Urban Collaborative
Spring 2015
Baltimore, Maryland

Shelby County Schools
Division of Exceptional Children
Dr. Patricia Toarmina, Director
Pat Beane, Manager

Vickie Puff, Transition Consulting Teacher
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Lenora Morris, Middle School Advisor
By the year 2025

- 80% of seniors will be college or career ready
- 90% will graduate on time
- 100% of college – or career ready graduates will enroll in a post secondary opportunity.
How will we reach these ambitious goals?

- **Priority 1:** Strengthen Early Literacy
- **Priority 2:** Improve Post Secondary Readiness
- **Priority 3:** Develop Teachers and Central Office Staff to Drive Student Success
- **Priority 4:** Expand High Quality School Options
- **Priority 5:** Mobilize Family and Community Partners
1. Everyone must understand the requirements for a regular diploma and how the diploma requirements may be modified for SWD.

2. We must compare graduation rates of SWD with the general population and how they have done in the past. We also needed to set goals for increasing the rate of graduation.

3. Identify barriers for SWD completing high school course requirements.

4. Gain support of all stakeholders to include parents, students, teachers, guidance counselors, principals, and district administrators.

5. Increase opportunities for training of parents, SWD, and community groups.

6. We asked Special education Case Managers to be the “Safety Net” for SWD by reviewing transcripts of each of their students on a yearly basis.

7. Provide training opportunities for all school district staff.
Diploma Types

New Diploma requirements for the state of Tennessee was implemented during the 2009/2010 School Year

- Special Education Diploma
- Regular High School Diploma
- Regular High School Diploma with a modified credit option.
A special education diploma may be awarded at the end of their fourth year of high school to students with disabilities who have:

1. not met the requirements for a high school diploma
2. have satisfactorily completed an individualized education program and assessed using the TCAP Alternative Portfolio Assessment.
3. have satisfactory records of attendance and conduct.
4. Students who obtain the special education diploma may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two years old.
AVON LENOX SCHOOL

Avon Lenox School provides students with disabilities the educational opportunities needed to develop the skills necessary for successful transition into post-graduation placements. They are dedicated to assisting students achieve their maximum potential for effective independent living and functioning in a diverse society. Avon Lenox School is proud to have a strong and dedicated staff that provides an environment which ensures a quality program for each child, with linkage to community agencies and organizations at large. Avon Lenox School has work-based training sites.
COLLEGE CAMPUS TRANSITION PROGRAM (CCTP)
THE UNIVERSITY OF MEMPHIS

The CCTP provides students with disabilities an opportunity to interact with same age peers in a college and community environment while training for employment options that offer a living wage upon graduation from high school. Entrance criteria is based on mild to moderate disability, must be graduating with a special education diploma, have IEP goals for employment and training, results of student selection rubric scores and student and parent interviews. CCTP benefits the student by encouraging use of public transportation, developing peer social relationships and networks, obtaining work related skills that leads to independent employment with work place supports as needed.
This high school transition program is a one-year internship program for students with disabilities in their last year of high school. It is targeted for students whose goal is to obtain competitive employment in a healthcare, government or business setting. Students participate in three internships to explore career paths and work with a team that includes family, a special education teacher and a Vocational Rehabilitation Services Counselor to create and support the employment goals of the student. Linkages to other adult service agencies are provided. This program benefits the student by offering a variety of internship opportunities. The student will acquire competitive, transferable and marketable skills, gain independence, confidence, and self esteem by receiving individualized job coaching, instruction and feedback.
## Regular High School Diploma

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 credits</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>Health, PE &amp; Wellness</td>
<td>1.5 credits</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>.5 credit</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2 credits</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 credit</td>
</tr>
<tr>
<td>Elective focus</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22 credits</strong></td>
</tr>
</tbody>
</table>

Credits are aligned to requirements for entrance into public universities in Tennessee.

Students may earn 28 credits in four years.

Students may earn 28 credits in four years.
COURSES THAT REQUIRE EOC EXAMS – USE OF ALTERNATIVE PERFORMANCE BASED ASSESSMENTS (APBA)

Regular High School Diploma

English I
English II AYP
English III

Algebra I AYP
Algebra II
Geometry

Biology I - AYP
Physics
Chemistry

US History

EOC exams are averaged into the semester grade at 25%

In the event the student fails to earn a passing grade for the course, due to failing the EOC Exam, the alternative performance based rubric will be used to assess the level of mastery of the course content. The regular education teacher and the Special Education Co-Teacher may work together to determine the mastery level of the student. The final APBA Rubric score will replace the EOC score on the student report card.
Elective Focus Requirements
DESIGNED TO SUPPORT INDIVIDUALS IN PREPARATION FOR THEIR POST SECONDARY PLANS

PREPARE FOR A CAREER PATH  PRACTICE A PASSION  EXPLORE NEW FIELD OR SUBJECTS

Humanities – English, Language Arts, Foreign Languages, and Social Studies.
Fine Arts – Any combination of the of three credit hours from a broad offering of courses in music, dance, theater, etc.
Science and Math – Any combination of the two areas beyond posted core requirements.
AP/IB – Can be any combination of Advanced Placement or International Baccalaureate courses and can overlap with core requirements.
Dual Enrollment – Can be any combination of DE courses and can overlap with core requirements.
Career and Technology – Includes three credit hours in one program of studies – not a random collection of CTE courses.
ROTC – May be used as an elective focus or substituting for core requirements.
PE – Courses identified by HPELW – All courses beyond core requirements PLUS Diagnostic Medicine, Health Science Education, Sports management marketing, Anatomy and Physiology, Human Growth and Development, Exercise Science, recreation and Fitness Leadership.
College Readiness – Any three “PLUS” classes and/or “A/B” Courses
Career Readiness - Is designed to focus on building capacity for matriculation to college or career plan. This focus includes any combination of three Coop Work/Learning, CTE Courses and the following online courses: Accounting I, Accounting II, Computer Technology, Computing Application, Keyboarding, Computer Literacy, Computer Programming, Visual Basic Net Programming, Web Design I, Web Design II.
Regular High School Diploma

Modified Credit Option for Students with Disabilities

The required number of credits in math (4), Science (3) will be achieved through increased instructional time, appropriate teaching methodologies, research based intervention programs, accommodations, and other differentiated instruction as determined by the IEP team.

Using this option will enable a SWD to gain admission to a community college, technical school, vocational program or gain employment.

Use of these options shall be documented in the course of study by grade level and the Measurable Post Secondary Goals found in the IEP transition plan and in the minutes of the IEP meeting.
**Modified Credit Option * **

Completion of “B” and “+S2” courses will appear on the transcript as Alg I, Unified Geometry, and Biology I

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**Four Math Credits**
- All A/B Courses are one period day for the year and each earns one credit.
  - 9th grade - Algebra IA
  - 10th grade – Algebra IB
  - 11th Grade - Unified Geometry A
  - 12th Grade – Unified Geometry B
- A/B Math Courses are for Special Education Students only with a Math Endorsed Special Education Teacher as the teacher of record or a Regular Education Teacher and a Special Education Teacher co-teaching together.

**OR**

- All “PLUS” Classes are equal to A/B courses except they are offered two periods per day for one semester and each earns one credit.
  - (BLOCK SCHEDULE)
  - 9th grade - Algebra 1+ Semester 1
  - 10th grade - Unified Geometry + Semester 1
  - 10th grade - Unified Geometry + Semester 2

- “PLUS” Courses are general education courses taught by HQ regular education teacher with Inclusion support from a special education teacher.

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**Three Science Credits**
- Biology A and B or PLUS Classes Semesters 1 and 2
- Plus one more science lab course (Physical or Environmental Science)

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ALL STUDENTS ARE REQUIRED TO ENROLL IN A **MATH COURSE EVERY YEAR** EVEN IF THEY MET THE MINIMUM REQUIREMENTS FOR GRADUATION EARLY.

STUDENTS WHO USE THE PLUS OPTION TAKE ALGEBRA II, BRIDGE MATH OR OTHER UPPER LEVEL MATH COURSES THEIR JUNIOR OR SENIOR YEARS AND MAY THEN MEET ADMISSION REQUIREMENTS TO A UNIVERSITY PROGRAM.
What are the course differences between a Regular Diploma and a Regular Diploma with the Modified Credit Option?

*The Diploma is the same: but the SWD will not have the courses needed to meet admission requirements to a four year university program. The difference will be seen on the student transcript of courses.*

Courses not required under modified credit option
(Only applies to SWD)

- Algebra II
- Chemistry or Physics

What classes may be waived:

(Appplies to all students)

- Two Foreign Language courses
- One Fine Arts course
Shelby County Graduation Rates

**Diploma Report Card**

2011/2012
- All Students: 72.6
- Students with Disabilities: 48.6

2012/2013
- All Students: 74.6
- Students with Disabilities: 48.0

**Why was there no increase in the SWD subgroup?**
What Happened? We wanted to know what may have hindered the students from graduating with a regular diploma.

Memphis City Schools and Shelby County Schools merged into one large district beginning with the 2012/2013 School Year.

This was also the first graduating class since the beginning of the New Diploma Standards that began in the 2009/2010 School Year.
What Happened? We wanted to know what may have hindered the students from graduating with a regular diploma.

We looked at the records of the (883) SWD who exited high school in the 2012/2013 school year.

(715) SWD graduated with a regular diploma

(168) SWD received a special education diploma according to Easy IEP. We then pulled transcripts from the districts’ SMS system and compared the diploma types from the two data systems.
Informal Survey Results

Of the (168) transcripts reviewed (51) students were correctly awarded a special education diploma.

These students were eligible for the TCAP Alternate Assessment and were not candidates for a regular high school diploma.
(15) SWD had not passed the required exit exams required for Gateway Graduation standards. Most of these students were 5th year HS students who entered HS in the 2008/2009 school year.
Why didn’t the remaining 117 SWD get a regular diploma?

- (25) SWD did not complete the course credit requirements for a regular diploma.

- (12) SWD earned the regular diploma according to our SMS but Easy IEP stated they received a special education diploma.
Why didn’t the remaining 117 SWD get a regular diploma?

- (6) SWD were awarded the regular diploma that did not earn the required credits.

- (3) SWD completed course requirements for a regular diploma but was awarded the special education diploma.
Why didn’t the remaining 117 SWD get a regular diploma?

- (18) SWD were enrolled in classes they had already passed, or did not count towards graduation requirements. (Study hall, remedial courses, tutoring courses)

- (3) SWD did not receive either diploma according to SMS.
Why didn’t the remaining 117 SWD get a regular diploma?

- (32) SWD needed less than 3 credits to earn a regular diploma.

- (3) did not graduate because of a lack of a three elective focus group requirement which they had met.
SWD who only needed two or three credits to graduate on time did not have evidence of intervention programs available such as online courses, after school, night school, or summer school programs.
Limited use of Alternate Performance Based Assessments (APBA) for courses that required an End of Course Exam.

Very high rate of absences.
More Interesting Facts!

- Large numbers of students who attended more than three high schools in four years.
- High rate of suspensions and expulsions.
What are we doing?

- We enlisted the support of all stakeholders, school based staff and district wide programs.
  - Students, parents, and guardians
  - IEP case managers
  - High school advisors
  - Professional guidance counselors and district level guidance advisors
  - SMS and Easy IEP Staff
  - Graduation Coaches
  - Mentoring programs
  - After school tutoring programs
  - Project Graduation at the Messick Center
  - Virtual School and online courses
What are we doing?

- We asked special education IEP case managers to:
  - Work closely with the professional guidance counselors to ensure transcript reviews are performed twice annually to ensure SWD are on track for on-time graduation.
  - Ensure that students are scheduled appropriately into courses that lead to post secondary options and on-time graduation.
  - Ensure that students are not repeating courses they have previously earned credit for.
  - Work with parents, students and truancy personnel to improve attendance.
  - Make sure students have appropriate behavior plans according to their individual needs.
What are we doing?

- We refer students to specific courses and/or programs that will help them achieve their graduation goal.
  - Extended Time, Learning Labs and other intervention courses
  - Project Graduation enables students who are lacking credits to attend night school to complete their course requirements.
  - Virtual School enables students to complete required courses online.
  - Credit recovery enables students to repeat courses previously failed.
  - Mentoring and other tutoring programs.
  - Alternative Programs are available for students who are suspended or expelled from school.
  - Summer school programs.
Progress towards course completion and requirements are shared with all stakeholders every report card period to ensure SWD are staying on track. Phone calls, parent/student conferences, IEP team meetings, progress notes, report cards, are all used to communicate with stakeholders.
What did we do?

- We increased the training opportunities for graduation requirements for students with disabilities district wide.

- We have specific training sessions for:
  - Students, parents, and the community
  - Regular education teachers
  - School based guidance counselors
  - School administrators
  - Special education case managers, advisors and managers
  - District level administrative staff.
We are working with our district leaders to ensure our 37 high schools offer the extended time courses needed to utilize the modified credit option in math and science.

The “PLUS” extended time courses are regular education courses and benefits all students who are performing at the basic or below basic levels.

“A/B” extended time courses are for Special Education students only.

Consistency in available courses makes it possible for transient students to continue their course of study when they move to another school location.
Results of our work!

- Graduation Rate 2012/2013
  - 48.0

- Graduation Rate 2013/2014
  - 52%

- Our goal for 2014/2015
  - 55%
# Student Profile

**Student Name:** ______________________________  
**School:** ____________________  
**DOB:** _______

**ACT /SAT Composite:** _______  
**Date:** ____________  
**Anticipated Graduation Date:** ____________

<table>
<thead>
<tr>
<th>COURSES</th>
<th>GRADE LEVEL 8-12</th>
<th>YEAR</th>
<th>GRADE EARNED</th>
<th>CREDIT EARNED</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 English I +S1</td>
<td>English I</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
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<tr>
<td>10 English II +S2</td>
<td>English II</td>
<td></td>
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<td>11 English III +S2</td>
<td>English III</td>
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<tr>
<td>12 English IV</td>
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**MATH Requirement includes enrollment in each year of high school. See Math Requirements in Guide**

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<thead>
<tr>
<th>COURSES</th>
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<th>CREDIT EARNED</th>
<th>Credits Required</th>
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<tbody>
<tr>
<td>9/10 Alg IA or I+S1</td>
<td>Algebra I</td>
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<td></td>
<td></td>
<td>4</td>
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<tr>
<td>10/11 Algebra II +S1</td>
<td>Algebra II</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10/12 Geom A +S1</td>
<td>Geometry</td>
<td></td>
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<tr>
<td>12 Upper /Bridge</td>
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**SCIENCE requires 3 credit hours**

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<tr>
<th>COURSES</th>
<th>GRADE LEVEL 8-12</th>
<th>YEAR</th>
<th>GRADE EARNED</th>
<th>CREDIT EARNED</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Lab Science</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10 Bio IA or I+S1</td>
<td>Biology I, Biology I or Biology I+S2</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>11/12 Chemistry or Physics</td>
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</table>

**SOCIAL STUDIES requires 3 credit hours and PERSONAL FINANCE requires .5 credit**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>GRADE LEVEL 8-12</th>
<th>YEAR</th>
<th>GRADE EARNED</th>
<th>CREDIT EARNED</th>
<th>Credits Required</th>
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<tbody>
<tr>
<td>9 World Geography or</td>
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<td>9 World History</td>
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<tr>
<td>10/11 US History</td>
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<tr>
<td>11/12 US Gov</td>
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<td>3</td>
</tr>
<tr>
<td>11/12 Economics</td>
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<td>.5</td>
</tr>
<tr>
<td>11/12 Personal Finance</td>
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<td>.5</td>
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</table>

**WELLNESS and PHYSICAL EDUCATION 1.5 credit hours**

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<tr>
<th>COURSES</th>
<th>GRADE LEVEL 8-12</th>
<th>YEAR</th>
<th>GRADE EARNED</th>
<th>CREDIT EARNED</th>
<th>Credits Required</th>
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<tbody>
<tr>
<td>9 Wellness</td>
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<td>1</td>
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<tr>
<td>9/12 Physical Ed</td>
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<td>.5</td>
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</table>

**FOREIGN LANGUAGE requires 2 credits in Same Language. FINE ARTS requires 1 credit**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>GRADE LEVEL 8-12</th>
<th>YEAR</th>
<th>GRADE EARNED</th>
<th>CREDIT EARNED</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Foreign Lang I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>11 Foreign Lang II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/12 Fine Arts</td>
<td></td>
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<td></td>
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<td>1</td>
</tr>
</tbody>
</table>

**ELECTIVE FOCUS requires 3 credit hours in one content area in approved areas as follows:**

- CTE Program of Studies, Science & Math, Humanities, Fine Arts, AP/IB, Dual Enrollment, ROTC, PE, College Readiness, Career Readiness

**Elective Focus**

| Elective Focus | | | | | |
|---------------| | | | | |
| Elective Focus | | | | | |
| Elective Focus | | | | | |
| Other Elective | | | | | |

**Total Credits Earned**

<table>
<thead>
<tr>
<th>Reviewed by Case Manager:</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>10th grade:</td>
<td></td>
</tr>
<tr>
<td>11th grade:</td>
<td></td>
</tr>
<tr>
<td>12th grade:</td>
<td></td>
</tr>
</tbody>
</table>

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**22 Credits Minimum Required for graduation.**
Attended three different schools in the 9th grade.

Attended five different schools in the five years he was in high school. His last transfer was at the semester break of his senior year.

Has a high absenteeism rate. Missed 111 days in five years. Attendance has improved his senior year.

Repeated English I twice, Lifetime Wellness twice, Algebra I+S1 three times even though he passed all the course the first time.
When he moved from school to school he wasn't able to enroll in courses he was enrolled in at the previous school. (See schools A and B and from D to E)

Was able to utilize the modified credit option for math courses but not in science because he failed the course at one school and his next school did not offer the “PLUS” or “A/B” option.

His current schedule did not provide him with all the courses he needed for graduation. His transcript at School D only shows 5 courses in 2014-2015. He was enrolled in “Study Hall” when he should have enrolled in English IV. He will have to take it online or in summer school.

He is in danger of failing Spanish II and Business Principles and may need to repeat them in summer school. Students may take two courses in summer school.
Shelby County Schools
Division of Exceptional Children
Vickie Puff, Transition Consulting Teacher

Puffvp@scsk12.org  (901) 416-1312

TN State Board of Education High School Policy - 2.103 Revised 07/27/2012
SBE – High School Transition Policy – FAQ - Revised March 1, 2013

My two favorite quotes

“Be a student of change. It is the only thing that will remain constant.” Anthony D’Angelo

“You never know what a person can do until you give them the opportunity!” Unknown author