

A large-scale photograph of a graduation ceremony. In the foreground, rows of graduates in black gowns and caps are seated, viewed from behind. Some caps have personalized messages like "@LAST!" and "KING OF THE". In the middle ground, a large crowd of people is seated on bleachers. In the background, a grand, multi-story classical building with a central portico and columns is visible under a clear sky. A yellow rectangular frame is overlaid on the bleachers.

Individual Graduation Committee (IGC) Webinar

Additional IGC Resources

- [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](#)
- [19 TAC §101.3002, Assessment Requirements for Graduation](#)
- [Annual Individual Graduation Committees Reports](#)

Links to TEA IGC Resources



<https://linktr.ee/sramostea>

Webinar protocols

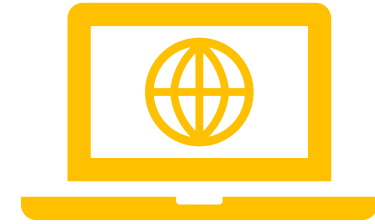


The **webinar format** allows attendees to listen to and view the presentation. Attendees are all muted.



Questions? Submit them using the **Q&A feature** during the webinar.

We will update the IGC FAQ after the webinar to address questions received.



Access to the presentation—

A recording of this webinar is expected to be available on the TEA YouTube channel.



<https://t.ly/3OeJL>

Questions about IGCs?

Submit questions about IGCs to the Curriculum Division via the TEA Help Desk.















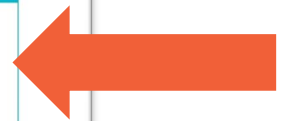
<https://t.ly/10F01>

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For a quick orientation to the redesigned TEA Help Desk see the short [training video](#) or [quick reference guide](#).

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| Grants  Grants, eGrants, and Expenditure Reporting (ER) Questions | GED - Certificate of High School Equivalency  GED, HISET & TASC (TxCHSE) | Texas Virtual School Network  Catalog Courses/Online Schools | Instructional Materials and Implementation  Have questions about instructional materials? |
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Today's Agenda

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Graduation Committees

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Q & A



Overview of Individual Graduation Committees



Individual Graduation Committees (IGC)



Senate Bill 149 (84th Texas Legislature, 2015)

Established [Texas Education Code \(TEC\) §28.0258](#) allowing eligible students who have not satisfied assessment requirements to qualify for high school graduation based on a decision by an **individual graduation committee (IGC)**

**IGCs for 11th and 12th grade students
began in Spring 2015.**

Overview

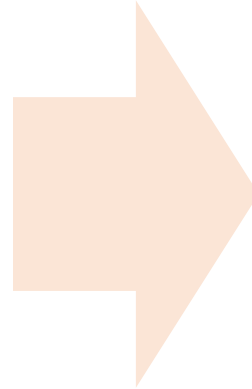
TEC, §28.0258, High School Diploma Awarded on Basis of Individual Graduation Committee Review

Allows eligible students who have not yet satisfied assessment requirements for graduation to qualify for a diploma via an individual graduation committee determination

Overview

School districts and open-enrollment charter schools are required to establish an IGC for any student who—

- at the end of or after the 11th grade year
- has attempted all required end-of-course (EOC) exams and
- has failed to perform satisfactorily on no more than two required EOCs.



The IGC must—

- consist of members as outlined in law and rule,
- recommend additional requirements for the student to qualify to graduate, and
- determine whether to award a high school diploma.

Overview

Superintendents and charter school leaders must establish procedures for convening an IGC.

The procedures should—

- align with all requirements listed in statute and rule and
- be properly documented by the LEA.

Overview

TEC, §28.0259, School District Reporting Requirements for Students Graduating Based on IGC Review Process

Requires LEAs to report via TSDS PEIMS the number of students for which an IGC is established and the number of students who were awarded a diploma via an IGC determination each year

Overview

Please note that IGCs are only to be used for students who are subject to STAAR testing requirements and who were enrolled as 11th or 12th graders in the 2014-2015 school year and later.



19 TAC §74.1027, Diplomas for Certain Individuals Who Entered Grade 9 Before 2011-2012 School Year, provides guidelines for students who were subject to older testing requirements.

§74.1027



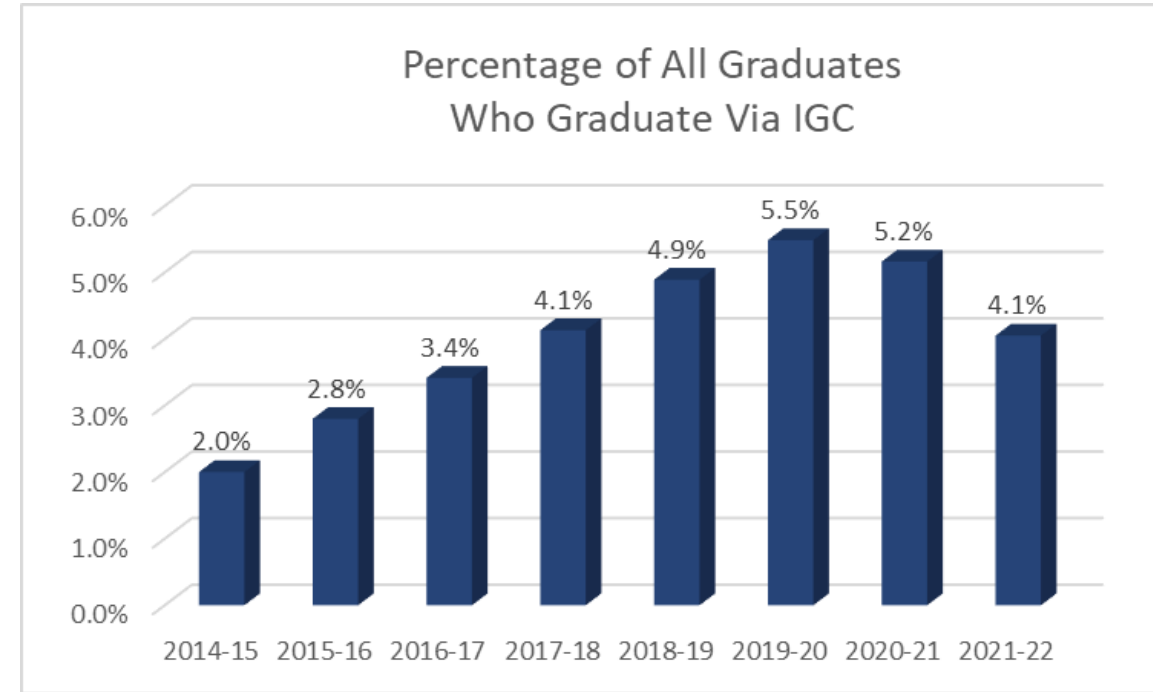
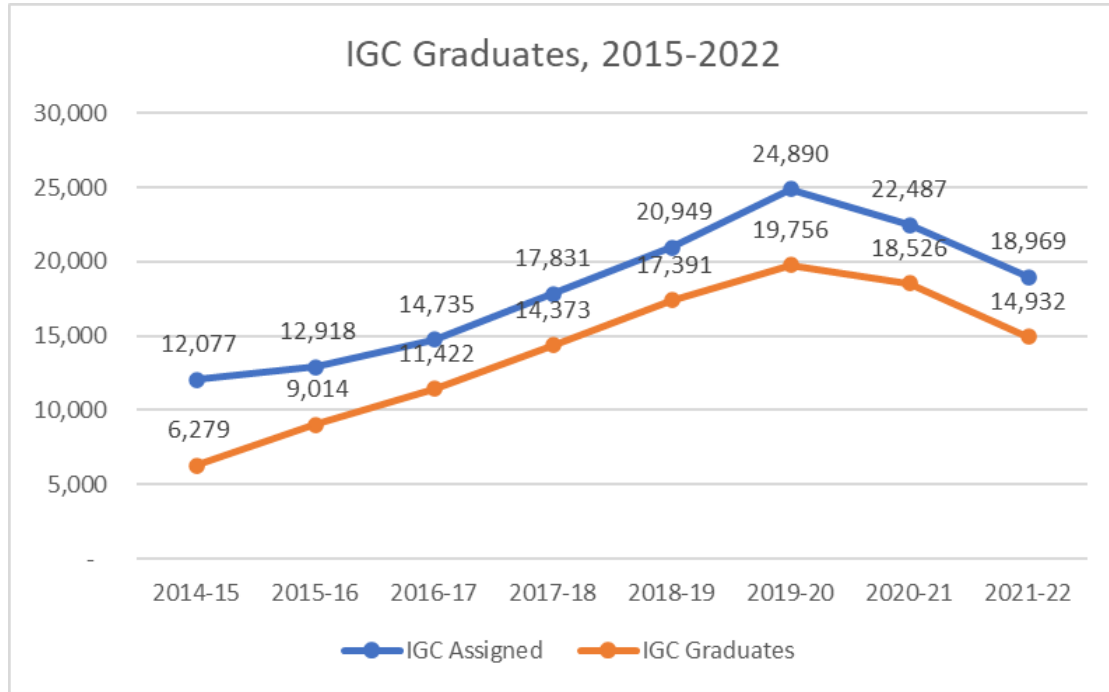
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IGC Compliance Reviews



Statewide, IGC graduates have decreased in recent years



Source: TEA Annual Individual Graduation Committee Reports

While IGC overall graduates are decreasing, 13% of LEAs had IGC rates of 10% or higher

In the 2021-22 school year, 236 campuses (across 152 LEAs) were identified as having IGC rates of 10% or higher.

- 120 campuses (across 77 LEAs) are considered traditional campuses*
- 116 campuses (across 87 LEAs) are alternative education campuses (i.e., dropout recovery schools and residential facilities)*

Generally, alternative education campuses (AECs) have the highest IGC rates (42 of the 52 campuses with rates of 20% or higher are AECs).

Traditional schools are more prominent in the 10-15% range (79 of the 121 campuses are traditional campuses).

*Some LEAs have both traditional campuses and AECs

TEC §39.003(a)(15)

Permits the commissioner to authorize a special investigation to be conducted when 10% or more of the students graduating in a particular school year from a particular high school campus are awarded a diploma based on the determination of an IGC



TEC §39.003(a)(14)

If a campus is identified as not following IGC requirements and is graduating students who have not met graduation requirements, data that is used by the agency to make a determination relating to public school accountability, including accreditation, could be impacted

IGC Compliance Reviews

TEA's [Self-Reported Data Review Unit \(SRDU\)](#) conducts compliance reviews related to *potential* discrepancies in data reported to TEA by LEAs.



For 2021-22 data, rather than the commissioner exercising the special investigation authority, the SRDU provided LEAs with very high campus IGC graduation rates an opportunity to demonstrate compliance with legal requirements relating to IGCs and to validate the data reported to the agency.



SRDU webpage

IGC Compliance Review Findings

Based on the compliance reviews that were conducted, it was often noted that campuses/LEAs—

Failed to maintain appropriate documentation to demonstrate compliance with all IGC requirements

Were not meeting all IGC requirements

Had incorrect or incomplete committee membership

Were not clear how they were considering and evaluating criteria

Did not convey how projects/portfolios were demonstrating proficiency in the subject area

Did not have evidence affirming each committee member's decision

Next Steps

During the February 2024 superintendent call, the commissioner asked LEAs to **consider evaluating their IGC processes and reviewing guidance to ensure that they are following all statutory requirements.** Additionally, it was recommended that LEAs consider implementing TEA's best practices.

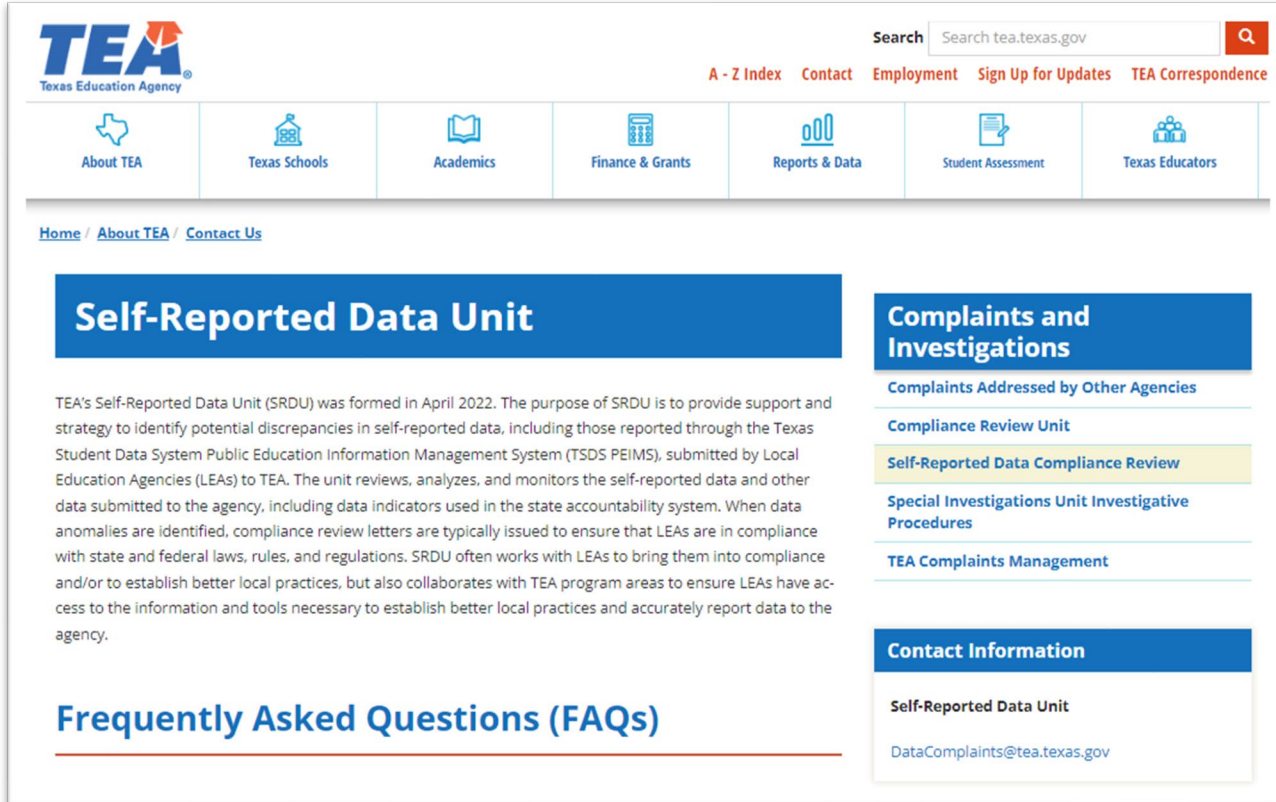


For LEAs that discover they are not in compliance with IGC requirements, TEA recommends that the LEAs **implement any corrective actions or improvements to their current IGC policies and procedures immediately.** However, the agency also understands that more time may be needed to implement larger improvements.



SRDU will continue to issue compliance reviews related to IGCs with the expectation that all LEAs will be in compliance with IGC requirements **by the start of the 2024-25 school year.**

Questions about IGC Compliance Reviews?



The screenshot shows the TEA website's navigation menu with icons for About TEA, Texas Schools, Academics, Finance & Grants, Reports & Data, Student Assessment, and Texas Educators. The main content area features a blue header for 'Self-Reported Data Unit' and a paragraph explaining its purpose: 'TEA's Self-Reported Data Unit (SRDU) was formed in April 2022. The purpose of SRDU is to provide support and strategy to identify potential discrepancies in self-reported data, including those reported through the Texas Student Data System Public Education Information Management System (TSDS PEIMS), submitted by Local Education Agencies (LEAs) to TEA. The unit reviews, analyzes, and monitors the self-reported data and other data submitted to the agency, including data indicators used in the state accountability system. When data anomalies are identified, compliance review letters are typically issued to ensure that LEAs are in compliance with state and federal laws, rules, and regulations. SRDU often works with LEAs to bring them into compliance and/or to establish better local practices, but also collaborates with TEA program areas to ensure LEAs have access to the information and tools necessary to establish better local practices and accurately report data to the agency.'

Below the paragraph is a section for 'Frequently Asked Questions (FAQs)'. To the right, a sidebar contains a 'Complaints and Investigations' section with links for 'Complaints Addressed by Other Agencies', 'Compliance Review Unit', 'Self-Reported Data Compliance Review' (highlighted), 'Special Investigations Unit Investigative Procedures', and 'TEA Complaints Management'. At the bottom of the sidebar is a 'Contact Information' section for the 'Self-Reported Data Unit' with the email address 'DataComplaints@tea.texas.gov'.

SRDU FAQs:

<https://tea.texas.gov/about-tea/contact-us/self-reported-data-unit>



Email:

DataComplaints@tea.texas.gov



IGC Requirements



Role and Membership of the IGC

The role of the IGC is to determine whether the student may qualify to graduate based on requirements in state law.

Once the IGC has been established, it is the original IGC for that student.

If a student leaves school after an original IGC has been established and before that IGC awards a diploma, any other district or charter school that later enrolls the student must implement the original IGC's recommendations to the extent possible.

An IGC must consist of each of the following individuals*.

- Principal or principal's designee
- Teacher of the course(s) with a corresponding STAAR EOC assessment(s) on which the student failed to perform satisfactorily
- Department chair or lead teacher supervising the teacher of the course
- Student's parent or person standing in parental relation, designated advocate, or the student if the student is at least 18 years of age or an emancipated minor

* TAC §74.1025 identifies alternate committee members.

Student Eligibility

To qualify for an IGC review, students must meet **each** of the following.



Be classified in grade 11 or grade 12,



Have successfully completed the curriculum requirements for high school graduation as identified in administrative rules (19 TAC, Chapter 74, Subchapter B)



Have attempted each of the required end-of-course (EOC) assessments and have failed to perform satisfactorily on no more than two of the required EOCs

Required Notifications and Timelines

Required Notifications

LEAs must make a good faith effort to notify the parent/guardian in a timely manner. The notice must—

- include the time and place of the IGC meeting,
- explain the purpose of the meeting,
- be provided in person, by mail, or by email,
- be clear and easy to understand, and
- be written in English, Spanish, or to the extent possible in the native language of the parent/guardian.

Required Timelines

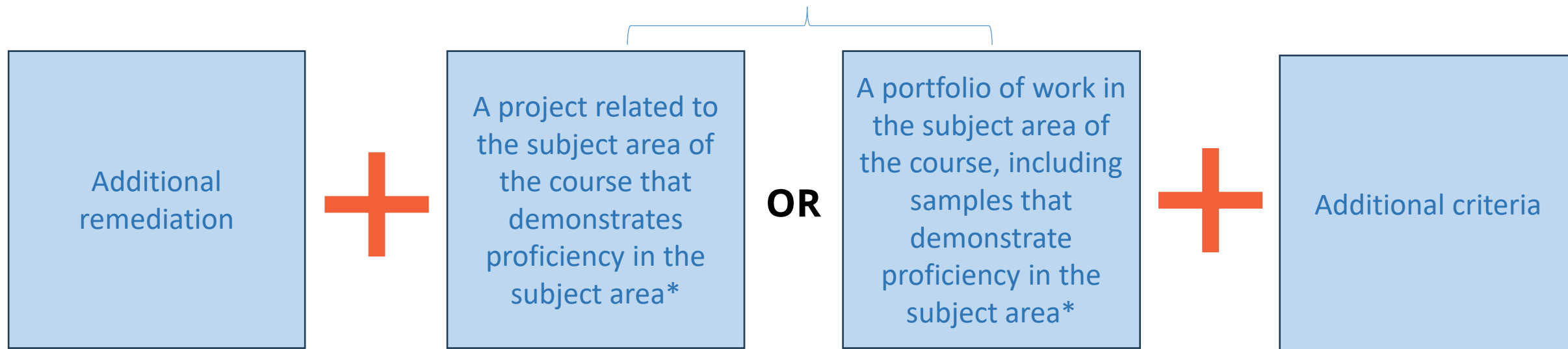
Initial IGC: May not be established after **June 10** or before the start of the next school year

Graduation Determinations: To be included as a graduate in the LEA's data for a school year, the IGC must decide to award a diploma no later than Aug. 31.

If a decision is made after this date, the student must be reported in the school year in which the decision was reached.

IGC Determinations

For each student eligible for an IGC review, the committee must recommend additional requirements for the student to qualify to graduate.



*In accordance with TEC §28.0258(g), a student may submit previous coursework to satisfy the requirement for a project or portfolio.

IGC Determinations

The IGC must consider the following additional criteria in determining whether a student is qualified to graduate:

- ❑ Recommendation of the student's teacher in each course for which the student failed to perform satisfactorily on an EOC exam
- ❑ Student's grade in each course for which the student failed to perform satisfactorily on an EOC exam
- ❑ Student's score on each EOC exam on which the student failed to perform satisfactorily
- ❑ Student's performance on the IGC requirements for additional remediation and either completion of a project or preparation of a portfolio of work samples
- ❑ Number of hours of remediation attended, including attendance in a college preparatory course, if applicable, or attendance in and successful completion of a transitional college course in reading or mathematics
- ❑ Student's school attendance rate
- ❑ Student's satisfaction of any of the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the Texas Higher Education Coordinating Board

The IGC must consider the following additional criteria in determining whether a student is qualified to graduate (cont'd.):

- ❑ Student's successful completion of a dual credit course in English, mathematics, science, or social studies
- ❑ Student's successful completion of a high school pre-AP, AP, or IB course in English, mathematics, science, or social studies
- ❑ Student's rating of advanced high on the most recent high school administration of the TELPAS
- ❑ Student's score of 50 or greater on a College-Level Examination Program (CLEP) examination
- ❑ Student's score on the ACT, SAT, or ASVAB test
- ❑ Student's completion of a sequence of courses under a CTE program required to attain an industry-recognized credential or certificate
- ❑ Student's overall preparedness for postsecondary success
- ❑ Any other academic information designated for consideration by the board of trustees of the school district or charter school

Final Determinations

The IGC may make a final determination to award the student a high school diploma only if—

- the student successfully completes all criteria recommended by the committee,
- the student successfully completes all curriculum requirements for graduation, and
- the committee unanimously agrees.

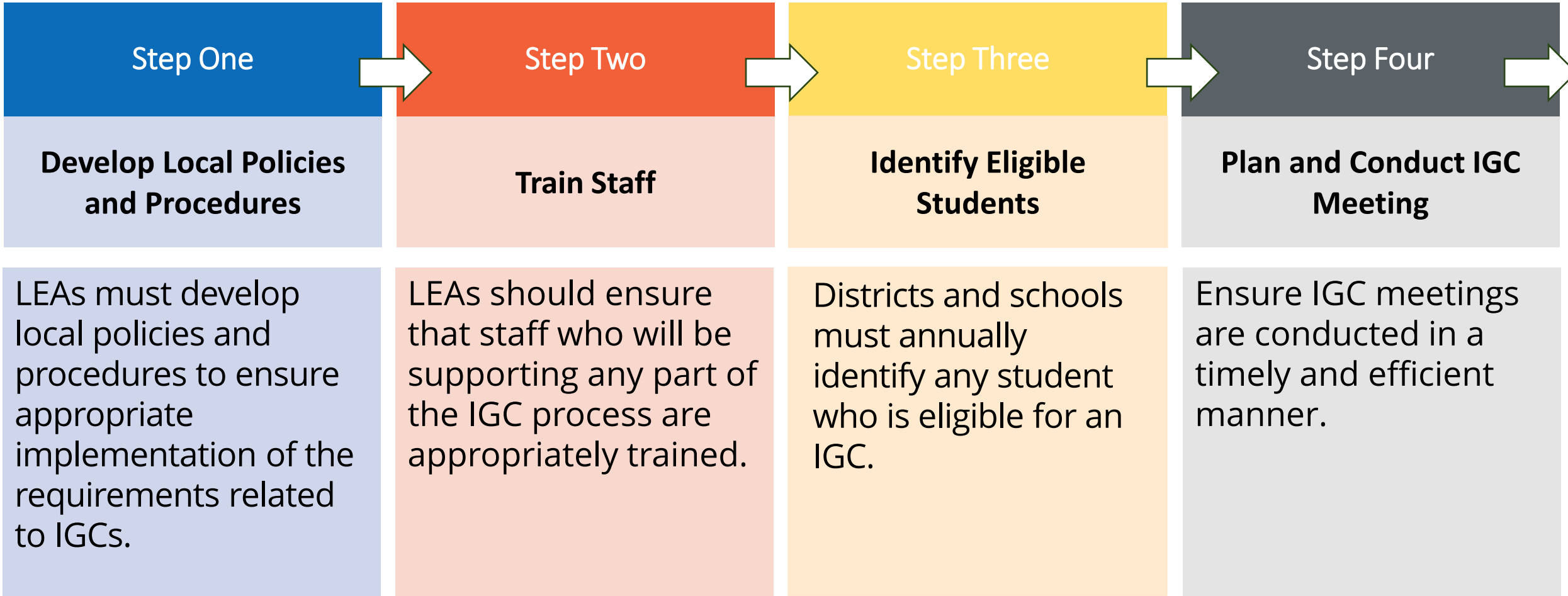
The decision of the committee is final and may not be appealed.



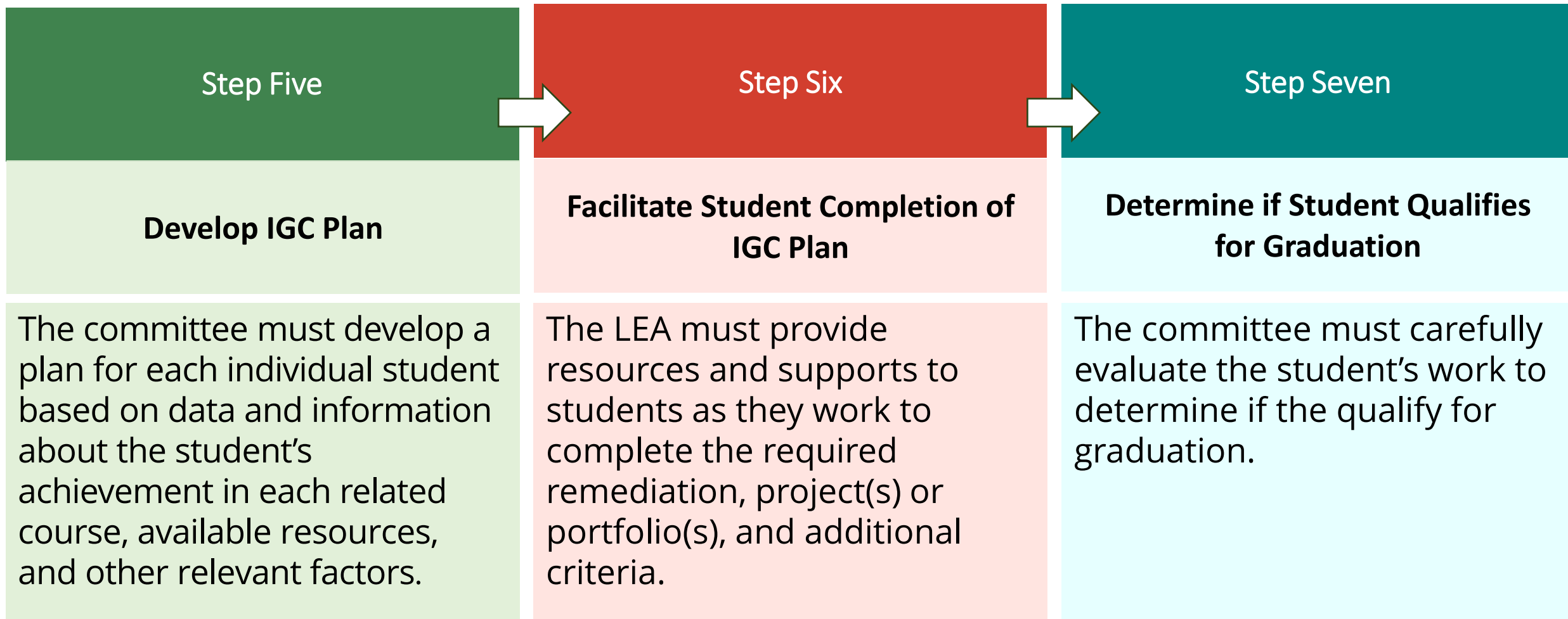
IGC Planning and Review



IGC Planning and Review



IGC Planning and Review



Projects and portfolios must be at the level of rigor of the high school course.

Informational texts

A subset of nonfiction that provides information on a specified topic.

Fiction and Non-Fiction



Fiction is something that is not real for ex a story of a talk cat is fiction.

Non-fiction is something that can happen in real life for ex documentary about some person in real life.



Drama

A composition in verse or prose presenting a story in pantomime or dialogue.



Example of a project that does not appear to be of appropriate rigor.

Projects and portfolios must be at the level of rigor of the high school course.

STAAR Persuasive Writing Rubric

| | Very Limited 1 | Basic 2 | Satisfactory 3 | Accomplished 4 |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Organization Progression | <ul style="list-style-type: none"> Structure is inappropriate to the purpose. Absence of organizational structure causes lack of clarity and direction. Most ideas are generally related to prompt but thesis is missing, unclear or illogical. Progression of ideas is weak. Ideas are random, illogical and difficult to follow. | <ul style="list-style-type: none"> Structure is evident, but may not always be appropriate to purpose of prompt. Writer's position is weak or unclear. Progression of ideas is not always logical and controlled. Irrelevant information interferes with focus. Transitions and connections are weak. Wordiness or repetition can cause minor disruption to flow. | <ul style="list-style-type: none"> Organizational structure is appropriate to purpose and responsive to prompt. Clear position established. Most ideas are related to the position and are focused on the task specified in the prompt with minor lapses in focus. Progression of ideas is generally logical and controlled. Meaningful transitions and connections. | <ul style="list-style-type: none"> Structure is clearly appropriate to purpose. Essay is skillfully crafted. Writer uses organizational strategies that are particularly well suited to the persuasive task. Writer establishes a clear |
| Development of Ideas | <ul style="list-style-type: none"> Development of ideas is weak. The argument is ineffective and unconvincing. Evidence used to support the position is vague, inappropriate, or insufficient. Response to prompt is vague or confused and weakly related to prompt. | <ul style="list-style-type: none"> Development of ideas is minimal. Argument is superficial & largely unconvincing. Evidence used to support position not always appropriate or too brief. Reflects little thoughtfulness. Response is formulaic with | <ul style="list-style-type: none"> Development of ideas is sufficient. Argument is large convincing because reasons and evidence used to support the position are specific and appropriate. Essay reflects on thoughtfulness. | |

Example of a project that appears to be of appropriate rigor.

Things Fall Apart and Heart of Darkness, the authors use characterization to develop themes about masculinity. Compare similar themes in these two fiction excerpts representing different cultures. Respond by analyzing how these similar themes about masculinity are developed through characterization, being sure to use text evidence from both excerpts.

In Things Fall Apart and Heart of Darkness

Fiction novels contain many powerful themes, such as betrayal, fate vs. free will, and culture and change. Other symbols include fire representing Okonkwo and his blazing anger, which eventually destroys him; yams symbolizing masculinity, wealth, and respect; and locusts symbolizing the arrival of British colonists. Heart of Darkness and Things Falls Apart both show the masculinity in different ways selfishly and differently from how we see masculinity now in society, today in the society sees the masculinity as something strong and we associate enduring all kinds of pain with masculinity, in Things, Fall Apart the author shows the theme of masculinity like violence showing the character as a person who rebels against the wishes or thoughts of his lama win into wine tone, the author shows masculinity like a brave man able and willing to do anything even if it is dangerous, also someone willing to endure any pain Imagine a blindfolded man willing to drive a van down a bad road.



IGC Documentation and Reporting





LEAs must maintain complete and accurate documentation for all IGCs

Documentation

All documentation related to IGCs should be kept at the local level. If issued a compliance review by TEA, the LEA will be asked to share this documentation and other relevant information with the agency.

The superintendent of each LEA must establish procedures for convening an IGC. These policies and procedures must align with all IGC requirements listed in state law and rule and should be properly documented by the district.

LEAs are strongly encouraged to develop an IGC manual that details each step of the IGC formation and decision process, including steps related to tracking, reporting, and submitting IGC establishment and graduation data reported through TSDS PEIMS.

LEAs should also maintain all student-level documentation related to the IGC formation, review, and decision process for each student who qualifies for an IGC. As a best practice, LEAs may wish to develop and use a template or form to collect and summarize this information for each student.

LEAs must maintain complete and accurate documentation for all IGCs

For each student for whom an IGC is established, districts should keep the following information on file to demonstrate compliance with all IGC requirements:

- Copy of notification letter to parent/guardian
- Evidence that student met curriculum requirements for graduation
- Evidence that the student attempted all required EOC assessments
- Evidence that student did not meet the passing standard for no more than two EOC exams
- Dates documenting when the IGC was convened, IGC meeting(s) were held, and IGC decision was made
- Written record of committee decisions and vote(s)
- Student's graduation date

LEAs must maintain complete and accurate documentation for all IGCs

For each student for whom an IGC is established, districts should keep the following information on file to demonstrate compliance with all IGC requirements (cont'd):

- ❑ All student information and materials considered and evaluated by the IGC to make a determination, including, but not limited to—
 - the student's current grade-level;
 - evidence of accelerated instruction and academic supports offered when the student did not meet passing standards for the EOC assessments, and
 - all criteria evaluated by the committee and the results of the committee's evaluation
- ❑ Evidence of additional remediation provided to student
- ❑ Copies of the student's project(s) and/or portfolio(s) that demonstrate proficiency in the subject area of the course for each EOC assessment in which the student failed to perform
- ❑ Name, position, and signature of each committee member affirming their vote as to whether the student successfully completed all criteria recommended by the committee.



Q & A



Additional questions about IGCs?

Submit questions about IGCs to the Curriculum Division via the TEA Help Desk.















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