

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

Accelerated Instruction (AI)

Intensive Program of Instruction (IPI)

Personal Graduation Plan (PGP)

AI
Grades K, 1 & 2
Texas Reading Initiative

Reading Assessment

TEC §28.006

AI
Grades 3 - 8
SSI

STAAR
(Any subject, any form)

TEC §28.0211

AI
Grades 5 & 8
SSI
Grade Advancement

STAAR
Math & Reading
Consideration for STAAR & STAAR A

TEC §28.0211

AI
High School
EOC Subject Areas

(EOC & EOC A:
Alg 1, Eng I & II,
Biology, US History)

TEC §39.025
TEC §28.0217

AI
Students at Risk of Dropping Out

Meets 1 or more of 13 criteria not related to disability

TEC §29.081(d)

IPI
Grades 3 through High School

STAAR & EOC
(Any subject, any form)
Not Likely to Graduate HS in 4 years

TEC §28.0213

Middle School/Junior High or High School Student

STAAR or EOC
(Any subject, any form)
or Not Likely to Graduate HS in 4 Years

HB 5: ALL High School Students
TEC §29.0212
TEC §89.1050(a)(9)

SPED
ARD must determine manner in which student will participate in accelerated reading instruction.

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 annual growth based on the 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.

SPED
A personal graduation plan (PGP) must be developed. Consider using PGP as the course of study for transition planning.

9th-12th: IEP **may** be used as the student's PGP.
Middle School/Junior High: IEP **must** be used as the student's PGP.

SPED ELL
ARD/LPAC Collaboration addresses most appropriate courses to support 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.

See page 2 for 13 At Risk Areas and Exit Criteria

IPI ELL All grades 3 - EOC
No additional requirements beyond that of GEN ED.
Design interventions responsive to ELL's level of English language proficiency.

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=Admission, Review, and Dismissal
ELL=English Language Learner
FAPE=Free, Appropriate Public Education
SPED=Special Education
SSI = Student Success Initiative

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).