

Welcome

Region One Guest Password:



Lunch: 11:30am – 1:00pm



Community Guidelines



- Limit side conversations
- Step outside for text, calls, and conversations
- Move anytime, take care of your needs
- Be honest, willing to share, and encourage others to participate

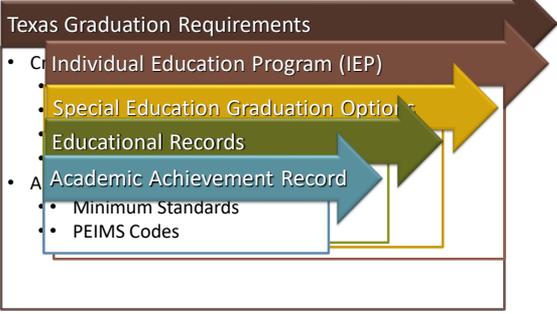


What is the purpose of the 'Leaving a Clear Trail' training?

- To facilitate educators' understanding
 - federal and state requirements for decision-making
 - documentation of a student's high school program in the individual education program (IEP)
 - graduation options
 - other educational records to ensure accurate academic achievement records



Leaving a Clear Trail



IDEA 2004

Purpose of Special Education

“To ensure that all children have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.”

34 CFR §300.1(a)



Minimum High School Plan

Graduation Code	Curriculum	State Assessment	9 th grade enrollment year	Age out School Year
18	Non-modified	Passed/Participated	2001/2002-2013/2014	2020-2021
30	Non-modified	Passed/Participated	2012/2013- 2013/2014	2019/2020, 2020/2021
04	Modified	Full time Employment & Self-help skills CCMR 1 Point	2011-2012 2012-2013 2013-2014	2018-2019 2019-2020 2020-2021
05	Modified	Employability & Self-help Skills CCMR 1 Point		
06	Modified	Access to services		
07	Modified	Reached age 22		



Leaving a Clear Trail Part 1



Texas Graduation Requirements

- **Credit and Curriculum Requirements**
19 TAC §74 
- **Texas Assessment Program Requirements**
19 TAC §101.5 

All students must meet...
credit and curriculum
requirements
AND
assessment requirements

<https://tea.texas.gov/graduation.aspx>

Texas Graduation Requirements

- All students must meet credit and curriculum requirements for their enrolled grade level
- Four graduation programs
 - Foundation High School Program
 - Minimum High School Program (MHSP)
 - Recommended High School Program (RHSP)
 - Distinguished Achievement Program (DAP)

Chapter 74.11 Subchapter B-Graduation Requirements



page 5

Foundation High School Program

A new, more flexible graduation program that allows students to pursue their interests will be in place for all students who enter high school, beginning in the 2014-2015 school year.

The program contains up to four parts:

- A 22-credit foundation program which is the core of the new Texas high school diploma
- Five endorsement* options that allow students to focus on a related series of courses
- A higher performance category called Distinguished Level of Achievement
- Performance Acknowledgments that note outstanding achievement



§74.12 Non-Negotiables FHSP

Page 7

- English I, English II, English III/AP/IB
- Math: Algebra I & Geometry
- Science: Biology/AP/IB
- Social Studies: USH, USG, Economics
- LOTE: same language, substitution [page 27](#)
- PE: disability substitution [page 27](#)



Texas High School Diploma - Steps

Distinguished Level Of Achievement
26 Credits ◊ Algebra II Required ◊ Eligible for Top 10% Automatic Admissions to Texas Public Universities

22 credits for the Foundation High School Program

Requirements of 1 Endorsement
(including 4th credit of Math and Science and 2 additional electives)



Be sure students visit school counselors to learn more about options
Students may earn more than one endorsement.
Adapted from TEA Graduation Toolkit



Endorsements

- For the first time, students will be able to earn one or more endorsements as part of their graduation requirements. Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area.
- Students must select an endorsement in the ninth grade. Districts and charters are not required to offer all endorsements. If only one endorsement is offered, it must be multi-disciplinary studies.
- Students earn an endorsement by completing the curriculum requirements for the endorsement, including 4th credit of math and science and 2 additional elective credits.



Endorsements- §89.1070 (c)

A student receiving special education services may earn an endorsement under §74.13 of this title (relating to Endorsements) if the student:

- (1) satisfactorily completes the requirements for graduation under the Foundation High School Program... as well as the additional credit requirements in mathematics, science, and elective courses... with or without modified curriculum;
- (2) satisfactorily completes the courses required for the endorsement... without any modified curriculum; and
- (3) performs satisfactorily... on the required state assessments.



Endorsement - §89.1070(e)

- In order for a student receiving special education services to use a course to **satisfy both a requirement** under the Foundation High School Program specified in §74.12 of this title and a requirement for an endorsement under §74.13 of this title, **the student must satisfactorily complete the course without any modified curriculum.**



Texas Graduation Requirements



Essential Resources and Guidance

- TEA Guidance on Graduation
<http://tea.texas.gov/graduation.aspx>
 - Graduation Requirements side-by-side
 - Foundation High School Program Endorsement Opt-Out Agreement



§74.1021 Transition to FHSP

Students who entered grade 9 before 2014-2015

- Able to complete curriculum requirements under
 - Foundation HSP
 - Minimum HSP
 - Recommended HSP
 - Distinguished HSP

- At any time prior to graduation or upon request



§74.1025 IGC
SB 463



- Expires September 1, 2019
- Applies to current 2018-2019 Seniors
- Pass 3:5 state assessments to graduate

Page 61-62



Special Education Graduation Options

- Chapter §89.1070 of the Commissioner's Rules defines the graduation options for students receiving special education services
- A student receiving special education services can earn a high school diploma by meeting the **credit requirements, satisfactory performance or participation in state assessments, and for some students meeting IEP requirements.**



Graduation Codes (C062), Chart and Flowchart



Program	Assessment/Requirement	Code	5th grade assessment year	Completion	Notes
Foundation High School Program	Assess/Cumulative Performance	54	2016-2018	Non-Standard Curriculum Requirements, Satisfactory Performance	Students enrolled in the program prior to 2014-2015 and the 5th grade assessment was not taken. See SB 13-001 (2013-2014)
Foundation High School Program	Passed/Participated (prior and subsequent assessment)	55	2016-2018	Non-Standard Curriculum Requirements, Satisfactory Performance	Students enrolled in the program prior to 2014-2015 and the 5th grade assessment was not taken. See SB 13-001 (2013-2014)
Foundation High School Program	Met/Alternative Assessment (C062 - 4.1.1)	56	2016-2018	Standard Curriculum Requirements, Satisfactory Performance	See SB 13-001 (2013-2014)
Foundation High School Program	Standardized Measure of Quality (SMQ) (C062 - 4.1.2)	57	2016-2018	Standard Curriculum Requirements, Satisfactory Performance	See SB 13-001 (2013-2014)
Foundation High School Program	Assess/No Standard	58	2016-2018	Standard Curriculum Requirements, Satisfactory Performance	See SB 13-001 (2013-2014)
Foundation High School Program	Met/Alternative Assessment (C062 - 4.1.1)	59	2016-2018	Standard Curriculum Requirements, Satisfactory Performance	See SB 13-001 (2013-2014)
Foundation High School Program	Met/Alternative Assessment (C062 - 4.1.2)	60	2016-2018	Standard Curriculum Requirements, Satisfactory Performance	See SB 13-001 (2013-2014)
Alternative	Participated/Passed	61	2016-2018	Non-Standard Curriculum	See SB 13-001 (2013-2014)
Alternative	Participated/Passed	62	2016-2018	Non-Standard Curriculum	See SB 13-001 (2013-2014)
Alternative	Participated	63	2016-2018	Non-Standard Curriculum	See SB 13-001 (2013-2014)
Alternative	Met/Alternative Assessment	64	2016-2018	Standard Curriculum	See SB 13-001 (2013-2014)
Alternative	Assess/No Standard	65	2016-2018	Standard Curriculum	See SB 13-001 (2013-2014)
Alternative	Met/Alternative Assessment	66	2016-2018	Standard Curriculum	See SB 13-001 (2013-2014)
Alternative	Met/Alternative Assessment	67	2016-2018	Standard Curriculum	See SB 13-001 (2013-2014)

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§89.1070 (b)(2)(A), (B), (C), (D)
Codes: 54, 55, 56, 57



<p>Code 54:</p> <ul style="list-style-type: none"> Modified curriculum & Completion of IEP Full time employment ARD determines "full time" Self-help skills to maintain employment Passed or Participated in state assessments CCMR 1 point 	<p>Code 55:</p> <ul style="list-style-type: none"> Modified curriculum & Completion of IEP Employability skills Self-help skills to sustain employment Passed or Participated in state assessments CCMR 1 point
<p>Code 56:</p> <ul style="list-style-type: none"> Modified curriculum & Completion of IEP Access to services Passed or Participated in state assessments 	<p>Code 57:</p> <ul style="list-style-type: none"> Modified curriculum & Completion of IEP Reached age 22 Passed or Participated in state assessments



Special Education
Graduation Options



For students entering grade 9 in 2014-2015 school year and thereafter

§89.1070
(c)(1-3)



- Endorsement clarification**
- Pass courses for Foundation with or without modifications, and
 - Pass courses for Endorsements with NO modifications, and
 - Pass the state assessment: STAAR
 - Summary of Performance



Special Education
Graduation Options



For students entering grade 9 in 2014-2015 school year and thereafter

§89.1070
(d)



- Assessment**
- A student receiving special education services
 - failed to achieve satisfactory performance on no more than two of the assessments
 - eligible to receive an endorsement if the student has met the requirements of 89.1070 (c) (1-3)
 - Summary of Performance



Special Education
Graduation Options



§89.1070
(g)(3)



- Students who entered grade 9 PRIOR to 2014-2015.
- Credit and curriculum requirements for MHSP
 - Performs satisfactorily on state assessments
 - Graduation Code 30, 27 or 18
 - Summary of Performance (SOP)



Special Education Graduation Options



Students who entered grade 9 *PRIOR* to 2014-2015.

- Credit and Curriculum requirement for the Minimum HS program
- Received modified curriculum
- ARDC determines that passing the assessment is not required for graduation (participation only).

§89.1070 (g)(4)



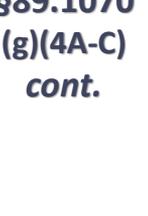
Special Education Graduation Options



Students who entered grade 9 *PRIOR* to 2014-2015.

- AND** meet the following conditions:
- IEP completion
AND
 - Full-time employment (A) **code 04**
OR
 - Specific employability skills (B) **code 05**
OR
 - Access to services (C) **code 06**
- Modified Curriculum

§89.1070 (g)(4A-C) cont.



Special Education Graduation Options



Students who entered grade 9 *PRIOR* to 2014-2015.

- No longer meets age eligibility requirements
- Has completed requirements specified in the IEP and credit requirements
- Participation in state assessments
- Summary of Performance (SOP)

§89.1070 (g) (4-D)



Summary of Performance



§89.1070 (h)



- All students graduating under this section shall be provided with a summary of academic achievement and functional performance
 - Views of the parent and student
 - Written recommendations from adult service agencies
 - An evaluation for students graduating under 89.1070(b)(2) (A), (B), or (C)

Special Education Graduation Options Continuers



§89.1070 (i)



- Students who participate in graduation ceremonies but who are not graduating and who will remain in school to complete their education do not have to be evaluated
- PEIMS code of "1" continuer [page 79-80](#)
- Student receives certificate of attendance-no diploma [page 83-85](#)



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Do Continuers Count Against Graduation Accountability?

- **SB 1867 (2015): page 81**
 - Students who continue to enroll in high school after expected graduation are **excluded from longitudinal rates** calculated for state accountability if they meet certain criteria.
 - Student must:
 - *Be at least 18 years of age by September 1st
 - *Have satisfied credit requirements for high school graduation
 - *Not have completed their IEP
 - *Be enrolled and receiving IEP services
- **§89.1070 (b)(2) or (g)(4)=continue enrollment to meet IEP page 79-80**
 - Students will be removed from the formula to calculate graduation rate
 - Submit IEP-Continuer code: "1"-participant



Special Education Graduation Options

For students entering grade 9 in 2014-2015 school year and thereafter



Resuming Services:

- For students who receive a diploma according to subsection (b)(2)(A),(B) or (C) or (g)(4)(A),(B) or (C) of this section,
- The ARD committee must determine needed educational services upon the request of the student or parent to resume services,
- As long as the student meets the age eligibility requirements.



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Special Education Graduation Options

For students entering grade 9 in 2014-2015 school year and thereafter



Employability & Self Help Skills:

Skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.

You're Hired!



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Hilda entered grade 9 in 2015-16 and is enrolled in 12th grade.
She completed credits for Foundation, passing all EOCs through STAAR Alternate.
All her classes were significantly modified at the prerequisite skill level. She is planning to continue enrollment in school next year to address transition skills in order to meet her postsecondary goals, and will use Voc Rehab for job coaching in the future.

Find the subsection in 89.1070 that tells you:
If an evaluation should be completed now or upon exit.

\$89.1070 (i)
Summary of Performance & Evaluation





Student Scenarios II

Read scenarios for 5 students receiving special education services and select correct graduation code for each student.

- Student 1: Ana
- Student 2: Bianca
- Student 3: Carlos
- Student 4: Danny
- Student 5: Emily

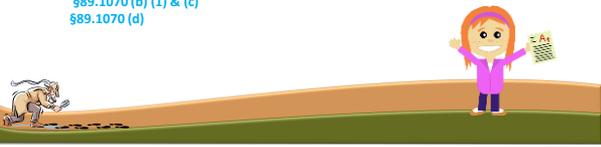


Anna

Anna entered grade 9 in 2015-16 and is enrolled in 12th grade.
She is planning to go to UTRGV to pursue a degree in Nursing. She receives accommodations in all core subjects for a learning disability in reading. She is on track to graduate through Foundation HSP with a Public Service Endorsement and has passed 3:5 EOCs through STAAR.

- What is her graduation code?
- Which graduation option of TAC §89.1070 does she qualify under?
- Which option states she qualifies for an endorsement even though she did not pass all state assessments?

CODE 34
§89.1070 (b) (1) & (c)
§89.1070 (d)



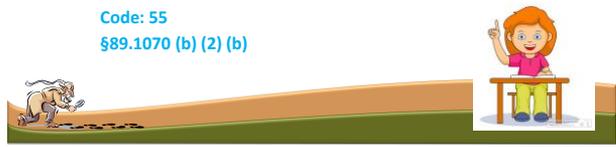
Bianca

Bianca entered grade 9 in 2013-14 and is enrolled in her districts 18+ Program.

She transitioned to Foundation HSP, completed the curriculum requirements and passed all EOCs through STAAR Alternate.
She continues enrollment to address transition skills in order to meet her postsecondary goals, and uses Vocational Rehab Counselors for job coaching. She plans on graduating this school year.

- What will be her graduation code?
- Which option of TAC §89.1070 does she qualify under?

Code: 55
§89.1070 (b) (2) (b)



Carlos

Carlos entered grade 9 in 2011-2012 is enrolled in his high school 18+ program. He took classes under Minimum HSP, completed the curriculum requirements, passed all alternate state assessments, completed his IEP and will be turn 22 in the summer.

- What will be his graduation code?
- Which option of TAC §89.1070 does he qualify under?

Code: 07
§89.1070 (g) (4) (d)



Danny

Danny entered grade 9 in 2015-16 and is enrolled in 12th grade. He is planning to go to TSTC to pursue a certificate in Oil Manufacturing. He receives accommodations in all subjects for a learning disability in math. He is on track to graduate through Foundation HSP. Danny has signed the Endorsement Opt-Out Agreement and has passed 2:5 EOCs assessments.

- What will be his graduation code?
- Which graduation option of TAC §89.1070 does he qualify under?
- Is Danny eligible to return for educational services? Why or Why not?

CODE 35
§89.1070 (b) (1)
No



Emily

Emily entered grade 9 in 2014-15 and is enrolled in her districts 18+ program. She has taken core modified classes and took non-modified & modified courses in Culinary Arts. She has met credit and assessment requirements and will continue enrollment to meet her IEP for employability and self-help skills. She will participate in her graduation ceremony with her graduating class.

- Does she require a graduation code?
- Upon graduation, will she receive a Business & Industry Endorsement?

NO, but "01" continuer needs to be reported
No endorsement §89.1070 (c)(2)



Table Discussion



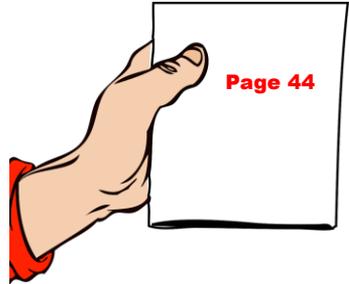
§89.1047
Foster Parents & Special Education

- A foster parent may act as a parent of a child with a disability
 - LEA must ensure foster parent has received training before the student’s next ARD
- If a school district denies a foster parent the right to serve as a parent
 - A written notice must be sent explaining why the foster parent is being denied

page 43



§89.1049
Parental Rights Regarding Adult Students



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Texas Graduation Requirements

Texas Assessment Program Requirements
19 TAC §101.5

55



Texas Assessment Program Requirements for ALL students

- All students are required to participate in the state assessments administered at the student’s enrolled grade level

19 TAC §101.5

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Special Education Participation in Statewide Assessments



- All students must participate
- All students are tested based on enrolled grade-level standards
- Assessment decisions must be based on curriculum and instruction

IEP = Instruction = Assessment



Special Education State Assessment Options



Federal Requirements for the Assessment of Students with Disabilities	State Assessment Options for...	
	Students in grades 10–12 in 2011–2012	Students in grades 3–8 and entering grade 9 in 2011–12
General assessment (with or without accommodations)	TAKS; TAKS (Accommodated online only)	STAAR™ (Paper and Online) Online assessment will have embedded and requested accommodations
Alternate assessment based on alternate academic achievement standards	STAAR™ Alternate (2)	



STAAR End-of-Course (EOC)

page 87-90

English	Math	Science	Social Studies
English I 03220107	Algebra I 03100507	Biology 03010207	U.S. History 03340107
English II 03220107			
<i>EOC tested courses and have the 07 service ID for Alternate Curriculum</i>			



§101.3022

Assessment Requirement

(f) (2)

- If a student who passes an Alternate EOC and is dismissed from a special education program is not required to take and achieve satisfactory performance on general EOC assessment to graduate
- If a student participated in the EOC assessment is dismissed from special education services they are not required to retake and achieve satisfactory performance on the EOC assessments but must achieve satisfactory performance on any remaining EOC assessments.

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Content of the IEP



- | | |
|---|---|
| <ul style="list-style-type: none"> • Transition assessments • Present levels of academic and functional performance (PLAAFP) • Measurable post-secondary goals • Measurable annual goals • Progress monitoring and reporting | <ul style="list-style-type: none"> • Special education, related services, supplementary aids and services • Transition services • Course of study • Participation with non-disabled peers • Accommodations on state/district assessments |
|---|---|

34 CFR §300.320

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Instructional Accommodations

Change **HOW** content is taught, made **accessible, and/or assessed**

- Changes to instructional materials, procedures, or techniques that allow a student with disabilities to participate in grade-level/course instruction and testing
- Are intended to reduce or even eliminate the effects of student's disability but do not reduce learning expectations
- Should be used **routinely, independently, and effectively** by the student



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Modified Curriculum

Change **WHAT** is taught or assessed

- Practices and procedures that change the nature of the task or target skill
- Instruction is based on grade level content with changes to student expectations
 - The range of content to be mastered
 - Depth or complexity of understanding
 - Prerequisite skills



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IEP Resources



- The Legal Framework for the Child Centered Special Education Process
<http://framework.esc18.net>
 – A Guide to the ARD Process
- State Guidance: Individualized Education Program (IEP) Annual Goal Development
http://www.esc20.net/default.aspx?name=ci_se.agc.Home
- A Seven-step Process to Creating Standard-based IEPs
<http://www.nasdse.org/Portals/0/SevenStepProcessstoCreatingStandards-basedIEPs.pdf>



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Sample page 93

Course of Study (4/6 year plan)



Student:		Date:		Revised:	
District/campus:		Year entered 9 th grade		Expected graduation (mm/yy)	
Post-high school plans			Graduation program		State Assessment
<input type="checkbox"/> Technical training	<input type="checkbox"/> Employment	<input type="checkbox"/> Foundation	<input type="checkbox"/> Minimum		<input type="checkbox"/> TAKS
<input type="checkbox"/> Two year college	<input type="checkbox"/> Military	<input type="checkbox"/> Recommended	<input type="checkbox"/> Distinguished		<input type="checkbox"/> STAAR EOC
<input type="checkbox"/> Four year college	<input type="checkbox"/> Other				
Grade 9 (year ___)	Credits	Grade 10 (year ___)	Credits		
Grade 11 (year ___)	Credits	Grade 12 (year ___)	Credits		
* Modified content	# Articulated	+ Dual credit	~ Other credit		
CTE Career Clusters					



Texas Student Data System- PEIMS Data Standards Type Codes



- CO22 Table-Service-ID Codes **page 87**
 - State Codes, Innovative Codes, Local Codes
 - Page 29:323
- CO62 Table – Graduation Type Codes **page 47**
 - Graduation program
 - Special education graduation option
 - Page 109:323
- CO88 IEP Continuer Code **page 79**
 - Page 116:323
- C214-Industry-Certification-Licensure Codes
 - Page 201:323

2019-2019
Texas Education Data Standards
(TEDS)

Section 4
Description of Codes
Final Addendum Version 2019.2.1
August 1, 2019

<https://www.texasstudentdatasystem.org/>



Innovative Courses

page 97-107

- **General Employability Skills: N1270153**
 - Special Education Certificate or CTE Certificate
 - 1 credit
- **Methodology of Academic and Personal Success: N1130021**
 - Special Education Certificate or Gen. Ed. Certificate
 - 1 credit
- **Making Connections I-IV: N1290332-N1290335**
 - Special Education Certificate
 - .05 credits



How to Choose a Course Code

- **Created by Elizabeth Danner Region 13**

<https://spark.adobe.com/video/0d43PjkwH94e>



Coherent sequence of courses

Courses are designed to provide students with coherent and rigorous content.



CTE contact hour funding 2018-2019 SAAH

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Each CTE course must be taught by a qualified/certified teacher with the exception of:

- an open-enrollment charter school
- to a district of innovation

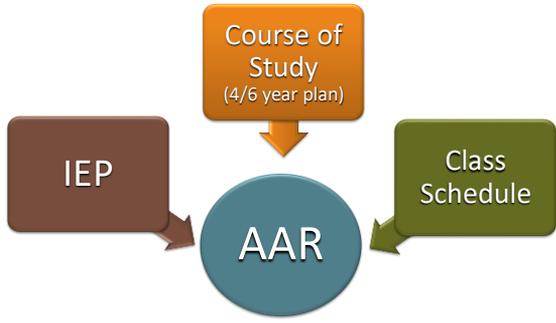


Table Discussion



Leaving a Clear Trail Part 2

Education Records

Academic Achievement
Record (AAR)



Education Records

- Transcripts
- Confidentiality



Definitions: Transcripts



- **Transcripts** are the permanent record of a student's high school program and are generally intended to inform postsecondary institutions or prospective employers of a student's academic credentials and achievements
- In Texas, transcripts are referred to as the AAR



§74.5 Transcript

- Clearly indicated on the AAR
 - Endorsement
 - Performance Acknowledgment
 - Distinguished Level of Achievement
 - Demonstration of speech
 - CPR instruction [page 76](#)
 - Instruction on proper interaction with peace officer [page 77](#)
 - Completing a dual language immersion program at an elementary school (FHSP)



Academic Achievement Record (AAR)

- 2012 Minimum Standards for the Academic Achievement Record
 - State requirements for recording on the AAR individual student accomplishments, achievements, and courses taken to meet the requirements for graduation
 - <http://www.tea.state.tx.us/index2.aspx?id=5974>
 - PEIMS Data Standards
https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/



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Academic Achievement Record (AAR)



- 1.4 Diploma and Certificate of Completion
- 1.5 Seals to Indicate Completion of Graduation Programs [page 113,129](#)
- 1.7 Course Numbers and Titles [pages 114-115](#)
- 1.10 Corrections [page 117](#)
- 1.13 Student Data [page 119](#)
- 1.14 Restrictions Regarding Student Data [page 120](#)
- 1.16 Special Explanation Codes [page 123](#)

<http://www.tea.state.tx.us/index2.aspx?id=5974>



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Course Substitutions

Current

- Effective July 2014
- Amended August 2017
- TAC §74.12
- To allow students to substitute different gen. ed. Courses for LOTE/PE
 - Uses CO22 Service ID code
 - **05** service ID code no longer available (2016-2017)
 - **07** service ID code (alternate EOC 's/content)
 - **8x** code for any local credit

Before

- Prior to August 2011
- TAC §89.1070
- **Was** allowed for students with disabilities to substitute a special education course for graduation credit
- **Used "9" code:** No longer allowable

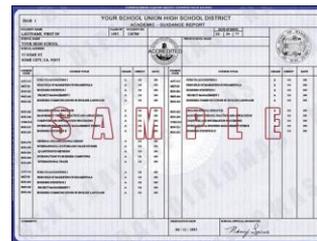


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Sample Transcripts

- Review Transcripts
- Look for errors (if any)
- Group discussion



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Education Records



Essential Resources and Guidance

- US Department of Education, Office for Civil Rights
 - OCR Questions and Answers, 2008
 - <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-qa-20081017.html>

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Confidentiality FERPA



Family Educational Rights and Privacy Act of 1974

- Protects privacy of educational records, including report cards and transcripts
- Rights of parent/adult student to
 - Inspect and review records
 - Request corrections to records
 - Release information from records

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US Department of Education FERPA Guidance
<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>



Confidentiality IDEA 2004



“Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.”

§300.623(a)



Table Discussion





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**CCMR: Graduate with Completed IEP
and Workforce Readiness**
Graduate Code Type: 04, 05, 54 or 55



Foundation High School Program Graduation Requirements

For students entering grade 9 in 2014-2015 school year and thereafter

- **TAC §89.1070 (b)(2) (A),(B),(C),(D)**
 - **Meet the requirements of the Foundation High School Program, participated in state assessments or met state assessment, and completed IEP requirements**
 - AND**
 - **(A) Full-time employment & self-help skills Code 54= 1 point**
 - OR**
 - **(B) Specific employability skills & self-help skills Code 55= 1 point**
 - OR**
 - **(C) Access to services Code 56**
 - OR**
 - **(D) No longer meets age eligibility Code 57**
 - **Modified Curriculum**



§89.1070 (b)(2)(A), (B) Codes: 54, 55

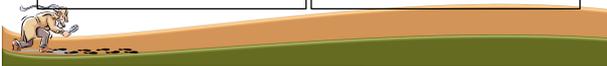


Code 54:

- Modified curriculum & Completion of IEP
- Full time employment
- ARD determines "full time"
- Self-help skills to maintain employment
- Passed or Participated in state assessments
- CCMR 1 point

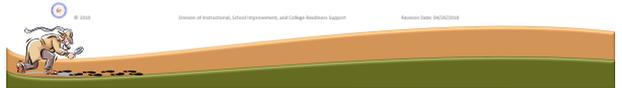
Code 55:

- Modified curriculum & Completion of IEP
- Employment skills
- Self-help skills to sustain employment
- Passed or Participated in state assessments
- CCMR 1 point



HB22 Domain I – Student Achievement College, Career, and Military Readiness (CCMR) Score Computation Worksheet

CCMR Component	CCMR Indicator	Student Participation Data	Score		Data Sources
			Data Collected Prior to 2017-2018	Score Collected Beginning 2017-2018	
College Career	1. Meet criteria (a), (b) or (c) or (d) or (e) or (f) or (g) or (h) or (i) or (j) or (k) or (l) or (m) or (n) or (o) or (p) or (q) or (r) or (s) or (t) or (u) or (v) or (w) or (x) or (y) or (z)		✓		College Board student records provided to high school advanced academic contact
	2. Meet reading criteria for one of these: SAT, ACT, TSA, or College Prep course in English Language Arts offered by a partnership between a district and higher education institution as required from (B)		✓		2018 College & Career Readiness Student Listing Access by district Texas Education Agency Secure Environment (SEAE) contact
	3. Earn 3 hours of Dual Credit (ELA/Mathematics) or 9 hours in any subject (including noncredit)		✓		College Prep Courses 17-18 PERMS Summer 4343 Course Completion records
	4. Earn an associate's degree	2017-2018 Graduates	✓		18-19 PERMS Fall 4000 Student records
	5. Successfully complete an (2)(B)(2)(a) course		✓		17-18 PERMS Summer 4343 Course Completion records
Career Ready	6. Earn industry certification			✓	18-19 PERMS Fall 4811 Student Occupation records
	7. Graduate with completed EF and Workforce Readiness (State code type 04, 05, 54, or 55)		✓		18-19 PERMS Fall 4000 School Leaver records
	8. CTE coherent sequence CTE = 2 graduates who complete and receive credit for at least one industry-based certification aligned CTE course earn one full point		✓		18-19 PERMS Summer 4811 Student Program records 4243 Course Completion records
Military	9. Enlist in the United States Armed Forces			✓	18-19 PERMS Fall 4000 School Leaver records



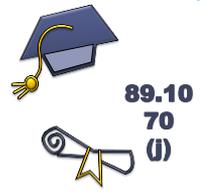
Full Time Employment



- ARD Committee determines "Full time" status for individual with a disability based on student's abilities.

Special Education Graduation Options

For students entering grade 9 in 2014-2015 school year and thereafter



Employability & Self Help Skills:
Employability and self-help skills referenced under subsection (b) (g) (2) of this section are:

Those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.



College, Career and Military Readiness
Indicator 8: IEP and Workforce Readiness

Programs	Passed/Participated in State Assessments	Code	901 grade enrollment year	Curriculum
Foundation High School Program TAC 89.1070 (a)(2)(A), (c) (1)(2)(1), (i)	*Full-Time Employment Passed/Participated CC, or AL 2	54	2014 Thereafter	Modified Curriculum Requirements Completion of EP
Minimum: TAC 89.1070 (a)(2)(B), (i)	*Full-Time Employment	04	2001-2002; 2013-2014	Alternate/Modified Curriculum AL Assessment

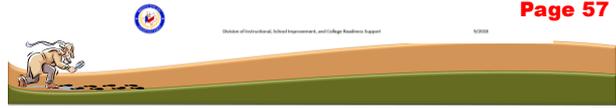
Questions to Consider:
 1. Is the student currently employed? If yes, where and for how long?
 2. Is the student successful in this job? How do you know?
 3. What job goal or career has the student held during high school?
 4. What courses has the student completed that have prepared them with the employment skills and instruction in self-help skills necessary to obtain or retain job?
 5. Is demonstration of employment with sufficient self-help skills to maintain employment indicated on the student's IEP and aligned to their post-secondary goals?

Programs	Passed/Participated in State Assessments	Code	901 grade enrollment year	Curriculum
Foundation High School Program TAC 89.1070 (a)(2)(B), (c) (1)(2)(1), (i)	*Demonstrated Mastery of Specific Employment and Self-Help Skills Passed/Participated CC or AL 2	55	2014 Thereafter	Modified Curriculum Requirements Completion of EP
Minimum: TAC 89.1070 (a)(2)(B), (i)	*Employability and Self-Help Skills	09	2001-2002; 2013-2014	Alternate/Modified Curriculum AL Assessment

Questions to Consider:
 1. Is the student currently employed?
 2. Since the student is not employed, what courses has the student completed that have prepared them with employment skills and instruction for self-help skills that the student needs to be successful in a job?
 3. What the student successful in these courses?
 4. Who will the student contact once they graduate to access support to become competitively employed?
 5. Does the student's IEP indicate demonstration of mastery of specific employment and self-help skills?
 6. Are the student's post-secondary goals aligned to the student's employment skills and self-help skills?

Postsecondary Goals & Annual IEP Goals

Postsecondary Goals-Employment	Annual IEP Goal-vocational
<p>Employment: After graduation from college, Cindy will become an early childhood teacher in the public schools in her community.</p>	<p>At the end of 36 instructional weeks, given 2 job shadowing experiences, one in early childhood education and one in elementary education, Cindy will identify 3-5 likes and dislikes of each setting on a job interest survey.</p>



Post-Secondary Goals– Annual IEP Goals

Postsecondary Goal: Employment	IEP Annual Goals - Functional
<p>Upon graduation, Roland will obtain a job in the work study program at Poplar Community College.</p> 	<p>During the instructional school year, using an academic planner to record assignments when directed by classroom teachers, Roland will complete planner entries in core content areas correctly and on time in 3 out of 5 class periods.</p>



Frequently Asked Questions

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Statewide Leadership
Fort Worth, Texas
www.esc11.net



Thank You



Noelia C. Perez
Transition/DHH Specialist
Region One ESC
noperez@esc1.net
(956)984-6164

