

Individual Graduation Committees (IGCs)

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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.

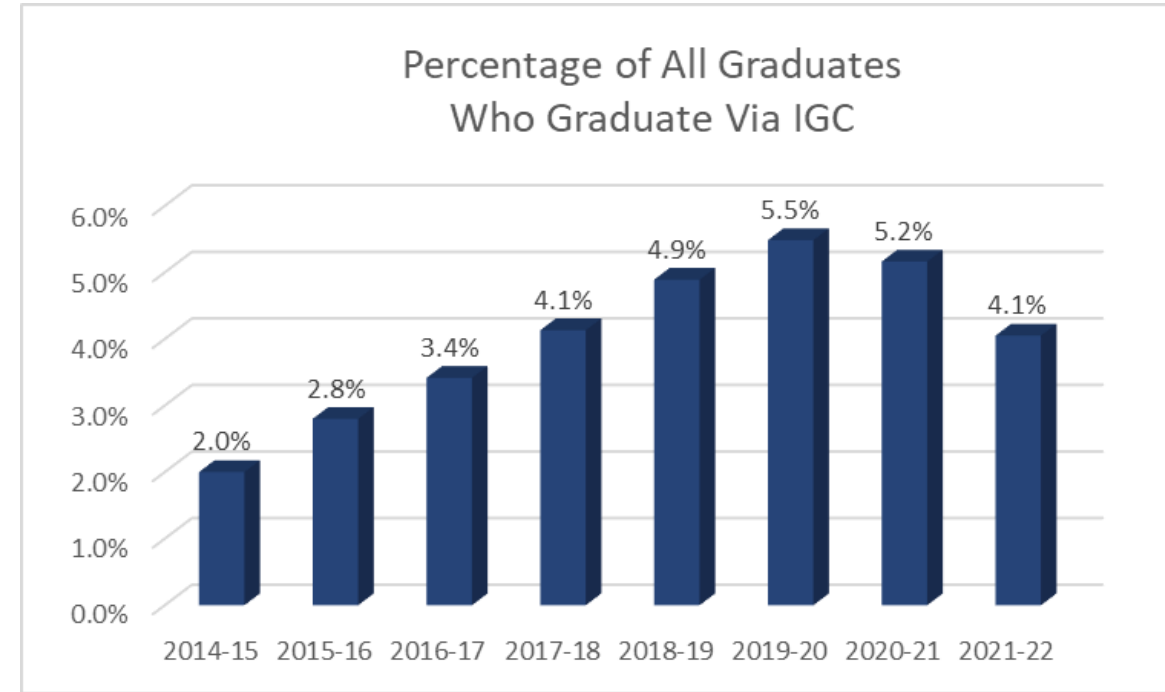
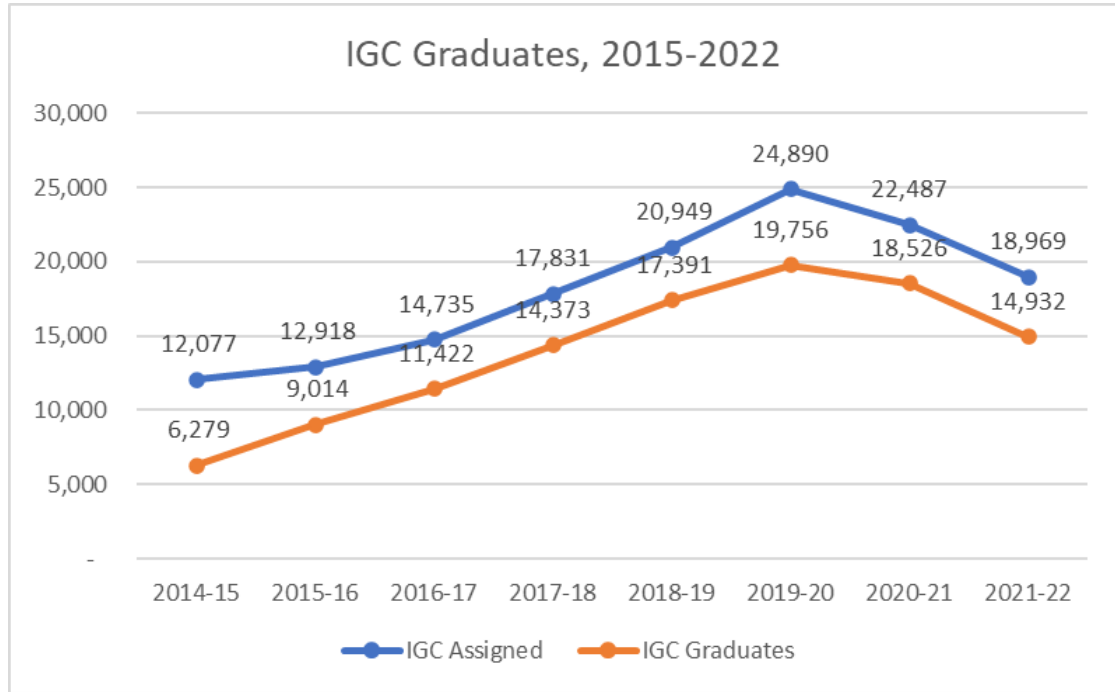
In accordance with TEC §28.025(c), superintendents and charter school leaders must establish procedures for convening an IGC.

Procedures should --

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



Statewide, IGC graduates have decreased in recent years



Source: TEA Annual Individual Graduation Committee Reports

Texas Education Code §39.003(a)(15), permits the commissioner to authorize a special investigation to be conducted when 10 percent 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 individual graduation committee.

If a campus is identified as not following IGC requirements and is graduating students who have not met graduation requirements, these data could also impact the state accountability system (TEC §39.003(a)(14)).

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

In the review of self-reported data, 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, 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

Of the compliance reviews 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

Guidance for implementing IGCs

An [updated guidance document](#) and [FAQ](#) are now posted on the TEA website to provide additional support for school district implementation and documentation of IGCs. A recommended process outlines steps for timely completion of IGCs and to ensure IGCs are compliant with state law and rule.

Step-by-step instructions for conducting IGCs will--

- help with planning;
- ensure the local IGC process is compliant with state law and rule;
- provide recommended actions; and
- outline documentation that must be made available to the agency upon request.

To learn more about IGC implementation and documentation, review the To the Administrator addressed letter published on **February 15** and [register](#) to join a webinar on **March 7**.

Guidance for implementing IGCs

An [updated guidance document](#) provides additional support for school district implementation and documentation of IGCs. A recommended process outlines timely completion of IGCs and steps to ensure IGCs are compliant with state law and rule. Guidance addresses the following:

- Student Eligibility
- IGC Role
- IGC Membership
- Parent/Guardian Notification
- IGC Timelines
- IGC Determinations
- IGC Planning and Review
- Documentation
- Transfer Students
- Considerations for Special Populations
- Resources
- Overview



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 (e.g., TEC §28.0258, TEC §28.0259, 19 TAC §74.1025) 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.



Additional Information

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

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 EOC 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.

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 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 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

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 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 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

Guidance for implementing IGCs

Step 1: Develop Local Policies and Procedures

LEAs must develop local policies and procedures to ensure appropriate implementation of the requirements related to IGCs. Additionally, an LEA 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).

Step 2: Train Staff

LEAs 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 LEA.

Step 3: Identify Eligible Students

LEAs 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.

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 to allow sufficient time for students to complete all assignments and meet all criteria required by the committee.

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.

Guidance for implementing IGCs

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).

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.

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](#)