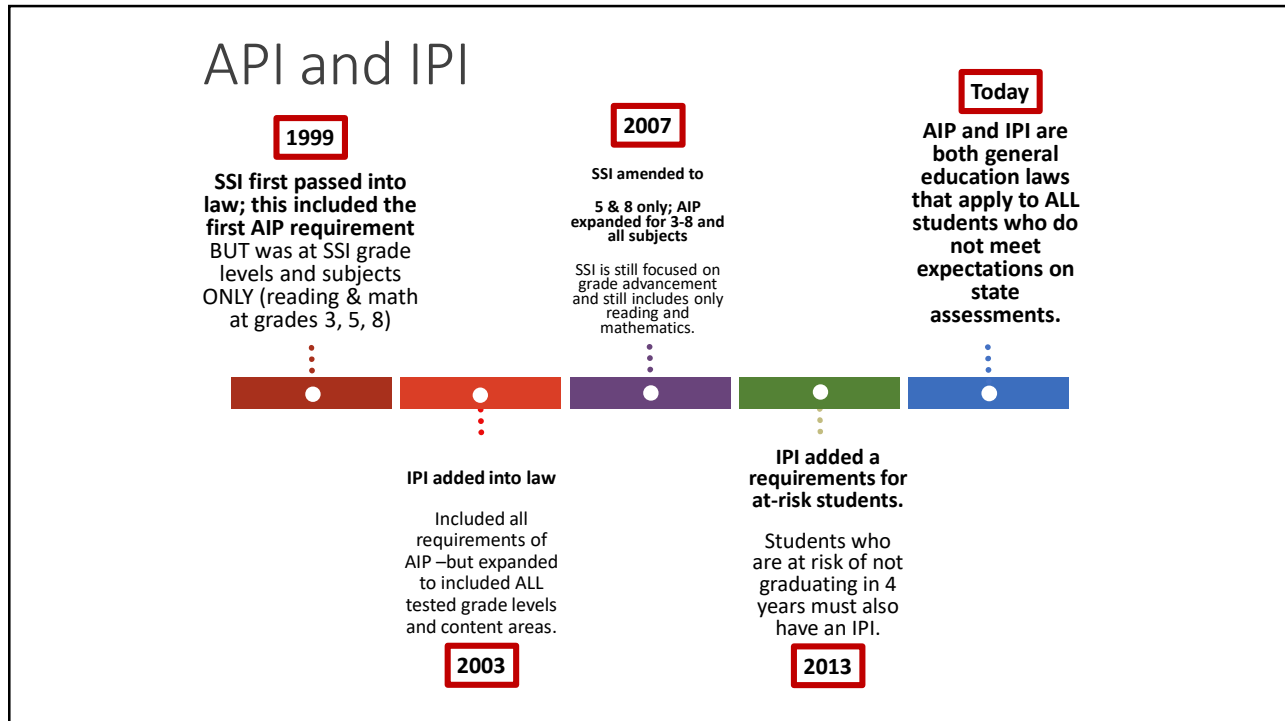


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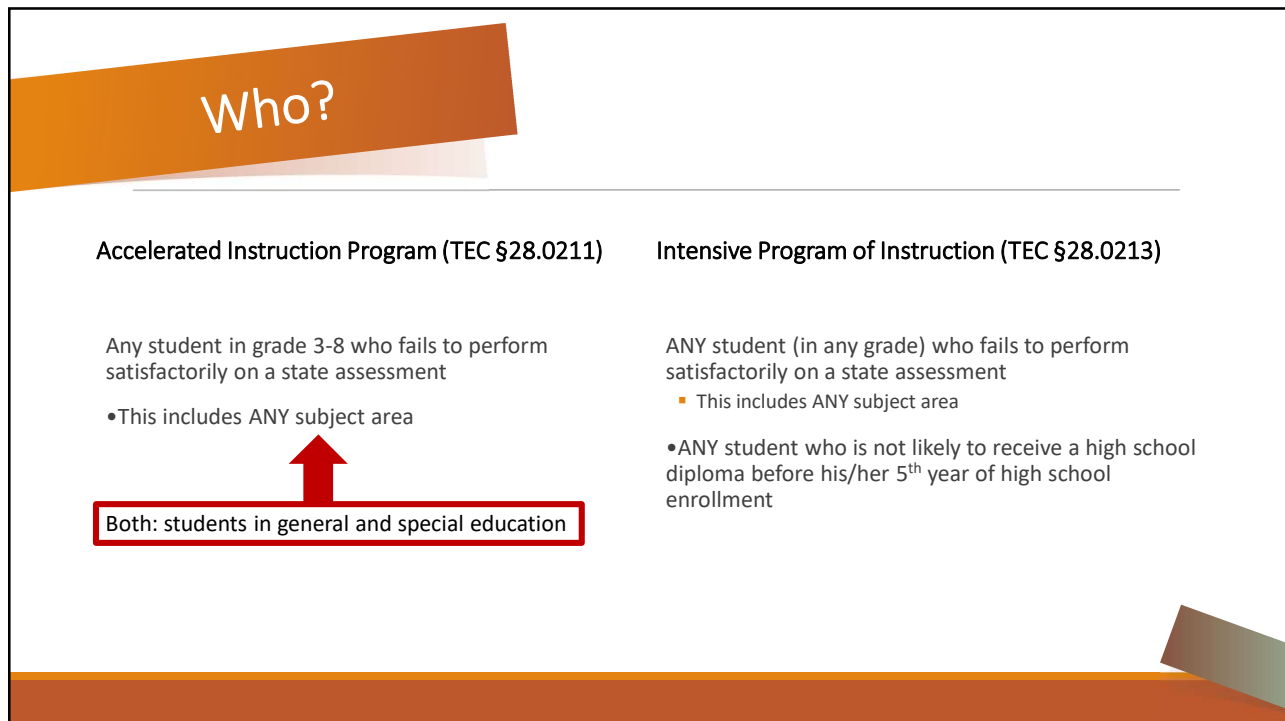
## Session Objectives

-  Participants will understand **who** Accelerated Programs of Instruction (APIs) and Intensive Programs of Instruction (IPIs) are for
-  Participants will learn the **purpose** of APIs and IPIs
-  Participants will learn **when** APIs and IPIs should be written
-  Participants will learn how to address IPIs and APIs
-  Participants will understand the **ARD committee's** role when writing an IPI

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## Purpose

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<p><b>Accelerated Instruction Program (TEC §28.0211)</b></p> <p>Not directly stated, but inferred in multiple subsections that the purpose of AIP is for a student to perform at or progress toward grade level performance.</p>	<p><b>Intensive Program of Instruction (TEC §28.0213)</b></p> <p>(b) A school district shall design the IPI to:</p> <p>(1) Enable the student to:</p> <ul style="list-style-type: none"> <li>A. To the extent practicable, perform at the student’s grade level at the conclusion of the next regular school term; or</li> <li>B. Attain a standard of annual growth specified by the school district and reported by the district to the agency; and</li> </ul> <p>(2) If applicable, carry out the purpose of the AIP.</p>
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## When?

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<p><b>Accelerated Instruction Program (TEC §28.0211)</b></p> <p>(a-1) <b>Each time a student fails to perform satisfactorily on an assessment instrument</b> in the 3rd, 4th, 5th, 6th, 7th, or 8th grade, the school district in which the student attends school shall provide accelerated instruction in the applicable subject area...</p> <p>(a-2) A student who fails to perform satisfactorily on an assessment instrument under subsection (a) and who is promoted to the next grade level <b>must complete accelerated instruction under subsection (a-1) before placement in the next grade level.</b></p> <p>(f) The district shall provide accelerated instruction <b>whether the student is promoted or retained.</b></p>	<p><b>Intensive Program of Instruction (TEC §28.0213)</b></p> <p>No timeframe specified in TEC §28.0213</p> <ul style="list-style-type: none"> <li>❖ However, we usually follow the timelines specified on the SSI manual</li> </ul>
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## What about SSI?

Grades 5 & 8 Reading and Math **ONLY**

General education requirement – SSI Manual has flowcharts for guidance

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## How?

Accelerated Instruction Program (TEC §28.0211)

Intensive Program of Instruction (TEC §28.0213)

Both require a plan to be developed for **ANY student** who fails ANY state assessment in grades 3-8 (general education requirements)

IPI also requires a plan for **ANY** student who fails an EOC exam and **ANY** student who is at risk

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## How?

### Accelerated Instruction Program (TEC §28.0211)

### Intensive Program of Instruction (TEC §28.0213)



Required for **ANY** students who **do not meet the standard** on a state assessment (any/all areas).



Must specify **interventions** for each of the areas for which the student did not meet standard.



Should include **Frequency, Duration, and Location**.



ADD A FOOTER

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## Do we need both?

IPI says “carry out the purpose of AIP” – So only one plan is needed, regardless of grade level...or reason (state assessment/at risk)

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## ARD Committee Role

Both AIP & IPI say the ARD committee designs the plan and:

- Determines the manner in which the student participates
- How much annual growth?
- Whether the students will be promoted or retained?

Required to be documented in ARD (TAC §89.1050 (a)(8) & (10))

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## Goals, Objectives & PLAAFPS

A review of IEP goals and objectives to include/scaffold skills in order to monitor student progress.

Include STAAR information on the PLAAFPS of the student

Determine the areas in which the API/IPI needs to focus on

Write goals & objectives if the area of focus for API/IPI is not already included in the student's IEP

- Make sure that goals and objectives are SMART (specific, measurable, attainable, results-oriented, time-bound)

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Requirements and Overlay of Accelerated Instruction, Intensive Progress of Instruction, and Personal Graduation Plan

Accelerated Instruction (AI)	Intensive Progress of Instruction (IPI)	Personal Graduation Plan (PGP)
<p><b>AI</b> - AI is a program of instruction that is designed to provide students with an opportunity to complete the state curriculum in a shorter period of time than the standard curriculum. AI is available to students who are academically gifted and who are capable of learning at a faster pace than the standard curriculum.</p> <p><b>AI</b> - AI is a program of instruction that is designed to provide students with an opportunity to complete the state curriculum in a shorter period of time than the standard curriculum. AI is available to students who are academically gifted and who are capable of learning at a faster pace than the standard curriculum.</p>	<p><b>IPI</b> - IPI is a program of instruction that is designed to provide students with an opportunity to complete the state curriculum in a shorter period of time than the standard curriculum. IPI is available to students who are academically gifted and who are capable of learning at a faster pace than the standard curriculum.</p> <p><b>IPI</b> - IPI is a program of instruction that is designed to provide students with an opportunity to complete the state curriculum in a shorter period of time than the standard curriculum. IPI is available to students who are academically gifted and who are capable of learning at a faster pace than the standard curriculum.</p>	<p><b>PGP</b> - PGP is a program of instruction that is designed to provide students with an opportunity to complete the state curriculum in a shorter period of time than the standard curriculum. PGP is available to students who are academically gifted and who are capable of learning at a faster pace than the standard curriculum.</p> <p><b>PGP</b> - PGP is a program of instruction that is designed to provide students with an opportunity to complete the state curriculum in a shorter period of time than the standard curriculum. PGP is available to students who are academically gifted and who are capable of learning at a faster pace than the standard curriculum.</p>

QR Code: 

<https://tinyurl.com/STISDpwn>

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**AI**  
**Grades K, 1 & 2**  
**Texas Reading Initiative**  
**Reading Assessment**

TEC §28.006

**SPED**

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

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<p><b>AI</b> <b>Grades 3 - 8</b> <b>SSI</b></p> <p><b>STAAR</b> (Any subject, any form)</p> <p>TEC §28.0211</p>	<p><b>AI</b> <b>Grades 5 &amp; 8</b> <b>SSI</b> Grade Advancement</p> <p><b>STAAR</b> <b>Math &amp; Reading</b> Consideration for STAAR &amp; STAAR A</p> <p>TEC §28.0211</p>	<p><b>AI</b> <b>High School</b> <b>EOC Subject</b> <b>Areas</b></p> <p>(EOC &amp; EOC A: Alg 1, Eng I &amp; II, Biology, US History)</p> <p>TEC §39.025 TEC §28.0217</p>	<p><b>AI</b> <b>Students at</b> <b>Risk of</b> <b>Dropping</b> <b>Out</b></p> <p>Meets 1 or more of 13 criteria not related to disability</p> <p>TEC §29.081(d)</p>
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**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.

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<p><b>AI ELL Grades 3 - 8</b></p> <p>Consider linguistic needs. May need more language-based AI. May need separate setting.</p>	<p style="text-align: center; color: blue;"><b>SPED Grades 5, 8 &amp; EOC</b></p> <p>ARD must determine AI to be provided on <i>expedited</i> 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.</p>	<p><b>IPI ELL All grades 3 - EOC</b></p> <p>No additional requirements beyond that of GEN ED. Design interventions responsive to ELL's level of English language proficiency.</p>
	<p style="text-align: center; color: green;"><b>ELL 5 &amp; 8</b></p> <p><b>ELL/STAAR L</b> takers are subject to retesting or GPC activities</p>	
	<p>AI pullout for 5 &amp; 8 = 10:1 student teacher ratio</p>	

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**IPI**  
**Grades 3 through**  
**High School**

**STAAR & EOC**  
 (Any subject, any  
 form)

**Not Likely to**  
**Graduate HS in 4**  
**years**

TEC §28.0213

What are the at-risk factors?

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## Common citations for AIP/IPI

AIP/IPI not clearly documented in ARD/IEP

- It's not in ARD/IEP (no AIP/IPI in ARD/IEP)
- It's in ARD/IEP but not documented as AIP/IPI

AIP/IPI not specific to student's state assessment results

- ARD committee determined student would go to GE program, and that program does not address this student's areas of concern
- ARD committee determined/pre-determined what AIP/IPI was needed, without reviewing state assessment results

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## Examples

Resource Class o “Individualized multi-sensory instruction within the resource classroom”

Intervention Class

- Intensive instruction within a scheduled elective that focuses on TEKS

Tutorial Time/Advisory (within the school day)

- Focused instruction in the student’s areas of need during the campus tutorials/advisory time.

Pull-Out/Inclusion Support

- Focused small group instruction during the student’s class with emphasis on the student’s area of need
- Intervention in small groups with general education teacher
- Intervention in one-to-one and small group setting with teachers on the Intervention team
- Systematic structured program that focuses on skills during the day as part of intervention in class.

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## Sample text


***Due to (student) not meeting the standard on the (content) state assessment, (student) will participate in (identify intervention(s), ie. accelerated instruction class) for (minutes, ie. 35 min.) (frequency , ie. 2x weekly, daily, 3 x weekly during advisory). In reviewing the student’s performance on the assessment, areas of focus will be (identify areas to be targeted; ie., read comprehension, basic reading skills, math calculations, summarizing, predicting outcomes, interpreting graphs/charts, recalling historical events, etc.).***

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## Non-examples

The current program of instruction adequately addresses his needs and the intensive program of instruction in resource and during inclusion using multisensory teaching approaches is appropriate.

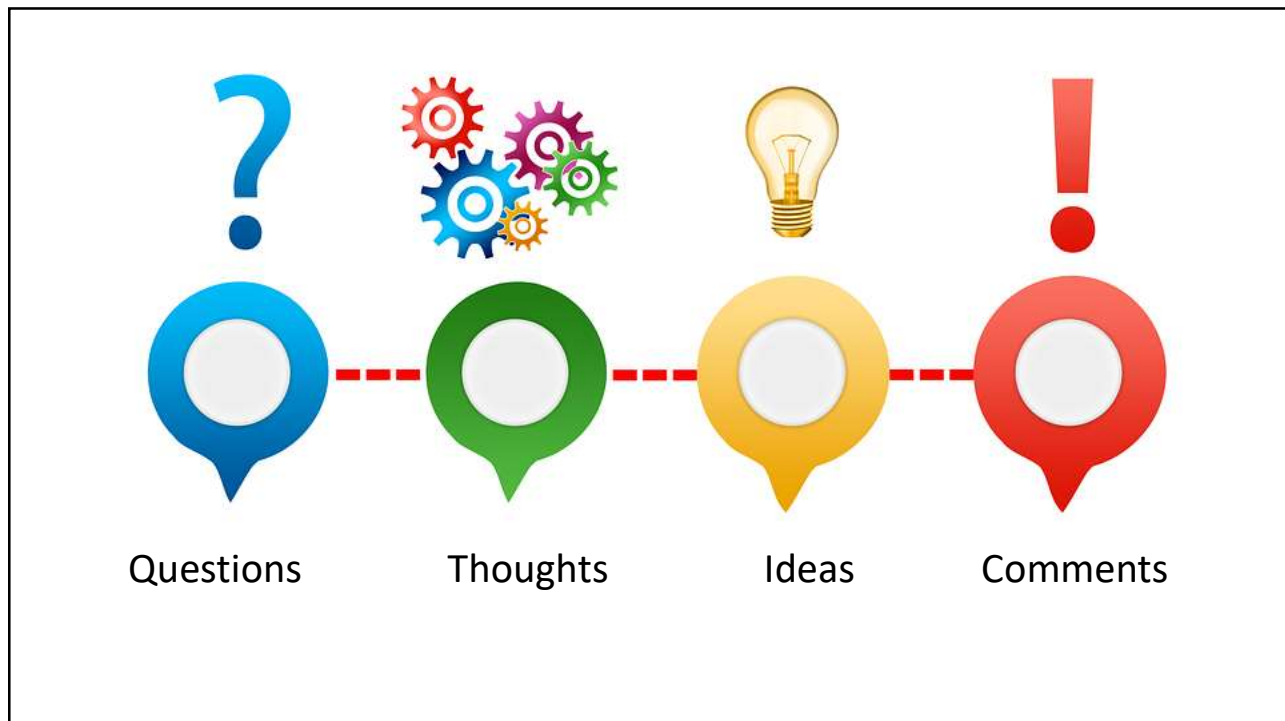
Members of the ARD committee compared the current IEP and supports in place and agreed that it provides support for the areas of concern.”



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