



Intensive Programs of Instruction and Accelerated Instruction

For Students Served
Through Special Education

June 23, 2022

Today's Presenter



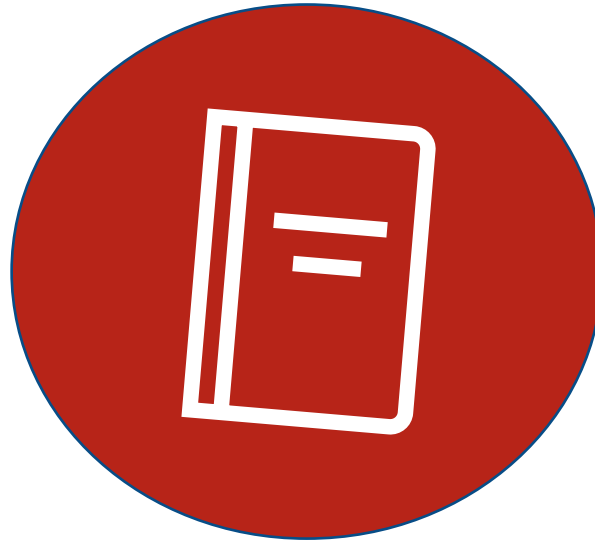
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Agenda



**Texas Administrative Code
(TAC) Chapter 104:
Accelerated Instruction**



**New Guidance Document:
Intensive Program of Instruction
and Accelerated Instruction for
Students Served by Special
Education**



**Additional TEA Accelerated
Instruction Resources**

Objectives

- ✓ **Review the commissioner rules regarding accelerated instruction in TAC Chapter 104**
- ✓ **Be able to access and use the Intensive Programs of Instruction and Accelerated Instruction for Students Served Through Special Education resource document**
- ✓ **Understand where to locate additional TEA resources regard accelerated instruction**



Terminology

AI-Accelerated Instruction

SAI-Supplemental Accelerated Instruction

ALC-Accelerated Learning Committee

ARD-Admission, Review, and Dismissal (committee)

ALP-Accelerated Learning Plan

IEP-Individualized Education Program

IPI - Intensive Program of Instruction



Texas Administrative Code

Chapter 104: Accelerated
Instruction



TAC §104.1001: Accelerated Instruction

- ✓ Rule includes Accelerated Instruction, Modified Teacher Assignment, and Accelerated Learning Committee
- ✓ Published as Adopted in the Texas Register on June 3, 2022
- ✓ Became effective on June 9, 2022
- ✓ Clarifies definition of SAI
- ✓ Outlines requirements for ARD committees serving as ALCs

[19 TAC § 104.1011](#)

TAC §104.1001: ARD Committee Responsibilities Serving as an ALC



ARD Committee must serve as the ALC for a student served by special education when an ALC is required to meet under TEC §28.0211



ARD committee must serve as ALC for students who did not perform satisfactorily on a 3rd, 5th, or 8th grade STAAR Alternate 2 reading or math instrument



Must meet as a properly constituted ARD and develop an ALP in accordance with TEC §28.0211 and determine the manner in which student will participate in SAI

[19 TAC § 104.1011](#)

TAC §104.1001: ARD Committee Responsibilities Serving as an ALC (con.)



Efforts must be taken to ensure parental participation as specified in §89.1050(d) and 34 CFR §300.322



Must document decisions regarding SAI in writing and provide a copy to the student's parent/guardian as supplemental attachment to the IEP or within the deliberations section of the IEP



Parent/guardian disagreements regarding SAI follow school district grievance policy, a dispute resolution mechanism may be used to address disagreements regarding provision of a FAPE

[19 TAC § 104.1011](#)

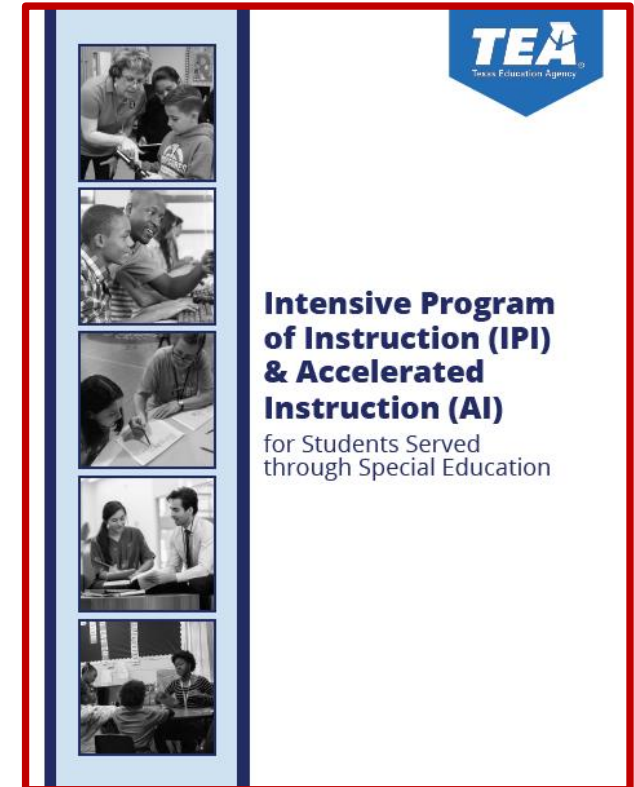


IPI and AI Guidance for Students Served through Special Education



IPI and AI Guide for Students Served Through Special Education

- ✓ Published June 2022 on the TEA Special Education Policy Guidance page
- ✓ Outlines purposes of each type of plan and role of the ARD committee
- ✓ Addresses planning to ensure students needs are address regarding IPI and AI with consideration of a student's current IEP
- ✓ Includes sample student AI and IPI scenarios

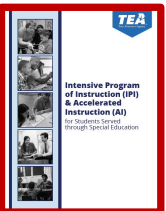


Interaction of the IEP with IPI

Intensive Program of Instruction



- An **Intensive Program of Instruction (IPI)** is intended to enable a student to attain a standard of annual growth on the basis of that student's IEP, and if applicable, carry out the purposes of AI
- The statute requiring an IPI broadly outlines the requirements but does not provide discrete steps for creating an IPI, thus providing an opportunity for an ARD committee to design an IPI that interacts meaningfully with an IEP

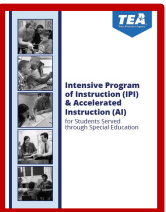


Interaction of the IEP with AI

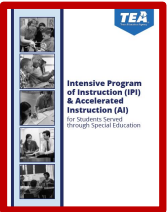
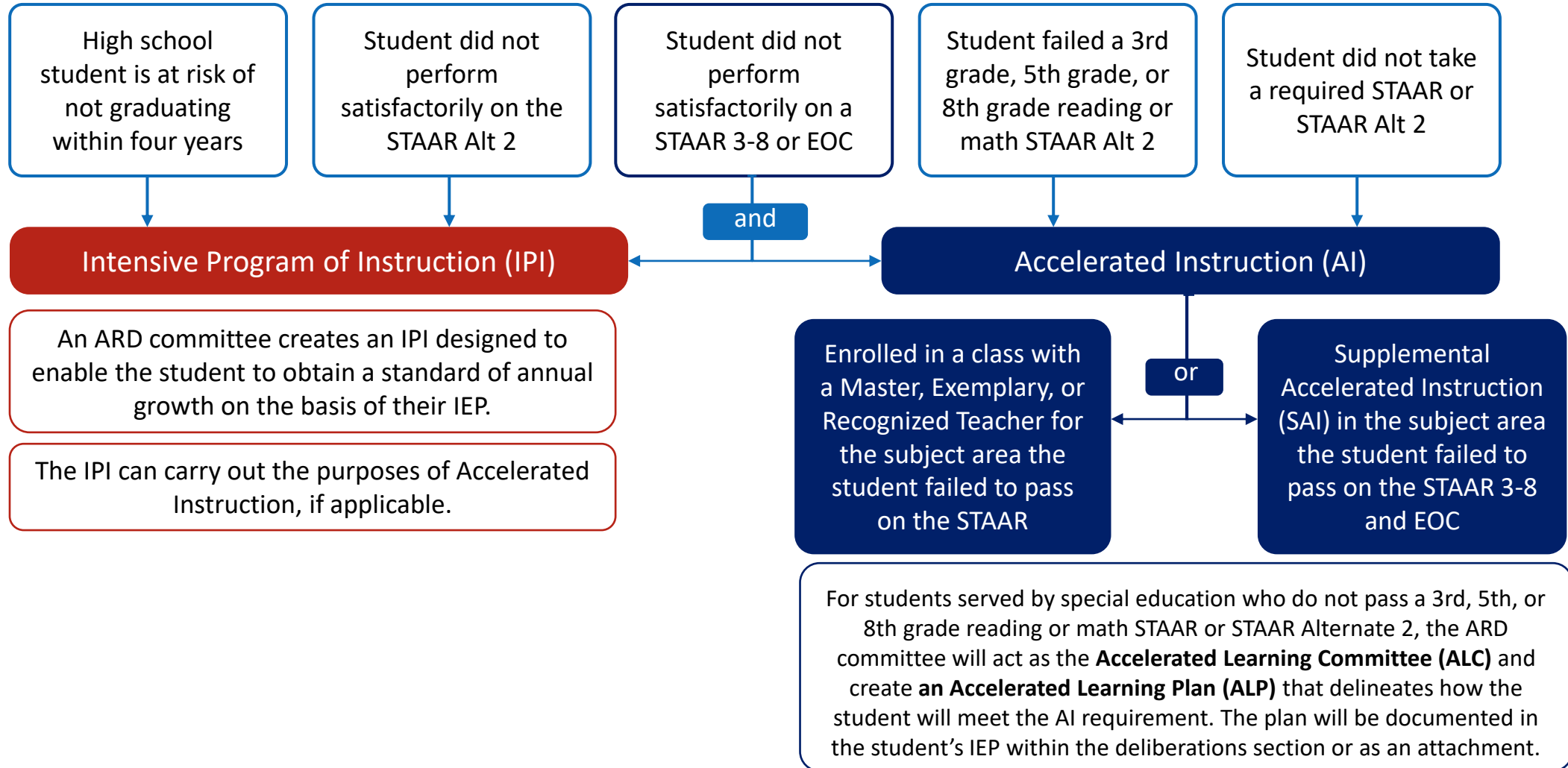
Accelerated Instruction



- **Accelerated Instruction (AI)** requirements apply to any student who did not perform satisfactorily on STAAR 3–8, EOC assessments, or STAAR Alternate 2 grades 3, 5, and 8 in reading and/or math
- For a student who requires AI and who also receives special education services, the goal of AI is to enable a student who did not perform satisfactorily on a state assessment to perform at the appropriate grade level by the conclusion of the school year.

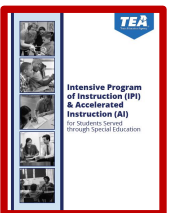


Decision Matrix



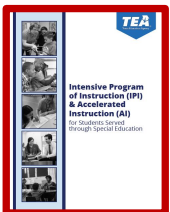
IPI and AI Side-by-Side: Purpose

Intensive Program of Instruction (IPI)	Accelerated Instruction (AI)
What is the purpose of the law?	
<p>The purpose of IPI is to enable a student to perform at the student's grade level at the conclusion at the next school term or achieve a specified standard of growth, and if applicable, carry out the purposes of AI. For students with IEPs the standard of annual growth is determined on the basis of the student's IEP.</p>	<p>The purpose of AI is to enable a student who did not perform satisfactorily on a state assessment to perform at the appropriate grade level by the conclusion of the next school year.</p>



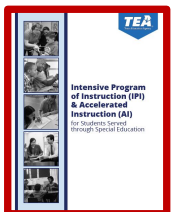
IPI and AI Side-by-Side: Requirements

Intensive Program of Instruction (IPI)	Accelerated Instruction (AI)
To whom does the requirement pertain?	
<p>The IPI requirement pertains to students in grades 3-12 who do not perform satisfactorily on STAAR or STAAR Alternate 2; and students, who are not likely to receive a high school diploma before the fifth school year after enrollment in 9th grade.</p>	<p>The AI requirement pertains to students in grades 3-8 who do not perform satisfactorily on an assessment instrument administered under TEC §39.023(a), STAAR.</p> <p>Students who do not perform satisfactorily on an EOC assessment under TEC §39.023(c) also require AI.</p> <p>Only students who did not pass a 3rd, 5th, or 8th grade reading and/or math STAAR or STAAR Alt 2 require an Accelerated Learning Plan developed by an Accelerated Learning Committee (ALC.)</p>



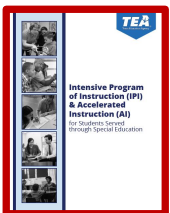
IPI and AI Side-by-Side: ARD Committee Role

Intensive Program of Instruction (IPI)	Accelerated Instruction (AI)
What is the role of the ARD committee?	
ARD committees are responsible for designing the IPI for students served by special education.	ARD committees determine the manner in which a student will engage in AI. An ARD committee is required to serve as the ALC for students with IEPs who do not perform satisfactorily on a 3 rd , 5 th , or 8 th grade reading and/or math STAAR or STAAR Alternate 2. The ARD committee must meet to develop the ALP no later than the start of the school year.



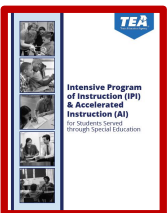
IPI and AI Side-by-Side: Documentation

Intensive Program of Instruction (IPI)	Accelerated Instruction (AI)
How is this plan documented?	
<p>The current law does not explicitly state how IPI should be documented.</p> <p>See <i>Recommended Practices</i> on page 7 of this document for guidance.</p>	<p>When an ALP is required, it must be documented in the deliberations section of the IEP or as a supplemental attachment. Efforts must be taken to ensure parental participation. ARD committees shall notify the parent or guardian of the time and place for convening the ALC meeting and the purpose of the meeting. A copy of the ALP is to be provided to the student's parent or guardian.</p>



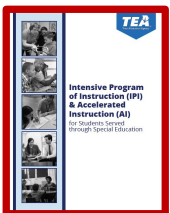
Supplemental Accelerated Instruction Requirements-Slide 1

- Supplement to regular instruction (not a special education service)
- Provided during, before, or after school at least once weekly, or fully in the subsequent summer
 - Minimum of 30 hours of supplemental instruction per subject area
 - Is delivered in a 1 to 1 ratio or in a small group with no more than 3 students (unless parent waiver is obtained)



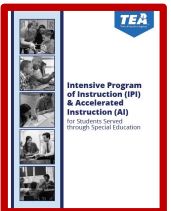
Supplemental Accelerated Instruction Requirement-Slide 2

- Includes targeted instruction in the essential knowledge and skills for the grade level and subject area of the test the student did not pass
- Targeted instruction designed to assist students in achieving satisfactory performance
- Utilizes effective instruction materials designed for supplemental instruction



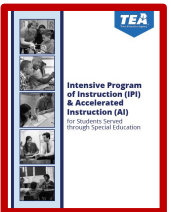
Supplemental Accelerated Instruction Requirements-Slide 3

- Provided by a person with training in the applicable instructional materials
- To the extent possible, is provided by one person for the entirety of the student's supplemental instruction period



Recommended Practices: Developing an IPI

- ✓ Create an IPI as soon as possible upon determining the student was unsuccessful in one or more areas of the state assessment
- ✓ Hold a properly constituted ARD committee meeting to develop the student's IPI, or if agreed upon by the parent/guardian, through the amendment process
- ✓ Design an IPI based on the results of state assessments
- ✓ Describe the IPI the student will be provided to address areas of need for each assessment where the student did not perform satisfactorily



Recommended Practices: Developing an IPI



Include the frequency, duration, and location of the delivery of the IPI and the staff members responsible for carrying out the plan.



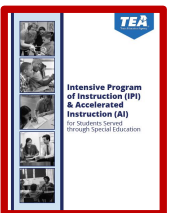
Write out the target area(s) of acceleration as the goal(s).



Include how the student's progress toward the goal(s) will be monitored and who is responsible for monitoring and reporting the progress to the parent.



Keep evidence of progress monitoring in the student's file.



Recommended Practices: Developing an IPI



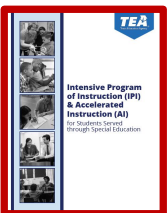
Consider that an IPI is an ongoing support for a student that does not pass a STAAR or is at risk of not graduating and should be revisited and updated accordingly after the administration of the next year's STAAR.



Document the IPI in writing within the deliberations section of the IEP or as a supplemental attachment.



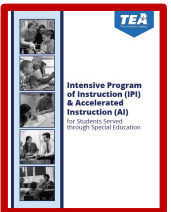
Provide a copy of the IPI and its amendments to the student's parent/guardian.



Developing an Accelerated Learning Plan (ALP)

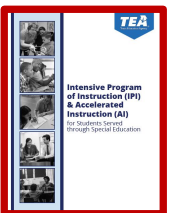


- Describe the AI the student will be given to address areas of need for each assessment where the student did not perform satisfactorily.
- Design AI that addresses specific grade-level TEKS as identified on the results of the state assessment.
- Consider the manner and the period of time that SAI is to be delivered that is useful for the student beyond the 30-hour minimum requirement.
- Keep appropriate documentation such as SAI attendance or tutoring logs, minutes, ALC notices, parent communication, and evidence of student progress.
- Prioritize the health and safety of students receiving homebound services, which may require pausing AI until the student returns to campus, can sustain prolonged participation in instruction, or can participate in AI remotely.



ARD Committee Meetings for AI and IPI

- Minimize potential problems coordinating the scheduling of multiple meetings and hold a meeting to address the development of AI and IPI simultaneously.
- Plan to hold ALC meetings during the school year, prior to the summer, after STAAR results have been made available, if summer school will be provided to meet the AI requirement
- Hold a meeting during the summer to address parent requests for different teachers and manage staffing and scheduling accordingly.
- Hold an ARD committee meeting to develop an IEP simultaneously with an ALP and IPI, where appropriate, given the IEP timeline.



Further features of the IPI and AI guidance document

NON-EXAMPLES

IPI
An ARD committee makes changes to the student's specially designed instruction to meet an IPI goal, where the IPI goals are not aligned to the student's disability-related needs in the IEP.

EXAMPLES

A student's PLAAFP statement includes data, such as ongoing progress monitoring and formative assessment data, collected through the implementation of a student's IPI or AI.

IPI
A student's IPI goals are met by providing additional supports in the student's enrolled grade-level curriculum for the subject in which the student failed to perform satisfactorily. The ARD committee convenes and determines these supports will be of benefit to address the student's disability-related needs and opts to include them in the student's IEP.

The ARD committee decides to align the student's IEP goal(s) in the pertinent subject areas with the IPI.

AI
The ARD committee, serving as the ALC, reviews the student's IEP to make decisions about the implementation of AI, including consideration for supports and services the student needs to access grade-level curriculum.

Mei

Mei is a 10th grade student receiving special education services who takes STAAR with embedded supports. She did not meet the passing standard for STAAR English I, Algebra I, or Biology EOC assessments in 9th grade. The ARD committee had determined that Mei would not have to pass any of these assessments to graduate after reviewing her IEP and progress monitoring data reported by teachers. They designed an IPI to help Mei be successful in meeting grade-level standards. At the time, she attended tutoring during the summer for three hours per day (one hour for each of the three subjects), four days per week, for three weeks. This program had the added benefit of meeting requirements for the provision of AI.

Mei's summer school attendance was inconsistent, however, and minimal progress was made on her IPI goals. After discussing Mei's progress during the first week of school with her English II, Geometry, and Chemistry teachers, Mei's ARD committee, including her parent, decided that enrolling Mei in the school's Study Hall class would offer the intensive instruction she needed and not interfere with her soccer practice. A change of schedule was made to reflect her enrollment in Study Hall, which takes place each day. The focus of her instruction will be grade-level English, math, and science. Mei will continue with this schedule until she completes at least the reading and math AI that she did not meet in her original plan. She may continue the IPI if she attains a level of progress deemed appropriate by the ARD committee's progress monitoring data. Given the IPI successfully met the SAI requirement, the committee chose to create an AI plan for her and include it in the IEP as follows:

"Does Not Meet" level for the STAAR English I, Algebra I, and Biology	ARD Committee designs Intensive Program of Instruction (IPI) Decision: The ARD committee amended Mei's IPI due to minimal progress made in the original IPI. Student was enrolled in a Study Hall class that included intensive instruction in English, math, and science for five days weekly, for 45 minutes per week. Progress will be monitored by the Study Hall teacher. IPI will be in effect until Mei attains a level of progress deemed appropriate by her ARD committee.	ARD committee chooses student's AI and documents it in the IEP Decision: Although Mei did not meet the AI requirement, the IPI the team created met the AI requirement for AI.
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Amir

Amir is an 8th grade student receiving special education services who takes STAAR with embedded supports. Amir was not successful on this year's math STAAR test. The ARD committee, acting as the ALC, conducted a properly constituted ARD meeting that included the principal and math teacher from the receiving campus. The committee decided that Amir's AI could be met by assigning him to the 9th grade math teacher at the receiving campus who has a "master teacher" designation.

For the IPI, the ARD committee agreed that Amir would benefit from attending the high school's math lab, a program that uses research-driven strategies. The IPI specified that he would attend 30-minute sessions before school three times weekly for the duration of the school year. Support would be provided to Amir's family on a weekly basis by Amir's math teacher.

"Does Not Meet" level for the 5th grade reading STAAR	ARD Committee designs Intensive Program of Instruction (IPI) Decision: The focus of the IPI was addressed through the AI as the plan addressed skills. Nayla did not master according to her STAAR report, and progress would be monitored through weekly assessments.	ARD Committee serves as ALC to determine Accelerated Instruction (AI) Decision: Nayla will participate in a six-week summer school small group (3:1) reading tutoring program provided by the receiving school. She will attend four days per week for 1.5 hours per day, and a total of 36 hours.
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Examples & Non-Examples: AI and IPI Interactions with the IEP



Sample Student Scenarios



Additional Resources

Accelerated Instruction Resources

Planning Documents

- ALC Sample Packet - English
- ALC Sample Packet - Spanish
- Tutoring Ratio Parent Permission Sample - English
- Tutoring Ratio Parent Permission Sample - Spanish
- Accelerated Instruction Plan for Non ALC Sample - English
- Accelerated Instruction Plan for Non ALC Sample - Spanish
- HB 4545 Questions Planning Document Sample
- Sample Tutor Data Form
- Planning Timeline Sample
- HB 4545 Overview
- HB 4545 Supplemental Accelerated Instruction
- HB 4545 Accelerated Learning Committee
- Supplemental Accelerated Instruction Hours Transfer Template
-  High Dosage Tutoring Data Tracker Template
-  High Dosage Tutoring Data Tracker Template (with data)

District Resources

District Name	Template
Crystal City ISD	Accelerated Instruction Plan
Hawkins ISD	Calculation of Accelerated Instruction
Houston ISD	Accelerated Learning Tracker
Rockdale ISD	ALC Meeting Agenda & Script
Rockdale ISD	ALC Plan & Minutes

<https://tea.texas.gov/texas-schools/health-safety-discipline/covid/accelerated-learning-resources>

Additional Resources

- Resources For Parents
- Promotion and Accelerated instruction legislation (PDF) June 17 2021
- COVID-19 Learning Loss and Acceleration Slides (PDF) March 25 2021
- ST Math Summer Toolkit
-  ST Math and Tutoring
- General Parent-Teacher Planning Tool
- HB 4545 Parent-Teacher Planning Tool
- General Parent-Teacher Planning Tool - Spanish
- HB 4545 Parent-Teacher Planning Tool - Spanish
- Parent-Teacher Conference Planning Tool (90 Second Video Clip)
- Parent-Teacher Conference Planning Tool (Full Video Clip)



Thank you for joining us!



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