Leaving a Clear Trail: Special Education Graduation

AAR
Education Records
SpEd Graduation
IEP
Texas Graduation

Texas Secondary Transition/ Post-School Results Network

Welcome

Region One Guest Password:

Lunch: 11:30am – 1:00pm

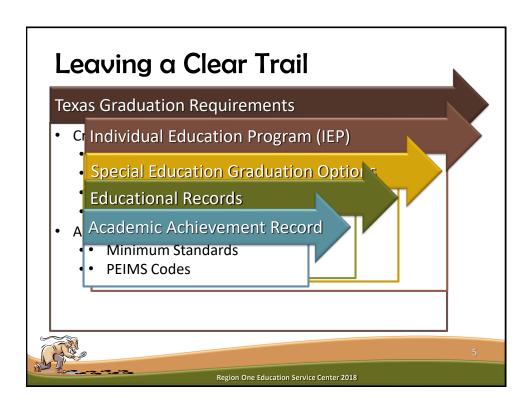Region One Education Service Center 2018

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
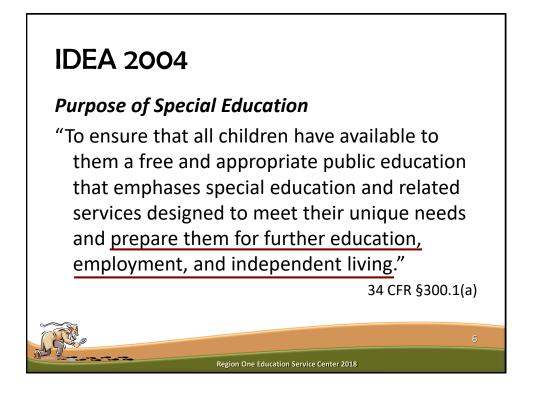
3

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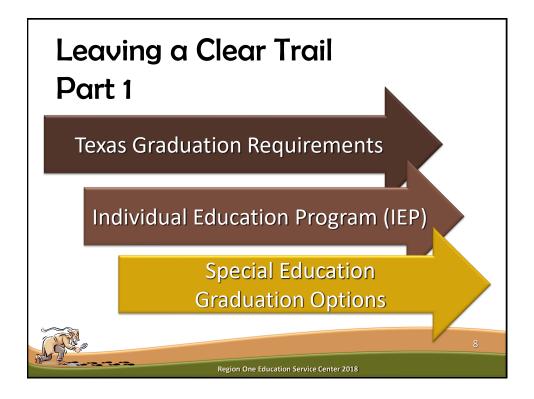# What is the purpose of the 'Leaving a Clear Trail' training?

- 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
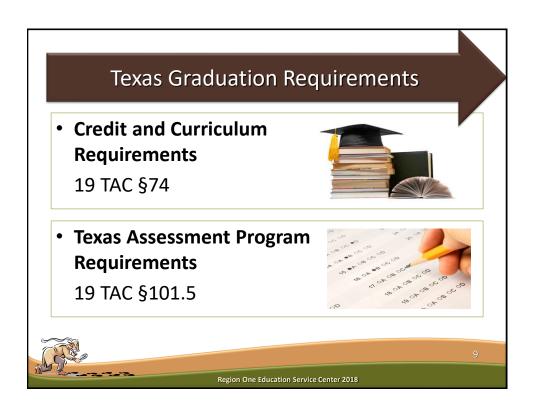 - other educational records to ensure accurate academic achievement records

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Leaving a Clear Trail

Texas Graduation Requirements

- Cr Individual Education Program (IEP)
  - Special Education Graduation Options
  - Educational Records
- A Academic Achievement Record
  - Minimum Standards
  - PEIMS Codes

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IDEA 2004

Purpose of Special Education

"To ensure that all children have available to them a free and appropriate public education that emphases 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)

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Minimum High School Plan

Graduation Code	Curriculum	State Assessment	9th 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

Individual Education Program (IEP)

Special Education Graduation Options

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Texas Graduation Requirements

- **Credit and Curriculum Requirements**
  19 TAC §74

- **Texas Assessment Program Requirements**
  19 TAC §101.5

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

https://tea.texas.gov/graduation.aspx
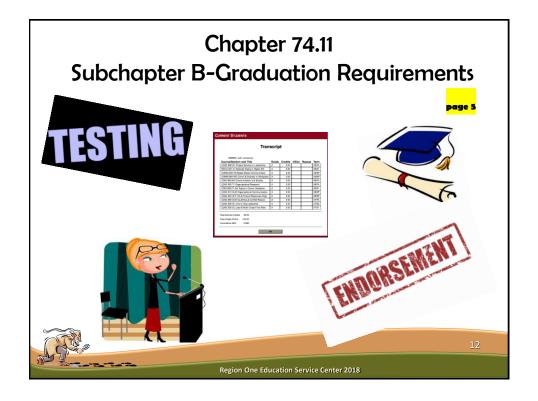
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Texas Graduation Requirements

- 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)

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Chapter 74.11
Subchapter B-Graduation Requirements

page 5

TESTING

ENDORSEMENT

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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

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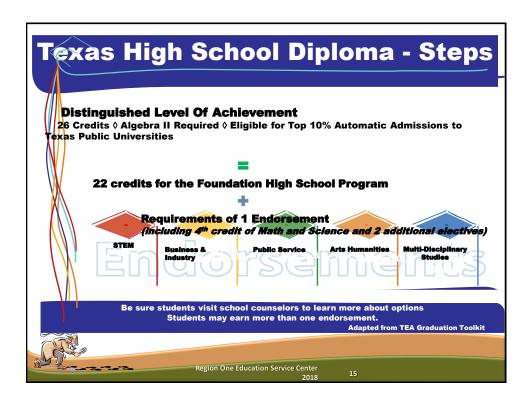
§74.12 Non-Negotiables FHSP

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

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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)

STEM | Business & Industry | Public Service | Arts Humanities | Multi-Disciplinary Studies

Endorsements

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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2018

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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.

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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.

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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.**

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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
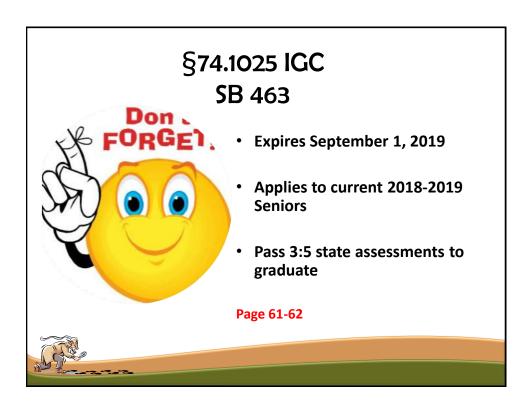
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§74.1021 Transition to FHSP

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

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§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
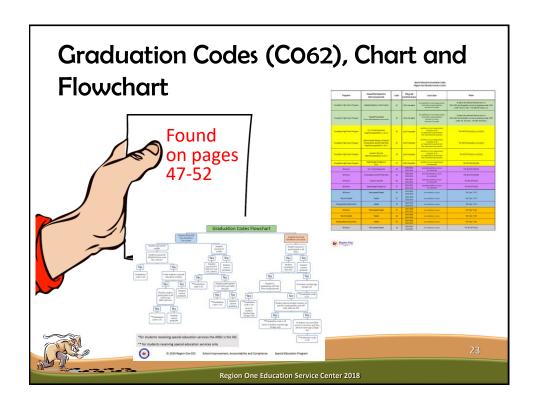
Special Education Graduation Options

- 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.**

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Graduation Codes (C062), Chart and Flowchart

Found on pages 47-52

Graduation Codes Flowchart

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

© 2018 Region One ESC   School Improvement, Accountability and Compliance   Special Education Program

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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 satisfactory on the state assessments Code 34
- ARD committee determines satisfactory performance on the state assessments is not necessary for graduation Code 35
- Summary of Performance
- 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

Foundation High School Program Graduation Requirements

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

- **TAC §89.1070 (b)(2)**

Meet the requirements of the Foundation High School Program, participate in state assessments and IEP requirements
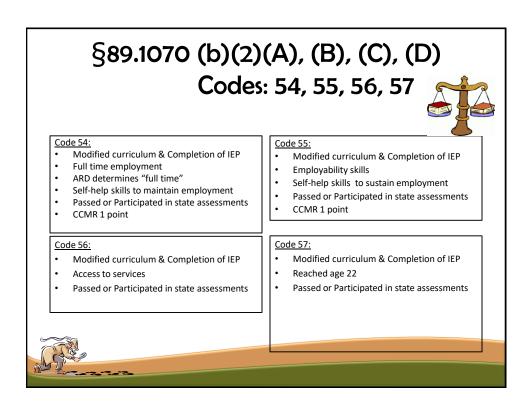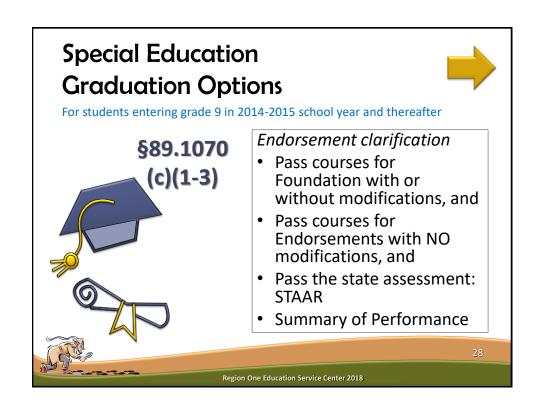
AND

- (A) Full-time employment Code 54

   OR
- (B) Specific employability skills Code 55

   OR
- (C) Access to services Code 56

   OR
- (D) No longer meets age eligibility requirements Code 57
- Summary of Performance
- 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

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

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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

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Special Education Graduation Options

§89.1070 (g)(3)

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

- Credit and curriculum requirements for MHSP
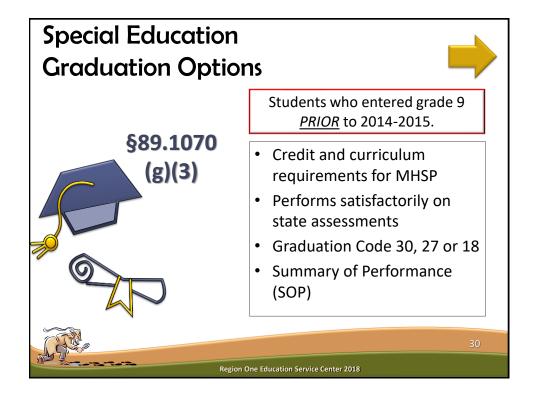- Performs satisfactorily on state assessments
- Graduation Code 30, 27 or 18
- Summary of Performance (SOP)

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Special Education Graduation Options

§89.1070 (g)(4)

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).

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Special Education Graduation Options

§89.1070 (g)(4A-C) cont.

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

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Special Education Graduation Options

§89.1070 (g) (4-D)

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)

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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)

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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.
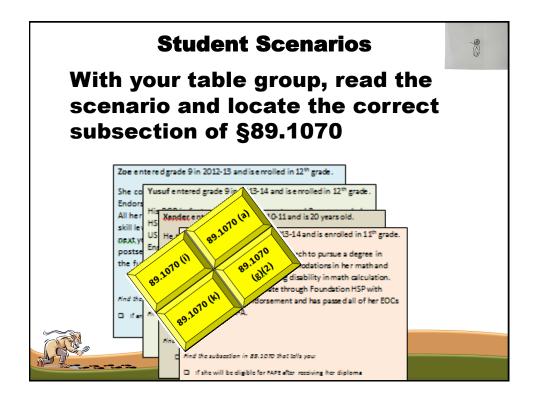   Student must:
    - *Be at least 18 years of age by September 1st
    - *Have satisfied credit requirements for high school graduation
    - *Not have completed their IEP
    - *Be enrolled and receiving IEP services

- **§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

§89.1070 (k)

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

§89.1070 (j)

You're Hired!

Employability & Self Help Skills:

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

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Table Discussion

Student Scenarios

With your table group, read the scenario and locate the correct subsection of §89.1070

Roger entered grade 9 in 2012-13 and is 21 years old. He took STAAR Modified and graduated in June 2016. He contacts your district to request help for employment skills.

Find the subsection in 89.1070 that tells you:
If an ARD must be held to consider resuming services

§89.1070 (k)

Michael entered grade 9 in 2015-16 and is enrolled in 12th grade.
His PGP indicates he is taking classes toward Foundations HSP with accommodations. He passed Algebra I, Biology, and US History EOCs. He has taken English I and English II EOCs several times and has not yet passed.
In 10th grade his ARD committee determined that passing the EOCs would not be required for graduation.

Find the subsection in 89.1070 that tells you:
How he can graduate without passing all of his EOCs
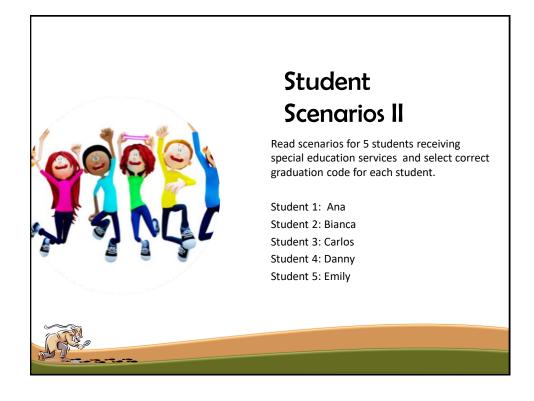
§89.1070 (d)
State Assessment for Graduation

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.
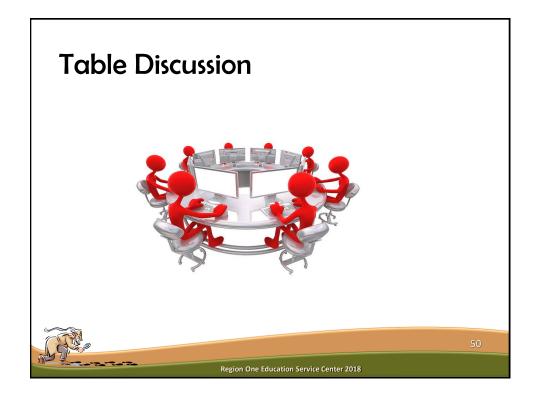
She has taken core modified classes and took non-modified & modified courses in Culinary Arts. She has met credit and assessment requirements and will continue enrollment to meet her IEP for employability and self-help skills. She will participate in her graduation ceremony with her graduating class.

- 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

50
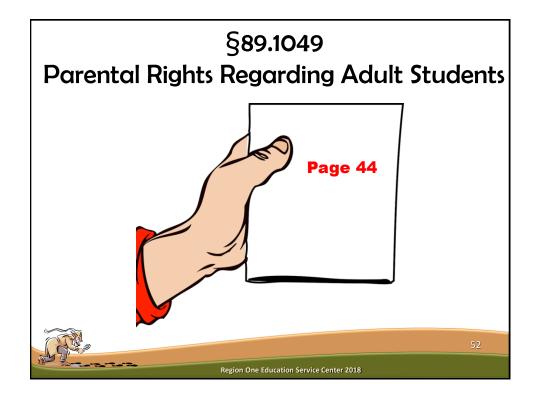
§89.1047
Foster Parents & Special Education
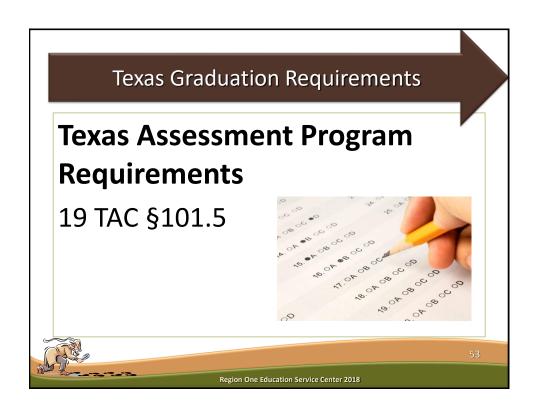
- A foster parent may act as a parent of a child with a disability
  - LEA must ensure foster parent has received training before the student's next ARD
- If a school district denies a foster parent the right to serve as a parent
  - A written notice must be sent explaining why the foster parent is being denied
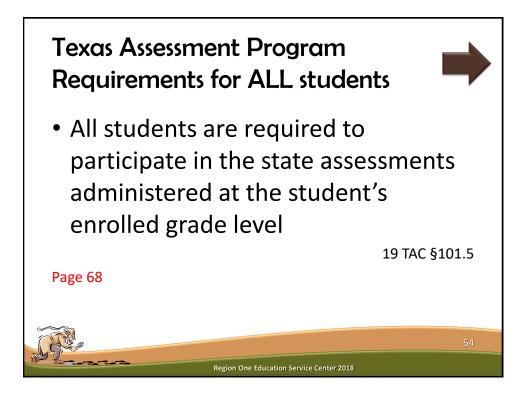
page 43

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§89.1049
Parental Rights Regarding Adult Students

Page 44

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Texas Graduation Requirements

Texas Assessment Program Requirements

19 TAC §101.5

53

Region One Education Service Center 2018

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

Page 68

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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

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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)	

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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			
EOC tested courses and have the 07 service ID for Alternate Curriculum			

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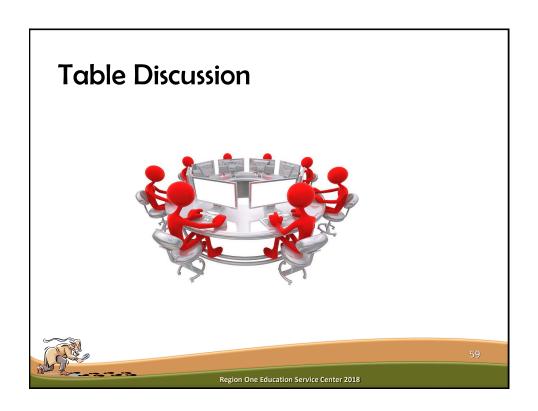
§101.3022
Assessment Requirement
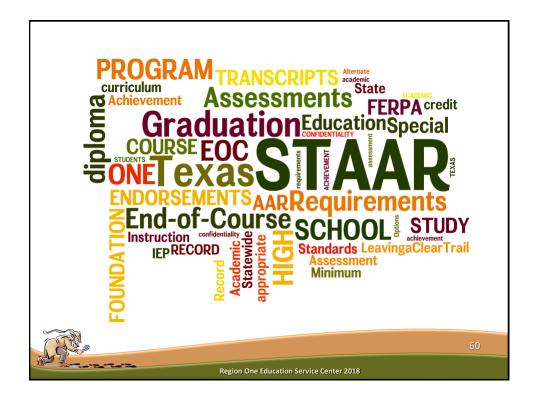
(f) (2)
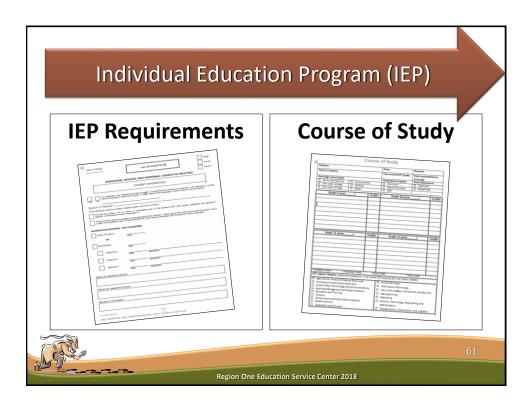
- If a student who passes an Alternate EOC and is dismissed from a special education program is not required to take and achieve satisfactory performance on general EOC assessment to graduate
- If a student participated in the EOC assessment is dismissed from special education services they are not required to retake and achieve satisfactory performance on the EOC assessments but must achieve satisfactory performance on any remaining EOC assessments.

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Table Discussion

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Individual Education Program (IEP)

IEP Requirements

Course of Study

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Individual Education Program

"a written statement for each child with a disability that is developed, reviewed, and revised in a meeting"

34 CFR §300.320

Individual Education Program **IEP**	Admission, Review and Dismissal **ARD**
• Federal definition • Formal, written, legally binding plan for providing special education services	• State process • The committee and meeting responsible for developing and reviewing IEPs

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Content of the IEP

- Transition assessments
- Present levels of academic and functional performance (PLAAFP)
- Measurable post-secondary goals
- Measurable annual goals
- Progress monitoring and reporting

- 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
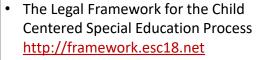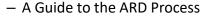
65

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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

The Legal Framework
IDEA
2004
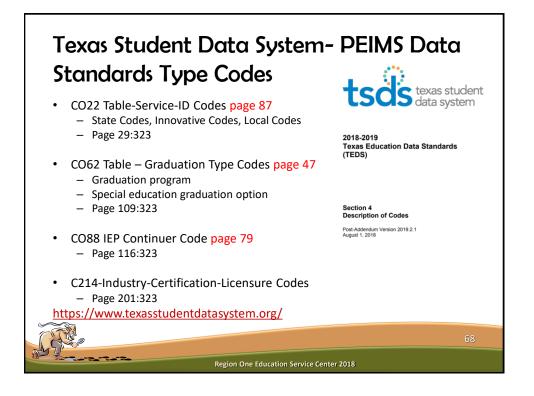
- State Guidance: Individualized Education Program (IEP) Annual Goal Development
  http://www.esc20.net/default.aspx?name=ci_se.agc.Home
- A Seven-step Process to Creating Standard-based IEPs
  http://www.nasdse.org/Portals/0/SevenStepProcesstoCreatingStandards-basedIEPs.pdf

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Sample page 93
Course of Study (4/6 year plan)

Student:		Date:		Revised:
District/campus:		Year entered 9th grade		Expected graduation (mm/yy)
Post-high school plans		**Graduation program**		**State Assessment**
❑ Technical training	❑ Employment	❑ Foundation ❑ Minimum		❑ TAKS
❑ Two year college	❑ Military	❑ Recommended		❑ STAAR EOC
❑ Four year college	❑ Other	❑ Distinguished		
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				

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Region One Education Service Center 2018

Texas Student Data System- PEIMS Data Standards Type Codes

tsds texas student data system

2018-2019
Texas Education Data Standards
(TEDS)

- 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

Section 4
Description of Codes

Post-Addendum Version 2019.2.1
August 1, 2018

- CO88 IEP Continuer Code page 79
  - Page 116:323

- C214-Industry-Certification-Licensure Codes
  - Page 201:323

https://www.texasstudentdatasystem.org/

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Innovative Courses

- **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

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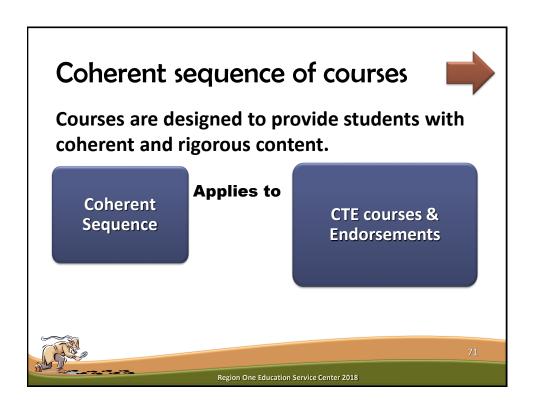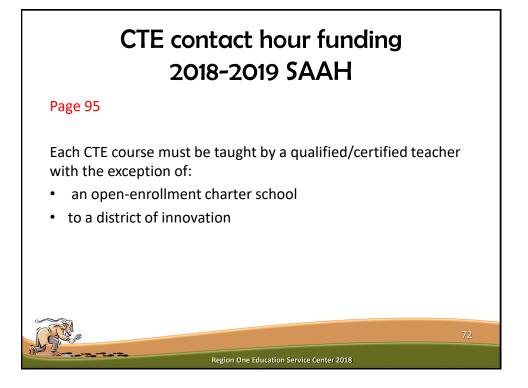
How to Choose a Course Code
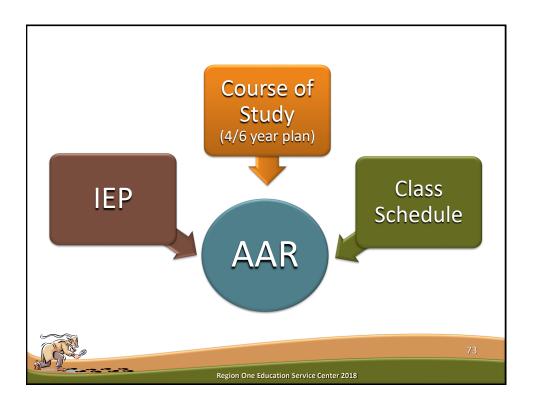
- Created by Elizabeth Danner Region 13
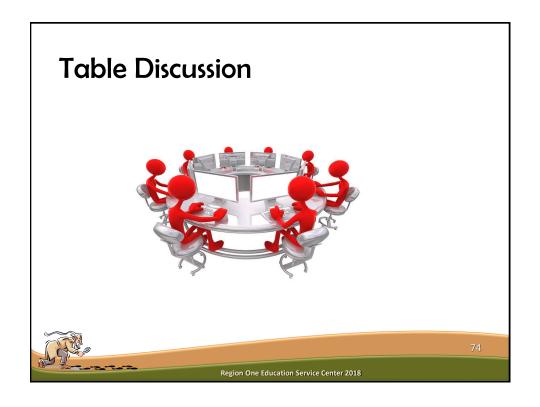
https://spark.adobe.com/video/0d43PJkwtH94e

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Coherent sequence of courses

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

| Coherent Sequence | Applies to | CTE courses & Endorsements |

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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

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Course of Study
(4/6 year plan)

IEP

Class Schedule

AAR

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Table Discussion

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Leaving a Clear Trail
Part 2

Education Records

Academic Achievement Record (AAR)

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Education Records

- Transcripts
- Confidentiality

Recommended High School Program

Minimum High School Program

Distinguished Achievement Program

STATE OF TEXAS
ACADEMIC ACHIEVEMENT RECORD

CONFIDENTIAL

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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

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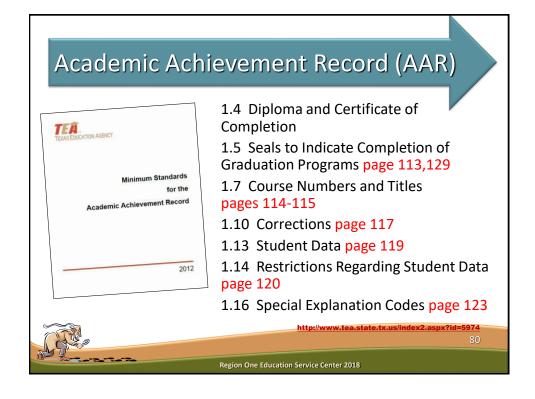
- Clearly indicated on the AAR
  - Endorsement
  - Performance Acknowledgment
  - Distinguished Level of Achievement
  - Demonstration of speech
  - CPR instruction page 76
  - Instruction on proper interaction with peace officer page 77
  - Completing a dual language immersion program at an elementary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

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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)

TEA
TEXAS EDUCATION AGENCY

Minimum Standards
for the
Academic Achievement Record

2012

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	**Before**

• 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
	• 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

page 133

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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

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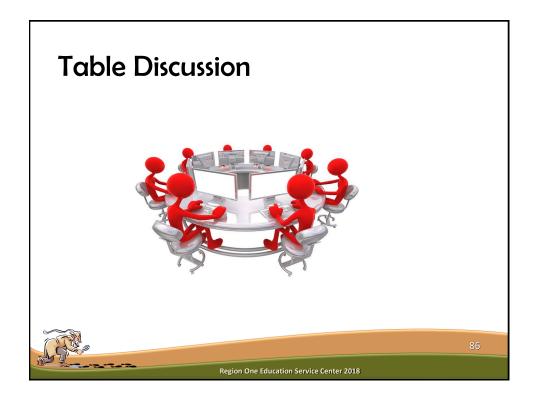
Confidentiality
IDEA 2004
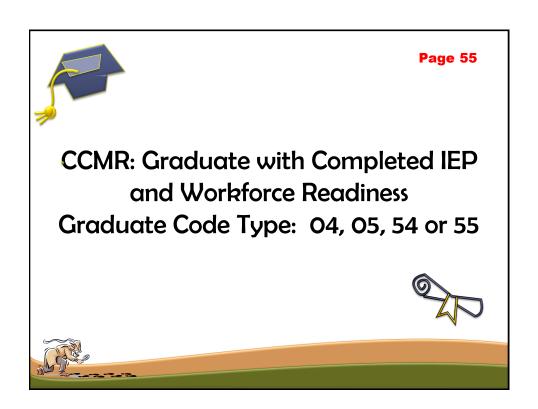
"Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages."

§300.623(a)

Table Discussion

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

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

89.10 70 (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.

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

Questions to Consider:
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 thier post-secondary goals?

Programs	Passed/Participated in State Assessments	Code	9th grade enrollment year	Curriculum
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

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 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 competively 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

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Division of Instructional, School Improvement, and College Readiness Support   9/2018

Postsecondary Goals & Annual IEP Goals

Postsecondary Goals-Employment	Annual IEP Goal-vocational
Employment: After graduation from college, Cindy will become an early childhood teacher in the public schools in her community.	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.

Post-Secondary Goals– Annual IEP Goals

Postsecondary Goal: Employment	IEP Annual Goals - Functional
Upon graduation, Roland will obtain a job in the work study program at Poplar Community College.	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.

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Frequently Asked Questions

page 58-60

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For more information visit our website
www.transitionintexas.org

Texas Transition
A Bridge to the Future

Secondary Transition/
Post-School
Results Network

Texas Education Agency	ESC Region 11
Division of Federal and State Education Policy	Statewide Leadership
Austin, Texas	Fort Worth, Texas
www.tea.state.tx.us	www.esc11.net

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Thank You

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"Students First."

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