



Spring 2020: Grades, Graduation Pathways, and Waivers

Washington State Board of Education
October 2020



Conversation today

- Linda Drake, Director of Career- and College Readiness Initiatives, State Board of Education (SBE)
- Dr. Deb Came, Assistant Superintendent for Assessment and Student Information, Office of Superintendent of Public Instruction (OSPI)
- Dr. Andrew Parr, Research Director, State Board of Education (SBE)



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



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

Spring 2020

- Temporary measures responsive to school closures:
 - Grading guidance and subsequent rule adoption by OSPI
 - Emergency “COVID credit waiver” for graduating seniors in the Class of 2020 emergency rule adoption by SBE
- Existing policy in spring 2020:
 - Graduation Pathway Options
 - Expedited Assessment Appeal (EAA Waiver) available through the Class of 2020



Grading Policy for Grades 9-12

- Do no harm
- Students had the opportunity to improve grades
- Elimination of "pass," "fail" or "no credit"
- Teachers assigned grades or assigned incompletes
- Classes taken during closure denoted in student transcripts
- Opportunities for re-engagement for students assigned incompletes
- All students given an opportunity for continuous learning

[Student Learning and Grading Guidance 2020](#). OSPI, April 21, 2020.



Emergency Credit Waiver

- School districts applied for the authority to award a waiver to individual students who were on-track to graduate
- Districts must make a good faith effort to help students earn the credit
- Waived credit could be both core and flexible credits, but is limited to courses the student was enrolled in or planned to reasonably complete by the end of the 2019-2020 school year
- Credits waived through an emergency credit waiver were denoted on student transcripts

[SBE Emergency Waiver Program web page](#)



Graduation Pathway Options

- Legislation passed in the 2019 session (HB1599) established multiple graduation pathway options
- The Class of 2020 was the first class to have graduation pathway options as graduation requirements
- Spring 2020 administration of assessments used in the graduation pathway options were cancelled
- The Expedited Assessment Appeal waiver was available to students in the Class of 2020 who had not yet met a graduation pathway option

[SBE Graduation Pathway Options Web page](#)

Options include:

- **State Assessment**
- **Dual Credit Courses**
- **AP/IB/Cambridge exams and courses**
- **SAT/ACT**
- **Transition Courses**
- **Combinations of at least one English Language Arts or Math in any of the options above**
- **ASVAB (Armed Services Vocational Aptitude Battery)**
- **Career and Technical Education course sequences**



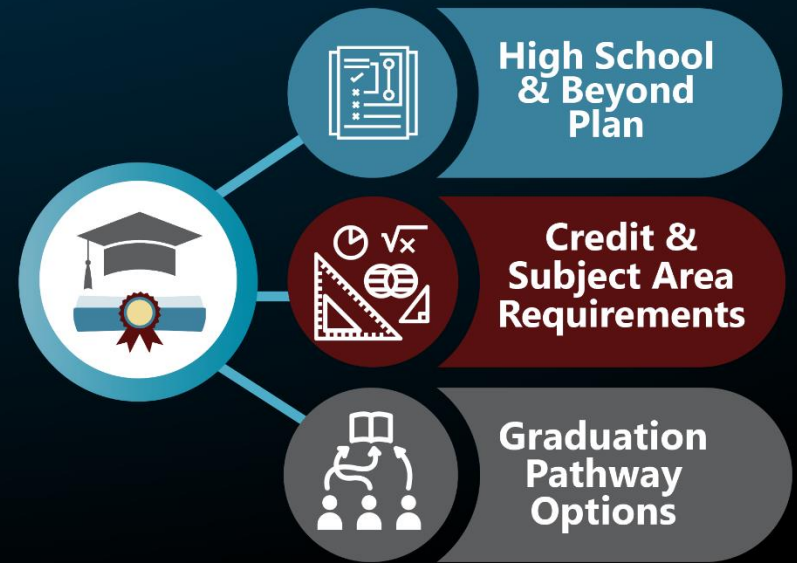
Expedited Assessment Appeal (EAA) Waiver

- Was available to students in the Classes of 2014 to 2020, as an appeal of the assessment requirement, and de facto, the graduation pathway option.
- For students in the Class of 2020, demonstration of the eligibility for an EAA:
 - Completion of a college-level course
 - Admission to a higher education institution or career preparation program
 - Scholarship for higher education
 - Military enlistment
 - Other demonstration of student's skills and knowledge

[OSPI Expedited Assessment Appeal FAQ web page](#)



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Spring 2020: Grades, Graduation Pathways, and Waivers

September 2020

Preliminary Data

Assessment and Student Information
Office of Superintendent of Public Instruction



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Grades, Graduation Pathways, and Waivers

Spring 2020 course grades

- Incompletes (9–12)
- Graduating seniors “COVID credit waiver”

Class of 2020

- Graduation Pathways
- Expedited Assessment Appeals (a.k.a., waiver)

CEDARS data for 2019–20 will not be complete until October, so the data presented here are not fully complete. Graduation rate data will be available in November.



“Incompletes” by grade level

Grade	# Students Total	# Students with an Incomplete	% of Students	# of Incompletes (course count)
9	87,433	10,974	12.6%	24,625
10	87,048	11,071	12.7%	24,978
11	88,188	10,017	11.4%	21,199
12	94,562	4,671	4.9%	8,643
All	355,971	36,729	10.3%	79,445

For guidance on incompletes and grading, refer to [Student Learning and Grading Guidance](#), April 2020

Percentage of students with at least one “Incomplete” grade, by district*

Districts with Highest Use of Incompletes	% of students with an incomplete	Districts with Highest Use of Incompletes	% of students with an incomplete
Bethel	37.4%	Colville	29.0%
North Mason	34.4%	Sultan	28.6%
College Place	34.1%	Kettle Falls	27.3%
Moses Lake	32.8%	Lake Chelan	25.1%
Wapato	32.6%	Zillah	23.7%
Quillayute Valley	31.4%	Othello	23.5%
Tenino	30.7%	Clover Park	22.9%
Kelso	29.0%	White Salmon	22.8%

*minimum of 400 students total in grades 9-12

COVID Credit Waivers (seniors only)

	# Students	# Students with waiver	% of students with waiver	# of COVID credit waivers
All Students	94,562	2,954	3.1%	5,924
American Indian/ Alaskan Native	1,451	55	3.8%	107
Asian	7,426	150	2.0%	286
Black/ African American	4,835	144	3.0%	347
Hispanic/ Latino	21,291	911	4.3%	1,897
Native Hawaiian/ Other Pacific Islander	1,101	45	4.1%	122
Two or More Races	6,813	234	3.4%	434
White	52,237	1,415	2.7%	2,731

COVID Credit Waivers (seniors only)

	# Students	# Students with waiver	% of students with waiver	# of COVID credit waivers
All Students	94,562	2,954	3.1%	5,924
English learners	6,439	322	2.0%	690
Foster care	643	24	3.0%	68
Homeless	3,934	246	4.3%	572
Low Income	39,328	1,712	4.1%	3,626
Migrant	1,923	105	3.4%	227
Students with disabilities	12,187	359	2.7%	759
Female	45,760	1,278	2.8%	2,463
Male	48,637	1,669	3.1%	3,450

Percentage of seniors* with a COVID Credit Waiver

Districts with Highest Use of COVID waivers	% of seniors with COVID waiver	Districts with Highest Use of COVID waivers	% of seniors with COVID waiver
Kettle Falls	32.5%	Port Angeles	11.7%
North Mason	25.6%	University Place	11.6%
Lake Chelan	25.0%	Toppenish	9.9%
Woodland	24.1%	Bremerton	9.8%
Nooksack Valley	14.9%	Sultan	9.7%
White Salmon Valley	14.4%	Mount Baker	9.3%
Anacortes	13.0%	Renton	9.3%
Yakima	12.2%	Rochester	9.2%

*minimum of 100 students

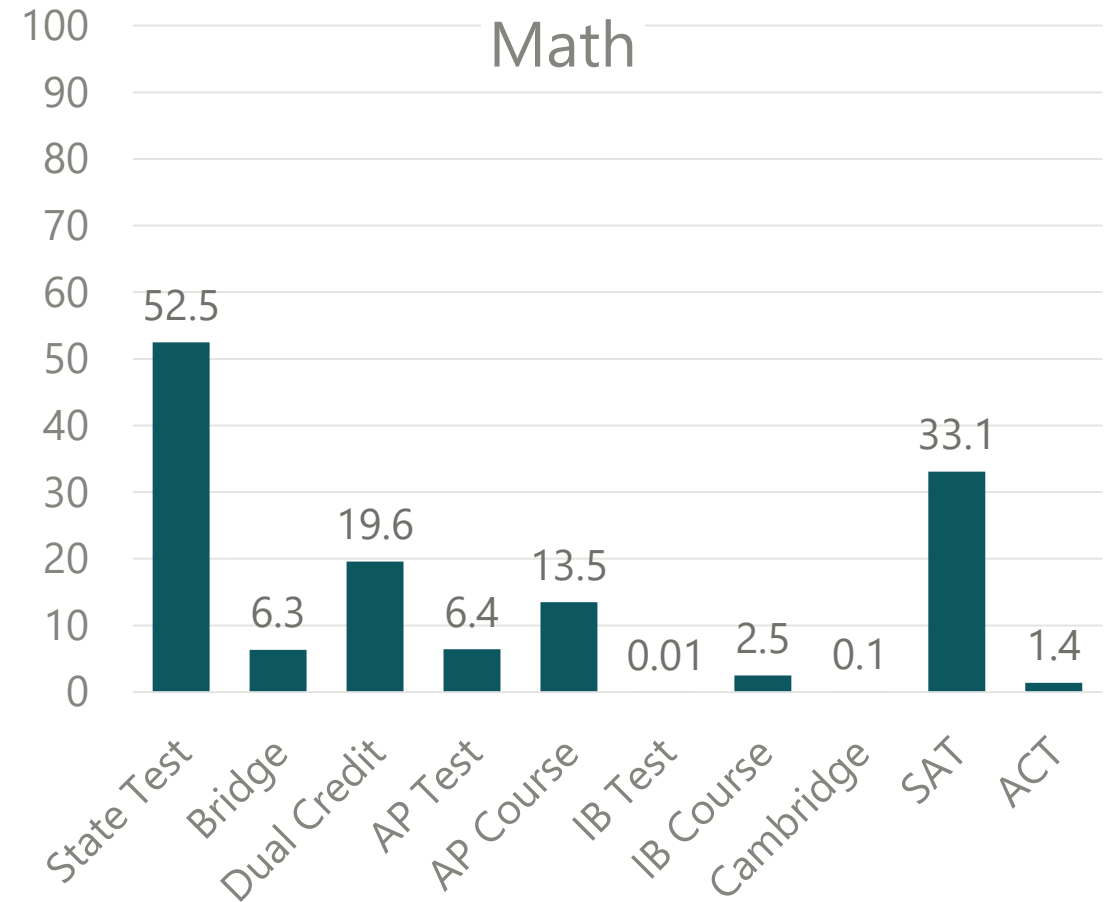
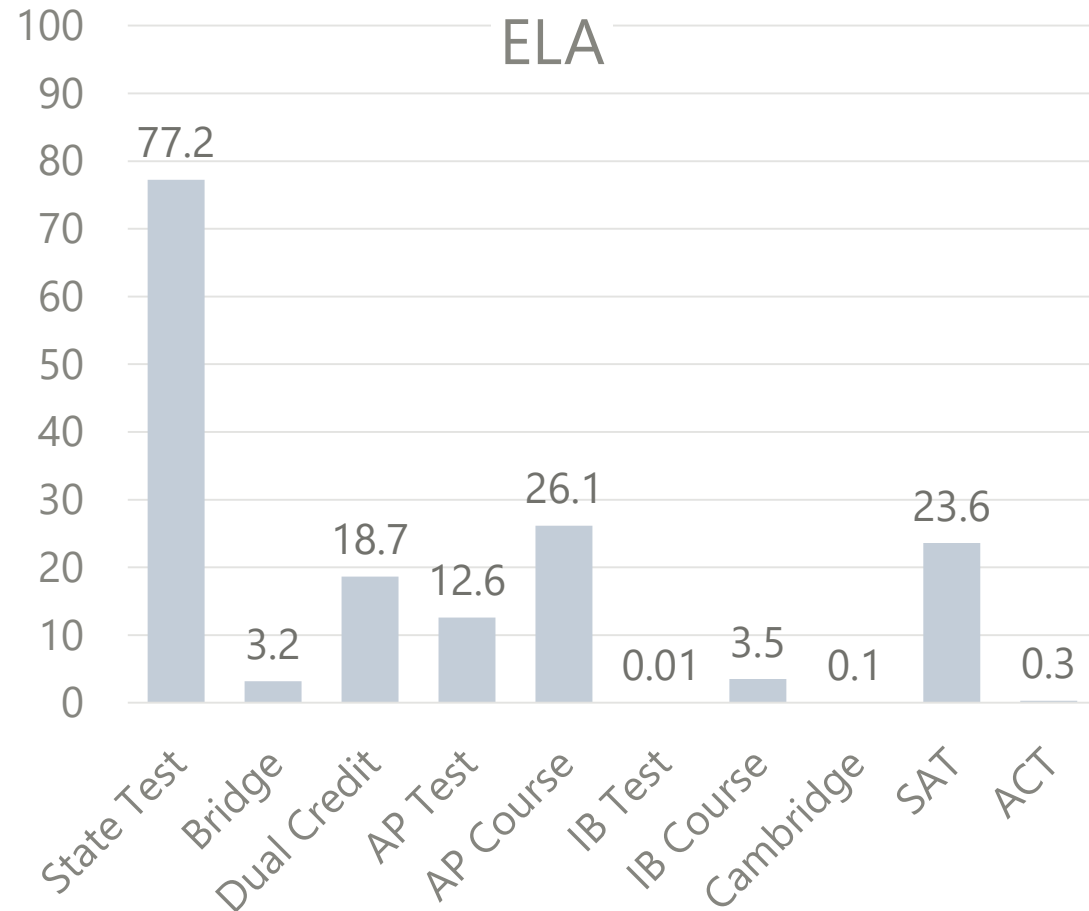
Graduation Pathways

Class of 2020



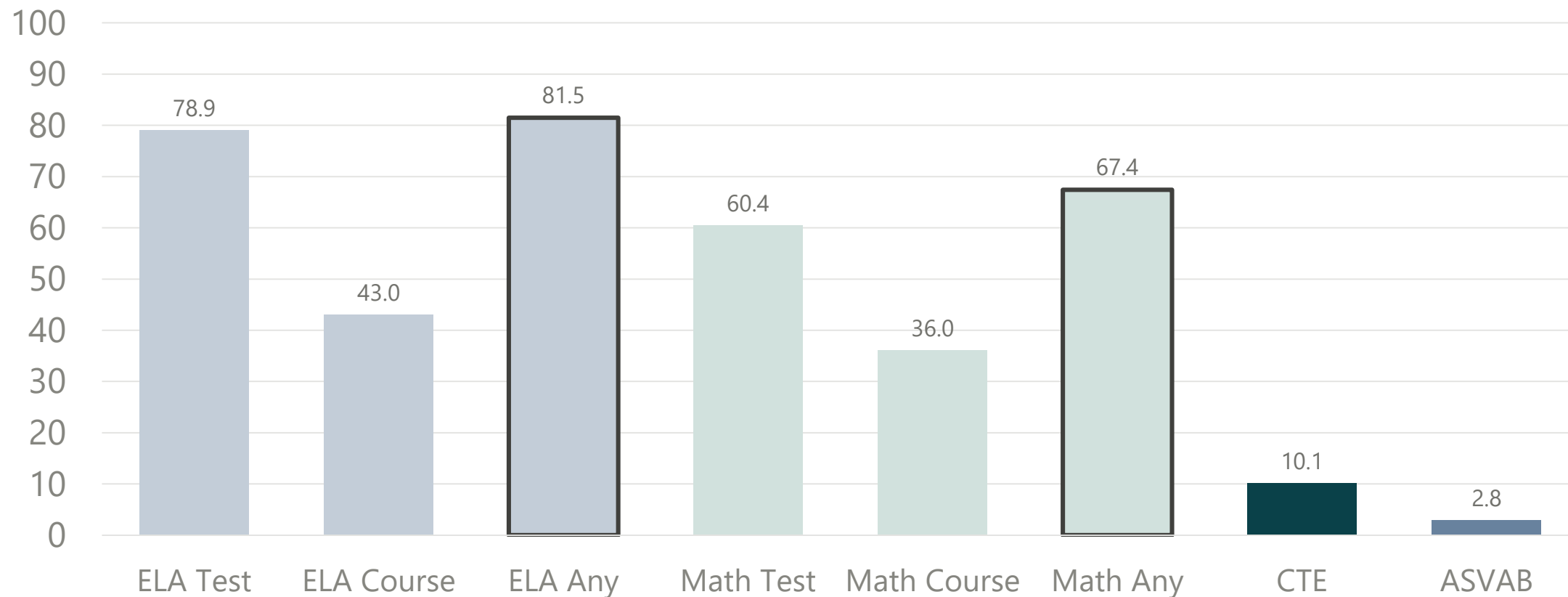
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Pathways: routes taken by Class of 2020



Percent of Class of 2020 to achieve a particular pathway. Students may be in multiple columns.

Pathways Groupings



These data combine pathways by type. For example, 78.9 percent of students met *at least one* ELA test (Smarter Balanced or SAT or AP, etc.). Similarly, 81.5% of students met at least one ELA pathway, which could be either a test or a course.

ELA Pathways by Student Group

	% ELA State Test	% ELA Bridge	% ELA Dual Credit	% ELA AP Test	% ELA AP Course	% ELA IB Test	% ELA IB Course	% ELA Cambridge	% ELA SAT	% ELA ACT
All Students	77.2	3.2	18.7	12.6	26.1	0.0	3.5	0.1	23.6	0.3
American Indian or Alaska Native	57.4	5.2	10.8	2.5	11.0	0.0	1.1	0.0	9.6	0.3
Asian	86.0	2.7	27.3	28.0	46.0	0.1	9.4	0.1	47.5	0.2
Black or African American	60.1	5.8	14.8	5.1	21.0	0.0	7.2	0.1	28.8	0.4
White	82.5	2.2	19.7	14.6	27.6	0.0	2.4	0.1	23.1	0.3
Hispanic or Latino	66.3	4.8	15.0	4.1	16.4	0.0	3.4	0.0	14.5	0.3
Native Hawaiian / Pacific Islander	57.3	8.9	8.7	2.9	18.8	0.0	4.2	0.3	22.7	0.5
2 or more races	79.1	3.0	18.0	14.4	30.0	0.0	3.8	0.1	27.9	0.4
Students with disabilities	34.9	2.7	4.2	0.8	4.2	0.0	1.3	0.0	5.8	0.1
Low Income	67.0	4.6	13.8	4.1	15.9	0.0	3.1	0.0	16.8	0.3
English Learner	34.7	8.3	8.6	1.3	8.1	0.0	3.5	0.0	9.7	0.5
Female	81.2	3.0	22.5	14.5	30.4	0.0	3.8	0.1	26.5	0.4
Male	73.4	3.3	15.0	10.8	22.1	0.0	3.2	0.1	20.9	0.2

Math Pathways by Student Group

	% Math State Test	% Math Bridge	% Math Dual Credit	% Math AP Test	% Math AP Course	% Math IB Test	% Math IB Course	% Math Cambridge	% Math SAT	% Math ACT
All Students	52.5	6.3	19.6	6.4	13.5	0.0	2.5	0.1	33.1	1.4
American Indian or Alaska Native	28.5	9.0	8.8	0.9	4.5	0.0	0.7	0.0	12.7	1.5
Asian	74.8	4.0	32.4	21.9	34.3	0.1	8.3	0.1	58.4	0.7
Black or African American	27.9	10.0	13.7	1.4	6.4	0.0	3.4	0.1	29.2	1.6
White	60.1	4.9	20.9	6.8	14.4	0.0	1.8	0.1	35.5	1.3
Hispanic or Latino	33.0	9.5	13.6	1.3	5.5	0.0	2.0	0.0	19.1	1.7
Native Hawaiian / Pacific Islander	29.6	11.9	11.3	1.2	4.7	0.0	2.9	0.3	24.1	1.5
2 or more races	53.8	5.9	20.7	7.2	15.7	0.0	2.6	0.1	37.4	1.3
Students with disabilities	15.9	2.9	5.6	0.6	1.7	0.0	0.3	0.0	6.0	0.7
Low Income	35.6	8.2	13.1	1.5	5.6	0.0	1.7	0.0	20.6	1.3
English Learner	15.5	9.9	9.4	1.3	3.5	0.0	1.5	0.0	11.6	1.3
Female	53.4	6.9	21.3	6.1	13.0	0.0	2.7	0.1	36.4	1.6
Male	51.7	5.8	18.0	6.8	14.0	0.0	2.3	0.1	30.0	1.2

CTE and ASVAB Pathways by Student Group

Student Group	% CTE Grad Pathway	% ASVAB
All Students	10.0	2.8
American Indian or Alaska Native	6.3	3.5
Asian	10.4	1.2
Black or African American	6.7	1.7
White	10.2	3.1
Hispanic or Latino	10.4	3.0
Native Hawaiian or Other Pacific Islander	8.4	2.5
2 or more races	9.8	3.1
Students with disabilities	11.0	1.5
Low Income	9.4	3.3
English Learner	9.0	1.4
Female	8.9	2.3
Male	11.1	3.3

Expedited Assessment Appeals (waiver) Class of 2020

Math (only)	ELA (only)	Both Math and ELA	TOTAL # Students
5,289	614	3,078	8,981

Expedited Assessment Appeals (waiver) by Student Group (Class of 2020)

Student Group	% with ELA EAA	% with Math EAA
American Indian or Alaska Native	7.7%	14.3%
Asian	3.6%	5.3%
Black or African American	10.2%	18.3%
White	2.5%	7.1%
Hispanic or Latino	7.8%	16.2%
Native Hawaiian or Other Pacific Islander	12.0%	18.9%
2 or more races	3.6%	9.2%
English learners	18.2%	24.2%
Students with disabilities	9.0%	14.1%
Low-income	6.8%	14.4%

EAA Waiver Categories

	ELA	Math
Admission to a higher ed institution or career prep program	50%	54%
Other (intended test was cancelled)	45%	38%
Award of a scholarship for Higher education	2%	3%
Other demonstration of student`s skills and knowledge	1%	3%
Successful completion of college level class in the relevant subject area	1%	2%
Enlistment in a branch of the military	0.5%	0.4%
Other (intended pathway course resulted in waived credit)	0.3%	0.3%

Contact Us!

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2020 Graduation Pathway Access and Usage

Washington State Board of Education

October 15, 2020



Key Takeaways

- Disparate educational outcomes and access are widespread and persistent in the Washington educational system, and the nation for that matter.
- Some students (and student groups) have different educational opportunities than other student groups and this results in different educational outcomes groups based on group membership.
- This work will highlight disparate access in the Washington educational system:
 - Students identifying as Asian, White, or Two or More Races are more likely to meet graduation pathway requirements by meeting standard on the assessments, and earning dual credit, and demonstrating success on AP (or IB), exceeding the minimum score on the SAT, and or completing a CTE sequence.
 - Students identifying as Native American/Alaskan, Black/African American, Hawaiian/Pacific Islander, or Hispanic/Latinx are more likely to meet graduation pathway requirements through a Bridge Course or the ASVAB.
 - Native American/Alaskan, Hawaiian/Pacific Islander, Hispanic/Latinx, and students identifying with Two or More Races accessed the Emergency (COVID19) Credit Waivers at disproportionately high rates.
- Native American/Alaskan, Black/African American, Hawaiian/Pacific Islander, and Hispanic/Latinx, student groups accessed the Expedited Assessment Appeal at disproportionately high rates.
- **The disproportionality we are seeing in this preliminary data are similar to that which we see in other educational outcomes in Washington and nationally.**



Graduation Pathway Index Equitable Example

Understanding the Index

- In a truly **equitable** system, the percentage of students (by race/ethnicity) accessing a pathway should be approximately the same as the percentage of students (by race/ethnicity) in the cohort.
- Example of **equitable** success: if xx student group represents approximately 25 percent of the cohort, then approximately 25 percent of the students accessing the zz pathway should be from the xx student group
- Index C = B/A
 - Index < 1.00 = disproportionately low access
 - Index > 1.00 = disproportionately high access
- **This result is proportionate and appears to be fairly equitable.**

	A	B	C
Student Group	% of xx Students in Cohort	% of xx Students Accessing the zz Pathway	Pathway Index
Group A	11.5%	11.3%	0.98
Group B	58.5%	58.8%	1.01
Group C	24.5%	24.4%	1.00
Group D	5.5%	5.5%	1.00



Graduation Pathway Index Example of Disproportionality

- In the current system, the percentage of students (by race/ethnicity) accessing a pathway will be different than the percentage of students (by race/ethnicity) in the cohort.
- Example of the current **disproportionality** in the system: when xx student group represents approximately 22 percent of the cohort, but only 14 percent of xx students are successful at accessing the zz pathway, the result **disproportionate**. This may or may not be an inequitable outcome.
- The Graduation Pathway Index is 0.63, which is far below 1.00 This tells us that the pathway access is of Group A is disproportionately low.
- **This is more of a disproportionate result.**

	A	B	C
Student Group	% of xx Students in Cohort	% of xx Students Accessing zz Pathway	Pathway Index
Group A	22.4%	14.1%	0.63
Group B	4.1%	13.6%	3.32
Group C	59.1%	61.1 %	1.03
Group D	4.6%	2.5%	0.53
Group E	9.8%	8.7%	0.89



Data Limitations

Preliminary Data

Everything you will see in the SBE tables and charts is derived from **preliminary** data provided by the OSPI.

The data does not consider the availability of all graduation pathways by school district by student group which is an important consideration.

We will be reporting on final data in the coming months.

PRELIMINARY DATA



Graduation Pathway Index – ELA

Preliminary Results

	ELA Test	ELA Bridge Course	ELA Dual Credit	ELA AP Course	ELA IB Course	ELA SAT
Amer. Indian/Alaskan	0.74	1.65	0.58	0.42	0.32	0.41
Asian	1.11	0.85	1.46	1.76	2.66	2.01
Black/African American	0.78	1.84	0.79	0.80	2.06	1.22
Hispanic/Latinx	0.86	1.51	0.80	0.63	0.97	0.62
Hawaiian/Pacific Isl.	0.74	2.80	0.46	0.72	1.20	0.96
White	1.07	0.70	1.06	1.06	0.68	0.98
Two or More Races	1.02	0.94	0.96	1.15	1.09	1.18

- White cells = pathway access that is disproportionately low – Index < 0.95
- Blue cells = pathway access that is fairly proportionate – Index is 0.95 to 1.05
- Green cells = pathway access that is disproportionately high – Index > 1.05

Graduation Pathway Index – Math

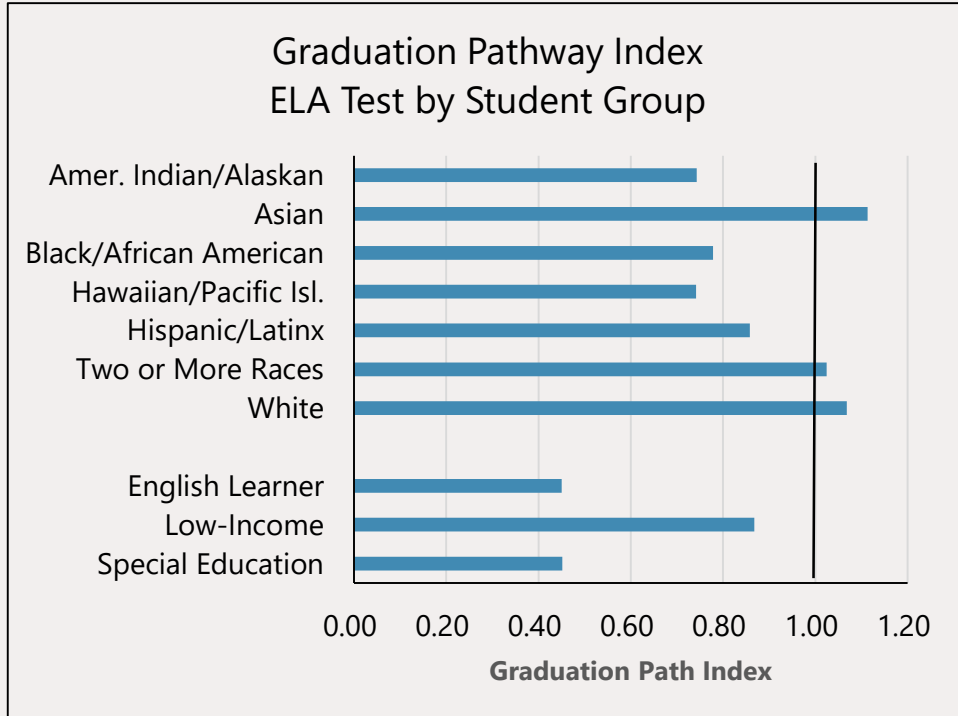
Preliminary Results

	Math Test	Math Bridge Course	Math Dual Credit	Math AP Course	Math IB Course	Math SAT
American Indian/Alaska Native	0.54	1.42	0.45	0.34	0.27	0.38
Asian	1.42	0.63	1.65	2.54	3.31	1.77
Black/African American	0.53	1.58	0.70	0.48	1.34	0.88
Hispanic/Latinx	0.63	1.51	0.69	0.41	0.72	1.07
Hawaiian/Pacific Islander	0.56	1.89	0.58	0.35	0.81	0.58
White	1.14	0.78	1.07	1.06	1.16	0.73
Two or More Races	1.03	0.93	1.06	1.16	1.05	1.13

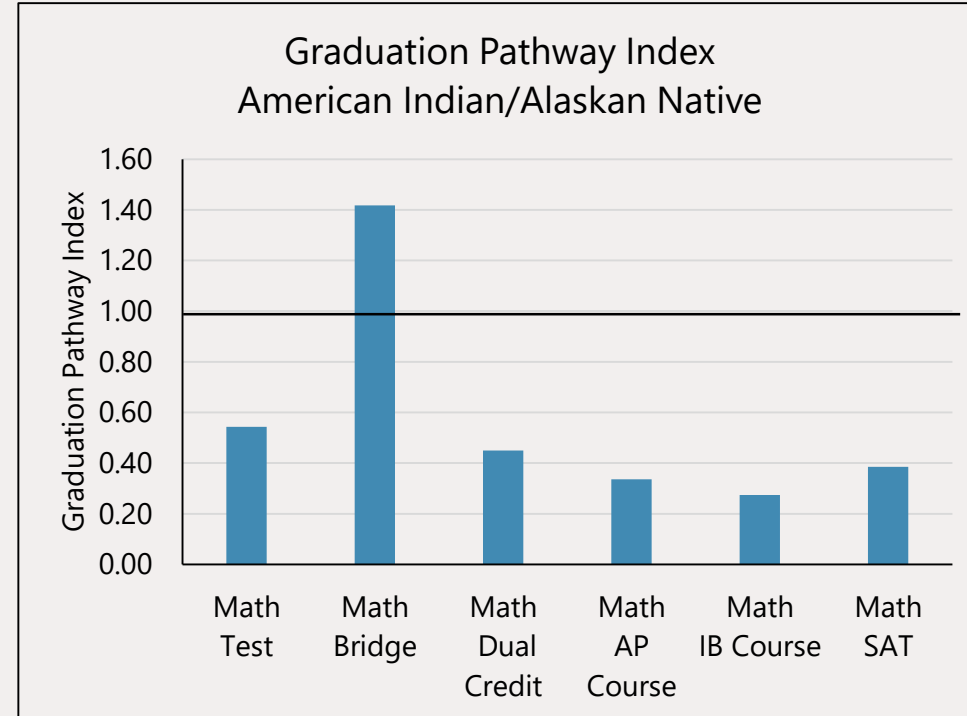
- White cells = pathway access that is disproportionately low – Index < 0.95
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- Green cells = pathway access that is disproportionately high – Index > 1.05

Graduation Pathway Index

Two More Ways to Look at the (Preliminary) Data



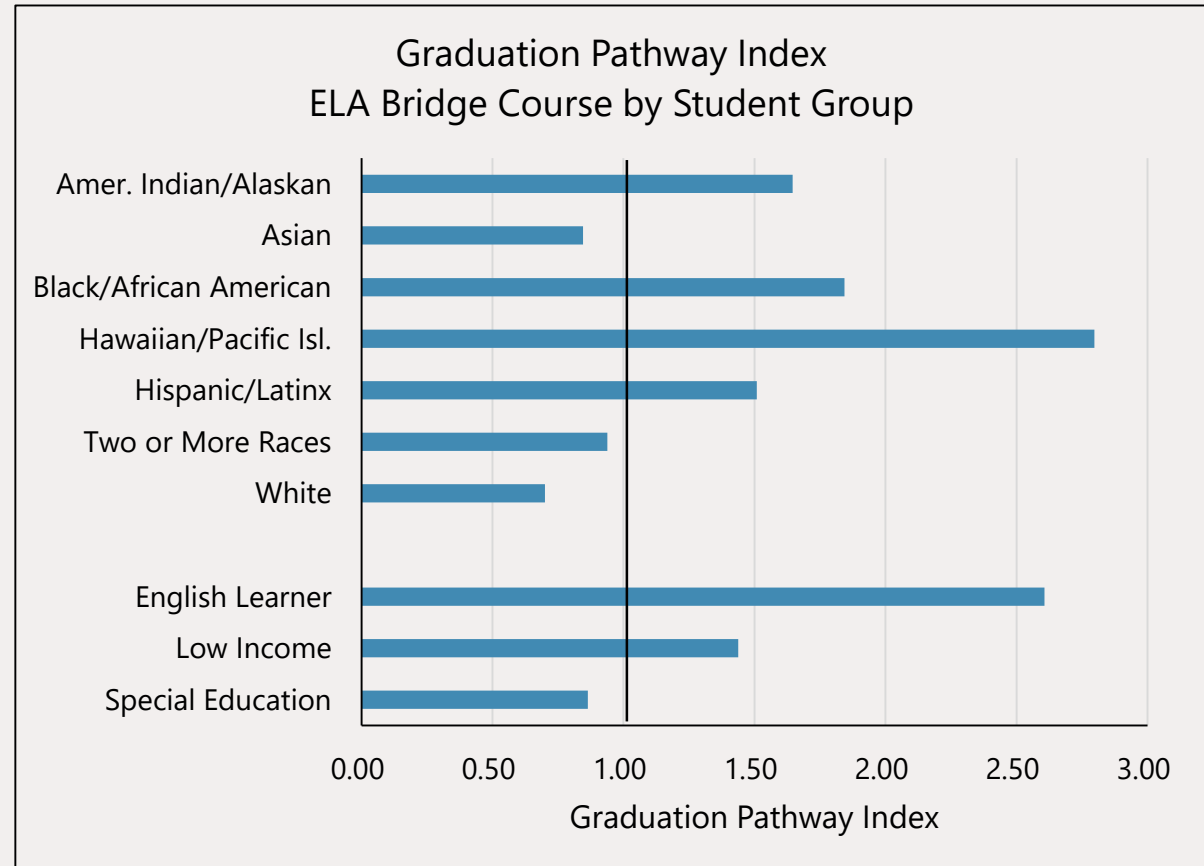
By graduation pathway x student group



By student group x graduation pathway

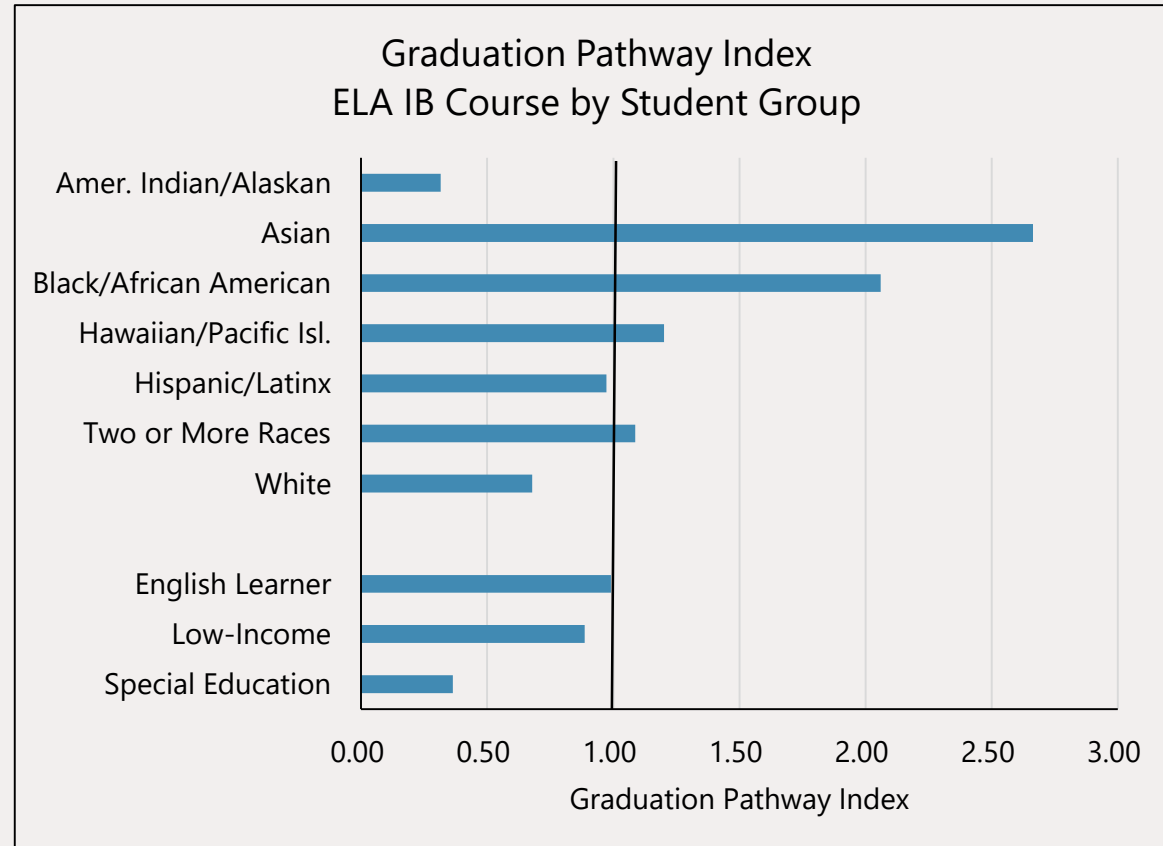
Graduation Pathway Index ELA Bridge Course (Preliminary Data)

- The Native American/Alaskan, Black/African American, Hawaiian/Pacific Islander, and Hispanic/Latinx student groups accessed the ELA Bridge Course graduation pathway at disproportionately high rates.
- The Asian, White, and Two or More Races student groups accessed the ELA Bridge Course graduation pathway at disproportionately low rates.
- The English Learner and Low-Income student groups accessed the ELA Bridge Course graduation pathway at disproportionately high rates.



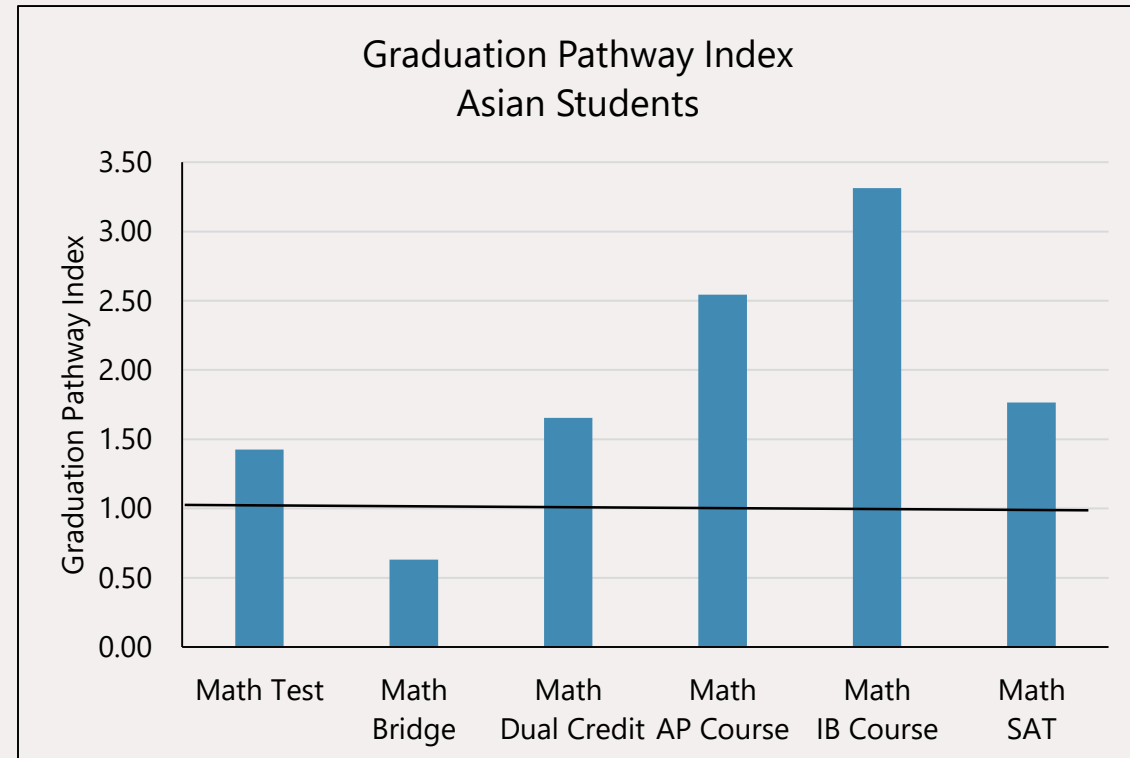
Graduation Pathway Index ELA IB Course (Preliminary Data)

- The Black/African American, Asian, Hawaiian/Pacific Islander, and Two or More Races student groups accessed the ELA IB Course graduation pathway at disproportionately high rates.
- The American Indian/Alaskan and White student groups accessed the ELA IB Course graduation pathway at disproportionately low rates.
- The Low-Income and Special Education student groups accessed the ELA IB Course graduation pathway at disproportionately low rates.



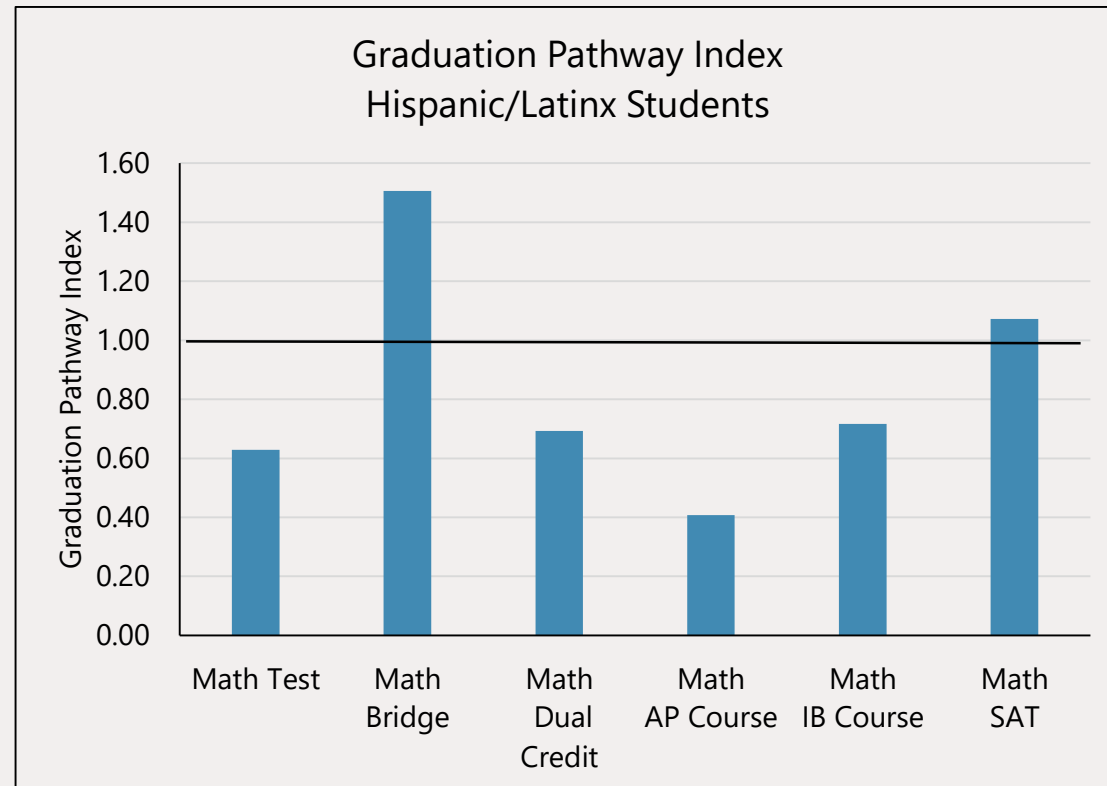
Graduation Pathway Index Asian Student Group (**Preliminary Data**)

- The Asian student group accessed the Math Test, Dual Credit, the AP Course, IB Course, and Math SAT graduation pathways at disproportionately high rates.
- The group accessed the Math Bridge Course at disproportionately a low rate.



Graduation Pathway Index Hispanic/Latinx Students (**Preliminary Data**)

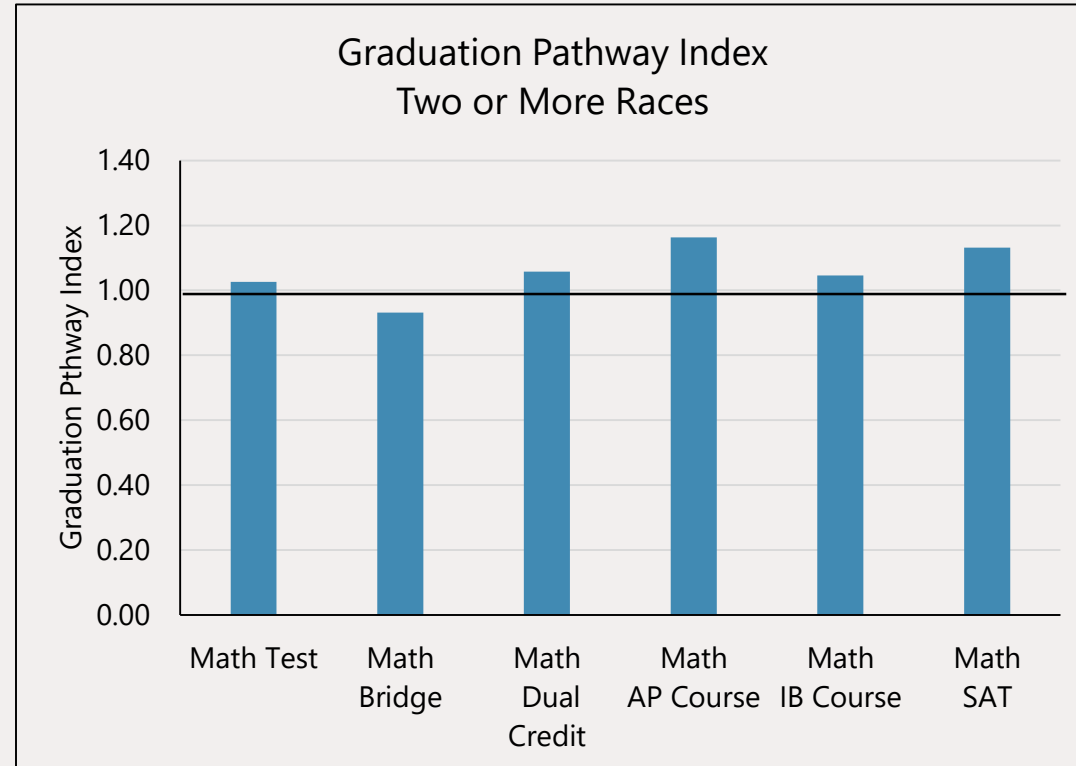
- The Hispanic/Latinx student group accessed the Math Test, Dual Credit, AP Course, and Math IB Course graduation pathways at disproportionately low rates.
- The group accessed the Math Bridge Course and Math SAT graduation pathways at disproportionately high rates.



Graduation Pathway Index

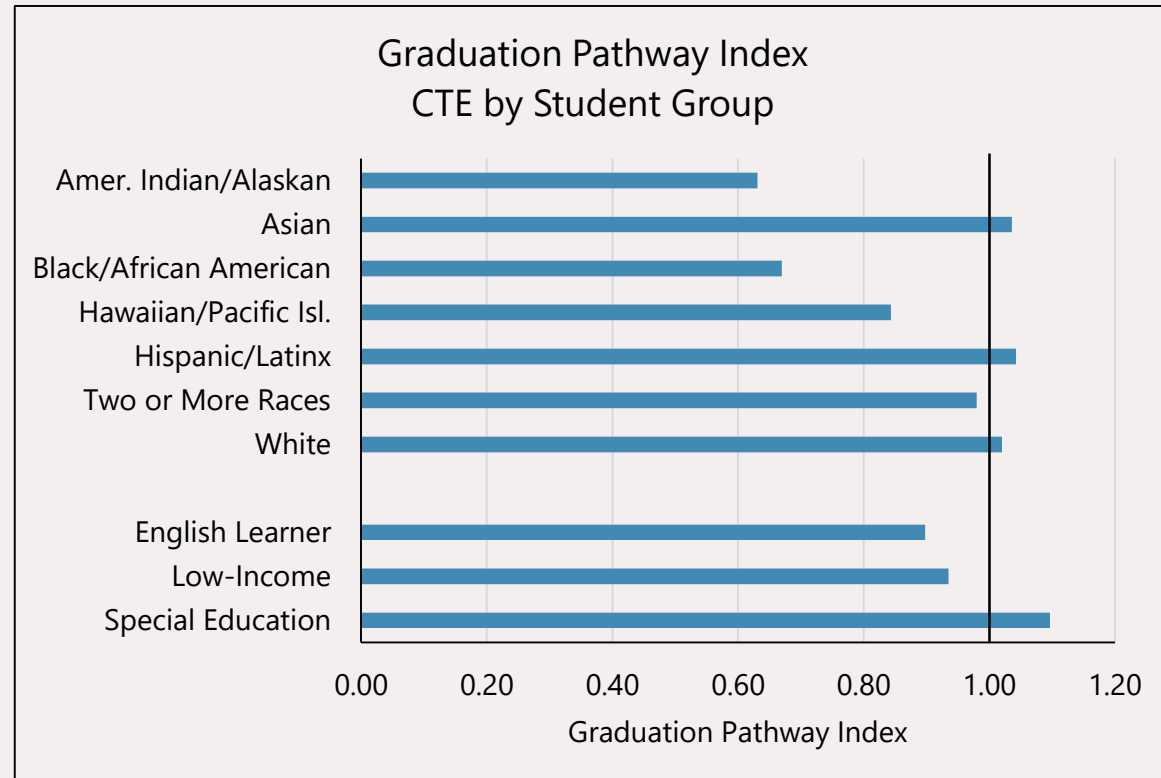
Two or More Races Student Group (**Preliminary Data**)

- The Two or More Races student group accessed the Dual Credit, Math AP Course, and the Math SAT graduation pathways at disproportionately high rates.
- The group accessed the Math Bridge Course graduation pathway at a disproportionately low rate.
- The group accessed the Math Test and Math IB Course graduation pathways at fairly proportionate rates



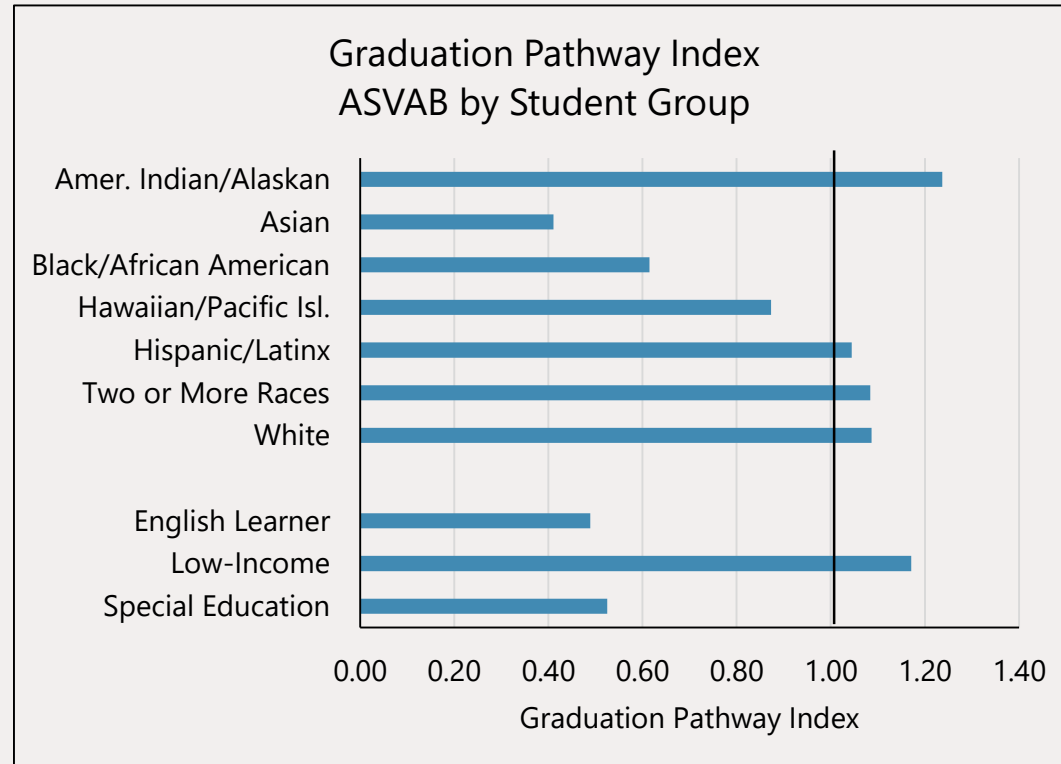
Graduation Pathway Index CTE (Preliminary Data)

- The American Indian/Alaskan, Black/African American, and Hawaiian/Pacific Islander student groups accessed the CTE graduation pathway at disproportionately low rates.
- The Asian, Hispanic/Latinx, Two or More Races, and White student groups accessed the CTE graduation pathway at fairly proportionate rates.
- The Low-Income and English Learner student groups accessed the CTE graduation pathway at disproportionately low rates.



Graduation Pathway Index ASVAB (Preliminary Data)

- The Black/African American, Asian, and Hawaiian/Pacific Islander student groups accessed the ASVAB graduation pathway at disproportionately low rates.
- The American Indian/Alaskan, Two or More Races, and White student groups accessed the ASVAB graduation pathway at disproportionately high rates.
- The Low-Income student group accessed the ASVAB graduation pathway at a disproportionately high rate.





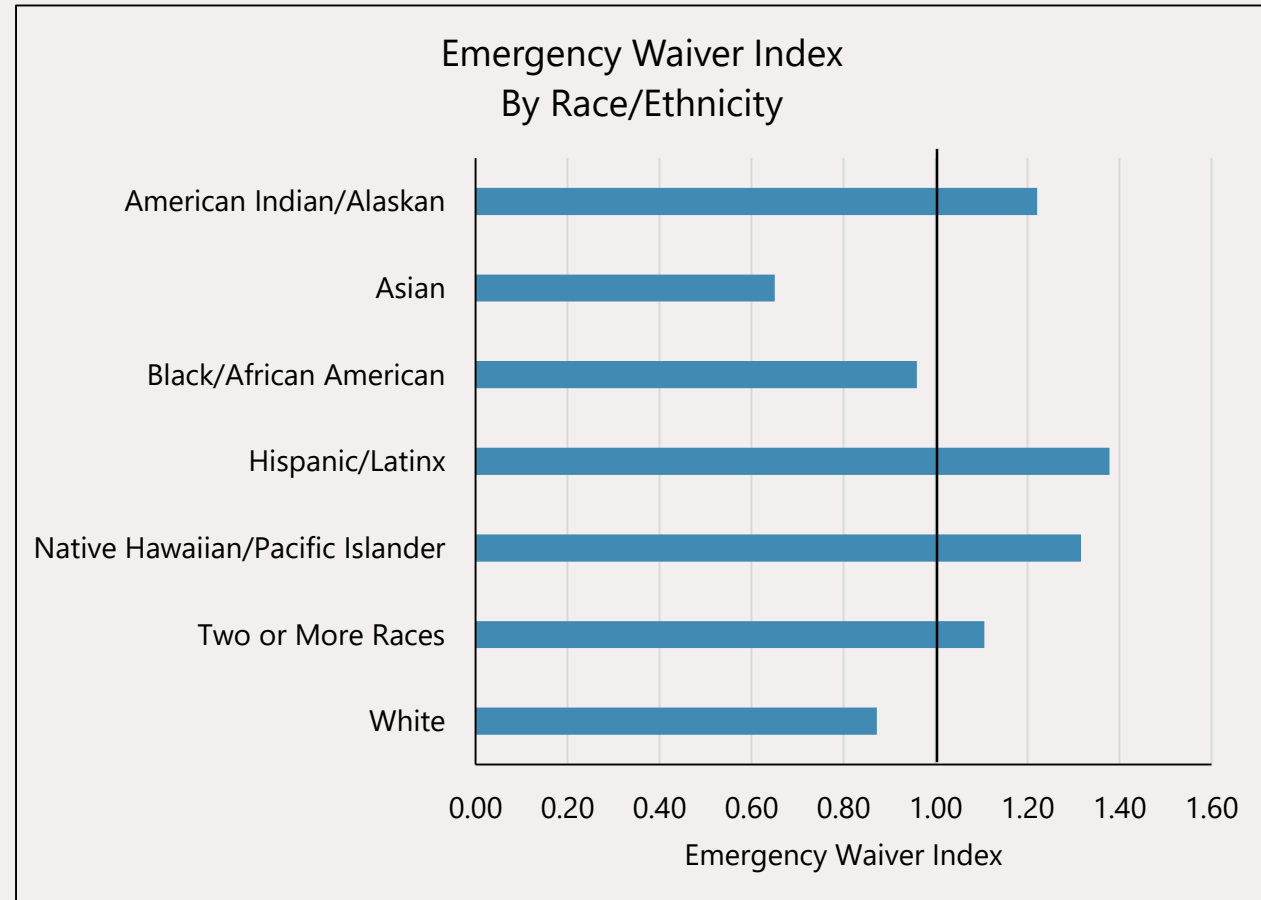
Emergency (COVID-19) Credit Waiver Index Summary (**Preliminary Results**)

- White cells = pathway access that is disproportionately low
- Blue cells = pathway access that is fairly proportionate
- Green cells = pathway access that is disproportionately high

Student Group	Percent of 2020 Seniors by Race/Ethnicity	Percent by Race/Ethnicity of the Total number of Waivers	Emergency Waiver Index
American Indian/Alaskan	1.52	1.86	1.22
Asian	7.80	5.08	0.65
Black/African American	5.08	4.87	0.96
Hispanic/Latinx	22.38	30.84	1.38
Native Hawaiian/Pacific Isl.	1.16	1.52	1.32
Two or More Races	7.16	7.92	1.11
White	54.90	47.90	0.87
English Learners	6.78	10.90	1.61
Low-Income	40.66	57.96	1.43
Students with Disabilities	12.81	12.15	0.95

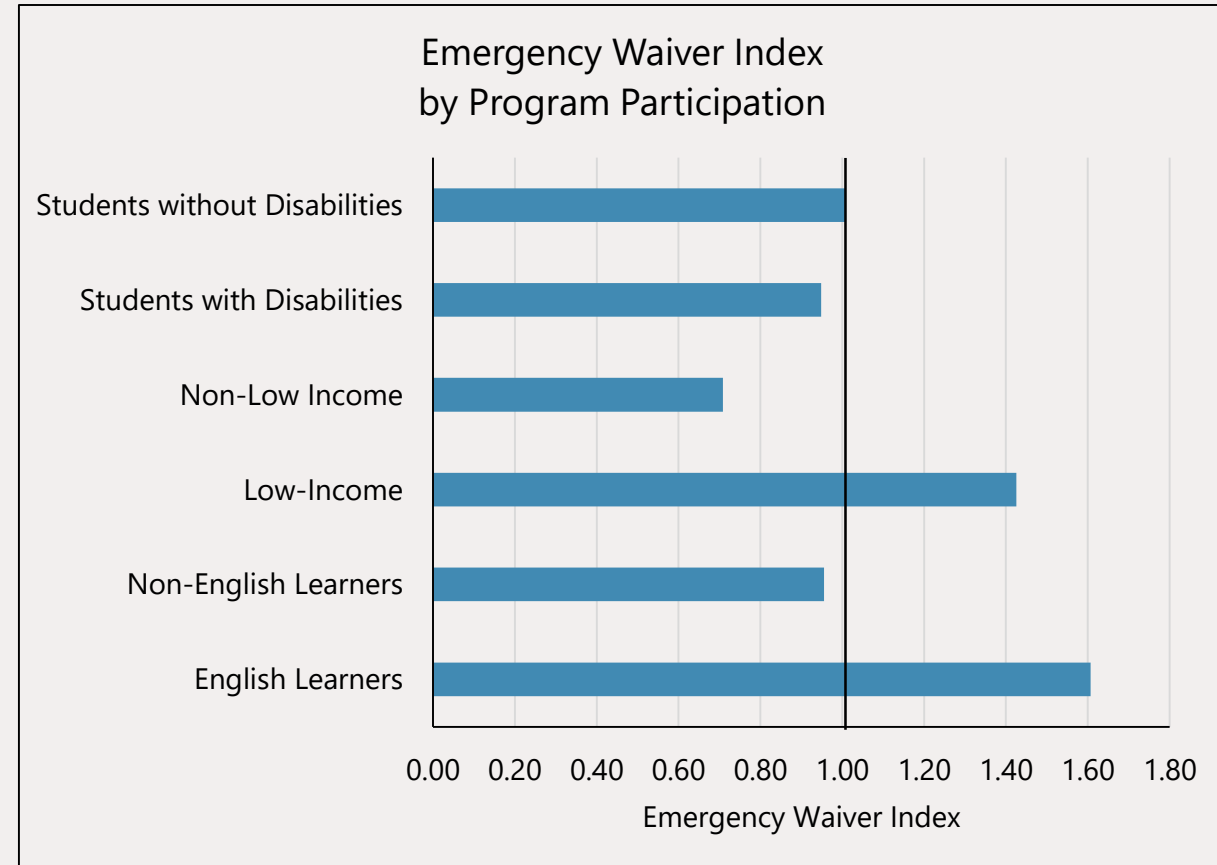
Emergency (COVID-19) Credit Waiver Index by Race/Ethnicity (**Preliminary Results**)

- The Asian and White student groups accessed the emergency waiver at disproportionately low rates.
- The Black student group accessed the emergency waiver at a fairly proportionate rate.
- The American Indian/Alaskan, Hispanic/Latinx, Hawaiian/Pacific Islander, and Two or More Races student groups accessed the emergency waiver at disproportionately high rates.



Emergency (COVID-19) Credit Waiver Index by Program Participation (**Preliminary Results**)

- The Low-Income and English Learner student groups accessed the emergency waiver at disproportionately high rates.
- The students with a disability student group accessed the emergency waiver at a fairly proportionate rate.
- Students not qualifying for the Free and Reduced Price Lunch Program accessed the emergency waiver at a disproportionately low rate.





Expedited Assessment Appeal (EAA) by Student Group (**Preliminary Results**)

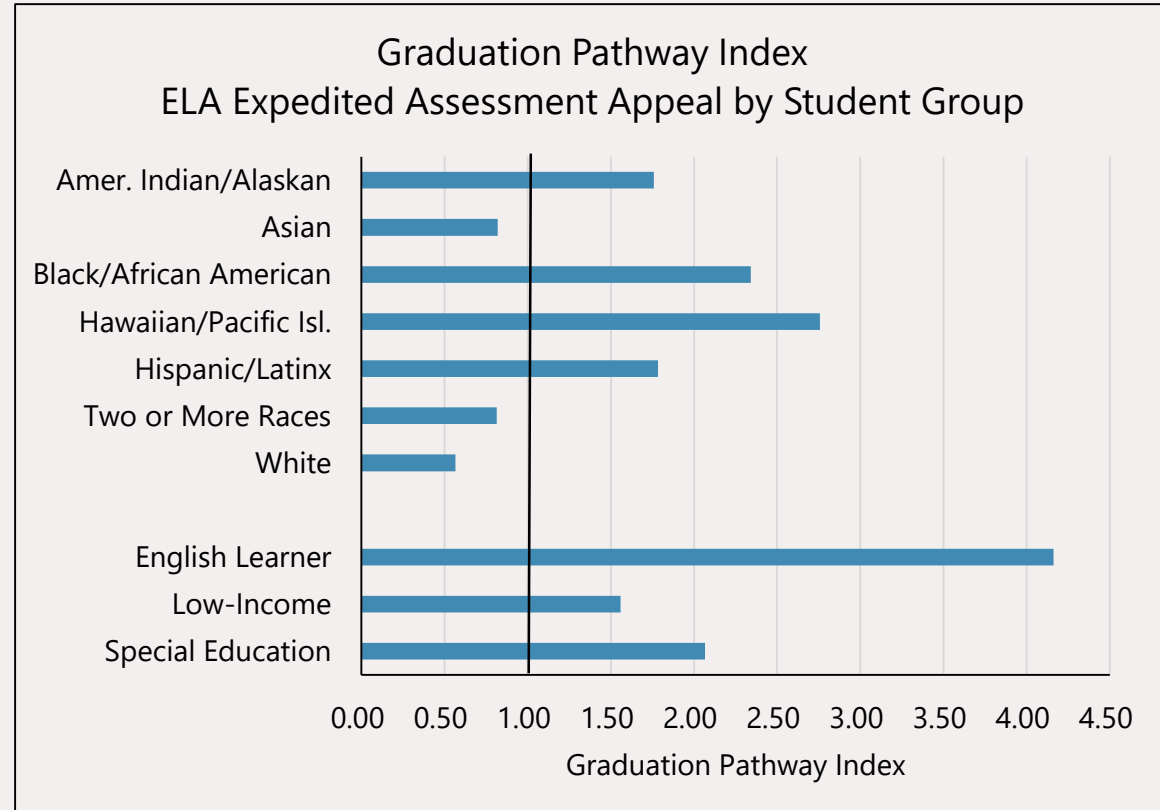
	% Race/Eth in 2020 Cohort	ELA EAA	ELA EAA Index	Math EAA	Math EAA Index
Amer. Indian/Alaskan	1.39	2.44	1.76	2.00	1.44
Asian	8.14	6.66	0.82	4.36	0.54
Black/African American	4.63	10.84	2.34	8.53	1.84
Hispanic/Latinx	22.35	39.85	1.78	36.52	1.63
Hawaiian/Pacific Isl.	1.15	3.17	2.76	2.20	1.91
White	55.12	31.13	0.56	39.71	0.72
Two or More Races	7.22	5.88	0.81	6.67	0.92
English Learner	8.81	36.68	4.16	21.53	2.44
Low-Income	50.88	79.27	1.56	73.82	1.45
Special Education	12.51	25.85	2.07	17.83	1.43

- White cells = pathway access that is disproportionately low – Index < 0.95
- Blue cells = pathway access that is fairly proportionate – Index is 0.95 to 1.05
- Green cells = pathway access that is disproportionately high – Index > 1.05

Graduation Pathway Index

ELA Expedited Assessment Appeal (Preliminary Data)

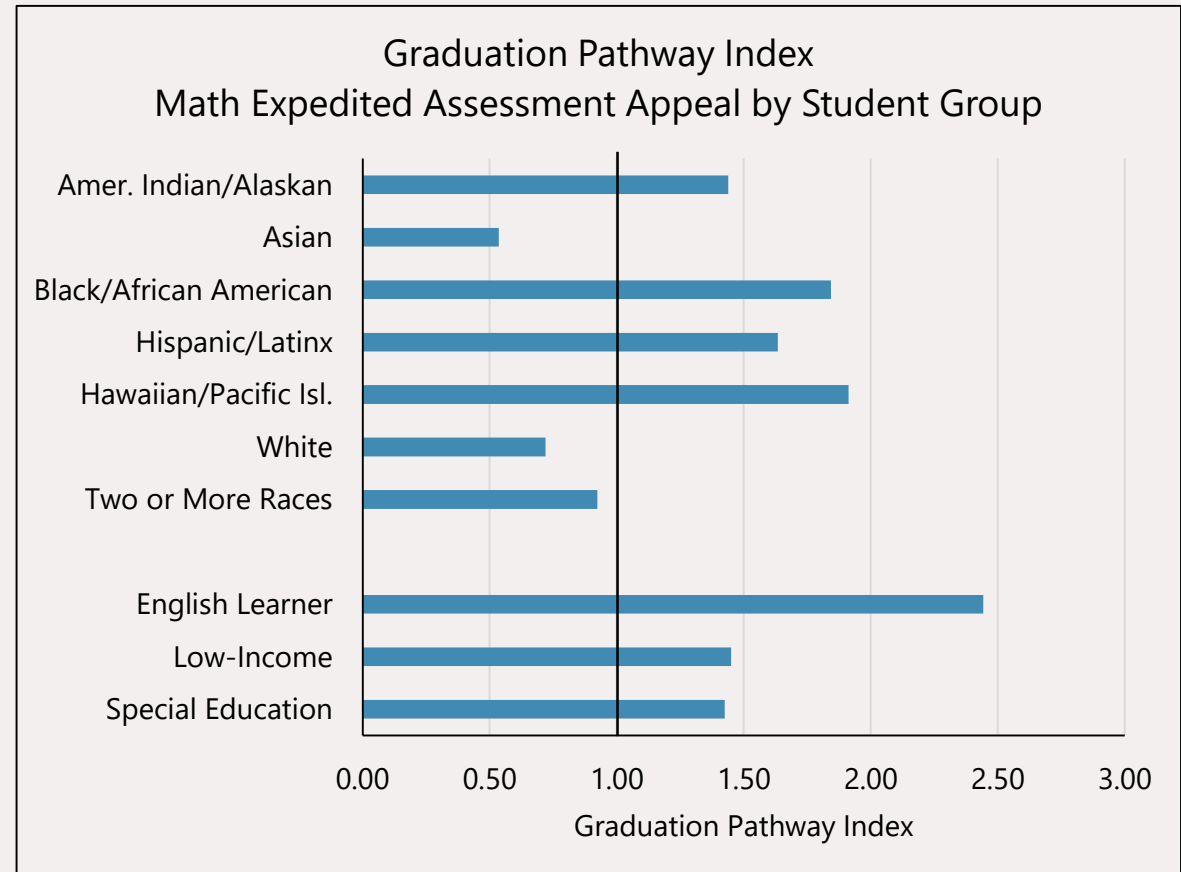
- The American Indian/Alaskan, Black/African American, Hawaiian/Pacific Islander, and Hispanic/Latinx student groups accessed the ELA Expedited Assessment Appeal graduation pathway at disproportionately high rates.
- The Asian, White, and Two or More Races student groups accessed the ELA Expedited Assessment Appeal graduation pathway at disproportionately low rates.
- The English Learner, Low-Income, and Special Education student groups accessed the ELA Expedited Assessment Appeal graduation pathway at disproportionately high rates.



Graduation Pathway Index

Math Expedited Assessment Appeal (**Preliminary Data**)

- The American Indian/Alaskan, Black/African American, Hawaiian/Pacific Islander, and Hispanic/Latinx student groups accessed the Math Expedited Assessment Appeal graduation pathway at disproportionately high rates.
- The Asian, White, and Two or More Races student groups accessed the Math Expedited Assessment Appeal graduation pathway at disproportionately low rates.
- The English Learner, Low-Income, and Special Education student groups accessed the Math Expedited Assessment Appeal graduation pathway at disproportionately high rates.





Closure and Questions

- These slides indicate widespread disproportionate access and use of graduation pathways for the 2020 seniors.
- Not all student groups access the graduation pathways at a rate similar to their representation in Washington public schools.
- The disparate use of the graduation pathways evident in this **preliminary data** are similar to the disproportionality we see in other educational measures in Washington and nationally.
- The SBE intends to conduct a more thorough analysis on this topic after the OSPI provides final data to the SBE.



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