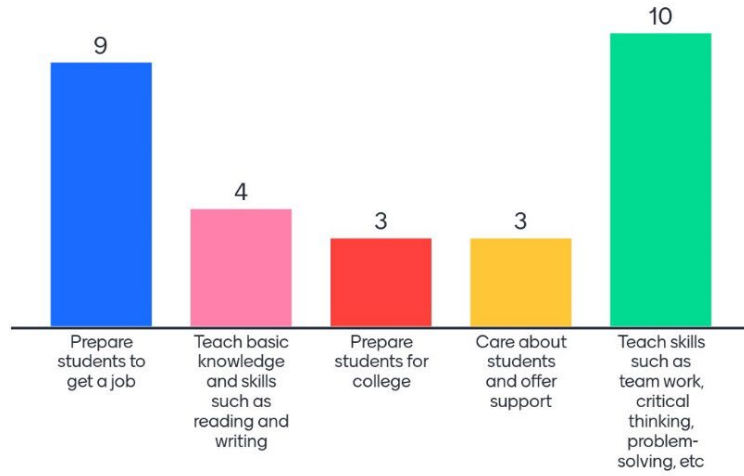


44

Figure 9: Student Listening Session Participants' Views on the Most Important Thing A School Can Do For Students

What is the most important thing that a school can do for students?

Mentimeter



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The Washington State
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Appendix C: Graduation Requirement Alignment Project Online Survey Summary

Introduction

As directed by [SSB 5249](#) (Chapter 144, Laws of 2021), the state's [Mastery-based Learning \(MBL\) Work Group](#) developed a Washington State Profile of a Graduate describing the cross disciplinary skills a student should have developed by the time they graduate high school. The Legislature charged the State Board of Education (SBE) with reviewing the Profile of a Graduate and submitting a report to the Legislature in December 2022 with findings and recommendations. The Legislature further authorized the SBE to report recommendations to align graduation requirements with the Profile of a Graduate.

As part of the SBE's work on alignment of graduation requirements with the Washington Profile of a Graduate, the SBE conducted outreach to students, parents, partners, and the public through listening sessions and meetings. In addition, a survey was conducted between August 15 and November 10 to collect feedback on draft recommendations. In total, 203 completed surveys were submitted.

The survey was designed to provide background information that would provide a basis for respondents to provide feedback on draft alignment recommendations. The survey questions primarily asked respondents to indicate their level of support (strongly support, somewhat support, neutral, somewhat disagree, strongly disagree) for each of the draft recommendations and provided open-ended responses if survey participants wanted to leave comments.

The survey was conducted through the survey application, which created a summary report for the survey. The [Survey Report for Graduation Requirements](#) includes all comments that were entered in response to open-ended questions on the survey. The summary report also provides pie-charts for each multiple-choice question.

Survey Limitations

Survey respondents were asked to identify their role in regard to the Washington education system (student, parent, teacher, district administrator, etc.) and indicate all options that applied. This question was not required, and many participants did not respond. Respondents were also asked about their race and ethnicity, and about 40 percent indicated they preferred not to answer. So unfortunately, there was insufficient demographic information to determine if the respondents were representative of the demographics of Washington state.

Furthermore, almost 50 percent of respondents did not indicate they were Washington residents. The survey application collects respondent’s IP address information and about 33 respondents (about 16 percent) were from outside Washington.

It should be noted that on some questions, the non-Washington responses skew the data somewhat. For example, of the 33 non-Washington responses, 63 percent strongly disagreed with the ethnic studies draft recommendation, while responses from Washington indicated 47 percent strongly disagreed.

Summary of Responses

Table 1 below summarizes some of the responses to the survey draft recommendations. *Note that the numbering and general wording of the recommendations in the survey is different from the final recommendations and the order of the recommendations that were in the final report, since the recommendations were refined during the process.*

Table 1: Percentage of Respondents that Supported Each of the Draft Recommendations

Draft Recommendation <i>(Final recommendations were refined during the process and are different from these draft recommendations)</i>	Percent of respondents that Strongly Supports plus Somewhat Supports
Support the Financial Education Public Private Partnership’s (FEPPP) work on expanding district capacity to offer high quality financial education for all students. Support incorporating financial education into the high school and beyond planning processes.	81.7%
Permit English Language Learners to meet both English and World Language graduation requirements when they take English Language Arts courses.	62.5%
Define the purpose of Graduation Pathways and add more pathway options, including a performance-based pathway and a work-based pathway.	61%
Develop a statewide policy for granting credit for participation in sports and extracurricular activities and advocate for all students to have access to these credit-earning opportunities	59%
Support a limited number of state-funded online platforms and incorporate high school and beyond planning into credit-bearing courses or a credit-bearing advisory.	53.7%

<p>Modify the standardized transcript format to better allow for recording multidisciplinary learning and mastery-based learning. In addition, encourage the use of a nationally-recognized mastery transcript for schools that are primarily mastery-based learning schools.</p>	<p>49.8%</p>
<p>The State Board of Education will expand current work to promote individualized student learning through an MBL grant program designed to support learning recovery, ensure school districts employ equitable MBL policies, and develop more options for students to demonstrate meeting learning standards.</p>	<p>49%</p>
<p>Set a deadline for districts to implement the Since Time Immemorial curriculum.</p>	<p>39.6%</p>
<p>The Board recommends statewide building of coalition around the implementation of Ethnic studies.</p>	<p>33.2%</p>
<p>2A: The current graduation requirements include .5 credits of Health, and 1.5 credits of physical education (PE). Change this to 1 credit of Health and 1 credit of PE to leave more room in students' schedule for learning about mental, physical, and emotional health and wellness.</p> <p>2B: Change the current graduation requirement of .5 credits of Health, and 1.5 credits of physical education (PE) to 2 credits that can be divided in any way to accommodate individual student needs for mental, physical, and emotional health, wellness, and physical fitness.</p>	<p>Between these two recommendations 44.5% indicated support for 2B, 16.5% preferred 2A, 22.5% wanted no change, and 16.5% indicated that something else is needed.</p>