



Special Education Monthly Webinar Series:

Graduation Pathways:
Updates & Next Steps

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Vision:

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission:

Transform K–12 education to a system that is centered on closing **opportunity gaps** and is characterized by high expectations for all students and educators. We achieve this by developing **equity-based** policies and supports that empower educators, families, and communities.

Values:



Ensuring Equity



Collaboration and Service



Achieving Excellence through Continuous Improvement



Focus on the Whole Child

We start with our vision, mission, and values, around equity, access, and opportunity.

Today's Discussion:

- ❑ **Overview of HB 1599**
- ❑ **Graduation Pathways**
 - Pathway descriptions
 - Implementation timelines
- ❑ **Planning for Next Steps**



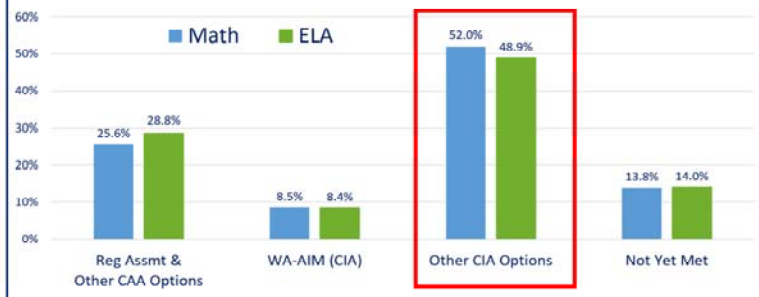
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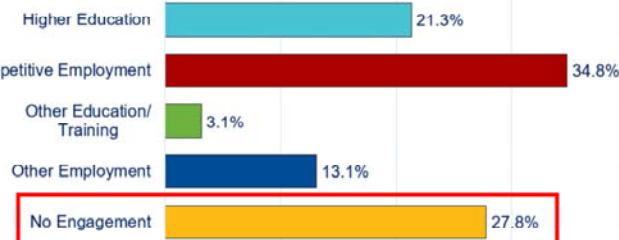
Today's discussion will include an overview of HB 1599, including descriptions of graduation pathways, implementation and timelines, and some ideas for next steps, now and longer term.

Framing & Context

Graduation Pathways Used by SWDs in 2016-17



2016-17 Post-School Outcomes for SWDs



I'd like to begin with some framing and context around this legislation, through the lens of the educational experiences and outcomes for students with disabilities.

The most current data about graduation pathways show that about half of all SWDs statewide are graduating with an existing pathway only available to students receiving special education services – the certificate of individual achievement, which might include applying a Level 2 Cut Score or taking an off-grade-level state assessment.

Pathways Source: [Guidance for IEP Teams: Student Participation in Statewide Assessments for Accountability and Graduation](#), Office of Superintendent of Public Instruction, 2019.

Post-school outcomes source: [Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17](#), Center for Change in Transition Services, Seattle University, 2018

House Bill 1599

“Students should have other rigorous and meaningful pathway options to select from when demonstrating their proficiencies.”



Specific language from HB1599 states that...

Multiple Pathways to Graduation

All students prepared for
postsecondary pathways,
careers, and civic engagement.



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Multiple pathways to graduation is one of the ways OSPI is delivering on its promise that all students are prepared for postsecondary pathways, careers and civic engagement.

These outcomes aren't independent of each other: all students deserve access to all of these outcomes.

Grad Pathways – Building off Success

Planning That Matters

- High School & Beyond Plans
- Informing junior year courses
- IEPs and HSBP aligned
- Academic acceleration

Solid Instructional Foundation

- Basic education core subject areas
- Expanded CTE equivalencies
- Additional flexibility through two-credit waiver

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We started by building off of things that are working well for students already: Planning that matters to students through the HSBP, and quality instruction.

Multiple pathways only works for students if students are fully engaged in exploring, understanding, and choosing a pathway that meets their aspirations.

The HSBP continues to be strengthened by focusing on equitable access to supports for planning and creating a pause point between the sophomore and junior year where students are able to make choices around the pathways they'd like to pursue.

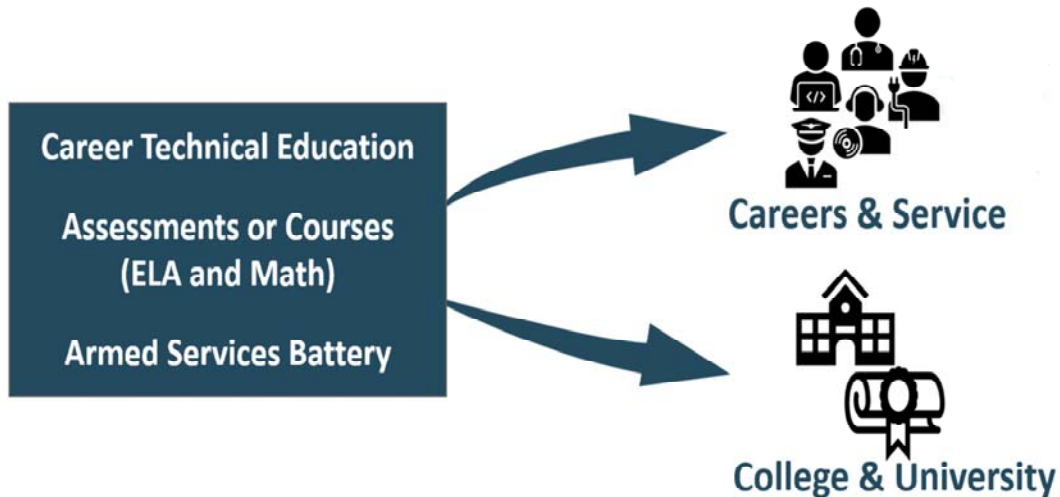
We are also continuing to invest in equity for our students with disabilities by requiring alignment between IEPs and HSBPs, and ensuring the trained adults helping other students complete their HSBPs are also helping students with IEPs.

We are creating more flexibility inside of the 24-credit graduation requirement, by continuing to expand CTE courses, which also meet the content requirements of basic education core subject areas. Local districts also have more flexibility in waiving non-core credits for students.

This could mean that students can be taking more than just 1 credit of CTE, or have an imbedded work experience, and still be meeting the instructional requirement while accessing quality CTE programming. Or that students who have experienced strenuous family or personal situations, but have completed their core subject area requirements, might not have to be denied a high school diploma.

For additional information on the changes to the HSBP, see HB 1599 sections 103 (description of the required elements of HSBP), 502 (requirement that academic acceleration is informed by HSBP), and 504 (development of a list of electronic HSBP platforms and requirement that districts make on available to students by 2020-21 school year).

Multiple Pathways – Ticket to the Next Step



We believe that each student, regardless of their pathway, should have access to education, training, career and civic life after high school. We know that these outcomes aren't discrete.

For example, Washington's high-quality Career and Technical Education courses provide access not only to college-level education after high school but also to jobs and careers, and the ability to serve ones' community. The same goes for our students choosing the military as their next step: these students have access to high education, workforce preparation and service.

A requirement for any of Washington's graduation pathway is that it provides access to each of those outcomes.

What counts as a Pathway?

- **Smarter Balanced Assessment**
- **High School transition courses** (e.g., "Bridge to College")
- **Dual Credit courses**
 - **College coursework**
 - **AP / IB / Cambridge courses**



So, what counts as a pathway?

Many of the pathways codified in HB 1599 were existing options to students.

- Meeting standard on the HS assessment continues to have value in demonstrating a students' readiness for the next steps after high school.
- Courses developed specifically to accelerate a student who has not yet met standards also count, such as Bridge to College Courses.
- If a student completes a dual credit course in ELA and in math, they have already demonstrated their college readiness.
- Passing a rigorous AP, IB or Cambridge courses in ELA and in math also is a good signal of readiness. By not requiring students to take the test to access this pathway, we limit the potential that inequity in access to the proprietary exams will keep students from benefiting from this pathway.

What counts as a Pathway?

- **ACT or SAT**
- ***Armed Services Vocational Aptitude Battery***
- ***Sequence of Career Technical (CTE) courses***
- ***WA-AIM (for students with significant cognitive disabilities taking the alternate state assessment)***



- ACT and SAT continue to be used by colleges and universities around the country for admissions.
- A sequence (two or more) of CTE courses, which allow the student to earn either dual credit or an industry-recognized credential and which leads to the workforce, apprenticeship, or postsecondary education. Core Plus programming also qualifies.
- SBE will establish cut scores for the ASVAB.
- WA-AIM will continue to be a pathway for students with SCD who are taking the alternate state assessment.

It is important to note that SBE will be writing rules, in collaboration with OSPI, for these pathway options. The descriptions of these pathways can be found in Section 201 of HB 1599.

Brief Summary of HB 1599

- Discontinues the:
 - Certificate of Academic Achievement (CAA), effective with class of 2020;
 - Certificate of Individual Achievement (CIA), effective with class of 2022.
- Extends appeals process to waive certain graduation requirements for qualifying students in the graduating class of 2019 and 2020.
- NOTE: Pathways are available based on the student's 4-year cohort, and NOT the year they may graduate.



The class of 2019 is the last class to have the CAA requirement – it no longer exists beginning with the class of 2020 (this year's 11th graders).

The CIA is available for students with disabilities through the class of 2021 (through this year's 10th graders)

Class of 2019 – What to know

Expedited
assessment waiver
available

Students not
required to attempt
alternatives prior to
accessing the waiver



The expedited assessment waiver that was available for recent graduating classes is now available for the class of 2019. (Sec. 102 of HB 1599)

A key difference is that students are not required to attempt alternatives.

OSPI's website is up-to-date with how to submit the waiver application for students. It is largely the same process that districts have used in prior years.

here: <http://www.k12.wa.us/assessment/GraduationAlternatives/ExpeditedAppeals.aspx>

Class of 2020 – What to know

All pathways,
including SBA, are
available to all
students

Waiver continues to
be available for
students not able to
complete a pathway



Beginning with next year's seniors, all pathways are available as an option for all students, to the extent that a student's district is able to offer each of the different pathways.

The waiver will be available for the Class of 2020 (Sec. 102 of HB 1599). This last year of the waiver will cushion students as districts work on the identification of existing opportunities and expansion into additional pathways to graduation. The extension of the waiver into 2020 means allows more time to figure out the pathways. The waiver applies to all the pathways, though the goal is students in class of 2020 use the pathways to the extent they are available.

OSPI's website is up-to-date with how to submit the waiver application for students here:
<http://www.k12.wa.us/assessment/GraduationAlternatives/ExpeditedAppeals.aspx>

Graduation Requirements

- **High School and Beyond Plan**
 - Developed in a similar manner and with similar staffing *as all other students*
- **Satisfy SBE and LEA graduation requirements**
 - Career and College Ready graduation requirement
- **Satisfy graduation credit requirements**
- **Meet requirements of at least one graduation pathway**



High School and Beyond Plan

- A high school and beyond plan must be initiated for each student during the seventh or eighth grade. In preparation for initiating that plan, each student must first be administered a career interest and skills inventory.
 - (New language) For students with an individualized education program, the high school and beyond plan must be developed in alignment with their individualized education program. The high school and beyond plan must be developed in a similar manner and with similar school personnel as for all other students.
- The high school and beyond plan must be updated to reflect high school assessment results in RCW 28A.655.070(3)(b) and to review transcripts, assess progress toward identified goals, and be revised as necessary for changing interests, goals, and needs. The plan must identify available interventions and academic support, courses, or both, that are designed for students who are not on track to graduate, to enable them to fulfill high school graduation requirements. Each student's high school and beyond plan must be updated to inform junior year course taking.

Career and College Ready Graduation Requirement – permits district to waive up to two credit requirements based on a student's High School and Beyond Plan. The content of the third credit of mathematics and the content of the third credit of science may be chosen by the student based on the student's interests and high school and beyond plan, with agreement of the student's parent or guardian or agreement of the school counselor or principal.

Graduation Requirements

- **Certificate of Attendance** – HB 1599 updates RCW 28A.155.170, that a student with an IEP who will continue to receive services between ages 18 to 21 must receive a certificate of attendance and be permitted to participate in the graduation ceremony.
- **Student Learning Plans** – required for eighth grade students not successful on any or all of the content areas of the state assessment during the previous school year or who are not on track to graduate due to credit deficiencies or absences.



Student Learning Plans

The parent or legal guardian shall be notified about the information in the student learning plan, preferably through a parent conference and at least annually.

To the extent feasible, schools serving English language learner students and their parents shall translate the student learning plan into the primary language of the family.

The student learning plan must include the following information as applicable:

- (a) The student's results on the state assessment;
- (b) If the student is in the transitional bilingual instruction program, the score on his or her Washington language proficiency test;
- (c) Any credit deficiencies;
- (d) The student's attendance rates over the previous two years;
- (e) The student's progress toward meeting state and local graduation requirements;
- (f) The courses, competencies, and other steps the student needs to take to meet state academic standards and stay on track for graduation;
- (g) Remediation strategies and alternative education options available to students, including informing students of the option to continue to receive instructional services after grade twelve or until age twenty-one;
- (h) School district programs, high school courses, and career and technical education options available for students to meet graduation requirements; and
- (i) Available programs offered through skill centers or community³⁷ and technical colleges, including diploma options under RCW38 28B.50.535

Considerations for Students with Disabilities

- Certificate of Individual Achievement (CIA) available through class of 2021.
- Graduation pathways continue to be available to all students, including students with disabilities.
- For students with significant cognitive disabilities, the alternate assessment (WA-AIM) is still available.



OSPI believes the new pathways will work for all our students in helping them access postsecondary pathways, careers and civic engagement.

Because many members of the Class of 2021 with IEPs already began or completed their required transition plan for high school graduation, which may have included measures different than the SBA or the new pathways to show career and college readiness, the intent was to honor that work.

The existing pathway for students with disabilities, the Certificate of Individual Achievement, continues to be made available as a qualifying graduation pathway through the Class of 2021. (sec. 104 of HB 1599)

We want to stress though that the new multiple pathways to graduation will likely work for many of our students with IEPs and that they continue to be able to access them.

For our students with significant cognitive challenges, the Washington Assessment to Instruction and Measurement or WA-AIM is also continued as a graduation pathway option. (Sec. 119 of HB 1599)

Collection of Evidence (Local) & GPA Comparison

- Students successfully completing either COE-Local or the GPA comparison before the end of the 2018-19 school year may use those alternatives to satisfy graduation requirements (including the Class of 2020).
- 2019-20, COE-Local courses can qualify for required ELA or math HS credit, in alignment with district policy.



The Collection of Evidence – Local and the GPA comparison alternate assessments are available through the 2018-19 school year.

Any student in the class of 2020 who has successfully completed either of these options before the end of the 2018-19 school year (this year) are able to use them as qualifying alternate assessments.

COE – local courses already programmed for the 2019-20 school year cannot be used as a qualifying alternate to graduation requirements, but can be offered for content-specific credit if allowable through district policy.

Questions? Contact Deb Came, Asst. Superintendent of Student Information and Assessment.

Expanding access to pathways

- State Board of Education “shall adopt rules to implement the graduation pathways options” (Sec. 201).
- Inventorying current availability of pathways, planning for growth.
- OSPI developing guidance regarding each pathway in collaboration with field.



OSPI is working hard to ensure that districts and schools get the information and resources they need to implement multiple pathways to graduation.

As previously referenced, the SBE will be updating graduation requirement WACs collaboratively. This is particularly important for CTE and ASVAB, as these are new pathways. Guidance regarding these pathways will be ongoing through the summer and fall.

It's also important to remember that several of the pathways were existing alternatives and likely will not see much change (ACT/SAT, SBA cut scores, AP/IB/Cambridge, Transition courses).

OSPI will be looking to inventory the existing access to the multiple pathways for students across the state in order to identify barriers and gaps, and then align state-level resources to help ensure equitable access to students across the state to all the pathways.

Opportunities to Provide Input: SBE Work Group & Survey

- **Supports & Barriers**
- **Pathways accessed**
(disaggregated by student groups)
- **Recommendations**



OSPI will collect the following information from school districts:

- Which of the graduation pathways under section 201 of this act are available to students at each of the school districts;
- The number of students using each graduation pathway for graduation purposes.

This information shall be reported annually to the education committees of the legislature, beginning January 10, 2021. To the extent feasible, data on student participation in each of the graduation pathways shall be disaggregated by race, ethnicity, gender, and receipt of free or reduced-price lunch.

Beginning August 1, 2019, the state board of education shall conduct a survey of interested parties regarding what additional graduation pathways should be added to the existing graduation pathways identified in section 201 of this act and whether modifications should be made to any of the existing pathways.

The state board of education shall survey a sampling of the school districts unable to provide all of the graduation pathways under section 201 of this act in order to identify the types of barriers to implementation school districts have. Using the survey results, the state board of education shall review the existing graduation pathways, suggested changes to those graduation pathways, and the options for additional graduation pathways, and shall provide a report to the education committees of the legislature by December 10, 2022, on the following:

- (a) Recommendations on whether changes to the existing pathways should be made and what those changes should be;
- (b) The barriers school districts have to offering all of the graduation pathways and recommendations for ways to eliminate or reduce those barriers for school districts;
- (c) Whether all students have equitable access to all of the graduation pathways and, if not, recommendations for reducing the barriers students may have to accessing all of the graduation pathways; and
- (d) Whether additional graduation pathways should be included and recommendations for what those pathways should be.

Electronic High School and Beyond Plan

- Districts must make an electronic HSBP available by the 2020-21 school year.
- OSPI must create a list of acceptable electronic HSBP platforms for districts to choose from.



Sec. 504 of HB 1599 requires OSPI to create a list of available electronic platforms for the HSBP.

The platforms must allow students to create, personalize and revise their HSBP; provide appropriate access to educators and families; allow for portability between platforms so HSBP can move with students.

Planning for Next Steps

- **Teaming for HSBP** – must be developed in a similar manner and with similar staffing *as all other students* (counselors, advisors, etc.).
- **(t)ransitions** – continue to partner closely with elementary and middle school teams around transitions across all grade levels (P-12), schools, and for HSBP planning.
- **Access to core** – opportunities for core instruction in general education settings across grade levels.



Questions?

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For questions about the pathways, start with assessment.

For questions specific to IEPs, transition plans, and assessment decisions for SWDs, contact special education.



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