



HIGH School Graduation Requirements: Implementation of the New High School Policy For Students with Disabilities

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Focused Plan of Study

- During the second semester of 8th grade, all students along with their parents, school counselors and administrator will jointly prepare at a minimum an initial 4 year plan of study.
- www.collegefortn.org
- www.kuder.com
- <http://tcids.tbr.edu/>

Focused Plan of Study

- By the end of the 10th grade, the same team will focus the plan to ensure the completion of the program of study and a smooth transition to postsecondary study and/or to work.
- The plan will be reviewed annually by the student and the advisor/school counselor, and revised based on changes in the student's interest and career goals.

Focused Plan of Study

- High School and middle grades faculty will collaborate in planning curriculum and the transition between middle grades and high school.
- Work-based learning (WBL) will be available to all students including SWD.
- Students will have access to a system of structured WBL experiences that allow them to apply classroom theories to practical problems and explore career options at the work site.

Are the three examinations (ACT or College Board equivalent) given for the purpose of assessing student readiness and success in post secondary training required for all students or are the examinations required to be offered to all students?

Tennessee Code Annotated 49-6-600 I (b) states:

“As a strategy for assessing student readiness to enter and succeed in postsecondary training, every public school student **shall** take a series of three (3) examinations, one (1) administered at grade eight (8), one (1) administered at grade ten (10), and one (1) at grade eleven (11). These assessments shall be approved by the commissioner of education and provide educators with diagnostic information to assist in developing interventions for the purpose of increasing high school graduation rates and improving student preparation for postsecondary achievement....”

ACT battery of exams

- 8th grade.....EXPLORE
(accommodations listed in IEP)
- 10th grade.....PLAN (pre-ACT test)
(accommodations listed in IEP)
- 11th grade.....ACT (2 options for
accommodations.....State or ACT)

Regular Diploma

- English 4 units
- Mathematics 4 units
- Science 3 units
- Social Studies 3 units
- Foreign Lang 2 units
- Fine Arts 1 unit
- Health, Physical Fitness & Wellness
1.5 units
- Personal Finance.5 units

To earn a regular high school diploma, students must earn the prescribed 22 credit minimum & have a satisfactory attendance and discipline record.

Elective Focus

- Students will complete an elective focus of no less than 3 credits.
- The elective focus may be in CTE, Science & Math, Humanities, Fine Arts, AP/IB, or other areas approved by the LEA.

Transition Certificate

- A Transition Certificate may be awarded to SWD who, at the end of the 4th year of high school, have failed to earn a regular diploma (22 units of credit) but have satisfactorily completed an IEP, and have satisfactory records of attendance and conduct.
- SWD may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two years old.

IEP Certificate

- An IEP certificate will be awarded to SWD who have (1) satisfactorily completed an IEP, (2) successfully completed a portfolio, and (3) have satisfactory records of attendance and conduct.
- PLEASE NOTE: This replaces the old “Special Education Diploma”

Graduation Requirements

- Students with qualifying disabilities as documented in the IEP shall be required to achieve at least Algebra I and Geometry (or equivalent).
- The required number of credits in math will be achieved through increased instructional time, appropriate methodologies, accommodations and other differentiated instruction as determined by the IEP team

Math Requirements

SWD Option

- **Must be enrolled in a math course each year of high school**
- 9th Grade Algebra I A
- 10th Grade Algebra I B End of Course Test
- 11th Grade Geometry A
- 12th Grade Geometry B End of Course Test

Graduation Requirements

- Students with qualifying disabilities as documented in the IEP shall be required to achieve at least Biology I and two other lab science credits.
- The required number of credits in science will be achieved through increased instructional time, appropriate methodologies, and accommodations and other differentiated instruction, as determined by the IEP team

Science Requirements


SWD Option

- ***Note: Only one Lab Course is needed if Biology A and B are taken for credit***
- 9th Grade Choose from
 Physical, Environmental,
 Earth, or Agri science
- 10th Grade Biology I A
- 11th Grade Biology I B End of Course
Test

Course Codes

- Those responsible for school approval course codes need to carefully consult the “correlation of course code” document located on the school approval web site.

<http://www.state.tn.us/education/schapproval/index.shtml>




How will the department address deficiencies in preliminary reporting resulting from implementation of A and B courses in both traditional and block scheduling?

Should deficiencies in reporting occur due to errors in the reporting of A and B courses for Students with Disabilities, the department will conduct site visits to the affected districts/schools in order to ensure that appropriate programming is being provided. If programmatic changes are needed, recommendations for addressing the deficiencies will be made and timelines for correcting the deficiencies will be outlined.



What does the department recommend for school districts/schools that have SPED teachers who teach multiple subjects in one class period?

Since 2009-2010 is the initial year of implementation for the new High School Policy, deficiencies may occur in preliminary reporting. Should that be the case, the same site visit procedures will be followed as outlined in the previous question.



What is the department position regarding school districts/schools that have no Highly Qualified Sped teachers?

The department recommends that school districts use the options available in the state Highly Qualified Plan to help SPED teachers demonstrate HQ status in core content area(s). SPED teachers who are HQ **may** serve as a teacher of record and award credit to SPED students (only).

The department also recommends that school districts make every effort to place special education students in general education classes whenever possible. School districts are also encouraged to develop strategies designed to help SPED teachers become endorsed in core academic courses.

Please clarify how to factor into the teacher assigned student grade the weight of the end of course examination on the student's semester average. Is the percentage a minimum or is it an exact percentage to be applied in a uniform manner statewide?

Before the first administration of the end of course tests, the State Board of Education was required to develop and approve a schedule to allow for **phasing up** to the 25% weight for the test grade. That process, as published in the 2009-2010 Secondary Assessment Transition Plan from the Office of Assessment follows:

“The weight of the end-of-course examination on the student's course average is as follows for entering 9th graders: fall of 2009 and 2010 – 20%, fall of 2011 and 2012 – 25%, fall of 2013 and thereafter – 25%.

In order to provide consistency of classroom grades compared to test scores, the percentage must be uniform statewide.

2009 -10 End of Course Exams Secondary Assessments

- “New” EOC assessments aligned to “new” curriculum standards...
- “New” student achievement performance standards aligned with college and career readiness... (below basic, basic, proficient, and advanced)
- “New” achievement performance measure (*proficiency*) aligned with new college and career readiness definition and mastery of new curriculum standards...



What is the transition plan for the Gateway/EOC assessments?

The Gateway assessments will continue to be administered to repeat takers that have not satisfied their diploma requirement by passing the assessment at the proficient or above level. These Repeat Takers would have fulfilled their credit requirement and would no longer be in a class for instruction. These students would continue to have access to an intervention for the Gateway assessments.

Describe the purpose of the Alternative Performance-Based Assessment (APBA) scoring rubric.

This rubric has been developed and approved by the State Board of Education for use with any student on an active IEP **enrolled** in a course that has an End of Course assessment.

SWD who are **not enrolled** in and have previously received credit in the applicable Gateway course (Algebra I, Biology I, and English II), but have failed the “old” Gateway test, will continue to take the “old “ Gateway test as many times as needed to meet the Gateway test diploma requirement

How is the rubric score used and is it reported to the state?

All continuously enrolled 1st time test takers of the Algebra I, English II and 11th grade writing assessments will be included in AYP. The results of the rubric for SWD **will not** be included in AYP calculations for these assessments.

Rubric scores are not reported to the state; the actual test score is reported to the state, not the adjusted score based on the rubric.

Frequently Asked Questions

- The 2009 High School Policy Frequently Asked Questions document will be updated to include the Q and A's in this presentation.
- http://www.state.tn.us/education/tl/doc/HS_Trans_Policy_FAQ.pdf