High School Graduation for students receiving Special Education!

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Graduation Plans for students receiving **Special Education**

Texas currently has four graduation plans.

**Prior to 2014-2015**
(12 graders)
- Minimum-22
- Recommended-26
- Distinguished-26

**2014-2015 or After**
(9, 10 & 11 graders)
- Foundation-22
- Foundation with endorsement-26
<table>
<thead>
<tr>
<th>Discipline</th>
<th>Foundation HSP</th>
<th>*MHSP</th>
<th>*RHSP</th>
<th>*DAP</th>
</tr>
</thead>
</table>
| **English Language Arts** | Four credits:  
- English I  
- English II  
- English III  
- An advanced English course | Four credits:  
- English I  
- English II  
- English III  
- English IV or approved alternate course | Four credits:  
- English I  
- English II  
- English III  
- English IV | Four credits:  
- English I  
- English II  
- English III  
- English IV |
| **Mathematics**       | Three credits:  
- Algebra I  
- Geometry  
- An advanced math course | Three credits:  
- Algebra I  
- Geometry  
- SBOE approved math course | Four credits:  
- Algebra I  
- Algebra II  
- Geometry  
- An additional math credit | Four credits:  
- Algebra I  
- Algebra II  
- Geometry  
- An additional math credit |
| **Science**           | Three credits:  
- Biology  
- IPC or an advanced science course  
- An advanced science course | Two credits:  
- Biology  
- IPC or Chemistry and Physics (one of the two serves as an academic elective) | Four credits:  
- Biology  
- Chemistry  
- Physics  
- An additional science credit | Four credits:  
- Biology  
- Chemistry  
- Physics  
- An additional science credit |
| **Social Studies**    | Three credits:  
- U.S. History  
- U.S. Government (one-half credit)  
- Economics (one-half credit)  
- World History or World Geography | Three credits:  
- U.S. History (one credit)  
- U.S. Government (one-half credit)  
- Economics (one-half credit)  
- World History (one credit) or World Geography (one credit) | Four credits:  
- U.S. History (one credit)  
- U.S. Government (one-half credit)  
- Economics (one-half credit)  
- World History (one credit)  
- World Geography (one credit) | Four credits:  
- U.S. History (one credit)  
- U.S. Government (one-half credit)  
- Economics (one-half credit)  
- World History (one credit)  
- World Geography (one credit) |
| **Physical Education** | One credit | One credit | One credit | One credit |
| **Languages Other Than English** | Two credits in the same language  
Two credits from Computer Science I, II, and III (other substitutions) | None | Two credits in the same language | Three credits in the same language |
| **Fine Arts**         | One credit | One credit | One credit | One credit |
| **Speech**            | Demonstrated proficiency in speech skills | One-half credit from either of the following:  
- Communication Applications  
- Professional Communications (CTE) | One-half credit from either of the following:  
- Communication Applications  
- Professional Communications (CTE) | One-half credit from either of the following:  
- Communication Applications  
- Professional Communications (CTE) |
| **Electives**         | Five credits | Seven and one half credits (one must be an academic elective) | Five and one-half credits | Four and one-half credits |
| **Total Credits**     | 22 | 22 | 26 | 26 |

* Only available for students who entered grade 9 before the 2014-2015 school year
| Endorsements                  | A student may earn an endorsement by successfully completing:  
|                             | • curriculum requirements for the endorsement  
|                             | • a total of four credits in mathematics  
|                             | • a total of four credits in science  
|                             | • two additional elective credits  
| STEM                        | A coherent sequence or series of courses selected from one of the following:  
|                             | • CTE courses with a final course from the STEM career cluster  
|                             | • Computer science  
|                             | • Mathematics  
|                             | • Science  
|                             | • A combination of no more than two of the categories listed above  
| Business and Industry       | A coherent sequence or series of courses selected from one of the following:  
|                             | • CTE courses with a final course from the Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, Audio/Video, Technology & Communications; Business Management & Administration; Finance; Hospitality & Tourism; Information Technology; Manufacturing, Marketing, Transportation, or Distribution & Logistics CTE career cluster  
|                             | • The following English electives: public speaking, debate, advanced broadcast journalism including newspaper and yearbook  
|                             | • Technology applications  
|                             | • A combination of credits from the categories listed above  
| Public Services             | A coherent sequence or series of courses selected from one of the following:  
|                             | • CTE courses with a final course from the Education & Training; Government & Public Administration; Health Science, Human Services; or Law, Public Safety, Corrections, and Security career cluster  
|                             | • JROTC  
| Arts and Humanities         | A coherent sequence or series of courses selected from one of the following:  
|                             | • Social studies  
|                             | • The same language in Languages Other Than English  
|                             | • Two levels in each of two language in Languages Other Than English  
|                             | • American Sign Language (ASL)  
|                             | • Courses from one or two categories (art, dance, music, and theater) in fine arts  
|                             | • English electives that are not part of Business and Industry  
| Multidisciplinary Studies   | A coherent sequence or series of courses selected from one of the following:  
|                             | • Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence  
|                             | • Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics  
|                             | • Four credits in AP, IB, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts  
| Total Credits w/endorsement | 26  
| Distinguished Level of Achievement |  
|                             | • A total of four credits in math, including credit in Algebra II  
|                             | • A total of four credits in science  
|                             | • Completion of curriculum requirements for at least one endorsement  
| Performance Acknowledgments |  
|                             | • For outstanding performance  
|                             | • in a dual credit course  
|                             | • in bilingualism and biliteracy  
|                             | • on an AP test or IB exam  
|                             | • on the PSAT, the ACT-Plan, the SAT, or the ACT  
|                             | • For earning a nationally or internationally recognized business or industry certification or license  

3/1/2014
NOTE:
If a district/charter school requires MORE courses/credits than the state defined graduation requirements, all students in the district/charter must meet the higher standard set by the district/charter.
All students need to participate in State Assessment. Currently students take five End of Course exams, (EOC).

Algebra I  
English I  
Biology  
English II  
US History
Chapter 74 Curriculum Requirements
Subchapter B-Graduation Requirements

Texas Administrative Code (TAC) 74.11-74.14

www.tea.texas.gov
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.
89.1070-Graduation Requirements for students receiving Special Education

(a) Graduation with a regular high school diploma under subsections (b)(1), (b)(2)(D), (g)(1), (g)(2), (g)(3), or (g)(4)(D) of this section terminates a student's eligibility for special education services under this subchapter and Part B of the Individuals with Disabilities Education Act and entitlement to the benefits of the Foundation School Program, as provided in Texas Education Code (TEC), §42.003(a).
Students Who Entered 9th Grade in 2014-2015 or later

Option 1 (19 TAC §89.1070 (b)(1)):

- Demonstrated mastery of the required state standards (or district standards if greater)
- Satisfactorily completed credit requirements for graduation under the Foundation High School Program
- Satisfactory performance on the required state assessments, unless the student's admission, review, and dismissal (ARD) committee has determined that satisfactory performance on the required state assessments is not necessary for graduation.

**NOTE**: Student can participate in EOC testing and still earn option one without an endorsement.
Students Who Entered 9th Grade in 2014-2015 or later continued

Option 2 (19 TAC §89.1070 (b)(2)):

- Demonstrated mastery of the required state standards (or district standards if greater)
- Satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in §74.12 of this title through courses, one or more of which contain modified curriculum
- Satisfactory performance on the required state assessments, unless the student's admission, review, and dismissal (ARD) committee has determined that satisfactory performance on the required state assessments is not necessary for graduation.
Students Who Entered 9th Grade in 2014-2015 or later continued

• Successfully complete the student's individualized education program (IEP) and meet one of the following conditions.
  A-Obtained employment*;
  B-Demonstrated mastery of employability skills*;
  C-Gained access to services outside of the responsibility of the school system*; or
  D-No longer meets age eligibility requirements

*Students who graduate under this option are eligible to return to the school and ask for additional special education services, as long as they retain age eligibility.
Students Who Entered 9th Grade in 2014-2015 or later

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,(74.12)… 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, (74.13)
3. performs satisfactorily… on the required state assessments.
Notwithstanding subsection (c)(3) of this section, a student receiving special education services classified in Grade 11 or 12 during the 2014-2015, 2015-2016, or 2016-2017 school year who has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments is eligible to receive an endorsement if the student has met the requirements in subsection (c)(1) and (2) of this section.
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.
Transitioning to the Foundation Plan

(19 TAC §89.1070 (f))

If the student's ARD committee determines that the student should take courses under that program and the student satisfies the requirements of that program. Subsections (c) and (d) of this section apply to a student transitioning to the Foundation High School Program under this subsection.

As the TEC, §28.0258 and §39.025(a-2), modify the state assessment requirements applicable to students in general education, a student receiving special education services who is classified in Grade 11 or 12 during the 2014-2015, 2015-2016, or 2016-2017 school year who has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments may graduate if the student has satisfied all other applicable graduation requirements.
(g) A student receiving special education services who entered Grade 9 before the 2014-2015 school year may graduate and be awarded a regular high school diploma if the student meets one of the following conditions.
Students who entered 9th grade prior to 2014-2015

**Recommended** High School Graduation Plan (RHSP) or **Distinguished** Achievement Program (DAP)

(19 TAC §89.1070 (g)(1)):

* Earn required credits without any modified content
* Satisfactorily completed credit requirements for graduation (under the recommended or distinguished achievement high school programs)
* Satisfactory performance as established on the required state assessments, (pass all EOC)
Student receiving special education services who is classified in Grade 11 or 12 during the 2014-2015, 2015-2016, or 2016-2017 school year may graduate under the recommended or distinguished achievement high school program, as applicable, if the student has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments and has met all other applicable graduation requirements in paragraph (1) of this subsection.
Students who entered 9th grade prior to 2014-2015

Minimum High School Program (MHSP):

Option 1 (19 TAC §89.1070 (g) (3)):

* Demonstrated mastery of the required state standards (or district standards if greater)
* Satisfactorily completed credit requirements for graduation (under the minimum high school program, without modified content)
* Participation in required state assessments. ARD committee will determine whether satisfactory performance on the required state assessments is necessary for graduation.
Students who entered 9th grade prior to 2014-2015

Minimum High School Program (MHSP):

Option 2 (19 TAC §89.1070 (g)(4)):

• Demonstrated mastery of the required state standards (or district standards if greater)
• Satisfactorily completed credit requirements for graduation (under the minimum high school program, with modified content)
• Participation in required state assessments. ARD committee will determine whether satisfactory performance on the required state assessments is necessary for graduation.

AND
Students who entered 9th grade prior to 2014-2015

Minimum High School Program (MHSP):

Option 2 (19 TAC §89.1070 (g)(4)):

- Complete his/her IEP, including one of the following conditions
  A- Obtained employment*;
  B- Demonstrated mastery of employability skills*;
  C- Gained access to services outside of the responsibility of the school system*;
  D- No longer meets age eligibility requirements

*Students who graduate under this option are eligible to return to the school and ask for additional special education services, as long as they retain age eligibility.
(19 TAC §89.1070 (h) & (i))

(h) All students graduating under this section must be provided with a summary of academic achievement and functional performance (SOP).

(i) Students who participate in graduation ceremonies but who are not graduating under subsections (b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C) of this section and who will remain in school to complete their education do not have to be evaluated in accordance with subsection (h) of this section. (Scooter Law, SB 673)
(19 TAC §89.1070 (j) & (k))

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

(k) For students who receive a diploma according to subsections (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.
(19 TAC §89.1070 (l))

(l) For purposes of this section, modified curriculum and modified content refer to any reduction of the amount or complexity of the required knowledge and skills in Chapters 110-118, 126-128, and 130 of this title. Substitutions that are specifically authorized in statute or rule must not be considered modified curriculum or modified content.
IDEA requires the school to provide a “summary of academic achievement and functional performance.” The Summary of Performance (SOP) should include recommendations about ways to help meet post-secondary goals.

Every student who graduates needs to receive an SOP. Done in final year of high school.
Summary of Performance

1-What supports or accommodations have helped you to succeed in school? (aids, adaptive equipment, other services)

2-What supports or accommodations do you feel you will need to continue for you to achieve your postsecondary goals (remember that modified content or tests are typically not offered)?

3-If you believe that you will need future services, supports, programs, or accommodations:

Are you linked with the appropriate post-school supports or programs, or will you need help to get to connect with the supports that you may need in the future?
Five Endorsements

**STEM**
Science, Technology, Engineering and Math
This path includes courses directly related to science (including Environmental Science), Engineering, and Advanced Mathematics, or a coherent sequence in some Career and Technical Education Courses

**Business & Industry**
Includes courses directly related to Database Management, Information Technology, Communications, Accounting, Finance, Marketing, Graphic Design, Architecture, Construction, Welding, Logistics, Automotive Technology, Agricultural Science and HVAC

**Public Services**
Includes courses directly related to Health Sciences, Education and Training, Law Enforcement, Culinary Arts and Hospitality and Tourism

**Arts & Humanities**
Includes courses directly related to Political Science, World Languages, Cultural Studies, English Literature, History and Fine Arts, Journalism and Broadcasting

**Multidisciplinary Studies**
Includes courses from the curriculum of each Endorsement area and credits in a variety of advanced courses from multiple content area sufficient to complete the Distinguished Level of Achievement under the Foundation High School Program
HB 5
Foundation plus Endorsements

- STEM
- Business & Industry
- Public Services
- Arts & Humanities
- Multidisciplinary
STEM

A curriculum path that allows a student to focus deeply on courses related to science, technology, engineering, and math.

Careers
• engineer
• computer programming
• software developer
• research scientist
Business and Industry

A curriculum path that allows a student to focus deeply on courses directly related to the business field.

Careers

- information technology specialist
- communications
- financial advisor
- marketing specialist
- architect
- construction
Public Services

is a curriculum path that allows a student to focus deeply on courses directly related to the public service field, including the education field and government.

Careers

• police officer
• firefighter
• government official
• human resource administrator
• teacher
Arts and Humanities

A curriculum path that allows for a student to focus deeply on courses directly related to fine arts, English literature, foreign languages, and social studies.

Careers
• entertainment industry
• interpreter
• writer
Multidisciplinary

A curriculum path that allows for students to further study a foundation area or a wide range of curriculum sets.

Careers

• Wide variety
• Unsure of career interests
• Cross study multiple subjects
ESC-13 Graduation Video
Questions?

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