



The Washington State
BOARD OF EDUCATION

BASIC EDUCATION COMPLIANCE REPORT

2025–26 School Year

Prepared by Gail Wootan, Director of System Health and Compliance

Table of Contents

Overview	3
Basic Education Compliance Survey Submissions	3
Certified School Districts and LEAs	5
Foundational Elements of Basic Education.....	6
Minimum 180-Day School Year.....	6
Minimum Instructional Hours.....	7
High School Graduation Requirements	7
Credit and Subject Area Requirements.....	7
High School and Beyond Plan	8
Graduation Pathway Options	10
Local Graduation Requirements	18
Required Offerings Explicitly Tied to Basic Education.....	18
Additional Required Offerings.....	19
Tribal History and Culture Curriculum and Tribal Collaboration.....	19
Financial Education	23
New Requirements for the 2025–26 School Year	24
Other Additional Requirements	25
Academic Acceleration Policy.....	25
Credit for Students in or Released from an Institutional Education Facility.....	25
Comprehensive Sexual Health Education (CSHE)	25
Continuity of Operations Plan (COOP).....	26
Legislatively Encouraged Offerings	26
Other Survey Questions.....	28
Competency-Based Education and Crediting.....	28
School Climate Surveys	30
Conclusion	31

Overview

RCW 28A.150.220 requires the State Board of Education (SBE) to annually ensure that each publicly funded school district and local education agency (LEA) is in compliance with basic education minimum instructional requirements. School districts and LEAs report compliance through an SBE-managed survey prior to the start of the school year. The survey is both a method for determining compliance and an educational tool (some districts/LEAs first hear about new statutory requirements through the survey). The 2025–26 school year requirements are listed in the [2025–26 Basic Education Compliance Matrix](#), which is also shown below. All matrix items are included in the survey. The first two columns list required basic education offerings needed for compliance. The third column lists additional legislative requirements that are not tied to basic education compliance. The fourth column lists legislatively encouraged offerings.

2025-26 Basic Education Compliance Matrix

Required Offerings			Encouraged Offerings
Foundational Elements of Basic Education	Required Offerings Explicitly Tied to Basic Education	Additional Legislatively Required Offerings	Legislatively Encouraged Offerings
Minimum 180-Day School Year	AIDS Prevention Education Program	Academic Acceleration Policy	Ethnic Studies
Grades K-12 Minimum Instructional Hours	Cardiopulmonary Resuscitation	Comprehensive Sexual Health Education	History of Civil Rights Program
High School and Beyond Plan (HSBP)	Elective Computer Science Course	Financial Education Standards	Holocaust History Instruction
Credit and Subject Area Graduation Requirements	Conservation, Natural Resources, and the Environment Learning Standards	John McCoy (lulilaš) Since Time Immemorial Curriculum	Bone Marrow and Blood Donation Awareness Instruction (Change for 2025-26)
Graduation Pathway Options	Disability History and People with Disabilities Month	Credit for Students in or Released from Institutional Education Facility	
Minimum College Entrance Requirements	Financial Aid Advising Day	Electronic HSBP Platform (including Universal Platform)	
	Observance of Veteran's Day	HSBP Initiation	
	Social-emotional Learning Standards	Seal of Biliteracy (New Requirement for 2025-26)	
	Stand-Alone Civics Course	Sex Trafficking Awareness and Prevention Education (New Requirement for 2025-26)	
	Temperance and Good Citizenship Day/Voter Registration		
	Study of Constitution of United States and Constitution of State of Washington		
	Arts Instruction		

Source: sbe.wa.gov/sites/default/files/2025-06/2025-26%20Basic%20Education%20Matrix.pdf.

Basic Education Compliance Survey Submissions

SBE sent the 2025–26 basic education compliance survey to 325 districts and LEAs as shown in Table 1. All recipients completed the survey.

Table 1: Basic Education Compliance Survey Submissions, 2025–26 School Year

Type	Description	Submission Count	Proportion of Total
School Districts	Political subdivisions of the state governed by a board of directors that operate common schools within their geographic boundaries. ¹	295	91%
Charter Schools	Public schools that operate separately from the common school system as an alternative to other public schools.	16	5%
State-Tribal Education Compact (STEC) Schools ²	Tribal schools that enter into a compact with the Office of the Superintendent of Public Instruction (OSPI).	8	2%
Direct-Funded Technical Colleges (DFTCs)	Technical high schools and high school completion programs that are managed by technical colleges and receive basic education funding.	4	1%
State-Funded Institutions	Washington State School for the Blind and Washington Center for Deaf and Hard of Hearing Youth	2	1%
Total		325	100%

Table 2 shows the district and LEA breakdown by enrollment size, as well as how many school districts are considered rural.

¹ Washington statute defines "common schools" as schools maintained at public expense in each school district and carrying on a program from kindergarten through the twelfth grade or any part thereof including vocational educational courses otherwise permitted by law (RCW [28A.150.020](#)).

² STEC schools are required to meet basic education instructional requirements, unless there is an exemption in their compact (RCW [28A.715.020\(3\)\(a\)](#)). They are also generally exempt from other state statutes and rules applicable to public school districts unless otherwise specified in law. (RCW [28A.715.020\(2\)](#)). For the 2025–26 school year, STEC schools were considered compliant basic education requirements if they met all of the foundational elements of basic education (Basic Education Compliance Matrix, first column).

Table 2: District/LEA Enrollment Size and District Rurality, 2025–26 School Year

District/LEA Characteristic	Description	Submission Count	Proportion of Total
Very Small	Less than 500 enrolled students	126	39%
Small	500 – 999 enrolled students	48	15%
Medium	1,000 – 2,999 enrolled students	59	18%
Large	3,000 – 9,999 enrolled students	59	18%
Very Large	10,000 or more enrolled students	32	10%
Rural (School Districts Only)	Includes the National Center for Education Statistics (NCES) locale classifications listed under “Rural.” ³	158	54%
Non-Rural (School Districts Only)	Includes the NCES locale classifications listed under “City,” “Suburban,” and “Town.”	137	46%

Source: Enrollment is pulled from OSPI’s 2024–25 Report Card data (one LEA’s enrollment is unknown). School district locale classifications are pulled from OSPI’s 2024 School District Boundary Tabular Updates 2024, which is no longer found online as of January 13, 2026.

In 2025–26, most districts and LEAs enrolled kindergarten through 12th grade students, but some enrolled fewer grades as shown in Table 3. Four LEAs with high schools did not enroll 12th-graders in the 2025–26 school year.

Table 3: Grades Enrolled by School District/LEA, 2025–26 School Year

Grades Enrolled	District/LEA Count	Proportion of Total
K–12	258	79%
High School Only or Middle/High School	15	14%
Elementary only, Middle School only, or Elementary/Middle	47	5%
Other (K-10 and Elementary/High School)	5	2%

Certified School Districts and LEAs

SBE fully certified 322 school districts/LEAs and conditionally certified three school districts/LEAs for the 2025–26 school year. Full certification means that the district/LEA reported that it is providing all courses, offerings, and activities required for basic education compliance (Basic Education Compliance Matrix, first and second columns) for

³ NCES locale classifications are found at nces.ed.gov/surveys/annualreports/topical-studies/locale/definitions.

the entire 2025–26 school year.⁴ Conditional certification means that the school district/LEA reported that it is not yet meeting one or more items required for basic education compliance in the 2025–26 school year but has assured SBE staff that the missing requirement(s) would be met later in the school year or by the start of the 2026-27 school year.

Foundational Elements of Basic Education

All 325 school districts and LEAs reported meeting the foundational elements of basic education (Basic Education Compliance Matrix, first column) as outlined below.

Minimum 180-Day School Year

All districts/LEAs reported offering at least 180 school days or having approved waivers to offer fewer days. More than one in three (125 or 38%) districts/LEAs have an OSPI-approved waiver of the 180-day requirement. The most used waiver was for parent-teacher conferences as shown in Table 4. Eleven districts/LEAs have more than one waiver. For the 72 districts/LEAs that have a conference waiver and/or a 180-day waiver for the entire district/LEA, the average number of days waived is three-and-a-half days.

Table 4: Approved 180-Day School Year Waivers, 2025–26 School Year

Waiver Type	Waiver Description	District/LEA Count
Parent-Teacher Conference Waiver for All Schools	Districts/LEAs may waive up to five days for parent-teacher conferences.	53
180-day Waiver for All Schools	For professional development, student transition days, or conferences of five or more days.	29
Economy and Efficiency Waiver for All Schools	Up to 30 districts/LEAs with less than 1000 students may apply to operate a flexible calendar for economic/efficiency purposes.	24
Conference and/or 180-day Waivers for Some Schools	Some districts only applied waivers to some schools or some grades.	28

Source: SBE staff comparison of 2025–26 Basic Education Compliance Survey submissions and OSPI-approved waiver data sent to SBE staff in Summer and Fall 2025.

⁴ STEC schools only had to report meeting the foundational elements of basic education for 2025–26 school year certification.

Minimum Instructional Hours

All districts and LEAs will meet minimum instructional hour requirements based on grades enrolled. Districts and LEAs are required to meet the instructional hour minimums listed in Table 5 even if they have approved waivers to offer less than 180 school days.⁵ Districts and LEAs that enroll a combination of high school grades and below have two options to meet minimum instructional hours.

Table 5: Minimum Instructional Hour Requirements by Grade, 2025–26 School Year

Grade Level	Minimum Instructional Hours Per Year	District/LEA Count
Kindergarten	At least 1000 hours	308
Grades 1–8 only	District-wide average of at least 1,000 hours	47
Grades 9–12 only	District-wide average of at least 1,080 hours	10
Districts/LEAs with high school grades and below	<p><i>Option 1.</i> District-wide average of at least 1,080 hours for grades 9–12 AND a district-wide average of at least 1,000 hours for grades 1–8.</p> <p style="text-align: center;">OR</p> <p><i>Option 2.</i> District-wide average of at least 1,027 hours for grades 1–12.</p>	<p><i>Option 1:</i> 66</p> <p><i>Option 2:</i> 202</p>

High School Graduation Requirements

All 274 districts and LEAs with graduating 12th-graders in the 2025–26 school year reported meeting all three graduation requirements.

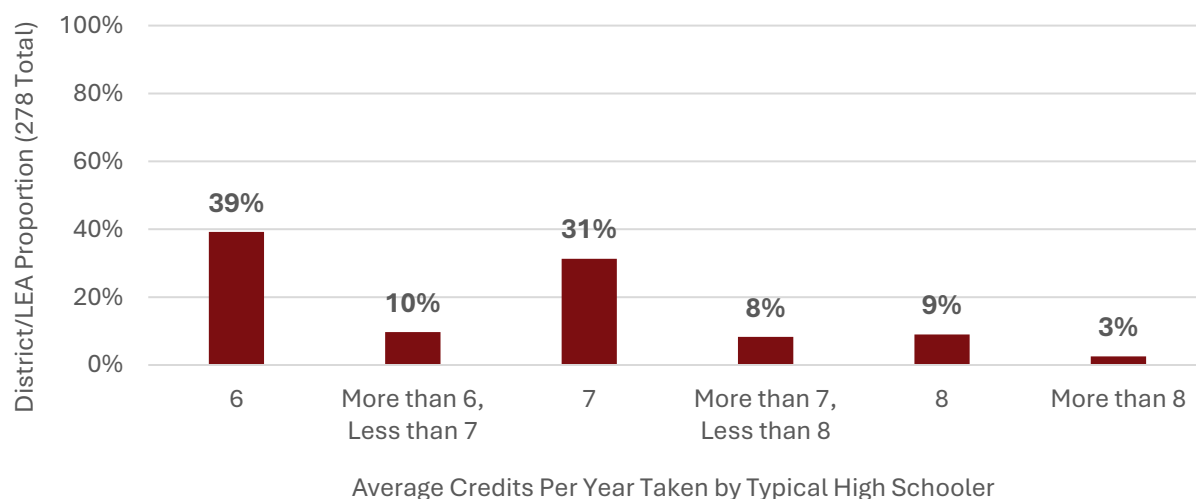
Credit and Subject Area Requirements

Washington’s high school graduates must take a minimum of 24 credits that include 17 core credits and seven flexible credits as described at sbe.wa.gov/our-work/graduation-requirements. Thirty percent (83) of the 274 districts and LEAs with graduating seniors reported requiring more than 24 credits in the 2025–26 school year.

In addition, the 278 districts/LEAs with high schools, regardless of whether they had 12th-graders, reported the average number of credits a typical high school student will take in the 2025–26 school year. Most high school students will take an average of 6 to 7 credits per year as shown in Figure 1. The most is 10 credits (reported by one LEA).

⁵ Instructional hours are defined in RCW [28A.150.205](#). They include hours for parent-teacher conferences.

Figure 1: Average Credits Per Year by District/LEA, 2025–26 School Year



High School and Beyond Plan (HSBP)

All 274 districts and LEAs with 12th-graders in the 2025–26 school year reported that they will require the HSBP for graduation and that they help students update their plan annually, as required by RCW 28A.230.212. However, districts/LEAs reported differences in how the HSBP is administered.

The HSBP has additional legislative requirements that were not considered as part of the basic education certification process. They include:

- Starting grades:
 - By 7th grade, students must complete an interest and skills inventory that will help inform 8th grade course taking and initial goals identification.
 - By 8th grade, students must start the HSBP by creating a first-year high school course plan aligned with graduation requirements and goals.
- Online platform
 - All districts and LEAs must transition to a universal platform (SchoolLinks) in Fall 2025 or Fall 2026 to be fully onboarded before the 2027–28 school year.
 - While waiting to transition to the universal platform, districts/LEAs must use an electronic or online HSBP platform.

The survey asked the 296 districts and LEAs that enroll 7th-graders when they administer the interest and skills inventory.⁶ Only two answered that they administer the inventory after 7th grade, while 19 administer the inventory before 7th grade. In addition, all except

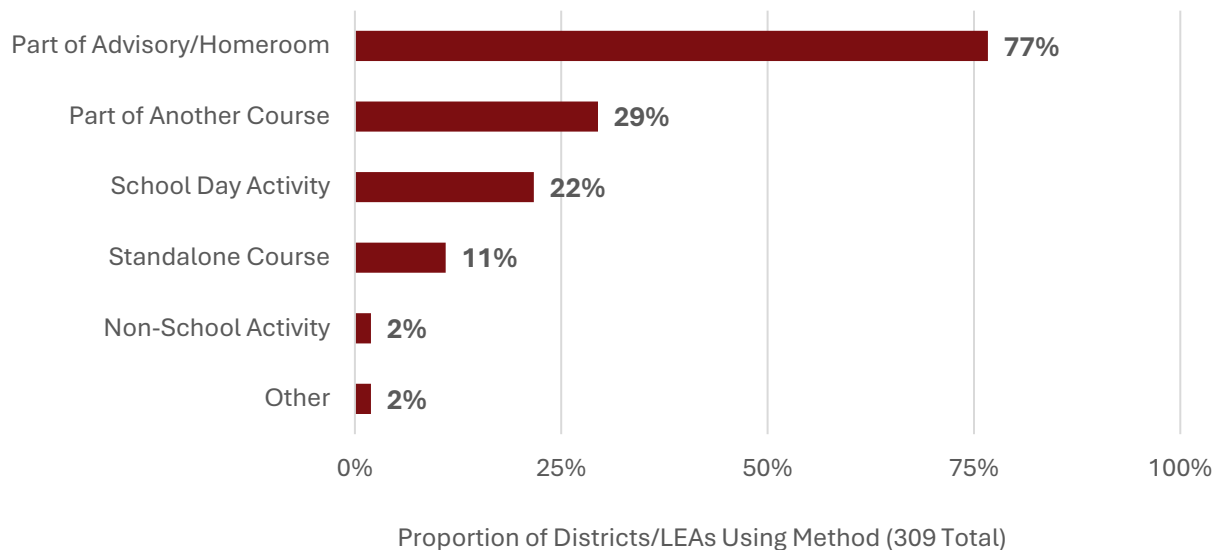
⁶ The 14 districts and LEAs with high schools but not 7th grade were not asked this question. However, they all answered that students update the HSBP annually.

one of the 295 districts and LEAs that enroll 8th-graders start the HSBP by 8th grade.⁷ Almost one-quarter (69 or 23%) have students start the HSBP before 8th grade.

In addition, the 309 districts and LEAs with 7th grade or above were asked when they will switch to SchoolLinks, the universal online platform chosen by OSPI. Some districts/LEAs (56 or 18%) were already using SchoolLinks before the 2025–26 school year, while the rest reported a plan to transition in Fall 2025 (132 or 43%), Fall 2026 (116 or 38%), or Fall 2027 (5 or 2%). The survey asked those that chose 2026 or 2027 if they will have an electronic or online HSBP while waiting to implement the universal platform. Five answered that they will not, with one district answering that its only school does not have internet access.

Districts and LEAs offer HSBP activities in different ways.⁸ Slightly over half (154 or 55%) of the 278 districts/LEAs with high schools give credit for HSBP activities, either through a required core course (67 districts/LEAs) or an elective (87 districts/LEAs).⁹ Regardless of whether they give credit for HSBP activities, the 309 districts and LEAs with 7th grade or higher also shared how the HSBP was offered as shown in Figure 2. Most districts/LEAs reported offering the HSBP during an advisory/homeroom period or class. One in three districts/LEAs (102 or 33%) offered the HSBP through more than one method.

Figure 2: HSBP Delivery Methods by District/LEA, 2025–26 School Year



⁷ The 12 districts and LEAs with high schools but not 8th grade were not asked this question. However, they all answered that students update the HSBP annually.

⁸ Three of the 309 districts with 7th grade or higher were not asked questions regarding how HSBP activities were offered due to a survey design flaw.

⁹ Forty-two districts/LEAs with high schools that reported not giving credit for HSBP activities went on to report that they offer the HSBP through a standalone course or part of another subject area course. It is unknown if these courses are credit-bearing.

Graduation Pathway Options

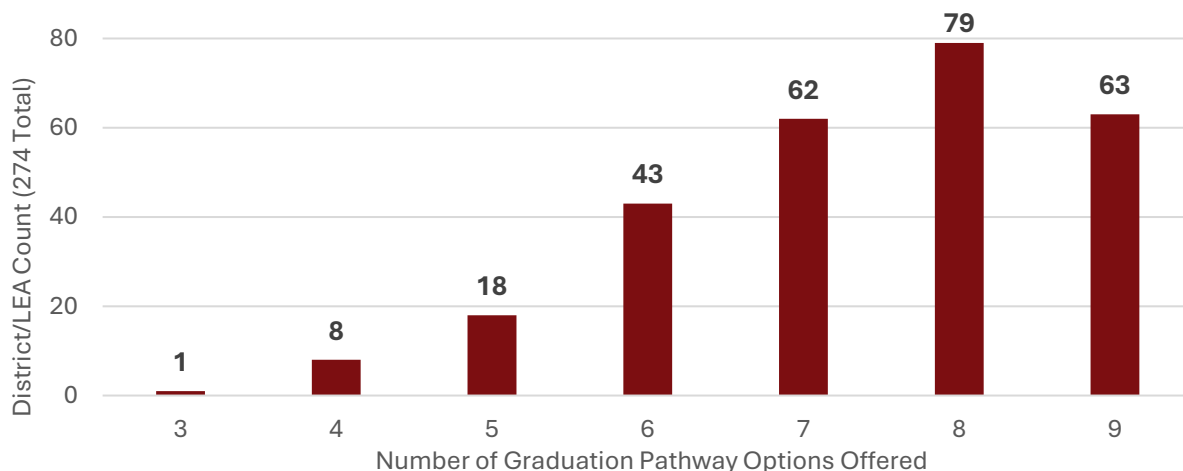
There are nine graduation pathway options that show math and English Language Arts (ELA) readiness for students' individual education and career goals. To graduate, students must meet the requirements of at least one graduation pathway option. Districts and LEAs are encouraged to make all nine pathways available to students. In addition, districts are required to annually provide information about graduation pathway options to students in grades 8 through 12 and their families.¹⁰ The pathway options are:

- State Assessment
- Dual Credit Courses (Running Start, College in the High School, Career and Technical Education (CTE) Dual Credit)
- Advanced Placement/International Baccalaureate/Cambridge International
- SAT/ACT College Entrance Exams
- Transition Courses (for example, Bridge to College courses)
- Performance-based
- Combination
- Armed Services Vocational Aptitude Battery (ASVAB)
- Career and Technical Education (CTE) Course Sequence

More information about graduation pathway options is at sbe.wa.gov/our-work/graduation-requirements/graduation-pathway-options.

All 274 districts and LEAs with seniors in 2025–26 reported that they offer at least three pathways as shown in Figure 3. More than half (142 or 52%) offer eight or nine pathways.

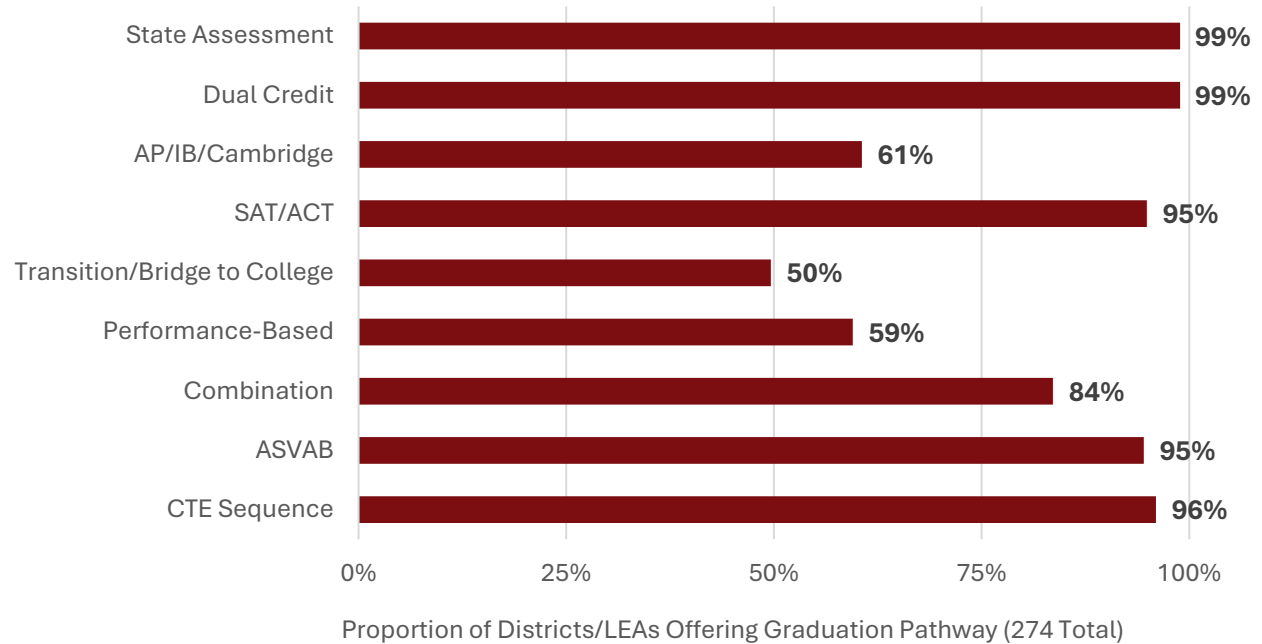
Figure 3: Number of Graduation Pathway Options Offered, 2025–26 School Year



¹⁰ Ninety districts/LEAs with graduating seniors (33%) reported that they begin sharing information with students and families before 8th grade and 184 districts/LEAs (67%) reported that they begin sharing information in 8th grade (or 9th grade if the district only has a high school).

Almost all districts/LEAs offer state assessment, dual credit courses, the SAT/ACT, the ASVAB, and CTE course sequences as graduation pathway options as shown in Figure 4. The other graduation pathway options are offered by fewer districts/LEAs.

Figure 4: Graduation Pathway Options by District/LEA, 2025–26 School Year



Dual Credit Course Graduation Pathway

More districts/LEAs that offer the dual credit course pathway do so through Running Start or College in the High School than through CTE Dual Credit as shown in Figure 5. In addition, more districts/LEAs offer CTE Dual Credit for math than for ELA.

Figure 5: Dual Credit Course Offerings by District/LEA, 2025–26 School Year

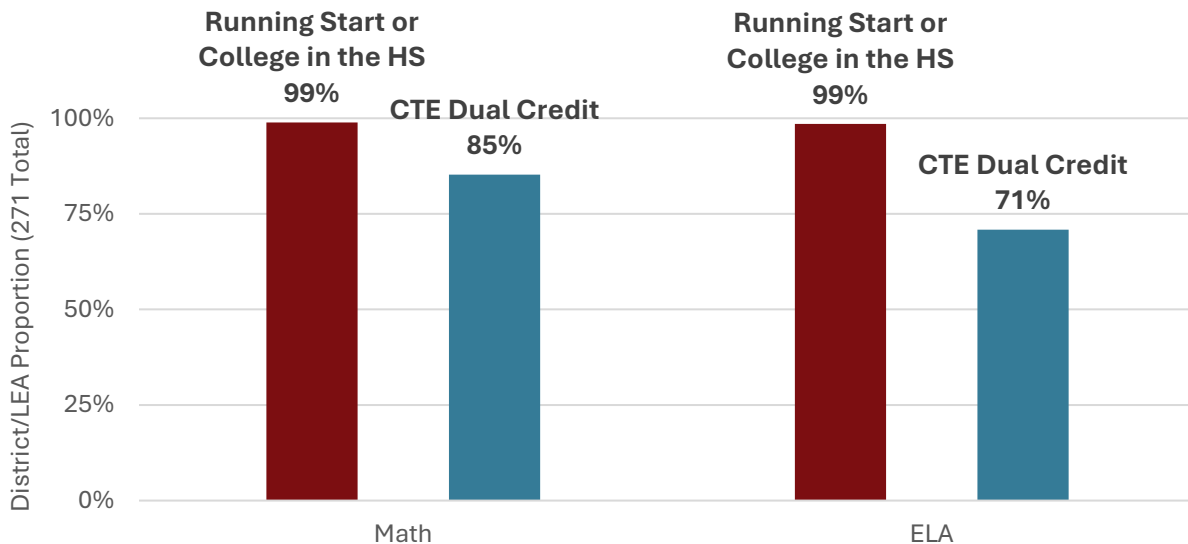
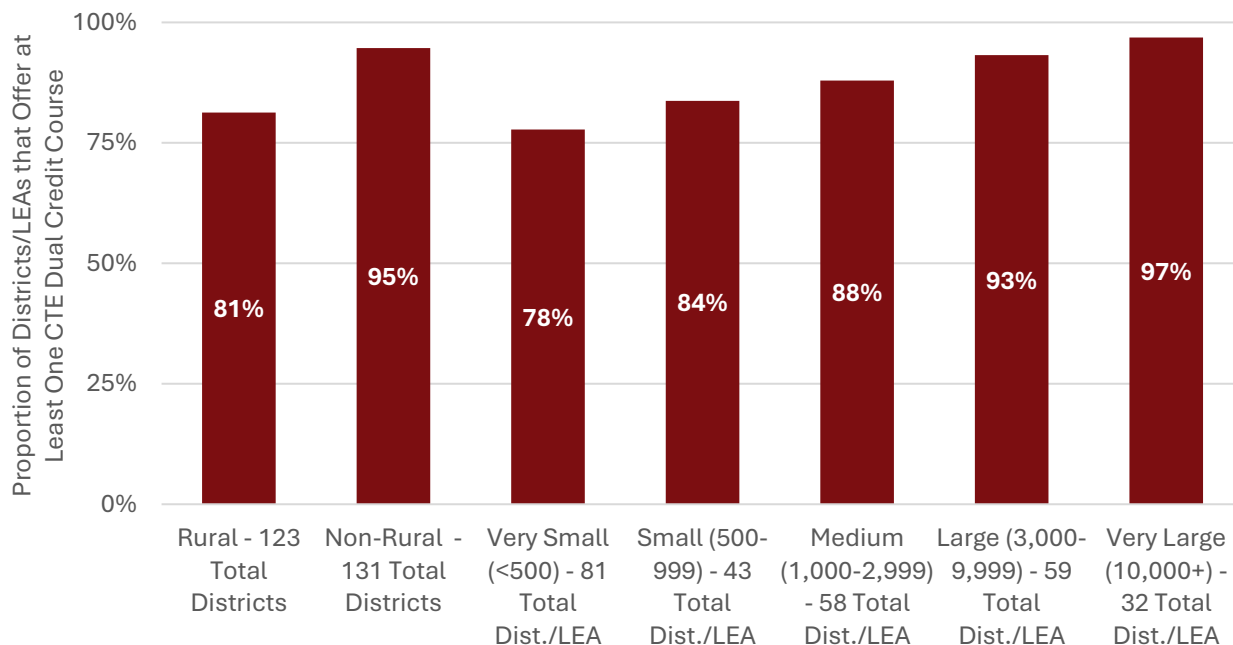


Figure 6 shows that school districts that offer at least one CTE Dual Credit course are more likely to be non-rural. Enrollment also matters—78% of very small districts/LEAs (less than 500 students) offer CTE Dual Credit for math and/or ELA, while almost all (97%) very large districts (10,000 or more students) have CTE Dual Credit as a math and/or ELA option. Although not in the chart, an almost equal proportion of majority low-income districts/LEAs (87%) and non-majority low-income districts/LEAs (86%) offer CTE Dual Credit.¹¹

Figure 6: CTE Dual Credit Availability by District Rurality and District/LEA Size, 2025–26 School Year



Out of the three dual credit course options, Running Start is the most likely to have additional expenses. Even though tuition (up to 1.4 FTE) is covered, students and their families may have to pay for non-tuition fees, books, transportation, or for tuition beyond 1.4 FTE. Some districts/LEAs or colleges may pay some or all of these expenses, but some ask students and families to pay. The survey asked districts/LEAs with Running Start as a graduation pathway option how these fees are paid. The question was optional, and 265 districts/LEAs responded.

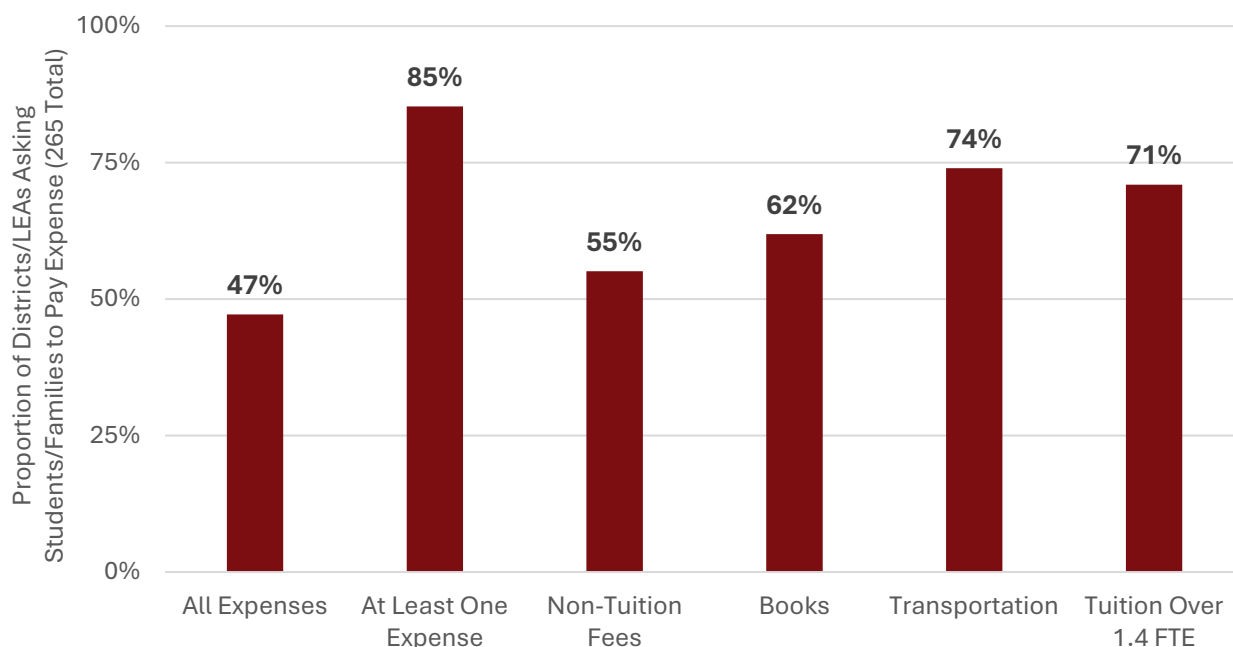
Figure 7 shows that almost half (47%, or 125) of districts/LEAs said that students and families are responsible for all additional Running Start expenses. Most districts/LEAs (85%, or 226) also answered that students and families must pay at least one additional expense. Transportation is the most likely fee students and families must pay.¹² Although

¹¹ Majority low-income districts/LEAs are those with more than 50% of students reported as low-income in OSPI's 2024–25 Report Card data. Two LEAs' low-income enrollment is not reported.

¹² Out of the 190 school districts that do not cover transportation fees, 48% (91) are rural.

not included in the chart, proportions for the 157 majority low-income districts/LEAs are slightly lower. For example, 44% of majority low-income districts/LEAs ask students and families to cover all expenses and 82% ask that at least one expense is paid by students/families.

Figure 7: Proportion of Districts/LEAs with Running Start Expenses Paid by Students/Families, 2025–26 School Year



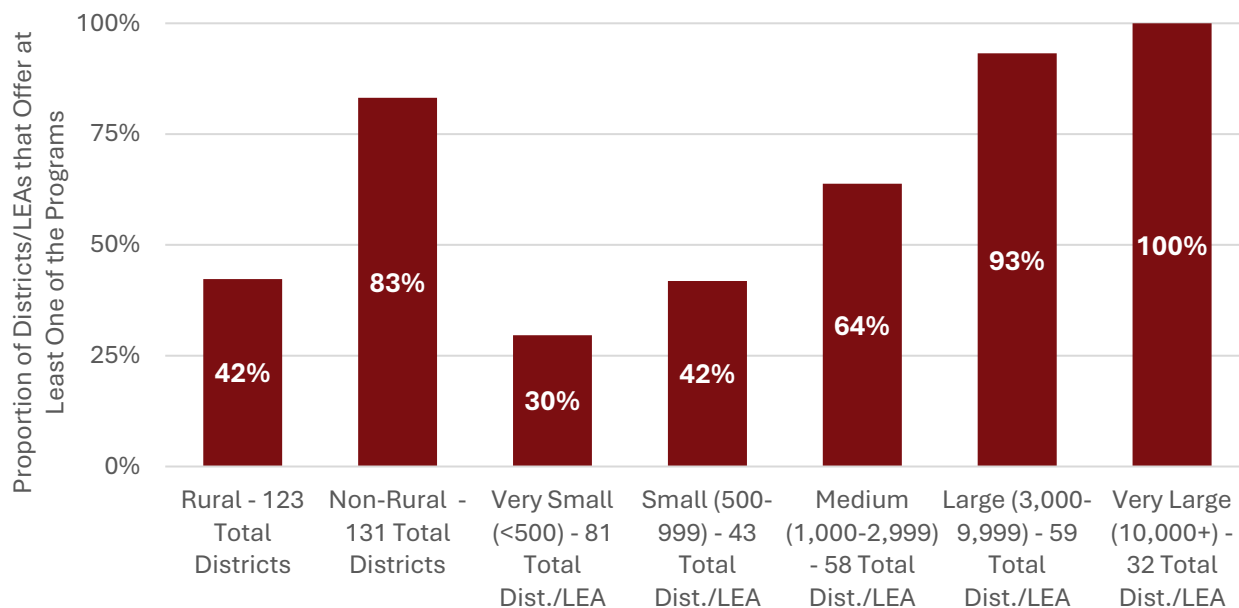
Advanced Placement (AP)/International Baccalaureate (IB)/Cambridge International (CI) Graduation Pathway

Sixty-one percent (166) of the 274 districts/LEAs with 12th grade reported offering AP, IB, or CI as a graduation pathway (some offered more than one).¹³ Most districts/LEAs (152) offered both math and ELA through this pathway, although a few only offered math or only offered ELA. Figure 8 shows that less than half (42%) of rural school districts offer AP, IB, or CI, while 83% of non-rural districts provide the opportunity. Figure 10 also shows that the pathway is more likely to be offered as district/LEA size increases, with 100% of very large districts/LEAs (those with 10,000 students or more) offering the option and about one-third (30%) of very small districts/LEAs (less than 500 students) offering the option. The pathway is also less likely to be offered in majority low-income districts/LEAs; 40% of low-income districts/LEAs offer the pathway versus 60% of non-low-income districts/LEAs. Finally, it is

¹³ There is one school district and one charter school that each answered they offer the AP/IB/Cambridge pathway, but they did not report which specific program(s) they offer.

important to note that of the 108 districts/LEAs that do not offer AP, IB, or CI, almost all (105) offer the dual credit course graduation pathway as an alternative.

Figure 8: AP/IB/CI Availability by District Rurality and District/LEA Size, 2025–26 School Year

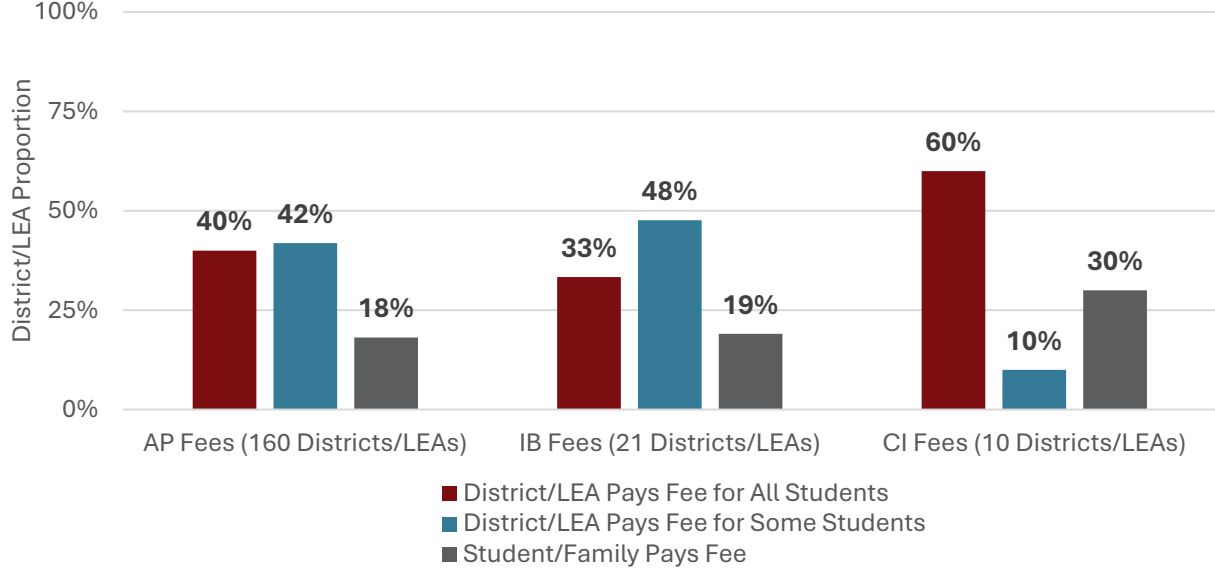


Students meet the AP, IB, or CI graduation pathway through either earning a C+ or higher in the course or earning a minimum score on the associated fee-based test.¹⁴ Most districts/LEAs reported paying test fees for some or all students as shown in Figure 9 (this was an optional survey question). Depending on the test, about one-fifth (AP, 18% and IB, 19%) to one-third (CI, 30%) of districts/LEAs ask all students and their families to pay testing fees. For majority low-income districts/LEAs, all students and families are asked to pay AP fees at 15% of districts/LEAs, IB fees at 23% of districts/LEAs, and CI fees at 38% of districts/LEAs. Fees range from around \$100 to almost \$200 per test.¹⁵ The College Board, which administers AP exams, offers a reduced cost for income-qualifying students.

¹⁴ See sbe.wa.gov/our-work/graduation-requirements/graduation-pathway-options#ResAPIB.

¹⁵ See ospi.k12.wa.us/sites/default/files/2025-03/2024-dual-credit-exam-fees.pdf for exam fees information.

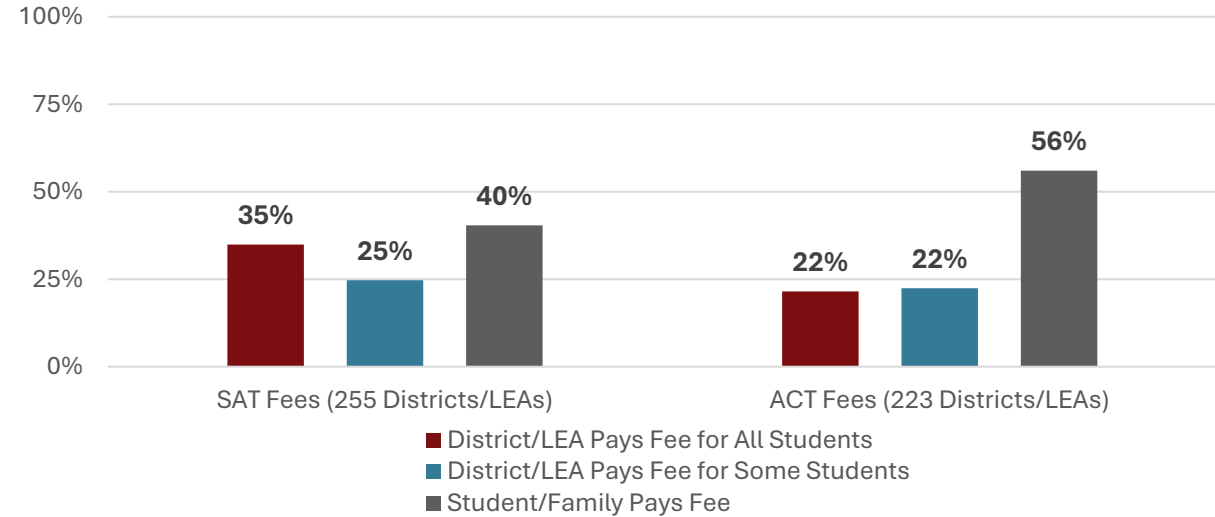
Figure 9: How AP, IB, and CI Fees are Paid by District/LEA, 2025–26 School Year



SAT, ACT, and ASVAB Graduation Pathways

The other test-based graduation pathway options—SAT, ACT, and ASVAB—are offered in almost every district/LEA. Figure 10 shows how SAT and ACT fees are paid (the ASVAB is free). Through an optional survey question, 40% of districts/LEAs reported asking all students and families to pay SAT fees and 56% reported asking all students and families to pay ACT fees. For majority low-income districts/LEAs, 31% ask all students and families to pay SAT fees and 46% ask all students and families to pay ACT fees. The base cost for both tests is \$68, and both tests offer income-based fee waivers.

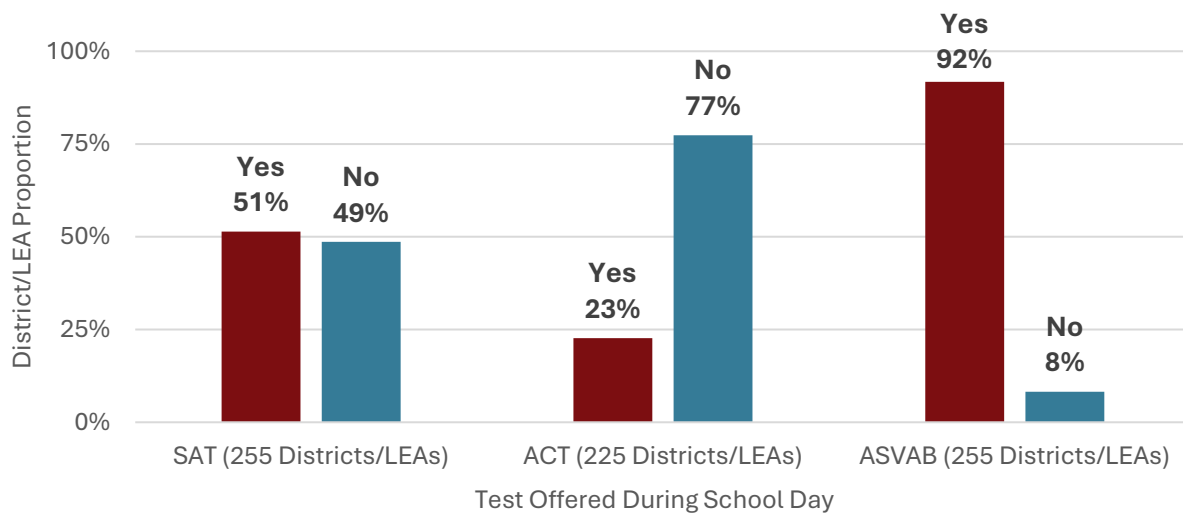
Figure 10: How SAT and ACT Fees are Paid by District/LEA, 2025–26 School Year



Districts and LEAs may also increase access to these tests by offering them during the school day. Figure 11 shows that districts/LEAs reported that the ASVAB is very likely to be

offered during the school day, while the ACT is the least likely to be offered during school hours (this was an optional survey question).

Figure 11: SAT, ACT, and ASVAB School Day Testing by District/LEA, 2025–26 School Year

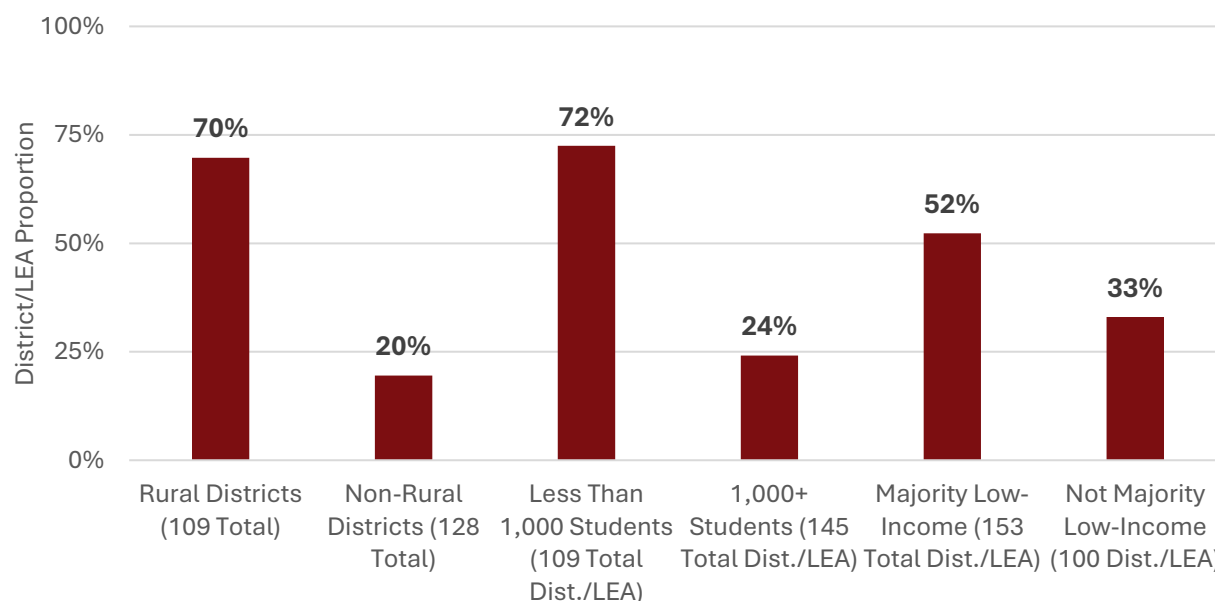


CTE Course Sequence Graduation Pathway

The CTE Course Sequence graduation pathway meets both Math and ELA. Almost all districts with 12th grade (263 or 96%) offer this pathway. Of those that do not offer the pathway, five answered that their students have access to a skill center. The other six shared that the closest skill center is prohibitively far away.

Most districts/LEAs also shared how many course sequences they offer. Of the 255 that answered this optional question, 75% (190) offer 10 or fewer sequences, although some offer 100 or more. The median number of sequences offered is five. Figure 12 shows that rural districts, smaller districts/LEAs (less than 1000) and majority low-income districts/LEAs are more likely to offer fewer than the median number of sequences than their counterparts.

Figure 12: Proportion of Districts/LEAs That Offer Fewer than Five CTE Course Sequences by District Rurality and District/LEA Size and Income, 2025–26 School Year



Transition Courses and Performance-based Graduation Pathways

The Transition/Bridge to College and Performance-Based graduation pathways are the least offered options. Through optional survey questions, some districts/LEAs shared that the pathway(s) are currently in development or that they plan to offer the pathway(s) soon.¹⁶ For those districts/LEAs not currently developing policies, the reasons for not offering the two options are generally similar and include:

- Limited Resources
 - District/LEA is small and/or rural
 - Scheduling, capacity, or financial limitations
 - Staffing issues (capacity, training, or turnover)
- District Policy
 - Other pathway options available instead¹⁷
 - Available for some students but not all (such as transfer students or students at specific high schools)
- Student Choice

¹⁶ 130 of 138 districts/LEAs shared why they do not offer the Transition/Bridge to College graduation pathway and 101 of 111 districts/LEAs shared why they do not offer the Performance-Based graduation pathway.

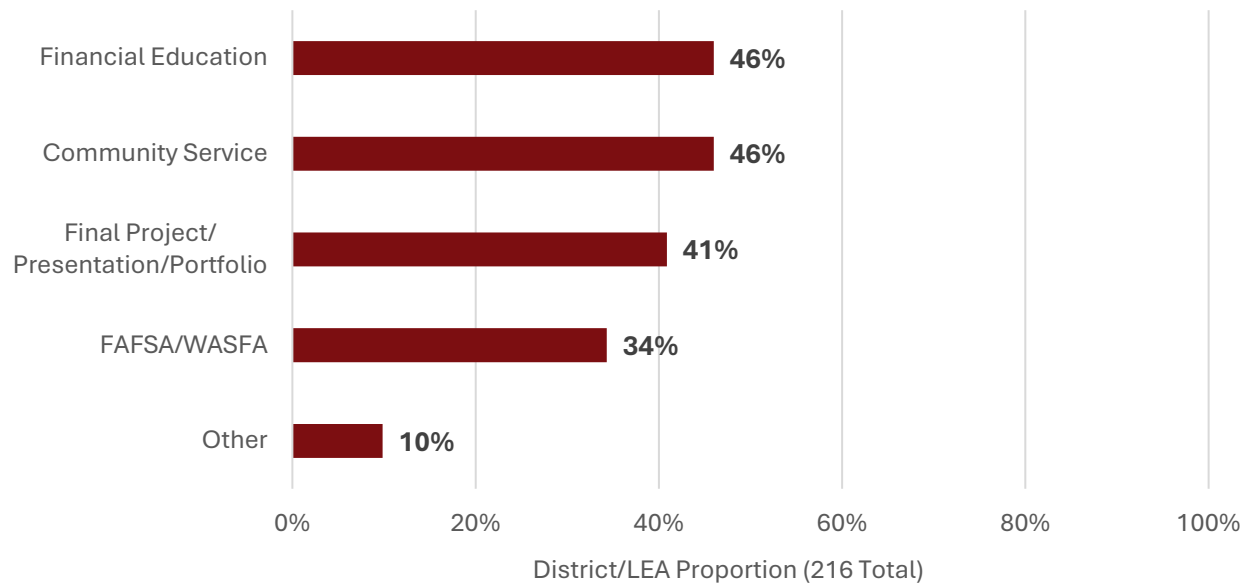
¹⁷ Some districts/LEAs said that they choose to offer College in the High School or Running Start instead of Transition/Bridge to College courses. However, students who would take a Transition/Bridge to College course are not ready for the college-level math or ELA that is offered by College in the High School and Running Start.

- Low student demand
- Would offer if there was student interest

Local Graduation Requirements

Almost 80% (216 or 79%) of the 274 districts and LEAs with graduating 12th-graders reported having local graduation requirements. Two-thirds (144 or 67%) of the districts/LEAs with local requirements had more than one. Figure 13 shows the types of local requirements that were reported for the 2025–26 school year. The “Other” category includes exit interviews, job shadowing, and specific courses.

Figure 13: Local Graduation Requirements by District/LEA, 2025–26 School Year



Required Offerings Explicitly Tied to Basic Education

All districts and LEAs reported meeting required offerings explicitly tied to basic education (Basic Education Compliance Matrix, second column), except for those few that are not being met by conditionally certified districts/LEAs or by STEC schools.¹⁸ The missing offerings include:

¹⁸ STEC schools only had to report meeting the foundational elements of basic education for 2025–26 school year certification.

- RCW 28A.230.070: Adoption of an HIV/AIDS prevention education program that is taught at least once each school year beginning no later than the fifth grade (three districts/LEAs).
- RCW 28A.230.150: Temperance and Good Citizenship Day with voter registration (one LEA).
- RCW 28A.230.300: Elective computer science course for high school students (one LEA).
- RCW 28A.230.305: In districts/LEAs with more than 200 students, each student must receive instruction in at least one arts discipline throughout elementary and middle school (one district).
- RCW 28A.300.478: Implementation of social-emotional learning standards and benchmarks (one LEA).

Additional Required Offerings

Most school districts and LEAs reported that they are also meeting additional legislative requirements that are not considered in the basic education certification decision (Basic Education Compliance Matrix, third column). However, there were 58 school districts and LEAs that reported they do not yet meet all additional legislative requirements.¹⁹ The following subsections outline the missing requirements.²⁰

Tribal History and Culture Curriculum and Tribal Collaboration

The Legislature requires all districts and LEAs to provide tribal history and culture instruction using OSPI's John McCoy (luliláš) Since Time Immemorial (JMLSTI) curriculum. Districts and LEAs are also required to collaborate with nearby federally recognized tribes to support the curriculum. The law, RCW 28A.320.170, does not have a date by which the requirements must be met. Instead, the law is activated when districts/LEAs update their social studies or history curriculum on or after July 24, 2015. The law has two parts:

- Districts/LEAs must incorporate the JMLSTI curriculum (or other tribally developed curriculum) when the district/LEA reviews or adopts their social studies curriculum on July 24, 2015 or after and

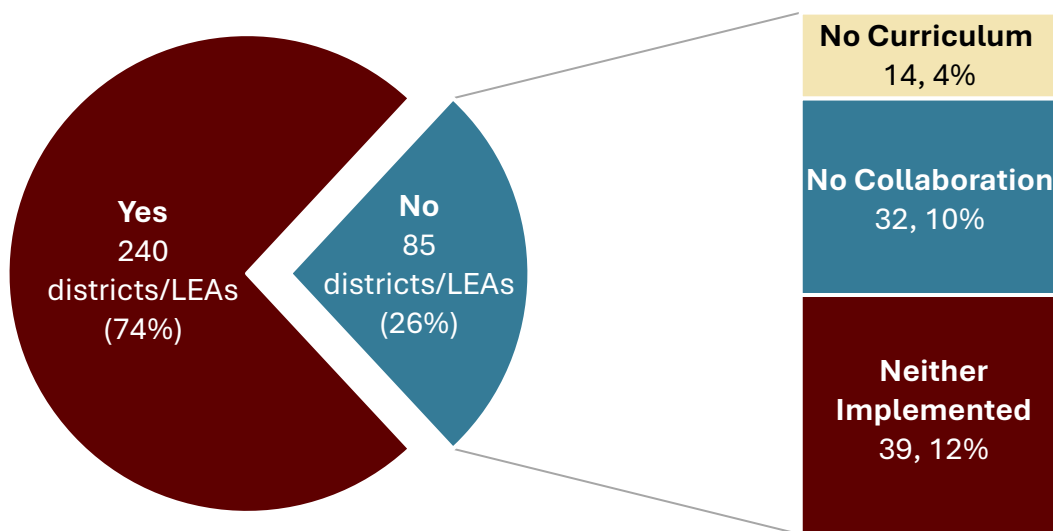
¹⁹ Four of the LEAs that did not meet all additional legislatively required offerings are STEC schools, which generally do not need to meet the other legislative requirements unless specifically required to by law. They were included in this section to give a complete picture of how offerings are implemented across the state.

²⁰ The HSBP-related additional legislative requirements were previously discussed in this report's high school graduation requirements section.

- When reviewing or revising social studies and history curricula on July 24, 2015 or after, districts/LEAs must collaborate with any federally recognized tribe within their district, and nearby, to expand upon curriculum and create cultural exchanges.

Figure 14 shows compliance with the two parts of the law for all 325 districts/LEAs. It shows that one-quarter (85 or 26%) of districts/LEAs reported not yet fully implementing the law, with the largest portion missing both parts of the law.²¹ Out of those 85, 67 (79%) reported that they had not activated the law because they had not updated their social studies or history curriculum since July 2015. The remaining 18 (21%) reported that although they have updated their curriculum, they have not yet fully implemented the law.²²

Figure 14: District/LEA Implementation of JMLSTI Curriculum and Collaboration with Nearby Tribes, 2025–26 School Year

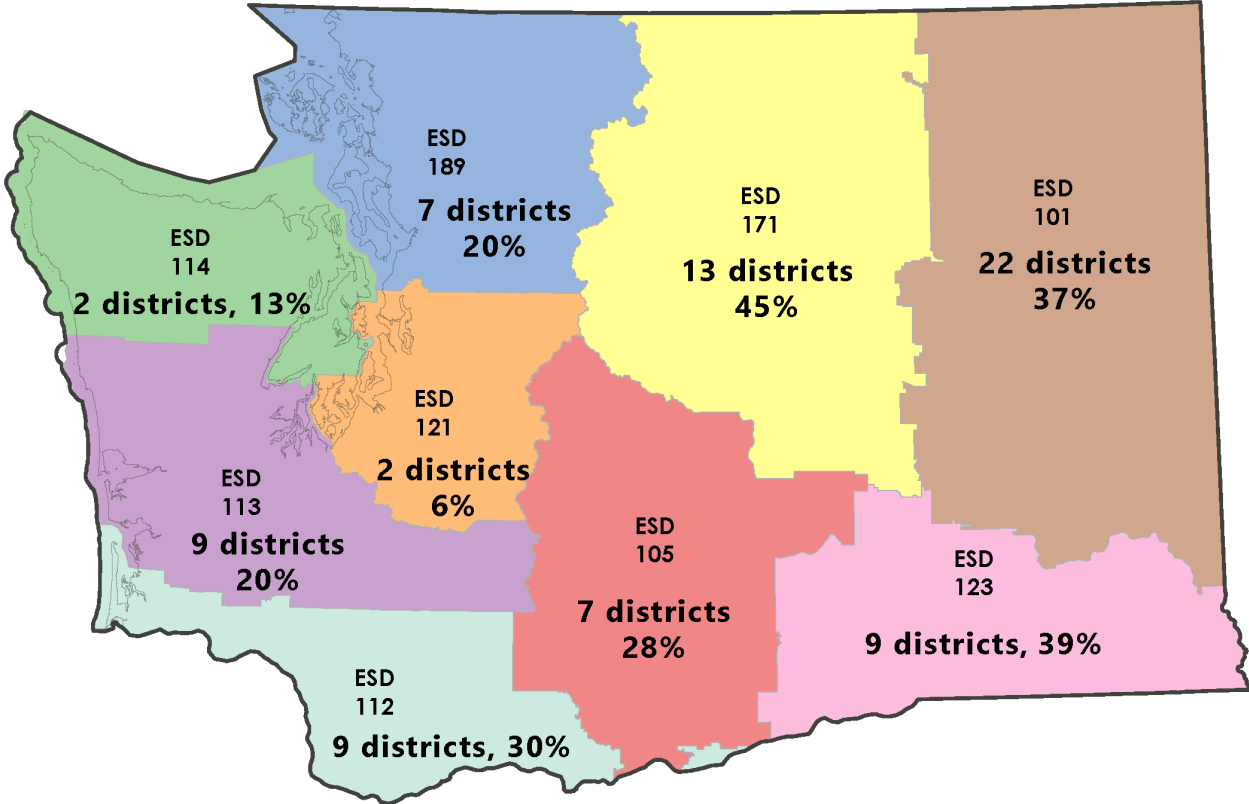


Implementation differs by geographic region, as well. Service District (ESD) 101 has the highest number of school districts (22) that have not fully met the law as shown in Figure 15. In addition, almost half of the districts in ESD 171 (45%) reported that they had not yet implemented at least one part of the law. ESD 121 had both the fewest districts and the lowest proportion of districts reporting non-compliance.

²¹ Eighty public school districts reported not fully implementing the law, while four charter schools and one technical college reported not being fully in compliance.

²² Three districts/LEAs reported collaborating with a nearby tribe, but not implementing the curriculum, 12 reported implementing the curriculum but not collaborating with a nearby tribe, and three report neither implementing the curriculum nor collaborating with a nearby tribe.

Figure 15: Number of School Districts by ESD That Have Not Yet Fully Implemented Tribal Curriculum and Collaboration Law, 2025–26 School Year



Source: Staff analysis of OSPI’s list of districts and their nearest tribes found at ospi.k12.wa.us/sites/default/files/2023-10/sd-nearesttribelist.xlsx in combination with 2025–26 Basic Education Compliance Survey results. Underlying map found at ospi.k12.wa.us/about-ospi/about-school-districts/educational-service-districts-esd.

The school districts that have not fully implemented the law are either in or near the tribal boundaries of 16 of the state’s 29 federally recognized tribes as shown in Table 6. Some of the districts are near more than one tribe and are counted for each tribe.

Table 6: Number of Public School Districts That Have Not Yet Fully Implemented Tribal Curriculum and Collaboration in 2025–26 School Year, by Nearby Tribe

Tribe	Number of Districts Not Yet in Full Compliance ²³	Total Number of Districts in or Near Tribal Boundary	Proportion of Districts Not Yet in Full Compliance
Chehalis Confederated Tribes	5	14	36%
Colville Confederated Tribes	17	45	38%
Confederated Tribes of the Umatilla Indian Reservation	5	17	29%
Confederated Tribes and Bands of the Yakama Nation	21	61	34%
Cowlitz Tribe	6	21	29%
Kalispel Tribe	1	6	17%
Muckleshoot Tribe	2	13	15%
Nooksack Tribe	3	4	75%
Puyallup Tribe	1	11	9%
Sauk-Suiattle Tribe	3	5	60%
Shoalwater Bay Tribe	2	6	33%
Skokomish Tribe	2	8	25%
Spokane Tribe	16	39	41%
Stillaguamish Tribe	1	2	50%
Suquamish Tribe	1	12	8%
Upper Skagit Tribe	1	1	100%

Source: Staff analysis of OSPI’s list of districts and their nearest tribes found at ospi.k12.wa.us/sites/default/files/2023-10/sd-nearesttribelist.xlsx in combination with 2025–26 Basic Education Compliance Survey results.

Some of the 18 districts that reported updating their social studies curriculum since July 2015 but not implementing the law said they are planning to begin the curriculum implementation process and/or reach out to tribes soon. Many did not say when they planned to meet the requirement. The stated reasons for non-compliance include:

²³ Only two districts are within a tribal boundary – one is within the boundaries of the Sauk-Suiattle Tribe and another is within the boundaries of the Upper Skagit Tribe.

- **Geographic Challenges:** District/LEA is neither within tribal boundaries nor near a federally recognized tribe. Or, district/LEA is isolated without an opportunity for cultural exchange.
- **Communication Challenges:** District/LEA attempted to contact local tribe but was not successful or does not know the appropriate way to connect with local tribe.
- **Process Challenges:** Curriculum has to go through district’s or LEA’s adoption process, staff transition has caused delay, or district/LEA is unclear how to implement.
- **Program Challenges:** Unique school structures, including online programs, make it difficult to incorporate curriculum.

Financial Education

Since 2015, RCW 28A.300.468 has required districts with high schools to provide access to financial education standards developed by OSPI.²⁴ Four districts/LEAs with high schools reported not meeting this requirement, although they all reported offering it to some grades or every other year. Through optional questions, 272 districts/LEAs shared how financial education is offered. Most (59%) reported offering financial education for credit either through a standalone course or as part of another subject as shown in Figure 16.²⁵ Seventy districts/LEAs (26%) provided educational opportunities through two or three options.

Figure 16: Financial Education Offerings by District/LEA, 2025–26 School Year

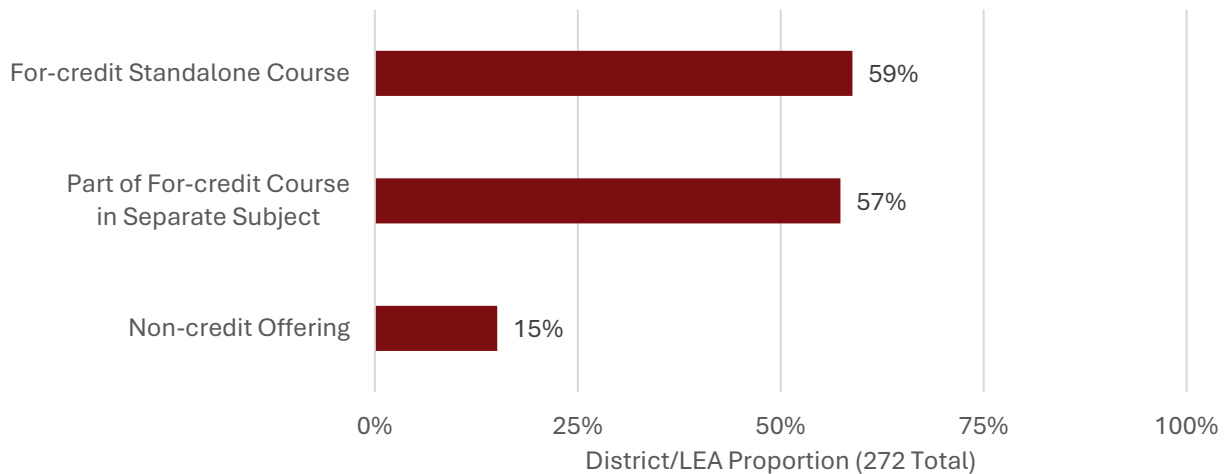


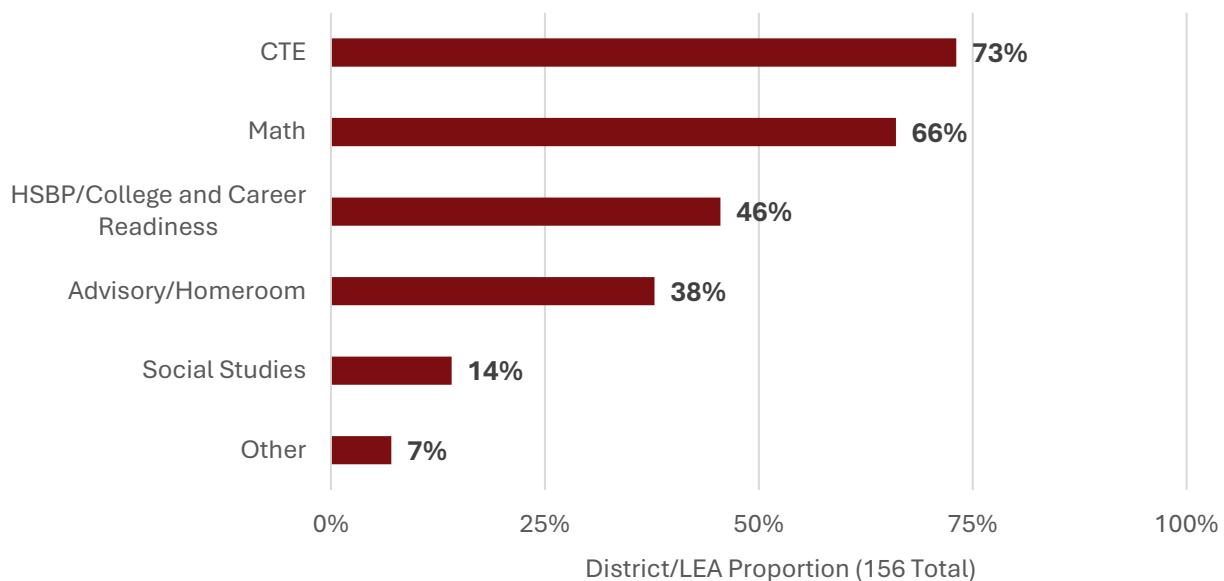
Figure 17 shows that the most popular courses for embedding financial education are CTE and Math. Other ways include Life Skills or Economics courses. Almost three-quarters (114

²⁴ Washington’s Financial Education learning standards are found at ospi.k12.wa.us/sites/default/files/2023-08/fek-12learningstandardsoct2016.pdf.

²⁵ A July 2025 Western Washington University report found that standalone financial education courses are typically more effective but that embedded financial education can also be just as effective depending on time spent on instruction and educator experience. See cbe.wvu.edu/cefe/research-reports.

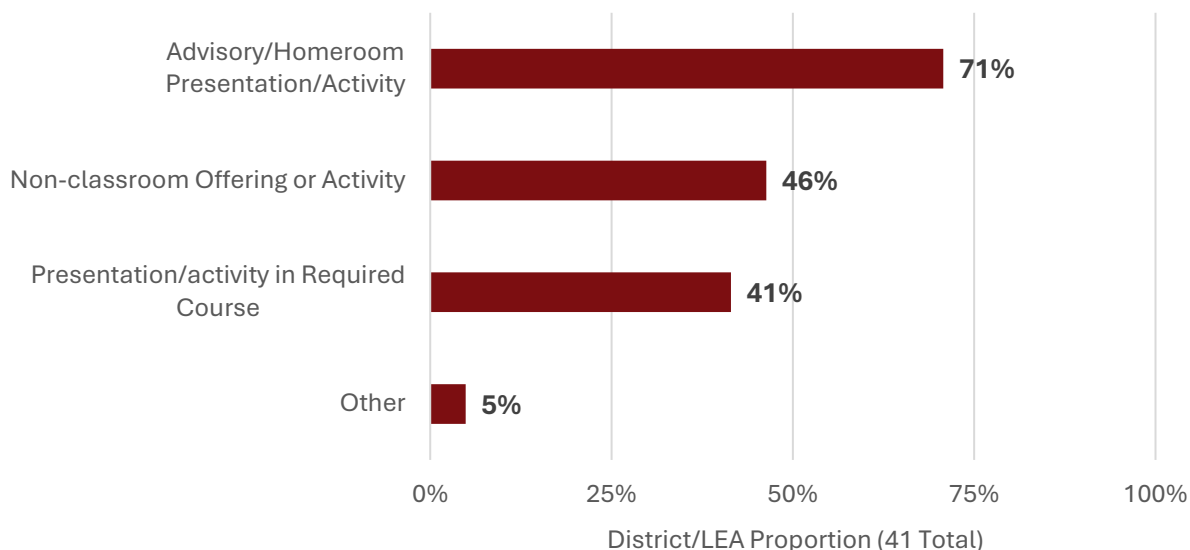
or 73%) of the 156 districts/LEAs that offer financial education as part of another for-credit course offer it in more than one subject area.

Figure 17: Subject Courses with Financial Education by District/LEA, 2025–26 School Year



Noncredit financial education is offered either during a course (primarily Advisory/Homeroom) or outside of the classroom as shown in Figure 18. Nineteen districts/LEAs (46%) offered financial education through more than one noncredit offering.

Figure 18: Noncredit Financial Education Offerings by District/LEA, 2025–26 School Year



New Requirements for the 2025–26 School Year

Some districts/LEAs reported not yet implementing two laws that went into effect in the 2025–26 school year. Eleven districts/LEAs out of the 274 with 12th grade reported not

offering instruction in sex trafficking awareness and prevention by the end of grade 12 as required by RCW [28A.320.168](#). Most said they plan to incorporate the curriculum soon, although some said they did not have the capacity to implement the requirement or that they needed curriculum to move forward.

The other law, RCW [28A.300.575](#), requires districts/LEAs to award the Washington State Seal of Biliteracy to graduating students who meet OSPI's criteria. This was an encouraged offering until the 2025–26 school year. Eleven districts/LEAs of the 274 with 12th grade reported not yet implementing the law for the 2025–26 school year. Some reported lack of resources while others expressed interest in the program but needing guidance or time. A few assumed it was not required for their specific district/LEA because of their LEA type, their curriculum offered, or because they did not have bilingual students.

Other Additional Requirements

Academic Acceleration Policy

Since the 2021–22 school year, districts/LEAs are required to have an academic acceleration policy per RCW [28A.320.195](#). Six districts/LEAs out of the 278 with high schools reported not yet having a policy, but most intend to develop one soon.

Credit for Students in or Released from an Institutional Education Facility

Another law that went into effect in the 2021–22 school year requires districts/LEAs to provide the GED test to students in or released from an institutional education facility and to award high school credits to students who meet SBE-established standards on the test. Ten districts/LEAs out of 278 with high schools reported not yet meeting this requirement. Some said they plan to implement it soon, while others said they do not have the capacity to offer tests or that they do not have students in institutional education facilities.

Comprehensive Sexual Health Education (CSHE)

Washington's Legislature requires districts and LEAs to provide CSHE to every student. The law went into full effect in the 2022–23 school year. It requires that curriculum be taught a certain number of times, depending on a student's grade. All districts/LEAs reported meeting the requirements for kindergarten through 3rd grade. However, there were some districts/LEAs that reported not fully meeting the law for other grades as follows:²⁶

²⁶ OSPI submits an annual report to the legislature that includes how many districts/LEAs met the CSHE requirement for the previous school year. The most recent report at <https://ospi.k12.wa.us/sites/default/files/2025-02/cshe-legislative-report-2022-2024.pdf> covers the 2022–23 and 2023–24 school years. Both years show a lower compliance rate than what schools/LEAs reported will occur in the 2025–26 school year.

- 4 out of 309 districts/LEAs with 4th and/or 5th grades reported not providing CSHE at least once in grades 4–5.
- 3 out of 305 districts/LEAs with 6th, 7th, and/or 8th grades reported not providing CSHE at least twice in grades 6–8.²⁷
- 5 out of 278 districts/LEAs with high school reported not providing CSHE at least twice in grades 9–12.²⁸

Some were in the process of implementing a curriculum or finding an instructor. One district expressed wanting more information from OSPI, while another described challenges fully implementing the law due course scheduling.

Continuity of Operations Plan (COOP)

The survey asks about an additional requirement that is not on the Basic Education Compliance Matrix. WAC 180-16-212 requires school districts to develop, maintain and, if necessary, implement a COOP that ensures delivery of basic education during educational disruptions resulting from an emergency or disaster. Almost all districts/LEAs (314 or 97%) have a COOP. Those that do not have a plan reported that they intend to adopt one soon.

Legislatively Encouraged Offerings

The survey also included optional questions about four legislatively encouraged offerings:

- **History of Civil Rights** programming offered at least once a year.
- **Holocaust Instruction** for middle schools, junior high schools, and high schools.
- **Ethnic Studies** course (grades 7–12) or instruction (grades K–6).
- **Bone Marrow and Blood Donation Awareness** instruction in at least one high school health class required for graduation and in any grades K-8.

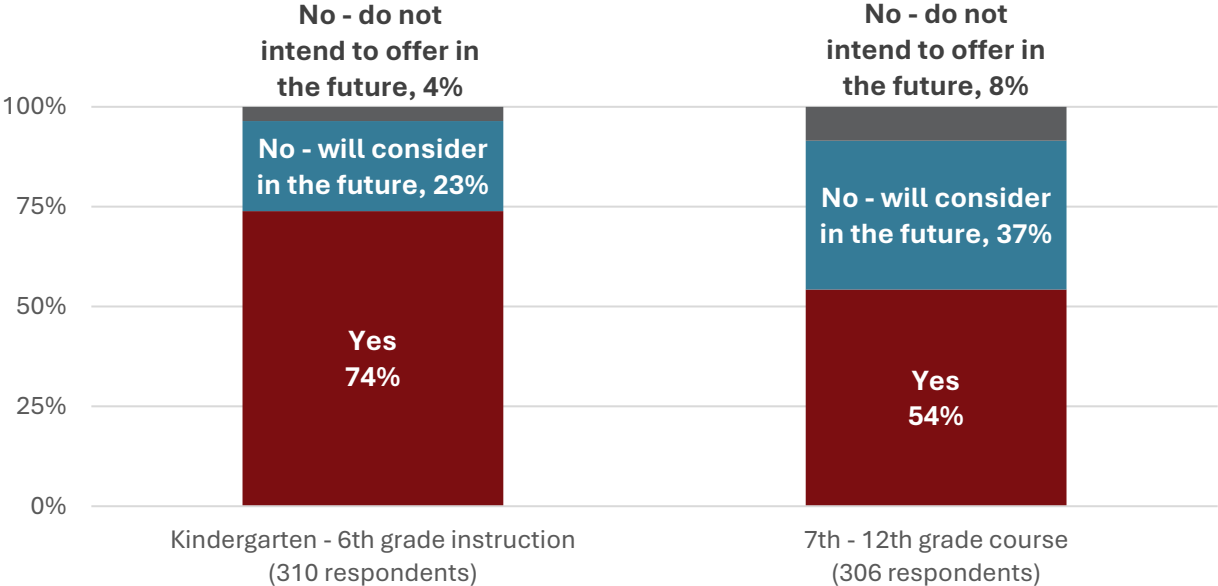
Almost all districts/LEAs reported offering civil rights programming (309 out of 321) and Holocaust instruction (301 out of 313). The remaining districts/LEAs answered that they will consider offering them in the future.

School districts/LEAs implemented the ethnic studies recommendation at different rates depending on grade band. Figure 19 shows that a higher proportion of districts/LEAs implemented the grades K–6 instruction than the grades 7–12 course. Most districts/LEAs that do not currently offer the recommendation will consider doing so in the future.

²⁷ An additional five districts/LEAs reported offering comprehensive sexual health education at least once because their highest grade served is 6th or 7th grade.

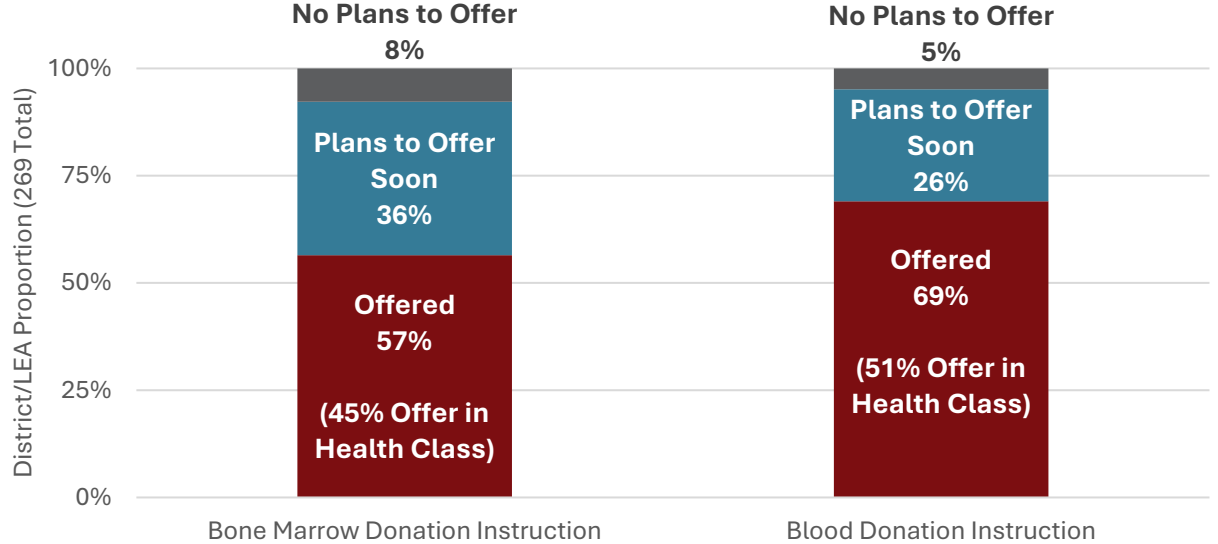
²⁸ One LEA in this category only enrolls 11th and 12th grades.

Figure 19: Proportion of School Districts/LEAs that are Implementing Encouraged Ethnic Studies Offerings, 2025–26 School Year



Bone marrow and blood donation awareness instruction also varies by grade level. Only 9% of districts/LEAs with any grades K–8 offer instruction about both donation types (an additional district provides bone marrow donation instruction only).²⁹ High school instruction is more prevalent as shown in Figure 20.

Figure 20: Bone Marrow and Blood Donation High School Instruction by District/LEA, 2025–26 School Year



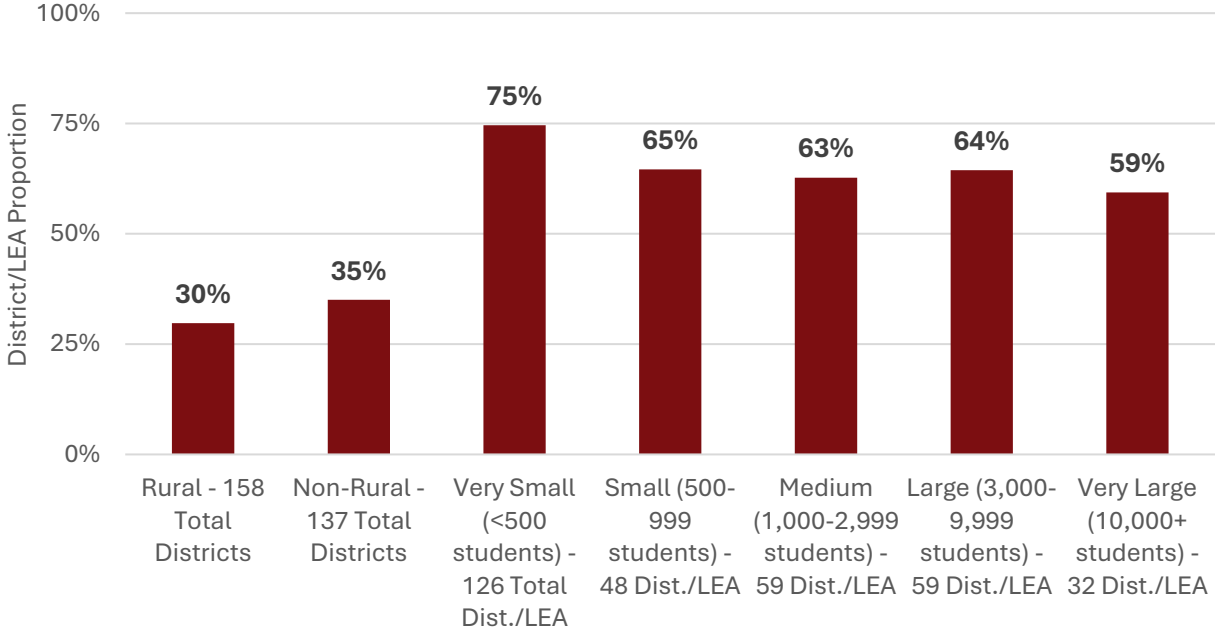
²⁹ 322 districts/LEAs answered bone marrow and blood donation instruction questions, but 9 responses were not viable due to conflicting information. Of the remaining 316 districts/LEAs, 309 enroll any grades K–8 and 269 have high schools.

Other Survey Questions

Competency-Based Education and Crediting

To support SBE’s Washington State Mastery-based Learning Collaborative (MBLC) work, the survey asked if districts and LEAs will have at least one school offering a competency-based education (CBE) program as defined in 2025’s [Senate Bill 5189](#). One-third (106 or 33%) of the 325 districts/LEAs said yes. Charter schools and technical colleges have a higher rate of participation—seven out of 16 charter schools (44%) and three out of four technical colleges (75%) reported that they will offer a CBE program. Figure 21 shows that participation also varies by district/LEA size. Districts/LEAs with less than 500 students are more likely to have a CBE program than larger districts/LEAs.

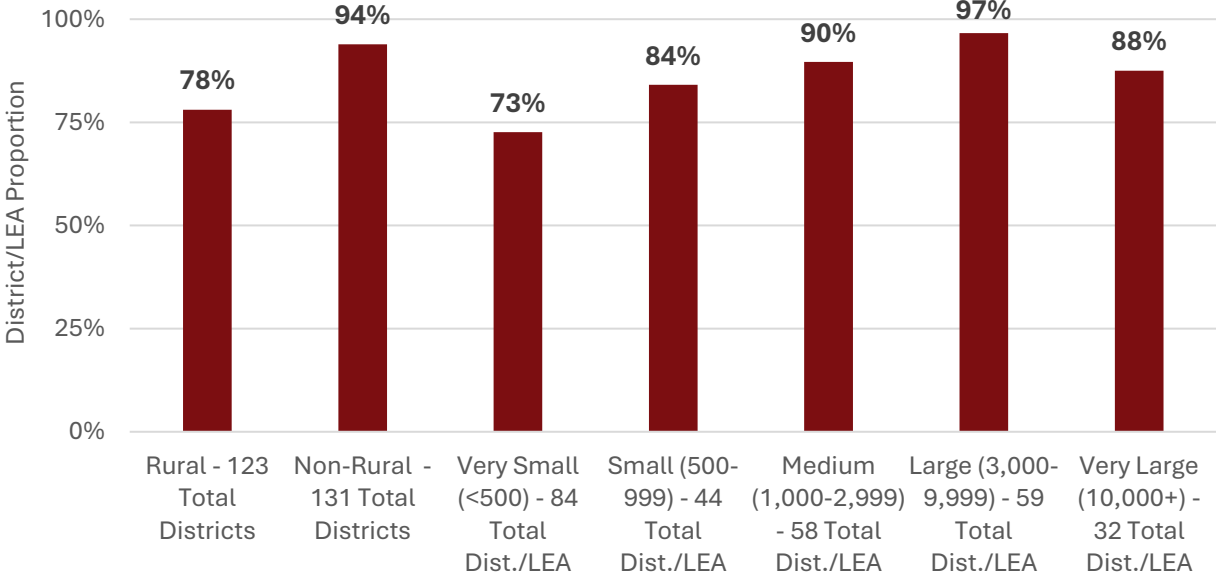
Figure 21: Proportion of Districts/LEAs with a CBE program by Size and District Rurality, 2025–26 School Year



The survey also asked additional questions about competency-based crediting (CBC), which is when high school students earn credit for learning experiences that could take place in school settings or outside of traditional classroom instruction. Eighty-five percent (236) of the 278 districts/LEAs with at least one high school grade reported having a CBC policy.³⁰ Districts/LEAs with less than 1000 students and rural districts are less likely to have a CBC policy than larger districts/LEAs and non-rural districts as shown in Figure 22.

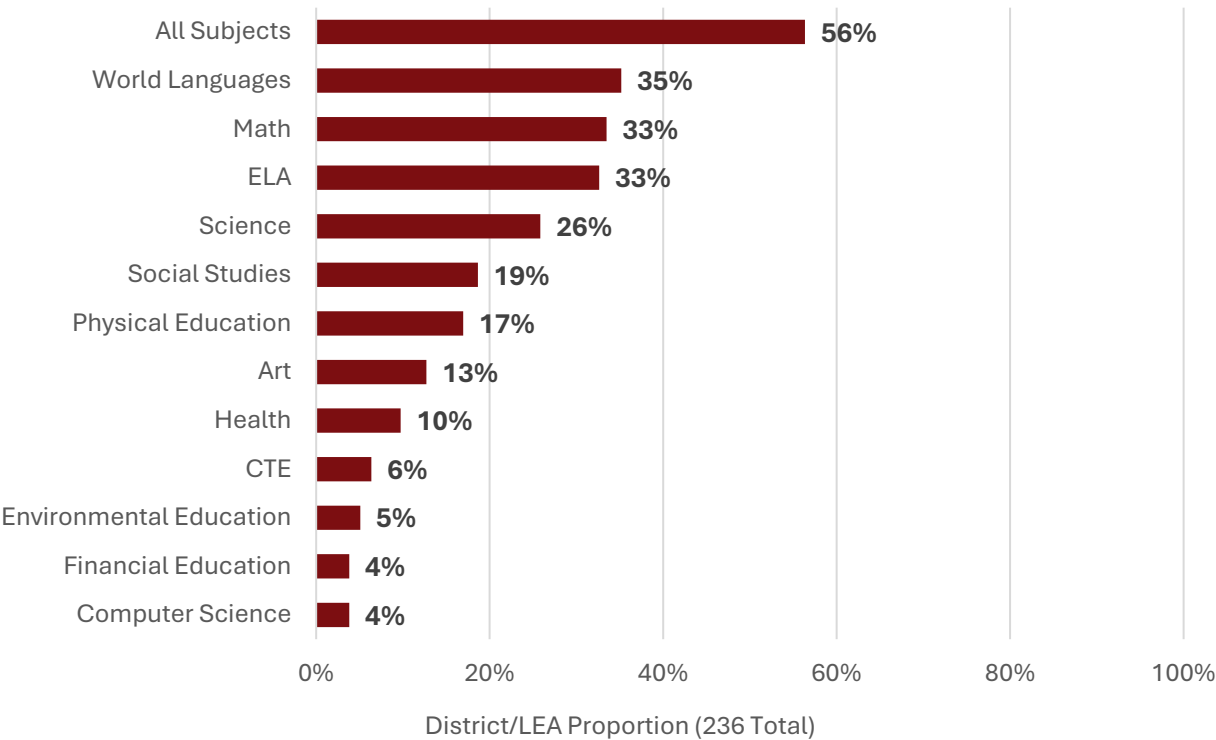
³⁰ Seven districts/LEAs that reported having a policy said it was a temporary policy responsive to COVID-19.

Figure 22: Proportion of Districts/LEAs with a CBC Policy by Size and District Rurality, 2025–26 School Year



More than half (133 or 56%) of the districts/LEAs with a CBC policy use the policy for all subject areas as shown in Figure 23. The other 103 districts/LEAs apply it toward one or more subjects. The most offered subjects are World Languages, Math, and ELA.

Figure 23: Subjects Offered Through CBC Policy by District/LEA, 2025–26 School Year



School Climate Surveys

The survey also included questions about school climate surveys to help inform future accountability policy decisions. Seventy-four percent of districts/LEAs (239) administer the Healthy Youth Survey (HYS) and 92% of districts/LEAs (298) administer another kind of school climate survey. Most districts/LEAs (70%, or 228) offered both types of surveys. Figure 24 shows how school climate surveys (not including the HYS) are created, collected, and analyzed. The most popular option is a district-administered survey. Forty districts/LEAs offer more than one survey method.

Figure 24: School Climate Survey Administration by District/LEA, 2025–26 School Year³¹

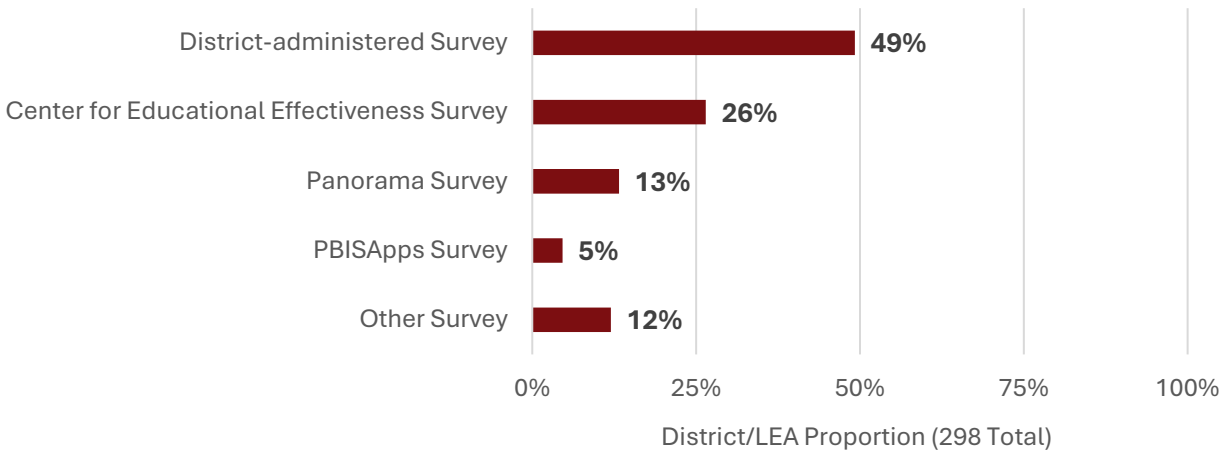
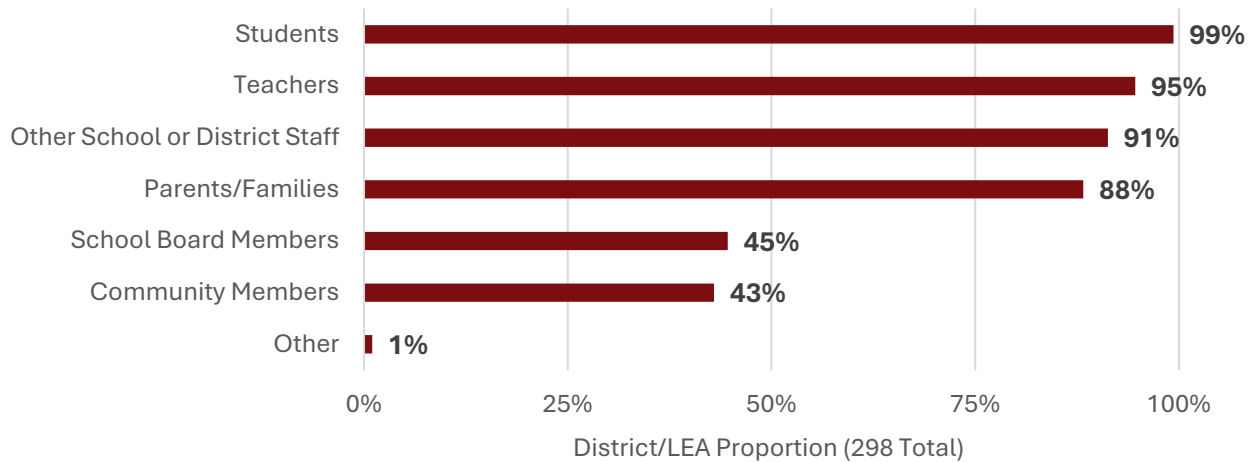


Figure 25 shows that most districts and LEAs that administer a school climate survey typically ask students, teachers, school/district staff, and parents/families to take the survey. Some districts also include school board members and community members.

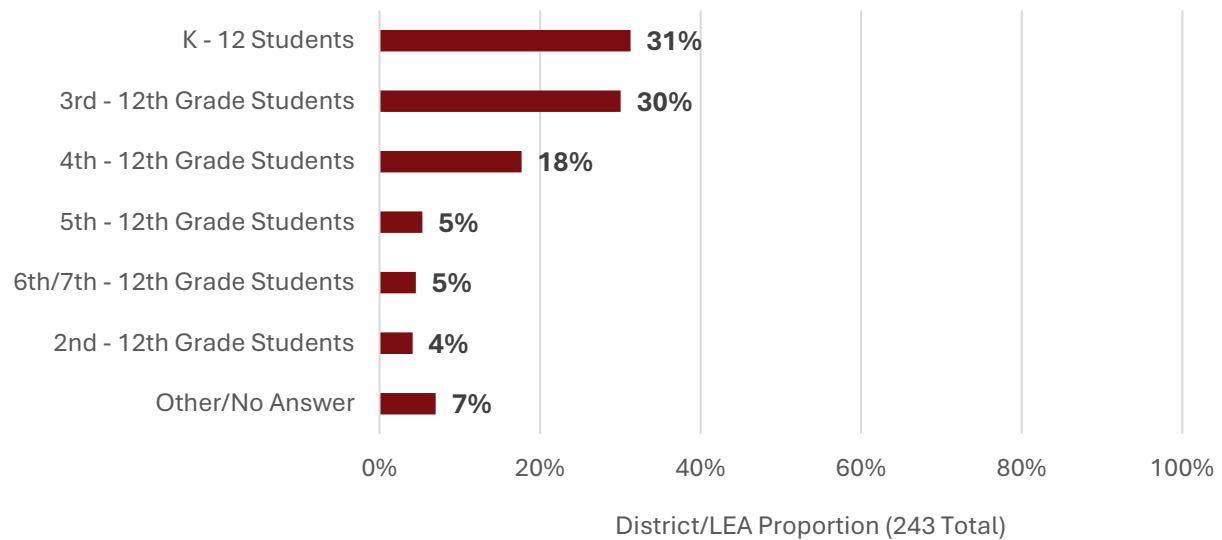
Figure 25: School Climate Survey Audiences by District/LEA, 2025–26 School Year



³¹ Fifty-one districts/LEAs will not administer a survey in 2025–26 because they offer surveys every other year. Those 51 districts/LEAs are included in Figure 24.

Of the 243 districts/LEAs that enroll Kindergarten through 12th grade, the largest proportion administered the survey for all grades or grades 3 through 12 as shown in Figure 26.³²

Figure 26: School Climate Survey K–12 Student Audience by District/LEA, 2025–26 School Year



Finally, of the 27 districts/LEAs that reported not offering a school climate survey, 89% (24 districts/LEAs) listed their small size as the primary reason. Almost all (78%, or 21 districts/LEAs) had fewer than 500 students. Some went on to say that their small size allows them to know their students and families individually, negating the need for a survey.

Conclusion

Based on survey submissions and staff correspondence, the Board either fully certified or conditionally certified 325 publicly-funded districts and LEAs as being in compliance with basic education instructional requirements for the 2025–26 school year. In addition, most districts and LEAs reported that they are offering other curricular requirements in statute, are in the process of implementing those requirements, or are exempt from the requirements.

Finally, the survey results presented in this report provide a system-wide view of how state requirements are implemented. In addition, survey data will help inform the Board’s work, such as the FutureReady initiative to update high school graduation requirements.

³² Although other districts/LEAs with other grade configurations also administer a school climate survey, Figure 26 focuses on K–12 districts/LEAs for consistency purposes.