

# REQUIREMENTS FOR SPECIAL POPULATIONS

## Students Receiving Special Education Services

Students participating in STAAR Alternate 2 are not subject to SSI grade-advancement requirements.

Students receiving special education services who take STAAR are subject to SSI grade-advancement requirements. However, if a student who receives special education services does not meet the passing standard on a state assessment, the ARD committee will make all decisions involving accelerated instruction and promotion. No GPC is convened.

The role of the ARD committee in making decisions about students subject to SSI grade-advancement requirements is described in TEC §28.0211(i) and (i-1) and in 19 TAC §101.2003(d). Thus, a student receiving special education services enrolled in grade 5 or 8 who does not perform satisfactorily on the mathematics and reading assessment instruments is subject to SSI grade-advancement requirements.

According to TEC §28.0211(i-2), no later than September 1 of each school year, a school district must notify the parent or person standing in parental relation to a student enrolled in the district's special education program of the options of the ARD committee for students who fail to perform satisfactorily on the fifth and eighth grade mathematics and reading assessments.

Districts are encouraged to carefully weigh the individual needs of students with disabilities as they consider decisions pertaining to the procedures outlined in this manual. For the students described above, an ARD committee must make decisions regarding appropriate assessment, accelerated instruction, and grade placement based on a student's individual educational needs.

The information in the chart below provides a general description of how the SSI grade-advancement requirements affect students receiving special education services who take the STAAR grade 5 or 8 assessments.

<b>Student takes STAAR for the <b>FIRST</b> time.</b>	
(If the student is absent for the first administration of STAAR, then he or she will participate in the second administration. This will be his or her <b>FIRST</b> time to take STAAR.)	
<b>PASS</b>	<b>FAIL</b>
The ARD committee considers the student's IEP and local policy when determining grade advancement.	According to TEC §28.0211 (i) and (i-1), an ARD committee meeting* <b>MUST</b> be held before the student is administered STAAR for the second time. The ARD committee <b>MUST</b> determine 1) how the student will participate in an accelerated instruction program and 2) whether the student will be promoted or retained based upon the ARD committee determination that the student has made sufficient progress in the measurable academic goals in the student's IEP. If promoted, retesting is not required.
<b>Student takes a <b>RETEST</b> of STAAR.</b>	
<b>PASS</b>	<b>FAIL</b>
The ARD committee considers the student's IEP and local policy when determining grade advancement.	If the student retests in a subsequent administration of STAAR and does not meet the passing standard, then the ARD committee must document in the IEP: <b>additional accelerated instruction</b> , whether the student will retest (if applicable), and whether the student will be promoted or retained. The student's IEP can be modified in an ARD committee meeting or through an agreement to amend the IEP. These decisions <b>must</b> follow the general rules governing ARD committee decision-making as set forth in 19 TAC, Chapter 89, Subchapter AA.

\* IDEA allows that "When conducting [ARD committee] meetings...the parent of a child with a disability and a public agency may agree to use alternative means of meeting participation, such as video conferences and conference calls." (34 CFR §300.328). However, for the purposes of TEC §28.0211 (i) and (i-1), a meeting does not include an agreement to amend the IEP as outlined in 34 CFR §300.324(a) (4) and (6).