Mapping Out Your Mission for Student Success: AI, IPI, & SSI

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Welcome & Introductions

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Today’s Mission:

To decode:

1. Accelerated Instruction (AI) & Intensive Program of Instruction (IPI)
2. School Success Initiative (SSI)
Accelerated Instruction (AI) & Intensive Program of Instruction (IPI)

- Definition
- TEC
  - Hierarchy
  - Chapter 28, 29, & 39
- Requirements
  - Accelerated Reading Instruction
  - Accelerated Instruction
  - Intensive Program of Instruction
  - Special Education
  - English Language Learners
Definitions:

The terms "accelerated instruction" and "intensive program of instruction" are not defined in statute. School districts have the discretion to determine the appropriate form, content, and timing of the instruction based on an individual student's needs.
Texas Education Code (TEC)
TEC Hierarchy

Education Code
Title
Subtitle
Chapter
Subchapter
Section
Paragraph
Subchapter A - Essential Knowledge and Skills; Curriculum. Section:

- §28.006 - Reading Diagnosis

Please see Texas Education Code for complete references.
Subchapter B - Advancement, Placement, Credit, and Academic Achievement Record;
Sections:

- §28.021 - Advancement
- §28.0211 - Satisfactory Performance on Assessment Instruments Required; Accelerated Instruction (commonly referred to as the Student Success Initiative).
- §28.0213 - Intensive Program of Instruction
- 28.0217 - Accelerated Instruction for High School Students

Please see Texas Education Code for complete references.
TEC Chapter 29
Educational Programs

Subchapter C - Compensatory Programs
Section:
● §29.081 - Compensatory, Intensive, and Accelerated Instruction

Please see Texas Education Code for complete references.
Subchapter A - General Provisions
Sections:
- §39.023 - Adoption and Administration of Instruments
- §39.025 - Secondary-Level Performance Required

Please see Texas Education Code for complete references.
AI and IPI Requirements
Accelerated Reading Instruction

A student in kindergarten or first or second grade who is determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties.

Texas Reading Initiative
Reading Assessment Grades K, 1 & 2

TEC §28.006 Reading Diagnosis

Adapted from R13 Chart
A school district shall notify the parent or guardian of each student in kindergarten or first or second grade who is determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties. The district shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to those students and shall determine the form, content, and timing of that program. The admission, review, and dismissal committee of a student who participates in a district's special education program under Subchapter B, Chapter 29, and who does not perform satisfactorily on a reading instrument under this section shall determine the manner in which the student will participate in an accelerated reading instruction program under this subsection.
### Accelerated Instruction (AI)

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

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<td>TEC §28.0211</td>
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Adapted from R13 Chart
For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who:

1. Was not advanced from one grade level to the next for one or more school years.
2. Was in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester.;
3. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.

TEC §29.081(d)
At Risk Criterion (continued)

4. Was is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.;

5. Is pregnant or is a parent.

6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year.

7. Has been expelled in accordance with Section 37.007 during the preceding or current school year.

8. Is currently on parole, probation, deferred prosecution, or other conditional release;

TEC §29.081(d)
At Risk Criterion (continued)

9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school.

10. Is a student of limited English proficiency, as defined by Section 29.052.

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

12. Is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments.

13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation.

TEC §29.081(d)
Accelerated Instruction:

- May require participation outside of normal school hours or year.
- A school district or open-enrollment charter school shall provide students required to attend accelerated programs under this section with transportation to those programs if the programs occur outside of regular school hours.
- AI for 5 & 8 limits to 10 students per one teacher.
Intensive Program of Instruction (IPI)

Student does not perform satisfactorily on State Assessment or at Risk of Dropping Out or is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level nine

Intensive Program of Instruction
STAAR & EOC
(Any subject or form)

Students not likely to Graduate HS before the 5th year after enrolled in grade 9

Grades 3 - HS

TEC §28.0213

Adapted from R13 Chart
Intensive Program of Instruction

- IPI is to “carry out the purpose” of AI
- The same interventions may apply for AI and IPI
- Only one plan is needed.
What about Special Education students?

Students in special education, including those who take alternate state assessments and those who are not required to pass state assessments in order to graduate, are not excluded from the laws requiring accelerated instruction and intensive programs of instruction.

- With regard to these students, however, the admission, review, and dismissal (ARD) committee is responsible for determining the instructional interventions needed to assist the student in achieving the state academic standards and/or the standards set forth in the student's individualized education program (IEP).
Are ARDC Meetings Required?

The ARD committee may address accelerated instruction and intensive programs of instruction in an ARD committee meeting.

- Alternatively, the school district and the student's parent may agree to amend or modify the student's IEP without an ARD committee meeting in accordance with the procedures in 34 Code of Federal Regulations (CFR) §300.324(a)(4). In either case, the instructional decisions should be informed by current data, such as the student's state assessment results, and should be tailored to meet the student's individual needs...

HOWEVER...
...(i) The admission, review, and dismissal committee of a student who participates in a district's special education program under Subchapter A, Chapter 29, and who does not perform satisfactorily on an assessment instrument specified under Subsection (a) and administered under Section 39.023(a) or (b) must meet before the student is administered the assessment instrument for the second time.

The committee shall determine:

(1) the manner in which the student will participate in an accelerated instruction program under this section; and

(2) whether the student will be promoted in accordance with Subsection (i-1) or retained under this section.
AI, IPI and Special Education:

- The ARDC shall determine the manner in which the student will participate in an *accelerated reading instruction*.

- The ARDC determines the manner in which the student will participate in AI and the instructional interventions to be used to assist students in achieving academic standards or standards establish in the IEP.

- IPI focuses on enabling student to attain a standard of annual growth based on the IEP.
AI & IPI Special Education

- ARD must document frequency, duration, and location of services regardless of whether general education or special education services.

- SPED ELL ARD/LPAC collaboration required to address disability and language proficiency needs.

- ARDC is bound to SSI timelines for grades 5 & 8
  - Other grades, ASAP

Adapted from R13 Chart
Common Mission Failures for SPED:

- Failure to ARD
- Failure to address requirements in ARD documentation
  - State assessment results not reviewed in ARD and/or documented
  - AIP/IPI not documented in ARD
  - Frequency, Duration, & Location not documented
  - Failure to review IEP in regard to state assessment deficits
- Failure to implement
- Failure to document AI/IPI implementation
AI & IPI Considerations for English Language Learners (ELLs):

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

- IPI Grades 3- EOC
  - No additional requirements beyond that of general education.
  - Design interventions that are responsive to ELL level of English language proficiency.
Turn and Talk

What’s your mission?
Top Five Takeaways for AI/IPI Mission Success:

1. Applies to students who: do not perform satisfactorily on state assessment, are at risk, under age 26, grades PK - 12.
2. The ARDC is responsible for students who receive special education services.
3. Required as part of a Personal Graduation Plan and the Student Success Initiative.
4. Don’t get hung up on whether it is IPI or AI, the purpose and goal are the same.
5. Document and do it!
School Success Initiative
What is SSI?

The goal of the SSI is to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics.

This effort depends greatly on schools, parents, and community members working in partnership to meet individual student needs.
Enrolled Grades 5 & 8

The Student Success Initiative (SSI) grade advancement requirements apply to enrolled grades 5 and 8 students who take the STAAR reading and mathematics tests at grades 5 and 8.
TEC 28.0211

It was enacted by the 76th Texas Legislature in 1999 and modified by the 81st Texas Legislature in 2009.

A mandate that a student may not be promoted to:

(1) The sixth grade program to which the student would otherwise be assigned if the student does not perform satisfactory on the fifth grade mathematics and reading assessment instruments under Sec 39.023; or

(2) The ninth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the eighth grade mathematics and reading assessment instruments under Sec 39.023
Requirements of SSI

- By the start of the school year, a district must make public the requirements for grade promotion under Texas Education Code (TEC) §28.021(d).

- SSI grade-advancement requirements apply to the mathematics and reading assessments at grades 5 and 8.
Requirements of SSI

- Required accelerated instruction must occur after each administration of the assessments for which a student did not meet the passing standard, including the third administration.

- To help meet the accelerated instruction provision after the third administration, the Texas Education Agency (TEA) allows districts and charter schools to apply for an expedited waiver to adjust the timeline.
SSI Requirements—Waivers

The waiver is granted if districts and charter schools meet certain conditions, which are specified below:

- identifying the intensive instruction a student needs
- targeting this intensive instruction to the State of Texas Assessments of Academic Readiness (STAAR®) reporting categories on which the student demonstrated weakness
- ensuring that this intensive instruction is completed during the first six weeks of school
- documenting that the student has completed this intensive instruction

In addition to intensive accelerated instruction, the GPC is responsible for developing an accelerated instruction plan (AIP) that will provide the student with ongoing instructional support during the next school year.
Requirements of SSI

- School districts must ensure that any student who fails to demonstrate proficiency in mathematics or reading, completes required accelerated instruction, and is promoted to the next grade receives instruction in that subsequent grade from a teacher who meets all state and federal qualifications to teach mathematics or reading in that grade.

A teacher is eligible if he or she is highly qualified AND has obtained a full state teacher certification, or has passed the state teacher licensing examination and holds a license to teach in the state; holds a minimum of a bachelor’s degree; and has demonstrated subject-area competence in each of the academic subjects in which the teacher teaches.
Requirements of SSI

An eligible student who enrolls in a school district or charter school on any day between January 1 and the scheduled date of the first administration of the grade-advancement assessment is subject to all of the SSI grade-advancement requirements, including automatic retention.

An eligible student who enrolls after the date of the first administration of the grade-advancement assessment is not subject to the grade-advancement requirements but must receive the opportunity to be assessed and be given access to required accelerated instruction.
Student Success Initiative Manual

SSI Manual and Resources- TEA Website
First Administration

Administer STAAR or STAAR Spanish to eligible students
By law, school must receive results within 10 working days
Notify parents within 5 working days
Develop and implement intervention plans of accelerated instruction
Ensure that instruction-group size requirements are met
Monitor and document student progress
First Administration

GPC does not meet at this time

A ratio of no more than 10 to 1 for accelerated instruction
Instruction may occur during the school day or *after school

Accelerated instruction shall be based on but not limited to the following:

- Assessment of specific student needs
- Research-based instructional practices
- Use of variety of instructional models

Schools should monitor a student’s progress and document, document, document.

*After school accelerated instruction requires the district to provide transportation
First Administration Notification

School notifies parents of student’s failure and provisions for accelerated instruction; the time, date, and type of accelerated instruction to be provided; and information about the child’s possible retention.

Districts must notify parents and guardians within five working days of receipt of the results that their child did not meet the passing standard on the STAAR assessment and that not meeting the passing standard on the assessment after three opportunities will result in automatic grade-level retention.

This notice should explain fully the grade-advancement policy and the review process by the GPC.

To the extent possible, all notifications should be in the language spoken most often in the home.

Sample letters in English and Spanish are available online at http://www.tea.texas.gov/student.assessment/ssi/

Districts/schools may attach a cover letter with this sample notification or design a letter that is written in a style more consistent with their own correspondence with parents and guardians.

For documentation purposes, a copy of this notification should be maintained in the student’s permanent record file.
Second Administration

Administer STAAR or STAAR Spanish to eligible students

By law, school must receive results within 10 working days

Notify parents within 5 working days

Notify parents of GPC meeting and document in permanent file

Consult with LPAC for ELLs who did not pass

Convene GPC with required members (ARD committee is GPC for special education students)

Develop and implement intervention plans of accelerated instruction

Ensure that instruction-group size requirements are met

Monitor and document student progress
Second Administration

**Notification**

Principal notifies teacher and parents of student’s failure. Notice must include a description of the purpose and responsibilities of the GPC and the time and place for the GPC meeting. GPC meets to prescribe appropriate accelerated instruction.

Districts must notify parents and guardians within five working days of receipt of the results that their child did not meet the passing standard on the STAAR assessment and that not meeting the passing standard on the assessment after three opportunities will result in automatic grade-level retention.

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Districts/schools may attach a cover letter with this sample notification or design a letter that is written in a style more consistent with their own correspondence with parents and guardians.

For documentation purposes, a copy of this notification should be maintained in the student’s permanent record file.
Grade Placement Committee

Decisions should be made on an *individual* student basis.

GPC composed of the following members:

- Principal or principal designee
- Student’s parent or guardian
- the student’s teacher(s) of the subject of the grade-advancement assessment(s) on which the student has failed to demonstrate proficiency

If more than one parent can make educational decisions, a good faith effort should be made to notify both parents, but participation of one parent is sufficient.

If parent or guardian is not able to attend an individual and conference calls can be utilized. Districts may accept a parent’s written and signed waiver or participation.
Second Administration

GPC Meeting

- Proposed date, time, and location should be included in notification to parents.
- Minutes should be taken and kept in student file - with a copy given to parents.
- GPC will establish that all required members are present, review accelerated instruction and assessment data, and make assessment decisions based on local policy.

The GPC Committee will:

- Review any waiver requests from the parent or guardian.
- Prescribe accelerated instruction for the student as required by TEC §28.0211.
- Mark the student’s report card with a designation, such as “promotion pending,” because the student has not fulfilled all requirements for promotion.
Students receiving special education services

- For students receiving special education services, the ARD committee is responsible for determining grade placement and accelerated instruction. No GPC is convened. All accelerated instruction must be documented in the student’s IEP.

El’s

- For an eligible ELL who has not met the SSI grade-advancement requirement, the LPAC should make recommendations to the GPC. These recommendations should be recorded in the minutes of the GPC meeting.

- If an ELL is also receiving special education services, the LPAC should make recommendations to the ARD committee, which is responsible for determining grade placement and accelerated instruction.
Second Administration

Waiver for Third Opportunity

19 TAC §101.2015 requires districts to establish a waiver process by which a parent or guardian may request that a student not participate in the third opportunity due to potential harm to the student. A district may not initiate the waiver request.

- Waiver must provide documentation of potential harm.
- If granted, the student is automatically retained unless the parent appeals.
- GPC is still required to determine appropriate accelerated instruction for summer and the student must complete this instruction before being promoted to the next grade.

Once the student completes all mandated accelerated instruction, the GPC must reconvene to discuss any parental appeal of the automatic retention and to determine the AIP for the following school year (whether the student has been retained or promoted).
Third Administration

Administer STAAR or STAAR Spanish to eligible students.

By law, school must receive results within 10 working days.

Notify parents of automatic retention, the GPC meeting, the opportunity for parent appeal. Document notification in student file.

Consult with LPAC for Ell’s.

Convene GPC with required members.

- If committee votes to promote, accelerated instruction must be completed before being promoted to next grade.

Document that the student has completed the prescribed accelerated instruction prior to promotion to the next grade.

Develop and implement an AIP for the following school year for each student who did not meet the passing standard, whether the student is retained or promoted.
Required accelerated instruction must occur after each administration of the assessment, including the third administration. **Waiver process to adjust timeline is available for third administration.**

The waiver is granted if districts and charter schools meet certain conditions, which are specified below:
- identifying the intensive instruction a student needs
- targeting this intensive instruction to the STAAR reporting categories on which the student demonstrated weakness
- **ensuring that this intensive instruction is completed during the first six weeks of school**
- documenting that the student has completed this intensive instruction
SSI and Students Testing Above Grade Level and Students in grades other than 5 & 8

SSI grade-advancement requirements apply to only students enrolled in grades 5 & 8 who are taking on-grade-level math and reading assessments.
SSI and Students Testing Above Grade Level

Example: Enrolled 8th grade student receiving instruction in Algebra I

- Students takes Algebra 1 assessment.
- Student is not required to pass the Algebra I assessment in order to be promoted to grade 9.
SSI and Students in Grades Other Than 5 and 8

Students who are in grades other than 5 & 8 receiving about-grade-level instruction and taking a 5 or 8 assessment may not be denied promotion based on failing to meet the passing standard.

Example: 7th grade student receiving instruction in 8th grade reading

- Students takes the 8th grade reading STAAR during 1st administration
- Student is not required to pass the assessment in order to be promoted to next grade level **and is not eligible for retest**
Absences

A student who is absent both for the third administration and during the make-up days will be automatically retained.

The GPC is still required to determine the appropriate accelerated instruction for the summer, and the student is still required to complete this accelerated instruction before he or she can be promoted to or placed in the next grade.

Once the student completes all mandated accelerated instruction, the GPC must reconvene to discuss any parental appeal of the automatic retention and to determine the AIP for the following school year (whether the student has been retained or promoted).
SSI: Special Populations, EL’s, Dyslexia or Related Disorders, Mobile and Migrant Students
References and Resources (continued):

- **Texas Education Agency**,
  - Accelerated Instruction and Intensive Programs of Instruction for Students in Special Education Programs
  - Comparison of Requirements: Accelerated Instruction, Intensive Program of Instruction, and Personal Graduation Plan, 04.23.13
- **Student Success Initiative**
- **Texas Education Code**