Graduation Equity Webinar

DESIGNING ACCESSIBLE GRADUATION PATHWAYS FOR ALL STUDENTS

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Register: bit.ly/GradEq2024-25

September 11, 2024

10:00-11:30am

Washington Office of Superintendent of **PUBLIC INSTRUCTION**

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
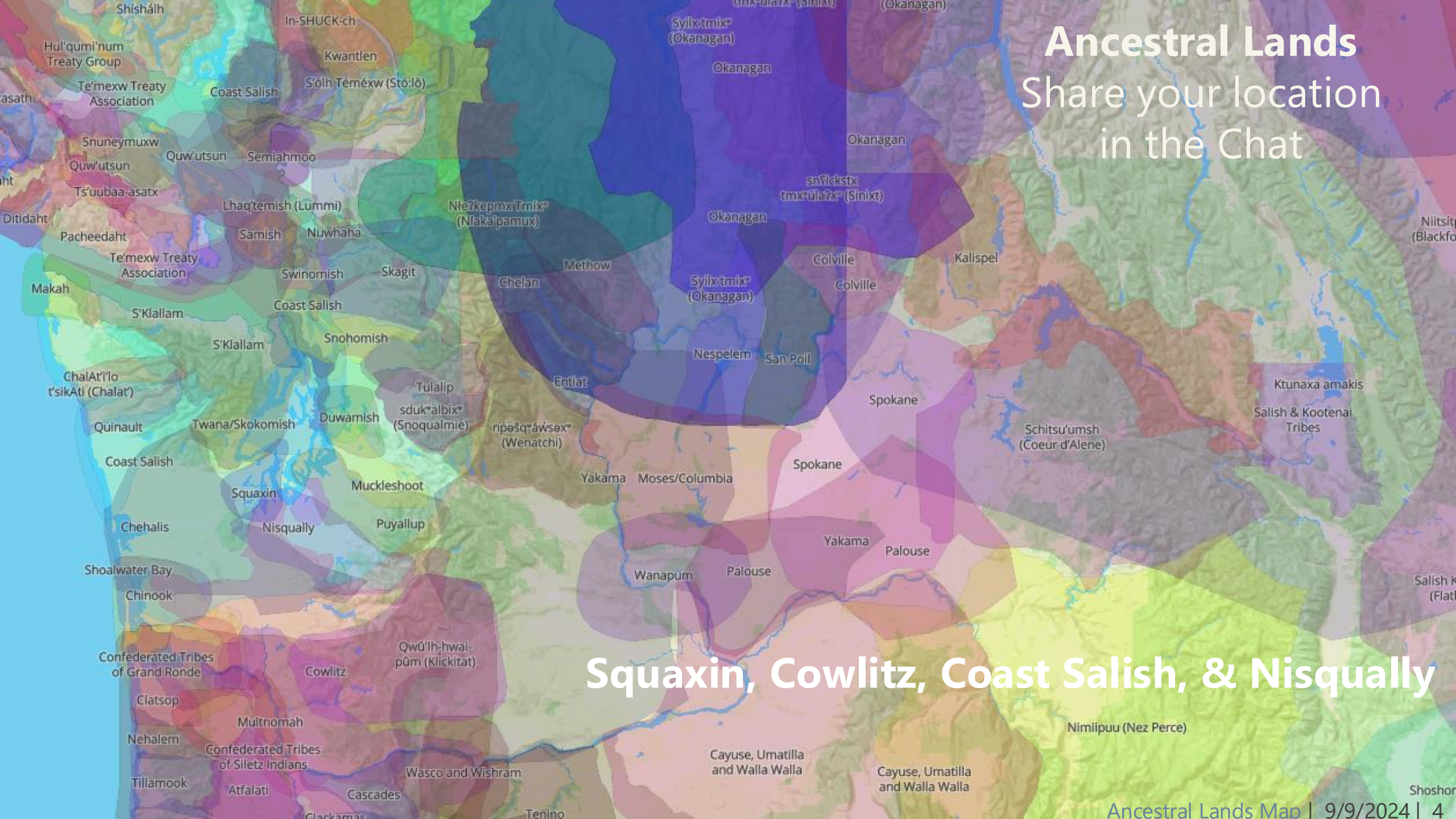- Focus on the Whole Child

Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.
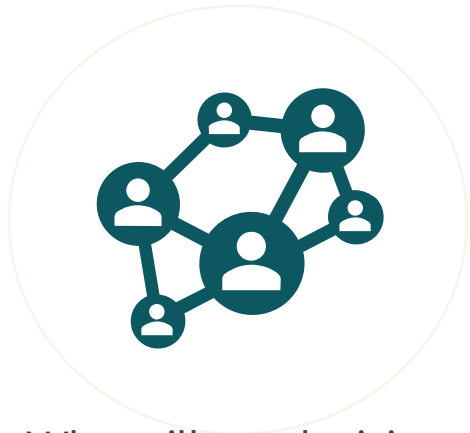
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Ancestral Lands
Share your location in the Chat

Squaxin, Cowlitz, Coast Salish, & Nisqually

Ancestral Lands Map | 9/9/2024 | 4

Equity Pause – Why Are We Doing This?

Who will my decision affect?

What is my locus of control?

Which actions will have the largest impact?

What's a step I can take right away?

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Objectives

Understand a broad overview of college & career pathways options in Washington

Get an introduction to credit flexibility and course equivalencies

Learn about promising practices for inclusion into CTE classrooms for all students and scheduling transcription flexibility.

Learn strategies and best practices for differentiation in CTE classrooms

Get resources to help you get you started

- Add your questions to the **Q & A**
- **Upvote** questions you want answered most

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Presenters

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We want to know about you!

Who's here?

What grade band do you work with the most?

How familiar are you with our topic?

Graduation Certificate Options

One
Washington
Diploma

WAC 180-51-115 Procedures for Granting High School Credit for Students with Disabilities

Pre 2020

In **limited circumstances**, IEP teams could **exempt students from grad requirements** if there was a direct relationship between failure to meet the requirement and the student's specific limitation(s) (Chapter 180-51 WAC)

Special Education Guidance on WAC 180-51-115

Since January 2020

In **limited circumstances**, when determined necessary by the IEP team due to the student's unique needs related to their disability, a credit and subject requirement may be **substituted with comparable content course work** aligned with the student's High School & Beyond Plan.

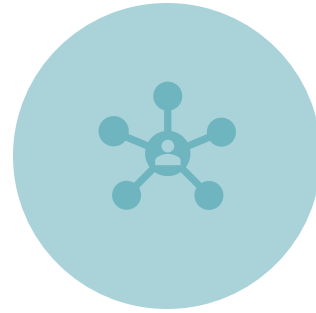The **Certificate of Individual Achievement** (CIA) is no longer available for the Class of 2022 and beyond
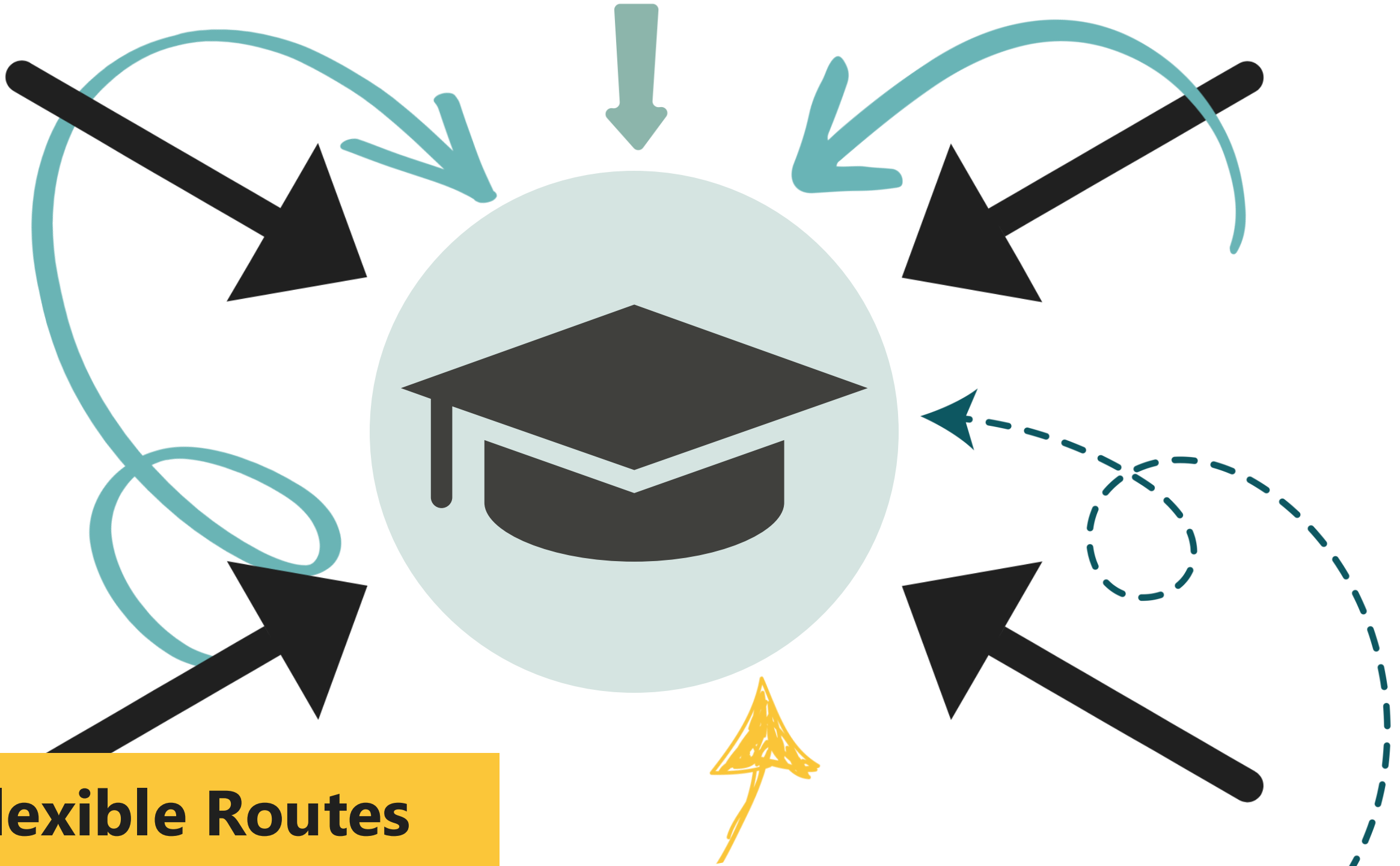
Flexible Routes

Graduation Requirements

HIGH SCHOOL & BEYOND PLAN + **GRADUATION PATHWAY** + **INSTRUCTION (24-CREDITS)** = **MEANINGFUL DIPLOMA**

High School and Beyond Plans (HSBP)

Explore

WHO Am I?
- How do my interests, skills, personality and values connect to potential jobs, and to the classes I can and must take?

Plan

WHAT Can I Become?
- What jobs align with my interests, skills, problems I want to solve and my **dreams and hopes** for the future?

Act

HOW Do I Become That?
- Which classes, graduation pathway(s) and post-high school education and training can prepare me to reach my post-high school goals?
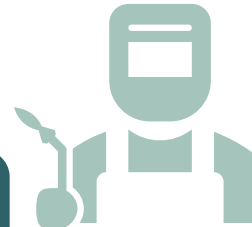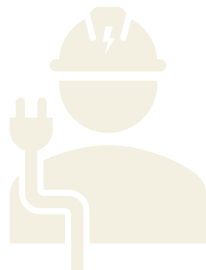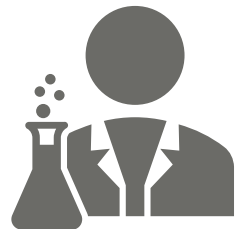
24-Credit Career and College Ready Diploma
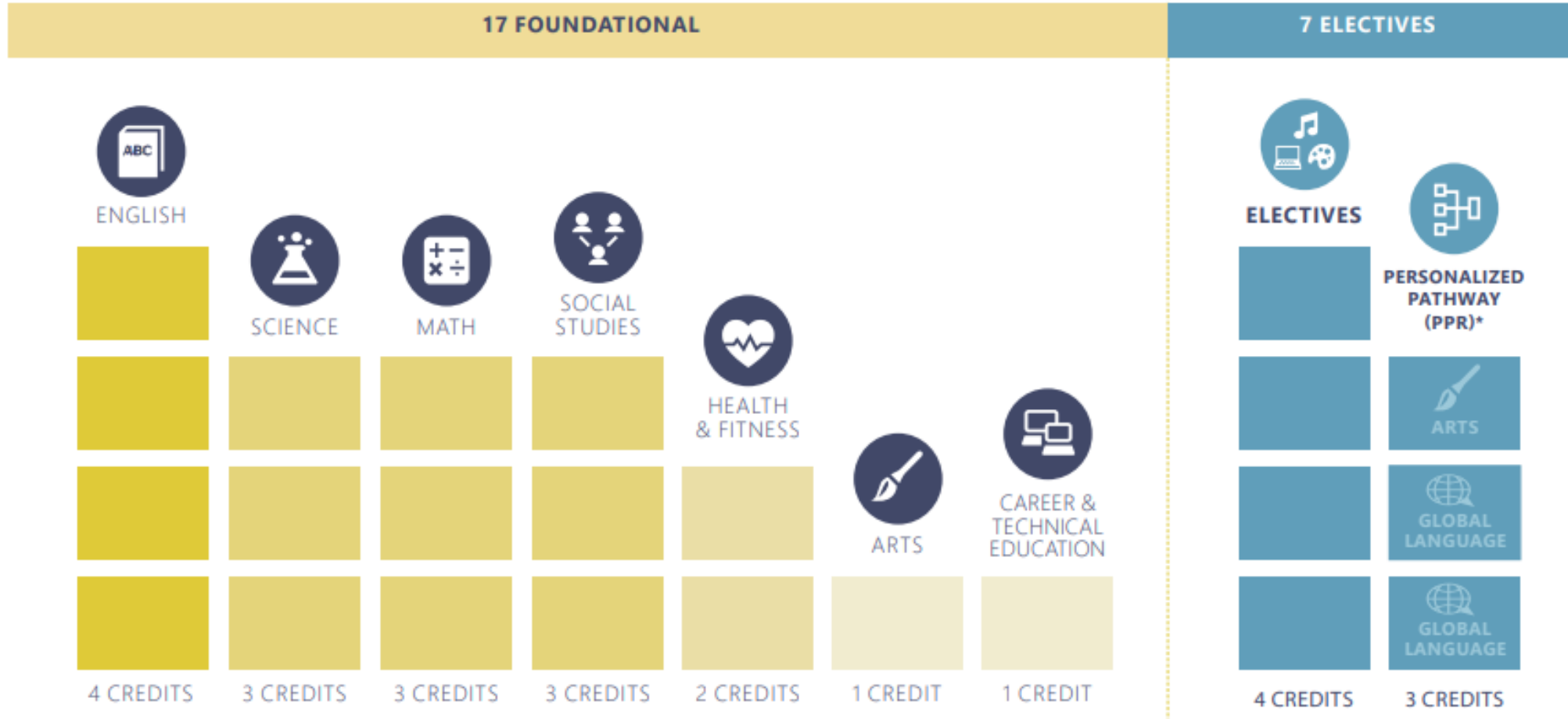
* Personalized Pathway Requirements (PPR) are electives in any subject that align with the student's interests and their High School and Beyond Plan. The arts and world language credits can be replaced with other electives, based on the student's plan.

Personalized Pathway: Intentional Choices

- There are **multiple pathway options based on their career interests** for students that include to enroll in. Many of these options can start first with looking at the career clusters to see what they like.

- When students are **given individual guidance along the way**, they can discover, who they are, and what they want to become.
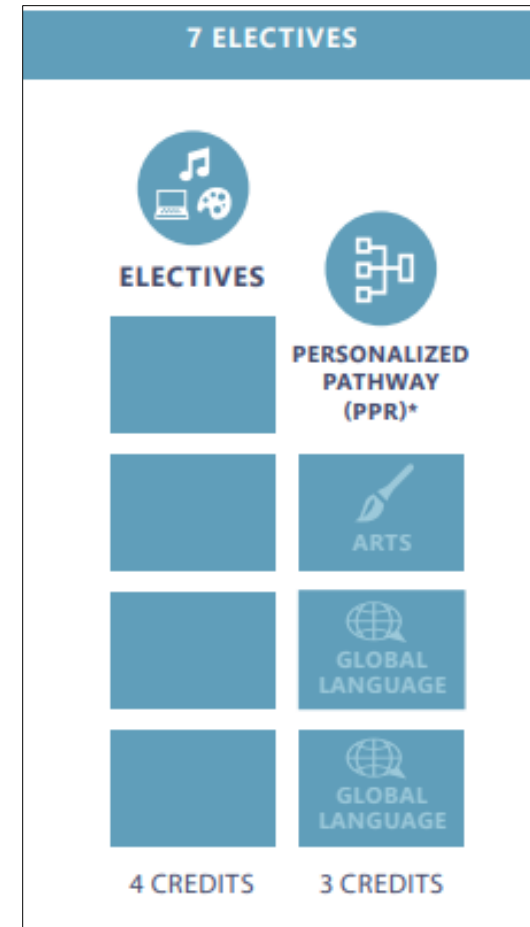
Graduation Pathways are... aligned with HSBP, equal in value & *preparatory for the 1st year after high school*

Graduation Pathways are not.... 'alternatives' to the SBA, ways to 'track' students nor 'boxes' to check

Graduation Pathways One-Pager and Toolkit
https://www.k12.wa.us/student-success/graduation

Graduation Pathway Options

ASVAB (or PICAT)

CTE Course Sequences
- o 2.0 credits; lead to IRC or include dual credit; OR
- o Core Plus program

College Entrance Exams (ACT/SAT)

Dual credit courses:
- o AP/IB/Cambridge (earn a C+ both terms)
- o CTE Dual Credit (earn HS credit)
- o College in the HS or Running Start (local approval)

Dual credit exams

Performance-Based Learning Experience

State assessments (SBA/WA-AIM)

Transition courses
- o Bridge to College or local agreements

Use of "Pathway" in Multiple Contexts

Graduation Pathways	One of many performance-, course- or exam-based options students can complete to demonstrate English and Math competency
Personalized Pathway Requirement (PPRs)	The three "flexible" credits that students may utilize to take other courses that can better prepare them for the post-secondary goals outlined their HSBP.
Guided Pathways	Washington's community and technical colleges are using Guided Pathways that simplify career and course choices

Graduation Requirements

HIGH SCHOOL & BEYOND PLAN + **GRADUATION PATHWAY** + **INSTRUCTION (24-CREDITS)** = **MEANINGFUL DIPLOMA**
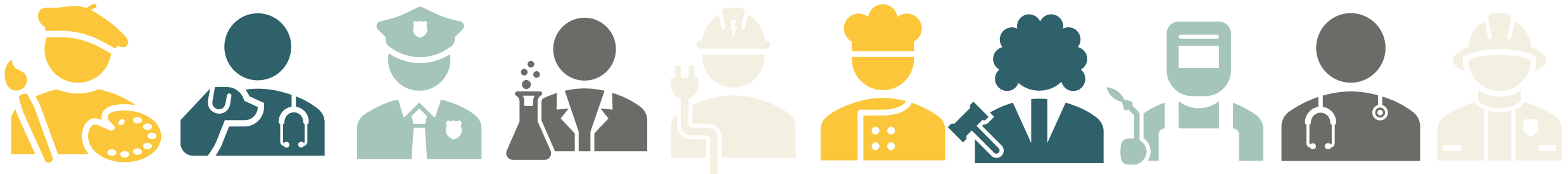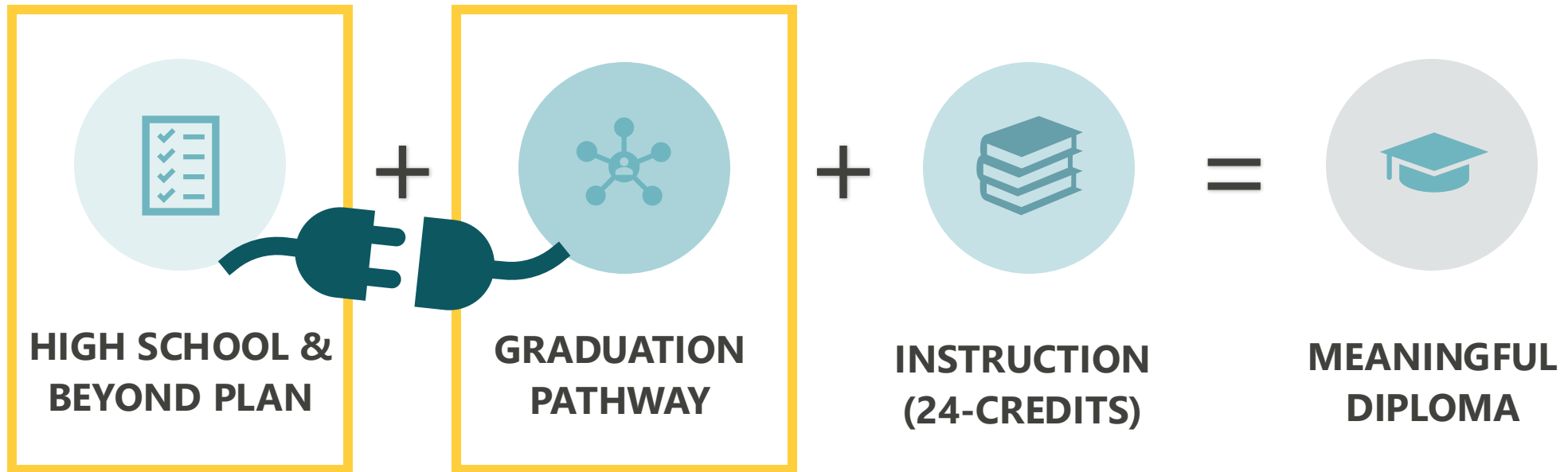
Grad Pathways: Performance-based Option

- ✓ Requires a Board policy
- ✓ Mix & Match – ELA & Math
- ✓ Can be rolled into a course
- ✓ Students can leverage their outside interests and activities – allows academic connection to personal passions

Watch an example from Hawai'i:

What connections did the project have to math?

What connections did you note to ELA standards?

Any noticings about the student's connection to the project?

In what ways did this project allow the student to show up as their whole selves?

Does this bring up any thoughts about your students and opportunities that may be possible?

The Washington State
BOARD OF EDUCATION

PERFORMANCE-BASED GRADUATION PATHWAY GUIDELINES AND RESOURCES

2024
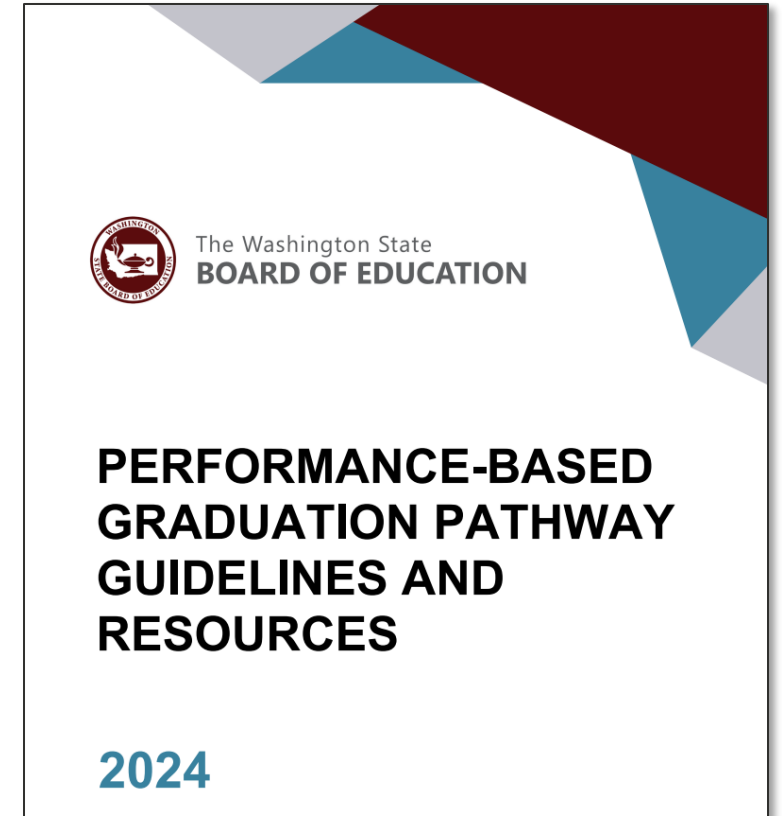
SBE Performance-based Pathway webpage

Performance-based Pathway FAQ

"Connecting Passion & Purpose" Kamehameha Schools

Questions to Ponder During the Webinar

- How can I support building robust career and college exploration and development programs at every level?

- How is my district, school, or program using available flexibility to support student success? If not, how can we start?

- Who are my internal partners to support building or growing programs leveraged as graduation pathways?

- Are there new internal or external partners to connect with to support this work?

High

Middle

Vertical Alignment
for Career/College Exploration & Development

Elementary
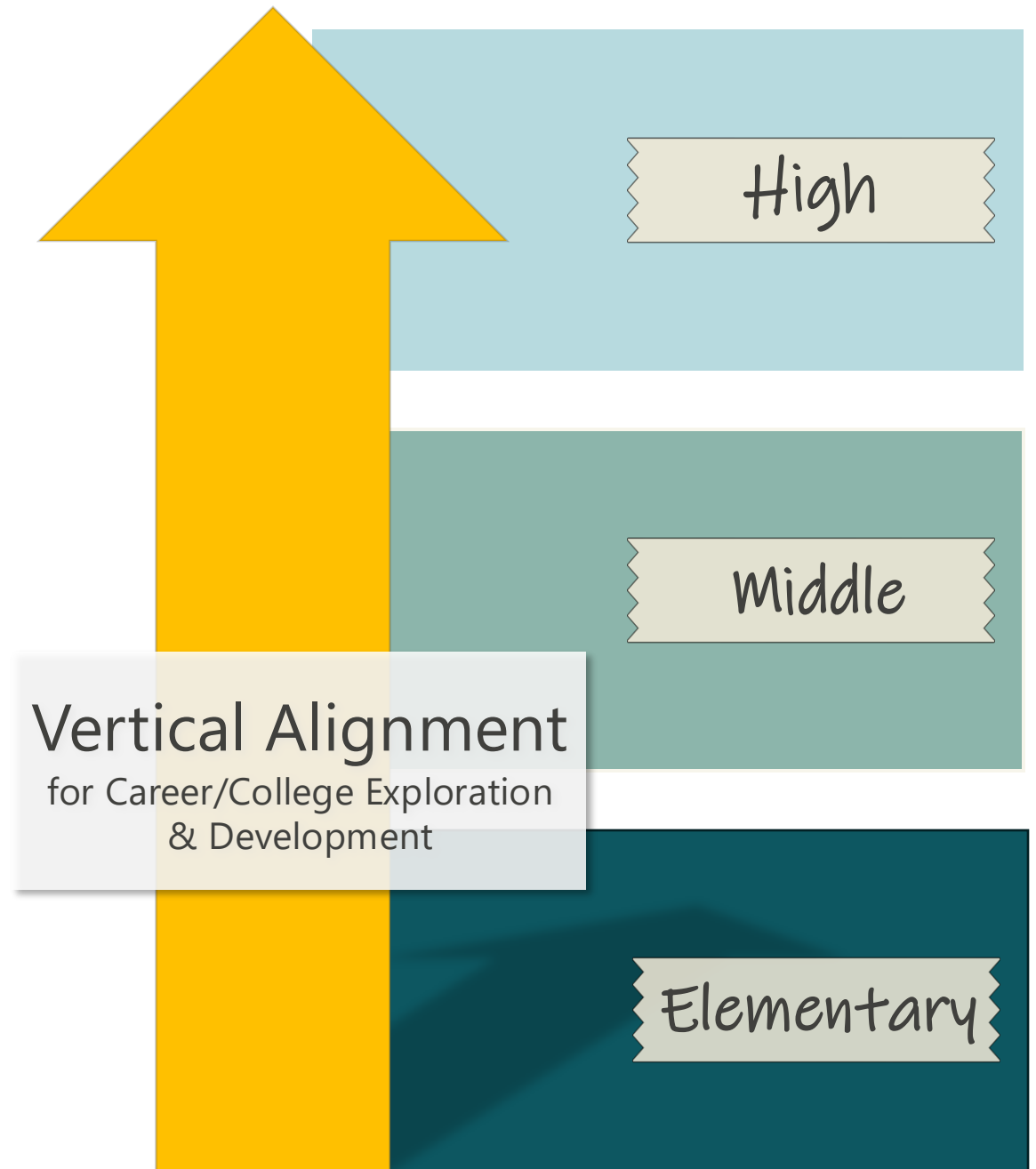
Audience Polling

Tell us in the chat:

What graduation pathway aligns most with the post-secondary goals of your students?

Considerations for Students with Disabilities

2022 Washington Students with Disabilities by Eligibility Category

Students with Disabilities Age K-5 and 6-21 (141,109)

Category	Percent
Autism	13%
Communication Disorders	15%
Deaf-Blindness	0%
Deafness	0%
Developmental Delays	9%
Emotional/Behavioral Disability	4%
Health Impairment	20%
Hearing Impairment	1%
Intellectual Disability	3%
Multiple Disabilities	2%
Orthopedic Impairment	0%
Specific Learning Disability	32%
Traumatic Brain Injury	0%
Visual Impairment	0%

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Office of Superintendent of Public Instruction. (2022). *Special Education Federal Child Count.*   25

Post-School Outcome Data Trends

Center for Change in Transition Services, Seattle University. (2023). *Indicator B-14 Post-School Outcome Report, 2021-22, Washington state.*
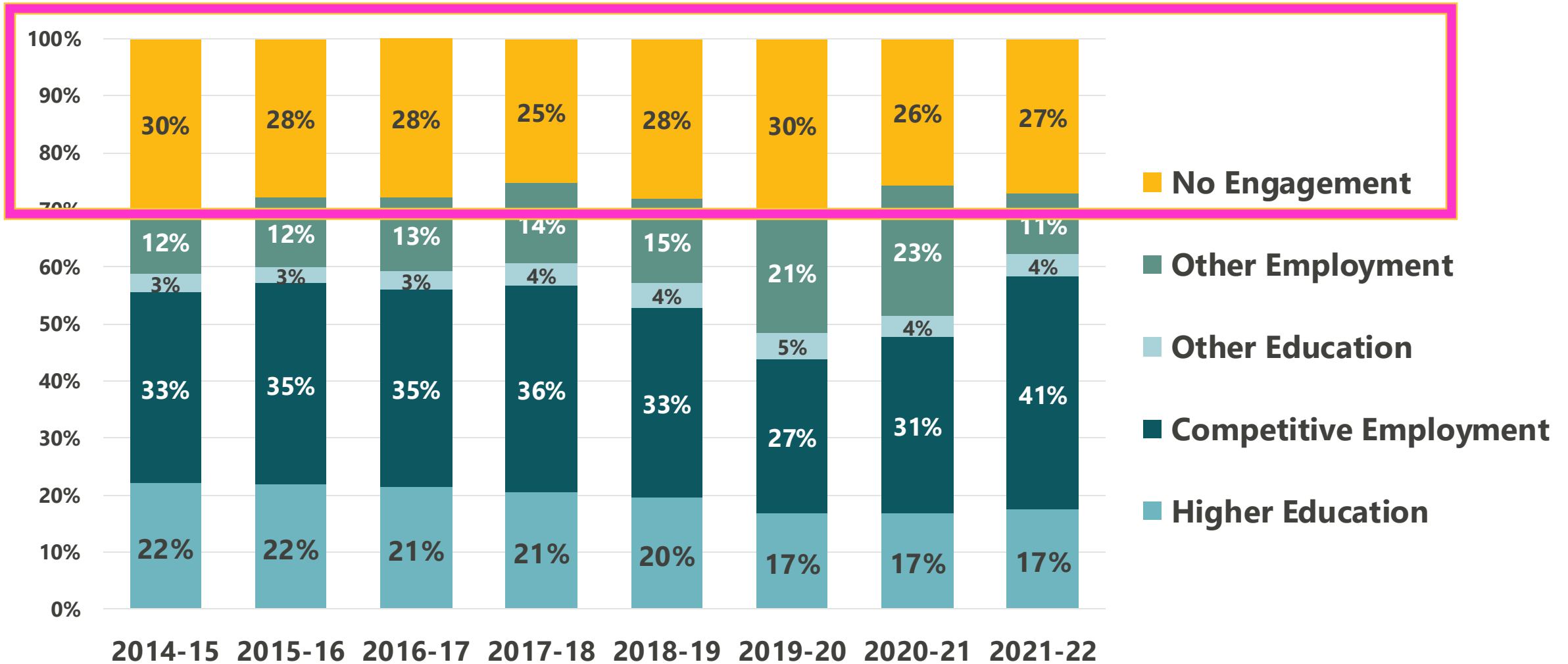
Evidence-Based Predictors for Student Success

- **High School Diploma Status**
- **Inclusion in General Education**
- **Career and Technical Education (CTE)**
- Career Awareness
- Community Experiences
- Interagency Collaboration
- Occupational Courses
- Paid Employment/Work Experience

- Family Involvement
- Program of Study
- Self-Determination/Self-Advocacy
- Self-Care/Independent Living Skills
- Social Skills
- Student Support
- Transition Services
- Work Study

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Layered Academic Support Explained in Ice Cream

All students are general education students first.

- They earn high school level credit by demonstrating mastery of grade level academic learning standards of courses
- General education teachers are experts of the learning standards for the courses they are assigned

Some students also have an Individualized Education Program (IEP).

- Special education instruction provides an **additional** support to students
- Special education teachers are experts at differentiating and supporting access to content
- Resource rooms or self-contained classroom instruction do not earn high school core content credit unless it aligns with grade level learning standards for that credit area

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80 years of research demonstrates that inclusion has a net neutral or positive impact on all students

Flexibility to Support All Students' Learning

Audience Polling

Tell us in the chat:
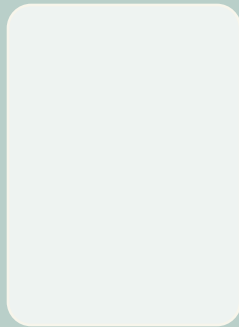
Or ask a multiple choice question

Example 1

Instructional Flexibility Within a Required Course
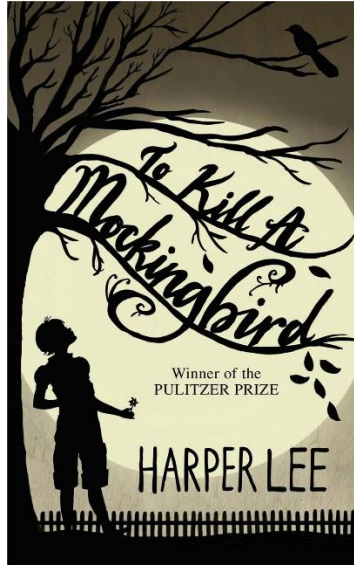
Full text or Condensed Text Novel
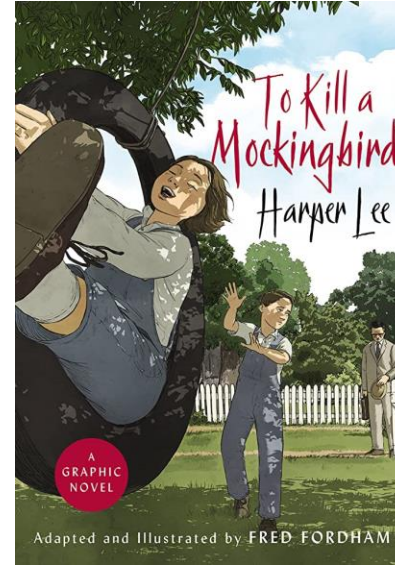
Graphic Novel
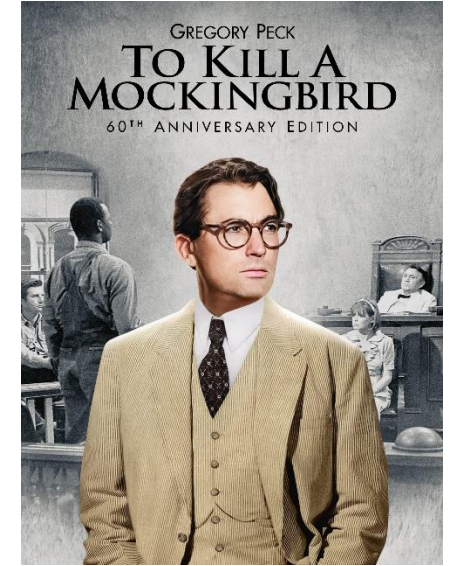
Theater Production or Movie

An English course can use principals of Universal Design for Learning (UDL) to provide flexibility in how students engage with the content and learning standards of a course.

Example 2

Systemic Flexibility in Course Selection

Comparable Content Course Substitution with modified **depth, breadth,** or **complexity**

Construction Math for Geometry Credit

Graphic Novel 1 for English Language Arts Credit

WA-AIM Access Framework is one model on how to support access and progress in grade level learning standards

Mathematics		High School
Domain: Geometry-Congruence		
Cluster: Understand congruence in terms of rigid motions		

Washington K–12 Learning Standard	Essential Element	ACCESS POINTS Built on Three Levels of Complexity
		More Complex ◄ · · ·◄· · · Intermediate · ·► · · · ·► Less Complex
HS.G-CO.7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	EE.G-CO.6–8. Identify corresponding congruent and similar parts of shapes.	Student will identify corresponding congruent angles in two similar triangles. / Student will identify corresponding sides in similar rectangles. / Student will identify regular figures that are similar.

ENGLISH LANGUAGE ARTS		High School
Strand: Reading: Informational Text		
Sub-strand: Key Ideas and Details		

Washington K-12 Learning Standard	Essential Element	ACCESS POINTS Built on Three Levels of Complexity
		More Complex ◄ · · · ·◄· · · · Intermediate · · ·► · · · ·► Less Complex
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.	Student will identify details to support a given inference from a text. / Student will identify details to support an explicit statement from a text. / Student will identify details from a text.

Universal Design for Learning

CAST | Until learning has no limits

Provide multiple means of **Engagement**	Provide multiple means of **Representation**	Provide multiple means of **Action & Expression**
Affective Networks — The "WHY" of Learning	Recognition Networks — The "WHAT" of Learning	Strategic Networks — The "HOW" of Learning

Access

Provide options for Recruiting Interest (7)
- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

Provide options for Perception (1)
- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

Provide options for Physical Action (4)
- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

Build

Provide options for Sustaining Effort & Persistence (8)
- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

Provide options for Language & Symbols (2)
- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

Provide options for Expression & Communication (5)
- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

Internalize

Provide options for Self Regulation (9)
- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

Provide options for Comprehension (3)
- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

Provide options for Executive Functions (6)
- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

Goal

Expert learners who are...

Purposeful & Motivated	**Resourceful & Knowledgeable**	**Strategic & Goal-Directed**

Example 3

Systemic Flexibility through CTE Course Equivalencies

Districts can use any available statewide or a locally created CTE Course Equivalency framework that aligns academic content learning standards with a CTE course. **Transcripts must reflect the academic content course.**

Statewide Equivalencies

NOTE: To sort a column alphabetically, click on the column header.

CIP Code	CTE Course/Framework	Equivalency	Program Area
261201	Agricultural Biotechnology (DOCX)	Life Science or Lab Science	Agricultural Education
010201	Agricultural Power and Technology (DOCX)	Lab Science	Agricultural Education
010308	Agroecology and Sustainability (DOCX)	Life Science or Lab Science	Agricultural Education
010901	Animal Science (DOCX)	Biology or Lab Science	Agricultural Education
100304	Animation Technology Video Graphic (DOCX)	Geometry	Skilled & Technical Sciences
110201	AP Computer Science Principles (DOCX)	3rd Year Math	Business & Marketing

Providing Flexible Ways for Students to Learn...

Increases opportunities for students to engage in rigorous and high interest content.

Increases student interest and engagement.

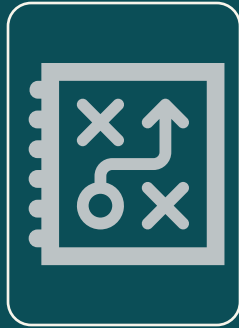Does not need to be a separate course and is not a strategy to make a course easier or decrease rigor.

Is a necessary part of inclusionary practices.

Aspirations for Career & Technical Education Access

Audience Polling

How familiar are you with The Graduation Pathways Toolkit?

How familiar are you with The Equivalency Credit Toolkit and Workbook?

What are the CTE Graduation Pathway options?

CTE Course Sequence Graduation Pathways – Complete a sequence of state approved CTE courses earning 2.0 or more credits that either include a dual credit course and/or provides access to or leads to an industry recognized credential.
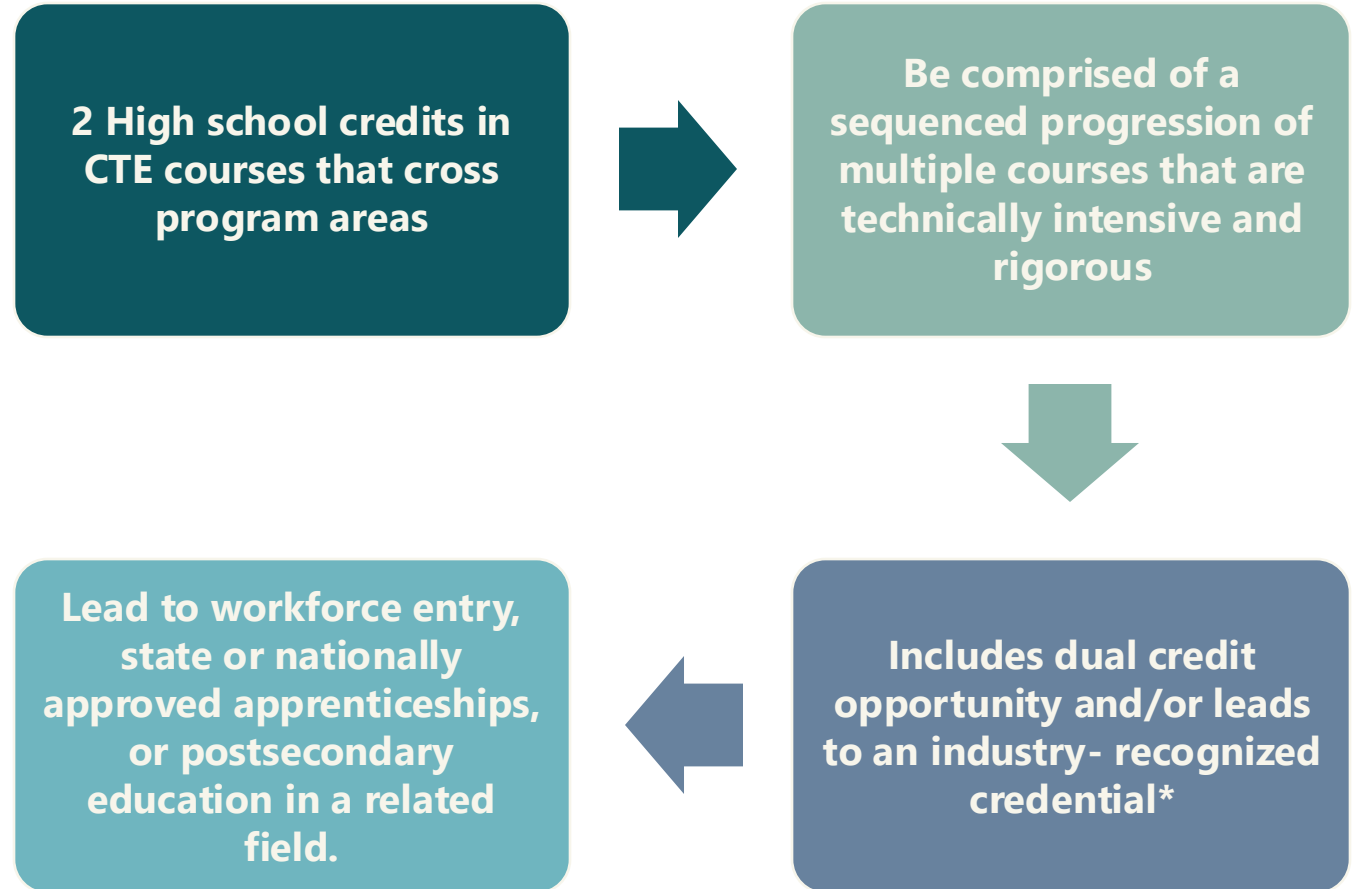
Core Plus Program of Study - Complete a state-recognized Core Plus program that results in a Core Plus Certificate.

Vocational Running Start – Complete 2.0 or more high school credits earned through a community and technical college's coursework in approved Professional-Technical/Workforce courses.
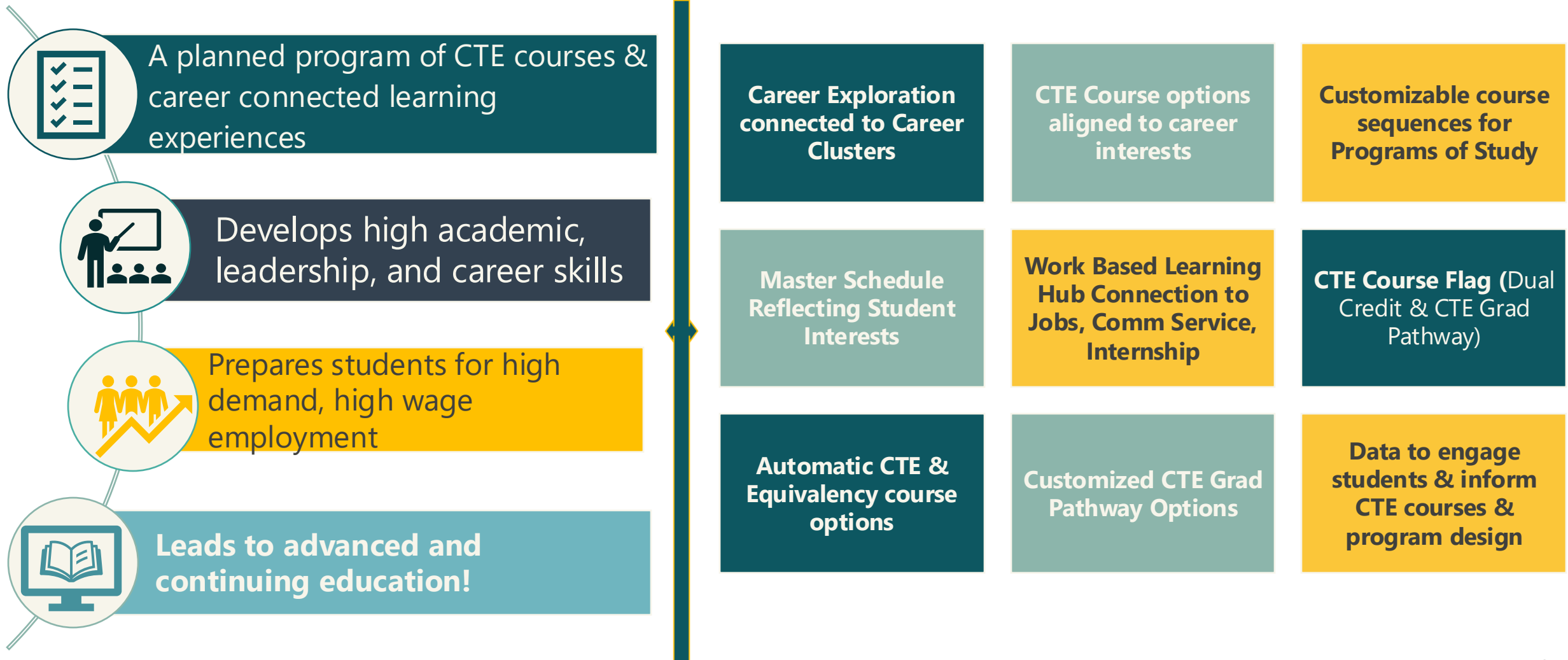
Is there flexibility?

CTE Local Graduation Pathway Requirements

2 High school credits in CTE courses that cross program areas

Be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous

Includes dual credit opportunity and/or leads to an industry- recognized credential*

Lead to workforce entry, state or nationally approved apprenticeships, or postsecondary education in a related field.

Approved Local CTE Pathways *(updated September 2024)*

CTE Pathway ID #	District Name	Pathway Name	Course	Course	Course	Course	Occupational Alignment	Status
468	Spokane School District	Computer Engineering	School Name: Ferris High School (3412) CIP: 110701 Exploring Computer Science A (9200) Program Area: STEM 0.50 credits Dual Credit: CTE Dual Credit Institution: SFCC, SCC IRC: MOS certification, TEST OUT PC Pro, Ethical Hacker	School Name: Ferris High School (3412) CIP: 110701 Exploring Computer Science B (9217) Program Area: STEM 0.50 credits Dual Credit: CTE Dual Credit IRC: MOS certification, TEST OUT PC Pro, Ethical Hacker	School Name: Ferris High School (3412) CIP: 149991 Intro to Engineering Dsgn - PLTW A (8121) Program Area: STEM 0.50 credits IRC: SolidWorks, Precision Exams:601,602,631	School Name: Ferris High School (3412) CIP: 149991 Intro to Engineering Dsng - PLTW B (8122) Program Area: STEM 0.50 credits IRC: SolidWorks, Precision Exams:601,602,631	Hardware Developer, Mechanical Designer/Engineer, Drafter, CAD/CAM Operator, Structural Designer	Approved
470	Spokane School District	Computer Engineering	School Name: North Central High School (2106) CIP: 110701 Exploring Computer Science A (9200) Program Area: STEM 0.50 credits Dual Credit: CTE Dual Credit Institution: SFCC, SCC IRC: MOS certification, TEST OUT PC Pro, Ethical Hacker	School Name: North Central High School (2106) CIP: 110701 Exploring Computer Science B (9217) Program Area: STEM 0.50 credits Dual Credit: CTE Dual Credit Institution: SFCC, SCC IRC: MOS certification, TEST OUT PC Pro, Ethical Hacker	School Name: North Central High School (2106) CIP: 149991 Intro to Engineering Dsgn - PLTW A (8121) Program Area: STEM 0.50 credits IRC: SolidWorks, Precision Exams: 601,602,631	School Name: North Central High School (2106) CIP: 149991 Intro to Engineering Dsng - PLTW B (8122) Program Area: STEM 0.50 credits IRC: MOS certification, TEST OUT PC Pro, Ethical Hacker	Computer Hardware Developer, Mechanical Designer/Engineer/Drafter, CAD/CAM Operator, Structural Network Developer	Approved
471	Spokane School District	Computer Engineering	School Name: Shadle Park High School (3189) CIP: 110701 Exploring Computer Science A (9200) Program Area: STEM 0.50 credits Dual Credit: CTE Dual Credit Institution: SFCC, SCC IRC: MOS certification, TEST OUT PC Pro, Ethical Hacker	School Name: Shadle Park High School (3189) CIP: 110701 Exploring Computer Science B (9217) Program Area: STEM 0.50 credits Dual Credit: CTE Dual Credit Institution: SFCC, SCC IRC: MOS certification, TEST OUT PC Pro, Ethical Hacker	School Name: Shadle Park High School (3189) CIP: 149991 Intro to Engineering Dsgn - PLTW A (8121) Program Area: STEM 0.50 credits IRC: SolidWorks, Precision Exams: 601,602,631	School Name: Shadle Park High School (3189) CIP: 149991 Intro to Engineering Dsng - PLTW B (8122) Program Area: STEM 0.50 credits IRC: SolidWorks, Precision Exams: 601,602,631	Hardware Developer, Mechanical Designer/Engineer/Drafter, CAD/CAM Operator, Structural Network Developer	Approved

CTE Grad Pathway Connections
via the New Universal HSBP Platform

A planned program of CTE courses & career connected learning experiences

Develops high academic, leadership, and career skills

Prepares students for high demand, high wage employment

Leads to advanced and continuing education!

Career Exploration connected to Career Clusters	CTE Course options aligned to career interests	Customizable course sequences for Programs of Study
Master Schedule Reflecting Student Interests	Work Based Learning Hub Connection to Jobs, Comm Service, Internship	CTE Course Flag (Dual Credit & CTE Grad Pathway)
Automatic CTE & Equivalency course options	Customized CTE Grad Pathway Options	Data to engage students & inform CTE courses & program design

What is an equivalency?

CTE course equivalencies are classes that allow students the opportunity to learn the standards and complete the credits of core subject areas through CTE classes.

Local Course Equivalencies

Equivalency frameworks are **developed locally** and approved as being equivalent at the school district level.

School board policy and procedures determine the **process** for approving local course equivalencies.

Statewide Course Equivalencies

Statewide equivalency frameworks are developed at the state level with a team of industry and educational partners.

Districts **may modify performance assessments** and leadership alignment in the statewide approved framework.

They **may add standards** to the framework but may not delete them.

Displaying CTE Equivalency Credits on Student Transcripts

How a CTE Course that is approved for Equivalency is displayed on a student's transcript is dependent upon how the earned credit is applied.

Credit is:

- Applied to graduation requirements

- Split between CTE and Equivalency credit

- Applied in full; CTE or Equivalency credit

RCW 28A.230.097 describes how a CTE Equivalency Credit must be displayed on a transcript including academic state course code and course name.

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Do you have any questions?

Add them to the **Q&A**

Upvote the questions you like

Lesson Plan Adaptations

Core Plus Construction

Core Plus Construction (CPC) is a Career and Technical Education program of study that prepares high school students for high demand/high wage jobs in the construction and building trades industry. Core Plus Construction:

Introduces students to construction careers

- Students learn real-world skills through hands-on project-based content that gives them a clear advantage in pursuing entry level positions, apprenticeships, post-secondary certificates, or college degrees.

Offers credit equivalencies

- Students can earn third-year math, science, and English credits as well as CTE credits.

The Development of Core Plus Construction

The Core Plus Construction (CPC) frameworks, instructional materials, and industry recognized certificate (Core Plus Student Certificate) have been **developed and funded** by the Associated General Contractors (AGC) Education Foundation.

It is a **gift** from our industry partners to the State of Washington.

The AGC Education Foundation **provides** schools with instructional materials, frameworks, and professional development.

CPC is **supported by industry** across the State of Washington and is recognized by Labor & Industries (L&I) as **foundational content** for construction apprenticeship preparation programs.

AGC Education Foundation

Supporting our CPC Instructors with Universal Design for Learning (UDL)

Core Plus Construction is **implemented in over 90 school districts** and 12 skills centers across Washington State

- Implementation models vary
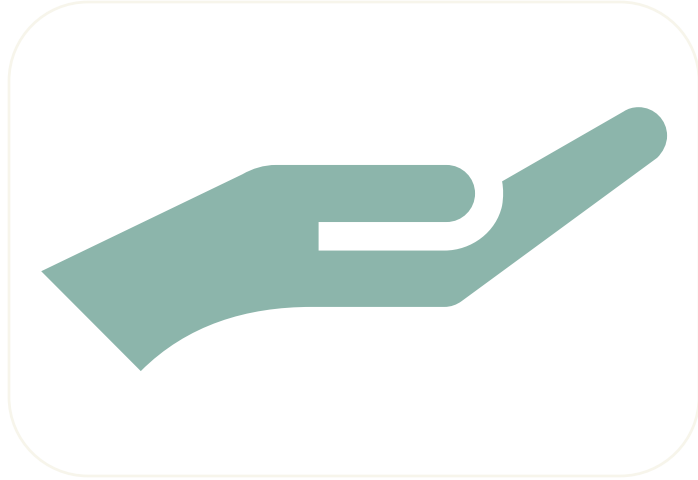- Incorporating UDL was essential
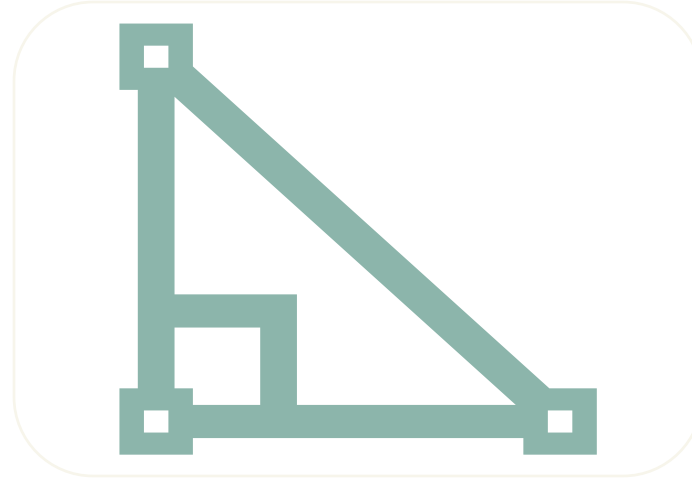

How we talk about our leaners is important

Providing training for teachers on differentiation is crucial

- Instruction can and should be differentiated throughout the lesson plan

AGC Education Foundation

Incorporating Best Practices in our CTE Classrooms

Opportunities to differentiate happen in **every classroom**

CPC instructional resources provide **scaffolding** on where & how to modify curriculum **without compromising rigor**

- Differentiation tips are woven into each activity

Student **assessments drive** best practices

- There are multiple ways to assess student learning

AGC Education Foundation

Differentiation through Guided Notes

A Snapshot into CPC Lesson Plans

Differentiation tips are embedded throughout our content

Activity: Read & Summarize Job Hazard Analysis (JHA) Forms	**Activity: Instructor Presentation on How Personal Protective Equipment (PPE) is Used**	**Activity: Student Presentation on How to Select the Correct PPE.**
• **Differentiation Tips**: Teachers can provide flexibility for students by providing the sample JHA with the least text (JHA Ladders). • Prompt students to find the answers to these key questions: • What is the project? • What are three main hazards? • How can the risk be minimized?	• **Differentiation tips:** To increase engagement, provide the safety hazards for each job and ask students to suggest the appropriate PPE. • Offer a choice (ex. "Would a worker need a mask or a face shield to minimize the risk of harm from flying materials?"). • Point students to the classroom visuals to help draw a connection between the name of the PPE and the object.	• **Differentiation Tips:** Rather than leaving the task open-ended, provide a few choices of PPE that might be needed for a specific project and allow students to choose what they think would be the most effective/most needed. • Support students by providing an optional presentation template

A Snapshot into CPC Lesson Plan Differentiation

Student accommodations can be made as you see fit or to align with a student IEP; this may include:

Providing a printed out version of the PowerPoint for students to highlight as you discuss
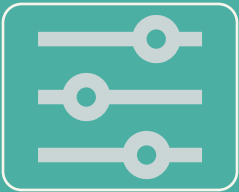
Offering reading support as they review the sample JHA forms. Have students work in pairs or read materials aloud as a class.

Providing students with the option to verbally complete a JHA form.

Submitting their PPE presentation in a written format.

Building in choices (ex. "What is the appropriate PPE, mask or face shield?") to prompt students who may need more support in a learning task

Add visuals. Walking students through the shop and showing the PPE as you discuss it would also provide extra context/visuals. Teachers can support students to correctly name PPE by modeling the name and asking the student to repeat the name back to you.

Allowing students to choose if they would like to use technology for their presentation.

A way to be more hands-on for your kinesthetic learners is having students try on the appropriate PPE for their class shop. Ask students to say the name of each piece of PPE as they try it on to reinforce vocabulary.
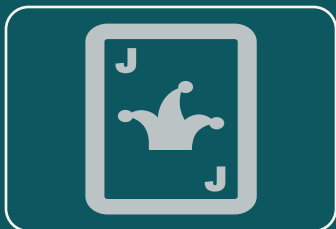
For Students with More Significant Learning Needs

Give picture choices when asking questions

Work with the SLP or Special Education teacher to add content-specific words to communication device

Prepare individual picture cards of each vocabulary word. Use these cards for students to sort (ex. PPE for your head, PPE for your feet, PPE for your body). You can also use the PPE for Your Body Worksheet found in the Unit Resources Section

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Do you have any questions?

Add them to the **Q&A**

Upvote the questions you like

Share What You Learned

- Discuss your ideas with leadership

- Share ideas with your Professional Learning Community

- Lead a discussion with students

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Resources

Resources

Funding

- Unlocking Federal & State Program Funds to Support Student Success

Tools & Videos

- Read & Subscribe to the Engage Newsletter
- Core Plus Sample Lesson

Websites

- Graduation Toolkit
- OSPI Special Education page
- OSPI CTE page
- Core Plus Construction

People

- Connect with OSPI staff

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Next Month

October 9

10:00 a.m. – 11:30 a.m.

Harassment Intimidation & Bullying: Classroom Behavior Supports

Washington Office of Superintendent of
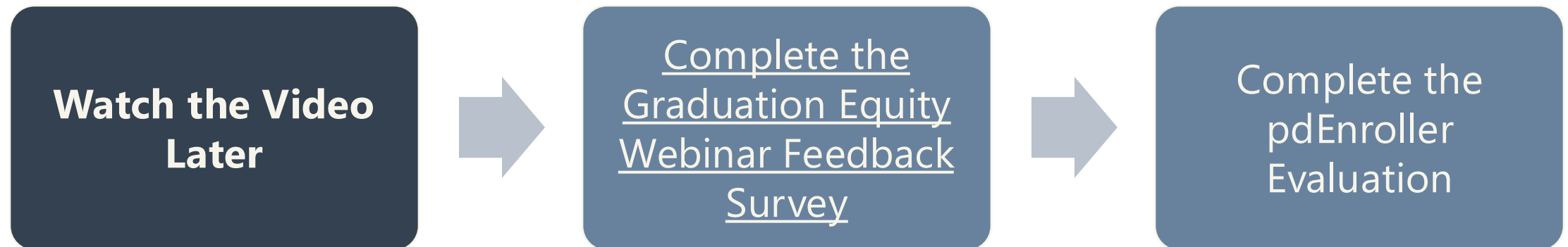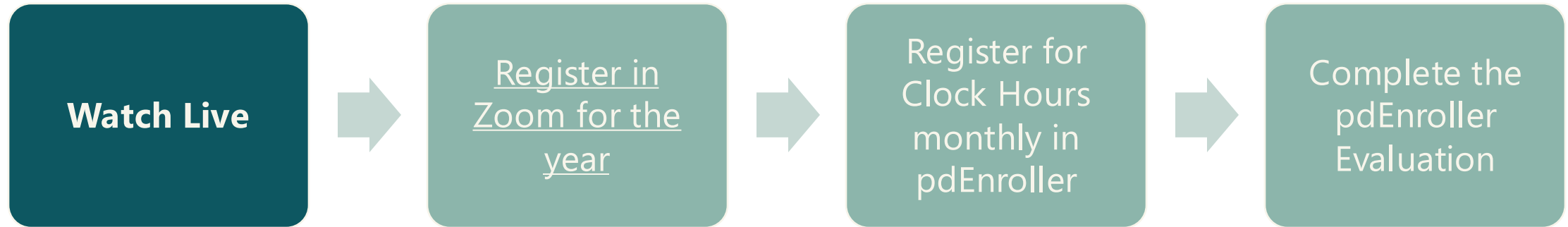**PUBLIC INSTRUCTION**

Evaluation

What worked?

What could we adjust?

Do You Need Free Equity Clock Hours?

Watch Live → Register in Zoom for the year → Register for Clock Hours monthly in pdEnroller → Complete the pdEnroller Evaluation

Watch the Video Later → Complete the Graduation Equity Webinar Feedback Survey → Complete the pdEnroller Evaluation

Email Ronnie.Larson@k12.wa.us

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