2017 JUMP START CONVENTION

THE YEAR OF ACTION

PREPARING FOR 2018

Jump Start Graduates

JANUARY 17, 2017

8AM TO 3:30PM

Raising Cane's River Center

275 S. RIVER ROAD,
BATON ROUGE, LA 70802

DEPARTMENT of EDUCATION
Louisiana Believes

Pathways to Graduation for Students with Disabilities

Objectives

- Understand opportunities available for students with disabilities to pursue high school diplomas, including:
  - All students with disabilities
  - Students eligible under Act 833
  - Students who participate in the Louisiana Alternate Assessment Level 1 (LAA 1)

Opportunities for All Students with Disabilities to Pursue High School Diplomas

Diploma Pathways for Students with Disabilities: Initial Considerations

- What career might the student want to pursue after high school?
- Has the student considered what type of preparation is required for that career?
- IEP teams should focus on supporting high school students through the pathway that best aligns to students' needs and post secondary goals.

Current High School Culminating Credentials

- In Louisiana, traditional diploma pathways include:
  - **TOPS University**
    - Exit high school prepared to attend a 4 year college with opportunities to earn TOPS
  - **Jump Start TOPS Tech**
    - Exit high school with a credential that will prepare him/her for employment and/or to engage in additional postsecondary educational opportunities
    - Alternate Pathways: Within the Jump Start TOPS Tech pathway there are alternate pathway options for students eligible under Act 833 and students who take the LAA 1.
- Although IEP teams are encouraged to focus on diploma pathways, the following exit options remain for students with disabilities:
  - Certificate of Achievement (alternate assessment participants only)
  - State Approved Skills Certificate

Traditional High School Graduation Requirements

TOPS University Diploma: students must earn *24 Carnegie Units* and meet the required benchmarks on the End of Course tests (EOC).

Jump Start TOPS Tech Career Diploma: students must earn *23 Carnegie Units* and meet the required benchmarks on the EOC tests.

Students must score Fair, Good, or Excellent on one EOC test in each of the following three categories:

i. English II or English III

ii. Algebra I or Geometry

iii. Biology or U.S. History

What is Jump Start?

Louisiana's innovative career and technical education program!

Prepares students to:

- Lead productive adult lives
- Earn industry based certifications while in high school
- Continue their education after high school

All Things Jump Start!

Opportunities for Students with Disabilities

Within the Jump Start pathways, there are alternate pathways for **all** students with disabilities to pursue a high school diploma, including:

- Act 833 (2014): Eligible students can pursue a standard high school diploma by meeting standard graduation requirements through **alternate means**
- Students assessed on LAA1: Can pursue a diploma pathway by meeting **alternate requirements**

Opportunities for Students with Disabilities

Act 833: Eligibility

Act 833 Alternative Pathway

- Students eligible under Act 833 (2014) can pursue a standard high school diploma by meeting standard graduation requirements through **alternate means**

- Students who take the LAA 1 assessment can pursue a diploma pathway by meeting **alternate requirements**

Act 833: High School Student Eligibility

- High School students may become eligible for Act 833 performance criteria if:

  - They enter high school having not achieved at least a combination of basic/approaching basic on math and ELA in two of the three most recent years (6th, 7th, and 8th grades)

-or-

  - They do not achieve a score of Fair, Good, or Excellent after two attempts of the same EOC test.

Graduation Requirements
Act 833 Eligible Students

Requirement 1:
Students eligible under Act 833 are required to meet *all graduation requirements* necessary to receive a standard diploma. This includes the key academic components:

- Earning all Carnegie Credits for the diploma pathway they are pursuing
- Demonstrating proficiency in each of the three areas traditionally assessed with EOCs.
    - *If the student is unable to meet the assessment requirements through traditional means (i.e., a score of Fair, Good, or Excellent on the required EOCs), they are able to meet this requirement through an* ***alternate means as determined by their IEP team.***

Graduation Requirements
Act 833 Eligible Students

Requirement 2:

In addition to meeting IEP goals and objectives, students pursuing the standard high school diploma through Act 833 must meet at least one of the following criteria to graduate:

- Employment in inclusive integrated environments
- Demonstrating mastery of specific employability skills
- Access to services that are not provided by the school, employment, or education options

Eligibility Clarifications

- Once a high school student meets Act 833 eligibility:
  - **Remains eligible** throughout their high school experience.
  - Does <u>not</u> have to "re-qualify" each year.
  - Eligibility applies across all content areas, regardless of how the student met the criteria.

- IEP Teams:
  - Determine when and how to *appropriately apply* the alternate performance criteria
  - Develop IEP goals and objectives aligned to the course/content area in which the criteria is applied.
  - Make these determinations on <u>at least an annual</u> basis (if the school is on a block schedule then this decision could be made twice/year)

Student Example (Vivian): Act 833 Eligible

Student:

Vivian is a student with a disability (Autism) who is entering the 9th grade. She participated in general statewide assessments throughout her elementary and middle school years

Act 833 Eligibility:

Vivian's assessment results from the previous three years are as follows:

- 6th grade: Unsatisfactory on ELA and Basic on Math
- 7th grade: Unsatisfactory on ELA and Basic on Math
- 8th grade: Unsatisfactory on ELA and Approaching Basic on Math

Vivian **meets Act 833 eligibility** because she did not attain at least a basic/approaching basic on math and ELA in two of the three most recent years (6th, 7th, and 8th grades).

Student Example (Vivian): Act 833 Eligible

Pathway Opportunities:

Vivian is eligible to pursue a standard Jump Start TOPS Tech diploma via an alternate pathway. She can select from the following:

- 47+ Jump Start pathways available to all students
  - Hospitality Tourism, Culinary, and Retail
  - Web Design Professional
- 4 Act 833 Pathways available only to students eligible for Act 833
  - Hospitality Tourism, Culinary, and Retail 833
  - Manufacturing, Construction Crafts and Logistics 833
  - Agriculture Tech 833
  - Workplace Safety 833

Student Example (William): Act 833 Eligible

The Student:

William is an 11th grade student

- Disability Other Health Impaired (OHI)
- Was not eligible for Act 833 when entered high school

Act 833 Eligibility Determination:

The IEP team reviewed William's recent assessment results and found:

- English II End of Course (EOC) - Scored *Needs Improvement* on two attempts
- IEP Team determines he is now eligible for the alternative pathway to a diploma as outlined in Act 833 for the remainder of his high school experience.

Act 833: Alternate Performance Criteria

Act 833 Alternative Pathway

- Students eligible under Act 833 (2014) can pursue a standard high school diploma by meeting standard graduation requirements through **alternate means**

- Students who take the LAA 1 assessment can pursue a diploma pathway by meeting **alternate requirements**

IEP Meeting: Act 833 Alternate Performance Criteria

<u>During the IEP meeting the team must:</u>

1. Identify the **student's strengths and weaknesses** relative to the student's disability.

2. Review the **student's schedule** to determine what course(s) and End of Course tests may be impacted by the students disability. The Industry Based Certification (IBC) should be reviewed when applicable.

3. In conjunction with the teacher of record for the courses where Act 833 is being applied, review the state standards and determine the appropriate performance criteria for the student that **outlines what the student needs to learn and how they will demonstrate achievement of grade level expectations** as demonstrated on benchmark assessments.

4. Develop annual **goals, objectives, and a plan for monitoring** and assessing student progress throughout the duration of the course that will be incorporated when the teacher of record awards course credit.

The Role of the IEP Team and Teacher of Record

Per Act 833, IEP teams may establish individual performance requirements for a student that are **aligned to the grade-level standards** for the specific course(s) of enrollment and shall be incorporated by the teacher of record when awarding course credit.

Responsibilities	IEP Team	Teacher of Record
Determine if it is appropriate for the student to pursue a diploma through alternate means of demonstrating performance	X	
Develop an education plan that includes how the student will demonstrate individual performance requirements necessary to receive course credits, including but not limited to applicable EOC tests and IBC when appropriate	X	X
Determine whether to award Carnegie credit		X

Act 833: An Appropriate High School Experience

What does an appropriate high school experience look like
for a student eligible for Act 833?

"Planning Appropriate High School Experiences for Act 833 Eligible Students"

Questions/Clarifications: Act 833

Students Assessed on the LAA 1 (Louisiana Alternate Assessment Level 1)

Opportunities for Students with Disabilities

Pathway for Students on LAA1

- Students eligible under Act 833 (2014) can pursue a standard high school diploma by meeting standard graduation requirements through **alternate means**

- Students who take the LAA 1 assessment can pursue a diploma pathway by meeting **alternate requirements**

Career Diploma Pathway for Students Assessed on the LAA 1

Eligibility:

- **All students** who participate in LEAP Alternate Assessment Level 1 (LAA1) at the high school level are eligible for this Career Diploma Pathway.
- The IEP Team does not have to take any steps to qualify a student or determine eligibility.

Career Diploma (LAA1): 4 Components

- Academic
- Assessment
- Workforce Readiness
- Transition

Career Diploma Pathway for Students Assessed on the LAA 1

Component	Department Recommendation

Academic (focus on access)	**Student assessed on the LAA 1 will be required to complete at least 23 course credits in either applied courses1 or Carnegie credit courses:**
	• **12 core subject course credits**
	  • **4 courses in ELA**
	  • **4 courses in Math**
	  • **2 courses in Social Studies**
	  • **2 courses in Science**
	• **2-4 elective credits**
	  • **At least 2 of these credits must be earned in electives**
	• **7-9 career credits**
	  • **At least 7 credits must be earned in workforce-readiness or career courses**

Career Diploma Pathway for Students Assessed on the LAA 1

Component	Department Recommendation
Assessment (focus on performance and/or growth)	**Students will be required to participate in the LAA 1 assessment and must meet the requirements for this component in both ELA and math in one of two ways:** **1. Students may achieve *"Exceeds Standards"* or *"Meets Standards"* on the LAA 1 assessment** **2. Students unable to achieve the standard of proficiency on the LAA 1 may meet this component through a portfolio of student achievement in that subject evaluated by the special education director or his/her designee** **• Portfolio must include student data demonstrating growth on the extended standards during high school and attainment of IEP goals** **• The portfolio must contain evidence of student learning in all core subject areas over at least four years of high school academics**

Career Diploma Pathway for Students Assessed on the LAA 1

Component	Department Recommendation

Workforce-Readiness and Career	**Eligible students will be required to complete 7-9 career course credits**
	
	• **The career program and course sequence must include:**
	  • **Interest assessment**
	  • **Career-focused courses including, but not limited to, foundational workplace skills (including transitional courses)**
	  • **Hands-on workplace experiences appropriate to their interest (community-based, where practicable)**
	
	• **Students will be required to achieve an IEP-determined rating on a workforce readiness survey or specific career task analysis. The Department will be posting suggested resources and encourages districts who may have resources to share them with LDE staff. (See example here)**
	
	• **Students must meet at least one work-or-career-related IEP goal**

Career Diploma Pathway for Students Assessed on the LAA 1

Component	Department Recommendation
Transition Services	**The IEP team must complete an Individual Graduation Plan (IGP) prior to the student entering a Louisiana high school (or upon entering for out-of-state transfers) that includes:** • **Post-secondary career goals aligned with the student's interests and skills** • **Independent living goals** • **A high school experience and course schedule that aligns with post-secondary goals** • **Access to an environment and experiences whereby the student gains the skills and competencies necessary to achieve his/her post-secondary goals** **The Department has created a LAA 1 specific IGP that may be accessed here.** **Prior to the student exiting the school system, the IEP team must create a student's postsecondary readiness and create a detailed plan of action (Summary of Performance) that meets one of the following (from Act 833):** ***a) Employment in integrated, inclusive work environments, in addition to sufficient self-help skills*** ***b) Demonstrated mastery of specific employability skills and self-help skills*** ***c) Access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program***

Student Example (Ellen): LAA1 Eligible

The Student

Ellen is a 9th grade student with multiple disabilities

Assessment History

Participated in LAA1 in

- Elementary
- Middle school
- High School

Pathway Opportunities

Because Ellen is a LAA 1 participant:

- Eligible for the Jump Start TOPS Tech Career Diploma via the Pathway for Students Assessed on LAA1*

*Certificate of Achievement remains an option if she is not able to meet the requirements of the Career Diploma pathway.

Career Pathway for Students Assessed on LAA1: An Appropriate High School Experience

What does an appropriate high school experience look like for a student eligible for a diploma via the Career Pathway for Students Assessed on LAA1?

"Planning Appropriate High School Experiences for LAA1 Eligible Students"

Review

In Louisiana we now have various pathways for **all** students with disabilities to pursue a high school diploma, including:

- Students eligible under Act 833 (2014) can pursue a standard high school diploma by **meeting standard graduation requirements through alternate means**

- Students who take the LAA 1 assessment can pursue a diploma pathway by **meeting alternate requirements**

Resources

- Special Education Resources on the LDOE website
  - Related Webinars:
    - Act 833
    - Pathways for Students Assessed on LAA1
  - Special Education - Guidance for High School Students

- Individual Graduation Plans (IGP)
  - High School Student Planning Guidebook
  - LAA1 IGP

specialeducation@la.gov

Reflection/Discussion

Questions/clarifications?