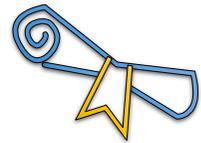




# CCMR: Graduation Codes And Graduation Requirements



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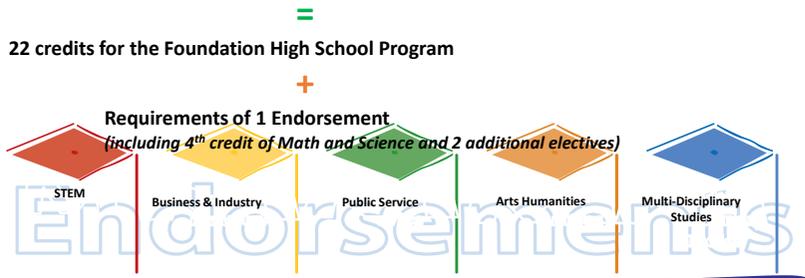
## Texas Graduation Requirements

- 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)

# Texas High School Diploma - Steps

## Distinguished Level Of Achievement

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



Be sure students visit school counselors to learn more about options  
Students may earn more than one endorsement.

Adapted from TEA Graduation Toolkit

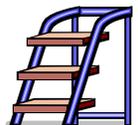


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## Instructional Accommodations



- 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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## 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.**



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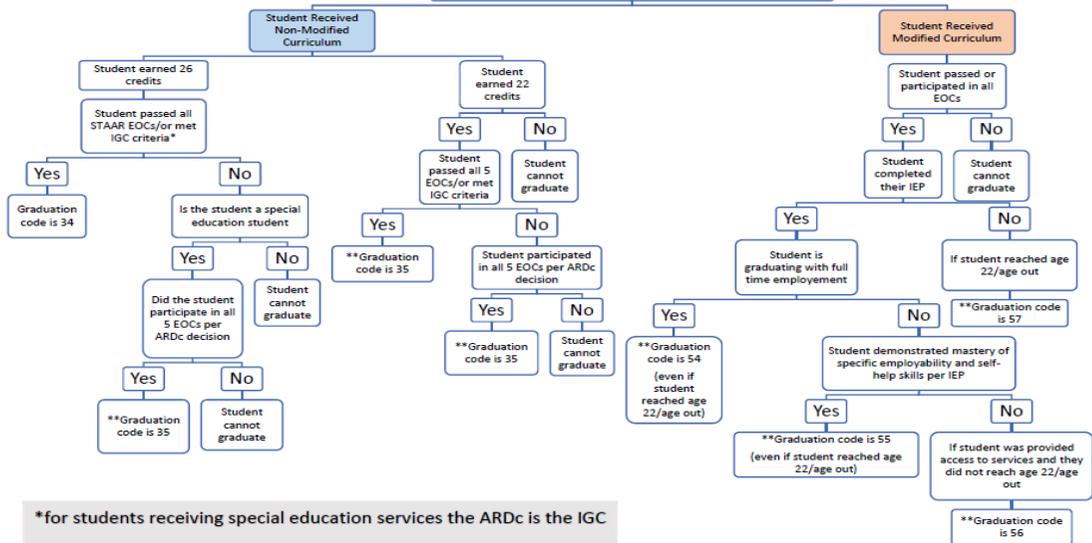
Special Education Graduation Codes  
Region One Education Service Center

Programs	Passed/Participated in State Assessments	Code	9th grade enrollment year	Curriculum	Notes
Foundation High School Program	Passed/Satisfactory Performance	34	2014-thereafter	Non-Modified Curriculum Requirements, With/Without Accommodations	Students enrolled as freshman prior to 2014-2015 and thereafter can opt to graduate under FHSP under TAC §74.1021 TAC §89.1070 (b)(1), (c)
Foundation High School Program	Passed/Participated (did not meet assessment requirement)	35	2014-thereafter	Non-Modified Curriculum Requirements, With/Without Accommodations, Minimum Curriculum	Students enrolled as freshman prior to 2014-2015 and thereafter can opt to graduate under FHSP under TAC §74.1021 TAC §89.1070 (b)(1)
Foundation High School Program	Full -Time Employment Pass/Participated EOC or ALT 2	54	2014-Thereafter	Modified Curriculum Requirements, Completion of IEP, ALT Assessment-no Endorsement, EOC- endorsement/DLA possible	TAC 89.1070 (b)(2)(A), (c) (1)(2)(3)
Foundation High School Program	Demonstrated Mastery of Specific Employability and Self-Help Skills Pass/Participated EOC or ALT 2	55	2014-Thereafter	Modified Curriculum Requirements, Completion of IEP, ALT Assessment-no endorsement, EOC- endorsement/DLA possible	TAC 89.1070 (b)(2)(B), (c) (1)(2)(3)
Foundation High School Program	Access to Services Pass/Participated EOC or ALT 2	56	2014-Thereafter	Modified Curriculum Requirements, Completion of IEP, ALT Assessment-no endorsement, EOC- endorsement/DLA possible	TAC 89.1070 (b)(2), (c) (1)(2)(3)
Foundation High School Program	Reached age 22/Aged out ALT 2	57	2014-Thereafter	Modified Curriculum Requirements	TAC 89.1070 (b)(2)(D)
Minimum	Participated/Passed	30	2012-2014	non-modified curriculum	TAC Chp. 74.72
Minimum	Participated/Passed	27	2007-2012	non-modified curriculum	TAC Chp. 74.62
Minimum	Participated	18	2001-2014	non-modified curriculum	TAC 89.1070 (f)(2)
Minimum	Full -Time Employment	04	2001-2014	Alternate/Modified Curriculum	TAC 89.1070 (g)(4)(A)
Minimum	Employability and Self-Help skills	05	2001-2014	Alternate/Modified Curriculum	TAC 89.1070 (g)(4)(B)
Minimum	Access to Services	06	2001-2014	Alternate/Modified Curriculum	TAC 89.1070 (g)(4)(C)
Minimum	Reached age 22/Aged out	07	2001-2014	Alternate/Modified Curriculum	TAC 89.1070 (g)(4)(D)



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Graduation Codes Flowchart



\*for students receiving special education services the ARDc is the IGC

\*\* for students receiving special education services only



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# Foundation High School Program Graduation Requirements

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

## • TAC 89.1070 (b)(1)



- Completes the requirements of the Foundation High School Program
- Performs satisfactorily on the state assessments; **Code 34**
- ARD committee determines satisfactory performance on the state assessments is not necessary for graduation; **Code 35**
- **Non-Modified curriculum**



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89.1070  
(b)(1)  
Code 34 & 35

### Code 34:

- FHSP
- Completed curriculum requirements
- Non-modified curriculum
- Performed **satisfactorily** on state assessments
- General education and students receiving special education services

### Code 35:

- FHSP
- Completed minimum curriculum requirements
- Non-modified curriculum
- **Participated** in state assessments
- Students receiving special education and related services

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

Domain I CCMR Component: August 2019 A-F District/Campus Accountability					
CCMR Component	CCMR Indicator	Student Participation Data	Data Collected Prior to 2017-2018	New Data Collected Beginning 2017-2018	Data Sources
College Ready	1. Meet criteria a. 3 on AP exam any subject <b>or</b> b. 4 on IB exam any subject	2017-2018 Graduates	√		College Board student records provided to high school advanced academic contact
	2. Meet Reading TSI criteria for one of these: SAT, ACT, TSIA, or College Prep (course in English Language Arts offered by a partnership between a district and higher education institution as required from HBS) <b>And</b> Meet Mathematics TSI criteria for one of these: SAT, ACT, TSIA or College Prep (course in Mathematics offered by a partnership between a district and higher education institution as required from HBS)		√		2018 College & Career Readiness Student Listing Access by district Texas Education Agency Secure Environment (TEASE) contact College Prep Courses: 17-18 PEIMS Summer 43415 Course Completion records
	3. Earn 3 hours of Dual Credit (ELA/Mathematics) <b>or</b> 9 hours in any subject (including technical)		√		17-18 PEIMS Summer 43415 Course Completion records
	4. Earn an associate's degree			√	18-19 PEIMS Fall 40100 Student records
	5. Successfully complete an <del>online</del> course			√	17-18 PEIMS Summer 43415 Course Completion records
Career Ready	6. <a href="#">Earn industry certification</a>			√	18-19 PEIMS Fall 48011 Student Graduation records
	7. Graduate with Completed IEP and Workforce Readiness (Grad code type: 04, 05, 54, or 55)		√		18-19 PEIMS Fall 40203 School Leaver records
	8. CTE coherent sequence CTE = 2 graduates who complete and receive credit for at least one <a href="#">industry-based certification aligned CTE course</a> earn one-half point		√		17-18 PEIMS Summer 40110 - Student Program records 43415 Course Completion records
Military Ready	9. Enlist in the United States Armed Forces			√	18-19 PEIMS Fall 40203 School Leaver records
CCMR Participation % = (Number of Students/Points) Accomplishing <b>at Least One</b> CCMR Indicator / (Annual Graduates)					
CCMR Score = (CCMR Participation %) x (.40)					



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Division of Instructional, School Improvement, and College Readiness Support

Revision Date: 04/26/2018

## Foundations High School Program Graduation Options-Endorsements

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



**89.1070**  
**(c)(1-3)**



### **Endorsement clarification**

1. Completes credit requirements for Foundation HSP including additional courses in math, science and elective with or without modifications,  
**and**
2. Satisfactorily completes courses for Endorsements without any modified curriculum,  
**and**
3. Performs satisfactorily on state assessment



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## Special Education Graduation Options Modified Endorsement Curriculum



- Student receiving special education services
- Using a course to satisfy BOTH requirement under FHSP and requirement for an endorsement
- Must satisfactorily complete the course without any modified curriculum

\*\*\*modified course (within endorsement) = no endorsement\*\*\*



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### SB 463

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



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## 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**



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



## 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
- Employability skills
- Self-help skills to sustain employment
- Passed or Participated in state assessments
- CCMR 1 point

## Code 56:

- Modified curriculum & Completion of IEP
- Access to services
- Passed or Participated in state assessments

## Code 57:

- Modified curriculum & Completion of IEP
- Reached age 22
- Passed or Participated in state assessments



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## Full Time Employment



- ARD Committee determines “Full time” status for individual with a disability based on student’s abilities.



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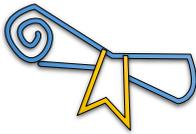
# Special Education Graduation Options

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



**89.1070**

**(j)**



## **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.



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

Programs	Passed/Participated in State Assessments	Code	9th grade enrollment year	Curriculum
Foundation High School Program TAC 89.1070 (b)(2)(A), (c) (1)(2)(3), (j)	*Full-Time Employment Pass/Participated EOC or ALT 2	54	2014-Thereafter	Modified Curriculum Requirements Completion of IEP ALT Assessment-No Endorsement EOC- endorsement/DLA possible
Minimum TAC 89.1070 (g)(4)(A), (j)	*Full-Time Employment	04	2001-2002-2013-2014	Alternate/Modified Curriculum ALT Assessment
<b>Questions to Consider:</b> 1. Is the student currently employed? If so, where and for how long? 2. Is the student successful in this job? How do you know? 3. What jobs (paid or unpaid) 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?				
Foundation High School Program TAC 89.1070 (b)(2)(B), (c) (1)(2)(3), (j)	*Demonstrated Mastery of Specific Employability and Self-Help Skills Pass/Participated EOC or ALT 2	55	2014-Thereafter	Modified Curriculum Requirements Completion of IEP ALT Assessment-no endorsement EOC- endorsement/DLA possible
Minimum TAC 89.1070 (g)(4)(B), (j)	*Employability and Self-Help Skills	05	2001-2002-2013-2014	Alternate/Modified Curriculum ALT Assessment
<b>Questions to Consider:</b> 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 students needs to be successful in a job? 3. Was 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 employability and self-help skills? 6. Are the student's post-secondary goals aligned to the student's employability skills, and self-help skills?				

\*89.1070 (j) Employability and self help skills referenced under subsections (b)(2) and (g)(4) are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment



Division of Instructional, School Improvement, and College Readiness Support

9/2018



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## 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>



## Postsecondary Goals & Annual IEP Goals

Postsecondary Goals-Employment	Annual IEP Goal-vocational
<p><u>Employment:</u> After graduation from college, Janie 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, Janie will identify 3:5 likes and dislikes of each setting on a job interest survey.</p>



## Postsecondary Goals and Annual IEP Goals

Postsecondary Goals	Annual IEP Goal
<p><u>Employment:</u> Upon completion of high school, Cindy will be a self-employed welder.</p> 	<p>At the end of 36 instructional weeks, given explicit instruction on entrepreneurial traits and behaviors, applying problem-solving skills, Cindy will list 4:5 personal traits/behaviors associated with successful entrepreneurial performance.</p>



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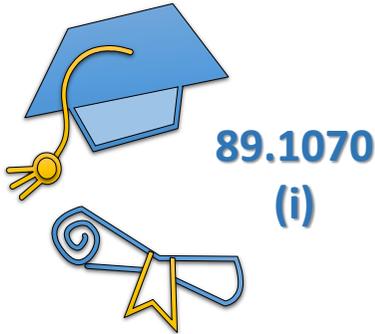
## Minimum High School Plan

Graduation Code	Curriculum	State Assessment	9 <sup>th</sup> grade enrollment year	Age out School Year
18	Non-modified	Passed/Participated	2011/2012, 2012-2013, 2013/2014	2018/2019, 2019/2020, 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		



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## Special Education Graduation Options Continuers



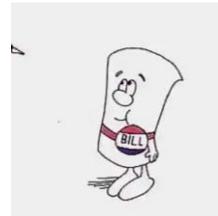
- Students who participate in graduation ceremonies but who are not graduating and who will remain in school to complete their education do not have to be evaluated
- PEIMS code of “1” continuer
- Student receives certificate of attendance-no diploma



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## Do Continuers Count Against Graduation Accountability?

- SB 1867 (2015):
  - 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
  - Students will be removed from the formula to calculate graduation rate
  - Submit IEP-Continuer code: “1”-participant



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## 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





## Quick Reminders/Recap



- Does the student have a modified curriculum?
- Does the student's IEP indicate Self-Help Skills to retain and maintain job?
- Does the student's IEP indicate Employed or Employability Skills?
- Does the student's post-secondary goals align to the student's IEP?
- Goal: Ensure success for employment!



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Job Offer of a life time!

<https://youtu.be/uftkRErGuHU>



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## TAC §74.38 Instruction in Cardiopulmonary Resuscitation (CPR)

- (a) A school district or an open-enrollment charter school shall provide instruction to students in Grades 7-12 in cardiopulmonary resuscitation (CPR). The instruction:
- (1) may be provided as a part of any course; and
  - (2) must be provided to each student at least once before graduation from high school.
- (b) CPR instruction must include training that has been developed:
- (1) by the American Heart Association or the American Red Cross; or
  - (2) using nationally recognized, evidence-based guidelines for emergency cardiovascular care and incorporating psychomotor skills to support the instruction.



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## TAC §74.38

### Instruction in Cardiopulmonary Resuscitation (CPR)

- (c) A school district or an open-enrollment charter school may use:
- emergency medical technicians
  - paramedics
  - police officers
  - firefighters
  - representatives of the American Heart Association or the American Red Cross
  - teachers, other school employees, or other similarly qualified individuals to provide CPR instruction Except as specified in subsection (d) of this section, an instructor of this training is not required to be certified in CPR.



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## TAC §74.38

### Instruction in Cardiopulmonary Resuscitation (CPR)

- (d) Instruction is not required to result in certification by a student in CPR. If it is intended to result in certification in CPR, the course instructor must be authorized to provide the instruction by the American Heart Association, the American Red Cross or a similar nationally recognized association
- (e) A school district or an open-enrollment charter school may waive the requirement under this section for a student, who due to a disability, is unable to complete the requirement. The determination regarding a student's ability to complete the CPR requirement will be made by:
- (1) the student's ARD committee if the student receives special education services under the Texas Education Code (TEC), Chapter 29, Subchapter A; or
  - (2) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, §794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973.



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## TAC §74.38

### Instruction in Cardiopulmonary Resuscitation (CPR)

(f) This section applies to any student who entered Grade 7 in the 2010-2011 school year and thereafter.

#### TAC 74.5 Academic Achievement Record (Transcript)

(j) A student who completes the required instruction in cardiopulmonary resuscitation (CPR) as specified in §74.38 of this title (relating to Requirements for Instruction in Cardiopulmonary Resuscitation (CPR)) in Grade 9, 10, 11, or 12 shall have completion of the CPR instruction clearly indicated on the academic achievement record.



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## TAC §74.38

### Instruction in Cardiopulmonary Resuscitation (CPR)

2018-2019 TREx version 4.7 Data Standards  
Section 2 – TREx Data Element Descriptions

Common Name		XML Name	Complex Type
CPR-Instruction-Met-Date		CPRMetDate	AcademicStatusType
Definition			
CPR-INSTRUCTION MET-DATE is the date (month and year) the student completed the CPR instruction required by TEC 28.0023.			
A school district or an open-enrollment charter school must provide instruction to students in grades 7, 8, 9, 10, 11, or 12 in cardiopulmonary resuscitation (CPR) (19 TAC §74.38). The completion of CPR instruction must be entered in the student record, regardless of the grade level in which the instruction was completed. Additionally, a student who completes the required CPR instruction in Grade 9, 10, 11, or 12 shall have the completion of the instruction clearly indicated on the academic achievement record (TAC §74.5).			
Special Instructions			
None.			
Data Specifications			
Element ID	Code Table ID	Required?	Domain of Values
TE122		No	yyyy = 1957-2052 mm = 01-12
Applicable Record	Length	Type	Pattern
Student Record AAR-Transcript	7	DATE	yyyy-mm



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## TAC §74.39

### Instruction on Proper Interaction with Peace Officers

(a) A school district or open-enrollment charter school shall provide instruction in one or more courses to students in Grades 9-12 on proper interaction with peace officers during traffic stops and other in-person encounters. The required instruction:

- (1) may be provided as a part of any course or courses; and
- (2) must be provided to each student at least once before graduation from high school.



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## TAC §74.39

### Instruction on Proper Interaction with Peace Officers

(b) The instruction must include all of the following information:

- (1) the role of law enforcement and the duties and responsibilities of peace officers;
- (2) a person's rights concerning interactions with peace officers;
- (3) proper behavior for civilians and peace officers during interactions;
- (4) laws regarding questioning and detention by peace officers, including any law requiring a person to present proof of identity to a peace officer, and the consequences for a person's or officer's failure to comply with those laws; and
- (5) how and where to file a complaint against or a compliment on behalf of a peace officer.



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## TAC §74.39

### Instruction on Proper Interaction with Peace Officers

(c) A school district or open-enrollment charter school shall use materials developed through a memorandum of understanding among the Texas Commission on Law Enforcement, the State Board of Education, and the Texas Education Agency.

(d) A school district or open-enrollment charter school may tailor the instruction developed under this section as appropriate for the district's or school's community. In tailoring the instruction, the district or school shall solicit input from local law enforcement agencies, driver training schools, and the community.



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## TAC §74.39

## Instruction on Proper Interaction with Peace Officers

(e) In accordance with §74.5 of this title (relating to Academic Achievement Record (Transcript)), a school district or an open-enrollment charter school shall clearly indicate on the transcript or academic achievement record the year in which the instruction was provided to the student.

(f) This section applies to any student who enters Grade 9 in the 2018-2019 school year and thereafter.

**Resources:**

<https://www.texasgateway.org/resource/flashing-lights-senate-bill-30>

**Instructor's Guide:**

<https://www.texasgateway.org/sites/default/files/resources/documents/Community%20Safety%20Education%20Act%20Resources.pdf>



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## TAC §74.39

## Instruction on Proper Interaction with Peace Officers

2018-2019 TREx version 4.7 Data Standards  
Section 2 – TREx Data Element Descriptions

Common Name		XML Name	Complex Type
Peace-Officer-Interaction-Instruction-Met-Date		POIIMetDate	AcademicStatusType
<b>Definition</b>			
PEACE-OFFICER-INTERACTION-INSTRUCTION-MET DATE is the <b>date (month and year) the student completed the instruction</b> regarding appropriate interactions with peace officers required under TEC 28.025(b-20). A student who has completed the required instruction on proper interactions with peace officers as a part of the required curriculum for students in grade levels 9-12 shall have the completion of the instruction clearly <b>indicated on the academic achievement record</b> (TAC §74.5).			
<b>Special Instructions</b>			
None.			
<b>Data Specifications</b>			
Element ID	Code Table ID	Required?	Domain of Values
TE123		No	yyyy = 1957-2052 mm = 01-12
Applicable Record	Length	Type	Pattern
Student Record AAR-Transcript	7	DATE	yyyy-mm



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# Thank You



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