

In light of the cancellation of STAAR testing for Spring 2020, required performance on end-of-course (EOC) exams for graduation under Texas Education Code (TEC), §28.025(c) and §39.025(a), are being waived for current seniors who are still working to meet assessment requirements for graduation. Seniors in the 2019–2020 school year who have not yet met assessment requirements for graduation may be eligible to graduate as a result of an individual graduation committee (IGC) review.

TEA is providing the following guidance in order to assist school districts and charter schools in completing IGC reviews for seniors in the 2019–2020 school year.

Student Eligibility

- Seniors who were enrolled in the district or charter school during the 2019–2020 school year may graduate via an IGC determination, regardless of the number of EOC exams they still need to pass.
- In accordance with TEC, §28.0258, students must successfully complete the curriculum requirements for high school graduation as identified in Title 19 Texas Administrative Code (TAC), Chapter 74, Subchapter B. Districts and charter schools must determine if a student has met all other graduation requirements under TEC, §28.025(c), including successful completion of all curriculum requirements or an individualized education program.
- A student who is on schedule to complete graduation requirements in Spring 2020 but does not have the opportunity to retake a STAAR EOC assessment prior to graduation is not required to pass that specific test to fulfill graduation requirements but will need to successfully complete the IGC process to be eligible to graduate.
- A student who is on schedule to complete graduation requirements in Spring 2020 and was scheduled to take a required EOC for the first time in Spring 2020 is not required to pass that specific test to fulfill graduation requirements. An IGC is not needed in such circumstances.

Timelines

Initial IGCs—Administrative rules specify that a school district or open-enrollment charter school may not establish an initial IGC for eligible students after June 10.

Graduation Determinations—In accordance with 19 TAC §74.1025(d), an IGC must make a decision to award a diploma no later than August 31 of each school year in order for the student to be included as a graduate in the district or charter school's graduation data in the school year in which the student meets the requirements. Please note that a decision to award a diploma via an IGC determination can be made after this date. In such cases, a student would be reported in the subsequent year's graduation data.

Committee Composition

19 TAC §74.1025(f) specifies that the IGC must consist of the following:

- the principal or principal's designee;
- the teacher of each course with an associated EOC exam on which the student failed to perform satisfactorily;
- the department chair or lead teacher supervising the teacher of the EOC course; and
- either
 - the student's parent or person standing in parental relation,
 - a designated advocate should the student's parent or person standing in parental relation be unable to serve, or
 - the student (at the student's option) if the student is at least 18 years of age or an emancipated minor.

Please note that administrative rules permit flexibility if the membership specified above is unavailable. Please refer to 19 TAC §74.1025(g) and (h) for more details.

IGC Planning and Review

The recommended process outlined below is intended to facilitate timely completion of IGCs for seniors in the 2019–2020 school year.

Step 1: Identify Eligible Students

As quickly as possible, identify current seniors who may be eligible for an IGC. In accordance with TEC, §28.0258(b), districts and charter schools are required to establish an IGC review for eligible students.

Recommended Action—

- Task school counselors at each high school with generating a list of all current seniors who are on track to meet curriculum requirements for graduation but who have not yet met assessment requirements for graduation.
- Identify the assessment(s) that each student has not yet passed.
- Identify current contact information for the student and parent/guardian.

Step 2: Identify Resources for Students

Identify available print and digital instructional resources for each course for which there is a STAAR end-of-course exam, as well as how those resources can be made available to each current senior eligible for an IGC.

Recommended Action—

- Review the district instructional continuity plan to identify resources that will be available to students for each course with an associated EOC. Ensure that the resources can be made available to students not actively enrolled in the course.
- For each course, identify supplemental resources and materials, such as print and digital library collections, that might assist the student in completing the IGC project or portfolio.

- Determine how students will access the available resources while school grounds are closed. The district or charter school may wish to prioritize equipment to seniors who are working on an IGC plan.

Step 3: Develop IGC Plans

Draft a proposed plan for each individual student based on available resources, data/information about student achievement in each course, the number of IGC projects/portfolio the student is required to complete, and other relevant factors.

In accordance with TEC, §28.0258(f)–(h), the IGC plan must require additional remediation *and*—for each course with an associated IGC which the student has not yet passed—

- completion of a project related to the subject area of the course that demonstrates proficiency in the subject area, or
- preparation of a portfolio of work samples in the subject area of the course, including work samples from the course that demonstrate proficiency in the subject area.

Additionally, an IGC may consider other criteria, such as attendance, course grades, etc., as outlined in TEC, §28.0258(h).

Recommended Action—

- TEC, §28.0258(f)(1) requires additional remediation for each course with an associated EOC that the student has not yet passed. Districts and charter schools are encouraged to identify online resources that can be used to meet this requirement and determine the methods to be used to monitor completion of remediation. To facilitate timely completion of IGCs for 2019–2020 seniors, for this year only, districts will be permitted to count previous remediation in the specified course(s) if the remediation was successfully completed within the last 12 months.
- In developing a plan, educators should tailor it to each individual student. Two students who failed the same EOC may have different project/portfolio requirements based on the skills/concepts in which each individual has not yet met grade-level expectations. To facilitate the IGC process for students who have not yet passed multiple EOCs, the IGC may wish to develop a project/portfolio that allows a student to demonstrate proficiency in the content of more than one course at the same time. For example, the IGC may develop one project that allows a student to demonstrate grade-level expectations in both Algebra I and Biology.
- The IGC may wish to examine data from previous assessments or other sources to determine specific areas of knowledge or skill where the student must still demonstrate satisfactory performance. To expedite IGCs for 2019–2020 seniors, districts will be permitted to focus the required project/portfolio on knowledge and skills in which the student has not yet met expectations for the grade-level. For example, if scores indicate a student has performed satisfactorily on the reading portion of the English I or II EOC, but not on the writing portion, the IGC plan would focus only on writing.
- In developing requirements for the project/portfolio for each course, it is essential that educators take into consideration resources available to students.
- The IGC should encourage the use of prior work products to meet the required project/portfolio for each course to the extent that they are available to the student and the committee. For example, a student who has not yet passed the Biology EOC may wish to use reports and other work products the student created while enrolled in Biology in compiling their project or portfolio.

Step 4: Plan and Conduct IGC Meeting

Determine logistics and other needs for IGC meetings to ensure they are conducted in a timely and efficient manner.

Recommended Action—

- Districts and charter schools should begin holding IGC meetings as soon as possible, especially for students who have failed multiple EOCs and will need remediation and a project/portfolio for multiple subjects. Districts and charter schools may wish to consider prioritizing IGC meetings for these students and staggering IGCs according to the amount of work expected for a student.
- Determine how and when to convene the meeting. There are no restrictions on the format of the meeting. Meetings may be conducted via webinar, audio or video conference, phone call, or in person as long as all required members have access to any necessary technology. Communicate with the student and parent or person standing in parental relation to determine availability for meeting. Schedule meeting(s) at time(s) when all required members may attend.
- Ensure that translators are available if the student's parent or individual standing in parental relation is unable to speak English.
- Establish clear expectations for the IGC requirements, including the project/portfolio. If there is a rubric or other grading policy, it should be shared with the student/parent at the time of the meeting.
- Ensure that adequate time is provided for the student to complete the required IGC plan.

Step 5: Facilitate Completion of IGC Plan

Provide resources and support to students as they work to complete the required project(s) or portfolio(s).

Recommended Action—

- Identify a teacher or other educator to serve as student mentor. The mentor will serve as the primary point of contact for the student as they work to complete the project/portfolio. Mentors should check in with the student regularly to make sure they are on track to complete the remediation and project/portfolio, has appropriate resources to complete the work, and to answer any questions the student may have.
- For students who have multiple projects/portfolios, the IGC may wish to review and evaluate each project/portfolio as it is completed and submitted by the student. Notify the student of the final result of the evaluation.

Step 6: Determine Whether Student Qualifies for Graduation

Make a final determination regarding graduation for each eligible student. In accordance with TEC, §28.0258(i), a student may graduate and receive a high school diploma only if the student successfully completes all curriculum requirements for graduation and all requirements recommended by the committee and the committee's vote is unanimous.

Recommended Action—

- The school counselor or other personnel must determine whether the student successfully completed all credit requirements for graduation.

- The IGC must determine whether the student successfully completed all requirements of the IGC plan. The committee must be convened to make a final determination. Document final committee decisions.
- Follow local policy to award a high school diploma if student qualifies.
- Remember to report in TSDS PEIMS students for whom an IGC was established as well as students who graduated as a result of an IGC determination.

Resources

TEA Announcement: [Cancellation of STAAR Testing for the Remainder of the School Year](#)

[TEA IGC Frequently Asked Questions](#)

[TEC §28.0258, High School Diploma Awarded on Basis of Individual Graduation Committee Review](#)

[19 TAC Chapter 74, Subchapter B, Graduation Requirements](#)

[19 TAC §74.1025, Individual Graduation Committee Review](#)