Graduation for Students with IEPs:  
Class of 2012 and Beyond

Important Changes to Note

☆ HB 3: STAAR assessments developed, including EOCs
☆ STAAR alternate assessments developed (Modified and Alternate versions)
☆ Commissioner’s Rule 89.1070 revised (effective for all grades beginning August 2011)

Administrator Considerations:

- How are all of our courses aligned to TEKS, including courses taken by students who need some modifications or significant modifications?
- How does our coursework prepare students for their required state assessments?
- What is our local policy for:
  o Offering substitutions for courses required for graduation?
  o Class ranking and grade weight for courses available per IEP decision?
  o Use of the V code? Is it available? Why or why not? When is it used?
- How will professional development be delivered to secondary teachers to ensure their understanding of alignment to TEKS, appropriate selection of accommodations or modifications, and state assessment requirements?
- Who will be responsible for implementing the changes and training appropriate staff?

PEIMS Considerations:

- What are the names and codes (8XXXXXXXX and 9XXXXXXX) for our district’s locally-developed courses that can substitute for graduation credit?
- Is the V code used in my district (for courses that do not link to an EOC)? If so, how does the system ensure that the V code does not appear on the AAR?
- What are the new PEIMS codes from the C022 Table for courses that can substitute for EOC-linked courses? (Codes expected to be published during summer 2011)
- Will our Student Information System automatically update the new PEIMS codes?
- After receiving the new PEIMS codes, who will verify the TEA Service ID numbers in the master schedule for students taking modified or alternate assessment?
- How will class ranking and grade weights for modified courses be transferred to the new course codes?
- Will the Minimum Standards for the AAR document be revised for 2011-12? If a new version is published by TEA, who will be responsible for reviewing it and updating procedures as needed?

ARD Committee Considerations:

1. What year did the student enter 9th grade? What high school program is s/he pursuing: DAP, RHSP, or MHSP?
2. What are the graduation requirements (assessment and curriculum) for that cohort and program?
3. What credits must the student complete in order to graduate?
4. What courses should the student take in the 2011-12 school year?
5. What accommodations or modifications does the student need based on his/her disability?
6. Which state assessment/EOC will the student take?
7. What is the post-school impact of modified curriculum or assessment? (e.g., admission into a 4-year state university)
8. Based on needed modifications, which courses will need to be modified? What will access to TEKS look like for this student in each of his/her classes?
9. Who will deliver the specially-designed instruction this student needs? How will general and special educators collaborate?

Resources

TEA
- ARD Committee Decision-Making Manual for 2011-2012 (summer/fall 2011)
- Accommodations Manual for 2011-2012 (summer/fall 2011)
- Assessment Resources for Teachers and Administrators
- Special Education Assessments
- ARD Committee Resources, including Flowcharts A and B
- Graduation Guidance
- STAAR Resources
- HB 3 Transition Plan
- C022 Table in the PEIMS Data Standards
- Academic Achievement Record, including Minimum Standards for the AAR

ESC Region XIII
- Academic Achievement Record - Leaving a Clear Trail workshop at ESC Region XIII
- Academic Achievement Record: Advanced Edition workshop at ESC Region XIII
- Curriculum Council Blog post on 3/3/11: Graduation Changes for Students with IEPs
- STAAR resources
- IEP Best Practice: An eLearning course (modules available through eCampus)

Other resources
- Legal Framework on ESC 18

Who Can I Contact at ESC Region XIII?

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