

## Coding Considerations for Special Education Graduates

- What year did the student enter grade 9?
- What courses and EOCs did they take?
- What was their level of achievement: endorsements, performance acknowledgements, distinguished level of achievement? [See 89.1070 (c)(1) and (c)(2) for allowable content modifications for endorsements]
- What adaptations were needed?
  - **Courses:**
    - Accommodations
    - Modified content
    - Alternate Achievement Standards
  - **EOCs:**
    - Accommodations
    - Options in 89.1070(d): Passed at least 3 EOCs
    - ARD determined passing is not required for 3+ EOCs
    - Alternate Assessment (STAAR Alternate 2)
- What additional considerations . . . ?
  - Did the student earn one or more of the College, Career, Military Readiness indicators?
  - For students who received modifications, which condition in 89.1070 (b)(2) was met?

*Notice that location is not a consideration! The LRE (Least Restrictive Environment) will be determined by the ARD: general education, special education, homebound, or other setting, as appropriate for each student, in each course. Course codes and graduation codes are about content, not location!*

*To be eligible to earn an endorsement through 89.1070 (c)(3) or (d), students must meet assessment requirements through the standard state assessment (not an alternate assessment)*

# Types of Continuers



- No Leaver Code
- No grad-type code
- No Continuer Code

*Continuer:*  
Complete credits/  
pass EOCs  
↓  
General *or* Special  
Education  
(can include students who  
had modified content)

Working toward  
89.1070 (b)(1) or (b)(2)



- No Leaver Code
- No grad-type code
- Use IEP Continuer Code from C088 table

*Continuer:*  
Complete IEP

**Continuing enrollment  
to receive 18+ services**

Working toward  
89.1070 (b)(2)

## Considerations for Special Education Continuers

- Why is the student continuing?
  - To complete credit/assessment requirements
  - To continue enrollment for 18+ services/complete IEP, as eligible per 89.1070 (b)(2)
- Are they eligible to participate in commencement ceremonies this year?
  - Certificate of Completion: TEC §28.025(d)
  - Certificate of Attendance: TEC §28.025(f)
  - *Local decisions*
- For students participating in commencement ceremonies:
  - Are they fully included in all activities (program, yearbook, school events, etc)?
  - Does their certificate resemble the diploma?

### Returning After Graduation

- Leaver code and graduation-type code was submitted when student graduated and exited
- No IEP was in place for the following year - - *student did not PLAN to return!*
- Eligible to return for continued FAPE through 89.1070 (k)
- Funding is the same as for continuers who remained enrolled and did not exit
- No codes submitted when they exit again (treated as "movers")



# References

[www.bit.ly/cleartrail](http://www.bit.ly/cleartrail)  
[www.esc13.net/transition](http://www.esc13.net/transition)

## TEA

**State Graduation Requirements:** <https://tea.texas.gov/graduation.aspx>

**Graduation Guidance:**

[https://tea.texas.gov/Academics/Special\\_Student\\_Populations/Special\\_Education/Programs\\_and\\_Services/State\\_Guidance/Graduation\\_Guidance/](https://tea.texas.gov/Academics/Special_Student_Populations/Special_Education/Programs_and_Services/State_Guidance/Graduation_Guidance/)

**Legal Framework at Region 18:** <https://framework.esc18.net>

## TEC

- Chapter 42 Foundation School Program
- § 28.0258 Individual Graduation Committee

## TAC

- § 74.11 Graduation Requirements
- § 74.12 Foundation High School Program
- § 74.13 Endorsements
- § 74.14 Performance Acknowledgements
- § 89.1070 Adaptations for Special Populations: Graduation Requirements
- 101.3022 Assessment Requirements for Graduation

## TSDS PEIMS – code tables (Section 8.4 PEIMS Description of Codes)

- C062: Graduation-Type
- C088: (IEP Continuer)
- C162: Leaver Reason
- C199: Element ID E1544 -1548 - Endorsements
- C201: Element ID E1563 - Individual Graduation Committee (IGC)

## 2018 Accountability Manual

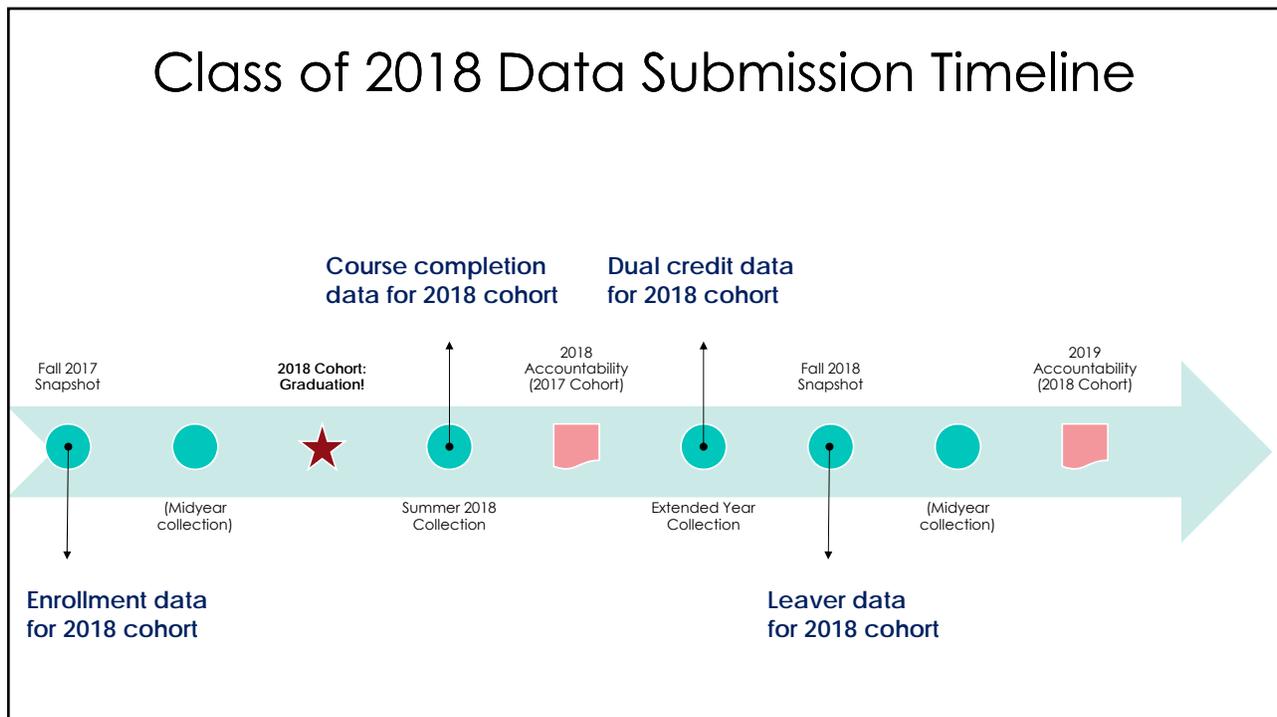
- PEIMS-based indicators (p. 8-9)
- Appendix H - Data Sources

## 2017-18 Student Attendance Accounting Handbook

- 3.2.3 Age Eligibility
- 3.2.3.2 Additional Information about Maximum Eligible Age
- 3.11.7 Example 7

A 21-year-old special education student graduated the prior year by meeting the requirements outlined by the ARD committee in the student's IEP. The ARD committee determines that this student is still in need of special education and related services and places the student back in school full-day. Since this student graduated by meeting the requirements in the IEP and since the student is receiving a full day of service as required by the ARD committee, his ADA eligibility code is 1 - Eligible for Full-Day Attendance. A student receiving special education and related services should not be graduated until all requirements in 19 TAC §89.1070 have been met.

- 4.12 Coding Chart: Services for Students with Disabilities— Exceptions to the Norm
- 11.6.6 FSP Funding Eligibility for Students 21 through 25 Years of Age



## Help! The IEP Shows The Wrong Grad-Type Code... ... and the student is no longer enrolled after graduation

Email from TEA, September 2018:

"If it were determined that there was a clerical error in assigning the proper graduation code for the student in an IEP, then the IEP would be amended by the authority of 34 CRF 300.324...."

A district representative must contact the graduate/adult student via email, phone, note, face to face, etc. to inform them of the error, explain the technical edit, and respond to any questions the graduate/adult student or guardian might have regarding the edit. After the contact exchange, promptly complete the edit and immediately provide the graduate/adult student or guardian with a written explanation of the change and an updated copy of the edited version of the IEP. It would be helpful to highlight in color the edited portion of the IEP in the updated copy. The updated copy of the IEP document must be included in the graduate's student file. At this point, the IEP and PEIMS report should match."

- Contact the graduate
- Hold amendment ARD
- During Fall PEIMS data submission, submit the revised grad-type code that most accurately reflects the student's academic achievement