

# Louisiana Believes

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**Career Diploma Pathway for  
Students Assessed on the LAA 1**

# LAA 1 Policy Timeline

LAA 1 Policy Component	Question to Consider	Proposed Timeline
Eligibility Criteria	Should IEP teams have flexibility beyond three standard deviations when identifying students as eligible for the LAA 1 assessment?	November SEAP; December BESE
High School Completion	What does a successful high school experience look like for a student assessed on the LAA 1?	January SEAP; April BESE
Accountability	How should we amend the high school accountability formula to recognize achievement for students assessed on the LAA 1?	Summer SEAP and Accountability Commission; Fall BESE

# Career Diploma Pathway for Students Assessed on the LAA 1

## Background

- The Louisiana diploma pathways previously approved by the legislature and BESE require accumulation of Carnegie credits and passage of state exit exams.
- All students must be included in the denominator of the graduation index calculation in the high school accountability formula, however, every option included in the graduation index requires assessment on the regular standards.
- The pathway outlined in this presentation was approved by BESE on April 15, 2015 and allows students who are assessed on the LAA 1 to earn a Career Diploma through an alternate pathway.

## Objectives

- Protect students with the most significant disabilities by ensuring there is an option achievable by students assessed on the alternate standards in the accountability formula
- Recognize the high school achievements of students with significant disabilities and their educators
- Provide for a program that acknowledges the diversity of the student population and allows for the development of individualized programs of study
- Provide for programs that are sensitive to the varying internal and community resources available across the state
- Develop diploma requirements that mirror the traditional career education diploma pathway

# 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 courses<sup>1</sup> or Carnegie credit courses<sup>2</sup>:**

- **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**

<sup>1</sup> The Applied course are being expanded to signify student progress. For example, Applied Math I will expand to Applied Math I, Applied Math II, Applied Math III, and Applied Math IV.

<sup>2</sup> IEP teams should determine the least restrictive environment and most appropriate course content for the students. Students may be enrolled and/or placed in either Carnegie credit courses or applied courses. For example, a student may 1) receive instruction in a regular English course but be enrolled in Applied ELA, 2) be enrolled and receive instruction in a Carnegie credit course, or 3) be enrolled and receive instruction in an applied course.

# Career Diploma Pathway for Students Assessed on the LAA 1

## Component

## Department Recommendation

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

Assessment  
(focus on  
performance  
and/or growth)

# 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)<sup>1</sup> that includes:

- Post-secondary career goals aligned with the student's interests and skills
- 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](#). IGP's should be developed by the special education teachers, in consultation with a counselor, and approved by the IEP team.

Prior to the student exiting the school system, the IEP team must create a detailed plan of action for postsecondary success (Summary of Performance) that meets one of the following (from Act 833):

- Employment in integrated, inclusive work environments, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain employment without direct or continuous educational support from the school district*
- Demonstrated mastery of specific employability skills and self-help skills that indicate that he does not require direct and continuous educational support from the school district*
- 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*

# Sample Course Progression

## COURSE SELECTIONS FOR YOUR CHOSEN PATHWAY

Subjects	Transitional 9 <sup>th</sup> Grade (if applicable)	9th Grade	10th Grade	11th Grade	12th Grade	Graduation Tracker			
						Min Req	Earned	Enrolled	Must Complete
English	N/A	Applied English I	Applied English II*	Applied English III*	Applied English IV*	4			
Mathematics	N/A	Applied Math I	Applied Math II*	Applied Math III*	Applied Math IV*	4			
Science	N/A	Applied Science I	Applied Science II*			2			
Social Science	N/A	Applied Social Studies I	Applied Social Studies II*			2			
Workforce and Career Electives	N/A	Transition: Foundational Skills*	Transition: Foundational Skills*	Transition: Employment	Transition: Employment	7-9			
	N/A	Transition: Employment Sampling	Transition: Employment Sampling	<b>Career Readiness</b>	<b>Workplace Safety</b>				
General Electives (may include Health and PE)	N/A	<b>PE I</b>	<b>PE II/Health</b>	<b>Art</b>	<b>Computer Applications</b>	2-4			
	N/A								
	N/A								
Credit Totals		7	7	5	5	23			

\*Course code to be developed; **BOLD** = Carnegie credit course



# Additional Notes

- Students assessed on LAA 1 who enter high school in 2015-2016 may only earn a Career Diploma through the pathway detailed in this presentation. Students who enter high school in 2014-2015 and before may earn a diploma through this pathway or by meeting the Certificate of Achievement requirements and the transition components from Act 833 on slide 7 (a, b, or c).
  - **Pending BESE and USDOE approval of the accountability policy, only diplomas earned through this pathway will earn accountability points.**
- The Certificate of Achievement will continue to be an exit option for students assessed on alternate assessments. The certificate requirements include attendance and participation components and are not connected to academics.

# Additional Notes

- This diploma pathway does not meet the Federal definition of a standard high school diploma and, therefore, will not terminate services for students who have not reached the age of 22. However, the transition component of the proposal includes the verification of a successful exit plan.
- Students will be able to participate in the administration of the 10<sup>th</sup> grade ELA and Math LAA 1 in 11<sup>th</sup> and 12<sup>th</sup> grade to meet the assessment requirement, if desired.