### Requirements and Overlap of Accelerated Instruction, Intensive Program of Instruction, and Personal Graduation Plan

**Student does not perform satisfactorily on State Assessment or at Risk of Dropping Out or Not Graduating in 4 Years**

<table>
<thead>
<tr>
<th>Accelerated Instruction (AI)</th>
<th>Intensive Program of Instruction (IPI)</th>
<th>Personal Graduation Plan (PGP)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AI</strong> Grades K, 1 &amp; 2 Texas Reading Initiative Reading Assessment</td>
<td><strong>IPI</strong> Grades 3 through High School STAAR &amp; EOC (Any subject, any form) Not Likely to Graduate HS in 4 years <strong>HB 5: ALL High School Students</strong> TEC §29.0212 TEC §89.1050(a)(9)</td>
<td><strong>Middle School/Junior High or High School Student</strong> STAAR or EOC (Any subject, any form) or Not Likely to Graduate HS in 4 Years <strong>9th-12th: IEP may be used as the student’s PGP. Middle School/Junior High: IEP must be used as the student’s PGP.</strong></td>
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<tr>
<td><strong>AI</strong> Grades 3 - 8 SSI STAAR (Any subject, any form) TEC §28.006</td>
<td><strong>IPI</strong> Students at Risk of Dropping Out Meets 1 or more of 13 criteria not related to disability TEC §29.081(d)</td>
<td><strong>SPED</strong> A personal graduation plan (PGP) must be developed. Consider using PGP as the course of study for transition planning.</td>
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<tr>
<td><strong>AI</strong> Grades 5 &amp; 8 SSI Grade Advancement STAAR Math &amp; Reading Consideration for STAAR &amp; STAAR A TEC §28.0211</td>
<td><strong>IPI</strong> Grades 3 through High School STAAR &amp; EOC (Any subject, any form) Not Likely to Graduate HS in 4 years <strong>HB 5: ALL High School Students</strong> TEC §29.0212 TEC §89.1050(a)(9)</td>
<td><strong>SPED</strong> ELL All grades 3 - EOC</td>
</tr>
<tr>
<td><strong>AI</strong> High School EOC Subject Areas (EOC &amp; EOC A: Alg 1, Eng I &amp; II, Biology, US History) TEC §39.025 TEC §28.0217</td>
<td>- See page 2 for 13 At Risk Areas and Exit Criteria</td>
<td><strong>ELL All grades 3 - EOC</strong> No additional requirements beyond that of GEN ED. Design interventions responsive to ELL’s level of English language proficiency. <strong>SPED ELL</strong> ARD/LPAC Collaboration addresses most appropriate courses to support disability and language proficiency needs.</td>
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</tbody>
</table>

**SPED**
- ARD must determine the manner in which the students will participate in accelerated instruction, and determine the instructional interventions to assist students in achieving the state academic standards and/or the standards established in the IEP. IPI focuses on enabling student to attain a standard of ann
dulgence in STAAR Alternate administration; and whether to promote or retain according to IEP.
- ARD must document frequency and duration of services regardless of whether general education or special education services.
- AI and IPI are applicable to all special education students, including students taking alternate state assessments, and to students NOT required to meet the state assessment standards in order to graduate.
- The same interventions may apply for AI and IPI.
- Accelerated instruction may require participation outside of normal school hours or year.

**SPED ELL**
ARD/LPAC Collaboration addresses disability and language proficiency needs.

**AI** ELL Grades 3 - 8
Consider linguistic needs. May need more language-based AI. May need separate setting.

**SPED Grades 5, 8 & EOC**
ARD must determine AI to be provided on expedited schedule prior to any retest; justify non-participation in any administration; and whether to promote or retain according to SSI guidelines/flowcharts. Due to the design of STAAR Alternate 2, students participating in STAAR Alternate 2 are not subject to SSI grade advancement requirements but are subject to AI requirements.

**ELL 5 & 8**
ELL/STAAR L takers are subject to retesting or GPC activities

**AI pullout for 5 & 8 = 10:1 student teacher ratio**

**ARD/LPAC Collaboration**

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**ARD**=Admission, Review, and Dismissal  
**ELL**=English Language Learner  
**FAPE**=Free, Appropriate Public Education  
**PSI**=Student Success Initiative  
**TEC**=Texas Education Code  
**STAAR**=State of Texas Assessments of Academic Readiness  
**Related**=ARD/LPAC Collaboration

Revised 5.11.15
### At Risk Criteria

1. **Student is in preK, K, or grades 1, 2, or 3 and does not perform satisfactorily on a readiness test or assessment instruction during the school year.**  
   (Assessment and cutoff for satisfactory performance determined by the district.)

2. **A student in grades 7-12 is not passing 2 or more core subjects during the preceding or current school year or is not maintaining an average to pass in 2 or more core subjects in the current school year.**

3. **Student was retained in grade during a previous year (including retention at parent request).**

4. **Student failed a state assessment during the current or preceding school year.**

5. **Student is pregnant or a parent.**

6. **Mandatory placement in a DAEP program during the current or preceding school year.**

7. **Student is expelled during the current or preceding school year.**

8. **The student is on parole, probation, deferred prosecution, or other conditional release.**

9. **Student has previously been reported in PEIMS as a dropout.**

10. **Student is limited English proficient as defined by Section 29.052**

11. **Student is in custody or care of the Department of Protective and Regulatory Services, or has been referred to the department by a school official, officer of the juvenile court, or law enforcement official during the current school year.**

12. **Student is homeless as defined by 42 USC Section 11302.**

13. **Student resided in the preceding school year or resides in the current school year in a residential placement facility (detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home).**