



OPEN DOORS SUMMER PILOT SITE PROFILE

Coupeville Open Academy

Prepared for the Washington Office of Superintendent of Public Instruction (OSPI) by Education Northwest.

Overview

Coupeville Open Academy is a district-run program focused on serving students in Island County who benefit from flexible learning environments and school schedules. Staff members from Coupeville Open Academy also work in the district's juvenile detention center education program. While the program serves a broad population of students, this unique staffing structure supports transitions for students in the juvenile detention center for whom Open Doors is a good fit.

Coupeville Open Academy students complete high school courses and indicators of academic progress (IAPs) online, and they can access in-person academic support from the staff. While many students come in more often, students must attend school at least two hours a month and complete one high school course or other IAP every three months. Coupeville Open Academy partners with Work Source to help students access employment assistance and paid internships.

Coupeville Open Academy program overview, school year 2023–24

- High school diploma
- School district
- Community type: Town, distant
- **65** students enrolled in SY 2023–24
- Average age at enrollment: **17.9**
- Average credits at enrollment: **10.8**

Source: Evaluation team analysis of Appendix R and Open Doors end-of-year data.



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Summer 2024 pilot program design and implementation

Prior to the pilot in summer 2023, Coupeville Open Academy did not operate during the summer months. Staff members reported that they would leave food for students to pick up, but without funding they were not able to open the school for students. Students had the option to continue their coursework online but could not receive support from a teacher. As a result, staff members said that prior to the pilot students did not make as much academic progress during the summer, and it was challenging to get students to re-engage in September.

OVERVIEW OF SUMMER 2024 PROGRAM PILOT

The summer 2024 program was meant to support students’ academic progress, provide basic needs support, foster community among students, and support students’ career exploration. Coupeville Open Academy offered career-connected learning in addition to academic support for high school diploma completion. GED test preparation was available for students who requested it (table 1).

Table 1. Coupeville Open Academy summer 2024 pilot goals, activities, and intended outcomes

Goals	Summer program activities	Intended outcomes
<ul style="list-style-type: none">• New/deeper programming• New/deeper case management• Expanded student participation in summer learning	<ul style="list-style-type: none">• High school instruction• Career-connected learning• Case management• Unique or innovative program activities limited to the summer months	<ul style="list-style-type: none">• Indicators of academic progress earning• Pathway completion• Retention from spring to fall• Student well-being and stability• College or career skills• Recruiting new students

New community partnerships

Coupeville Open Academy used summer pilot funding to grow community partnerships (table 2). To support its goal of increasing access to career-connected learning, Coupeville Open Academy established a new partnership with Habitat for Humanity of Island County. The program also established an informal partnership with a local church that provided meals for students during the summer pilot.

Table 2. Coupeville Open Academy summer partners and activities

Partners	Key summer activities
Habitat for Humanity of Island County*	Recruitment and student support
Methodist Church*	Summer career-connected learning
Gift from the Heart Food Bank	Basic needs support
Island County Human Resources	Behavioral specialist support

*Indicates a new partnership

Sustained support for academics and basic needs

Coupeville Open Academy used pilot funding to remain open Monday through Friday during the summer. As during the school year, students were required to attend in person for at least two hours per month. The staff members who support students during the academic year were also present in the summer and provided a continuation of the online coursework and in-person academic support offered during the school year. Coupeville Open Academy also supported students’ well-being and stability through basic needs support, including using pilot funds for expanded barrier reduction.

Career-connected learning

Through a partnership with Habitat for Humanity of Island County, Coupeville Open Academy students had access to paid work opportunities. Students had three options: work in the Habitat for Humanity retail store, work construction, or do administrative work in the Habitat for Humanity office. Students worked directly with industry trade professionals. This partnership offered students opportunities to gain employment and career-related skills that are not available through Coupeville Open Academy’s traditional education program.

Student participation in summer 2024 pilot

STUDENT OUTREACH

Coupeville Open Academy is not typically open during the summer. Therefore, student recruitment was a priority for the staff. For the summer pilot, most outreach was done via call, text, and Facebook messenger. This personal outreach was successful, as staff members reported that many students were engaged over the summer.

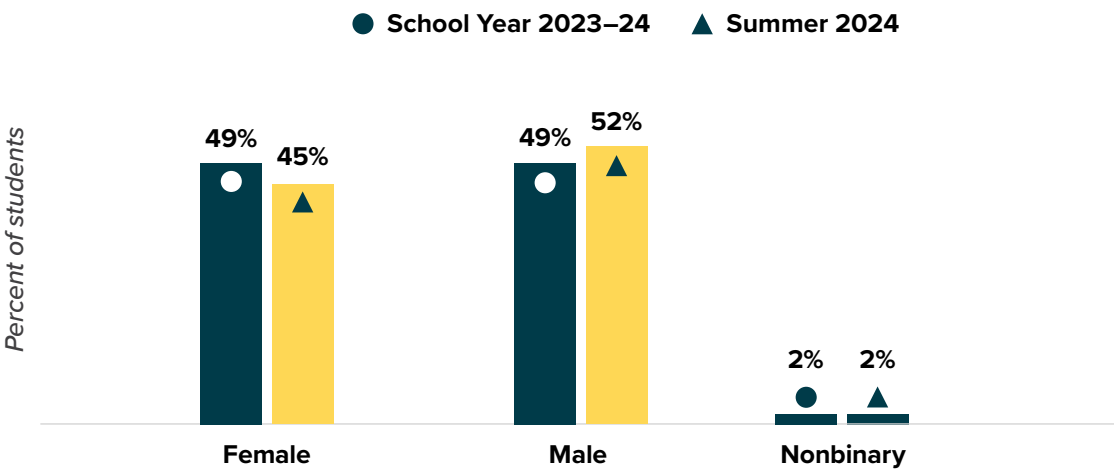
STUDENTS SERVED IN SUMMER 2024

Forty-two students participated in summer 2024. All students participated in both July and August. Thirty-one percent of summer participants were post-resident youth.

Compared to students enrolled in the 2023–24 school year program, students in the summer program first enrolled in Open Doors at a slightly younger age (17.6 compared with 17.9) and with slightly more credits (11 compared with 10.8).

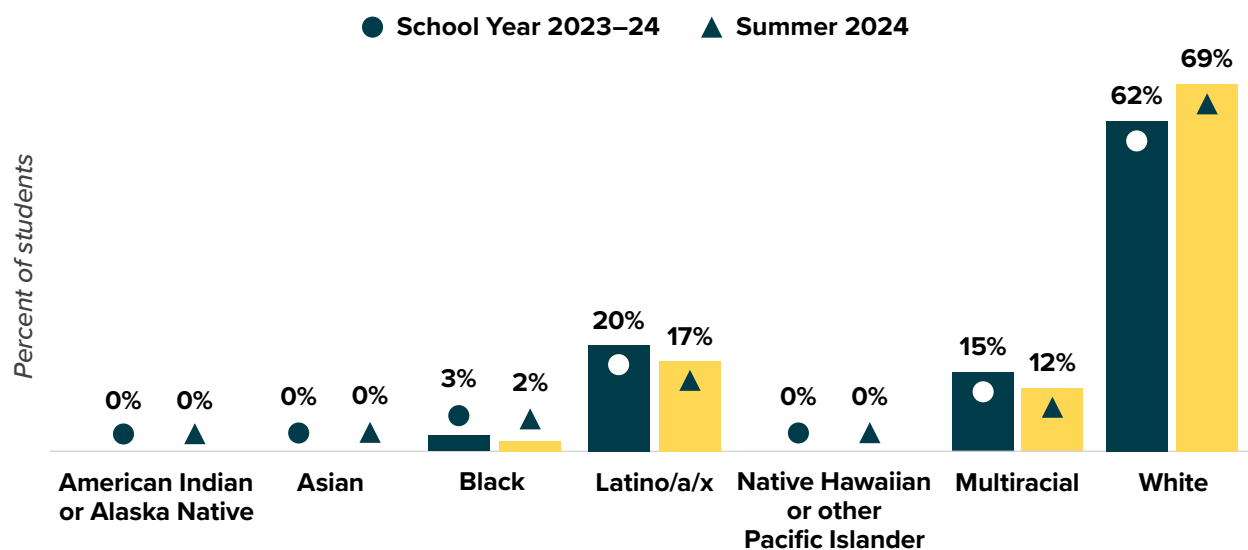
The summer population was slightly more likely to be male and identify as white compared to the school year population (figures 1 and 2). In addition, the summer population was more likely to have had an individualized education program in the high school years before summer 2024 but less likely to have experienced homelessness, been eligible for free or reduced-price lunch, and been classified as an English learner (figure 3).

Figure 1. The summer 2024 student population had a slightly higher percentage of male students compared to the 2023–24 school year population



Note: N = 65 for school year and N = 42 for summer.
Source: Evaluation team analysis of Comprehensive Education Data and Research System (CEDARS) data.

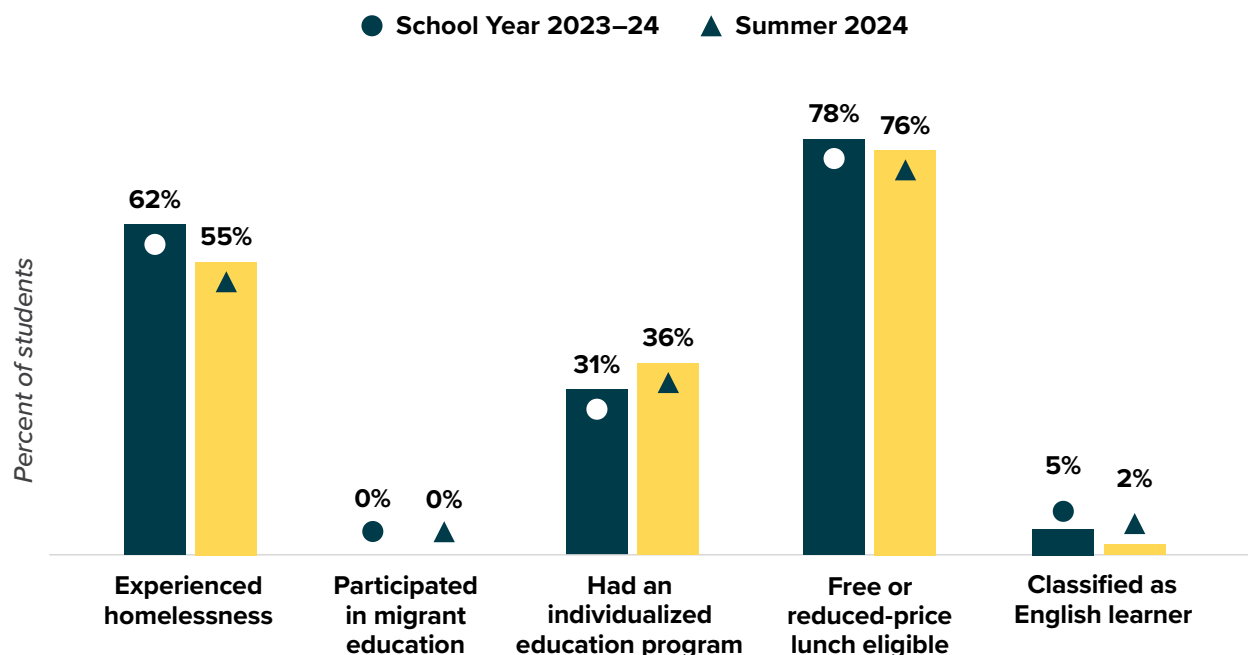
Figure 2. The summer 2024 student population had a higher percentage of white students compared to the 2023–24 school year population



Note: N = 65 for school year and N = 42 for summer.

Source: Evaluation team analysis of CEDARS data.

Figure 3. The summer 2024 student population had different school experiences than the 2023–24 school year population



Note: Data are from 2014–15 to 2023–24 and so span students' upper elementary, middle school, and high school years. N = 65 for school year and N = 42 for summer.

Source: Evaluation team analysis of CEDARS data.

Student outcomes

SUSTAINED ACADEMIC PROGRESS AND COMPLETION

Coupeville Open Academy staff members shared that students participating in the summer 2024 program made academic progress toward high school diplomas that they would not have made during the summer without pilot funding.



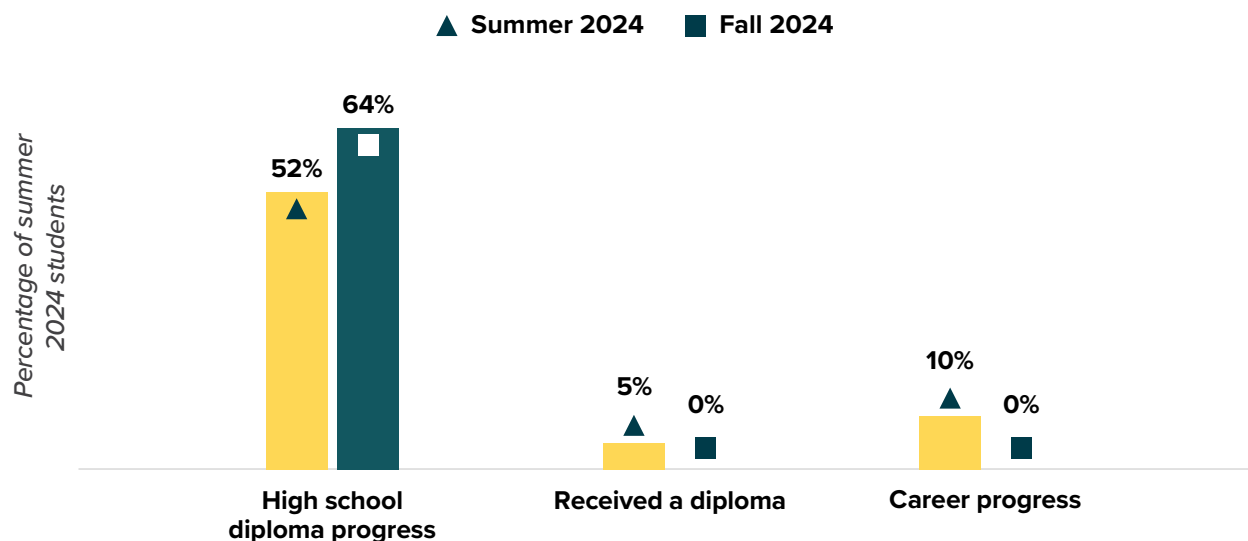
By August 31st, I'm anticipating at least four more graduates that would not have had that opportunity had we not been open the summer."

Coupeville Open Academy staff member

Student achievement of indicators of academic progress in summer and fall 2024 based on quantitative data

Sixty-two percent of summer 2024 students earned an IAP in summer 2024 and 64 percent earned an IAP in fall 2024. About half of the students made progress toward their high school diplomas in the summer (52%; see figure 4), and that persisted through the fall with **nearly two-thirds of summer participants making academic progress toward their high school diploma in fall 2024**. Additionally, during the summer 5 percent of summer students earned a high school diploma and 10 percent made progress toward their GED.

Figure 4. Over half of the students who participated in summer 2024 made progress toward a high school diploma in summer and nearly two-thirds made progress toward a diploma in fall



Note: N = 42. IAPs were categorized into high school diploma progress, high school diploma completion, GED progress, GED completion, college academic progress, college credential completion, career progress, and career credential completion. IAP categories are not shown if no students achieved IAPs in that category in either summer or fall 2024. For the categories displayed in this figure, the IAPs that were achieved were:

High school diploma progress: a. Earns at minimum a 0.25 high school credit.

Career progress: j. Successfully completes job search and job retention course work with documentation of competency attainment.

Source: Evaluation team analysis of pilot site reporting on summer 2024 and fall 2024 outcomes.

OVERALL WELL-BEING AND BASIC NEEDS

Staff members and students described how Coupeville Open Academy's summer program met students' basic needs when staff members provided food, transportation assistance, and other support. Many students also shared that they attended the summer program because Coupeville Open Academy is a safe place to get a meal or have other basic needs met.



A lot of our students live in the shelter. Terrible, unfortunate, but reality. So for them, a place like this, free food, light, Wi-Fi. Even the fact that we're now open all summer is amazing, especially for those students, because now they have somewhere they can go and steadily at least get one meal a day and take a nap on the couch if they can't sleep there ..."

Coupeville Open Academy student

JOB-RELATED SKILLS AND CONNECTIONS

Coupeville Open Academy students who worked at Habitat for Humanity over the summer also developed new relationships, especially with staff members at Habitat for Humanity. In addition, these students developed job experience and life skills (e.g., how to access a pay stub), and some students may even be offered a job at Habitat for Humanity in the future. Community partners observed that students became more comfortable in the workplace as the summer progressed.



A couple of the students who maybe started out a little quieter definitely opened up and became more comfortable. Just the engagement with staff, and the camaraderie, and talking about that they're having fun and that they're enjoying it [the internship] or they really like working with so-and-so has been pretty cool."

Coupeville Open Academy partner

Success factors and challenges

POSITIVE RELATIONSHIPS, PERSONALIZED SUPPORT, AND SENSE OF COMMUNITY

Students shared that they attended Coupeville Open Academy over the summer because staff members reached out. Students have built strong relationships with staff members and their peers. These relationships and sense of community led many students to participate in the summer pilot.



I feel like after about third grade, teachers just started giving up on me completely. And I feel like the staff here [at Coupeville Open Academy] has never done that."

Coupeville Open Academy student

"The barrier reduction is huge in the summer. I wish we had it all year long."

Coupeville Open Academy staff member

FLEXIBLE DESIGN AND OPPORTUNITIES FOR STUDENT CHOICE

Staff members shared that the flexible nature of the Open Doors model works better for students. For example, if a student is not feeling up for it, they do not need to attend classes the entire day. This flexibility allows staff members to tailor support to students' individual needs. In keeping with this

design feature, the summer pilot offered three career-connected learning opportunities at Habitat for Humanity: construction, administration, or retail. Students were able to choose the internship placement that aligned most with their interest and future career plans.

CO-STAFFING ACROSS AGENCIES SUPPORTS POST-RESIDENT YOUTH

One of the Coupeville Open Academy staff members also teaches in the nearby juvenile detention center. Therefore, when Open Doors is a good fit for a student, they can begin working with those students without much interruption. In addition, Open Academy staff members are school district staff members, so they can access students' transcripts and grades to see if they have missed assignments or what credit they need to earn their diploma.

LOWER STUDENT PARTICIPATION THAN EXPECTED

One challenge that staff members described was that fewer students ended up participating than initially showed interest. Staff members said that this was likely due to some delays getting started. However, both staff members and the community partner expressed that they learned from this pilot and that future years will run much more smoothly if they can continue the partnership. Overall, they reported that the partnership between Coupeville Open Academy and Habitat for Humanity of Island County was successful due to strong communication between the two organizations.

About this project

Washington state appropriated funds for the Office of Superintendent of Public Instruction (OSPI) to conduct a summer program pilot with up to 12 [Open Doors Youth Reengagement Programs](#). The funding period spanned the 2023–2025 biennium as outlined in House Bill #5187, Sec. 522. Coupeville Open Academy participated in the summer 2023 and 2024 pilot. OSPI contracted with [Education Northwest](#) to evaluate the Open Doors Summer Pilot. Education Northwest prepared this profile as part of the evaluation.

METHODS

Education Northwest developed this summer pilot program profile from artifact review and interviews/ focus groups in summer 2024 with four Coupeville Open Academy students, two staff members, and one community partner. We also analyzed quantitative program and student data from OSPI to produce the student demographics and outcomes figures. Thank you to the Coupeville Open Academy students, program team, and partners for taking the time to share your stories and perspectives about the summer pilot.

Recommended citation

Padden, M., Cigarroa Kennedy, C., Hodara, M., & Petrokubi, J. (2025). *Open Doors Summer Pilot site profile: Coupeville Open Academy*. Education Northwest.

Appendix. 2023 Summer pilot data

Sixty-one students participated in the Coupeville Open Academy summer 2023 pilot. All participated in both July and August. Summer 2023 students were more likely to be female than male (61% compared to 39%). About two-thirds of participants were white and 21 percent were Latino/a/x. Over one-quarter (26%) were post-resident youth. Most students came from low-income backgrounds, with 82 percent who had been eligible for free or reduced-price lunch and 66 percent who had experienced homelessness.

Table 1A. Identities and experiences of summer 2023 students

Characteristic		Percentage
Gender	Female	61%
	Male	39%
	Nonbinary	0%
Race/Ethnicity	American Indian or Alaska Native	0%
	Asian	0%
	Black	2%
	Latino/a/x	21%
	Native Hawaiian or other Pacific Islander	0%
	Multiracial	11%
	White	66%
Characteristics prior to Open Doors enrollment	Average age	18.3
	Average credits	13.0
School experiences	Post-resident youth	26%
	Experienced homelessness	66%
	Participated in migrant education	0%
	Had an individualized education program	28%
	Free or reduced-price lunch eligible	82%
	Classified as English learner	5%

Note: N = 61. Post-resident youth data were self-reported by Open Doors sites. The other school experiences are from 2014–15 to 2022–23 CEDARS data and so span students' upper elementary, middle school, and high school years.

Source: Evaluation team analysis of CEDARS data and summer 2023 data from sites.

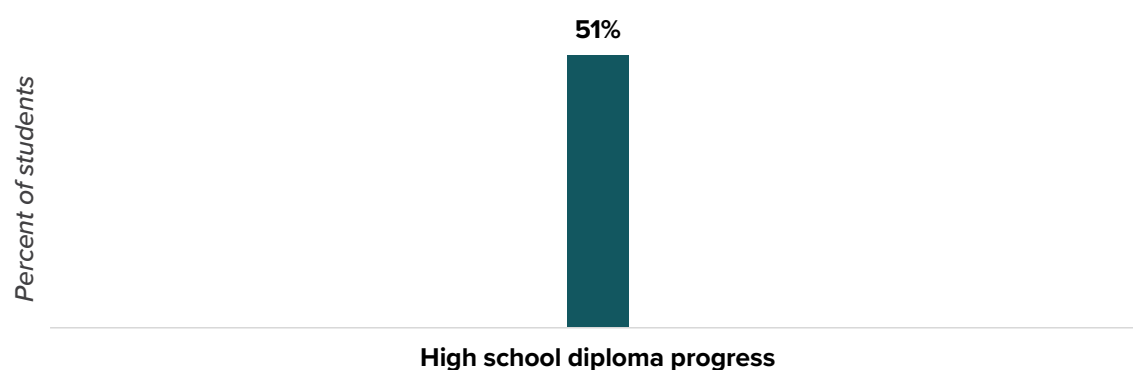
Across these identities and school experiences, the summer 2023 and 2024 populations had some differences. A higher percentage of students were post-resident youth in summer 2024 compared to summer 2023 (31% compared to 26%). In summer 2024, students were more likely to be male than female (52% compared to 45%, see figure 1). The summer 2024 population also had a slightly higher percentage of

white students (69%; see figure 2) and lower percentage of Latino/a/x students (17%). Finally, the summer 2024 population had a slightly lower percentage of students who were eligible for free or reduced-price lunch (76%; see figure 3) or had experienced homelessness (55%) but a higher percentage of students who had an individualized education program (36%).

STUDENT ACHIEVEMENT OF INDICATORS OF ACADEMIC PROGRESS IN SUMMER 2023

Fifty-one percent of summer 2023 students earned indicators of academic progress in summer 2023 through making high school diploma progress.

Figure A1. About half of summer 2023 students made progress toward a high school diploma



Note: N = 61. Indicators of academic progress (IAPs) were categorized into high school diploma progress, high school diploma completion, GED progress, GED completion, college academic progress, college credential completion, career progress, and career credential completion. IAP categories are not shown if no students achieved IAPs in that category in summer 2023. For the categories displayed in this figure, IAPs are as follows:

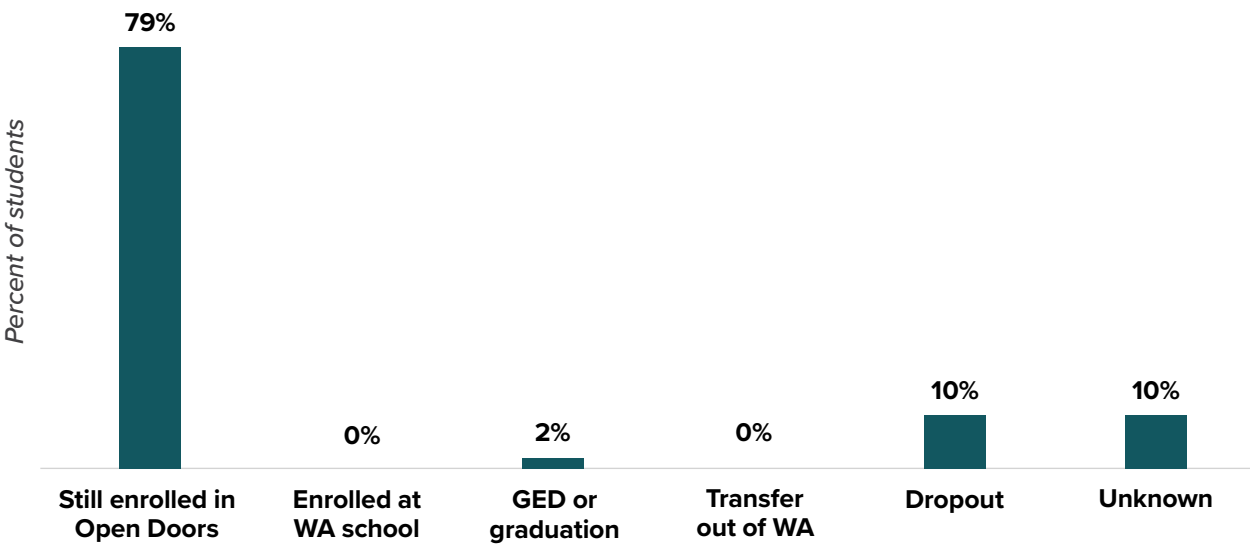
High school diploma progress: a. Earns at minimum a 0.25 high school credit.; h. Successfully completes a grade level curriculum in a core academic subject that does not earn high school or college credit.

Source: Evaluation team analysis of pilot site reporting on summer 2023 outcomes.

SCHOOL YEAR 2023–24 SCHOOL STATUS OF SUMMER 2023 STUDENTS

By the end of the 2023–24 school year, 79 percent of summer 2023 students were still enrolled in Open Doors.

Figure A2. Most summer 2023 students were still enrolled in Open Doors in the 2023–24 school year



Note: Unknown means the student did not show up in any data file in the 2023–24 school year.

Source: Evaluation team analysis of CEDARS data, including enrollment, graduation, and Open Doors end-of-year data.

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