



The Washington State
BOARD OF EDUCATION

Legislative Requests

September 2022



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Graduation Pathways Legislative Request

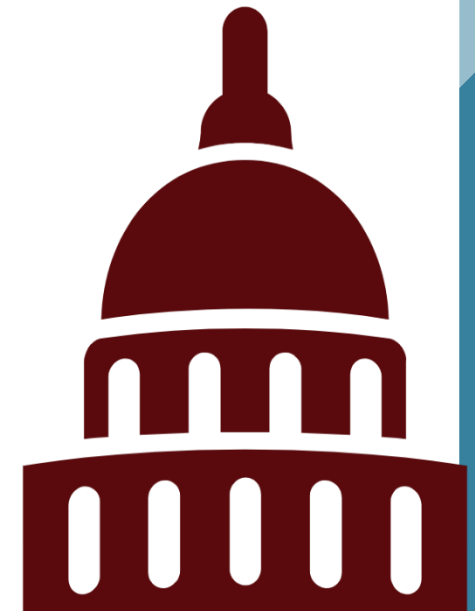
Problem

- When Legislature established graduation pathway options in 2019, the Legislature anticipated implementation and access barriers and charged the Board with research on implementation and recommendations for changes and additions to pathway options.
- Research findings:
 - The initial set of pathway options do not meet the needs of all students
 - Lack of alignment between pathways and students' goals for high school and beyond
 - Strong interest from students, families, and educators in having more relevant, engaging, and authentic options











Proposed solution

- Clarify the purpose of graduation pathways
- Add more options including a performance-based pathway and a work-based pathway
- Establish ongoing data review at the state and local levels with aim of ensuring the options are equitably offered



Graduation pathway options

2019 legislation replaced exit exams with graduation pathway options:

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

Intended to allow students to show they are ready for their own education and career goals for after high school.

They should be:

- Student-focused
- Individualized
- Adaptable
- Rigorous
- Meaningful

Washington State's High School Diploma

High School & Beyond Plan

A planning tool that helps students identify interests, set goals, and choose high school courses + activities



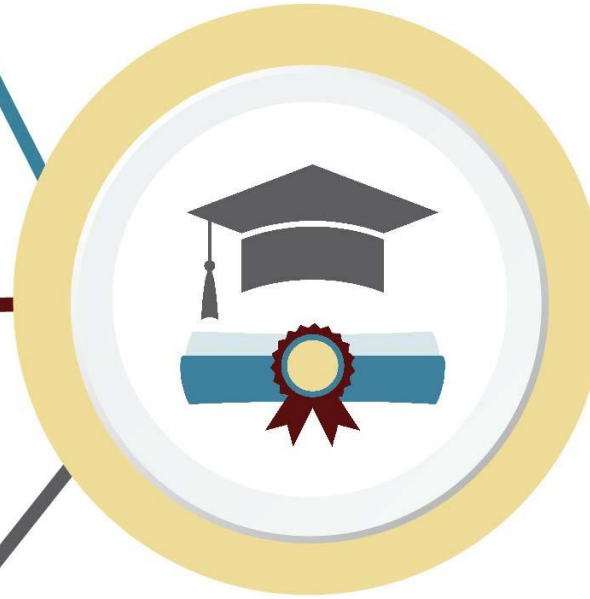
Credit & Subject Area Requirements

Students develop knowledge and skills outlined in state learning standards for core + other subjects



Graduation Pathway Options

Ways students show readiness for their individual education and career goals for life after high school



Purpose

To declare that a student is *ready for success* in:

- Postsecondary education
- Gainful employment
- Civic engagement
- Lifelong learning

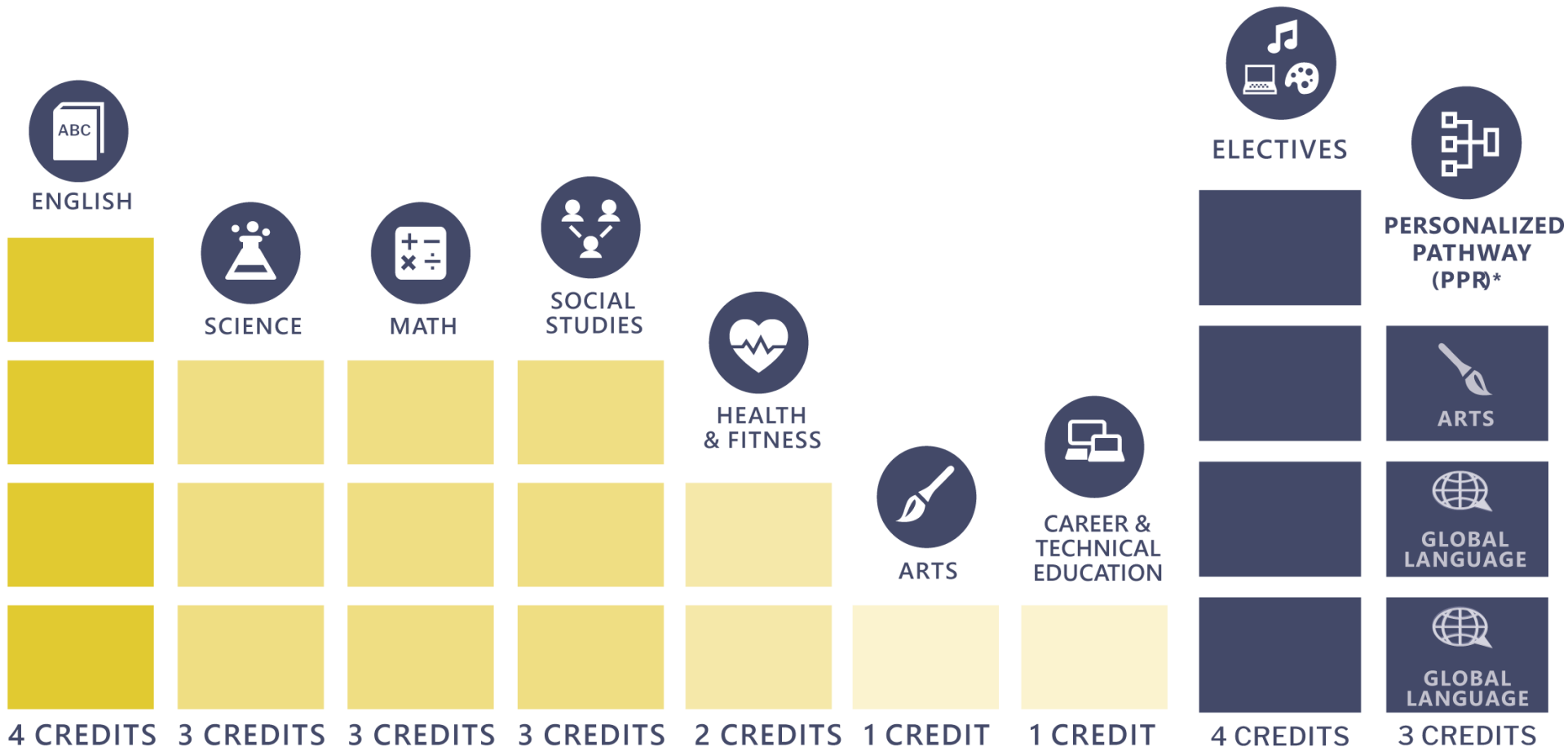
(RCW 28A.230.090)

Subject-area Requirements

24 TOTAL CREDITS

17 CORE

7 FLEXIBLE



**Personalized pathway requirements (PPR) are electives in any subject that align with the student's High School and Beyond Plan. The arts and world language credits can be replaced with other electives.*

Clarify purpose

- Pathways provide students with multiple ways to demonstrate readiness in furtherance of the student's individual goals for high school and beyond
- "Demonstrate readiness" = the student is able to apply state learning standards in:
 - (a) English language arts and mathematics
OR
 - (b) Two or more core subject areas that most directly align with the student's high school and beyond plan



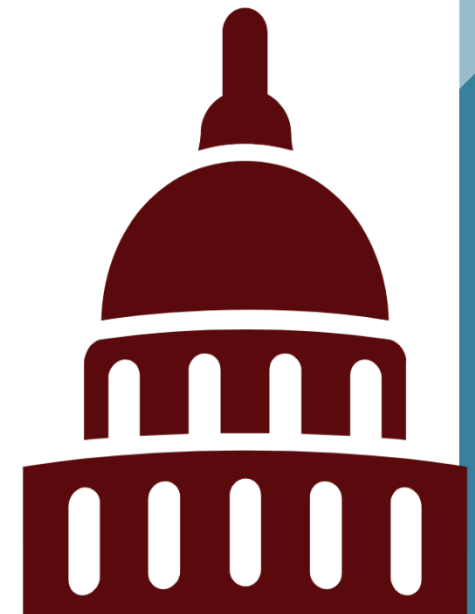
Add a performance-based pathway

- Complete a performance-based learning experience through which the student applies knowledge and skills in a real-world context, providing evidence of applying state learning standards in at least two mandatory core subjects most directly aligned with the student's education or career goals as stated in their HSBP
- May take variety of forms (e.g., project, practicum, cultural activity) and may result in a variety of products that can be evaluated (e.g., performance, presentation, portfolio, report, film, exhibit)
- Must meet state requirements set in rule regarding:
 - Safety and quality of learning experience
 - Assessment criteria for determining the student has applied the learning standards
- Evaluation of the student's performance must include at least one certificated teacher with an endorsement in each relevant subject area or other applicable qualifications permitted by PESB
- School district adopts policy before providing this pathway



Add a work-related pathway

- Complete a work-related learning experience through which the student applies state learning standards in at least two of the mandatory core subject areas most directly aligned with the student's HSBP goals
- May include paid or unpaid work experience, community service, internship, apprenticeship, pre-apprenticeship
- Must meet the same requirements as the performance-based pathway regarding:
 - Safety and quality of learning experience
 - Assessment criteria for determining student has applied the learning standards
- School district adopts policy before providing this pathway



Establish ongoing data review

- OSPI annually collects and reports which pathways are available to students at each school district and number of students using each pathway (current requirement)
- State Board of Education to review and monitor school district compliance with requirements for implementation of pathways and for the district's data review, with annual data collection and biennial report
- School districts to examine data annually to determine if there is disproportionality among student groups participating in and completing pathways offered. If so, district must identify reasons and implement strategies as appropriate to ensure options are equitably available to all students.



Other changes

- School districts must annually provide students in grades 8-12 and their guardians with comprehensive information about the pathways offered
 - Consistent with language access policy and procedures
 - Strong encouragement to begin providing in 6th grade
- Clean-up of AP/IB/CI pathway subsection
 - Points to existing higher ed statute on exam scores consistent with college credit
 - Moves list of qualifying courses from statute into SBE rule





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Mastery-based Learning Budget Request

Mastery-based learning (MBL)

- A learning approach where students advance upon mastery of content as measured by meaningful, authentic assessments tied to state learning standards.
- Students take ownership of their learning, advance at their own pace, and receive differentiated support based on their interests and needs.
- Intentionally integrated with culturally responsive-sustaining education, it is an equity strategy with the potential to close opportunity gaps.
 - Culturally responsive-sustaining education explores the relationship between conditions of inequality and ideas that shape access, participation, and outcomes for learners. It recognizes students' diverse characteristics and backgrounds as assets for teaching and learning.



Legislative investments in advancing MBL

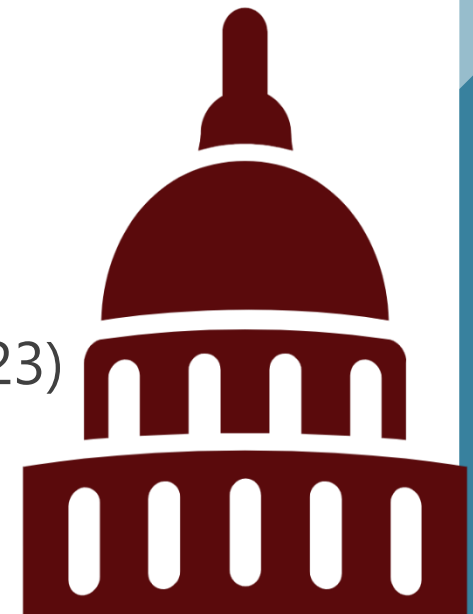
- 2019 Legislature established the **MBL Work Group** to identify barriers and opportunities for increasing student access to MBL (E2SHB 1599)
- 2021 Legislature extended the MBL Work Group to develop the **Profile of a Graduate** and authorized the Board to make recommendations to align graduation requirements with the Profile (SSB 5249)
- 2021 Legislature provided funding to launch a **demonstration grant** project (ESSB 5092)





MBL Collaborative Demonstration Grant Project

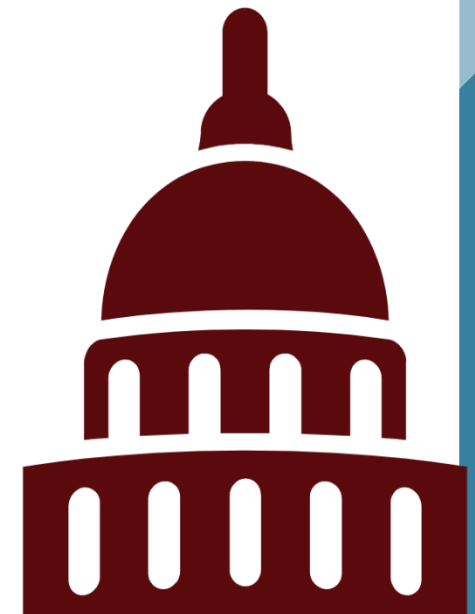
- Initial funding of \$5M for the 2021-23 biennium, including \$1.5M in FY22 and \$3.5M in FY23, for the following:
 - Grants to school districts
 - Professional development of school district staff
 - Implementation support
- Grantees are required to:
 - Report on impacts (evaluation)
 - Participate in a collaborative to share best practices
- Status
 - Cohort 1 = 20 schools
 - Just completed planning year (FY22)
 - Beginning first year of intensive professional learning (FY23)
 - Federal ESSER funds will cover a third year (FY24)





Proposal

- Continuation and expansion of the demonstration project
 - Continuation funding for the first cohort
 - Adding of a second cohort
- More comprehensive evaluation of the project
 - To help us understand potential barriers, supports needed, and early outcomes
 - Report with recommendations
- Development of a resource suite
 - To support school districts statewide that are interested in transitioning to MBL





Propose a 4-year grant model

Year 1	Planning year	\$40k/school
Year 2	Intensive professional learning	\$125k/school
Year 3	Intensive professional learning + implementation begins	\$125k/school
Year 4	Professional learning + implementation	\$60k/school <i>Ramp down to facilitate shift to self-sustaining</i>

Funding to support:

- Grants to school districts
- Contracts with:
 - Professional learning providers
 - Higher education partners
 - Community-based organizations
 - External evaluator
- Staff support provided by SBE, OSPI, and PESB
- Events, travel, equipment, overhead



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