What are the diploma options?

- **High School diploma**
  - That meets all the attendance, testing and course requirements
  - Includes an options for students with significant cognitive disabilities

- **High School Certificate**
  - Indicating the student has not met all the course requirements or all the testing requirements

- **Special Education Diploma**
  - Indicating the student has met the requirements of his or her IEP.
What are the diploma options?

• Students who earn a Certificate or a special education diploma may continue to complete testing requirements to earn the regular high school diploma

• Waivers and variances are also options for some students who have difficulty meeting the testing requirements
What are the testing requirements?

• Students must participate and pass the high school tests in the following content areas: Writing, English/language arts, mathematics, science and social studies.

• Students must be assessed in any course they enroll in that has an EOCT.
• 4 units of Mathematics required, including:
  – 1 unit of Mathematics I or Accelerated Mathematics I
  – 1 unit of Mathematics II or Accelerated Mathematics II
  – 1 unit of Mathematics III or Accelerated Mathematics III or any higher level mathematics course, including AP/IB
  – 1 additional math unit

• Support classes, interventions for struggling students
English/Language Arts

• 4 units of English/Language Arts required, including:
  – 1 unit of 9th Grade Literature and Composition
  – 1 unit of American Literature and Composition
  – 2 additional units
• 4 units of Science required, including:
  – 1 unit of Biology (can be AP/IB)
  – 1 unit of Physical Science or Physics (AP/IB)
  – 1 unit of Chemistry, Earth Systems, Environmental Science, or an AP/IB course
  – 1 unit of a 4th science, including any AP/IB, academic science, or career tech science (ex: Agricultural Science)

• 4th science unit may be used to meet both the science and elective requirements.

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Social Studies

• 3 units of Social Studies required, including:
  – 1 unit of World History
  – 1 unit of United States History
  – ½ unit of American Government/Civics
  – ½ unit of Economics
Health/PE

Requirements for Health/PE

- All students must complete 1 unit
- 3 units of JROTC may substitute for the Health/PE requirement
Electives

- 7 units required, including:
  - A total of 3 units required from: CTAE and/or Foreign Language and/or Fine Arts for all students (*students planning to enter or transfer into a University System of Georgia institution must take two units of the same foreign language*)
  - 4 additional elective units for all students

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Career, Technical & Agricultural Education programs

- CTAE courses and programs are available for every student
- Pathway options will be expanded to include not only CTAE courses, but also Fine Arts, Humanities and other academic concentrations
- Industry certification pathways will be expanded
- Dual enrollment opportunities and postsecondary credit will be available

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More information

• Graduation rule: http://www.gadoe.org/_documents/doe/legalservices/160-4-2-.48.pdf

• Graduation Guidance: http://www.gadoe.org/ci_services.aspx

• Access course guidance: http://www.gadoe.org/ci_exceptional.aspx,

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Students with Disabilities

• Most students with disabilities, when provided the appropriate supports, will be able to meet the graduation requirements and earn the regular diploma
  – A small number of students will need special considerations while maintaining rigor as they work toward the high school diploma.
The Role of the IEP Team

• IEP team assists the student and the family to identify desired post-secondary outcomes
  – Course of study should complement the desired outcomes
  – Transition plans must be in place prior to entry into 9th grade or age 16, whichever comes first
• IEP, including the transition plan, should be the guide to graduation

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The Role of the IEP Team

• Parents and the student must be informed of all the requirements for the diploma and other high school credentials
  – They should be informed of the requirements for access to post-secondary colleges and universities, employment, the military and other activities.
  – Some students may need to consider that earning a diploma will take longer than four years
• Support classes, balanced schedules and other strategies may be necessary

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Mathematics

• For a few students, mathematics is particularly challenging
  – Support classes may be needed for Math I and II, and III
  – After completing Math I and II with supports, the IEP team may determine that graduation requirements can be met with Math I-III, support classes and the testing requirements
• This may not meet the entrance requirements for colleges or universities

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Supports and Other Content Areas

• Some supports will be needed for other content areas by students
  – Support classes may be offered for specific content area
  – Support classes can preview, review and practice skills and concepts
  – Tutoring, preview sessions, instruction in strategies

• The career pathway should be strongly encouraged and supported
Testing Requirements

• Students must meet the testing requirements as defined in state testing rule
  – Includes EOCT and GHSGT
  – The IEP team develops accommodations
  – Plans are underway to develop an alternate assessment based on modified achievement standards
    • Tentatively for CRCT in spring 2011 and for high school in 2012.

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Students with Significant Cognitive Disabilities

• These are students whose access to GPS is at an entry or prerequisite level
  – Intended for a small portion of the population
• Must participate in the GAA no later than 8th grade
• Must be proficient on the GAA by graduation
  – Will be multiple retest opportunities

AND

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Students with Significant Cognitive Disabilities

• Earn 23 units in an integrated curriculum
  – Aligns with the content areas and self-determination, independent living, and career development

• Remain in school until their 22\textsuperscript{nd} birthday or successful transition to desired post-secondary activities with necessary supports
Students with the Most Significant Cognitive Disabilities

• Must be assessed on GAA during middle school and high school
• Earn 23 units in course aligned to GPS, IEP goals with self-determination, independent living, employment skills
• Proficient on GAA
• Reach 22nd birthday, or transition to situation in which supports are provided by another agency

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What are Access Courses?

- Courses that are aligned to the regular courses required to earn a diploma
- Do not cover the GPS in the same depth/breadth
- Provide entry level or pre-requisite skills that align to the course standards
- Designated by a “5” in the fourth digit after the decimal to distinguish from a regular education course.

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Who is appropriate for Access Courses?

- Students who have been assessed on the GAA NO LATER THAN 8th grade
- Students with the most significant cognitive disabilities entering 9th grade for the first time in 2008 and thereafter
- Those who will need significant support in postsecondary settings
- Those who can access curriculum ONLY at an entry or prerequisite level

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Access courses are NOT for students who:

• receive instruction in the depth and breadth of the GPS for the regular education curriculum

• Are simply performing below grade level

• Need remedial work to achieve grade level skills.
How does instruction for Access courses occur?

• IEPs are standards based, assuming that students will be provided access to instruction based on the grade level standards.

• The IEP will address the skills the student needs to access the standards and the skills the student needs that are not part of the core curriculum
How does instruction for Access courses occur?

• Access courses are based upon selected standards selected from the course and taught in an integrated manner throughout the school day in a natural and relevant context.

• Instruction for these students is activity based and multiple skills and content areas may be taught within the context on one activity.
How does instruction for Access courses occur?

- Instruction may occur in general education classes, special education classes, or vocational or community based settings.
Local System Impact

• Students may take longer than traditional 4 years to complete requirements

• AYP will not be affected if student is not exited from system- does not count until they actually leave, not just participate in commencement exercises

• Special education diploma still in the state law and the rule so is an option for some students

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Local System Impact

• Based on OCR guidance, the special education diploma should not identify the student as a student with a disability

• Transcripts that are provided to non-K-12 agencies should not have course names or numbers that identify a student as a student with a disability
Local System Impact

• Students that receive instruction, whether in a special education classroom or the general education classroom, should earn Carnegie credit as long as the course follows the GPS requirements.
  – The HQ status of the teacher does not impact credit

• Systems need to plan out courses of study early on with students and families to access the general diploma.

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Local System Impact

• Be creative to assist students in earning a meaningful document
• Consider the use of:
  – Virtual courses
  – Credit recovery
  – ExPreSS
  – ESY for preteaching, reteaching
  – Mastery learning

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Local System Impact

• All students should have a career pathway
  – With meaningful work experience through internships, employment, CBI, work based learning, etc
  – With goals toward further education and employment

• Summary of Performance can be used to provide the student that guidance and resources for the future.

• Do whatever it takes to assist the student

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