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Overview

In 2015, the 84th Texas Legislature passed Senate Bill 149 adding [Texas Education Code \(TEC\) §28.0258](#) to allow eligible students who have not satisfied assessment requirements to qualify for high school graduation based on a decision by an individual graduation committee (IGC). Beginning with the 2014–2015 school year, students enrolled in 11th or 12th grade who have taken all assessments required for high school graduation and failed to perform satisfactorily on no more than two of the required assessments may be eligible to receive a Texas high school diploma by means of an IGC determination. This document details requirements and related guidance for school districts and open-enrollment charter schools to effectively implement individual graduation committees.

For individuals who entered high school before the 2011–2012 school year, please refer to the rules in 19 TAC [§74.1027, Diplomas for Certain Individuals Who Entered Grade 9 Before 2011-2012 School Year](#).

Student Eligibility

To qualify for an IGC review, students must—

- be classified in grade 11 or grade 12,
- have successfully completed the curriculum requirements for high school graduation as identified in [Title 19 Texas Administrative Code \(TAC\), Chapter 74, Subchapter B](#), and
- have attempted each of the required STAAR end-of-course (EOC) assessments and have failed to perform satisfactorily on no more than two of the required assessments.

Please note that for a student who receives special education services, the student’s Admission, Review, and Dismissal (ARD) committee determines whether the student is required to achieve satisfactory performance on the EOC assessments. If the ARD committee determines that a student is not required to achieve satisfactory performance on an EOC assessment, the student is considered to be in compliance with that assessment requirement under TEC §39.025 and an IGC review would not be necessary.

IGC Role

A school district or open-enrollment charter school is required to establish an IGC for each student who, having attempted all required STAAR EOC assessments, has failed to perform satisfactorily on no more than two of the required assessments. The district or school must convene the initial IGC at the end of or after the student's 11th grade year. 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 (19 TAC §74.1025(c)). If a student leaves school after an original IGC has been established and before that original IGC awards a high school diploma to the student, any other district or charter school that later enrolls the student must request information from the student's original IGC of record and must implement the original IGC's recommendations to the extent possible (19 TAC §74.1025(e)).

IGC Membership

An IGC must consist of each of the following individuals (19 TAC §74.1025(f)).

- 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
- 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 IGC membership specified above is not available.

- If the teacher of the course with an EOC exam is unavailable, the principal must designate as an alternate member of the committee a teacher certified in the subject of the EOC assessment who is most familiar with the student's performance in that subject area (19 TAC §74.1025(g)).
- If the department chair or lead teacher is unavailable, the principal must designate as an alternate member of the committee an experienced teacher certified in the subject of the EOC assessment who is familiar with the content of and instructional practices for the applicable course (19 TAC §74.1025(h)).
- In the event that the student's parent or person standing in parental relation to the student is unavailable, the principal must designate an advocate with knowledge of the student to serve as an alternate member of the committee (19 TAC §74.1025(i)).

Parent/Guardian Notification

School districts are required to make a good faith effort to notify in a timely manner the student's parent or person standing in parental relation of the time and place for convening the IGC and the purpose of the committee (TEC §28.0258(d)). The notice must be—

- provided in person or by regular mail or email;
- clear and easy to understand; and
- written in English, Spanish, or, to the extent practicable, in the native language of the parent or person standing in parental relation.

IGC Timelines

Initial IGCs—A school district or open-enrollment charter school may not establish an initial IGC for eligible students after June 10 or before the start of the next school year (19 TAC §74.1025(c)).

Graduation Determinations—An IGC must make a decision to award a diploma no later than August 31 of each school year in order for a 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 (19 TAC §74.1025(d)).

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. For example, if the IGC for a student for whom an initial IGC was established during the 2023-2024 school year made a determination that the student was qualified to graduate on September 15, 2024, then that student would be reported as a 2024-2025 graduate.

IGC Determinations

For each student eligible for an IGC review, the committee must recommend additional requirements in order for the student to qualify to graduate (TEC §28.0258(f)). The IGC must require additional remediation and, for each STAAR EOC assessment on which the student failed to perform satisfactorily, *either*

- 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.

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

As a best practice, the IGC should establish a rubric or other guidelines that will be used in evaluating the project or portfolio. Those guidelines should be shared with the student before they begin work.

Additionally, the IGC must consider the following in determining whether a student is qualified to graduate (TEC §28.0258(h)).

- Recommendation of the student's teacher in each course for which the student failed to perform satisfactorily on an EOC assessment
- Student's grade in each course for which the student failed to perform satisfactorily on an EOC assessment
- Student's score on each EOC assessment on which the student failed to perform satisfactorily
- Student's performance on the committee's requirements for additional remediation and either completion of a project or preparation of a portfolio of work samples
- Number of hours of remediation that the student has 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
- 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-Advanced Placement (AP), AP, or International Baccalaureate (IB) course in English, mathematics, science, or social studies
- Student's rating of advanced high on the most recent high school administration of the Texas English

Language Proficiency Assessment System (TELPAS)

- Student's score of 50 or greater on a College-Level Examination Program (CLEP) examination
- Student's score on the ACT, the SAT, or the Armed Services Vocational Aptitude Battery (ASVAB) test
- Student's completion of a sequence of courses under a career and technical education (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

The IGC should document in writing all criteria required for a student to qualify to graduate via an IGC determination. This written document should be shared with the student and the student's parent or person acting in parental relation at or immediately after the initial IGC meeting.

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

The recommended process outlined below is intended to facilitate timely completion of IGCs and to ensure IGCs are compliant with state law and rule.

Step 1: Develop Local Policies and Procedures

School districts and open-enrollment charter schools must develop local policies and procedures to ensure appropriate implementation of the requirements related to IGCs. TEC §28.0258(c) requires the superintendent of each LEA to establish procedures for convening an IGC. Additionally, the district or charter school should ensure the accurate documentation of student-level IGC records as well as the collection, maintenance, and reporting of student-level data for submission through the Texas Student Data System Public Education Information Management System (TSDS PEIMS) (TEC §28.0259).

Recommended Actions—

- Develop district- or charter-wide policies and procedures for identifying students, collecting and maintaining student-level IGC documentation, convening an IGC, communicating with parents and students, training staff, etc.
- Identify district- and campus-level staff to oversee the IGC process and respond to questions related to IGCs.
- Review and revise policies and procedures as needed to ensure they are implemented with fidelity across the district or charter school.
- Develop and disseminate uniform templates, communications, and other resources to ensure consistent application of district or charter policies and procedures for IGCs.

Step 2: Train Staff

Districts and charter schools should ensure that staff who will be supporting any part of the IGC process is appropriately trained. Training should include an overview of student eligibility, parental notification requirements, STAAR EOC assessment re-testing and accelerated instruction expectations, committee membership requirements, committee responsibilities, IGC criteria considerations and expectations, student project/portfolio requirements and expectations, and any other relevant policies or procedures that are in place

at the district or charter school.

Recommended Actions—

- Conduct annual training for all staff members who may support the IGC process, including campus administrators and classroom teachers who may be required to serve on a committee.
- Ensure that all LEA personnel who are required to serve as a member of an IGC have received training before serving on a committee.

Step 3: Identify Eligible Students

Districts and charter schools must convene an IGC for each eligible student at the end of or after the student's 11th grade year. Districts and schools must annually identify any student who is eligible for an IGC.

Recommended Actions—

- Task school personnel at each high school with identifying all 11th and 12th graders who are on track to meet curriculum requirements for graduation but who have not yet met assessment requirements for graduation.
- Review assessment data for each student who has not yet passed all required STAAR EOC assessments to determine if the student has attempted each required assessment.
- For each 11th and 12th grade student who has not yet met assessment requirements for graduation, document eligibility for an IGC. Communicate with the student and parents regarding student eligibility.

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. Ensure the initial IGC meeting is scheduled early enough to allow sufficient time for students to complete all assignments and meet all criteria required by the committee.

Required Actions—

- Provide translators, if available, if the student's parent or individual standing in parental relation is unable to speak English (TEC 28.0258(c-2)).
- Districts and charter schools are required to report through TSDS PEIMS each student for whom an initial IGC is established (TEC §28.0259).

Recommended Actions—

- Districts and charter schools should begin holding IGC meetings as soon as possible, especially for students who have failed two EOC assessments and will need time for remediation and to complete a project/portfolio for two different courses. Districts and charter schools may wish to prioritize IGC meetings for these students 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 the meeting. Communicate with the student and parent or person standing in parental relation to determine availability for meeting. Schedule meeting(s) at times when all required members may attend.

- 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 and support are provided for the student to complete the required IGC plan.

Step 5: Develop IGC Plan

The committee must develop a plan for each individual student based on data and information about the student's achievement in each related course, available resources, and other relevant factors.

In accordance with TEC, §28.0258(f)–(h), the IGC plan must require additional remediation *and*—for each course with a corresponding 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 must consider other criteria, including attendance, course grades, etc., as outlined in TEC, §28.0258(h). See IGC Determinations for additional information.

Recommended Actions—

- TEC, §28.0258(f)(1) requires additional remediation for each course with an associated EOC assessment that the student has not yet passed. Districts and charter schools are encouraged to identify resources that can be used to meet the requirement for additional remediation and determine the methods to be used to monitor and document the completion of remediation.
- In developing an IGC plan, educators should tailor the plan to each individual student. Two students who failed the same EOC assessment may have different project/portfolio requirements based on the skills/concepts for which each student has not yet met expectations for the course(s).
- 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. For example, if scores indicate a student has performed satisfactorily on the reading portion of the STAAR English I or English II EOC assessment, but not on the writing portion, an IGC plan could 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. Districts and charter schools should ensure that resources are available to the student as soon as practicable after the initial IGC meeting.
- The IGC may wish to encourage the use of the student's 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 STAAR Biology EOC assessment may wish to use reports and other work products the student created while enrolled in biology in completing the project or compiling the portfolio.

Step 6: Facilitate Student Completion of IGC Plan

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

Recommended Actions—

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

Step 7: Determine Whether Student Qualifies for Graduation

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 IGC and the committee's vote is unanimous.

Required Action—

- 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.
- Districts and charter schools are required to report through TSDS PEIMS each student who graduated based on an IGC determination (TEC §28.0259).
- Verify that all students who have been reported in TSDS PEIMS as graduates via IGC determination have been reported as IGC assigned.

Recommended Actions—

- The district or charter school should develop a process to communicate to the members of the IGC whether the student successfully completed all credit requirements for graduation.
- Document final decisions for each criterion required by the committee.
- Follow local policy to award a high school diploma if the student qualifies.

Documentation

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

In accordance with TEC §28.0258(c), 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 (e.g., TEC §28.0258, TEC §28.0259, 19 TAC §74.1025) and should be properly documented by the district. Districts 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.

Districts and charter schools 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(s) or form(s) to collect and summarize this information for each student.

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
- 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 evaluationFor example, if after considering all criteria, a student was determined qualified to graduate based on their attendance rate, teacher's recommendation, successful completion of a dual credit course, score on an EOC assessment, and successful completion of a project, supporting evidence or documentation for each of those criteria should be kept on file.
- Evidence of additional remediation provided to student
 - If student was not offered additional remediation, an explanation as to why this was the case should be documented.
- 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 satisfactorily
 - If the student was not required to complete a portfolio or project, an explanation as to why the student was not required to complete one should be documented.
- Name, position, and signature of each committee member affirming their vote as to whether the student successfully completed all criteria recommended by the committee.

Transfer Students

In accordance with 19 TAC §101.3021, students transferring from out of state, out of country, or from a non-public Texas high school may not need to take all required STAAR EOC assessments if the receiving district grants credit to the student. These students would be eligible for an IGC review as long as the student has not failed more than two of their required EOC assessments.

Considerations for Special Populations

Special Education—When a student receives special education services, the student's ARD committee determines whether the student is required to achieve satisfactory performance on the EOC assessments. If the ARD committee determines that a student is not required to achieve satisfactory performance on the EOC assessments, the student is considered to be in compliance with assessment requirements under TEC §39.025 and an IGC review would not be necessary.

Emergent bilingual (EB)—EB students who qualify for the English I Special Provision and have passed all other EOC assessments would not need an IGC to qualify for graduation. An EB student who qualifies for the Special Provision only becomes eligible for IGC review by failing to pass the STAAR English I EOC assessment and one other EOC assessment. If an EB student does not pass a second STAAR EOC assessment, then the student would be required to complete the IGC requirements for English I and for the second course for which the student did

not pass the corresponding EOC assessment.

Students graduating early are eligible to graduate via an IGC determination as long as the student is classified as a 12th grader and has taken all required STAAR EOC assessments. Decisions regarding classification of students are made at the local district level. If a student has satisfied district requirements, the student may be classified as a senior regardless of the number of years a student has been enrolled in high school.

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](#)