

## Section Topics

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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 n 2 4 0 T d ( x 0 T c 0 T w



Language Proficiency Assessment System (TELPAS)

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- 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



For each student for who



not pass the corresponding EOC assessment.

Students graduating early are eligible to graduate via an IGC