



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Class of 2025 Graduation
Toolkit: An Implementation
Guide for Washington's
Minimum Graduation
Requirements*

2024

CLASS OF 2025 GRADUATION TOOLKIT

An Implementation Guide for Washington's Minimum Graduation Requirements

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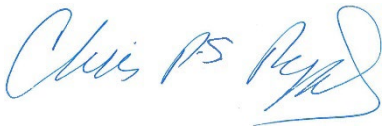
Welcome to Washington State's Graduation Toolkit for the Class of 2025!

The Class of 2025 Graduation Toolkit provides school counselors, career and graduation specialists, and school and district leaders with comprehensive guidance about Washington's current requirements and available resources to support students to prepare for graduation and beyond. Ensuring understanding of graduation requirements and senior-year transition processes can assist with helping our students succeed in preparing and building plans for their future.

As the Class of 2025 navigates the end of their high school journey, it's important to acknowledge the unique challenges they've faced, including the pandemic's lingering impact and a systemic need to provide students with better connection between their high school education and reaching their postsecondary goals. By focusing on building hope, educators can create a sense of purpose, helping students connect their current education to their aspirations and post-secondary success.

Washington is leading the nation in building innovative and flexible 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 act as the framework for providing annual academic guidance and career exploration to help guide students' course choices and engagement in opportunities from dual credit to workplace learning. Our goal is to assist your efforts to provide caring and 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!

A handwritten signature in blue ink that reads "Chris Reykdal". The signature is fluid and cursive, with the first name "Chris" and last name "Reykdal" clearly legible.

Chris Reykdal
Superintendent of
Public Instruction

GRADUATION REQUIREMENTS FOR THE CLASS OF 2025

State Graduation Requirements

Completion of Washington State's minimum graduation requirements, as established by the State Legislature and the State Board of Education (SBE), signifies that a student is prepared to successfully transition into life post-high school. In 2019, the Legislature removed state testing as a requirement and instead approved multiple graduation pathways, which 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 (cohort), which is determined upon their entry into any public high school beginning their 9th grade year. Students needing more than four years to graduate must still meet the graduation requirements of their original graduation year cohort.

All students who entered 9th grade during the 2021–22 school year (Class of 2025) must meet all state and local requirements:

1. **Develop a High School and Beyond Plan (HSBP)**

All students, with the help of educators and students' families, if possible, 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 7th grade, is annually revised by students throughout middle and 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, but is not limited to, 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. **Complete High School Subject Area Requirements**

All students must complete specific course requirements, including any Personalized Pathway Requirement (PPR) 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.

Local Graduation Requirements

School districts may have other locally determined graduation requirements, such as additional credits, community service, or a senior project (see [Revised Code of Washington \(RCW\) 28A.230.090](#)). While schools are expected to communicate all graduation requirements and to share information annually regarding all students' progress toward graduation (see [Washington Administrative Code \(WAC\) 180-51-045](#)), students and their families should be made aware of all state and local graduation requirements when they begin high school.

Families and guardians should direct questions about graduation requirements to their student(s) and staff at the high school or school district office. To the greatest extent possible, districts should make information about graduation requirements accessible for families with limited English proficiency and provide services to ensure individuals with other communication disabilities can equitably access the same information.

Laws and Rules for Class of 2025 Graduation Requirements

High School and Beyond Plan: See [RCW 28A.230.212](#) and [WAC 180-51-220](#)

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

Credit Requirements: See [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. In the HSBP process, students are given an opportunity to explore opportunities related to these guiding questions:

- **Who am I?**
- **What can I become?**
- **How do I become that?**

Beginning by 7th grade, students work with school staff and their families to create their own personalized plan that, through annual revision, results in the development of a strategy for a meaningful first step following graduation.

School districts are strongly encouraged to involve parents and guardians in the process of developing and updating the HSBP to increase awareness of opportunities their student can access to prepare for post-secondary goals and track completion of all graduation requirements. Districts should, to the greatest extent possible, take responsibility for providing and connecting families to language access and disability support services related to the high school and beyond planning process.

Required HSBP Components

To fulfill the HSBP graduation requirement, as outlined in RCW 28A.230.212 and [RCW 28A.230.215](#), the HSBP must contain, at minimum, the following specific components and information:

- Identification of **career goals**, aided by a **skills and interest inventory/assessment**.
- Identification of **educational goals**.
- 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 pages 15–23 for dual credit program details).
 - Documents for chosen Graduation Pathway(s) (see pages 13–23 for details).
- A **resumé or activity log**.
- Evidence that the student has **received information on the College Bound Scholarship (CBS) and state and federal financial aid programs** that help pay for college (see pages 10–11 for details).

For students accessing special education services, the HSBP must be completed in addition to, and in alignment with, the student's Individualized Education Plan (IEP) Transition Plan (see pages 10 and 27–28 for details).

Required HSBP Development Processes

This section includes additional details about the required elements of a HSBP and outlines important processes and timelines that must be followed when developing a HSBP:

- Per [Senate Bill 5243 \(2023\)](#), the HSBP now must be started **by 7th grade** beginning with a **career and skill interest inventory**.
 - The results of the career assessment will be used to establish initial **career goals** and **inform both 8th and 9th grade course-taking** that supports meaningful preparation for, and transition to, high school.
- The HSBP must include evidence that the student has received information about the **CBS** during middle school.
 - High school students in the CBS Program should be reminded throughout high school about the requirements to remain eligible.
 - For more detailed information on the CBS Program, go to the [Washington Student Achievement Council's \(WSAC\)](#) website.
- 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 statewide assessment results in English Language Arts (ELA) and Math¹.
 - Use Smarter Balanced Assessment (SBA) scores and other applicable data to inform 11th grade course taking, including the availability of advanced coursework aligned with the student's HSBP, per RCW 28A.230.212 and [RCW 28A.320.195](#).
- 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 classes** under RCW 28A.320.195, as aligned with a student's HSBP².
 - [Dual credit courses](#) provide students with the potential to earn high school and college (100 level and higher) credit for the same course.

Important Note for Class of 2025

Per [Senate Bill 5321 \(2021\)](#), 7th, 8th, and newly eligible 9th graders qualifying for free and reduced-price lunch are automatically enrolled in the College Bound Scholarship (CBS). The CBS is an early commitment of state financial aid, and can cover average tuition at public college rates, some fees, and a small book allowance at over 65 Washington community and technical colleges and universities.

¹ Students' ELA and Math scores on the 10th grade statewide assessments are not considered *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 must use other available data to inform their 11th grade schedule.**

² Per the 2019 update to RCW 28A.320.195, each school district board of directors shall have **adopted by the 2020-21 school year an academic acceleration policy** for high school students. Districts who had already adopted an academic acceleration policy based on the initial RCW should have amended their policy to **include course-choice alignment with the HSBP**.

- For students with an IEP Transition Plan (which must be in effect when the student turns 16 years of age), **HSBPs must be developed and updated in alignment with the post-secondary goals within their transition plans.** (RCW 28A.230.212).
 - HSBP activities and supports must also be provided **in a similar manner and with similar school personnel as for all other students.**
 - Students with an IEP Transition Plan may use their plan in support of, but not as a replacement for, their HSBP.
 - [OSPI's Secondary Transitions webpage](#) includes the following resources to support IEP Teams, school counselors, or advisors with utilizing these two documents in alignment to support students to be ready for their post-secondary goals:
 - Guidelines for Aligning HSBPs and IEP Transition Plans that describe essential elements and best practices.
 - Examples of best practice HSBP models (Appendix B).
 - Student and educator checklists of relevant and required tasks to complete for post-secondary preparation and transition.
- Districts are required to involve parents and guardians to the greatest extent feasible in the process of developing and updating the HSBP.
- The plan must be provided to the student and the students' parents or guardians in a language the student and parents or legal guardians understand and in accordance with the school district's language access policy and procedures.
- School districts must annually provide students in 8th through 12th grade and their parents or legal guardians with information about available graduation pathway options.
 - Districts are strongly encouraged to begin providing this information beginning in 6th grade, and to annually provide details about available dual credit options that meet the graduation pathway requirement and support students' post-secondary preparation.
- 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 Free Application for Federal Student Aid (FAFSA) or Washington Applications for Student Financial Aid (WASFA).

Important Note About 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 Grant.

Schools are encouraged to utilize the FAAD as an opportunity to ensure that all seniors have met the required financial aid component of their HSBP.

For more details about FAAD, including free resources to help schools host this event, go to WSAC's 12th Year Campaign webpage.

- 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 financial aid applications.
- Refer to the [WSAC Plan Your Future webpage](#) for more information and resources.
- For students not on track to graduate, their HSBP must also identify **interventions and academic supports and/or courses** that are available to help them fulfill high school graduation requirements. Possible courses may include available CTE equivalencies in academic core content areas, adopted pursuant to [RCW 28A.230.097](#) and as listed on OSPI's [Statewide Course Equivalencies webpage](#).
 - In accordance with [WAC 180-51-220](#), a student's HSBP should reflect subject area requirements intended to be met, or that have been met, through mastery-based credit per WAC 180-51-220. For more information on mastery-based credit, see WAC 180-51-051.
- For students not earning a score of 3 or 4 on the 8th grade math statewide assessment, 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 Statewide Course Equivalencies webpage.
- Districts are encouraged to inform students not earning a score of 3 or 4 on the middle school ELA or science statewide assessments, of high school supports and courses that will address their learning needs.

Important Note about Student Learning Plans: Class of 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 is posted on the Graduation webpage and 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

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 post-secondary goals. [RCW 28A.655.250](#) requires all students to complete at least one graduation pathway, in alignment with their HSBP, to graduate.

All graduation pathways are intended for all students, however, not all districts must offer all pathways. Per RCW 28A.655.250, “the legislature encourages school districts to make all pathway options available to their high school students, and to expand their pathway options until that goal is met, and districts have discretion in determining which pathway options under this section they will offer to 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 multiple uses of this term:

- **Graduation Pathways**
One of many performance-, course- or exam-based options students can complete to further demonstrate mastery of state learning standards and their completion of required steps or processes in preparation for a meaningful first step after high school.
- **Personalized Pathway Requirement (PPR)**
Refers to three “flexible” credits (2.0 credits of World Language and the second 1.0 credit of Fine Art) required for graduation. Students may choose to take “personalized pathway” classes other than these that can better prepare them for the post-secondary goals outlined in their HSBP.
- **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), designed to prepare students for success in a career cluster or CTE program area. These can be different than a CTE Sequence Graduation Pathway (pages 15–18).
- **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 State Board of Community and Technical Colleges (SBCTC) [Guided Pathways](#) webpage for more information.

Class of 2025 Graduation Pathways Requirements

The section immediately following these brief overviews describes each pathway in greater detail.

Career/Technical Field = CTE Sequence

- Complete a state-recognized Core Plus program that results in a Core Plus Certificate.
- Complete a sequence of state approved CTE courses earning 2.0 or more credits that either includes a dual credit course and/or provides access to or leads to an industry recognized credential.
- Complete 2.0 or more high school credits earned through Running Start (RS) Vocational coursework in approved Professional-Technical/Workforce courses.

Military Career Interest = Armed Services Vocational Aptitude Battery (ASVAB)

- Score for Class of 2025 = 31 (Check the [SBE website](#) by Sept. 1 annually for update.)

Post-secondary Education = ELA and Math Courses, Exams or Learning Experiences (student must complete both an ELA and math option, and may combine any options below)

- College Admissions Exams (with or without Writing):

Minimum Scores Needed for the Classes of 2017 Through 2025

Exam	ELA	Math
ACT	N/A	16
ACT with Writing	14	16
SAT	410	430

- Dual Credit courses (1.0 credit total for ELA and/or math):
 - Advanced Placement (AP)/International Baccalaureate (IB)/Cambridge International (CI): Earn at least a C+ (each term) in state-approved course.
 - CTE Dual Credit: Earn high school credit in ELA and/or math (the CTE Dual Credit course must be approved locally to count as a math and/or ELA course).
 - College in the High School (CiHS) or RS courses: Individual course equivalencies are determined by district review and approval.
- Dual Credit exams (for state-approved courses, see pages 19–20).
 - AP = 3 or higher | CI = E or better | IB = 4 or higher
- Performance-based learning experience (district must adopt rules to offer this graduation pathway).
 - Must provide evidence that the student meets or exceeds certain state learning standards in ELA and/or math.
 - Additional information is posted on the SBE's [Performance-based Pathway Webpage](#).
- State assessments:
 - Smarter Balanced (SBA): ELA = 2548; math = 2595
 - Washington Access to Instruction & Measurement (WA-AIM): ELA = 104; math = 103
- Transition courses (1.0 credit total for ELA and/or math):

- o Bridge to College (BTC) courses are state approved (must complete in same school year)
- o Local placement agreements allowed between districts and sponsoring colleges that allow students to place into college (100-level) courses through high school course-taking.

For questions, please contact OSPI staff at graduation.pathways@k12.wa.us (data-based, technical questions) or maria.muto@k12.wa.us. (advising support and general pathway questions).

Find more 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 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. Districts offering this pathway are encouraged to participate in the [ASVAB Career Exploration Program](#).

By earning 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.

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.
- Student scores and personal information may be shared with the Department of Defense.
- The process to opt out of sharing their scores with the military recruiters.

Important Notes

The military has age and other restrictions concerning the acceptance of the ASVAB. Students considering a military career should look into military entrance requirements.

For the Class of 2025, the minimum AFQT score is 31. Staff should check the SBE website for an update after September 1 each year.

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. 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 flexible 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 pathway options that

represent an even broader range of interests and post-high school goals. Students engaging in a CTE Sequence Graduation Pathway should complete coursework that is aligned with their career and/or postsecondary goals as outlined in their HSBP.

Note: This year’s Graduation Toolkit update seeks to increase awareness and explicit understanding of the *three* options available for students to meet the CTE Sequence Graduation Pathway. Additional details for each option are described following the chart below.

Option 1	Option 2	Option 3
Complete a state-recognized Core Plus program that results in a Core Plus Certificate and uses the appropriate course designation code in CEDARS.	Complete a sequence of state approved CTE courses earning 2.0 or more high school credits that either includes a dual credit course, and/or provides access to or leads to an industry recognized credential.	Complete at least 2.0 high school credits earned through college-level Vocational (CTE) coursework in aligned Professional-Technical or Workforce courses.

Option 1: Complete the curriculum requirements of a Core Plus Program of Study that results in the attainment of a Core Plus Certificate and utilizes the appropriate course designation code in the [CEDARS Data Manual](#) (Element D07). This ensures students have the opportunity to develop sufficient skill sets to earn either dual credit or an industry recognized credential, which leads to the workforce, apprenticeship or postsecondary education.

There are three state approved programs and corresponding CIP codes:

- [Aerospace/Advanced Manufacturing](#) (CEDARS code V/G, respectively)
 - 140102, 150613, 480000, 480503, 480506, 480511
- [Construction](#) (CEDARS code W)
 - 460000, 460100, 480701
- [Maritime](#) (CEDARS code U)
 - 460290, 470000, 470605, 470616, 480000, 480503, 480508

Option 2: Complete at least a 2.0-credit sequence of high school courses relevant to the student’s post-secondary goals for entry into postsecondary education, apprenticeship or the workforce, as outlined in their HSBP. This option includes sequences that are state and locally approved, and that meet the following criteria:

- At least one course in the 2.0 credit sequence includes the ability to earn or leads to earning a state/nationally recognized certificate/credential and/or provides students the opportunity to earn college credit.
 - Only OSPI approved courses count towards the 2.0 credit sequence.
 - OSPI works with education and industry partners to refine, expand and maintain a comprehensive [list of qualifying industry-recognized credentials](#) that align with Federal Perkins reporting requirements. This list is restricted to only credentials that can be earned while students are enrolled.
 - Only credentials on the state approved list meet the requirements for *earned* credentials; districts can determine locally which courses are aligned with and *lead to* postsecondary credentials.

- College credit may be earned through any approved dual credit program and should be reported using the corresponding CEDARS course designation code.
- Satisfying the CTE Sequence Graduation Pathway does not require a student to take a preparatory CTE course as explained in RCW **28A.700.030**.
- Consists of a sequenced progression of technically intensive and rigorous courses.
- Leads to workforce entry, a state or nationally approved apprenticeship, or post-secondary education or training in a related field.
- Exists in a single CTE program area, or in more than one program area, if approved both locally and by OSPI.

Note: The list of OSPI approved and available CTE Sequence Graduation Pathways spanning more than one program area can be found on OSPI’s [CTE webpage](#).

Option 3: Complete at least 2.0 high school credits by taking 100 level or above Vocational courses at Washington’s community and technical colleges. Vocational courses are restricted to college **workforce** and/or **professional-technical** programs that meet the following requirements:

- Leads to workforce entry, state or national approved apprenticeships, and aligned credential and degree opportunities.
- Provides students the opportunity to earn college credit and may also result in or lead to attainment of an industry recognized credential.
- Courses have SBCTC approved Workforce Classification of Instructional Programs (CIP) codes that must align with a state or locally approved CTE Sequence Graduation Pathway as determined by the district.

A reference list of SBCTC approved college Workforce CIP codes and courses to meet this requirement will be posted on OSPI’s CTE webpage. Schools must use this approved CIP code list to review and approve the college-based vocational courses that can meet the CTE Sequence Graduation Pathway requirements. School counselors or Open Doors Case Managers should work with their CTE Director and/or college staff, including the Running Start Coordinator, to confirm college course eligibility.

Local CTE Graduation Pathway Approval Process

If the sequence of courses outlined in Option 2 in the chart above spans more than one CTE program area and is not already listed on OSPI’s CTE webpage as an approved and available CTE sequence, **the sequence must go through a statewide approval process and be approved** by:

- A local school board or designee, and/or a district or State-Tribal Education Compact (STEC) 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 Education Data System Administration (EDS).

Important 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 the Comprehensive Education Data and Research System (CEDARS), contact your CTE Director or District Assessment Coordinator for more information.

- OSPI should respond within 45 days. If the district does not receive a timely response, 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 by submitting the Local CTE Graduation Pathway form; further *approval* is not necessary.

CTE Sequences in an Alternative Learning Experience (ALE)

Schools offering ALE courses or programs can also 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 STEC CTE Director for more information on what courses and/or sequences have been approved. 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 for the CTE course 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 13–23 of this toolkit.

College Admission Exam Scores for ELA and/or Math

Students may further demonstrate their mastery of these learning standards and readiness for post-secondary education options by using a college admission exam score graduation pathway. Exam scores from the American College Testing (ACT), ACT with Writing or Scholastic Aptitude Test (SAT) may be used.

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

Minimum Scores Needed for the Classes of 2017 Through 2025

Exam	ELA	Math
ACT	N/A	16
ACT with Writing	14	16
SAT	410	430

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 AP, CI, IB, CTE Dual Credit, CiHS, 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 exam to use this course-based Dual Credit Graduation Pathway.

For CiHS/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 institution of higher education. Students do not have to pay course fees, nor take the steps necessary to accept college credit on their official college transcript, to meet this graduation pathway.

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.

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 meeting the minimum score on a corresponding 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 an approved AP exam.
- Scoring an "E" or better on an approved Advanced or Advanced Subsidiary (A/AS) CI exam.
- Scoring a 4 or higher on an approved IB exam.

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

Advanced Placement Courses and Exams

ELA:

Comparative Government and Politics, English Language and Composition, English Literature and Composition, Macroeconomics, Microeconomics, Psychology, United States History, United States Government and Politics, and World History.

Courses/Exams added in 2023–24: African American Studies, European History, Human Geography, Research, and Seminar.

Mathematics:

Statistics, Calculus AB, Calculus BC, Computer Science A, Computer Science Principles

Courses/Exams added in 2023–24: Precalculus

Cambridge International Exams (A/AS)

ELA:

English Language, Literature and English, English General Paper, Global Perspective and Research, History, Law, Psychology, and Sociology.

Courses/Exams added in 2023–24: Classical Studies, Drama, Economics, Geography, and Thinking Skills.

Mathematics:

Further Mathematics or Mathematics

Course/Exam added in 2023–24: Computer Science

International Baccalaureate Exams

ELA:

Language A: Language and Literature, Language A: Literature, Business Management, Digital Society (*replacing Informational Technology in a Global Society*), Economics, Geography, Global Politics, History, Philosophy, Psychology, Social and Cultural Anthropology, and World Religions.

Course/Exam added in 2023–24: Literature and Performance

Mathematics:

Mathematics: Analysis and Approaches and Mathematics: Applications and Interpretation.

Course/Exam added in 2023–24: Computer Science

Performance-Based Learning Experience for ELA and/or Math

The Legislature passed [House Bill \(HB\) 1308](#) in 2023, creating a new performance-based graduation pathway option. **Unlike other pathways, school districts must adopt a local policy that meets state requirements before offering the performance-based pathway option.** The [Washington State School Directors Association](#) (WSSDA) has a model policy and procedure available, policy #2415. The performance-based pathway allows students to show what they know and can do in “real-world,” hands-on ways that align with their individual goals for life after high school. This student-centered pathway is intended to be customizable, with the aim of being relevant and engaging to the student. It can be combined with other ELA and math pathway options. For example, a student could pass the state assessment in ELA and then complete a performance-based pathway in math.

According to the SBE’s Performance-based Pathway Tools and Resources, there is a lot of flexibility inherent in this option since the learning experience:

- May take a variety of forms.
 - Examples: project, practicum, work-related experience, community service, cultural

activity

- May result in a variety of student work that can be evaluated.
 - Examples: performance, presentation, portfolio, report, film, exhibit
- May, or may not, be done as part of a class where the student also earns credit.

Students must provide evidence they have met or exceeded certain state learning standards, including the required performance-based pathway focus standards in one or both subjects, and in alignment with the post-secondary goal(s) documented in their HSBP. For most students, completing a performance-based pathway will take a minimum of a high school semester. Their process should begin no earlier than 9th grade with submitting a proposal or signing a learning contract that describes:

- A safe and post-secondary goal-aligned learning experience,
- The intended product resulting from the learning experience, which demonstrates the meeting or exceeding of learning standards in ELA and/or math, and
- The state learning standards in ELA and/or math that will be addressed, including the required focus standards and any additional locally identified focus standards appropriate for the individual student's performance-based pathway project.

To successfully complete a performance-based pathway, students must submit a product resulting from the learning experience that:

- Demonstrates the student met or exceeded the ELA and/or math focus standards identified in the student's proposal or learning contract, and
- Includes a reflection identifying the connection between the student's learning and their preparation for their post-secondary goal(s) and a self-evaluation of the skills and learning gained through the experience.

Evaluation of a student's performance-based pathway must employ the rubrics and proficiency-targets provided in the [Performance-based Pathway Tools and Resources](#). In alignment with WAC 180-51-230, an evaluation of the student's product must be completed by

- A certificated teacher endorsed in the relevant subject area, and/or
- With other qualified staff permitted by the Professional Educator Standards Board (PESB), or
- With an evaluation panel that includes at least one of the staff listed above, and may also include other evaluators such as community leaders or other professionals.

The SBE's [Performance-based Pathway webpage](#) posts links to implementation guidance, rubrics, task models, checklists, a list of ELA and math focus standards, and video guidance on using the rubrics and evaluating performance-based pathways. Educators can use these resources to help students design their projects and manage their work, and to guide those involved with evaluating students' work.

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 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 SBE, on the on-grade level SBA:
 - o ELA = 2548
 - o 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 WA-AIM assessment:
 - o ELA = 104
 - o Math = 103

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 grade (see Note), allows the student to place directly into a credit-bearing ELA or math college-level course (100 level or above) at participating colleges.

This definition includes transition courses identified through local agreements between sponsoring colleges and school districts, and any agreements that have been approved at the state level, such as the BTC ELA and math courses.

- Successful completion for this graduation pathway is defined as **passing the course** within a single school year and earning at least a **1.0 high school credit** in ELA or math.

BTC math courses are ideal for students who have completed Algebra II or its equivalent but may have struggled to master the content and want to be better prepared for college-level math.

Important 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 along with completing the course and earning 1.0 credit. See the SBCTC's Bridge To College Frequently Asked Questions or OSPI's BTC website for more information.

Graduation Pathways and Earning the Seal of Biliteracy

For students seeking to earn the Seal of Biliteracy, [WAC 392-410-350](#) 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 outlined in RCW 28A.655.250, including the ASVAB and CTE Sequence Graduation Pathways, even though they do not specifically require demonstrating proficiency on ELA and math learning standards.

OSPI is also working to broaden access to more languages in which students can demonstrate their proficiency and increase access to assessments in rural areas. The intention of this work is to provide a broader group of students with more opportunities to meet their World Language requirement for four-year college admissions.

MEET STATE AND LOCAL SUBJECT AREA CREDIT REQUIREMENTS

The specific credit requirements for the Class of 2025 are described in WAC 180-51-210. Districts may require additional credit(s) or other non-credit requirements. Students and families should check with high school staff for additional information about local graduation requirements.

Class of 2025 Cohort: Students entering 9th grade from July 2021 through June 2022.

Subject	Number of Credits	Additional Information
English	4	
Math	3	<ul style="list-style-type: none"> Algebra 1 or Integrated Math 1 Geometry or Integrated Math 2 3rd credit of math based on HSBP*
Science	3	<ul style="list-style-type: none"> At least two lab sciences Third credit of science based on HSBP*
Social Studies	3	<ul style="list-style-type: none"> 1.0 credit US History and Government 0.5 credit Contemporary World History, Geography, and Current World Problems 0.5 credit of Civics (standalone course beginning with Class of 2024) 1.0 credit of social studies elective Washington State History (can be for no credit)****
Fine, Visual or Performing Arts	2	<ul style="list-style-type: none"> 1.0 credit of Art can be substituted for another course, in alignment with the student's HSBP, as part of the student's PPR**
World Language	2	<ul style="list-style-type: none"> 1.0 or 2.0 credits of World Language can also be substituted for other courses in alignment with the student's HSBP, as part of the student's PPR**
Career & Technical Education	1	<ul style="list-style-type: none"> May meet the definition of an exploratory course as described in the CTE program standards and RCW 28A.700.010
Health and Fitness	2	<ul style="list-style-type: none"> 0.5 credit of Health 1.5 credits of Physical Education (PE)***
Electives	4	

Credit Chart Key

- * The 3rd credits of math and science are chosen by students based on their post-secondary 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 [Senate Bill \(SB\) 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 Frequently Asked Questions \(FAQ\) webpage](#).
- ** PPR course substitutions empower students to better prepare 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 post-secondary goals. Any courses waived using this flexibility should be documented in the student's HSBP or their cumulative file to ensure future understanding of how all credits were completed.
- *** Students must earn credit for Physical Education (PE) unless **excused from participation** per [RCW 28A.230.050](#). Students may be excused from PE (but not Health). Such excused students shall be required to demonstrate mastery in the knowledge portion of the physical education requirement, in accordance with written district policy. Such policies should ensure alignment with health and physical education learning standards as well as alternative means of engaging in physical activities, as directed in [RCW 28A.210.365](#).
 - PE and Health credits are mandatory core or foundational credits, and therefore are not eligible to be waived through the waiver for individual student circumstances (see page 29).
 - 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 (see [WAC 180-51-051](#) for what the policy must include), must appear on the student's transcript, coded in CEDARS with the appropriate designation (the "Z – non-instructional course designator"), to indicate how the PE credits were earned.
 - It is strongly recommended that every high school student take a minimum .5 credit PE course in 9th or 10th grade.
 - For more information on PE excused from participation, please see the PE section of the [Class of 2024 Graduation Toolkit FAQ](#).
- **** 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 meet one of the following requirements:
 - Successfully completed a state history course in another state.
 - Are in 11th or 12th grade and did not complete a WSH course because of previous residence outside the state.
 - Experienced an emergency that prevented the student from having the opportunity to complete the course.

Additional Statutory 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 both 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 existing strategies for meeting a student's unique learning needs.

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 180-51-115, "A student with an IEP must be provided necessary 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."

Transcription of Competency-based Crediting and GPA

When students are awarded mastery-based credit (WAC 180-51-051) according to the district's policy, the recommended practice for transcription is not to change previously transcribed records but to create a new record. Recording the student's repeated attempt and success more accurately represents the student's academic history. To best align with the intent of mastery-based credit in statute, only the highest mark/grade earned for a class/course reflected more than once by the award of mastery-based credit should be included in the calculation of grade point averages. The old course and grade still show, but the credits earned, and credits attempted are reported as zero and do not count in the GPA calculation (WAC 180-51-051).

The intention of comparable content course substitutions is to empower educators to support all students to access and make progress in grade-level learning standards through tailoring the depth, breath, and complexity of the learning. It is not intended to be a way to make coursework less rigorous.

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

Continued Educational Support up to the Age of 22

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 until the students 22nd birthday (see important note). This includes students under 22 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 any needed 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 (FAPE) and can continue to be claimed for basic and special education apportionment until the students 22nd birthday.

As an example, an adult student could have met the graduation pathway requirement and state and local subject area credit requirements for graduation but could continue as an adult student to access IEP and transition services if those are determined by the IEP team to still be needed as part of the student's graduation plan. While there can be a belief that a district must hold back a credit, this practice is unnecessary if the IEP team determines IEP and transition services are still needed.

Important Note

On Thursday, May 23, 2024, the 9th Circuit Court of Appeals issued a ruling concluding that the availability of adult education programs generates an obligation under the IDEA to provide special education services to 21-year-old students eligible for special education through their 22nd birthday. This ruling means that Washington state law is now in conflict with the IDEA. Students eligible for special education are entitled to a free appropriate public education (FAPE) from ages "3–21, inclusive", meaning through their 22nd birthday.

OSPI will work with the Legislature to reconcile our current state law, which, per the 9th Circuit's ruling, now conflicts with the IDEA. OSPI will be working to update guidance documents that reference the age of eligibility.

See [Questions and Answers: Providing Special Education Services Until Age 22](#) for the most up-to-date information, this Q&A will be updated as more information becomes available.

See page 29 for additional information on the graduation ceremony participation options for students receiving continued services beyond their original graduation cohort year. See the [Tips from the Special Education Division: Secondary Transition Services and Supports](#) to learn more about secondary transition guidance and best practices for adult students.

Partial Credit Practices to Support Highly Mobile Students

In 2017 and 2021, the Legislature amended [RCW 28A.320.192](#) and instituted a renewed effort to eliminate barriers and facilitate the on-time grade level progression and graduation of students experiencing certain challenges.

This RCW **requires 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. Districts must award at least one credit for students who passed a General Education Development (GED) test and who were in an institutional education setting.

Important 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 their 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.

The practices outlined in this legislation can help school counselors, graduation specialists, 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 webpage](#).

The 2017 and 2021 changes to RCW 28A.320.192 enable Washington school districts to be more fair, equitable, and creative with 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.

High School Transcript Developer User Guides and FAQ Documents

The following documents are available on the OSPI [High School Transcript webpage](#) to support staff understanding of current rules related to transcription of required graduation requirements, and are posted on OSPI's Transcript webpage:

- The High School Transcript Developer User Guide for Students with Graduation (Spring 2022)
- The High School Transcript Developer User Guide Special Edition (July 2021).

Transcribing High School Credit Earned in Middle School

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 school year, 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.

Two-Credit Academic Waiver for “Individual Student Circumstances”

In 2019, local school boards should have adopted policies in line with RCW 28A.230.212, which changed the criteria for which high school credits may be waived (up to two credits total) based on “a student’s circumstances.” This allows a student to graduate with 22 or 23 credits, rather than 24 credits. None of the waived credits can be any of the **17 mandatory “core” credits**, as identified by the SBE ([WAC 180-51-210](#)). Waived credits may include the flexible **electives** or any of the **PPR** credits. See the infographic of required credits on the SBE’s Graduation Requirements webpage for more information.

Graduation Requirement Emergency Waiver (GREW)

In accordance with SBE rules, the Graduation Requirement Emergency Waiver (GREW) program ended with the 2023–24 school year for all students. Students can no longer waive core credits nor a graduation pathway as part of the GREW program.

GRADUATION CEREMONIES

School districts, directed by their own school board policies, establish practices for determining who participates in graduation ceremonies. **The state has no authority over graduation ceremonies.**

Most school districts allow students to participate in graduation ceremonies only if they can demonstrate that they have fulfilled all graduation requirements prior to the ceremony. However, some districts do make exceptions on a case-by-case basis to minimize barriers faced by students in unique circumstances.

Diploma-seeking students participating in dual credit programs—RS, in particular—should not be restricted from participating or being considered for graduation ceremony honors or awards. 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 22 (see page 27) to participate in the graduation ceremony and activities after four years of high school attendance with their age-appropriate peers, even if all state and local graduation requirements are not yet met.

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 nor 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 the age of 21 who have earned a high school equivalency certificate, but does not include students with an IEP who may access services until they turn 22 (see page 27).

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 years old (or through 22 years of age for students with an IEP), 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 district's high school.
2. **Continue Running Start:** 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 college courses that specifically meet remaining high school credit requirements and count toward a high school diploma. With the expansion to a 1.40 full-time equivalent (FTE) maximum as passed in [HB 1316 \(2023\)](#), a student enrolled in RS for more than one senior school year is limited to **63** total college credits for their combined senior years. The expectation for students staying at the college to continue RS is that they are working toward their high school diploma, not solely toward an associate degree.
3. **Enroll in a skills center:** Students may have the option of spending part or all of their school day at a local skill center. A small number of skills centers that are also operating as high schools may be able to grant diplomas to seniors meeting the resident district's graduation requirements. Contact the area skills center directly to learn more.
4. **Enroll in another school or program that is 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 education. OSPI maintains a list of [approved statewide online public school programs](#).

Special Note Regarding Class of 2025 Seniors:

Seniors who do meet graduation requirements but are within 15 credits of earning their associate degree may access RS funds to pay for the summer quarter after graduation. They may take up to 15 college credits in the summer quarter following their senior year, but only the specific classes needed to finish their degree. More information can be found in the Dual Credit Bulletin 027-24 that was published in April, 2024, and posted on [OSPI's Bulletin webpage](#).

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 years old as of September 1 of the school year. OSPI maintains a list of districts that offer Open Doors on [OSPI's Open Doors webpage](#).
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 Career Education Options (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 earn a high school diploma 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 withdraw from 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 years old and older may earn a high school equivalency certificate or GED by passing required tests through a high school completion program. Students under 19 years old will need a release to take the GED signed by their resident school district and a parent if under 18 years old. 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 years old 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 and completion of all credits designated as [college academic distribution requirements \(CADRs\)](#) significantly increases the chances of admission to the state's four-year universities. Students who do not have a diploma or GED must pay full tuition and fees, and may not be eligible for certain federal, state, and private financial aid. More information on CADRs can be found on WSAC's [College Admissions webpage](#) under "Public Colleges."

SBA SCORES AND COMMUNITY AND TECHNICAL COLLEGES' PLACEMENT AGREEMENTS

Completing Washington's SBA in math and ELA 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 further education or training after high school.

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 future course choices.

High school students who score a college-ready level of 3 or 4 on the SBA may use that score to demonstrate their readiness to enroll in college-level courses at Washington's public community and technical colleges. More information about this college placement agreement is available from the SBCTC.

There is currently no corresponding college course placement agreement for SBA scores with Washington's public four-year colleges and universities, although students may choose to inform colleges of their scores as part of the admissions process.

In January 2023, the community and technical college system was set to review the agreement language and impact-to-date and determine whether to amend and/or extend the current agreement. As of the publishing of this toolkit, there is no change to this placement agreement.

APPENDICES

Appendix A: Resources

HSBP Resources

Resource Description	Resource Link
<p>OSPI's High School and Beyond page provides resources and information related to High School and Beyond plans and its required components.</p>	<p>OSPI HSBP Webpage</p>
<p>Part of the OSPI-WSAC Graduation Webinar Series, this webinar explored current practices and resources around HSBP implementation and engagement; Individualized Education Program (IEP) alignment; and provided resources to support HSBP Implementation.</p>	<p>High School and Beyond Planning: Strategies to Increase Student, Staff, Family, and Community Engagement</p>
<p>The HSBP and the IEP Transition Plan both support a student's smooth transition from school to adult life. IEPs should be developed to align with HSBPs developed by students, so that a comprehensive plan is in place that addresses the students' needs and meets all federal, state, and local requirements.</p>	<p>Guidelines for Aligning High School and Beyond Plans and IEP Transition Plans</p>
<p>WSACs 12th Year Campaign boosts college and financial aid application rates in Washington by helping those working with high school seniors and their families to complete applications for college admissions and financial aid. This page contains and information and resources designed to help schools and partners host a successful financial aid advising day.</p>	<p>WSAC 12th Year Campaign</p>
<p>The CBS is an early commitment of state financial aid to eligible students who are enrolled in middle school or 9th grade and meet the pledge requirements. The CBS covers average tuition at public college rates, some fees, and a small book allowance at over 65 colleges, universities, and technical schools in Washington. This page contains information for students, families, school counselors, and anyone interested in the CBS.</p>	<p>CBS Resources</p>
<p>ReadyWA provides HSBP-related resources that help students and families understand their educational journey, where their career pathway can take them, and the skills and knowledge they need to reach their goals.</p>	<p>ReadyWA</p>

Graduation Pathways Resources

Resource Description	Resource Link
This resource details the available options for students to complete the Graduation Pathway graduation requirement.	Graduation Pathways One-Pager
Part of the OSPI-WSAC Graduation Webinar Series , this webinar explored options for building new, or expanding on, existing Graduation Pathways; promising strategies and resources for career/college preparation; and provided resources and support around graduation pathways.	Graduation Pathways: Building Pathways to Careers and College That Serve All Students (PDF)
Part of the OSPI-WSAC Graduation Webinar Series , this webinar reviewed HB 1599 (2019) (Multiple Pathways to Graduation); provided an overview of graduation pathways; explored graduation requirement changes; detailed implementation steps for graduation requirements and pathways; and provided resources and support around graduation pathways and requirements.	OSPI-WSAC Graduation Pathways 2020 webinar
The SBE created this one-pager to provide early information on the new performance-based graduation pathway. Additional information and updates are available on their Performance-based Pathway webpage .	Performance-Based Pathway One-Pager Performance-Based Pathway Resource Packet

Graduation and Credit Requirement Resources

Resource Description	Resource Link
OSPI's Graduation page provides resources and information related to WA State Graduation Requirements	OSPI Graduation Webpage
SBE's website details Washington State Graduation Requirements for multiple graduating classes.	SBE Graduation Requirements Webpage
A helpful infographic from SBE providing a quick look at WA State Graduation Requirements.	SBE Graduation Infographic

Learning by Choice Resources

Resource Description	Resource Link
OSPI's Learning by Choice webpage provides answers to commonly asked questions about the Learning by Choice law.	OSPI Learning by Choice Webpage

Alternative Learning Experience (ALE) Resources

Resource Description	Resource Link
The OSPI ALE Webpage has information related to offering ALE, including a guide to program implementation, sample documents, and communication resources.	OSPI ALE Webpage

Dual Credit Resources

Resource Description	Resource Link
The OSPI Dual Credit Webpage has detailed information about all six exam- and course-based dual credit programs.	OSPI Dual Credit Webpage
All the most current updates on Dual Credit are posted on the OSPI Bulletin's webpage in Bulletin 027-24. This year's updates include the new legislation related to increasing RS access to a maximum of 1.4 FTE and opening up summer quarter, and the end of fees for students choosing to take a CiHS course, as well as annual information on the test fee subsidy.	OSPI's Bulletin Webpage

Online Learning Resources

Resource Description	Resource Link
Find information on OSPI's Online Learning webpage about approved online school programs, enrolling students, and district applications for online school programs or course providers.	OSPI Online Learning Webpage

Resources for Students in Foster Care/Experiencing Homelessness

Resource Description	Resource Link
OSPI's Post-secondary Education website provides information related to supporting students in foster care in their journey toward post-secondary education.	OSPI Foster Care Post-secondary Education website
The Foster Care Transition toolkit includes tips and resources intended to help foster youth access and navigate social, emotional, educational and skills barriers as they transition into adulthood.	Foster Care Transition Toolkit
The Supplemental Education Transition Planning (SETuP) Program assists students in foster care and unaccompanied students experiencing homeless in making the transition from high school to post-secondary enrollment, career or military service.	Supplemental Education Transition Planning (SETuP) Program Webpage Additional SETuP information can be found at the SETuP WSAC (wa.gov) .

Resource Description	Resource Link
Treehouse is a statewide nonprofit that provides a range of education planning, monitoring, support services and resources for students in foster care.	Treehouse website
Students in foster care are eligible for the Treehouse Graduation Success Program, which provides supports and services tailored to a youth's individual developmental needs.	Treehouse Graduation Success Program website
The National Association for the Education of Homeless Children and Youth have a collection of higher education resources for students experiencing homelessness.	National Association for the Education of Homeless Children and Youth website

Appendix B: Abbreviations

ACT: American College Testing

AFQT: Armed Forces Qualification Test

ALE: Alternative Learning Experience (see [WAC 392-550](#))

AP: Advanced Placement

ASVAB: Armed Services Vocational Aptitude Battery

BTC: Bridge to College

CEDARS: Comprehensive Education Data and Research System

CBS: College Bound Scholarship

CiHS: College in the High School

CI: Cambridge International

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 2020–2024)

HSBP: High School and Beyond Plan

IB: International Baccalaureate

IEP: Individualized Education Program

PE: Physical Education

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

RCW: Revised Code of Washington (state statutes/laws)

RS: Running Start

SAT: Scholastic Aptitude Test

SBA: Smarter Balanced Assessment

SBCTC: State Board of Community and Technical Colleges

SBE: State Board of Education

SETuP: Supplemental Education Transition Planning

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

WAC: Washington Administrative Code (state rules)

WA-AIM: Washington Access to Instruction & Measurement (state assessment alternate assessment based on alternate academic achievement standards)

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. For the Class of 2023, the “Pathways” was removed to signify the toolkit’s comprehensive focus on all things related to Graduation.

Any **substantive** changes are noted below.

Page(s) Revised	Section	Description	Date
15–18	Career and Technical Education (CTE) Sequence	Updated the section to align with applicable laws and rules. Used new formatting and tables for easier reading	9/1/2024
19–20	College Admission Exam Scores for ELA and/or Math	Updated courses per SBE rules	9/1/2024
21–22	Performance-Based Learning Experience for ELA and/or Math	Added information on Performance-based Pathway.	9/1/2024
26	Transcription of Competency-based Crediting and GPA	Added a note to provide information in alignment with SBE and OSPI best practices	9/1/2024
27	Continued Educational Support up to the Age of 22	Updated the age from 21 to 22 and added resources regarding the court decision.	9/1/2024
29	Two-Credit Academic Waiver for “Individual Student Circumstances”	Removed the “Graduation Requirement Emergency Waiver (GREW)” section and replaced it with a note to reflect its expiry.	9/1/2024

Page(s) Revised	Section	Description	Date
13	Graduation Pathways one-pager	Added information on Performance-Based Pathway and adjusted formatting	4/30/2024
18-19	Graduation Pathways	Added new information related to the Performance-Based Pathway	4/30/2024
27	Graduation Requirement Emergency Waiver	Updated guidance related to SBE's extension of the Graduation Pathway waiver in the GREW for the Class of 2024	4/30/2024
30-33	Appendix A	Added new resources related to information in the toolkit	6/29/2023
16-17 20 21	Graduation Pathways	Approved CTE Equivalencies Update NEW ~ Performance-based Graduation Pathway	6/29/2023
28-30	Waivers and Appeals	Updated section ~ Graduation Requirement Emergency Waiver (GREW)	6/29/2023
Most	Throughout all	At least minimal updates to most sections throughout entire document	6/29/2023
Most	Throughout all	Updated most sections with final SBE rules and updated guidance/resources	6/29/2023
All	Entire document	Updated entire document, with new legislation, format	8/20/2019

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