How South Dakota Students with Disabilities Exit High School

South Dakota 2010 (n=561)

Percentage of Students (age 14-21) by school exit within each Disability Classification

- Diploma
- Drop-out
- Certificate
How Tennessee Students with Disabilities Exit High School
Tennessee 2010 (n=7,527)

Percentage of Students (age 14-21) by school exit within each Disability Classification

- Diploma
- Drop-out
- Certificate
How Texas Students with Disabilities Exit High School

Texas 2010 (n=33,815)

Percentage of Students (age 14-21) by school exit within each Disability Classification

- Diploma
- Drop-out
- Certificate
How Utah Students with Disabilities Exit High School
Utah 2010 (n=1,048)

Percentage of Students (age 14-21) by school exit within each Disability Classification

- Diploma
- Drop-out
- Certificate
How Vermont Students with Disabilities Exit High School

Vermont 2010 (n=880)

Percentage of Students (age 14-21) by school exit within each Disability Classification

- Diploma
- Drop-out
- Certificate
How Virginia Students with Disabilities Exit High School

Virginia 2010 (n=11,424)

Percentage of Students (age 14-21) by school exit within each Disability Classification

- Diploma
- Drop-out
- Certificate
How Washington Students with Disabilities Exit High School

Washington 2010 (n=8,115)

Percentage of Students (age 14-21) by school exit within each Disability Classification

- Diploma
- Drop-out
- Certificate
How West Virginia Students with Disabilities Exit High School

West Virginia 2010 (n=2,914)

Percentage of Students (age 14-21) by school exit within each Disability Classification

- Diploma
- Drop-out
- Certificate
How Wisconsin Students with Disabilities Exit High School
Wisconsin 2010 (n=8,370)

Percentage of Students (age 14-21) by school exit within each Disability Classification

- Diploma
- Drop-out
- Certificate
How Wyoming Students with Disabilities Exit High School

Wyoming 2010 (n=631)

Percentage of Students (age 14-21) by school exit within each Disability Classification

- Diploma
- Drop-out
- Certificate
How U.S. Students with Disabilities Exit High School

United States 2010 (n=402,038)

Percentage of Students (age 14-21) by school exit within each Disability Classification

- Diploma
- Drop-out
- Certificate
Diploma Pathways: Laws and Policies
Arizona

Requirements for a Regular High School Diploma: Competency Tests

• The Arizona State Board of Education has established competency tests for graduation from high school in the areas of reading, writing, and math, known collectively as “Arizona’s Instrument to Measure Standards” (AIMS). All high school students in grade 10 must participate in and pass the AIMS in order to graduate, but not all students with disabilities are required to pass the AIMS test in order to graduate. Each student’s IEP should identify the expectation with regard to AIMS and graduation.

14.04 SPECIAL EDUCATION

14.04.1 For a student with disabilities, the Individualized Education Program (IEP) serves as the student’s “graduation plan.”

14.04.2 Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by a student’s IEP Team, transition planning must be initiated to prepare a student for exit from a secondary education program to post-secondary life. This includes planning for the student’s exit from school due to graduation. For a student with disabilities, fulfillment of the requirements set forth in the student’s IEP constitutes the basis for graduation from high school.

California

- California *Education Code* Section 60852.3 states that any student with disabilities (any type of disability, for any duration) who has an individualized education program (IEP) or Section 504 plan, and has satisfied or will satisfy all other state and local requirements for receipt of a high school diploma, is exempt from meeting the CAHSEE requirement as a condition of graduation.

Each district establishes graduation requirements that align with state issued guidelines.

Local school districts have the authority to adapt demonstrations of competency to accommodate for the unique needs of students with disabilities.

To receive a diploma:
• Successful completion of established academic credits
• Successful completion of activities on the Independent Living Checklist
• Successfully complete a Culminating Reflective Project
• At least a 5th grade proficiency in reading and mathematics

http://www.cde.state.co.us/facilityschools/laws
Individualized Student Success Plan

Students with a mild or moderate learning disability, who receive the additional support of an Individual Education Plan (IEP), are expected to meet the graduation requirements as stated in this plan. The Planning and Placement Team (PPT) must work closely with the mentor/advisor of the Student Success Plan for each special education student to ensure that every student meets the middle and high school expectations described. There may be some modifications in the curriculum or in the assessment environment for this student, but the basic expectations are the same as for non-special education students.

If a student has been identified as having serious learning or other disabilities that significantly impact the student’s ability to meet standard graduation expectations, as indicated in the IEP, then he or she may receive specific accommodations that modify the curriculum, instructional delivery, and assessments required for graduation. For example, the goal score on the Modified CAPT Assessment is the requirement parallel to the student’s making goal on the standard CAPT. The Committee supports the current policy that the percentage of students requiring such accommodations should not exceed one percent of a school’s student population. More specific recommendations regarding accommodations for these students are listed in the section on Assessment and Accountability later in this document.

The graduation requirements for students with disabilities shall be determined by the student’s Individualized Education Program (IEP).

http://www.hawaiiboe.net/policies/4500series/Pages/4540.aspx
Pursuant to Section 27-22 of the School Code, all students, except students with disabilities whose course of study is determined by an individualized education program, must successfully complete certain courses, depending upon the school year in which they enter the 9th grade and subject to the exceptions provided in Section 1.445 of this Part, as a prerequisite to receiving a high school diploma.

Grades, Certificates of Achievement, and Transcripts of Students with Disabilities

Diplomas/Certificates of Achievement

• In certain cases, special education students may receive a diploma without meeting the graduation requirements for the general education program if they meet their Individualized Education Program goals and graduation requirements set by their IEPs.

Kansas does not require students to pass standardized tests so there are no state-established standards for graduation.

Kansas allows local school districts to grant credits toward diplomas. For Kansan students with disabilities, the IEP and/or local instructional team can determine which course is most appropriate, the level of content required, modifications for demonstrating academic competencies, etc. This is reflected in local policies.

Below is an excerpt from one such local Kansas School District (Baldwin City USD 348 Student Policy (p. 54)

http://www.usd348.com/?dl_id=102
3. Exceptions. Notwithstanding subsection 1, a student may be awarded a diploma indicating graduation from a secondary school in the following circumstances.

A. A child with a disability, as defined in section 7001, subsection 1-B, who achieves proficiency as required in subsection 1, as specified by the goals and objectives of the child's individualized education plan, may be awarded a high school diploma. [2011, c. 669, §7 (NEW).]

http://www.mainelegislature.org/legis/statutes/20-a/title20-Asec4722.html
POLICY CONSIDERATIONS FOR STUDENTS WITH DISABILITIES UNDER IDEA

Each school district must provide a free, appropriate public education for students with disabilities until they are graduated with a regular diploma or attain the age of 21 years. According to the Individuals with Disabilities Education Act (IDEA), local school boards must establish policies and guidelines that ensure that students with disabilities have the opportunity to earn credits toward graduation in a nondiscriminatory manner within the spirit and intent of that requirement. Provisions include:

1. Any specific graduation requirement may be waived for a disabled student if recommended by the student’s IEP Committee.
2. Students with disabilities will receive grades and have credit transcripted in the same manner as all other students when they complete the same courses as other students.
3. Students with disabilities who complete regular courses modified as indicated in their IEPs will receive grades and have credit transcripted in the same manner as students who complete the courses without modification. The fact that the courses were modified may be noted on the transcript.
4. Students with disabilities who meet the goals and objectives of their IEPs, as measured by the evaluation procedures and criteria specified in the IEPs, will have credit transcripted in accordance with the state definition of units of credit.
5. Students with disabilities who meet state and local graduation credit requirements by taking and passing regular courses, taking and passing regular courses with modification, taking and passing modified classes, or successfully achieving IEP goals and objectives shall be graduated and receive regular high school diplomas.

125A.04 HIGH SCHOOL DIPLOMA.

Upon completion of secondary school or the equivalent, a pupil with a disability who satisfactorily attains the objectives in the pupil's individualized education program must be granted a high school diploma that is identical to the diploma granted to a pupil without a disability.

https://www.revisor.mn.gov/statutes/?id=125a.04
(5) A student with disabilities who has completed a prescribed course of studies shall be eligible for graduation from high school.

(a) A student who has successfully completed the goals on the IEP shall have completed a prescribed course of study.

http://www.mtrules.org/gateway/ruleno.asp?RN=10%2E16%2E3345
Consider graduation requirements and IEP annual goals

Neither Rule 51 nor IDEA includes a requirement that an IEP contain specifically identified graduation criteria or a graduation plan; however, it is recognized that many districts document the graduation requirements in the student’s IEP. Deciding to document discussions about the student’s graduation plans either in the IEP or in IEP meeting notes may assist the IEP Team with documenting meaningful opportunities the parent was offered during the development, review, or revision of their child's IEP.

State law--not the IDEA--dictates the substantive standards for graduation. 92 NAC Rule 10-003.05 provides graduation requirements for each NE high school from grades nine through twelve. Additionally, Neb. Rev. Stat. §79-729 states that the graduation requirements prescribed in the statute do not apply to high school students whose individualized education plans prescribe a different course of instruction. Therefore, the IEP Team is responsible for determining the student’s course of instruction; considering the district’s graduation requirements and the student’s progress on meeting annual goals.

http://www.education.ne.gov/sped/bobbing/Graduation%20Considerations.pdf
6A:14-4.11 Graduation

(a) The IEP of a student with a disability who enters a high school program shall specifically address the graduation requirements. The student shall meet the high school graduation requirements according to N.J.A.C. 6A:8-5.1(c), except as specified in the student's IEP. The IEP shall specify which requirements would qualify the student with a disability for the State endorsed diploma issued by the school district responsible for his or her education.

An IEP meeting must be held to conduct a review of the student’s IEP at an appropriate time before graduation to evaluate the student’s progress toward graduation. The IEP team determines whether graduation requirements will be met and whether the goals and objectives in the IEP will be completed. If a student’s IEP has identified graduation on a specified date and the IEP team decides that the student has not met graduation requirements, written prior notice that the student will not meet graduation requirements must be given to the parent and student early enough so that parents may exercise their procedural safeguards including requesting a due process hearing. If the student or parents of the student requests a due process hearing, the impartial hearing officer would determine whether it is appropriate to graduate the student. School districts are required to have procedures to ensure continuation of a free appropriate public education for students with disabilities when promoting or retaining students. Students shall be promoted or retained according to local educational criteria unless specific learner requirements are waived in the student’s IEP. The student shall be eligible for graduation from high school if the student has completed a prescribed course of study. A prescribed course of study shall have been determined by the IEP team and outlined in the Transition IEP Plan.

§70-11-103.6. State Board of Education - Adoption of curriculum standards - Option for high school graduation - Adoption and approval of promotional system.

L. Children who have individualized education programs pursuant to the Individuals with Disabilities Education Act (IDEA), and who satisfy the graduation requirements through the individualized education program for that student shall be awarded a standard diploma.

Utah State Office of Education, Special Education Services: Graduation Guidelines for Students with Disabilities See pp. 5-6 Amending Graduation Requirements

– Allows IEP team to amend graduation requirements and require that any amendments must be documented in IEP. Amendments may include modifications, substitutions, and/or exemptions made to accommodate the needs of the individual student.

The Individual Education Program (IEP) team or 504 Team is responsible for assuring that information regarding the student’s individual skills, aptitudes and present levels of performance are incorporated into the student’s Personalized Learning Plan. This shall ensure that the proficiency levels to meet graduation requirements are linked to local graduation requirements, individually accommodated and/or modified for students with disabilities, and written into the student’s Personalized Learning Plan. This process shall ensure that any student identified as a student with a disability will receive a regular high school diploma after meeting his/her individual graduation requirements as outlined in their Personalized Learning Plan. The development of an IEP does not supplant a Personalized Learning Plan, nor does a Personalized Learning Plan replace an IEP.

http://education.vermont.gov/documents/EDU-FinalEQS_AsAdopted.pdf
An IEP team has no legal authority to alter graduation requirements established by district graduation policy. However, local school districts may use the IEP team process to determine whether the high school graduation requirements and local district policy have been met. For example, the IEP team may set educational goals and objectives in areas impacted by the student’s disability. Successful completion of the goals and objectives in the IEP may be relevant in determining whether the student has met the academic performance criteria in the school board’s graduation policy.

I. Graduation with a Regular High School Diploma

What is a regular high school diploma?

A regular high school diploma is a document issued by the school board to a student upon successful completion of a high school program. The school board establishes the required elements of its high school program in conformity with section 118.33 (1) of the Wisconsin Statutes. In general, a school board may grant a regular high school diploma to a student with a disability who has:

- Earned all required credits, or
- Participated in an alternative education program and demonstrated proficiency equivalent to earning required credits, or
- Successfully completed the program specified in the student’s IEP.

http://sped.dpi.wi.gov/sped_bul10-08
LAA-2 Percentage of all students participating by grade by year (2009-2013)
Percentage of Students scoring proficient on Regular and alternate (LAA-2) assessments by grade level (2012-2013)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Math Reg assessment proficient</th>
<th>Math LAA2 proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>50%</td>
<td>47%</td>
</tr>
<tr>
<td>5th</td>
<td>42%</td>
<td>42%</td>
</tr>
<tr>
<td>6th</td>
<td>32%</td>
<td>27%</td>
</tr>
<tr>
<td>7th</td>
<td>25%</td>
<td>24%</td>
</tr>
<tr>
<td>8th</td>
<td>20%</td>
<td>23%</td>
</tr>
<tr>
<td>HS</td>
<td>18%</td>
<td>14%</td>
</tr>
</tbody>
</table>