

GRADUATION PATHWAYS TOOLKIT

Class of 2022

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Welcome to Washington state's Graduation Pathways Toolkit for the Class of 2022!

The Class of 2022 Graduation Pathways Toolkit is intended to provide school counselors, graduation specialists, and school and district leaders with comprehensive guidance about Washington's graduation requirements and available resources. Ensuring your understanding of graduation requirements and senior-year transition processes can provide framing for new practices to help high school students succeed in preparing for their future and can be valuable in helping younger students begin to build a plan for their graduation and beyond.

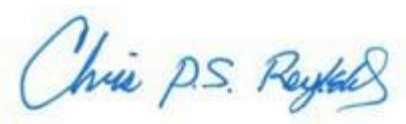
This year's Graduation Pathways Toolkit takes on renewed importance for the Class of 2022 as all schools return to full-time in-person learning following extended time in remote and hybrid learning due to the COVID-19 pandemic. Many students may return this fall with urgent and emergent needs, including building a sense of hope for their future, that school counselors and staff will need to prioritize. Connecting with seniors early this year will be critical to ensure they can revise, if needed, and complete their plan to prepare for their postsecondary goals.

While the graduation requirement emergency waiver will still be available for eligible seniors, I implore you to provide additional support to ensure seniors can graduate prepared for their next step. Creating new ways for students to demonstrate knowledge and skills and engage in postsecondary preparation is vital since two-thirds of all jobs require post-high school training and education. In addition, beginning with the Class of 2022, the Certificate of Individual Achievement (CIA) pathway will no longer be an option for students with an Individualized Education Program (IEP), further emphasizing the importance of yearly academic progress checks and career planning and preparation for all students.

Washington is leading the nation in building innovative opportunities to equitably prepare each student for an ever-changing economy. More than just graduation requirements, the Graduation Pathways and High School and Beyond Plan need to become the framework for providing annual academic guidance and career exploration that helps guide every one of our students' course choices and engagement in activities through middle and high school.

The OSPI team is your partner in this era of pathway-based learning in caring, engaging environments where all students are supported to prepare for life beyond high school.

Thank you for the critical work you do to guide students through!



Chris Reykdal
Superintendent of Public Instruction

STATE REQUIREMENTS FOR THE CLASS OF 2022

Completion of Washington state’s minimum graduation requirements, as established by the state legislature, signifies that a student is prepared for a meaningful next step in life. In 2019, the legislature removed state testing as a requirement and instead approved multiple graduation pathways that provide students with more options to demonstrate their preparation for their first step after high school.

Students fulfill the state graduation requirements that are in place for their expected graduation year based on when they first enter 9th grade at any public high school. For students who need more than four years to graduate, they still need to meet the graduation requirements of their original graduation year cohort.

All students who entered 9th grade during the 2018–19 school year (Class of 2022) must meet all state and local requirements related to building a [High School and Beyond Plan](#)(HSBP), earning minimum [Credit Requirements](#), and completing at least one [Graduation Pathway](#) aligned with their post-high school goal(s). The Certificate of Individual Achievement (CIA) is no longer available for the Class of 2022 and beyond.

1. Develop a High School and Beyond Plan

All students must build a HSBP that shows how they will meet state and local graduation requirements and prepare for what they want to do following high school. A student's HSBP, which starts no later than 8th grade, is annually revised by students throughout high school to adjust for changing interests and goals.

2. Complete a Graduation Pathway

Students will complete one or more graduation pathways to demonstrate their preparation for a meaningful first step after high school, which could include engaging in work, starting an apprenticeship, attending college, or joining the military. The graduation pathway(s) chosen by a student must be aligned with their HSBP.

3. Earn Required High School Credits

All students complete specific course requirements, including any Personalized Pathway Requirement courses, and other credit requirements established by their local districts. Through course completion and credit-earning opportunities aligned to the state's Learning Standards, students gain the needed communication and subject area knowledge and skills outlined in Washington's Goals of Basic Education.

STATE AND LOCAL GRADUATION REQUIREMENTS

School districts may have additional locally determined graduation requirements, such as additional credits, community service, or a senior project. While schools are expected to communicate all graduation requirements and regularly share information regarding all students' progress toward graduation, students and their families should be made aware of all state and local graduation requirements when they begin high school.

School districts are strongly encouraged to involve parents and guardians in the process of developing and updating the HSBP as a way to increase awareness of opportunities their student can access to prepare for postsecondary goals and track completion of all graduation requirements.

Parents should direct questions about graduation requirements to their student(s) and staff at the high school or school district office.

LAWS AND RULES FOR CLASS OF 2022 GRADUATION REQUIREMENTS

High School and Beyond Plan = See [RCW 28A.230.090](#), and [WAC 180-51-220](#)

Graduation Pathways = See [RCW 28A.655.250](#) and [WAC 180-51-230](#)

Credit Requirements = See [RCW 28A.230.090](#), [RCW 28A.230.122](#) and [WAC 180-51-210](#)



DEVELOP A HIGH SCHOOL AND BEYOND PLAN

The HSBP is intended to provide each student a framework through which to engage in annual career and college exploration and preparation activities that address the guiding questions of **Who am I?**, **What can I become?**, and **How do I become that?**. Students work with school staff and their family to create their own personalized plan that begins no later than 8th grade, is revised annually throughout high school, and results in each student having a plan for a meaningful first step following graduation.



To be considered “MET” as a graduation requirement, as outlined in [RCW 28A.230.090](#), the HSBP, in alignment with IEP Transition Plans for students accessing special services, contains specific components and information, *including but not limited to the following*:

1. Identification of **career goals**, aided by a **skills and interest inventory/assessment**
2. Identification of **educational goals**
3. A **course taking plan** that:
 - fulfills state and local graduation requirements
 - aligns with the student’s career and educational goals
 - includes options for advanced coursework (see pg. 19 for details)
 - documents chosen Graduation Pathway(s) (see pgs.13-21 for details)
4. A **résumé** or **activity log**
5. Evidence that the student has **received information on state and federal financial aid programs** that help pay for college (see pg. 10 for details)

HSBP Process and Development

This section includes additional details about the required elements of a HSBP that must be completed throughout middle and high school and outlines important processes and timelines that must be followed when developing a HSBP.

1. The HSBP must be started by 8th grade, but ideally sooner, with a **career and skill interest inventory**.
 - The results of the career assessment will be used to establish initial **career goals** and **inform both middle school and 9th grade course taking** to support more meaningful preparation for, and transition to, high school.

Important Note for Class of 2024 and beyond: Per Senate Bill 5321 (2021), 7th and 8th graders eligible for free and reduced price lunch, and newly eligible 9th graders will now be auto-enrolled in the **College Bound Scholarship (CBS)**. Parent/Guardian signatures are no longer required. Resources such as free flyers, the WSAC portal, and family letters explaining the CBS can be found on the Washington Student Achievement Council (WSAC) website. District and school staff should use the CBS sections of the WSAC portal to **update contact information for auto-enrolled students** to ensure they can be notified about the CBS opportunity.

2. The HSBP must be **updated annually** to reflect academic progress toward graduation (via a transcript review) and adjust for changing interests, goals or needs. Additionally, at the **end of 10th grade**, the annual HSBP update must also:
 - Incorporate the results of the statewide assessments in ELA and Math¹; and
 - use SBA scores to inform 11th grade course taking, per [RCW 28A.230.090](#).

Note: The fall 2021 SBA test administration window is September 27 to November 10, 2021. Both the fall and the spring 2022 administration will provide a make-up option for Class of 2022 seniors who could not access the SBA in spring 2020 or 2021. SBA score results will be accessed by your District Assessment Coordinator within five days of the student completing the assessment.

¹ Students' English language arts (ELA) and math scores on the 10th grade statewide assessments are not required HSBP components. However, students' HSBP course taking plans **must** be updated to reflect their performance on the SBA relative to their junior year course selections. **Students without SBA scores still must use other available data to inform their 11th grade course taking before.**

3. For students with an Individualized Education Program (IEP) Transition Plan (which must be started by the school year during which they will turn 16), **their HSBP must be developed and updated in alignment with the goals in their transition plan.** Per [RCW 28A.230.090](#), HSBP activities and supports must be provided in a similar manner and with similar school personnel as for all other students.
 - Students with an IEP Transition Plan may use these plans in support of, but not as a replacement for, their HSBP.
 - OSPI's Secondary Transitions [webpage](#) includes these resources to support IEP Teams and school counselors or advisors with this process:
 - Guidelines for Aligning High School and Beyond Plans and IEP Transition Plans that describes essential elements and best practices,
 - two best practice models (Appendix B), and
 - both student and educator checklists of relevant and required tasks to complete for postsecondary preparation and transition.
4. The HSBP must include identification of **available dual credit and career and technical education (CTE) programs, including eligibility for automatic enrollment in advanced math, ELA and/or science classes²** under [RCW 28A.320.195](#), as aligned with a student's post-high school goals.
 - Dual credit courses provide students with the potential to earn high school and college credit (100 level or above) for the same course.
5. The HSBP must include evidence that the student has received information about the **College Bound Scholarship (CBS)**.
 - High school students in the CBS Program should be reminded about the requirements to remain eligible.
 - For more information on the College Bound Scholarship Program, go to the [Washington Student Achievement Council's \(WSAC\)](#) website.

² Per the 2019 update to [RCW 28A.320.195](#) from House Bill (HB) 1599, **by the 2021-22 school year**, each school district board of directors shall **adopt an academic acceleration policy** for high school students. Districts who had already adopted an academic acceleration policy based on the initial RCW will need to amend their policy to include the following change from HB1599:

(4)(a) Students who successfully complete an advanced course in accordance with subsection (3) of this section are then enrolled in the next most rigorous level of advanced course that **aligns with the student's high school and beyond plan.**

6. Districts are highly encouraged to involve parents and guardians in the processes of developing and updating the HSBP.
 - The HSBP **must** be provided to parents or guardians in the two most frequently spoken non-English languages for students in the district.
7. The HSBP must include evidence that the student has received **information on state and federal financial aid programs** that help pay for college, which includes:
 - Documentation needed for completing a FAFSA or WASFA.
 - Application timelines and submission deadlines.
 - The importance of submitting these applications early.
 - Specific information for students who have been or are in foster care and who are or are at risk of experiencing homelessness.
 - Information about how to receive assistance with completing applications.
 - Referral to the [WSAC website](#) for more information and resources.

Important Note for Seniors:

Per Senate Bill 6141 (2020), all seniors must be given the option to attend a school-sponsored Financial Aid Advising Day (FAAD) to receive information and assistance with completing the FAFSA or WASFA, and to learn about other financial aid options, including the Washington College Grant.

- For more details about the FAAD and free resources to help schools provide this event, go to the [WSAC's 12th Year Campaign website](#).

Schools are encouraged to utilize the FAAD as a time to ensure all seniors can indicate that the required financial aid component of their HSBP (#7 above) is done.

8. For students not on track to graduate, their HSBP must also identify **interventions and academic supports, courses, or both** that are available to help them fulfill high school graduation requirements. Possible courses may include career and technical education (CTE) equivalencies in ELA or math adapted pursuant to [RCW 28A.230.097](#) and listed on OSPI's [CTE Resources webpage](#).
9. For students not earning a score of 3 or 4 on the math statewide assessment in 8th grade, as identified in [RCW 28A.655.070](#), a school district must update the HSBP to ensure that the **student takes a math course in both 9th and 10th grades**.
 - The math courses may include CTE equivalencies, as listed on OSPI's [CTE Resources webpage](#).

10. For students not earning a score of 3 or 4 on the ELA or science statewide assessments in middle school, districts are encouraged to inform students of high school supports and courses that will address their learning needs.

- For the Classes of 2024 and 2025, since SBA assessments were postponed in 2020 and 2021, there are no SBA scores with which to fulfill HSBP components as described in #9 and #10. However, it would be considered best practice to ensure all students complete math or CTE equivalent courses in both 9th and 10th grade.

Important Note about Student Learning Plans: Classes of 2024 & 2025

The Student Learning Plan requirement is waived for students in the graduating classes of 2024 and 2025 since there was no spring 2020 nor spring 2021 SBA administration.

Instead, the HSBP should be used to communicate with students and families about available supports and to document utilized interventions. OSPI's HSBP template has an already developed "[Academic Supports and Interventions](#)" page that schools can choose to use or modify as needed to serve as the Student Learning Plan.



COMPLETE A GRADUATION PATHWAY

[House Bill 1599](#) (2019) expanded the ways in which Washington students can develop their course plan and show their preparation for a meaningful first step after high school. In combination with a robust career and college exploration and planning process (the HSBP) and quality instruction, completing a Graduation Pathway helps prepare students for their postsecondary goals. HB 1599 requires all students to complete at least one graduation pathway, in alignment with their HSBP, to graduate. All graduation pathways are available for all students.

Use of “Pathway” in Multiple Contexts

What is the difference between graduation pathways and other “pathways” related to graduation requirements? The following definitions should help clarify the many uses of this term:

❖ **Graduation Pathways**

One of many course or exam-based options students can complete in order to demonstrate their preparation for a meaningful first step after high school.

❖ **Personalized Pathway Requirements (PPR)**

Refers to three “flexible” credits (2.0 credits of World Language and the second 1.0 credit of Fine Art). Students may choose to take classes other than these that can better prepare them for the goals outlined their High School and Beyond Plan.

❖ **Career Pathways or CTE Pathways**

These terms may be used to describe ways in which schools are establishing options for students to take a series of courses, which may include both career-related and “core” academic subjects, that are tied to occupational outcomes designed to prepare students for success in a career cluster or CTE program area. These can be **different** than a CTE Sequence Graduation Pathway (pgs. 15-17).

❖ **Guided Pathways**

Washington’s community and technical colleges are using Guided Pathways that simplify career and course choices to help students make better course selections, minimize achievement gaps, and increase the number of students who graduate with a high value certificate or degree. See the [Issue Brief](#) on the SBCTC website for more information

CLASS OF 2022 GRADUATION PATHWAYS

A Quick Reference Guide

Career/Technical Field = CTE Sequence

- Complete a sequence of 2.0 or more CTE credits that either includes a dual credit course or leads to an industry recognized credential
- Complete a Core Plus program

Military Career Interest – ASVAB Exam (AFQT Section only)

- Score for Class of 2022 = 31
- Check the [State Board of Education website](http://www.sbe.wa.gov) by September 1 annually for score update (www.sbe.wa.gov/our-work/graduation-pathway-options/asvab)

Postsecondary Education = English Language Arts (ELA) and Math Courses and Exams (student must complete both an ELA and math option)

Students may use any combination of the ELA and math options listed in this section:

- ACT (ELA = 14 with Writing; math = 16)
- SAT (ELA = 410 with or without Essay; math = 430)
- Dual Credit courses (1.0 credit total for ELA and/or math):
 - AP/IB/Cambridge: Earn a C+ (each term) in state-approved course
 - CTE Dual Credit: must earn high school credit; local approval
 - College in the High School or Running Start courses: local approval
- Dual Credit exams (for state-approved courses):
 - AP = 3+
 - Cambridge = E or better
 - IB = 4+
- State assessments:
 - Smarter Balanced: ELA = 2548; math = 2595
 - WA-AIM: ELA = 104; math = 103
- Transition courses (1.0 credit total for ELA and/or math):
 - Bridge to College courses have state-level approval
 - Local articulation agreement between districts and sponsoring colleges

Please contact OSPI staff at graduation.pathways@k12.wa.us with questions.

Find detailed information at <https://www.sbe.wa.gov/our-work/graduation-pathway-options>

GRADUATION PATHWAYS

Armed Services Vocational Aptitude Battery (ASVAB)

Taking the ASVAB exam helps students understand their skills and aptitudes in eight (8) topic areas, several of which are not tested by other standardized exams. Participants are given access to a national career exploration website and can use it and other resources to explore career options within military service or in civilian jobs that match their skills.

By earning at least the minimum score on the Armed Forces Qualification Test (AFQT) portion of the ASVAB, as posted on the [SBE website](#) no later than September 1 each year, students demonstrate their readiness to enter the military or a related career, and take a meaningful next step after high school. The AFQT tests, which are the sections of the ASVAB exam required for eligibility to serve in a branch of the armed services, include arithmetic reasoning, mathematics knowledge, paragraph comprehension, and word knowledge. There is no separate math and/or ELA component to this graduation pathway. To meet this pathway requirement, students must take the ASVAB while in high school. They may either meet the minimum score the year they take the ASVAB or the score established by any military branch on a later date prior to the student graduating or turning 21 years of age.

Important Note: For the Class of 2022, the minimum AFQT score is **31**. Staff should check the [SBE website](#) for an update after September 1 each year.

For students choosing to follow the ASVAB Graduation Pathway, the school must inform students about the following:

- the minimum AFQT eligibility score required by each branch of the military,
- the eligibility requirements of specific military occupations, as listed on the SBE's website and available through the [ASVAB Career Exploration Program](#),
- how their scores and personal information might be shared with the Department of Defense, and
- how to opt out of sharing their scores with the military recruiters.

Pursuant to the rules set by SBE in [WAC 180-51-230](#), students who meet the SBE determined eligibility score on the AFQT section of the ASVAB will have met the requirement for the ASVAB Graduation Pathway. There is no separate math and/or ELA component to this graduation pathway. Students also do not have to meet other minimum requirements for military enlistment, nor do they have to enlist or provide their scores to the military for purposes of recruitment.



Career and Technical Education (CTE) Sequence

The CTE Sequence Graduation Pathway is the most unique of the graduation pathways. Like the ASVAB Graduation Pathway, there is no separate math and/or ELA requirement. By building upon what has been in place to guide the development of CTE programs, schools can provide new graduation pathway options that represent an even broader range of interests and post-high school goals.

One option is to complete a Core Plus program, which results in earning a Core Plus certificate, indicating readiness for entry-level employment with Core Plus partners.

- The mostly widely available Core Plus program is in [Aerospace Manufacturing](#) in partnership with Boeing. There is also a newly available [Core Plus Construction](#) program, and a [Maritime Core Plus](#) program is currently being developed.
 - OSPI's [CTE Resources webpage](#) links to the NEW! Statewide Framework for Core Plus Construction.

OR, students may complete a 2.0-credit sequence of courses relevant to the student's postsecondary goals, as outlined in the HSBP, and that meets the following criteria:

- Leads to a state or nationally recognized certificate or credential OR provides students the opportunity to earn dual credit via a course in the sequence.
 - OSPI continues to work with education and industry partners to develop a comprehensive list of qualifying industry-recognized credentials.

- Consists of a sequenced progression of technically intensive and rigorous courses.
- Leads to workforce entry, a state or nationally approved apprenticeship, or postsecondary education in a related field.
- Exists in a single CTE program area, or in more than one program area, if approved.

If the sequence of courses spans more than one CTE program area, it **must be approved** by:

- A local school board or designee, and/or a district CTE advisory committee (established under [RCW 28A.150.500](#)), and
- OSPI through submission of the Local CTE Graduation Pathway form found in the Graduation Alternatives application in EDS.
 - OSPI should respond within 45 calendar days. If the district does not receive a response within that timeframe, the sequence is deemed approved. If not approved, OSPI must provide a written explanation.
 - Once approved, a Local CTE Graduation Pathway may be implemented by other districts upon notifying OSPI (further approval by OSPI is not necessary).
- The list of OSPI approved and available CTE Sequences spanning more than one program area can be found on OSPI's [CTE webpage](#).

Note: As part of the HSBP, districts will determine if students have met their graduation pathway requirement. Since not all graduation pathway data may be in CEDARS, contact your CTE Director or District Assessment Coordinator for more information.

CTE Sequences in an Alternative Learning Experience (ALE)

Alternative schools may offer CTE courses; however, courses must be approved by OSPI's CTE Department through the course approval process to be counted toward this graduation pathway. Based on current funding rules, ALE courses are not eligible for enhanced CTE funding.

To offer the CTE Sequence Graduation Pathway through ALE courses, connect with the district or State-Tribal Education Compact (STEC) CTE Director for more information on what courses and/or sequences have been approved to offer. For districts/STECs choosing to prioritize offering CTE Sequence Graduation Pathways in ALE, the options may include:

- Forgo the enhanced CTE funding to offer a CTE sequence through ALE.
- Use an in-person, seat-time based model at an alternative school to offer a CTE sequence.
- Create policies and systems allowing for co-enrollment across multiple school settings such as an alternative school, high school, and/or a skill center.

Combination of Graduation Pathways (ELA and/or Math)

Students may choose to meet their graduation pathway requirement with a combination of at least one ELA and at least one math graduation pathway option, as described in the Graduation Pathways information within pages 17-21 of this toolkit.

College Admission Exam Scores for ELA and/or Math

Students may demonstrate their readiness for postsecondary education options by using a college admission exam score graduation pathway. Exam scores from the SAT, SAT with Essay, ACT or ACT with Writing may be used, as applicable.

Students must meet or exceed the minimum scores set by the SBE on an approved college admission exam in ELA (Reading & Writing) or math as follows:

Minimum Scores Needed for the Classes of 2017 Through 2022

	SAT & SAT with Essay	ACT with Writing	ACT®
Math	430	16	16
ELA	410	14	N/A

Note: The Accuplacer or Compass placement exams, often utilized for Running Start eligibility, are not currently considered part of this graduation pathway.

Dual Credit Courses for ELA and/or Math

Students who complete an approved dual credit course in ELA or math in which they have the potential to earn college credit (100 level or above) may use passage of the course(s) to meet a Dual Credit Graduation Pathway. Eligible courses must be offered through Advanced Placement (AP), Cambridge International (CI), International Baccalaureate (IB), CTE Dual Credit, College in the High School (CHS), Running Start (RS), or other state-approved dual credit programs.

For AP/CI/IB dual credit courses, students must earn at least a 1.0 high school credit with a grade of C+ or higher *each term* to qualify for using the course as a graduation pathway. Students do not need to take or pass the corresponding AP/CI/IB exam to use this course-based Dual Credit Graduation Pathway.

For CHS/CTE Dual Credit/RS, students must earn at least 1.0 high school credit and be eligible to earn college credit (100 level or higher) by meeting criteria established by the local school district and the institute of higher education. Students do not have to pay CHS course fees nor actually earn the college credit to meet this graduation pathway.

Note: The previous state requirements related to using dual credit courses as an *alternative to meeting standard on the state assessment* no longer apply. With the shift to graduation pathways as a way to demonstrate postsecondary preparation, these dual credit courses do not have to be acknowledged by the sponsoring college as being able to fulfill a “Math/Quantitative” or “English/Communications” course.

Instead, the high school must approve the course as meeting standard for a college-level ELA or math option. Once locally approved, the dual credit course may be used to meet the student’s graduation pathway.

The list of eligible AP/CI/IB courses for the course-based Dual Credit Graduation Pathway is the same as the list of exams that are approved for the exam-based Dual Credit Graduation Pathway (see pg. 19).

Dual Credit Exam Scores for ELA and/or Math (AP/CI/IB)

AP/CI/IB dual credit courses can also provide participants with the *potential* to earn high school and college credit (100 level or higher) for the same class by passing the corresponding standardized exam. Students meeting standard on approved ELA and/or math exams for AP/CI/IB courses can meet the exam-based Dual Credit Graduation Pathway via the following exam scores:

- Scoring a 3 or higher on one of the approved AP exams.
- Scoring a 4 or higher on one of the approved IB exams.
- Scoring an “E” or better on one of the approved Advanced or Advanced Subsidiary (A/AS) CI exams.

The following section lists the AP/CI/IB exams that are approved options for both the course-and exam-based Dual Credit Graduation Pathways:

Advanced Placement Exams

English Language Arts: English Language and Composition, English Literature and Composition, Macroeconomics, Microeconomics, Psychology, US History, World History, US Government and Politics, or Comparative Government and Politics

Mathematics: Statistics, Computer Science, Computer Science Principles, or Calculus

Cambridge International Exams

Advanced (A) or Advanced Subsidiary (AS)

English Language Arts: English Language, Literature in English, English General Paper, Psychology, History, Sociology, Global Perspective and Research, or Law

Mathematics: Mathematics or Further Mathematics

International Baccalaureate Exams

English Language Arts: Language A: Literature, Language A: Language and Literature, Business and Management, Economics, Geography, History, Information Technology in a Global Society, Philosophy, Psychology, or Social and Cultural Anthropology

Mathematics: any IB math course

Statewide Assessment Scores in ELA and/or Math

Washington's statewide assessments provide students with one measure of their skill development and give schools important information on where to reassess and improve instruction. All students, regardless of which graduation pathway they intend to complete, are expected to take the appropriate Smarter Balanced Assessments (SBA) in ELA and math during 10th grade, and to incorporate their results into their HSBP. For some students, the SBA or WA-AIM may also serve as their graduation pathway, which can be met by either:

- Achieving the high school graduation cut score, as set by the State Board of Education (SBE), on the on-grade level SBA:
ELA = 2548 | math = 2595
- For students with the most significant cognitive disabilities who qualify per their IEP, achieving the high school graduation cut score on the on-grade level Washington Access to Instruction and Measurement (WA-AIM) assessment:
ELA = 104 | math = 103

Statewide Assessment Alternative for Students Receiving Special Education Services: Certificate of Individual Achievement (CIA)

House Bill 1599, which instituted expanded graduation pathways that all students can use to graduate, discontinued the use of the CIA to demonstrate postsecondary preparation for the Class of 2022 and beyond. Instead, creating multiple pathways for all students to pursue and demonstrate their preparation for a meaningful first step after high school is one of the ways that OSPI and Washington State are delivering on the promise that all students are prepared for postsecondary pathways, careers and civic engagement.

This means that students in graduation cohorts of 2022 and beyond **DO NOT** have access to using the [Certificate of Individual Achievement \(CIA\)](#), which included the following options for the purposes of meeting a graduation pathway:

- Off-grade level assessments (Smarter Balanced OR WA-AIM),
- Level 2/Basic/CIA cut-scores,
- Locally Determined Assessments,
 - Woodcock Johnson Achievement Test, 3rd or 4th Edition; Wechsler Individual Achievement Test, 2nd or 3rd Edition; Kaufman Test of Educational Achievement, 2nd or 3rd Edition; Grade Equivalencies
- Awareness Waivers (applied to high school students who participate in the WA-AIM through an engagement rubric).

Per [RCW 28A.655.250](#) and [WAC 180-51-230](#), all students, including those with disabilities, must satisfy a graduation pathway. Only students in the **Class of 2021 or earlier** who have an active IEP can still access the CIA statewide assessment pathway for ELA and/or math using any of the options listed above.

Prior to selecting the CIA for a student, IEP teams should consider the need for additional or increased special education services, in conjunction with grade level core instruction, to support the student in accessing a graduation pathway that is available to all students and aligns to the student's post-secondary goals.

Note: Available graduation pathway options are based on a student's original 4-year graduation cohort, not the year they may plan to graduate. Students needing additional time to graduate can access services until the age of 21 (see page 25) but will be expected to meet the graduation requirements of their original graduation year.

High School Transition Course for ELA and/or Math

For this graduation pathway, per [RCW 28B.10.016](#), the definition of a transition course includes an ELA or math course offered in high school that satisfies core or elective credits for high school graduation and, based on the final grade, allows the student to place directly into a credit-bearing college level course (100 level or above) at participating colleges.

This definition includes transition courses identified through local agreements between colleges and school districts or any agreements that have been approved at the state level, such as the Bridge to College (BTC) courses.

- Successful completion for this graduation pathway is defined as **passing the course** and earning at least a **1.0 high school credit** in ELA or math, as determined locally, throughout the duration of one entire school year.
- BTC math courses are ideal for students who scored a level 2 on the 10th grade SBA and have completed Algebra II or its equivalent but may have struggled to master the content. Students who scored in level 1 on the SBA and also struggled in Algebra II will likely find the material in the course very challenging.

Note: To earn actual college-level course placement (100 level or higher) at any community and technical college in Washington, students must earn a B grade or better for the **final term** (Math) or **any term** (ELA) of a BTC course. See the SBCTCs [Bridge To College Frequently Asked Questions](#) or [OSPI's BTC website](#) for additional information.

Graduation Pathways and Earning the Seal of Biliteracy

House Bill 1599 removed the requirement for students to have met standard on the SBA in ELA. Now, students can be considered as having met the ELA standard for the Seal of Biliteracy by meeting any of the graduation pathway options!

Note: There is also work happening to broaden access to more languages in which students can demonstrate their proficiency, and increase access to assessments in rural areas, thus providing a broader group of students with more opportunities to meet their World Language requirement for four-year college admissions.

MEET STATE & LOCAL CREDIT REQUIREMENTS

Class of 2022 Cohort: **Students entering 9th grade from July 2018 through June 2019.**

The credit requirements for the Class of 2022 are described in [WAC 180-51-210](#). Districts may have additional credit or other local requirements. Students and families should check with high school staff for additional information about local graduation requirements.

Subject	Number of Credits	Additional Information
English	4	
Math	3	Algebra 1 or Integrated Math 1 Geometry or Integrated Math 2 A 3rd credit of math based on HSBP*
Science	3	At least two lab sciences 3rd credit of science based on HSBP*
Social Studies	3	1.0 US History and Government 0.5 Contemporary World History, Geography, and Current World Problems 0.5 credits of Civics (standalone for Class of 2024) 1.0 credits of social studies elective Washington State History (can be for no credit)****
Fine, Visual or Performing Arts	2	1.0 credit of Art can be used as part of the student's Personalized Pathway Requirement (PPR)**
World Language	2	1.0 or 2.0 credits of World Language can be used as part of the student's Personalized Pathway Requirement (PPR)**
Career & Technical Education	1	May meet the definition of an exploratory course as described in the CTE program standards RCW 28A.700.010
Health and Fitness	2	0.5 credit of Health 1.5 credits of Physical Education***
Electives	4	

* The 3rd credits of math and science are chosen by students based on their postsecondary goals as documented in their HSBP and approved by a parent/guardian. If a parent/guardian is unavailable to approve their student's course decision, a school counselor/principal can approve students' courses per [WAC 180-51-210](#).

➤ Per [SB 5299](#) (2021), students may use a computer science course to meet their 3rd year math or science, if in alignment with their HSBP. See the [SBE's FAQ website](#) for additional guidance.

** PPR courses prepare students for a specific post-high school career or educational outcome based on their HSBP. The flexibility of these 3.0 credits allows students to take other relevant preparatory courses that support their postsecondary goals.

*** Students must earn credit for physical education (PE) unless **excused** per [RCW 28A.230.050](#). Students may be excused from PE (but not health). Students who are excused from PE must "demonstrate competency/mastery in the knowledge portion of PE in a district-approved competency assessment that is aligned to Physical Education K–12 learning standards." ([WAC 180-51-068](#)).

HB 1599 allows districts to waive up-to-two credits for individual students "based on a student's circumstances, provided that none of the waived credits are identified as mandatory core credits."

➤ PE and health credits are mandatory core or foundational credits.

If a student is **excused** from PE course(s), the up-to-1.5 credits of PE earned through demonstration of competency/mastery, per written district policy, must appear on the student's transcript, coded in CEDARS with the appropriate designation, to indicate how the credits were earned.

**** The Washington State History (WSH) requirement may be met by a non-credit bearing middle school or high school course or a for-credit high school course. Per [WAC 180-51-210](#), WSH may be waived locally for students who

- successfully completed a state history course in another state, or
- are in 11th or 12th grade and did not complete a WSH course because of previous residence outside the state, or
- because an emergency prevented the student from having the opportunity to complete the course.

Additional Statutorial Flexibility in Meeting Graduation Requirements for Unique Student Populations

Supporting Students Receiving Special Education Services

Students receiving special education services will meet graduation requirements, including subject area credit requirements and graduation pathway options, as directed by their IEP team. Students must not be restricted from accessing graduation pathways based on their disability. A student's graduation pathway(s) and post-secondary goals are documented in their IEP Transition Plan and aligned HSBP.

IEP teams determine needed special education services, in conjunction with grade level core instruction, to help students access a graduation pathway that is available to all students and aligns to the student's post-secondary goals. As part of the annual IEP review, IEP teams can revise the IEP and transition plan and provide additional supports to help students satisfy graduation requirements, make progress in their IEP goals, and demonstrate preparation for their post-high school plan.

IEP teams are not able to create new graduation pathways nor to waive graduation requirements for students receiving special education services. To support students with disabilities in meeting graduation requirements, IEP teams may utilize:

Comparable Content Course Substitutions

State laws and rules in [RCW 28A.155.045](#) and [WAC 180-51-115](#) acknowledge the critical role of the IEP team in determining the most appropriate high school credit substitution and assessment options for students receiving special education services.

According to a January 2020 change to WAC 180-51-115³, "A student with an IEP must be provided needed accommodations to progress in the general curriculum toward meeting state and local graduation requirements. In **limited circumstances**, when **determined necessary by the IEP team** due to the unique needs resulting from the student's disability, a graduation credit and subject area requirement may be **substituted with comparable content course work**, as identified in the IEP team course of study and aligned to the student's HSBP."

- This WAC change applies to any course decisions made beginning **July 1, 2020**. See the [SBE's graduation requirements FAQ](#) (question #10) for details.

³ [Special Education Guidance on WAC 180-51-115](#): Procedures for Granting High School Graduation Credits for Students with Special Education Needs, page 8.

Continued Educational Support up to the Age of 21

Students receiving special education services who have not yet met their high school graduation requirements and earned a high school diploma after four years are eligible for a free and appropriate public education through the school year in which they turn 21 years old. This includes students under 21 who have earned a high school equivalency certificate.

[WAC 392-172A-02000](#) makes the distinction between meeting graduation requirements AND graduating with a diploma precisely because the IEP team is responsible for determining a student's graduation plan, including transition services, and determining the anticipated graduation date.

Federal and state regulations do not require a school district to graduate a student with a disability who has met state and local graduation requirements. The IEP team determines what is in the best interest of the student for continuing their secondary education beyond completion of graduation requirements.

If the IEP team determines and documents that a student receiving special education services needs additional time to satisfy graduation requirements or needs additional special education services, the student is still entitled to a free appropriate public education and can continue to be claimed for basic and special education apportionment until the school year in which they turn 21.

See page 31 for additional information on the graduation ceremony participation options for students receiving continued services beyond their original graduation cohort year.

Partial Credit Practices to Support Highly Mobile Students

In 2017, the legislature passed SB 5241 and HB 1444, amending [RCW 28A.320.192](#). And this year, the legislature passed [HB 1295](#) (2021), which also amended this RCW. These bills instituted a renewed effort to eliminate barriers and facilitate the on-time grade level progression and graduation of students experiencing certain challenges.

All of these bills **require districts to adopt credit consolidation, partial credit, and course waiving practices** to facilitate the on-time graduation of highly mobile students, including youth experiencing homelessness, students in Foster Care (dependent children), At-Risk Youth (ARY), Children in Need of Services (CHINS), and students who are in, or have been released from, an institutional education facility.

The practices outlined in this legislation can help school counselors, registrars and other record keeping staff **piece together** mobile students' academic records in a more cohesive way. An [Implementation Guide](#) for supporting highly mobile students via partial credit practices is posted on OSPI's [Homeless Education website](#).

The 2017 and 2021 changes to RCW 28A.320.192 enable Washington school districts to be more fair, equitable and creative in transferring in partial credits in order to support progress toward graduation for our most highly mobile students. By using these strategies to show students we honor and value what they HAVE done, we increase the likelihood that they will see hope for reaching their goals and engage more readily in completing their remaining graduation requirements.

Note: There is nothing in state or federal law that would prohibit a district from applying these practices to any student who needs additional support to meet his/her credit requirements, including students impacted by extended school closures during the COVID-19 public health crisis, or other circumstances resulting in partial credit for work completed.



High School Transcript Developer User Guides and FAQ Documents

The OSPI [High School Transcript](#) webpage was updated with documents that incorporated the changes outlined in the SBE's Emergency Waiver Program for the Class of 2021. Those same emergency waiver rules have been extended to the Class of 2022 (see pg. 27 on Graduation Requirement Waivers).

The following documents are available on the Transcripts page:

- [The High School Transcript Developer User Guide for Students with Graduation Requirements Years of 2022 and Beyond \(expected fall 2021\).](#)
- [The High School Transcript Developer User Guide Special Edition \(July 2021\).](#)
- [High School Transcript FAQ 2021-22.](#)
 - By fall 2021, the Transcript FAQ will include new guidance about the passage of House Bill 1176 (2021), which ended the practice of holding back transcripts or grades for students who have fees related to damaged or lost property. Districts may still withhold a student's diploma.

Transcribing High School Credit Earned in Middle School

This policy was changed under HB 1599. Students who enroll in a high school credit bearing course and pass the course, thus earning high school credit before attending high school, must have that credit *automatically* transcribed on their high school transcript. This policy change pertains to high school level courses completed in middle school beginning in the 2019–20 schoolyear, as described in [WAC 180-51-030](#).

Students and their parent/guardian may also request that the credit earned before high school **not** be transcribed, or be transcribed with a **nonnumerical grade**, such as "pass". Nonnumerical grades are not included in the student's high school grade point average, but the course still applies to meeting high school graduation requirements.

- Students and their family have until the end of the 11th grade to **opt out** or **request a nonnumerical grade** for credit earned before attending high school.

OSPI recommends districts adopt a policy and procedure for consistently and efficiently administering this requirement, including the number of times students can opt out and back in, and how non-numerical grade requests will be administered.

Graduation Requirement Waivers and Appeals

Graduation Requirement Emergency Waiver (GREW)

The State Board of Education (SBE) adopted permanent rules in July 2021 for an emergency waiver program. These rules apply to students graduating in the Classes of 2020 and beyond, during the 2020-2021 and 2021-2022 school years.

Under the emergency waiver program, districts may still apply to the SBE for authority to waive certain state graduation requirements for individual students in the Class of 2022 due to disruptions in the students' education as a result of the COVID-19 pandemic. If a district applied to the SBE for this authority for the Class of 2021, they do not need to apply again this year, nor do they need to approve another board resolution.

Prior to granting a GREW, district and/or school staff must:

- **Receive approval** from the SBE to administer the emergency waiver program.
- **Adopt a resolution** for the waiver program that includes processes for:
 - A review of decisions to decline a waiver that includes review by a panel including at least one school counselor and educators with specialized expertise, if appropriate.
 - A student's appeal of a decision to decline a waiver.
- Make a **good faith effort** to help the student meet all graduation requirements, such as providing summer school and other expanded learning opportunities, online learning options, course equivalencies and mastery-based credit options.
- **Use existing authority** to grant "student circumstances" waivers and other flexibilities to help the student meet specific credit requirements.
- Review the student's records and **identify how the student has demonstrated postsecondary preparation** for their next steps identified in the student's HSBP.
 - Options for demonstrating preparation may be determined locally, and examples are provided in rules.
 - See [WAC 180-111-020](#) for examples of postsecondary preparation.
- Ensure **eligible students receive guidance** to support them in determining if a GREW is actually needed.
 - Only credits that are least applicable or not integral to the preparation steps for the student's postsecondary plans can be waived.
 - Communicate the benefits and limitations of the waiver and the option to decline the GREW if offered.

Under this emergency waiver program, subject area credits and graduation pathway options may be waived for students who can still demonstrate postsecondary preparation. Up to 2 core or flexible subject area credits may be waived with a GREW, provided that:

- The student earns at least a total of 20 credits after all waivers and flexibilities are applied; and,
- The subject area credits may not be in the same content area.

Note: Using the GREW is limited to waiving only credit and graduation pathway requirements impacted by disruptions due to the COVID-19 pandemic. The HSBP graduation requirement may be considered “MET” once all required components and processes are completed (see pgs. 7-11 for detailed information).

Equitable Administration, Records and Reporting

Districts must record and report on the use of the GREW, disaggregate GREW usage data by student groups, and take appropriate actions to ensure equitable administration of the GREW if disproportionality is found.

For each student who graduates by using a GREW, or in relation to overall GREW usage, districts must:

- Document in the individual student record (within their cumulative file, HSBP, transcript and/or student management system) the following:
 - School’s good faith effort to help the student meet graduation requirements,
 - Courses, term, and amount of credit(s) waived,
 - Whether the graduation pathway option was waived, and/or
 - How the student demonstrated postsecondary preparation.
- Report on each student’s transcript:
 - Waived credit(s) using the GREW with a “V” code during the term waived.
 - Any other waived credits are **not** posted to the transcript.
 - Graduation pathway = “WAIVED” or “MET”, based on if a GREW was used.
- Collect data on:
 - The number of waivers requested and not granted.
 - Demographics on waivers granted and not granted by student group to:
 - Use by the district in evaluating equitable administration of the waiver.
 - Report student-level data to OSPI via EDS/Graduation Alternatives.
- Report to SBE on:
 - Districtwide good faith efforts to help students meet graduation requirements.
 - Actions taken to ensure equity in administration of the GREW.

Districts may grant a GREW to students earning an IB diploma. Districts may also grant a waiver of the graduation pathway requirement only to students in later graduation cohorts, such as students in the Class of 2023, who plan on graduating early in the 2021-2022 school year. These current juniors must meet all state subject area credit requirements and local graduation requirements, subject to local policies, for their 2023 cohort year, and complete a HSBP (see pages 7-11).

Note: The Expedited Assessment Appeals (EAA) waiver is only available for students in the Classes of 2014-20 . The EAA waiver is not an option for the Class of 2021 or 2022. Read OSPI’s January 2020 Bulletin [#B007-20](#) for additional details about the reporting processes for the graduation pathways instituted after the EAA ended.

Two-Credit Academic Waiver for “Student Circumstances”

In 2019, local school boards should have adopted policies in line with [RCW 28A.230.090](#), which changed the criteria for which (up-to-two) high school credits may be waived.

What Stayed the Same	None of the waived credits can be any of the 17 mandatory ‘core’ credits , as identified by the SBE. See the infographic of required credits on the SBE’s website for more information.
What Changed	The waiver for up-to-two credits is now based on “a student’s circumstances.” Before HB 1599, the requirement was that the credit waiver was based on “ <i>unusual</i> circumstances.”

Special, Unavoidable Circumstance Appeal

For students in the Class of 2019 or earlier who transferred during their 12th grade year after the beginning of the second semester or February 15 (whichever is earlier), a Special, Unavoidable Circumstance Appeal application can be submitted for OSPI review. More information can be found on the [OSPI website](#).

11th and 12th Grade Transfer Students

Out-of-State Transfer Waiver (Class of 2019 and earlier)

Students in the Class of 2019 or earlier who transferred into a Washington public school from another state or an in-state, non-public school setting after the administration of the statewide Smarter Balanced or WA-AIM assessments will still be eligible to access Graduation Alternatives. More information can be found on the [OSPI website](#).

GRADUATION CEREMONIES



School districts, directed by their own school board policies, establish eligibility practices for determining who participates in graduation ceremonies.

The state has no authority over graduation ceremonies.

Most school districts allow students to participate only if they can demonstrate that they have fulfilled all graduation requirements prior to the ceremony. However, some districts do make exceptions to minimize barriers faced by students in unique circumstances. Families should consult with their student's high school and/or district about the graduation ceremony policy.

Kevin's Law and Graduation

If determined appropriate by a student's IEP team, Kevin's Law ([RCW 28A.155.170](#)) allows students who will continue to receive special education services between the ages of 18 and 21, even if state and local graduation requirements are met, to participate in the graduation ceremony and activities after four years of high school attendance with their age-appropriate peers.

The law requires each school district to adopt a policy and develop procedures to determine which students can participate in graduation ceremonies after four years, even if they will remain in school beyond four years.

Students who participate in the graduation ceremony will receive a certificate of attendance, which is not a high school diploma. Students will receive a diploma when they complete their graduation requirements and the IEP team has determined that no additional special education services, including transition services are needed. The receipt of a diploma would end the student's eligibility for special education services.

STUDENTS NEEDING MORE TIME TO GRADUATE

Students who have not yet met their high school graduation requirements or earned a high school diploma after four years are eligible for a free public education through the school year in which they turn 21 years old. This includes students under 21 who have earned a high school equivalency certificate.

Free Options

The free options available for students who are not graduating after four years of high school and want to meet their high school graduation requirements include:

1. **Stay enrolled in high school:** Through the school year in which they turn 21, all students are eligible to attend their resident high school and may have the option of transferring to another high school or alternative high school in the district or using the choice transfer process to enroll in another school district's high school.
2. **Continue Running Start (RS):** Students who participated in RS during their 11th and/or 12th grade years but did not finish all classes required for high school graduation may still be eligible to take RS courses that specifically meet any remaining high school graduation requirements and count toward a high school diploma. The expectation is that students are working toward their diploma, not solely toward an Associate's degree or other certification.
3. **Enroll in a skill center:** Students may have the option of spending part or all of their school day at a local skill center. Skill centers that are also high schools may grant diplomas to seniors meeting the resident district's graduation requirements.
4. **Enroll in another school or program that's a better fit:** Many districts have an alternative, online, and/or credit recovery program to provide students a different setting in which to finish their high school education. Check with your school counselor and/or administrator for the options in your community. OSPI maintains a list of [approved statewide online public school programs](#).
5. **Enroll in an Open Doors Youth Reengagement Program:** Open Doors serves students who want a high school diploma, GED plus, community college credits toward their diploma, an industry certificate or Associate degree, and/or employability skills. This flexible education model is only available to students who are credit deficient and over 16 years old but not yet 21 as of September 1 of the school year. OSPI maintains a list of [districts that offer Open Doors](#).

6. **Enroll in a school district high school completion program:** School districts may contract with community colleges to offer tuition-free high school completion programs to students still enrolled in their resident school district (CEO programs). Upon completion of the program, students would receive a high school diploma from either the college or the district.

At-Cost Options

The at-cost options available for students who are not yet graduating after four years of high school and still want to meet their high school graduation requirements include:

1. **Enroll in a community/technical college high school completion program:** Check first to see if the college offers either Open Doors or high school completion through a district partnership (CEO) for free.

All of Washington's community colleges offer high school completion programs, providing students with a high school diploma from the college. Students must drop out of their resident high school to enroll in these programs. Students may be charged \$25 tuition and other applicable fees. Students 16–18 years of age must have a signed release from their resident school district to enroll.

2. **Pursue a high school equivalency certificate:** Check first to see if there is an Open Doors program to access GED preparation for free.

Students 16 and older who have chosen to leave high school may earn a high school equivalency certificate or GED by passing required tests through a high school completion program. Students under 19 will need a release to take the GED signed by their resident school district and a parent if under 18.

Our community and technical colleges are official GED testing centers. Students pay fees for the assessment(s) and may need to pay nominal tuition and fees for preparation courses. Students who earn a GED are considered dropouts for high school accountability purposes; however, students under 21 who have a GED are still eligible to fulfill their high school graduation requirements and earn a diploma.

3. **Enroll in a public two- or four-year college:** Washington's public colleges do not require students to have a high school diploma in order to enroll, although a diploma significantly increases the chances of admission to the state's four-year universities. Students without a diploma who enroll in colleges must pay full tuition and fees. Students who do not have a diploma or GED may not be eligible for certain federal, state, and private financial aid.

SMARTER BALANCED ASSESSMENT SCORES AND WASHINGTON PUBLIC COLLEGES' PLACEMENT AGREEMENTS

Washington's SBA in mathematics and English provides students a moment-in-time opportunity to evaluate their current skills and knowledge in relation to their educational goals and then determine what steps they should take to be prepared for college. Washington's public four-year institutions believe there are multiple high-quality pathways to a degree and support early assessment efforts in high school that provide students and families with information to best guide them in their choices.

High school students who score a college-ready level of 3 or 4 on the SBA may enroll in college-level courses at Washington's public community and technical colleges.

More information about the agreement is available from the [State Board of Community and Technical Colleges](#) (SBCTC) and the [Council of Presidents](#) (COP).

The current placement agreement will end with the Class of 2022.

- In January, 2022 the community and technical college system will review the agreement language and impact-to-date and determine whether to amend and/or extend the current agreement.



APPENDIX A: RESOURCES

High School and Beyond Plan Resources

- [OSPIs HSBP Webpage](#) and [HSBP-IEP Transition Plan Alignment Webpage](#)
- [SBEs HSBP Webpage](#)

Graduation Pathways Resources

- [OSPIs Graduation Pathways Webpage](#)
- [SBEs Graduation Pathways Webpage](#) and [HB1599 FAQ](#)

Graduation and Credit Requirements

- [SBEs Graduation Requirements Webpage](#)

Graduation Requirement Emergency Waiver (GREW)

- [SBEs Emergency Waiver Program Webpage](#)

Dual Credit

- [OSPIs Dual Credit Webpage](#) has detailed information about all six dual credit programs.

Alternative Learning Experience (ALE)

- [Explore guidance resources](#) related to offering ALE, including a guide to program implementation, sample documents and communication resources.

Online Learning

- Find information on [OSPIs website](#) about approved online school programs, enrolling students, district applications for online school programs or course providers, and more.

Learning by Choice

- [Answers to commonly asked questions](#) about the Learning by Choice law. Students who choose to transfer into another district may have additional graduation requirements.

Foster Youth/Youth Experiencing Homelessness

- The [WSAC website](#) has information on the Supplemental Education Transition Planning (SETuP) program, to assist foster care and unaccompanied homeless youth in making the transition from high school to postsecondary enrollment, career or service.
- Additional SETuP information can be found at the [Independence for Washington State Foster Youth website](#).
- The [National Association for the Education of Homeless Children and Youth](#) has a collection of higher education resources for students experiencing homelessness.

APPENDIX B: ABBREVIATIONS

AP: Advanced Placement

BTC: Bridge to College

CBS: College Bound Scholarship

CHS: College in the High School

CI: Cambridge International

CIA: Certificate of Individual Achievement

COP: Council of Presidents (representing Washington’s public 4-year institutions)

CTE: Career and Technical Education

ELA: English Language Arts

FAAD: Financial Aid Advising Day (new requirement begun in fall 2020)

FAFSA: Free Application for Federal Student Aid

GREW: Graduation Requirement Emergency Waiver (Classes of 2020 – 2022)

HSBP: High School and Beyond Plan

IB: International Baccalaureate

IEP: Individualized Education Program

PPR: Personalized Pathway Requirement (3.0 flexible credits; World Language/Fine Art)

RS: Running Start

SBA: Smarter Balanced Assessment

SBCTC: State Board of Community and Technical Colleges

SBE: State Board of Education

STEC: State Tribal Education Compact (related to CTE Directors)

WA-AIM: Washington Access to Instruction & Measurement (state assessment)

WASFA: Washington Application for Student Financial Aid

➤ (Go to <https://wsac.wa.gov/wasfa> for more information)

WSAC: Washington Student Achievement Council

REVISION LOG

Updates to the Graduation Toolkit following policy changes in House Bill 1599 (2019) generated a transition to a Graduation Pathways Toolkit in August, 2019.

Any **substantive** changes are noted below.

Page(s) Revised	Section	Description	Date
16-17 20 21	Graduation Pathways	CTE Sequences in ALE settings Information about sunseting of CIA Earning a Seal of Biliteracy	8/21/2021
24-26 27	Meeting State and Local Credit Requirements	NEW section ~ Flexibility in Meeting Graduation Requirements for Unique Student Populations Links to new Transcript FAQ and User Guide	
28-30	Waivers and Appeals	NEW section ~ Graduation Requirement Emergency Waiver (GREW)	
Most	Entire document	At least minimal updates to most sections throughout entire document	9/8/2020
Most	Throughout all	Updated most sections with final SBE rules and updated guidance/resources	2/28/2020
All	Entire document	Updated entire document, with new legislation, format	8/20/2019

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Download this toolkit in PDF at OSPI's [Graduation Pathways Toolkit webpage](#) (<https://www.k12.wa.us/student-success/graduation/graduation-requirements/graduation-pathways/graduation-pathways-toolkit>). This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631.