# Table of Contents

- **PURPOSE OF THE IGC** ................................................................. 3
- **EOCs & SUBSTITUTE ASSESSMENTS** ........................................... 3
- **STUDENT ELEGIBILITY** ............................................................... 4
- **PREPARATION FOR IGC PROJECTS/PORTFOLIOS** ....................... 6
- **TIMELINES** .................................................................................. 6
- **MEMBERSHIP ROLES & RESPONSIBILITIES** ................................. 8
- **REVIEW OF DATA** ........................................................................ 9
- **STUDENT REQUIREMENTS** ......................................................... 10
- **TEACHER REQUIREMENTS** ......................................................... 11
- **ATTENDANCE PROCEDURES** ...................................................... 12
- **GRADUATION QUALIFICATIONS** ................................................... 12
- **ADDITIONAL INFORMATION** ........................................................ 12
PURPOSE OF THE IGC

SB149 amends TEC §28.0258 to allow the use of an Individual Graduation Committee (IGC) for any 12th-grade student who entered 911 grade in the 2011-2012 academic year, and thereafter who has failed to comply with the end-of-course assessment instrument performance requirements under TEC §39.025, in not more than two EOC assessments. The legislative amendments outline specific details related to student eligibility, IGC development, and graduation requirements that the IGC may recommend. According to the requirements, as part of the IGC, each student will:

- Participate in the IGC process to ensure that alternate graduation requirements and expectations are clearly understood,
- Attend time of remediation as outlined by the IGC,
- Complete an approved project or portfolio per EOC that exhibits proficiency in the EOC area(s), and
- Continue to participate in EOC assessment(s) until meeting with success and/or successful completion of the IGC requirements resulting in graduation.

EOCs & SUBSTITUTE ASSESSMENTS

Per TEC §39.023(c), students entering high school for the first time beginning in the 2011-2012 school year and thereafter shall be required to perform satisfactorily on five (5) subject area-specific State of Texas Assessment of Academic Readiness (STAAR) End of Course (EOC) assessments. These assessments are designed to measure the subject area knowledge of students following successful completion of the corresponding EOC course, as well as ensure that students have the knowledge and skills necessary to be academically prepared for college or career opportunities upon graduation. The five subject area assessments are Algebra I, Biology, English I, English II, and U. S. History.

If a student qualified for and uses the ELL English I provision, whereby they do not have to retest on English I, will use that English I as one of the two assessments for the IGC. If the ELL student qualifies for and uses the ELL English I Provision, they do not need an IGC review to graduate if this is their only assessment not passed. It is the student’s choice to retest, not LPAC. They can retest at any time.

ELL Provision Qualifications: First 3 years in Texas schools and never achieved advanced high reading.

In addition, EOC assessment exemptions are no longer available to students, regardless of special program participation. This means that all students must participate in each assessment a minimum of one administration. A Special Provision is available to English Language Learners (ELLS) who meet 19 TAC §101.1007 eligibility criteria that allow students to waive participation in English I retest opportunities, but students are still required to participate in the first administration that coincides with course completion.

Graduation requirements for students receiving Special Education Services include the participation in EOC assessments; like non-SPED students, the EOC is to be administered following the subject area course
completion. The ARD committee is tasked with determining satisfactory performance levels as related to a student’s graduation requirements.

Figure: 19 TAC §101.4002(b) makes provisions for successful performance on substitute assessments to be used in place of specific EOCs in satisfying graduation assessment requirements. It’s worthwhile to note that there is a one-to-one relationship between EOCs and substitute assessments; that is, one set of results from a substitute assessment can only be used to satisfy one of the required EOCs. The 19 TAC §101.4002(b) (Texas Administrative Code) will be updated in the spring semester when new substitute assessment criteria are provided.

STUDENT ELIGIBILITY

Individual Graduation Committees (IGCs) may be established for students that have failed to meet with success on no more than two (2) EOC area assessments and/or have not met the required score on a substitute assessment allowable by Figure: 19 TAC §101.4002(b). The IGCs may not be convened sooner than the end of the student’s 11th-grade year and an IGC may not be used to graduate students prior to their 12th-grade year.

Summary of Eligibility:

- Enrolled as an 11th or 12th grader in years 201-15 through 2022-23.
- Completed all curricular requirements for diploma plan.
- No IGC can be convened before the end of a student’s 11th grade year.
- Student has had an opportunity to test once on that course.
- Have failed 2 out of all of the EOC exams (the type of EOCs doesn’t factor in) the student was required to take STAAR students and TAKS students qualify differently (See chapter 74 for those provisions)
- No decision for graduation can be made before the student’s 12th grade year.
- A committee must be established for each student who qualifies - it is not a choice of the district or student
- Student must be actively enrolled. A district can choose to re-enroll a student who qualifies (consider non-membership).
- Student cannot graduate early via IGC.
- If a committee is established for the student and they transfer and diploma is not yet awarded, the other school “shall request information from the student’s original individual graduation committee of record and shall implement the original individual graduation committee recommendations to the extent possible”.
- Committee graduation does not affect the type of diploma which is awarded.

A SB149 Eligibility Flowchart is included in this document.
The purpose of this flowchart is to assist campus staff with reviewing student EOC assessment data to determine whether or not an IGC may be created for the student. While student acquisition of subject area course credit is not a consideration for establishing the IGC, it should be noted that the IGC does not have the authority to waive graduation plan course credit requirements.

The ability to establish an IGC to allow for alternate methods of satisfying graduation assessment requirements on no more than two EOC assessments expires on September 1, 2018. Students that are unable to fulfill the IGC requirements by that time will be required to meet with EOC success in order to graduate.

***Note: If a student has not passed 3 EOC tests, an IGC committee may allow a third EOC project/portfolio. At the final evaluation meeting of the IGC, only TWO projects/portfolios will be evaluated by the committee. If the student did not pass one of the three EOC tests required, he/she is ineligible to graduate under SB 149 requirements.
PREPARATION FOR IGC PROJECTS/PORFOLIOS

The DTC will meet with the content specialists in November to task them with developing an objective, comprehensive IGC project/portfolio for each of their content areas. They will work with their assigned campus departments to discuss and finalize the project/portfolio, and create the checklists and scoring rubrics. These initial projects/portfolios will be discussed with the Assistant Superintendent of Curriculum and Instruction March 2nd - March 16th for review. Content specialists will provide campus teachers an opportunity to examine the draft projects/portfolios and provide feedback prior to March 16, 2018. Final developed projects/portfolios will be completed by March 16, 2018.

Remediation plans for teachers and students will be prescribed by the appropriate content specialist with non-negotiable items along with encouraging the development of negotiable items with campus staff. The campus is ultimately responsible for implementation of the student’s remediation plan according to the designs developed. The content specialists will serve as a consultant for remediation needs.

The administrative campus and administrative leadership staff will sign oaths noting they have read the handbook and will follow the guidelines set forth. Campus project administrators will also sign test administration oaths as well.

Remediation may occur in a variety of settings including before/after school tutorials, Saturday school, and during the day study periods.

The IGC directives are provided by the District Assessment Coordinator. If anyone is directed otherwise, for example: by a campus principal, upper-level cabinet member, etc... they should immediately contact the district assessment coordinator to resolve the situation. The superintendent will be notified and become involved as necessary.

Each campus at Texans Can Academy will be able to pull the current projects from Doc Central Platform.

TIMELINES

The 2019-2020 SB149 / SB 463 Graduation Timeline is included in this document. The abbreviated timeline is a result of legislation passed in 2015 during the 84th Legislative Session.

**Individual Graduation Committee Timeline**

**October 1-October 8,** IGC Campus Committee Members selected and trained; IGC members review project criteria

ICG Potential Student Coded in PEIMS by October 12, *(Continuous process with open enrollment for IGC eligible 12th grade students)*

**October 12-October 16,** IGC Potential Students Identified and List submitted to district staff (C/I)

**October 19-30,** Initial IGC Meetings begin

**October 19-January 11,** Remediation (Optional for after school or Saturday school remediation)
November 6, – IGC Oaths are due to District Testing Coordinator by 4pm and all Potential IGC candidates are coded in PEIMS (PEIMS Code 1= Potential Candidate PEIMS Code 2= after completion of IGC process)

January 12- January 30, Final ICG meetings must be held prior to submitting graduation documents in SMS for Winter Graduation. *

All IGC completed projects must be uploaded with all graduation requirements in Student Management System Platform (SMS) with all required ICG forms and required signatures within district deadlines for confirmation.

ICG Potential Student Coded in PEIMS by March 5, (Continuous process with open enrollment for IGC eligible 12th grade students)

March 1-March 5, IGC Potential Students Identified and List submitted to district staff (C/I)

March 22-March 31, Initial IGC Meetings begin

March 22, -May 14, Remediation (Optional for after school or Saturday school remediation)

March 8, – IGC Oaths are due to District Testing Coordinator by 4pm and all Potential IGC candidates are coded in PEIMS (PEIMS Code 1= Potential Candidate PEIMS Code 2= after completion of IGC process)

May 17,-May 27, - Final ICG meetings must be held prior to submitting graduation documents in SMS for Spring Graduation. *

All IGC completed projects must be uploaded with all graduation requirements in Student Management System Platform (SMS) with all required ICG forms and required signatures within district deadlines for confirmation.

The first step is to complete a review of course and EOC assessment performance for all potential graduating seniors or students who entered grade 9 during the 2011-2012 academic year and thereafter. During the review process, campus staff should ensure that students have participated in the EOC assessments required for graduation. For EOC assessments that the student has not demonstrated success, campus staff should verify that the student has participated in at least one EOC retest opportunity.

Once IGC-eligible students are identified, campus administration (i.e., principal, AP, etc.) are tasked with

• Determining appropriate staff members to serve on the committee, according to TEA guidelines
• Meet at district established dates and times
• Notify parents and students of the meeting and its importance
• Gather required data and information for review
• Provide a color-coded spreadsheet with data from EOC assessments previously taken
• Schedule meeting, take meeting notes and collect appropriate signatures

To assist with this process, the following resources are provided with this document:

• IGC Parent Notification Letters in English and Spanish
• Initial Individual Graduation Committee Review & Recommendation Meeting template
• Final Individual Graduation Committee Evaluation Meeting template

The IGC will review the student's eligibility to fulfill graduation assessment requirements through the alternate means provided by the IGC. Next, the committee will review all available academic data for the subject areas under consideration by the IGC (the data to be reviewed is outlined in a subsequent section). The committee must reach consensus on the additional requirement recommendations that the student will need to complete in order to fulfill the graduation requirements and determine the timeline by which the requirements must be met. The student and/or parent must initial all sections of the Initial IGC form to review and clarify final understanding. All committee members are required to indicate their unanimous agreement of the Initial review with a signature at the end of the document. This document should be copied and sent home to the parent.

Following the Review and Recommendation meeting, students will be provided with sufficient time to complete all requirements according to district guidelines.

The IGC will convene on the designated date to hold the Final Evaluation Meeting. The IGC will evaluate the performance level of the student and whether or not the completed activities provide evidence that the student has successfully demonstrated subject area content proficiency. The committee must unanimously agree that the student demonstrated appropriate proficiency and should be recommended for graduation, pending any additional outstanding graduation requirements.

MEMBERSHIP ROLES & RESPONSIBILITIES

Because the IGC will have such an important role in reviewing data, proposing projects, and evaluating successful performance, each of the following individuals are required members of the IGC:

**Principal or Assistant Principal** - This person will serve as the chair of the committee. As such, they are responsible for organizing committee membership, setting meeting dates, documenting notes from meetings, and ensuring that consensus is reached and signatures are secured.

**Academic Advisor** - This person will serve as the graduation advisor on the committee. They are responsible for sharing information about graduation requirements and bringing available academic data to be reviewed by the IGC.

**Content Area Teacher(s)** - For each content area in which the students failed to perform satisfactorily on an EOC assessment, a certified content area teacher, preferably a teacher of record for the student, will serve on the IGC. The role of the content area teacher(s) is to share information about the course content, i.e., TEKS, and to assist with analyzing any available data related to student performance in the specific content area.
Department Chair/Instructional Specialist - This person will serve as the curriculum expert for the committee. As such, this person's expertise will be needed to assist the committee in understanding the curriculum connections between courses. In addition, they may be asked to provide information about available resources.

A parent or Parental Relation - While it is preferred that the student's parent/guardian is afforded every effort to participate on the IGC, it is possible to identify a "parental relation" to serve on the IGC and offer an extracurricular perspective on the student. This role is critical to ensuring that the student has the support system outside of school to complete the recommendations of the IGC.

Student - Because the student will be required to complete the recommendations of the IGC, it is critical to their success that they participate as a member of the IGC, understand their responsibilities, and agree to satisfy the IGC requirements. Students who are over 18 years of age may represent themselves, but every attempt should be made to notify the parent(s) as well. (Mandatory Presence)

Grader - A minimum of two certified or highly qualified teachers in the specific content area will grade the project/portfolio. A third evaluator, as defined above will be utilized if a discrepancy occurs. Grader must not administer the Project/Portfolio.

Other - Court appointed guardian or representative for the student. A student representative may be assigned by the principal.

*There will be a minimum of five people on the committee if the student is 18 + years old.  
*The minimum is six people on the committee for students under the age of 18 years.  
*parents may participate on the committee via phone call as long as everyone is present.

REVIEW OF DATA

In order to determine the qualifications of students for whom an IGC is established, the IGC is responsible for collecting, discussing, and analyzing evidence of student proficiency and preparedness for postsecondary opportunities. The following list is not intended to be exhaustive, but all of the available data indicated below will be evaluated by the IGC:

- Written teacher recommendation from the student's teacher of record in a subject area course in which the student failed to perform satisfactorily
- Course grades associated with the subject area(s) in which the student failed to perform satisfactorily
- EOC performance, including scale score and percent correct, on each administration in which the student was assessed and failed to perform satisfactorily (CSR or other official documentation attached)
- Attendance in academic remediation programs including college preparatory courses or transitional college courses in reading or mathematics (Printed documentation from SIS)
- Overall high school attendance record (Printed documentation from SIS)
• Advanced coursework performance in a related subject area, including (Printed college transcript)
  o Dual Credit in the core academic content
  o Pre-AP, AP, IB
• Related college-ready assessment performance
  o Texas Success Initiative Assessment (TSIA) College Ready benchmark (Printed score sheet)
  o ACT, SAT, ASVAB (College Board transcript)
• English language proficiency as measured by achieving at the Advanced High level on TELPAS
• Completion of CTE sequence of courses to obtain an industry-recognized credential or certificate
• Any other available academic information related to subject area performance
• Overall determination of student preparedness for post-secondary success
• High school transcript and most recent report card (Provide printed copies)
• Accommodations data from previous state assessments

All student data should be reviewed to provide a complete representation of the student to the IGC committee. *The Initial Review and Recommendation for IGC Form* must be completed.

**STUDENT REQUIREMENTS**

Additional time spent in remediation related to the subject area(s) in which the student failed to perform satisfactorily is mandatory and is designed to help support the student in expanding their subject area knowledge. Remediation can occur in a variety of settings including before/after school tutorials, Saturday school, and during the day study periods. The amount of time to be spent in remediation should reflect the student's current level of subject area proficiency. Students must be present and participate a minimum of 60% of the recommended minimum remediation time set by the district content coordinators.

In addition, for each EOC assessment in which the student did not perform satisfactorily, the IGC shall indicate a performance activity that will allow the student the opportunity to demonstrate the degree to which they possess expected proficiency and performance levels. The demonstrations may be in the form of:

• Project related to the EOC course area that demonstrates subject area proficiency
  OR
• Portfolio of work samples in the course subject area, including work samples from the course that provide evidence of subject area proficiency

*Texans Can Academies* has created project/portfolio, and rubric documents that IGCs must use "as is". Student Accommodations may be requested to the district content coordinator to address specific areas of importance. Any accommodations requested should be provided in writing to the DTC for approval. EOC subject tests that may have accommodations are listed below:
Any student who plagiarizes or is found to be participating in academic dishonesty on their IGC project will not be scored. A student will not be allowed to graduate using an IGC project for the EOC test they failed. The IGC is considered a state test and will be treated as such.

TEACHER REQUIREMENTS

Teachers will be responsible for providing the remediation and monitoring of the completion of the portfolio(s) or project(s) for the SB 149 IGC.

Remediation:

• Content specialists will meet with teachers to gather feedback on the "draft" version of the IGC projects/portfolios. Content coordinators will discuss completed Projects/Portfolios to the Secondary Director of Curriculum and Instruction by March 16, 2018, for final approval. All parts of the projects/portfolios will be completed and copied to campuses by April 20, 2018.
• Principals will determine the IGC committee members for each student by March 12, 2018.
• Content coordinators will meet with teachers March 12-23 to provide training on the expectations, and processes of student remediation and in addition provide a written facilitation guide. It is the teacher's responsibility to be prepared and knowledgeable about the remediation plan.
• Teachers together with the administrative staff at the school shall monitor the points, times, attendance, and dates for remediation based on the guidelines set forth in the Initial IGC meeting.

IGC Project Completion:

• Teachers who serve as test administrators for the projects/portfolios will be provided training by the content specialists between April 2 - 18. This will include attendance and record keeping documentation.
• Teachers should treat the IGC project/portfolio as a state assessment.
• Students IGC work MUST be completed at the campus with the Project/Portfolio administrator as a monitor.
• Teachers will monitor the student(s) at all times when they are working on the IGC project/portfolio.
• Teachers will report any incidences during the IGC project/portfolio completion to the campus testing coordinator for review/intervention.
• There will be a minimum of two teachers assigned to score the project/portfolio for each subject. In the event of a discrepancy, a third certified teacher in the specific content area will score the project/portfolio.
• Upon scoring completion, the teacher will turn in all IGC project/portfolio documentation to the campus testing coordinator, who will then deliver to the campus principal or designee by May 18, 2018.
• Any discussion of projects/portfolios must be within the IGC only.
• Students may not be told their project/portfolio grade until the final committee meeting.

ATTENDANCE PROCEDURES

Attendance must be logged each time a student enters and exits remediation and project implementation. Attendance log must be a pencil/paper sign in/out, google doc sign in/out, or both that is provided by the district. External computer software that may be a part of supporting remediation MAY NOT be used attendance documentation.

GRADUATION QUALIFICATIONS

Unfortunately, going through the IGC process is not an automatic guarantee of graduation. The IGC must collaboratively review and evaluate the degree to which the student successfully demonstrated his/her content area proficiency level.

The IGC must unanimously affirm that the remediation hours and the demonstration project were completed at a rigorous level that mirrors the TEKS expectations.

THE DECISION OF THE IGC IS FINAL. NO APPEALS.

ADDITIONAL INFORMATION

Students that have an IGC must continue to participate in EOC testing opportunities until they are awarded a diploma. (TAC 101.3022.(e)(3) and Commissioner's Rules 101.30222.(e)(3)1 IGC activities do not waive their EOC assessment participation requirement, only the requirement that they meet with success on all five of the assessments. Per TEA, the definition of opportunity to test is: "a test is put before the student to take."

A green folder will be provided so that IGC documentation can be quickly and easily identified and accessed if needed. Please be sure to maintain all completed IGC meeting templates, i.e., Review & Recommendation Meeting and Evaluation Meeting, as well as teacher recommendation letters, any additional student academic information that was reviewed. Documentation of additional remediation, and any rubrics used to evaluate student portfolios/rubrics. Student portfolios and/or projects should be maintained in the green folder until further direction from DTC.

These guidelines are subject to change following adopted rules by Texas' Commissioner of Education. It is anticipated that the updated rules will be in place no later than the 2016-2017 school year.

Any questions regarding the IGC should be directed to the District Assessment Coordinator.

The IGC directives are provided by the District Assessment Coordinator. If anyone is directed otherwise, for example: by a campus principal, upper-level cabinet member, etc... the campus coordinator should immediately contact the district assessment coordinator to resolve the situation. The superintendent will be notified and become involved as necessary.