

Graduation Requirements

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OVERVIEW

- Diploma Options
 - Modified
 - Extended
- Essential Skills for Graduation
- Accommodations vs Modifications
- Modified Credit/Grading

Oregon Diploma Options

COURSE	REGULAR Accommodations Only	MODIFIED Coursework May Be Modified	EXTENDED Coursework May Be Modified
L.A	4 credits	3 credits	2 credits
Math	3 (Algebra and above)	2 (Any level)	2
Science	3	2	2
Social Studies	3	2	3
Health	1	1	1
PE	1	1	1
Career/Fine Arts	3	1	1
Electives	6	12	
Essential Skills	R, W, M (with or without accommodations)	R, W, M (with or without accommodations and/or modifications)	Not Required

Modified Diploma

- **“Modified course”** means a course that has been systematically changed or altered for a student only after reasonable alternative instruction strategies (e.g. accommodations, remediation) are exhausted
- Available when students are unable to meet the full set of academic content standards for a high school diploma even with reasonable accommodations
- Eligibility:
 - A documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
 - A documented history of a medical condition that creates a barrier to achievement

Modified Diploma (con't)

- Students currently engaged in the use of illegal drugs (or alcohol) are not eligible for a modified diploma if the significant learning and instructional barriers are due to the use of illegal drugs
- Modified diplomas are an option for **ALL students**
- **REQUIRES** parental/adult student **consent—in writing** and during the year in which the diploma is awarded
- Decision should be made no earlier than 6th grade and no later than two years prior to anticipated graduation date, but **the decision may be revised** if the documented history of the student has changed
- If students are taking the alternate assessment, school districts shall annually provide information to the parents/guardians of the availability of the modified diploma and its requirements

Extended Diploma

- Awarded to students who have not been able to meet the full set of standards even with reasonable modifications and accommodations
- Requires written consent
- Of the 12 credits, no more than six may be earned in a self-contained special education classroom
- School districts must ensure that students have on-site access to the appropriate resources to achieve an extended diploma at each high school in the district

Impact of Diploma Decisions

- Regular, Modified, and Extended Diploma are all considered Oregon Diplomas
- Regular and Modified diplomas count in district graduation rates (beginning with class of 2014)
- FAFSA is available for regular and modified diplomas
- All completers may participate in the graduation ceremony
- Community Colleges accept regular, modified, extended, and certificates (Check with trade schools)
- Military will depend on the branch and ASVAB

The ONLY things that ends FAPE are (1) a regular diploma, or (2) the end of the school year in which a student turns 21

Essential Skills for Graduation

- Students must demonstrate proficiency in Reading, Writing, and Math to graduate with a regular or modified diploma
- Proficiency requirements for students graduating on a modified diploma may be individualized by the IEP/School team

Essential Skills for Graduation

- **Modifications On Assessments/Work Samples**

- **Students on IEPs or 504s:**

- Cut scores for Statewide Assessments may be modified
- Work Samples may be modified (scoring or sample) as determined by the IEP team and based on data and present levels of performance

- **Students NOT on IEPs or 504s:**

- Statewide Assessment cut scores **MAY NOT** be modified
- Work Samples may be modified as determined by a school team

Accommodations vs Modifications

- “Accommodation” is a device, practice, intervention, or procedure provided to a student with a disability that affords equal access to instruction and assessment
- “Modification” is **ALSO** a device practice, intervention or procedure...that affords equal access to instruction or assessment

Accommodations vs Modifications

- Accommodations do not change the learning expectations, construct, grade-level standard, and/or measured outcome
- Modifications change one or more of these things

Accommodations vs Modifications

- The purpose of an accommodation is reduce or eliminate the impact of the student's disability, so that he or she can achieve, or demonstrate proficiency in, a standard
- The purpose of a modification is to reduce the impact of a student's disability, allowing the student access to content, instruction, and/or peers

Accommodations vs Modifications

- Consistent use of modifications may increase the gap between achievement of students with disabilities and grade level expectations

Accommodations vs Modifications

- Accommodations:
 - No negative impact for students
- Modifications:
 - May have negative impact for students if used inappropriately, unknowingly, or unnecessarily
 - However, Modifications ARE APPROPRIATE for many students

Accommodations vs Modifications

- How do you know if it's an accommodation or a modification?
 - Ask the question:
WHAT IS THE LEARNING TARGET??

Accommodations vs Modifications

- An accommodation in one setting may be a modification in another
 - Examples:
 - Books on tape
 - Shortened writing assignments
 - Shorter, high interest, low vocabulary books on the same subject as is read by the rest of the class

WHAT IS THE LEARNING TARGET??

Accommodations vs Modifications

Does modified curriculum mean modified credit?

It depends...we teach standards, not curriculum

Curriculum is the tool

You can change the curriculum/task/assignment, and not change the learning target

How do you Modify Credit?

How do you do it???

- 1.Modifications should be identified and approved prior to implementation
- 2.Outline what a typical student should know how to do when they leave this course/class (Use the standards!)
- 3.Identify what THIS student needs to do to leave complete the course/class (Use the standards!)
- 4.By agreeing at the beginning of the class, fewer issues come up over the term

How do you Modify Credit?

How “low” do you go?

- This is a team decision! Just remember:

Kids need access to grade-level content AND access to same-aged peers

THIS IS A FEDERAL EXPECTATION

Any removal from general education requires a justification within the IEP