



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

# Graduation Requirements & Instructional Hours

**COLT GILL**

Deputy Superintendent of Public Instruction

**EMILY NAZAROV**

Government & Legal Affairs Manager

# Diploma Options In Oregon

- Each student demonstrates the knowledge and skills necessary to transition successfully to post-secondary learning and the workforce
- Oregon has high expectations for all students, including students with disabilities
- Oregon Diploma/Modified Diploma/Extended Diploma



# Oregon Diploma Options

| <b>COURSE</b>           | <b>REGULAR<br/>Accommodations<br/>Only</b>                    | <b>MODIFIED<br/>Coursework May<br/>Be Modified</b>                                    | <b>EXTENDED<br/>Coursework May<br/>Be Modified</b> |
|-------------------------|---|---|--|
| <b>Language Arts</b>    | 4 credits   | 3 credits   | 2 credits  |
| <b>Math</b>             | 3 (Algebra I and above)                                       | 2 (Any level)   | 2  |
| <b>Science</b>          | 3   | 2   | 2  |
| <b>Social Studies</b>   | 3   | 2   | 3  |
| <b>Health</b>           | 1   | 1   | 1  |
| <b>PE</b>               | 1   | 1   | 1  |
| <b>Career/Fine Arts</b> | 3   | 1   | 1  |
| <b>Electives</b>        | 6   | 12  |  |
| <b>Essential Skills</b> | Reading, Writing, Math<br>(with or without<br>accommodations) | Reading, Writing, Math<br>(with or without<br>accommodations and/or<br>modifications) | Not Required                                       |

# Personalized Learning

## Education Plan & Profile –

Develop an education plan and build an education profile to guide learning toward student's personal, career and post-high school goals

## Career-Related Learning Experiences –

Participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to student's education plan

## Extended Application –

Apply and extend knowledge and skills in new and complex situations related to the student's personal and career interests and post-high school goals



# Oregon's Diploma

- Approved by the State Board of Education in 2009
- Includes specific eligibility and credit/essential skill requirements



# Modified Diploma

**Eligibility:** a student must have a documented history of being unable to master grade-level material, even with accommodations, due to learning barriers or a medical condition.

The Modified Diploma is recognized to be substantially similar to Oregon's standard diploma.

## Modified Diploma Graduation Requirements:

- 24 credits
- Essential Skills
- Personalized Learning
  - Education Plan & Profile
  - Career-Related Learning Experiences
  - Extended Application



# Modified Diploma 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 diplomas are an option for **ALL students**
- **REQUIRES** parental/adult student **consent—in writing** and during the year in which the diploma is awarded

# Extended Diploma

- Awarded to students who have not been able to meet the full set of standards even with reasonable modifications and accommodations
- **REQUIRES** parental/adult student **consent—in writing** and during the year in which the diploma is awarded
- 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 graduation ceremonies
- Community Colleges accept regular, modified, extended, and certificates
- Military acceptance varies by 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**

- There are **Nine Essential Skills** that students should be developing across grades K- 12:
  1. ***Read and comprehend a variety of text***
  2. ***Write clearly and accurately***
  3. ***Apply **mathematics** in a variety of settings***
  4. ***Listen actively and speak clearly and coherently***
  5. ***Think critically and analytically***
  6. ***Use **technology** to learn, live, and work***
  7. ***Demonstrate **civic** and **community** engagement***
  8. ***Demonstrate **global literacy*****
  9. ***Demonstrate **personal management** and **teamwork skills*****

# Essential Skills for Graduation

- For students first enrolled in Grade 9 in 2010-2011 or later, **three of the Essential Skills are graduation requirements:**
  - *Read and comprehend a variety of text*
  - *Write clearly and accurately*
  - *Apply **mathematics** in a variety of settings*
- **Proficiency requirements** for students graduating on a modified diploma may be individualized by the IEP/School team

# Essential Skills Modifications

## Students on an Individualized Education Program (IEP) or 504 plan

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

## Students *not* on an IEP or 504 plan

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

# Graduation Requirement Comparison

- Eleven other states require 24 credits:
  - Alabama, DC, Florida, Hawaii, Louisiana, Missouri, New Mexico, North Dakota, South Carolina, Utah, West Virginia,
- Several other states offer multiple diploma choices:
  - Honors, College Prep, Technical, etc.
- States vary on the requirement for demonstration of proficiency or exit exams



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

# Instructional Hours

# Required Instructional Time

The instructional time rules require districts to provide a minimum number of instructional hours and ensure that a certain percentage of students are scheduled to receive the minimum hours.

**Minimum hours:** The State Board of Education has established the following minimum hours of instructional time:

- Half-day Kindergarten – 450 hours
- Full-Day Kindergarten – 900 hours
- Grades 1-8 – 900 hours
- Grades 9-11 – 990 hours
- Grade 12 – 966 hours

# Percentage of students scheduled

Districts must ensure that a certain percentage of students are scheduled to receive the minimum hours of instructional time. Here are the requirements districts must meet:

| Year    | Requirement  |
|---------|--|
| 2015-16 | 80% of students in the district must be scheduled to receive annually the required minimum hours of instructional time   |
| 2016-17 | 85% of students in the district must be scheduled to receive annually the required minimum hours of instructional time   |
| 2017-18 | 90% of students in the district must be scheduled to receive annually the required minimum hours of instructional time   |
| 2018-19 | 92% of students in the district and 80% of all students at each school operated by the district must be scheduled to receive annually the required minimum hours of instructional time |



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

**Thank You!**