

Indicators of Academic Progress (IAPs)

Frequently Asked Questions: Understanding and Utilizing IAPs in the Open Doors Youth Reengagement Program



Remember that IAP stands for "indicator of academic progress."

The Open Doors Youth Reengagement Program exists to support students in making progress and it is imperative that progress indicators are always documented.

It is critical to record all IAPs that students complete. This matters for OSPI's Youth Reengagement Annual Report, for your own data-informed program management, and for the student so that they may see how much progress they are achieving.

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Purpose

This document provides explanations and examples specific to the Open Doors “1418” Youth Reengagement Program’s **indicators of academic progress** (IAPs).

Frequently asked questions (FAQ) are addressed and answered.



OVERVIEW OF IAPS

Open Doors Youth Reengagement exists to re-engage older youth, age 16-21, who are severely credit deficient. The program supports re-engaged students in obtaining academic and work readiness skills necessary for employment or postsecondary goals.

Student progress toward an academic or career readiness goal is the primary emphasis of the Open Doors Youth Reengagement program. Indicators of academic progress (IAPs) are the allowable items that the program uses to demonstrate effective service of students. IAPs must be recorded and documented by programs in order for programs to claim apportionment. There is a total of 15 IAPs.

Indicators of academic progress (IAPs)

Indicators of academic progress must be reported when a student does one of the following:

- a. Earns at minimum a 0.25 high school credit;
- b. Earns at minimum a whole college credit;
- c. Receives a college certificate after completion of a college program requiring at least 40 hours of instruction;
- d. Receives an industry recognized certificate of completion of training or licensing received after completion of a program requiring at least 40 hours of instruction;
- e. Passes one or more tests or benchmarks that would satisfy the state board of education's graduation requirements as provided in chapter 180-51 WAC;
- f. Passes one or more high school equivalency certificate measures (each measure may only be claimed once per enrolled student), or other state assessment;
- g. Makes a significant gain in a core academic subject based on the assessment tool's determination of significant gain (may be claimed multiple times in a year per enrolled student);
- h. Successfully completes a grade level curriculum in a core academic subject that does not earn high school or college credit;
- i. Successfully completes college readiness course work with documentation of competency attainment;
- j. Successfully completes job search and job retention course work with documentation of competency attainment;
- k. Successfully completes a paid or unpaid cooperative work-based learning

experience of at least 45 hours. This experience must meet the requirements of WAC 392-410-315(2);

- l. Enrolls in a college level class for the first time (limited to be claimed once per enrolled student);
- m. Successfully completes an English as a second language (ESL) class;
- n. Successfully completes an adult basic education (ABE) class; or
- o. Successfully completes a series of short-term industry recognized certificates equaling at least 40 hours.

Where can I find the list of Indicators of Academic Progress or "IAPs"?

The list of IAPs is located in WAC and can be accessed online. Please see the definitions in [WAC 392-700-015: Definitions](#) (15) (a-o). There are currently 15 IAPs that programs may utilize. The list is provided, above.

What does the term "Indicator of Academic Progress" or "IAP" mean?

"Indicator of academic progress" means a standard academic benchmark that demonstrates a gain in skill or knowledge by an Open Doors Youth Reengagement student. The indicators are defined in Washington state Administrative Code (WAC) and refer to graduation requirements, the equivalent of a pre-high school grade level gain, 0.25 high school credit, 1 college quarter hour, or a skill-based program of 40-45 hours.

Can an IAP be earned multiple times or be repeated?

Nearly all IAPs can be earned multiple times by a student. See IAPs (f) and (l) that have exceptions or limits.

Can programs come up with their own Indicators of Academic Progress?

No, however programs may develop courses designed to meet the existing IAPs listed in the WACs. OSPI welcomes your ideas and concepts for additional IAPs. Please email opendoors@k12.wa.us with your suggestions.

Are the OSPI listed IAPs the only things that can be used as IAPs?

Yes. Only the indicators outlined in [WAC 392-700-015: Definitions](#) (15) (a-o) are eligible to be used to claim apportionment.

IAPs are outlined in WAC

The list of Open Doors IAPs can be found in [WAC 392-700-015: Definitions](#) see subsection (15), parts (a-o).

APPORTIONMENT & CLAIMS

How do Indicators of Academic Progress link to claims and reimbursement?

The Open Doors “1418” Youth Reengagement Program’s purpose is to support students in making academic progress. Each program’s funding is tied to this key function. For a program to claim student apportionment, the student(s) served must have made an Indicator of Academic Progress (IAP) as outlined in WAC. See the [Open Doors Compliance Webinar](#) or our [resources website](#) for sample calculation tables.

For our program to claim student apportionment, must the student earn an IAP?

Yes. By the fourth time the program claims apportionment for a student, the student must have made an Indicator of Academic Progress (IAP). Students must continue to earn IAPs to remain eligible for apportionment. Additionally, all students must meet the minimum attendance period requirements (2 hours per month) and the program must have completed the weekly status check to claim apportionment for the student. For more on student apportionment, please see [WAC 392-700-160: Student enrollment](#).

To claim a student for apportionment, what criteria need to be met?

In summary, all three elements need to be in place for claiming a student for apportionment:

- IAP earned sometime within the time spanning the previous 3 months that the student was enrolled after initial IAP is earned.
- 2 hours of face-to-face attendance (may be digital-synchronous after the first month and while the student is current in IAPs).
- Weekly status checks for the previous month for each week containing 3+ school days).

If any one of the three elements are missing, the student may not be claimed for apportionment. No withdrawal is necessary of students not eligible for apportionment claims. It is the expectation that the program will continue to try to remove barriers to successful engagement so that the student will become eligible for apportionment.

Once a student earns an IAP does the “3-month count” reset?

Yes. For the program to claim the student for apportionment (funding), the student must make an IAP at least once during the prior three months the student has been claimed for apportionment. This does not include months when the student was not claimed, or September, which is a “bye” month. Once the IAP is earned, the count resets. Guidance and tables that illustrate this can be found on our [Resources website](#) and our [YouTube video list](#).

Must an IAP be documented in the same month that the student completes it?

Yes. An IAP must be applied to the month in which it is earned. The student apportionment claim has now become eligible on the next count date (providing the student meets the

other two apportionment criteria). Multiple IAPs may occur in a single month and all IAPs must be recorded in the program's student record system based on their completion date. It is important to remember that good record keeping prevents an audit finding.

Must an IAP be documented for a student even when our program cannot claim apportionment for the student?

Yes. When a student earns an IAP it must be documented when it was earned, even if the student is not apportionable or if the program has already claimed apportionment for another IAP in the same month. **The program is responsible for documenting all IAPs.** This is especially true when the student earns credit from the IAP. All IAPs and all credits must be recorded when they are earned.

Exception: When there are two IAPs at the same level and that demonstrate the same student progress, only one of the two may be applied for apportionment. For example, the "ready to test" grade on a GED preparation test and the passing of the GED subject-area test are considered **the same level** and reflect the same demonstration of student learning. **Only one can be claimed.** The IAP documentation should be clear as to which is being claimed as the applicable IAP. Either IAP (g) when the student earns a "ready to test" grade on a GED preparation test or IAP (f) when the student passes the GED subject area test. If the student completes both, record both IAPs in the student record but choose only one for apportionment documentation and clearly indicate which was submitted for claims.

Can IAPs be used multiple times?

Most IAPs can be used multiple times or repeatedly. IAPs that cannot be repeated clearly state that they are one-time-only. To earn an IAP that was previously earned, new skills or learning must be demonstrated by the student. IAPs can be repeated but the learning that led to the IAP must be different or reflect gains from the last time the same IAP was applied. Programs may not use learning or demonstrated gain more than one time for apportionment. **IAPs may be used repeatedly in most cases, however the learning and demonstrated gain must be new and different.**

Example: When two IAPs represent the same level of learning and demonstrate the same student progress, only one can be used to claim apportionment. For example, when a student finishes a body of course work that is less than high school level and the student passes an exam that demonstrates the same level gain in the subject matter, only one IAP may be claimed to represent that academic progress. Record both IAPs in the student record but choose only one for apportionment documentation and clearly indicate which was submitted for claims.

Do we need to report IAPs during End of Year (EOY) Annual Reporting?

Yes. It is a requirement. Programs and service providers must track and record all the IAPs

that students complete. All IAPs are reported to OSPI during the end-of-year (EOY) annual reporting. Please see the expandable menu titled, "[End of Year \(EOY\) Annual Reporting](#)" to learn what must be captured and reported. These data may also be used to justify program renewals or change requests.

CREDIT-BEARING IAPS

Not all indicators of academic progress are credit-bearing. Open Doors programs do not require students to earn credit as an indicator of progress, though earning credit is an option and will count as an IAP.

For IAPs where we award credit, what do I need to be aware of?

Students earning high school credit as in IAP (a) - earns .25 credit - must be taught by a WA certificated endorsed teacher or school board-approved assigned teacher for that subject area. If your program has multiple instructional staff, team teaching can occur to cover the endorsed content area.

A student earned an IAP that resulted in credit, but the student did not meet the 2-hour attendance requirement so our program could not claim the student apportionment. What do we do?

Always document all IAPs and credit(s) that result from student efforts in your program and supported by your program. The program is responsible for creating accurate transcripts, even when students are not eligible to be claimed for the month that an IAP is earned. Similarly, the program is responsible for creating accurate data records that reflect all IAPs even when attendance is not met. On the next count day when verifying eligibility for apportionment, the program will look back at when the IAP was recorded. Yes, the attendance requirement and weekly status check must also be in place for claiming apportionment. It is especially important that all credits earned by a student are recorded on their Washington State transcript, even when their goal is a GED certificate, or a college partner is also creating a transcript.

Example: If a student passes a GED test but did not complete their 2-hour attendance period requirement, the passed GED test and the related academic credit-earned are to be documented by the program in both the transcript and the data collection. This enables 1) the credit to be recorded on the student transcript and 2) Open Doors data to accurately reflect the frequency of student progress. Though the program was unable to claim the student for apportionment, the student still earned credit and completed an IAP. All credits and IAPs should be documented no matter the claim eligibility.

What about credit and GED?

Besides generating an IAP, the GED generates credit for Open Doors students. The Open Doors WAC [392-700-137\(1\)\(b\)\(i\)](#) (Award of Credit) specifies that up to one credit will be awarded for each subject area test passed.

(i) A maximum of 1.0 high school subject area credit will be awarded when a

student passes a standardized high school equivalency certificate test in the subject matter. Additional credits may be awarded if the student has completed a course(s) of study to prepare for the test.

The Open Doors Youth Reengagement WAC states that credit will be awarded for passing the GED subject area tests. It can be up to one credit. This means credit *must be* awarded, not “might be” awarded. It is the district’s determination for how much credit to ultimately award for passing a GED subject area test as long as it is one credit or less, but not zero credit. School board policy may allow for additional back fill of credits demonstrated through mastery/competency depending on the score the student has achieved.

Can credit be awarded for preparing to take the GED?

Yes. For GED preparation, students may be awarded credit. The WAC states that credit may be awarded for courses of study completed in preparation of the GED:

(i) A maximum of 1.0 high school subject area credit will be awarded when a student passes a standardized high school equivalency certificate test in the subject matter.

Additional credits may be awarded if the student has completed a course(s) of study to prepare for the test. (Emphasis added)

For preparation “course(s) of study,” it is up to the program or the district to determine how much time was spent in the subject area, the levels through which the student showed proficiency, and/or other factors. This will inform the “additional credits” awarded for preparation. These additional credits generated through preparation **may count as an IAP** in Open Doors per IAP (a): *Earns at minimum a 0.25 high school credit;*

May our program award credit for proficiency for the GED?

Yes. The sample [WSSDA school district policies](#) also give the district the option to award additional credits at their discretion for various levels of passing the GED or other competency tests, or for showing proficiency via other means. This may also include backfilling credits based on a higher mastery level attained.

Learn more:
GED and Open Doors

See the “GED and Open Doors” guidance on the [Open Doors Resources webpage](#) for additional important information.

GED AND IAPS

Can passing a GED subject area test generate an IAP?

Yes. Passing a GED content area test counts as an IAP as allowed in (f). The exact language refers to the “high school equivalency certificate measure.” In Washington state, the only state-approved high school equivalency measure certificate is the GED.

Please note that a “ready to test” grade on a GED preparation test and the passing of the GED subject-area test are considered the same level and demonstrate the same student progress. Only one can be claimed. The IAP documentation should be clear as to which is being claimed as the applicable, apportionable IAP. See the “GED and Open Doors” guidance on the [Open Doors Resources webpage](#).

If our program claims a student for being ready-to-test for their GED - IAP (g) - can our program also claim when the student passes the GED test - IAP (f)?

No. When using the GED, IAPs are determined by the practice test levels: 1) not ready, 2) approaching readiness, and 3) ready to test. Please note that “ready to test” and passing the subject-area GED test are considered the same level and cannot both be counted as IAPs. It is one or the other: either IAP (f) or IAP (g) for attaining this level or progress. The IAP documentation should be clear as to which is being claimed as the applicable IAP. See the “GED and Open Doors” guidance on the [Open Doors Resources webpage](#).

How can the GED be used to demonstrate significant academic gain - IAP (g)?

If a student retakes the GED test and earns the next higher “college-level” cut off score, they may receive an IAP as “significant gain” on a standardized test. For more information, see the score thresholds in the “GED and Open Doors” guidance document located on the [Open Doors Resources webpage](#).

What about students who improve their testing score, but the score is not high enough to meet the threshold for significant gain or to exit the scoring band?

Students may make scoring gains, but the GED tools may not categorize the gain as significant. For students who repeatedly stay in the initial scoring band and who make progress within the band, consider the use of other standardized testing tools. This may enable another option for interim IAPs while pursuing GED readiness. If an additional assessment will be used, students will need to test once to establish a baseline score. Subsequent improvements that meet the publisher’s definition of “significant gain” can be used as an IAPs. The assessment’s publisher determines the significant gain and score bands. Programs and staff cannot break down the bands further.

What about credit and GED?

Besides generating an IAP, the GED generates credit for Open Doors students. The Open

Doors WAC [392-700-137](#)(1)(b)(i) (Award of Credit) specifies that up to one credit will be awarded for each subject area test passed.

(i) A maximum of 1.0 high school subject area credit will be awarded when a student passes a standardized high school equivalency certificate test in the subject matter. Additional credits may be awarded if the student has completed a course(s) of study to prepare for the test.

The Open Doors Youth Reengagement WAC states that up to one (1) credit will be awarded for passing each GED subject area test. This means credit must be awarded, not might be awarded.

- It is the district's determination for how much credit to ultimately award for passing a GED subject area test so long as it is one credit or less, but not zero credit.
- School board policy may allow for additional back credits based upon the level of achievement.

Which types of credits can be awarded when students pass the GED subject area tests?

The district determines which credits will be awarded for each subject area of the GED tests. Some commonly addressed topics are:

- Science: Reading for Meaning in Science, Designing & Interpreting Science Experiments (no lab)
Using Numbers and Graphics in Science
- Math: Basic Math (decimals & fractions), Geometry, Algebra, Graphs & Functions
- Language Arts: Reading for Meaning, Identifying and Creating Arguments, Grammar and Language, essay writing.
- Social Studies: Reading for Meaning in Social Studies, Analyzing Historical Events and Arguments in Social Studies (often US History focus), Using Numbers and Graphs in Social Studies

See [Pearson's GED test subjects](#) for detail.

For students who are aiming to earn their diploma, please carefully review transcripts for core subject area completions and gaps. Washington state requires lab science and often geometry to earn a diploma. Lab science is not addressed or demonstrated within the GED subject area tests. To learn more about the Washington state graduation requirements, please see [Graduation Requirements | SBE \(wa.gov\)](#).

Can credit be awarded for preparing to take the GED?

Yes. Note that the certificated teacher recorded with the credit must be endorsed or school board-approved for the GED-subject area credit. If the GED preparation is taught by a college, the instructor must meet the college's hiring requirements for instructors; K-12 certification is not required. For GED preparation, the WAC further states:

- (i) A maximum of 1.0 high school subject area credit will be awarded when a student passes a standardized high school equivalency certificate test in the subject matter. ***Additional credits may be awarded if the student has completed a course(s) of study to prepare for the test.*** (Emphasis added)

For preparation “course(s) of study,” is up to the program or the district to determine how much time was spent in the subject area, the levels through which the student showed proficiency, and/or other factors such as time spent on the preparation course of study. This will be what informs the “additional credits” awarded for preparation. These additional credits generated through preparation **do count as an IAP** in Open Doors per IAP (a): *Earns at minimum a 0.25 high school credit.*

May our program award credit for proficiency for the GED?

Yes. The sample [WSSDA school district policies](#) (also available to superintendents and school board members) give the district the option to award additional credits at their discretion for various levels of passing the GED or other competency tests, or for showing proficiency via other means. This may also include backfilling credits based upon a higher mastery level attained. Lab science competencies are not demonstrated in the GED subject area tests.

Learn more:
GED and Open Doors

See the “*GED and Open Doors*” guidance on the [Open Doors Resources webpage](#) for additional important information.

One of our students passed the GED but didn’t meet attendance requirements for the last few months. Should we still document their GED earning as an IAP?

Yes. If a student passes a GED test but did not complete their 2-hour attendance period requirement, the passed GED test and the related academic credit-earned are to be documented by the program. This enables the credit to be recorded on the student transcript. Though the program was unable to claim the student for apportionment, the student still earned credit and completed an IAP, which will be used the next time the student is eligible, per the attendance requirements, to be claimed. All credits and IAPs should be documented no matter the claim eligibility.

GRADUATION REQUIREMENTS AND IAPS

Is there an IAP for passing a State Board of Education graduation pathway requirement?

Yes. Please see IAP (e) related to passing the State Board of Education's (SBE's) graduation requirements. View the current options available for meeting the [Graduation Pathway requirement](#) in our state.

Can any graduation requirement count as IAP (e), such as the High School & Beyond Plan, senior project, community service hours, etc.?

No. Please refer to the unique graduation requirements that the *State Board of Education* has approved. The High School & Beyond Plan (HSBP) may count, but it is not considered complete until graduation is imminent, and it will not be countable as an IAP until that time.

Note: Community service hours and senior projects may be district requirements. At the time of publication, community service hours are not an SBE graduation requirement, and senior projects may or may not meet the requirements for a performance-based graduation pathway. Only the items that meet SBE's grad requirements are covered by IAP (e). See [WAC 180-51-230](#) or [Graduation Pathway requirements](#).

Learn more:
Graduation & Open Doors

See the “*Graduation Requirements and Open Doors*” expandable menu on the [Open Doors Resources webpage](#).

SKILL CENTERS, RUNNING START & SPLIT FTE

In Open Doors Youth Reengagement, the WAC allows for shared FTE in a few limited cases. Shared FTE may occur with skill centers, Running Start, Special Education and Institutional Education. Please see WAC [392-121-136](#) to learn more.

How do IAPs work for students enrolled in a Skill Center and our Open Doors program? If we have students in the skill center's cosmetology program, are we able to count the work that they do in their skill center course as academic progress (IAP)?

No. The saying is, "Follow the money." An Open Doors program may not claim gains made by a student attending a separately-funded program, such as a Skill Center. If the student was enrolled separately (shared under the 1.6 total FTE skills center rule, WAC [392-121-136](#)), then **no**, Open Doors may not claim those achievement as IAPs.

We have students who attend Running Start. Can we claim the running start work and progress as an IAP in Open Doors?

No. For Running Start, the FTE is shared or split between the two programs. Running Start is a separately-funded program that receives direct funding from the state. Because the Open Doors Youth Reengagement program does not pay for the student's tuition, the program may not claim the Running Start credits as IAPs. However, if a student is attending a college course and is not eligible for Running Start funding and the Open Doors program pays the tuition then the program may claim the IAP.

BEST PRACTICES

Should we record every IAP? Or only the IAPs that we use to claim for apportionment?

Recording every IAP that students complete is a **requirement** of the program. Programs are responsible for documenting *every* time a student completes an IAP, even if the IAP does not result in apportionment or a claim. Note: If the student achieves two potential IAPs that are the same level (e.g., “ready to test” on a GED pretest and the GED subject-area test), be clear about which IAP is being used on the claim for apportionment.

Documenting IAPs and claiming for apportionment are two separate things.

- For the program to claim apportionment, the apportionment rules require attendance and weekly check-ins also occur alongside the IAP. However, some students do not always meet all the apportionment requirements (such as attendance), and thus cannot be claimed. Though the apportionment cannot be claimed, the student still completed an IAP, and that IAP should be documented by the program.
- There may also be instances when a student earns more than one IAP in a single month. All IAPs should be documented by the program in the student’s Open Doors record and all credit earned should be documented on the student’s Washington state transcript. It does not matter if the IAPs generated apportionment, it *does* matter that the student made progress and that the progress is recorded.

When an IAP is completed by a student the IAP should always be recorded by the program, whether it is claimable for apportionment or not. Remember that IAP stands for “indicator of academic progress”; the Open Doors program exists to support students in making progress and it is imperative that progress indicators are documented. It is critical to **record all IAPs that students complete**. This matters for OSPI’s Youth Reengagement Annual Report, for your own data-informed program management, and for the student so that they may see the progress they are achieving.

Do all lessons need to be taught by a certificated teacher or can a case manager provide instruction? What if non-instructional staff help a student make an IAP?

This question is best answered by your supervisor and what the intended result is for student. All courses for credit must be taught by a Washington state certificated instructor unless the instructor is employed by a community or technical college.

See [RCW 28A.175.105: Statewide dropout reengagement program—Definitions. \(wa.gov\)](#) (1)(a) where it states: “Academic instruction must be provided by teachers certified by the Washington professional educator standards board or by instructors employed by a community or technical college whose required credentials are established by the college.”

Some supports may be provided by non-certificated staff, including GED preparation skill tutoring, in conjunction with, and under the direction or supervision of, a certificated teacher or college instructor.

IAP-SPECIFIC FAQ, BY LETTER OF WAC

IAP A: Earns at minimum a 0.25 high school credit.

Programs may claim the student for apportionment when the student earns a minimum of 0.25 high school credit. Note that for credit awarded for GED preparation, the certificated teacher recorded with the credit must be endorsed or school board-approved for the GED-subject area credit. If the GED preparation is taught by a college, the instructor does not need to be a certificated teacher but must meet the college's hiring requirements.

IAP B: Earns at minimum a whole college credit.

A college credit is the equivalent of one quarter hour, or three hours a week for a 10-week quarter, or 30 hours. The credit must be offered by an accredited community, technical, or four-year college, and is at the 100-level or above that results in college-level credit. The college credits earned by a student in an Open Doors program must also be transcribed to their Washington state high school transcript by the district following the same processes and procedures as running start.

IAP C: Receives a college certificate after completion of a college program requiring at least 40 hours of instruction.

Earning a certificate of completion from a college program indicates that the student has specific content area expertise and the related basic vocational skills.

What are some examples for IAP (c)?

Examples of college-level certificates that are 40 or more hours include Graphic Design, Culinary Arts, Certified Nursing Assistant, Phlebotomy, Land Surveying, Welding, Veterinary technician, etc. These programs are offered through community and technical colleges. Each certificate program and the hours the certificate requires may vary among colleges. The hours of instruction should be documented and checked by the Open Doors program.

IAP D: Receives an industry recognized certificate of completion of training or licensing received after completion of a program requiring at least 40 hours of instruction.

Earning an industry recognized certification indicates that the student has proven baseline

expertise, and that an employer can depend on the level of knowledge and skill the student will bring to a job. Industry certifications and licenses are often exam-based.

What are some examples for IAP (d)?

Examples of industry recognized certificates that are 40 or more hours includes Certified Coding Associate, Certified Occupational Safety Specialist, and Solar Photovoltaic Installer. (See the [2022-23 State-approved Industry Recognized Credentials list](#).) Certificates are usually offered by credentialing organizations, associations, and employers. Similarly, licenses may be offered by state or local government or a board. Examples of licenses that require 40 or more hours include Real Estate license, commercial driver's license (CDL), and Home Care Aide. Please confirm the hours and requirements with the issuing entity. The hours of instruction should be documented and checked by the Open Doors program.

IAP E: Passes one or more tests or benchmarks that would satisfy the state board of education's graduation requirements as provided in chapter 180-51 WAC

This IAP relates to passing the State Board of Education's (SBE's) graduation requirements. View the current options available for meeting the Graduation Pathway requirement in our state.

Can any graduation requirement count as IAP (e)? Such as the High School & Beyond Plan, community service hours, etc.?

No. Please refer to the unique graduation requirements that the State Board of Education (SBE) has approved. The High School & Beyond Plan (HSBP) may count, but it is not considered complete until graduation is imminent, and it will not be countable as an IAP until that time.

Community service hours and senior projects may be district requirements. At the time this guidance was published, community service hours are not an SBE graduation requirement, and senior projects may or may not meet the requirements for a performance-based graduation pathway. Only the items that meet SBE's graduation requirements are covered by IAP (e). See [WAC 180-51-230](#) or [Graduation Pathway requirements](#)

Can the SBA/C be used to help students earn IAP (e)?

Yes, however it is score dependent. In Washington state the passing scores have been established for the Smarter Balance Assessment (SBA) in English language arts (ELA) and mathematics. Open Doors students who achieve passing scores are eligible for a program to claim as IAP (e).

- Reach out to assessment at OSPI to learn more about the annual scoring thresholds

or [Washington State Smarter Balanced Assessment Consortium | OSPI \(www.k12.wa.us\)](https://www.k12.wa.us) or by visiting [Graduation Pathway Options | SBE](#).

Which state assessments can be used based on SBE's Graduation Pathway Requirements?

The State Assessments options include the Smarter Balanced Assessments (SBA) in English language arts (ELA) and mathematics or in WA-AIM (Washington Access to Instruction & Measurement). Students must meet or exceed the passing scores on the respective tests for your program to claim IAP (e). Learn more by visiting [Graduation Pathway Options | SBE](#).

What are all the options that qualify for IAP (e)?

Beginning with the Class of 2020, students must meet at least one of the following SBE required pathway options to graduate. Though an Open Doors student may not graduate, when a student completes any of the requirements below that will qualify them as having met IAP (e).

1. **State Assessment:** Meet or exceed the graduation scores in a Smarter Balanced Assessment (SBA) or WA-AIM (Washington Access to Instruction & Measurement) in English language arts (ELA) and/or mathematics.
2. **Dual Credit:** Earn at least one high school credit in ELA and/or at least one high school credit in math in dual credit courses (Running Start, College in the High School, and/or Career and Technical Education dual credit courses).
3. **AP/IB/Cambridge:** For ELA and/or math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International exams, or pass the course with at least a C+.
4. **SAT/ACT:** Meet or exceed the graduation scores set by SBE in the math and/or ELA portions of the SAT or ACT.
5. **Transition Course:** Pass a transition course in ELA and/or math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.
6. **Combination:** Meet any combination of at least one ELA and one math option of those options listed in 1-5.
7. **ASVAB:** Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery) by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services. *
8. **CTE Sequence:** Complete a sequence of Career and Technical Education (CTE) courses. *
9. **Performance-based:** 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.

*Learn more by visiting [Graduation Pathway Options | SBE](#) where detailed information can be found.

IAP F: Passes one or more high school equivalency certificate measures (each measure may only be claimed once per enrolled student), or other state assessment.

What is a “high school equivalency certificate measure”?

The exact language in WAC refers to the “*high school equivalency certificate measure.*” In Washington state, the only state approved high school equivalency certificate is the GED. Passing a GED content area test counts as a high school equivalency certificate measure, and as an IAP as allowed in (f).

Can passing a GED subject area test generate IAP (f)?

Yes. Passing a GED subject area tests meets IAP (f). Passing a GED subject area test also results in credit, only one IAP can be claimed related to the student’s progress: either IAP (f) or credit earned IAP (a) can be claimed, but not both. Please see “*GED and Open Doors*” guidance on the [Open Doors Resources webpage](#).

What does it mean that “each measure may only be claimed once”?

Both “ready to test” and passing a subject-area GED test are considered the same level and cannot both be counted as IAPs. It is one or the other. See the “*GED and Open Doors*” guidance on the [Open Doors Resources webpage](#).

What state assessments count for IAP (f)?

At the date of publication, the statewide assessment tool adopted by Washington state is the Smarter Balanced Assessment, also called the SBA/SBAC.

Can the SBA/C be used to help students earn IAP (f)?

We know that administering the Smarter Balanced Assessment (SBA/SBAC) is required by federal law, thus it is a common assessment tool used. The SBAC has been used historically as an interim assessment and can help target instruction to what a student needs to learn. SBAC is a tool that can be used both as a formative and summative assessment. Reach out to assessment at OSPI to learn more on the SBAC thresholds or [Washington State Smarter Balanced Assessment Consortium | OSPI \(www.k12.wa.us\)](#). This assessment tool may also qualify for use to meet the graduation pathway requirements which is IAP (e) and if used multiple times, may qualify for IAP (g), below.

IAP G: Makes a significant gain in a core academic subject based on the assessment tool's determination of significant gain (may be claimed multiple times in a year per enrolled

student)

How does the “significant academic gain in a subject area” work for IAP (g)?

This IAP is based on the use of an assessment tool. A reliable indicator for significant gain is defined in the tool’s scoring metrics, which are determined by the publishers of the test or assessment. We recommend reviewing the test’s scoring materials and contacting the publishers for their thresholds and standard deviations. The OSPI Open Doors Youth Reengagement Program does not prescribe or provide thresholds for significant gain, nor do we prescribe or recommend which assessments to be used.

- **Is this only if a student has done a pre-test in this area?** Yes.
- **It also mentions post-testing, would that be like a final exam for a course?** It would be via the same tool or publisher’s product intended to assess growth and significant gain.
- **Should I be documenting when a student makes a significant gain in a core academic subject based on the assessment tool's determination of significant gain?** Yes. This will be requested during OSPI compliance reviews and state audits, is required for apportionment documentation, and is required to be entered into the End-of-Year (EOY) annual reporting for Open Doors Youth Reengagement.
- **I’m entering End-of-Year (EOY) annual reporting information. I thought the core subjects would be English, Math, Science, History, but I see the options go up to 14?** The numbers of 1-14 are how many *instances* the student made significant gains. A student may make multiple significant gains during the year in the core subject areas.
- **How does the significant gains count differ from the actual credits earned?** Open Doors functions on Indicators of Academic Progress (IAPs). A student who made significant progress based on a validated assessment tool (test) may not have earned credit in your program but may have still made significant gains. For End-of-Year (EOY) annual reporting, the data collection field “SubjectAreaGainsCount” tells us about the student growth related to the IAP for subject area gains [IAP (g) [WAC 392-700-015](#)].

The curriculum we purchased has several units and quizzes. Are we able to issue IAP (g) when students make progress in a given unit, pass a single quiz, or must the student pass the whole subject area?

When there is not a clear delineation of levels, ask the publisher for what they determine to be “significant gain”. Contact the publisher by email and keep their reply on file so that it can be accessed for compliance monitoring. Inform your program staff of what the

publisher has indicated as demonstrations of “significant gain” so that everyone has the same information on how and when to apply IAP (g).

What are some examples of assessments used for demonstrating significant gain?

Any test that has been normed or validated and is useful for identifying student academic levels for the purpose of identifying a baseline. Many assessments exist, examples include, but are not limited to:

- Test for Adult Basic Education (TABE)
- STAR Assessments
- iREADY
- Smarter Balanced Assessment (SBA)
- The GED® (*The GED® and GED Testing Service® brands are administered by GED Testing Service LLC under license from the American Council on Education.*)
- Comprehensive Adult Student Assessment Systems (CASAS)
- Iowa Assessments™
- Accuplacer
- Edready

For the GED, can a student be claimed for IAP (g) ready-to-test, and claimed again when the student passes the GED test for IAP (f)?

No. When using the GED, IAPs are determined by the practice test levels: 1) not ready, 2) approaching readiness, and 3) ready to test. Please note that “ready to test” and passing the subject-area GED test are considered the same level and cannot both be counted as IAPs. It is one or the other. The program may either claim IAP (g) for significant gain when the student is ready-to-test, or the program can claim IAP (f) when the student passes a GED test. See the “*GED and Open Doors*” guidance on the [Open Doors Resources webpage](#).

How else does the GED relate to demonstrating significant academic gain - IAP (g)?

If a student retakes the GED test and earns the next higher “college-level” cut off score, they may receive an IAP as “significant gain” on a standardized test.

Alternately, some students may not yet have the skill level to reach the ‘ready to test’ score band. For students who improve their scores, and yet repeatedly stay in the initial band this indicates that remediation is likely needed. The student may make gains, but the GED tools may not categorize the gain as significant. Exploring the use of other standardized testing is an option. This provides the student and program another option for interim IAPs while pursuing GED readiness. If an additional assessment will be used, students will need to test once to establish a baseline score. Subsequent improvements that meet the publisher’s definition of “significant gain” can be used for future IAPs. The assessment’s publisher determines the significant gain and score bands. Programs and staff cannot break down the bands further. If you have received a letter or email from the publisher identifying the “significant gain,” do keep a copy in your files for audit purposes.

IAP H: Successfully completes a grade level curriculum in a core academic subject that does not earn high school or college credit.

What exactly does this mean?

Some students' academic skills fall below high school level. IAP (h) enables an Open Doors program to claim apportionment when it has supported a student through core academic subject matter (English, math, science, social studies) that *does not* meet high school or college levels and *does not* result in credit. This is a competency-based IAP and does not require a specific amount of time. Options include:

- Complete an online remedial course, for example, a 5th grade math course.
- Complete a text-based course or grade level workbook on the non-high school grade level content (i.e., 6th grade level writing)
- Working with an instructor, complete content developed for the purpose of moving a student from one grade level to the next in a particular subject area.
- Meeting a competency-based credit or course according to the school district board policy for mastery-based learning.

I thought Open Doors was a high school type of program. Why is IAP (h) allowed if it doesn't meet high school standards?

For some youth and young adults, obtaining a GED, certification, or diploma is out of reach due to lacking foundational academic skills. Open Doors exists to serve all severely credit-deficient youth (ages 16-21) who desire to make progress, no matter the academic skill level at which they enter the program. Open Doors programs can provide instruction at the skill level best suited to support student needs, even if the need falls below the high school level. IAP (h) exists to enable fiscal viability to programs for when they serve students not yet ready to perform at high school level.

IAP I: Successfully completes college readiness course work with documentation of competency attainment.

IAP (i) states that "documentation of competency attainment" is allowable. What things can meet this requirement?

The collected artifacts, project(s), and skill demonstrations that are evidence of the competency that the student has gained due to college readiness course work. Examples may include study guides, basic skills course work, and course planning. A passing grade in an established preparatory course, designed to prepare students for college- or work-readiness, also meets this IAP.

Does a Career Guidance Washington lesson, like Lesson 12-7 "The FAFSA Process:

Completing the FAFSA” or Lesson 12-25 “Investment and Insurance,” count as an IAP for completing a college readiness or job readiness course?

No. A stand-alone lesson is not substantial enough to claim a student for an IAP. Career Guidance Washington lesson plans may certainly be part of a larger, more substantial course or unit. The unit may be one that bears credit, or it may be a collection of lessons that the student’s competency is documented as having been achieved.

The IAPs listed in WAC show courses or experiences that total 0.25 high school credit, 1.0 college credit, or approximately 40-45 hours of work. IAPs (i) and (j) are earned by students doing significant effort and the program recording clear, and substantial evidence of student competency to perform in college or career, respectively. Our guidance has been to equate these course work programs to similar standards and approximately 40 hours of instruction/participation.

IAP J: Successfully completes job search and job retention course work with documentation of competency attainment.

I heard that a student going to a job interview or completing a job application is an IAP. Is this true?

No. Doing a job interview or completing an application is not an IAP. However, the two examples can be combined into a learning unit and supplemented with other content to equal roughly 40-45 hours, and that may count as an IAP. Specifically, as IAP (a) (earns .25 credit) or, if job-centric, IAP (j). Individually, a job interview or completed application is not enough to demonstrate progress. Bundling these items together with other learning is required.

IAP J states that “documentation of competency attainment” is allowable. What things can meet this requirement?

The collected artifacts, project(s), and skill demonstrations that are evidence of the competency that the student has gained due to job retention course work. Examples might include résumés, interview scoring, applications, diagrams of pay stubs, analyses of work situations, etc. Alternately, a passing grade in a course also works.

Does a Career Guidance Washington lesson, like Lesson 12-7 “The FAFSA Process: Completing the FAFSA” or Lesson 12-25 “Investment and Insurance,” count as an IAP for completing a college readiness or job readiness course?

No. A single or coupling of a stand-alone lesson is not substantial enough to claim a student for an IAP. Career Guidance Washington lesson plans may certainly be part of a larger, more substantial course or unit. The unit may be one that bears credit, or it may be a collection of lessons that the student’s competency is documented as having been achieved.

The IAPs listed in WAC show courses or experiences that total 0.25 high school credit, 1.0 college credit, or approximately 40-45 hours of instruction/participation. IAPs (i) and (j) are earned by students doing significant effort and the program recording clear, and substantial evidence of competency to perform in college or career, respectively. Our guidance has been to equate these course work programs to similar standards and approximately 40-45 hours of instruction/participation.

IAP K: Successfully completes a paid or unpaid cooperative work-based learning experience of at least 45 hours. This experience must meet the requirements of WAC 392-410-315(2)

Must our teaching staff be CTE-certified to offer a student IAP (k)?

No. This IAP uses the procedures specified in, and limited to, section 2 of an existing CTE-related [WAC 392-410-315\(2\)](#); the approach is utilized in Open Doors as a progress indicator. Worksite learning is a valuable experience, and we are borrowing a small part of the CTE worksite learning structure for use in Open Doors programs.

For IAP (k), the worksite learning an Open Doors student engages in is not required to be part of a CTE program, and it is not eligible for credit. The concept of IAP (k) is for an Open Doors program to offer students worksite learning using the existing CTE tools. This enables students to blend worksite experiences with academic goals as an indicator of progress within the Open Doors program, ultimately enabling the program to claim apportionment when the IAP is successfully completed by a student.

Can a work-based learning experience be a job that the student currently has?

Yes, an existing job that the student already possesses may be used for IAP (k). Besides simply turning in proof of hours there are additional components required. The additional components including workplace supervision, active coordination, a learning agreement and a learning plan. Ongoing support for the student's success and link to the High School and Beyond Plan (HSBP) are also required. The exact requirements are stated in [WAC 392-410-315: section 2](#) (below). Note that 45 hours meets the IAP, but does not meet the requirements for earning credit.

WAC 392-410-315 Section (2): The student shall be placed in a worksite that is appropriate to his or her previous learning experience and educational goals which shall be formalized through a worksite learning agreement and worksite learning plan. The worksite learning experience shall be connected to the student's high school and beyond plan

(WAC [180-51-061](#)). The student must have taken or be concurrently enrolled in a qualifying class.

(a) The worksite learning plan shall articulate the connection between the education plan of the student and the worksite learning experience.

(b) Evaluation of learning progress related to the worksite learning plan shall occur during the worksite learning experience.

(c) Evaluation of learning progress related to the worksite learning plan shall occur during the work based learning experience.

(i) Learning objectives shall be evaluated and updated on a regular basis as outlined in the worksite learning agreement.

(ii) Documentation of progress shall be on file in the district as outlined in the worksite learning agreement.

IAP L: Enrolls in a college level class for the first time (limited to be claimed once per enrolled student)

Can this be claimed once per year?

No. This can only be claimed one time ever per Open Doors student, and only during their first enrollment into a college-level course.

Does any course offered by a community, technical, or four-year college count?

No. To qualify for IAP (l), the course must be at the 100-level or above, which is the introductory or survey level. Many colleges offer courses below the 100-level, such as Math 95, English 98, or Adult Basic Education (ABE) courses. Only courses that are designated as being 100-level or higher qualify for this IAP. Please see IAP (n) for ABE courses.

Does the student have to pass the college course?

No. IAP (l) is generated when a student enrolls into a 100-level or higher college course. Completing the course is highly encouraged but not required to meet the requirements of this IAP.

What exactly does “college level class” mean?

A college level class or college level course is defined as being provided by an accredited community, technical, or four-year college, and is at the 100-level or above that results in college-level credit(s)

Does dual-credit count?

No. The intent of IAP (l) is to incentivize and award students who have reached the threshold of eligibility to become enrolled in a 100-level or above course, for the first time, and chose to do so. While many students may be eligible for 100-level or above courses it is the act of enrollment for

the first time that is being awarded the IAP. OSPI approved dual credit courses, including course-based options or exam-based options, are not eligible under IAP (l) but are eligible under IAP (a) for credit.

IAP M: Successfully completes an English as a second language (ESL) class.

What qualifies as an ESL class?

Students who are learning English via instruction who complete a course are eligible for IAP (m).

Does the student have to pass the ESL course?

Yes. IAP (m) is earned when the student has successfully completed an ESL class, as determined by the provider.

Does the ESL class have to be taught by a college instructor?

In the college setting, yes. The English as a Second Language (ESL) class must be offered through an accredited community, technical, or four-year college and taught by the college's instructional staff. ESL is also sometimes called English Language Learning (ELL).

Can this IAP be claimed more than once?

Yes. Every time a student completes another level of the English as a Second Language (ESL) class, the program may claim an IAP (m) in accordance with the apportionment rules. Please note: the program is responsible for documenting every time that this IAP has been completed, even if it does not result in apportionment or a claim.

How else can IAPs be used to support English language learning students?

The program may award an IAP for students who make significant gain based on a language learning assessment tool, as per IAP (g). Please see [English Language Proficiency Assessments | OSPI \(www.k12.wa.us\)](https://www.k12.wa.us/English-Language-Profiles/English-Language-Proficiency-Assessments) for more resources.

IAP N: Successfully completes an adult basic education (ABE) class.

Does the student have to pass the ABE class?

Yes. IAP (n) is earned when a student has successfully completed an adult basic education (ABE) class, as determined by the college.

Does the ABE class have to be taught by a college instructor?

Yes. To be a true ABE class, it must be offered through an accredited community, technical, or four-year college and taught by the college's instructional staff. ABE is also sometimes called Basic Education for Adults (BEA) or Adult Learning.

Can this IAP be claimed more than once?

Yes. Every time a student completes an ABE course the program may claim an IAP (n) in accordance with the apportionment rules. Please note: the program is responsible for documenting every time that this IAP has been completed, even if it does not result in apportionment or a claim.

IAP O: Successfully completes a series of short-term industry recognized certificates equaling at least 40 hours.

IAP (o) enables a student to pursue a variety of certificates that interest them and that support the student in reaching career goals. Industry recognized certificates are usually offered by credentialing organizations, associations, community and technical colleges, and employers.

Must the certificates being bundled together all be related to a single focus area?

No. The certificates do not need to be related. Employed students may need to obtain job-required certifications, such as a food handler's permit or CPR certification, to remain employable while also wanting to prepare for a different career through a separate course of study and certification. As long as the certificates the student has amassed an equivalent of at least 40 hours when combined, the IAP will apply.

What are some examples for IAP (o)?

Examples of industry recognized certificates that can be bundled together to total 40 hours include Forklift certification, Office Assistant certificate, CPR certification, various Early Childhood Education certifications, Blood Borne Pathogens certificate, and Health Care Navigator certificate. Alone, none of these examples are courses of 40 hours. But when combined or bundled, the combinations will total 40 hours or more for the student.



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