
OSPI
Special Education Section
With Updates Through July 16, 2014
Disclaimer

• The information contained in this presentation and power point is an overview of basic and special education requirements. The presentation is not intended as legal advice. The state regulations that implement IDEA are located at Chapter 392-172A WAC. Outside resources are not intended to be an endorsement of any service or product. District personnel should always review their district’s procedures and review questions with their administrative staff.
What we’re going to discuss

- The authority to grant high school diplomas to students.
- Statutory and regulatory governance.
- The four* required components to meet graduation standards.
- District policy, procedures, and practices.

* Only through 2014
Authority

• The Washington State Board of Education (SBE) is authorized by statute to establish minimum state graduation requirements (RCW 28A.230.090).

• The Washington State Legislature established the current state assessment system; the SBE establishes the criteria for passing those state assessments (RCW 28A.305.130).

• Each local district, charter school, and tribal school may add additional requirements. Students must meet requirements established by their school district.

• School districts shall issue diplomas to students ... upon the student’s satisfactory completion of local and state graduation requirements (RCW 28A.230.120).
One Credit and Three Non-credit Requirements for Graduation for All Students

Meet Career and Educational Outcomes

- Earn Required Credits (SBE)
- Pass Approved State Tests (SBE)
- Local Requirements: Pass Approved State Tests (SBE)
- Culminating Project *

*Beginning with the graduating class of 2015, the culminating project is not required as a state graduation requirement. It can be maintained by an LEA.

High School & Beyond Plan (SBE)

SBE presentation
What graduation requirements are in effect for a student?

• Students are assigned a graduation year at the time they enter ninth grade (CEDARS element B #26).*

• Students are held to the graduation requirements of that graduation year regardless of the year they actually complete high school.*

• Students may be assigned an extended graduation date (CEDARS element B #27) but the initial graduation date requirements are still in effect as are other ESEA accountability measures such as on-time graduation rates.

*SBE: Graduation Requirements – December ‘12
Discussion

• What is the district’s process for addressing graduation requirements for eligible students?
  – Are the processes widely known?
  – What personnel are in charge?
  – Are the processes followed?
WAC 180-51-115
Procedures for granting high school graduation credits for students with special educational needs.

• No student shall be denied the opportunity to earn a high school diploma solely because of limitations on the student's ability. The board of directors of districts granting high school diplomas shall adopt written policies, including procedures, for meeting the unique limitations of each student.

• Special accommodations for individual students, or in lieu thereof, exemption from any requirement in this chapter, if such requirement impedes the student's progress toward graduation and there is a direct relationship between the failure to meet the requirement and the student's limitation.

See the full text in the resource index of this presentation.
Culminating Project

• Beginning with the graduating class of 2015, the culminating project is no longer a state graduation requirement. Local districts may choose to maintain the culminating project, just as local boards set other graduation requirements above state requirements.
High School & Beyond Plan

• Designed to help students regularly think about their future and select course work that will best prepare them for their post high school goals, created in cooperation with parents/guardians and school staff.
Credit defined* (in part)

• "high school credit" shall mean:
  (a) Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements. If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful completion of that subject; or

  (b) Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements...

*WAC 180-51-150 – see resource page
Credit defined (in part)

• "high school credit" shall mean...

• (6) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits....

• The policy may include reliance on the professional judgment of the building principal ...in determining whether ...a credit meets the district's standards for ...acceptance of a credit.
# State Board of Education (SBE) Credit Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Class of 2014</th>
<th>Class of 2015</th>
<th>Class of 2016</th>
<th>Special Education High School &amp; Beyond Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>2.5</td>
<td>2.5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Fitness</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Occupational Education</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>5.5</td>
<td>5.5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

How does your district chart the graduation course for each eligible student?

These are SBE minimum requirements. Refer to district policy for individual district requirements.
E2SSB 6552 (March, 2014)

• Improving student success by increasing instructional hour and graduation requirements.

• Improving student success by modifying instructional hour and graduation requirements.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirements for the Class of 2016</th>
<th>Career &amp; College – Ready Graduation Requirements 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>2 (1 lab)</td>
<td>3 (2 labs)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>1 (or occupational education)</td>
<td>1</td>
</tr>
<tr>
<td>Health and Fitness</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Arts</td>
<td>1</td>
<td>2 (1 can be PRR)</td>
</tr>
<tr>
<td>General Electives</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>World Language (or) Personalized Pathway Requirement (PPR)</td>
<td></td>
<td>2 (Both can be PRR)</td>
</tr>
</tbody>
</table>

**Total Credits**

- **20**
- **24 (2 may be waived)**

Personalized Pathway Requirements (PPR) are related courses that lead to a specific post high school outcome chosen by the student based upon the student’s interests and High School and Beyond Plan... (from SBE Graduation FAQ)
# English Language Arts

<table>
<thead>
<tr>
<th>Subject</th>
<th>Classes of 2015 &amp; 2016</th>
<th>Classes of 2017 &amp; 2018</th>
<th>Class of 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Reading and Writing HSPEs* - OR-10th-grade ELA Exit Exam based on the Common Core** - OR-11th-grade Smarter Balanced ELA Test**</td>
<td>10th-grade ELA Exit Exam based on the Common Core - OR-11th-grade Smarter Balanced ELA Test</td>
<td>11th-grade Smarter Balanced ELA Test</td>
</tr>
</tbody>
</table>

* Reading and Writing HSPEs will be available to 11th and 12th graders in spring and summer 2015 and to 12th graders in spring and summer 2016.

** This test is not available until spring 2015.
# Math

<table>
<thead>
<tr>
<th>Subject</th>
<th>Classes of 2015 &amp; 2016</th>
<th>Classes of 2017 &amp; 2018</th>
<th>Class of 2019</th>
</tr>
</thead>
</table>
| Math    | Algebra I/Integrated Math 1 EOC  
- OR-  
Geometry/Integrated Math 2 EOC  
- OR-  
Algebra 1/Integrated Math 1 EOC Exit Exam based on the Common Core**  
- OR-  
Geometry/Integrated Math 2 EOC Exit Exam based on the Common Core**  
- OR-  
11th-grade Smarter Balanced Math Test** |  | 11th-grade Smarter Balanced Math Test |

** This test is not available until spring 2015.
### Science

<table>
<thead>
<tr>
<th>Subject</th>
<th>Classes of 2015 &amp; 2016</th>
<th>Classes of 2017 &amp; 2018</th>
<th>Class of 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td></td>
<td>Biology EOC</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- OR-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comprehensive NGSS Test***</td>
<td></td>
</tr>
</tbody>
</table>

*** Until [Next Generation Science Standards](https://www.nextgenscience.org) (NGSS) are implemented and assessed, students will be required to pass the Biology EOC. After NGSS are implemented and assessed, they will be required to pass a Comprehensive NGSS Test. The timeline of implementation/assessment of NGSS is undetermined.
ASSESSMENT OPTIONS FOR GRADUATION
Graduation Exit Exam Requirements: CAA or CIA?

Earning either a CAA or CIA is a requirement towards earning a diploma in the state of Washington. Students must pass state exit exams or their approved alternatives in each content area to earn a CAA/CIA.

For students with IEPs, a CIA is an option for using assessments designated specifically for students receiving special education services.

Content Areas Assessed: Class 2014-2015 (and forward)

- English Language Arts
  - Reading and Writing
- Mathematics
- Science

The Certificate of Academic Achievement (CAA) and Certificate of Individual Achievement (CIA) means that an individual student has mastered a minimum set of reading, writing, math and science skills by graduation. State law (RCW 28A.655.061) dictates the assessment graduation requirement.
What is the appropriate pathway for each student?

THIS

ALTERNATE ASSESSMENT
ALTERNATE ACHIEVEMENT STANDARDS

THAT

BASIC (L2) Cut Score
GENERAL ASSESSMENT

OFF GRADE
STANDARDS BASED ASSESSMENT

LOCALLY DETERMINED ASSESSMENT (LDA)
PUBLISHED ACHIEVEMENT TEST

Link to CIA Decision making guidelines: OSPI/WAAS/etc.
IEP Implications

• Decisions about graduation requirements are made by IEP teams subject to district policies and procedures.
• Credit requirement exemptions/waivers are subject to district policies.
• Decisions about state testing must be in the IEP preceding each test window(s).
• Individual testing accommodations must be determined and listed in the IEP.
IEP Implications (cont.)

• If an alternate state or district assessment is determined, the IEP must indicate:
  – why the student cannot participate in the regular assessment, and
  – why the particular alternate assessment selected is appropriate.

• For alternate assessments (WAAS portfolio or WA-AIMS), short term objectives or benchmarks related to the alternate areas must be on the IEP. Be mindful of each grades’ testing requirements.
Assessing for Accountability and Graduation

GRADUATION/CIA: For the purposes of meeting graduation requirements only, students with IEPs have options for fulfilling the assessment requirement.

BASIC (L2) general assessment lower cut score and available for COE.

Off-Grade Standards based assessment at a lower grade level than student’s assigned grade (FKA DAPE).

LDA Locally determined and administered published achievement test (12th grade only)

For students who meet the criteria for the ALTERNATE ASSESSMENT, scores from the alternate assessment may also be used for graduation purposes.

11th grade is the new testing window.
High School Exit Exam Options: Students with IEPs

Currently (Fall 2014 only):

- **Basic Cut Score (L2)**
  - HSPE, EOC (Math and Biology)

- **Off-Grade WA Standards Test (DAPE)**
  - ES-3rd reading & math, 4th writing, 5th science
  - MS-6th reading & math, 7th writing, 8th science

- **Locally Determined Assessment (LDA)**
  - Reading, writing, & math

- *****Alternate Assessment (WAAS-Portfolio)**

  Based on WA GLEs/PEs/EALRS (exception of LDA – not standards based)
High School Exam Options: Students with IEPs

2014-2015 and forward:

• **Basic Cut Score** (L2)
  – ELA Exit Exam (10th Grade), EOC (math and biology), Collection of Evidence (all content areas)

• **Off Grade CCSS Test** (using Smarter Balanced)
  – English Language Arts & Math
  – DAPE Science – Washington EALRs (ES & MS)

• **Locally Determined Assessment** (LDA)
  – No change reading, writing, & math
  – A local science option*

• ***Alternate Assessment: WA-Access to Instruction & Measurement***
  Based on CCSS, EALRs – science (exception of LDA – not standards based)
BASIC (L2) CUT SCORE:

General Assessment

• The student takes one of the general assessments, with or without accommodations, under standard testing conditions.

• S/he is considered having met standard at a Level 2 (Basic) instead of the Level 3 (Proficient).

This option is available on the following assessments:

• English Language Arts Exit Exam (replaces HSPE spring 2015)

• End of Course Exams (Math and Biology)

• Collection of Evidence (ELA, Math, and Biology)
OFF GRADE CONTENT ASSESSMENT

The student takes a standards based test in a specific content area (mathematics, English Language Arts, Science) at a lower grade level. The student must meet the established cut score for proficiency.

The off-grade options are:

**Fall 2014:**
- Washington DAPE (ES & MS) Reading, Writing, & Mathematics
- Washington DAPE for science

**Spring 2015 (forward):**
- Smarter Balanced: English Language Arts & Mathematics
- Washington DAPE for science
LOCALLY DETERMINED ASSESSMENT (LDA)

Published Achievement Tests

For mathematics and English language arts, the student takes one of three approved published achievement tests for each content area assessment. For each content area, specific subtests are designated. The student must meet the established cut scores (3.6 to 4.1 GE)

This option is available in the following content areas:

• Reading, Writing, & Mathematics

Science locally administered option will be made available in the fall.
ALTERNATE ASSESSMENT

The alternate assessment is designed for students with significant cognitive challenges who meet the participation criteria for participating in the alternate assessment. Alternate assessment scores can be used to meet the CIA requirement.

Fall 2014: WAAS-Portfolio *high school retakes only*

2014-2015 and forward:

WA-ACCESS TO INSTRUCTION & MEASUREMENT

***If a student has been previously assessed with the alternate assessment then the alternate assessment should be considered for the purpose of earning a CIA.***

Please see participation guidelines for alternate assessment.

Awareness waivers are available for students with the most severe cognitive disabilities. Student does not earn a CIA.
Fall/Winter 2014 Testing Schedule

Only:
Exit Exam Requirements

- Last administration of WAAS-Portfolio
- DAPE in math, reading and writing and science

<table>
<thead>
<tr>
<th>Fall/Winter 2014: Students using the CIA Option</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HSPE</strong></td>
</tr>
<tr>
<td>• 11th and 12th graders retake areas not previously passed</td>
</tr>
<tr>
<td>• Retake the mathematics or biology EOCs</td>
</tr>
<tr>
<td><strong>DAPE</strong></td>
</tr>
<tr>
<td>• 11th &amp; 12th graders</td>
</tr>
<tr>
<td>• ES reading, writing, mathematics &amp; science</td>
</tr>
<tr>
<td>• MS reading, writing, mathematics &amp; science</td>
</tr>
<tr>
<td>• Pass at proficient L3</td>
</tr>
<tr>
<td><strong>LDA</strong> District selected achievement test</td>
</tr>
<tr>
<td>• 12th graders</td>
</tr>
<tr>
<td>• Meet established grade equivalencies on pre-selected subtests</td>
</tr>
<tr>
<td>• Mathematics, Reading, Writing</td>
</tr>
<tr>
<td><strong>WAAS-Portfolio</strong></td>
</tr>
<tr>
<td>• 11th and 12th graders retake content areas not previously passed</td>
</tr>
<tr>
<td>• Identical to the 2013-2014 Portfolio</td>
</tr>
</tbody>
</table>
## Spring 2015 and forward Testing Schedule: Exit Exam Requirements

Beginning of the Smarter Balanced era.

### Spring 2015: Students using the CIA Option

#### Basic Cut Score (L2)
- ELA Exit Exam (10th Grade), EOC (math and biology), Collection of Evidence (all content areas)

#### Off Grade CCSS Test (using Smarter Balanced)
- English Language Arts & Math (ES & MS)
- DAPE Science (Washington EARLs (ES & MS)
- Pass at proficient L3

#### LDA District selected achievement test
- 12th graders
- No change in reading, writing & math
- A local science option

#### ***Alternate Assessment: WA-Access to Instruction and Measurement
- Based on CCSS, EALRs – science (exception of LDA – not standards based)
If parents refuse to have their child participate in state testing, can the child earn a diploma?

• No. Students must complete all state and local school district graduation requirements to graduate and passing state assessments is one of those requirements.
Do students get different diplomas if they earn a CAA or CIA?

• No. The transcript will designate either a CAA or CIA. Students meeting district graduation requirements with a CIA receive a regular diploma.
Do I have to take the state exams?

• Alternatives such as the collection of evidence cannot be used in lieu of taking the state or alternate exam (WAAS) first.

• Not if there is some special circumstance or an “awareness level waiver” in place.

• Only if you want a Washington state public high school diploma.
Resources

• Graduation Toolkit
    • (Revised November 2013)
• SBE Graduation Requirements
• SBE – Procedures for granting credits for students with special education needs
• Collection of Evidence Bulletin
  – B023-14 – Bulletin
• State Testing for Students Receiving Special Education Services
  – B026-14 - Bulletin
Resources (cont.)

• High school credit defined

• IEP Team Decision Assessment Guidelines

• How Students in Special Education Participate in State Testing (look for the new one)

• Tips from Special Education (Graduation)
  – http://k12.wa.us/SpecialEd/pubdocs/Tips_From_OSPI_SpEd.pdf
Resources (cont.)

• Link to E2SSB 6552

• Link to SBE Amended Resolution to Approve Washington State Graduation Requirements Framework: Career and College Ready
  – (Approved January 9, 2014)