### Special Education Graduation Options: 89.1070 Revisions

<table>
<thead>
<tr>
<th>The student can . . .</th>
<th>State Assessment Options</th>
<th>Graduation Options For students who entered Grade 9 prior to 2014-15</th>
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<td>Master the TEKS at the standard set for all students <em>(with or without accommodations)</em></td>
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<td>Graduation Options For students who entered Grade 9 prior to 2014-15</td>
<td>Foundation HSP</td>
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<tr>
<td>...and PASS the state assessment</td>
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<td>DAP, RHSP or MHSP</td>
<td>+ 1 or more Endorsements</td>
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<td>Master the TEKS at the standard set for all students <em>(with or without accommodations)</em></td>
<td></td>
<td>89.1070 <em>(f)(1)(2)</em></td>
<td>+ Distinguished Level of Achievement</td>
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<td>...the student's ARDc may determine that satisfactory performance on the required state assessments is not necessary for graduation.*</td>
<td></td>
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<td>+ Performance Acknowledgements</td>
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<td>MHSP</td>
<td>LID Option: I</td>
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<td>89.1070 <em>(f)(2)</em></td>
<td>LID Option: I</td>
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<td>Show progress toward the TEKS with modifications</td>
<td>STAAR or STAAR (A)</td>
<td>MHSP</td>
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<td><em>this student would meet participation requirements for STAAR Modified if it were available</em></td>
<td></td>
<td>89.1070 <em>(f)(3)</em></td>
<td>Not eligible to earn an Endorsement.*</td>
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<tr>
<td>Show access to the TEKS through prerequisite skills <em>(significant modifications)</em></td>
<td>STAAR Alternate</td>
<td>MHSP</td>
<td>Course planning, including courses in endorsement areas, should be based on postsecondary goals and student strengths/interests.</td>
</tr>
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<td></td>
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<td>89.1070 <em>(f)(3)</em></td>
<td>LID Option: II</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LID Option: II</td>
</tr>
</tbody>
</table>

*All of the above requirements are met and credit is earned.*

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*,** A student receiving modifications may graduate with an Endorsement. To do so they must complete all additional courses to satisfy the 26 credit requirement, complete endorsement courses without modifications and pass all EOC assessments.

Adapted from Leaving a Clear Trail, January 2015
### Leander ISD Special Education Graduation Options at a Glance

#### Graduation Options

<table>
<thead>
<tr>
<th>2013-2014 and prior Cohorts</th>
<th>2014-2015 Cohort and thereafter</th>
</tr>
</thead>
<tbody>
<tr>
<td>All required academic courses in a general education setting</td>
<td>May include resource/modified academic courses, life skills courses, or vocational courses and IEP goals</td>
</tr>
<tr>
<td>May take support courses as electives. (Study Skills, Independent Study, Vocational)</td>
<td>May be Distinguished Achievement Program, Recommended High School Plan or Foundation+Endorsement</td>
</tr>
<tr>
<td>Students in this option are on a Minimum High School Program or Foundation ONLY.</td>
<td>Students must pass all parts of the STAAR.</td>
</tr>
<tr>
<td>Students must take STAAR. Student’s ARD committee may determine that satisfactory performance on the required state assessments is not necessary for graduation.</td>
<td>Schedule reflects Career and Technical Education classes with an emphasis on technical training and skills</td>
</tr>
<tr>
<td>Schedule reflects an emphasis on employability and self-help skills</td>
<td>Schedule usually reflects extensive transition needs and Specially Designed Instruction such as life skills classes for students with severe and profound disabilities.</td>
</tr>
</tbody>
</table>

#### Graduation and Transition Requirements:

<table>
<thead>
<tr>
<th>2013-2014 and prior Cohorts</th>
<th>2014-2015 Cohort and thereafter</th>
</tr>
</thead>
<tbody>
<tr>
<td>After graduation, student is not eligible for any more support from school (FAPE ends)</td>
<td>Upon graduation, student must be exiting to full-time work.</td>
</tr>
<tr>
<td>Upon graduation, student may go to other agencies for support. Student has demonstrated employability and self-help skills.</td>
<td>Upon graduation, student needs direct transition support and may not possess all of the employability and self-help skills he/she needs to be viable in the community; therefore, the ARD committee chooses to link with an appropriate agency such as Gary Job Corp, DARS, Integral Care/Bluebonnet Community Services, or other determined service other than public school.</td>
</tr>
<tr>
<td>Student remains in school until the age of 22, if they are 21 on or before September 1st. Student may complete the school year in which they turn 22 years of age after September 1st. This is called “aging out” of public education.</td>
<td></td>
</tr>
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#### Post-Graduation Opportunities:

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<tr>
<th>2013-2014 and prior Cohorts</th>
<th>2014-2015 Cohort and thereafter</th>
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<tbody>
<tr>
<td>May attend 4 yr university directly after high school</td>
<td>Can access Jr. college/community college and may have to attend a smaller university or Jr. college to start their education</td>
</tr>
<tr>
<td>Can access a technical college, trade school, or job training</td>
<td></td>
</tr>
</tbody>
</table>

Updated 2/2/2015
GRADUATION OPTIONS FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

2015 Leander I.S.D February Conference
Denise Geiger, Special Education Transition Coordinator
Stella Karp, Special Education Communication Liaison
Our Purpose Today…

- To update on changes to Commissioner’s Rules, 89.1070
- Review implications for 10th-12th graders
- Review implications for 9th graders and future high school students
- Provide guidance on transition planning
- Provide guidance to ARD Committees
HB 5
+ Distinguished Level of Achievement
+ Performance Acknowledgements

Foundation
+ one or more Endorsements


Current

DAP
RHSP
MHSP

Begins with 2014-2015 9th Graders
Applies to this year’s 10th – 12th Graders
Side-by-Side Comparison: Graduation Program Options

<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  
- Geometry  
- An additional math credit | Four credits:  
- Algebra I  
- 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:  
- U.S. History (one credit)  
- U.S. Government (one-half credit)  
- Economics (one-half credit)  
- World History or World Geography (one credit) | Four credits:  
- U.S. History (one credit)  
- U.S. Government (one-half credit)  
- Economics (one-half credit)  
- World History or World Geography (one 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)  
- 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

Begins with 2014-2015 9th Graders  
Applies to this year’s 10th – 12th Graders
### Special Education Graduation Options: 89.1070 Revisions

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<td>Graduation Options For students who entered Grade 9 prior to 2014-15 DAP, RHSP or MHSP 89.1070 (f)(1)(2)</td>
<td>Foundation HSP + 1 or more Endorsements + Distinguished Level of Achievement + Performance Acknowledgements</td>
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<tr>
<td>Master the TEKS at the standard set for all students <em>(with or without accommodations)</em> ...the student’s ARDc may determine that satisfactory performance on the required state assessments is not necessary for graduation.*</td>
<td>STAAR or STAAR (A)</td>
<td>MHSP 89.1070 (f)(2)</td>
<td>Foundation HSP Not eligible to earn an Endorsement.* Course planning, including courses in endorsement areas, should be based on postsecondary goals and student strengths/interests.</td>
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LISD Option: I

FAPE ends when credit + assessment requirements are met
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<tr>
<td>Show progress toward the TEKS with modifications ...and PASS the state assessment &quot;unless the student's ARDc has determined that satisfactory performance on the required state assessments is not necessary for graduation.&quot;*</td>
<td>STAAR or STAAR (A) (this student would meet participation requirements for STAAR Modified if it were available)</td>
<td>Foundation HSP Not eligible to earn an Endorsement. *Course planning, including courses in endorsement areas, should be based on postsecondary goals and student strengths/interests</td>
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<tr>
<td></td>
<td>MHSP 89.1070 (f)(3)</td>
<td>1 of 4 conditions AND requirements in the IEP are met</td>
</tr>
<tr>
<td></td>
<td>LISD Option: III a,b,c,d</td>
<td>FAPE ends when credit + assessment requirements AND requirements in the IEP are met</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LISD Option: II a,b,c,d</td>
</tr>
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</table>

Show access to the TEKS through prerequisite skills (significant modifications)

| STAAR Alternate | MHSP 89.1070 (f)(3) | Foundation HSP Not eligible to earn an Endorsement. *Course planning, including courses in endorsement areas, should be based on postsecondary goals and student strengths/interests |
| | LISD Option: III a,b,c,d | 1 of 4 conditions AND requirements in the IEP are met |
| | | LISD Option: II a,b,c,d |

*A student receiving modifications may graduate with an Endorsement. To do so, student must complete all additional courses to satisfy the 26 credit requirement, complete endorsement courses without modifications and pass all EOC assessments.
Implications for this year’s 10th-12th Graders
(Cohorts prior to 2014-15)

- Old LISD Option III a, b, c and Option IV have been combined by 89.1070
  - Option III a, b, c (meet credit requirements, participate in state assessments and meet 3 requirements below)
    - IIIa Full-time employment
    - IIIb Self-help and employability
    - IIIc Exit to services other than public school
  - IV Aged out and completed requirements of IEP
- Revised Option III a, b, c, d (meet credit requirements, participate in state assessments and meet one of the 4 requirements below)
  - IIIa Full-time employment
  - IIIb Self-help and employability
  - IIIc Exit to services other than public school
  - IIId Aged out
    - All students aging will graduate IIId (i.e. SELF students)
2014-2015 9th Graders: Graduation Plans
FOR ALL STUDENTS

• Foundation – 22 credits
• Foundation + Endorsements – 26 credits
• Distinguished Level of Achievement – 26 credits
• LISD Distinguished with Honors – 26 credits
<table>
<thead>
<tr>
<th><strong>Foundation</strong></th>
<th>Applies to all students</th>
<th><strong>Foundation + Endorsements</strong></th>
<th><strong>Distinguished Level of Achievement</strong></th>
<th><strong>LISD Distinguished with Honors</strong></th>
</tr>
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<tbody>
<tr>
<td>22 credits</td>
<td>26 credits</td>
<td>26 credits</td>
<td>26 credits</td>
<td>26 credits</td>
</tr>
<tr>
<td>ELA I, II, III + one authorized English course</td>
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<td>ELA I, II, III, IV</td>
<td></td>
</tr>
<tr>
<td>Alg. 1, Geometry, + one authorized math course</td>
<td>Alg. 1, Geometry, + two authorized math courses</td>
<td>Alg. 1, Geometry, Alg. II, + one authorized math course</td>
<td>Alg. 1, Geometry, Alg. II, + one authorized math course with Alg. II as prerequisite</td>
<td></td>
</tr>
<tr>
<td>Biology; IPC, Chemistry and/or Physics + one authorized science course</td>
<td>Biology; IPC, Chemistry and/or Physics + two authorized science courses</td>
<td>Biology; IPC, Chemistry and/or Physics + two authorized science courses</td>
<td>Biology, Chemistry, Physics + one authorized science course</td>
<td></td>
</tr>
<tr>
<td>World Language (2 credits)</td>
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<td>World Language (2 credits)</td>
<td>World Language (3 credits of SAME language)</td>
<td></td>
</tr>
<tr>
<td>1 credit PE</td>
<td>1 credit PE</td>
<td>1 credit PE</td>
<td>1 credit PE</td>
<td></td>
</tr>
<tr>
<td>1 credit Prof. Comm.</td>
<td>1 credit Prof. Comm.</td>
<td>1 credit Prof. Comm.</td>
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<td></td>
</tr>
<tr>
<td>1 credit Art</td>
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<td></td>
</tr>
<tr>
<td>4 elective credits</td>
<td>6 electives (include endorsement credit requirements)</td>
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<td>4 electives (include endorsement credit requirements)</td>
<td></td>
</tr>
<tr>
<td>LOTE (Languages Other Than English)</td>
<td>“A student, who due to a disability, is unable to complete two credits in the same language in a LOTE, may substitute a combination of two credits from ELA, math, science, or social studies or two credits in CTE or technology applications for the LOTE credit requirements.” Determination to be made by ARD or 504 committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td>“SBOE shall allow a student who is unable to participate in physical activity due to disability or illness to substitute one credit in English language arts, mathematics, science, or social studies, one credit in a course that is offered for credit as provided by Section 28.002(g-1), or one academic elective credit for the physical education credit” Determination to be made by ARD, 504 committee, or “a committee established by the school district of persons with appropriate knowledge regarding the student”</td>
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89.1070 Rules Concerning Graduation Requirements for Students Receiving Modified content/curriculum

- Foundation with or without modifications
- Foundation + Endorsement(s) Graduation Plan
  - Foundation courses with or without modifications
  - Additional core subjects to meet the 26 credit graduation requirements (i.e. 4 Science, 4 Math, etc…) with or without modifications
  - Endorsement courses without modifications
  - In order to use a course to satisfy both a requirement under Foundation and a requirement for an Endorsement, the student must satisfactorily complete the course without any modified curriculum.
- Student must meet satisfactory performance on all EOC assessments
Meet the 26 credit graduation requirements (i.e. 4 Science, 4 Math, etc…) with or without modifications.

Pass Endorsement courses without modifications.

In order to use a course to satisfy both a requirement under Foundation and a requirement for an endorsement, the student must satisfactorily complete the course without any modified curriculum.

### Foundation + Endorsements

<table>
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<th>26 credits</th>
</tr>
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<tbody>
<tr>
<td>ELA I, II, III + one authorized English course</td>
</tr>
<tr>
<td>Alg. 1, Geometry, + two authorized math courses</td>
</tr>
<tr>
<td>Biology; IPC, Chemistry and/or Physics + two authorized science courses</td>
</tr>
<tr>
<td>W. Geo. Or W. Hist., US Hist., Govt/Econ.</td>
</tr>
<tr>
<td>World Language (2 credits)</td>
</tr>
<tr>
<td>1 credit PE</td>
</tr>
<tr>
<td>1 credit Prof. Comm.</td>
</tr>
<tr>
<td>1 credit Art</td>
</tr>
<tr>
<td>6 electives (include endorsement credit requirements)</td>
</tr>
</tbody>
</table>

Meet satisfactory performance on all STAAR EOC assessments.
Transition planning

• Reasonable post-secondary education goals should be driven by
  • Strengths
  • Needs
• Should drive meaningful discussion on
  • Appropriate post-secondary options
  • Anticipated post-secondary supports
• Course of study should reflect
  • SPIN
  • Endorsement/CTE courses based on SPIN
  • Tied to post-secondary goals
  • Modified content in 8th Grade → Modified content in 9th Grade
4-Year College Admissions Decision factors

• High School Transcript
  • Does not disclose student’s modified credits
  • Foundation + Endorsement

• Courses of rigor supporting College Readiness
  • Algebra II
  • Chemistry
  • Physics
  • Foreign Language

• SAT/ACT performance

• Example: Texas State University
  • [http://goo.gl/o1TyC7](http://goo.gl/o1TyC7)
Valuable Resources

• Region 13 Graduation Guidance: Special Education LiveBinder
  • Denise Geiger, Special Education Transition Coordinator, ext. 10357
  • Stella Karp, Special Education Communication Liaison, ext. 10378