

Graduation Planning Guidance for Idaho Students with Disabilities



**Idaho State Department of Education
Updated November 2012**

Acknowledgments

The development of *Graduation Planning Guidance for Idaho Students with Disabilities* has been a collaborative effort. Beginning in December 2003 and continuing in 2011 and 2012, task force members have taken time to study laws and rules; draft, review and revise; and make recommendations and decisions in the development of this document.

2003 Task force members included the following:

Glenn Adams Special Education Teacher Genesee Joint District 282	Lori Gentillon School Board Chairperson Firth District 059	Tobey Jossis Mathematics Teacher Meridian Joint District 002
Ellie Atkinson Special Education Supervisor Independent District of Boise City 001	Cliff Greene Executive Director Idaho School Boards Association	Jerry Keane Superintendent Post Falls District 273
Parra Byron Education Advisor Office of the Governor	Cathy Hagadone Special Education Supervisor Meridian Joint District 002	William E. Leaf Principal Cascade District 422
Barbara Croshaw Principal Preston Joint District 201	Pam Houston-Powell Special Education Consulting Teacher Twin Falls District 411	Evelyn Mason Executive Director Idaho Parents Unlimited, Inc. (IPUL)
Robert F. Devine Superintendent Sugar-Salem Joint District 322	Margaret Hower Parent Volunteer Boise	Marta Sandmeyer Special Education Supervisor Independent District of Boise City 001
Donna Duerden Language Arts Teacher Jefferson County Joint District 251	Jacque Hyatt Specialist Bureau of Special Education	Tracy Warren Program Specialist Idaho Council on Development Disabilities
Michael L. Friend Executive Director Idaho Association of School Administrators	Jana Jones Bureau Chief Bureau of Special Education	

2011 and 2012 Task Force members included the following:

Alison Lowenthal Secondary Special Education Coordinator State Department of Education	Carol Carnahan Special Education Statewide Technical Assistance Boise State University	Bruce Christopherson Regional Manager Idaho Division of Vocational Rehabilitation
Kelly Hall SW Region Special Education Boise State University	Irene Jones Disability Resources and Services Coordinator Eastern Idaho Technical College	Tracy Warren Program Specialist Idaho Council on Development Disabilities
Beth Eloee-Reep SE Region Special Education Idaho State University		

Planning for Graduation

The purpose of this document is to provide districts, especially IEP (Individualized Education Program) teams, with guidance on graduation planning for students with disabilities. IEP teams should reference this document in the development of individualized education programs, planning for graduation, and transition to post-school options.

The 2007 Legislature approved increased high school graduation requirements, which first impacted Idaho students who entered the ninth grade in the fall of 2009 (graduating class of 2013.) The Idaho State Board of Education worked extensively to create new requirements to ensure all Idaho students are prepared to live, work, and succeed in the 21st century. On page 4 are the current graduation requirements for all Idaho students.

Students may meet the regular graduation requirements, an alternate graduation mechanism/plan, or graduation requirements as determined by the IEP team.

- **Regular graduation requirements:** The student meets regular graduation requirements, which include receiving a proficient score in all areas of the grade 10 ISAT or ISAT-Alt.
- **Alternate graduation mechanism/plan:** A school district or local education agency (LEA) may establish an alternate mechanism to demonstrate proficiency of content standards.
- **Graduation criteria established by the IEP team for a student with an IEP:** The student meets the criteria established on his/her plan for graduation that is part of the IEP. The IEP team specifically addresses completion of the student's secondary program by:
 - a. Adapting the course content, course objectives, instructional strategies, grading, and assessments, and/or
 - b. Identifying alternate methods for demonstrating competence. (See Section 3 of this document for examples.)

Each year of secondary school the IEP Team should consider if the student will meet regular graduation requirements. To meet Idaho graduation requirements, students must:

- Meet all credit requirements in content standards,
- Have a 4-year learning plan,
- Complete a senior project,
- Complete a college entrance exam, and
- Achieve a proficient score on the 10th grade ISAT.

GRADUATION MINIMUM REQUIREMENTS
(IDAPA 08.02.03 104, 105, 106)

Content Area	NEW STATE CREDIT REQUIREMENTS (46) BEGINNING WITH STUDENTS WHO ENTER HIGH SCHOOL AT THE 9 TH GRADE LEVEL IN FALL 2009 OR LATER
Core of Instruction	29 credits (minimum)
Electives	17 credits (minimum)
Total Credits	46 credits (minimum)
Language Arts (English – 8 credits and Speech – 1 credit)	9 credits (Speech credit can be obtained through other courses that meet the state speech requirement as approved by the local district)
Mathematics	6 credits Including Algebra I and Geometry standards. 2 credits must be taken in last year of high school.
Science	6 credits (4 lab)
Social Studies (US History, Economics and American Government)	5 credits
Humanities(Interdisciplinary Humanities, Fine Arts or Foreign Language)	2 credits
Health	1 credit
Postsecondary Readiness Plan	4-Year Learning Plan at end of 8th grade
Advanced Opportunities	Districts must offer at least one Advanced Opportunity such as: Dual Credit, Advanced Placement, Tech Prep, International Baccalaureate
Senior Project	Required to include an: oral presentation and written report by end of grade 12
College Entrance Exam	Take either the ACT, SAT, COMPASS or ACCUPLACER exam by the end of grade 11 (The state will pay for students to take the SAT or ACCUPLACER once.*)
ISAT	Pass the ISAT with a score of Proficient or Advanced in Reading, Math, Language Usage
Middle School	Must take pre-algebra before entering 9th grade

*For more details on the statewide college entrance exam program, please visit
<http://www.sde.idaho.gov/site/assessment/collegeEntranceExam.htm>.

Section 1. Regular Graduation Requirements

High expectation of learning for all students is essential for students' success in reaching their post-school outcomes, whether work or education. Participation in statewide assessments is crucial in determining success and demonstrating equal opportunity and access to education. Statewide assessments 1) measure how schools are including students with disabilities in standards-based reform activities, 2) monitor the degree to which instructional strategies are assisting all students' achievement, 3) identify curriculum areas that need improvement for specific groups of students, and 4) provide on-going monitoring of individual, school, and state progress.

The Individuals with Disabilities Education Act and the Elementary and Secondary Education Act both require the participation of students with disabilities in all statewide assessments with appropriate accommodation. Both acts also require that states use the graduation rate for all students, including students with disabilities, as an indicator in measuring district and state success in educating all students. Neither of the acts requires that the statewide assessment be used for promotion or as a condition of graduation, (§ 300.535 (a) (1-2) however Idaho's State Board rule (IDAPA 08.02.03.105.06) requires each student must achieve a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate.

A. Credit Requirements in Content Standards (IDAPA 08.02.03.105)

All students are expected to take pre-algebra before entering the 9th grade and complete 46 credits including 29 credits in core subjects:

- 9 credits in Language Arts and Communication (8 credits in Language Arts and 1 credit in Speech)
- 6 credits in Mathematics (2 credits in Algebra I, 2 credits in Geometry, 2 credits in math courses of student choice with 2 credits taken during the student's senior year)
- 6 credits in Science (4 credits must be lab-based)
- 5 credits in Social Studies (2 credits in Government, 2 credits in U. S. History and 1 credit in Economics)
- 1 credit in Health and Wellness

Students can meet the credit requirements through the following considerations:

- District-required general education classes with or without accommodation,
- Modified course curriculum for students participating in general education classes,
- Substitute course in the same content area, or
- Individually designed instruction aligned to content standards.

In regard to students who have an IEP, Idaho code states, "[a] student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP)

team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements.” (IDAPA 08.02.03.105.07)

The Idaho Special Education Manual, Chapter 7, Section 2A states that in regard to graduation for a student with an IEP, the IEP team is to:

- Determine if a student will meet regular graduation requirements,
- Develop the course of study in collaboration with the student learning plan,
- Beginning with 9th grade, annually review the course of study to identify and make changes as needed to meet graduation requirements, and
- Document any accommodations and adaptations made to the district’s and state’s regular graduation requirements on the student’s behalf.

B. Student Learning Plan

For all students, Idaho administrative code states that no later than the end of grade eight each student shall develop a parent-approved student learning plan for his/her high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the school district’s or local education agency’s graduation standards. (IDAPA 08.02.02.104.02.a)

A student learning plan outlines a course of study, which should include rigorous academic core and related sequence of electives in academic, professional-technical education (PTE), or humanities aligned with the student’s post graduation goals.

In addition to the Idaho code outlining student learning plan requirements, federal law IDEA 2004 (Individuals with Disabilities Education Act) requires that beginning no later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:

- Appropriate measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills,
- The transition services (including courses of study) needed to assist the child in reaching those goals, and
- Beginning not later than one year before the student reaches the age of majority under state law, a statement that the student and parents have been informed of the student’s rights under Part B, if any, that will transfer to the child on reaching the age of majority under §300.520. [20 U.S.C. 1415(m)]

[34 CFR 300.320(b) and (c)] [20 U.S.C. 1414 (d)(1)(A)(i)(VIII)]

IEP teams should reference both the federal and state policy and the student's learning plan to develop a plan for graduation that is included in the student's IEP.

C. Senior Project

A senior project is a comprehensive assignment that is designed to be a culmination of each student's academic experiences from his/her high school career. Typically, senior projects include a paper, a portfolio, a presentation, and a final product or culminating activity or event. All Idaho students will be required to complete a senior project, which must include a written report and an oral presentation, by the end of 12th grade. (IDAPA 08.02.03 104, 105, 106) Local Education Agencies may have additional requirements at their discretion.

Students can meet the senior project requirements through the following considerations:

- Use of accommodations or adaptations as documented on IEP,
- Use of assistive technology/educational technology,
- Alternate presentation settings and/or methods, or
- Individually designed senior project at the discretion of the IEP team.

D. College Entrance Exam

The college entrance exam requirement is effective for all public school students in their 11th grade year, beginning with the 2011-2012 school year. A student must take one (1) exam (COMPASS, ACCUPLACER, ACT, or SAT) to meet the requirement. Students may elect an exemption from the college entrance exam requirement if they are enrolled in a special education program and have an Individualized Education Program (IEP) that specifies accommodations not allowed for a reportable score on the approved tests, or are enrolled in an Limited English Proficiency (LEP) program for three (3) academic years or less. (IDAPA 08.02.03.105.03) The state of Idaho has contracted to pay for a student to take the SAT or ACCUPLACER exam once. If a student chooses to take the COMPASS or ACT, it will meet graduation requirements, but the student will be required to pay for that exam. Students may want to contact the college of their choice to determine which college entrance or placement test is required for admission.

Accommodations may be granted based on established guidelines of the testing entities. Students must provide documentation of the disability in order to determine if accommodations are appropriate and reasonable for the disability. Accommodations may not fundamentally alter that which the test is designed to measure. Examples of accommodations for the SAT or ACCUPLACER are determined on a case by case basis and may include, but are not limited to: extended time, alternate test formats, extra or extended breaks, and authorization to test over multiple days. Examples of alternate test formats are audiocassettes or audio DVDs, readers, Braille, or large print.

Every student requesting accommodations must submit a request to The College Board (SAT and ACCUPLACER testing entity.) In most cases students work with their school to request accommodations. An adult student or parent must complete a consent form prior to the school providing confidential information regarding the student's disability to The College Board. The Idaho Department of Education has established a specific spring date for administration of the SAT and a strict deadline for requesting accommodations.

For more information regarding specific policies and procedures for SAT and ACCUPLACER accommodations, visit: <http://www.collegeboard.com/ssd/student/> or <http://professionals.collegeboard.com/testing/ssd/accommodations>

E. Participation in ISAT and Statewide Assessment

All students with disabilities will participate in the ISAT and other statewide assessments. Students can participate in statewide assessments in four ways. The IEP team may determine that:

1. The student will take the assessment in the same manner as all other students;
2. The student will take the assessment with accommodations;
3. The student will take the assessment with adaptations; or
4. The student is eligible to take the ISAT-Alt.

The IEP team must determine how a student will participate in assessment. This might include using accommodations or adaptations. All accommodations or adaptations should be based on the instructional strategies that are used for each student and outlined on the student's IEP. IEP teams should consider the answers to the following questions when determining whether or not to use accommodations or adaptations for instruction and assessment:

1. What helps the student learn or perform better?
2. What has the student or parent told you regarding performance?
3. What gets in the way of the student demonstrating skills or knowledge?
4. What has the student been taught to use?
5. What is the purpose of the assessment, and what skills are being measured?

IEP teams must know the state assessment accommodation policies found in the Test Coordinators Guide Appendix (Policy for Inclusion of Special Population in District and State Assessment) at <http://www.sde.idaho.gov> or in the Idaho Special Education Manual, Appendix 5C at http://www.sde.idaho.gov/site/special_edu/manual_page.htm. Any accommodation or adaptation used for the state assessment will be one that is routinely used by the student on classroom tests or practice tests. A member of the IEP team must ensure that the assessment administrator or proctor knows about and allows the accommodations or adaptations that each student needs to use during the assessment.

1. Accommodations

Accommodations are defined as changes in the testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations do not invalidate the assessment results. Accommodations can be made in the setting, presentation, timing, response, or scheduling. IEP teams will designate only those accommodations for assessment that are:

1. Routinely provided during classroom instruction,
2. Needed by the student to demonstrate knowledge and skills, and
3. Approved by the test publisher.

Students must be provided an opportunity to practice and learn to use each selected accommodation prior to its use during assessment. Selected accommodations should not be provided for the first time on the day of the assessment.

2. Adaptations

Adaptations used in an assessment are fundamental changes that enable a student with a disability to participate in assessments. Adaptations invalidate or produce results that are not comparable, even though they may be used regularly in class work or in classroom testing. Types of adaptations include reading the reading test to a student, use of a spell checker on a spelling test, out-of-levels assessments, or use of a calculator when math calculation is being assessed. Use of adaptations on statewide assessments should be very limited and used with caution.

3. Idaho Standards Achievement Test-Alternate (ISAT-Alt)

The assessment of students on the ISAT- Alt (intended to be less than 1% of Idaho's students) is based on extensions of the Idaho Content Standards. Students who participate in the ISAT-Alt are working on the same Idaho Content Standards as their peers; however, they are working on these standards in less complex ways. Students' performances will be judged based on alternative achievement standards. Alternative standards allow the use of a different scoring system. (See Idaho Alternative Assessment Eligibility/Participation Guidelines document for specific guidelines for eligibility. <http://idahotc.com/alternate-assessment/Documents.aspx>)

Section 2: Alternate Graduation Mechanism/Plan

Any student who does not attain at least a proficient score on the ISAT/ISAT-ALT prior to graduation may appeal to the school district or LEA, and will be given an opportunity to demonstrate proficiency on the content standards through some other locally established mechanism/plan. School districts or LEAs shall adopt an alternate mechanism/plan and provide notice of that mechanism/plan to all students who have not achieved a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test by the fall semester of the student's junior year. All locally established alternate mechanisms/plans used to demonstrate proficiency must be forwarded to the State Board of Education for review and information. Alternate mechanisms/plans must be promptly re-submitted to the Board whenever changes are made.

Alternate mechanisms/plans may be utilized by students who are:

- Enrolled in a special education program and have an Individualized Education Program (IEP), or
- Enrolled in an Limited English Proficiency (LEP) program for three (3) academic years or less, or
- Enrolled in the fall semester of the senior year.

The alternate mechanism/plan must contain multiple measures of student achievement; be aligned at a minimum to tenth grade state content standards; be aligned to the state

content standards for the subject matter in question; be valid and reliable; and at least 90% of the criteria of the measures should be based on academic proficiency.

A student is not required to achieve a proficient or advanced score on the ISAT if:

- The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam must be approved by the State Board of Education and must measure skills at the tenth grade level and be in comparable subject areas to the ISAT;
- The student completes another measure established by a school district or LEA and received by the State Board as outlined in IDAPA 08.02.03.105.06;
- The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; or
- The student is considered to have Limited English Proficiency through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less.

The following chart describes different methods that could be used to demonstrate student proficiency on the standards:

Evaluation Methods to Demonstrate Proficiency

Type	Description	Scoring	Proficiency
End of Course Assessment (with or without accommodations)	The purpose is to assess the knowledge and understanding of a student upon the completion of a course of study. Each test is designed to measure the Idaho State Achievement Standards addressed in the course. The results of the test are used to assess the student's mastery of the achievement standards.	Traditional	C or higher
Portfolio	An authentic assessment that uses a purposefully selected subset of student work to demonstrate a student's knowledge and skills. This could include end of course assessments that have been adapted for the individual student.	Rubric	Proficient or Advanced score
Another State's Assessment	An exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above, and be in comparable subject areas to the ISAT.	Will vary by state	Proficient or Advanced score
Performance (with or without accommodations)	Assessments that require a student to create an answer or product that demonstrates knowledge and skills taught in the curriculum and is aligned to Idaho Achievement Standards	Scoring Rubric	Proficient or Advanced score
Idaho State Assessments	This could include the Direct Math Assessment or Direct Writing Assessment	Scoring rubrics	3 (proficient) or higher

Section 3: Adapted Graduation Criteria Established by the IEP Team

Some students with disabilities may be able to meet all of the regular graduation requirements. Others may be able to meet those requirements by using the district's alternate mechanism/plan. In addition there may be students who will meet graduation requirements through an individualized plan for graduation developed by the IEP team and included in the student's IEP.

The student's plan for graduation must include at least one evaluation measure in the core academic area(s.) The plan must also include a description of the student's participation in statewide assessments. The plan may also use other indicators to support the identified method of evaluation when determining the graduation requirements for individual students receiving special education services. The following rubric may be used by the IEP team in addressing the indicators on the student's plan for graduation:

Graduation Planning Rubric

Indicator	Advanced	Proficient	Basic	Below Basic
Other Evaluation Methods	IEP teams must select at least one evaluation method in each academic area addressed on the learning plan.			
Individual ISAT/ISAT-Alt growth rate (Must include ISAT/ISAT-Alt history if selected)	Based on ISAT/ISAT-Alt history, student exceeds individual growth rate set by IEP team	Based on ISAT/ISAT-Alt history, student meets individual growth rate set by IEP team	Based on ISAT/ISAT-Alt history, student is below individual growth rate set by IEP team	Based on ISAT/ISAT-Alt history, student shows no growth toward individual growth rate set by IEP team
Classroom Participation (on identified tasks)	Student completes 90% of individually appropriate classroom activities/ assignments	Student completes 80% of individually appropriate classroom activities/ assignments	Student completes 75% of individually appropriate classroom activities/ assignments	Student completes <75% of individually appropriate classroom activities/ assignments
Cum. GPA	3.0	2.5	2.0	<2.0
Grades for Individually-targeted Courses	≥ B	C	D	F
Meeting IEP goals/objectives	Measurement of progress on student IEP goals and objectives indicates they are completed	Measurement of progress on student IEP goals and objectives indicates they are completed	Measurement of progress on student IEP goals and objectives indicates they are not completed.	Measurement of progress on student IEP goals and objectives indicates they are not completed
Attendance	Use local district attendance policy			

Graduation

Graduation means meeting district and state requirements for receipt of a high school diploma. If a student is not granted a regular high school diploma or if the high school diploma is granted based on completion of adapted graduation requirements, the student is entitled to receive a free appropriate public education (FAPE) through the semester in which he or she turns 21 years of age or determined no longer eligible as a result of a reevaluation. A General Education Development (GED) certificate does not meet district requirements that are comparable to a regular high school diploma. The IEP team making these decisions shall include a district representative knowledgeable about State and local graduation requirements. (Idaho Special Education Manual, Chapter 7, Section 2, 2007 revised 2009)

Example Plan for Graduation

Name of Student: _____ **Student ID:** _____
Grade Developed: _____ **Date:** _____

In order to demonstrate proficiency on Idaho State Achievement Standards, the graduation requirements are:

Evaluation Methods: (Check method(s) used. Must include at least one method in each core area)

Reading: Method		Expected Performance Level
	ISAT/ISAT-Alt (with or without accommodations)	
	ISAT/ISAT-Alt Individual Growth Rate*	
	End of Course Assessment	
	Another State's Assessment (list)	
	Performance Assessment (list)	
	Portfolio (describe)	
	Other: (describe)	
Language: Method		Expected Performance Level
	ISAT/ISAT-Alt (with or without accommodations)	
	ISAT/ISAT-Alt Individual Growth Rate*	
	End of Course Assessment	
	Another State's Assessment (list)	
	Performance Assessment (list)	
	Portfolio (describe)	
	Other: (describe)	
Math: Method		Expected Performance Level
	ISAT/ISAT-Alt (with or without accommodations)	
	ISAT /ISAT-Alt Individual Growth Rate*	
	End of Course Assessment	
	Another State's Assessment (list)	
	Performance Assessment (list)	
	Portfolio (describe)	
	Other: (describe)	

Math growth: _____ **Reading growth:** _____ **Language Arts growth:** _____

Math growth:

Reading growth:

Language Arts growth:

Year 1: _____

Year 1: _____

Year 1: _____

Year 2: _____

Year 2: _____

Year 2: _____

Year 3: _____

Year 3: _____

Year 3: _____

Average: _____

Average: _____

Average: _____

Other Graduation Indicators (Optional)

(Use Graduation Plan Rubric when determining performance level.)

✓ if used	Indicator	Expected Performance Level
	Classroom Participation	
	Cumulative GPA	
	Individually-targeted Course Grades (list each):	
	Meeting IEP Goals/Objectives	
	Attendance	
	Other: (describe)	

Four-Year Student Course of Study to meet graduation :

[illegible]

Plan for Graduation Annual Review

Name of Student: _____ **Student ID:** _____
Grade Developed: _____ **Date:** _____

In order to demonstrate proficiency on Idaho State Achievement Standards, the graduation requirements have been changed as follows:

Evaluation Methods: (Check method(s) used. Must include at least one method in each core area)

Reading: Method		Expected Performance Level	Progress	Annual Review Date
<input type="checkbox"/>	ISAT/ISAT-Alt (with or without accommodations)			
<input type="checkbox"/>	ISAT/ISAT-Alt Individual Growth Rate*			
<input type="checkbox"/>	End of Course Assessment			
<input type="checkbox"/>	Another State's Assessment (list)			
<input type="checkbox"/>	Performance Assessment (list)			
<input type="checkbox"/>	Portfolio (describe)			
<input type="checkbox"/>	Other: (describe)			
Language: Method		Expected Performance Level	Progress	Annual Review Date
<input type="checkbox"/>	ISAT/ISAT-Alt (with or without accommodations)			
<input type="checkbox"/>	ISAT/ISAT-Alt Individual Growth Rate*			
<input type="checkbox"/>	End of Course Assessment			
<input type="checkbox"/>	Another State's Assessment (list)			
<input type="checkbox"/>	Performance Assessment (list)			
<input type="checkbox"/>	Portfolio (describe)			
<input type="checkbox"/>	Other: (describe)			
Math: Method		Expected Performance Level	Progress	Annual Review Date
<input type="checkbox"/>	ISAT/ISAT-Alt (with or without accommodations)			
<input type="checkbox"/>	ISAT/ISAT-Alt Individual Growth Rate*			
<input type="checkbox"/>	End of Course Assessment			
<input type="checkbox"/>	Another State's Assessment (list)			
<input type="checkbox"/>	Performance Assessment (list)			
<input type="checkbox"/>	Portfolio (describe)			
<input type="checkbox"/>	Other: (describe)			

Justification for changes:

***ISAT/ISAT-Alt Growth Rate Chart: (Must use three consecutive Spring assessments to establish the average expected RIT growth rate)**

Math growth:

Year 1: _____

Year 2: _____

Year 3: _____

Reading growth:

Year 1: _____

Year 2: _____

Year 3: _____

Language Arts growth:

Year 1: _____

Year 2: _____

Year 3: _____

Average: _____

Average: _____

Average: _____

Other Graduation Indicators (Optional)

(Use Graduation Plan Rubric when determining performance level)

✓ if used	Indicator	Expected Performance Level	Progress	Date
	Classroom Participation			
	Cumulative GPA			
	Individually-targeted Course Grades (list each):			
	Meeting IEP Goals/Objectives			
	Attendance			
	Other: (describe)			

Justification for changes:

Four-Year Student Course of Study to meet graduation :

[illegible]

Justification for changes:

References

Idaho Administrative Procedures Act (IDAPA), Rules governing thoroughness,
08.02.03.105.03 and 105.06

Idaho Special Education Manual 2007 Revised 2009.

Individuals with Disabilities Education Act, (2004).