

State Course Equivalency Update

Guidance Related to Modifying Hours

Background

Districts have contacted OSPI with concern about adopting state equivalency frameworks, built at 180 hours, for courses on schedules with varying instructional hours. While many state equivalencies are often built on a 180-hour model, previous guidance restricted districts from removing any learning standards (academic/industry) but did not address changes to instructional hours. More importantly, the state equivalency frameworks are built to be in alignment with earning 1 or more credits.

Clarification for Hour Adjustment

Districts may modify the hours of instruction within the state equivalency framework to more accurately reflect their implementation of the course. If a district is on a trimester schedule and, as an example, students complete two trimesters at 140 hours to earn 1 credit – they could amend a state equivalency framework to reflect 140 hours of instruction. If the district determines the learning outcomes reflected in the framework can be met without removing any of the original learning standards, and the earned credit is aligned – they may modify the hours and implement the state course equivalency. If a district submits a state equivalency framework with 60 hours, which earns a student a .5 or .33 credit; the course will not be approved. The submitted instructional hours must reflect the student's opportunity to earn 1 full credit.

District Action

- Districts should review the learning outcomes and credit alignment of the state equivalency frameworks when determining appropriateness of local adoption.
- Districts should submit the state equivalency framework with modified hours for approval in the CTE Course Approval system.
- Districts should reflect the approved courses as being a state equivalent within CEDARS (D12).

Additional Clarification

- Current and applicable learning standards may be added to the equivalency framework prior to submission to the state
- Learning standards may not be removed from the framework.
- Districts may add or amend leadership alignment and performance assessments within the framework to reflect local implementation.
- If the state equivalency framework is built to be aligned with 1 credit, it must be implemented with 1 credit available for students.

Contact

For more information related to equivalencies, please contact Lisa Fish at lisa.fish@k12wa.us.

