

Minimum Middle/Junior High School Personal Graduation Plan (PGP) Standards and Guidance Associated with Intensive Programs of Instruction (IPI)

Personal Graduation Plan (PGP) for Middle/Junior High School Students

Texas Education Code (TEC), §28.0212, requires the development and administration of a personal graduation plan (PGP) for each student enrolled in a school district's junior high or middle school who:

- (1) does not perform satisfactorily on the State of Texas Assessments of Academic Readiness (STAAR) in any subject area administered at the middle/junior high level; or
- (2) is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level nine, as determined by the school district.

In accordance with the statutory requirement for the agency to establish minimum standards for the middle/junior high personal graduation plan, the minimum standards are described below.

- If a student requires the development of a PGP due to not performing satisfactorily on STAAR, the minimum standard to comply with the PGP requirement would be compliance with the accelerated instruction requirements under TEC, §28.0211. Therefore, the documents and processes used to comply with accelerated instruction requirements would also serve as the required PGP in this instance.
- If a student requires the development of a PGP based on the determination that the student is not likely to receive his or her high school diploma before the fifth school year following the student's enrollment in grade nine, the minimum standard to comply with the PGP requirement would involve documentation that the principal or other school administrator discussed the following with the student and student's parent or guardian:
 - Identification of educational goals and the parent's educational expectations for the student; and
 - Any monitoring, intervention, or evaluation strategies, and any innovative methods that could help promote the student's advancement. Innovative methods could include strategic course selection, summer learning opportunities, targeted tutoring, and other instruction and methods to accelerate the student's learning. (See TEC, §28.0212(b), for PGP requirements.)
- If the student receives special education services, the minimum standard to comply with the PGP requirement would be a current and legally compliant individualized education program (IEP).

Intensive Program of Instruction (IPI)

TEC, §28.0213, requires a school district or open-enrollment charter school to offer an IPI to a student who:

- (1) does not perform satisfactorily on the State of Texas Assessments of Academic Readiness (STAAR) or STAAR end-of-course (EOC) assessments in any subject area; or
- (2) is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level nine, as determined by the school district or charter school.

The IPI must be designed to enable, to the extent practicable, the student to perform at the student's grade level at the conclusion of the next regular school term or attain a standard of annual growth specified by the district or charter school. If applicable, the IPI would also carry out the purposes of accelerated instruction required under TEC, §28.0211.

Whereas the statutory requirements for accelerated instruction in TEC, §28.0211, in recent years have become more intentionally focused and intensive, this section in which the IPI is addressed has not been modified. Because of this, the agency has received questions about how local educational agencies (LEAs) should implement the IPI requirements.

The agency's guidance is as follows:

- If a student requires the development of an IPI due to not performing satisfactorily on STAAR or a STAAR EOC, the expectation to comply with the IPI requirement would be compliance with the accelerated instruction requirements under TEC, §28.0211. Therefore, the documents and processes used to comply with accelerated instruction requirements would also serve as the required IPI in this instance.
- If a student requires the development of an IPI based on the determination that the student is not likely to receive his or her high school diploma before the fifth school year following the student's enrollment in grade nine, the expectation to comply with the IPI requirement would be:
 - Compliance with the PGP requirements as referenced above, if the student is enrolled in middle/junior high school;
 - If the student is enrolled in high school, documentation that the principal or other school administrator discussed the following with the student and student's parent or guardian:
 - Identification of educational goals related to the annual academic growth expected of the student; and
 - Any monitoring, intervention, or evaluation strategies, and any innovative methods that could help the student to perform at grade level at the conclusion of the next school term. Innovative methods could include strategic course selection, summer learning opportunities, targeted tutoring, and other instruction and methods to accelerate the student's learning.

TEC, §28.02313(e), requires that an admission, review, and dismissal (ARD) committee design an IPI for a student receiving special education services to enable the student to attain a standard of annual growth based on the student's individualized education program (IEP) and, if applicable, carry out the purposes of accelerated instruction under TEC, §28.0211. The agency's guidance for this is as follows:

- If a student requires the development of an IPI due to not performing satisfactorily on STAAR or a STAAR EOC, the expectation to comply with the IPI requirement would be compliance with the accelerated instruction requirements under TEC, §28.0211. Therefore, the documents and processes used to comply with accelerated instruction requirements would also serve as the required IPI in this instance. The ARD Committee will address participation and progress of the student in accelerated instruction as required by TEC, §28.0211, but is not expected to act specifically to address the IPI.
- If a student receiving special education services requires the development of an IPI based on the determination that the student is not likely to receive his or her high school diploma before the fifth school year following the student's enrollment in grade nine, the expectation to comply is a legally compliant IEP, as the IEP will already address expectations for academic growth of the student.
- If an IPI is required for a student who was administered the STAAR-Alt 2 assessment under TEC, §39.023(b), the expectation of IPI compliance for either reason (not performing satisfactorily on STAAR or a determination that the student is not likely to receive his or her diploma before the fifth school year following the student's enrollment in grade 9) is for a student to have a legally compliant IEP, as the IEP will already address expectations for academic growth of the student and the accelerated instruction requirements in TEC, §28.0211, would not apply.