



POLICY TITLE: MONITORING RESPONSE DOCUMENT (<i>ENDS</i>)	POLICY SECTION: BOARD/SUPERINTENDENT RELATIONSHIP	POLICY NO: B/SR-5- Sub E-1
APPROVED BY: BOARD	REGULAR BOARD POLICY REVIEW FREQUENCY:	MONITORING OF SUPERINTENDENT FREQUENCY: ANNUAL
DATE APPROVED: SEPTEMBER 28, 2010	DATE REVIEWED / REVISED:	

Monitoring Response Document (Ends)

B/SR-5-Sub E-1

Board/Superintendent Relationship
Monitoring Response Document (*Ends*)

Policy Monitored: Sub E-1 Date Report Submitted: December 2, 2025

SUB END 1 – EACH SCHOLAR – GRADUATION AND ADVANCEMENT

Each student will graduate with the prerequisite skills and confidence to access college, career, and other post-secondary experiences.

The Board, on the date shown above, received and reviewed the official internal monitoring report of its policy E-1 submitted by the Superintendent. Following its review of the report, the Board concludes:

X Based upon the information provided, the Board finds that the Superintendent has reasonably interpreted the provisions of the relevant Ends policy.

The superintendent gives frequent updates and reports on the strategies being implemented towards Sub End 1. The strategic plan itself, as well as progress monitoring presentations at meetings and work-study sessions, all support the goal of graduation for FW scholars. These updates show the avenues that the district has created or improved so that students can leave the district well-prepared for college, career, and other post-secondary experiences.

Proposed Interpretation Aligned with Board’s Policy Statement:

The proposed interpretation of the Sub End 1 policy statement includes three measures of progress towards successful graduation and advancement: 1) on-time graduation, 9th grade on-track, and 3) FAFSA completion. These appear to be aligned with the policy statement of successful graduation and advancement.

The interpretation is based on an emphasis on “cognitive strategies, thinking skills, precision, and evaluation,” as demonstrated by the utilization of self-monitoring, metacognition, reflection, and study skills.



Rationale Clear and Aligned to the Board's Policy Statement:

The rationale for assessing progress in these areas included data related to four-year graduation rates by percentage, percentage of ninth graders who are passing all of their courses, and number of students who complete the FAFSA application for post-secondary funding. These appear to be reasonable measures of the goals under Sub End 1.

The students are made aware of college admission requirements, aid policies, and available cultural assistance. Students are encouraged to maintain strong attendance to maintain on-time graduation. Graduation emphasis is highlighted on increased opportunities for careers and post-secondary pursuits, such as higher wages and increased employment opportunities.

Students who follow the complete 9th grade on track process, they are almost four times more likely to graduate from high school; it is a stronger predictor of graduation than test scores.

Amount of Achievement Reported Enough to be Considered Reasonable Growth:

It was noted that the Federal Way district requires more credits (26) to graduate than WA state (24). The presentation also showed that there are multiple ways for a student to complete all graduation requirements in addition to obtaining all needed course credits. Scholars must complete a High School and Beyond Plan, have 24 hours of community service, pass a WA State History and Government course, and choose a Graduation Pathway Option. These options include CTE credits, a military entrance exam, or a post-secondary pathway, including test scores or advanced coursework.

To the credit of the FWPS District, it employs multiple Pathways to Graduation, as demonstrated by High School and Beyond Plans; 24 hours of Community Service, and Multiple Graduation Pathway Options to include CTE students, Military, and five Post-Secondary Pathways.

The district helps students fill out financial aid forms (with 79% completing them, which is 17% higher than the state average), guides them in planning for life after high school through career exploration and college advising, and has partnerships with 7 colleges that guarantee admission for qualified students. By tracking three key measures—graduation rates, 9th grade success, and financial aid completion—the district ensures students are developing both the skills and the confidence they need from 9th grade all the way through graduation, with 100% of the Class of 2025 having a concrete plan for their future.

2. _____ Based upon the information provided, the Board finds that the district is making progress toward achieving the desired results called for in the relevant *Ends* policy, but a greater degree of progress is expected in the following specific areas:

Further action required.

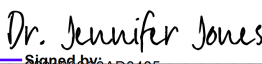
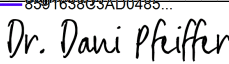
3. _____ Based upon the information provided, the Board finds the Superintendent has



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failed to provide evidence of reasonable organizational progress toward achieving the desired results called for in the relevant *Ends* policy. Accordingly, the Board determines the following action to be appropriate:

4. _____ The information provided by the Superintendent is insufficient for the Board to decide whether reasonable progress has been made. Accordingly, the Board determines the following action to be appropriate.

Signed:	Signed by:  Signed by: 8397B33C3AD0485...	, President	Date:	<u>1/14/2026</u>
Signed:	 01000E12FF35439...	, Superintendent	Date:	<u>1/14/2026</u>