Intensive Program of Instruction (IPI) & Accelerated Instruction (AI) for Students Served through Special Education
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Introduction

This document provides guidance regarding the applicability of the requirements of Intensive Program of Instruction (IPI) and Accelerated Instruction (AI) for students who have an Individualized Education Program (IEP). Throughout this guide Accelerated Instruction (AI) refers to the general requirement of the Texas Education Code (TEC) §28.0211 and §28.0217, whereas the term Supplemental Accelerated Instruction (SAI) refers specifically to one of the two pathways for meeting the general AI requirement (Refer to the Decision Matrix outlined below).

Students served through special education, including those whose ARD committees have determined that satisfactory performance on the State of Texas Assessment of Academic Readiness (STAAR) end-of-course (EOC) assessment is not required to receive a high school diploma under 19 TAC §89.1070, are not excluded from the laws requiring IPI and AI.

For students who meet criteria for participation in the STAAR Alternate 2 and who require AI due to scoring in the Developing Level of a 3rd, 5th, or 8th grade reading or math assessment, the specific options in the statute, and outlined in the Decision Matrix below, do not apply. The student’s ARD committee must determine the manner in which the student will participate in AI with consideration for that student’s disability-related needs.

Each school district and open enrollment charter school must establish procedures to ensure that each student who is eligible to receive AI and who is absent, or does not receive a test score, for any test administration shall receive the appropriate AI as warranted on an individual student basis.

Decision Matrix

Use the following decision matrix to determine whether a student requires IPI, AI, or both.

An ARD committee creates an IPI designed to enable the student to obtain a standard of annual growth on the basis of their IEP.

The IPI can carry out the purposes of Accelerated Instruction, if applicable.

For students served by special education who do not pass a 3rd, 5th, or 8th grade reading or math STAAR or STAAR Alternate 2, the ARD committee will act as the Accelerated Learning Committee (ALC) and create an Accelerated Learning Plan (ALP) that delineates how the student will meet the AI requirement. The plan will be documented in the student’s IEP within the deliberations section or as an attachment.

STAAR refers to the State of Texas Assessment of Academic Readiness program, which includes assessments for grades 3-8 and end-of-course assessments.

Important Note:

PLAAFP-Present Levels of Academic Achievement and Functional Performance

FAPE- Free and Appropriate Public Education
Interaction of the IEP with IPI and AI

It is important to distinguish among the different plans that are required of students served by special education. ARD committees have specific responsibilities in developing each plan and need to ensure the student is provided an educational program that considers the different aspects of each.

**An Individualized Education Program (IEP)** is an educational plan written for students with disabilities, ages 3-21, who are eligible for special education services.

The IEP ensures the fulfillment of the Individuals with Disabilities Education Act’s (IDEA) purpose that “…all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living,” 34 CFR 300.1(a).

**An Intensive Program of Instruction (IPI)** per TEC §28.0213 is a program of instruction for any student, grades 3-12, who did not perform satisfactorily on STAAR 3–8, EOC assessments or STAAR Alternate 2, as well as high school students who are at risk of not graduating within four years.

An 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.

**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, as well students who missed taking the STAAR.

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.

AI is not intended to meet a student’s specially designed instruction requirements in their IEP.
### Requirements: IPI and AI Side-by-Side

<table>
<thead>
<tr>
<th><strong>Intensive Program of Instruction (IPI)</strong></th>
<th><strong>Accelerated Instruction (AI)</strong></th>
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<tbody>
<tr>
<td><strong>What is the purpose of the law?</strong></td>
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<tr>
<td>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.</td>
<td>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.</td>
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<td><strong>To whom does the requirement pertain?</strong></td>
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<td>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.</td>
<td>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. Students who do not perform satisfactorily on an EOC assessment under TEC §39.023(c) also require AI. 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.)</td>
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<td><strong>What is the role of the ARD committee?</strong></td>
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<tr>
<td>ARD committees are responsible for designing the IPI for students served by special education.</td>
<td>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 3rd, 5th, or 8th 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.</td>
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<tr>
<td><strong>How is this plan documented?</strong></td>
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<td>The current law does not explicitly state how IPI should be documented. See Recommended Practices on page 7 of this document for guidance.</td>
<td>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.</td>
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Requirements: Supplemental Accelerated Instruction (SAI)

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<th>SAI for Students with IEPs</th>
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<tr>
<td>Most students who require Accelerated Instruction will meet the requirement by receiving Supplemental Accelerated Instruction (SAI). For a student with an IEP, the ARD committee must consider the individual needs of a student when determining the provision of SAI.</td>
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</table>

SAI must meet the requirements listed below, unless the ARD committee specifically determines that some, or all, of the requirements for SAI would deny the student access to a free appropriate and public education (FAPE).

For students who meet participation criteria for the STAAR Alternate 2 and who do not perform satisfactorily on a 3rd, 5th, or 8th grade math or reading assessment, the ARD committee, serving as an ALC, must determine the manner in which the student will participate in AI. For students who meet STAAR Alternate 2 participation criteria, the parameters for SAI outlined below do not apply.

Requirements of Supplemental Accelerated Instruction (SAI)

- SAI is **supplemental to regular instruction** and is provided during, before, or after school at least once weekly, unless a school week is three or fewer instructional days, or fully during the summer immediately after the assessment.
- SAI **does not remove the student from enrichment and foundation curriculum** adopted under TEC §28.002, recess, or Physical Education (PE).
- SAI is provided for a **minimum of 30 hours per subject area** delivered in a 1 to 1 ratio, or in a small group with **no more than 3 students**, unless the parent or guardian of each student in the group authorizes a larger group.
- SAI must include targeted instruction in the essential knowledge and skills for the grade level and subject area of the test the student did not pass.
- SAI must be designed to assist students in achieving satisfactory performance.
- SAI must utilize effective instruction materials designed for supplemental instruction.
- Instruction must be provided by a person with training in the applicable instructional materials and under the oversight of the school district or charter school.
- To the extent possible, SAI is **provided by one person** for the entirety of the student’s supplemental instruction period.
- SAI **requires progress monitoring** throughout the year to ensure the student is progressing according with the accelerated learning plan.
- Transportation is required to be provided by the school in cases where SAI requires the student to participate outside of regular school hours.
- Where a superintendent or their designee is required to participate, the ARD committee serving as the ALC must **identify the reason the student did not perform satisfactorily** and determine whether the education plan developed must be modified, and any additional resources required for that student.

If AI is met by assigning the student to a Master, Exemplary, or Recognized teacher:

A parent or guardian of a student who fails to perform satisfactorily on STAAR 3-8 assessment can make a request for district consideration that the student be assigned to a particular classroom teacher in the applicable subject area for the subsequent school year, if more than one classroom teacher is available.

Who are the required members of an ALC per 19 TAC §104.1001?

- Parent/Guardian.
- Principal or Principal’s Designee (sending.)
- Teacher of the subject the student failed to perform satisfactorily (sending.)
- If a student is changing campuses, the receiving principal or designee, and receiving teacher of the subject the student did not pass.
- In the case of a student that continues to fail subsequent STAAR tests in the same subject area(s), the superintendent, or their designee.
Developing an IPI

The law states that, if applicable, a student’s IPI must be developed in a way that fulfils the purpose of AI. Where the IPI includes AI, requirements for the provision of the AI also apply. However, the law is silent on how an IPI should be designed and documented. ARD committees should always consider the disability-related needs of a student, as described in their IEP, to ensure that the student receives a FAPE. The following offers guidance on recommended practices related to IPI:

- Create an IPI as soon as possible upon determining the student was unsuccessful in one or more areas of the state assessment or upon determining that the student is not likely to receive a high school diploma before the fifth school year following the student’s enrollment in ninth grade.
- Hold a properly constituted ARD committee meeting to develop the student’s IPI, or if agreed upon by parent and school, through an amendment process.
- Design an IPI based on the results of the 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.
- 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.
- 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.
IPI and AI for Students Served Through Special Education

Developing an Accelerated Learning Plan (ALP)

House Bill (HB) 4545, which passed during the 87th Regular Texas Legislative session in 2021, amended the requirements of TEC §28.0211 and TEC §28.0217. In response, rules related to implementation of TEC §28.0211 and TEC §28.0217 became effective in 2022 and can be found in 19 TAC §104.1001. The following are recommended practices when creating 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

TEC §28.0211, as amended by HB 4545, requires an Accelerated Learning Committee to develop an educational plan for a student who requires one no later than the start of the subsequent school year. TEC §28.0213 does not specify a time requirement to design an IPI. Some considerations for ARD committees include:

- 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.

Who is involved in a properly constituted ARD committee meeting per 19 TAC §89.1050?

- Parent/guardian.
- Student (when appropriate.)
- LEA Representative.
- At least one regular education teacher of the child.
- At least one special education teacher of the child.
- Individual who can interpret instructional implications of the evaluation results.
- Other members, as appropriate, who may have knowledge or expertise regarding the student, or who provide specialized services given the student’s disability needs.
- If circumstances apply, an LPAC representative, CTE representative, and Transition providers.

Further guidance for ARD committee meetings when the ARD Committee is acting as the ALC:

- Have an ALP/IPI meeting agenda.
- Describe AI, IPI, or both as a purpose of meeting in the meeting notice.
- Convene a meeting virtually, if necessary, to achieve parent/guardian participation.
- Arrange for a language interpreter, if needed.
Examples and Non-Examples: IPI and AI as it relates to 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.

**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.

An ARD committee places a student in a more restrictive setting to meet IPI goals even though the student’s annual IEP goals are being met in a less restrictive setting.

**AI**

An ARD committee, acting as the ALC, includes the student’s SAI schedule in the IEP’s schedule of services.

An ARD committee retroactively applies tutoring provided to a student in an effort to meet SAI requirements.

An ARD committee provides a student with SAI during a specially designed instructional period, such as resource instruction, within the student’s regular school day.

An ARD committee develops a goal within the annual goals section of a student’s IEP for the sole purpose of addressing AI requirements.

What is the foundation and enrichment curriculum per TEC §28.002?

- English Language Arts
- Mathematics
- Science
- Social Studies
- Language other than English
- Health, with emphasis on physical health, proper nutrition, and exercise
- Mental health, including mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making, suicide prevention
- Physical Education (PE)
- Fine Arts
- Career and Technical education
- Technology Applications
- Religious Literature
- Personal Finance
**Student Scenarios**

**Nayla**

Nayla is a student receiving special education services who scored at the “Does Not Meet” level on the 5th grade reading STAAR. Because Nayla did not perform satisfactorily on a 5th assessment instrument, the ARD committee was charged with serving as the ALC to determine the manner in which Nayla would meet the AI requirement and to design her IPI. Because Nayla is in 5th grade and will go to a different campus next year, the ARD committee invited the receiving school’s principal and reading teacher to serve on Nayla’s ALC. After reviewing Nayla’s STAAR report and her strengths and needs as described in her current IEP, the team created an AI and IPI plan in the deliberations section of the IEP.

Nayla’s AI would be met by participating 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 for a total of 36 hours. The ARD committee determined that the focus of the IPI was addressed through the ALP because of the nature of the tutoring program and the skills being developed. Nayla’s progress would be monitored by the summer-school teacher by means of a weekly assessment in the content covered that week. The parent agreed to partner with the school to ensure Nayla’s attendance, which although was not mandatory, was aligned with the goals set forth by the committee in Nayla’s interest. Although the parent did not qualify for transportation during the course of a regular semester, the ARD committee recognized that transporting Nayla to and from school for purposes of meeting AI was necessary and included this in her plan.

<table>
<thead>
<tr>
<th>“Does Not Meet” level for the 5th grade reading STAAR</th>
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<tbody>
<tr>
<td><strong>ARD Committee designs Intensive Program of Instruction (IPI)</strong></td>
</tr>
<tr>
<td><strong>Decision</strong>: 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.</td>
</tr>
<tr>
<td><strong>ARD Committee serves as ALC to determine Accelerated Instruction (AI)</strong></td>
</tr>
<tr>
<td><strong>Decision</strong>: 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.</td>
</tr>
</tbody>
</table>
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. Progress would be reported to Amir’s family on a weekly basis by Amir’s math teacher as measured by weekly formative assessments.

<table>
<thead>
<tr>
<th>ARD Committee designs Intensive Program of Instruction (IPI)</th>
<th>ARD Committee serves as ALC to determine Accelerated Instruction (AI)</th>
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</thead>
<tbody>
<tr>
<td><strong>Decision</strong>: Amir will attend the high school’s math lab program to engage in research-driven strategies of instruction in math. The IPI specified his attendance requirements of 30-minute sessions before school three times per week for the duration of the school year. Progress would be reported to Amir’s family on a weekly basis by Amir’s teacher who would collect progress data through weekly formative assessments.</td>
<td><strong>Decision</strong>: Amir will be assigned to the 9th grade math teacher at the receiving campus who has a “master teacher” designation.</td>
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“Does Not Meet” level for the 8th grade math STAAR
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 intervene with her soccer practice. A change of schedule was made to reflect her enrollment in Study Hall, which takes place daily for 45 minutes each day. The focus of her instruction will be grade-level English, mathematics, and science. Mei will continue with this schedule until she completes at least the remaining 54 hours of AI that she did not meet in her original plan. She may continue the IPI program longer until she attains a level of progress deemed appropriate by the ARD committee based on weekly progress monitoring data. Given the IPI seamlessly met the SAI requirements, Mei’s ARD committee chose to create an AI plan for her and include it in the IEP along with the IPI.

“Does Not Meet” level for the STAAR English I, Algebra I, and Biology

<table>
<thead>
<tr>
<th>ARD Committee designs Intensive Program of Instruction (IPI)</th>
<th>ARD committee chose to design the student’s AI and document it in the IEP</th>
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<tbody>
<tr>
<td><strong>Decision:</strong> 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.</td>
<td><strong>Decision:</strong> Although not required, the ARD committee decided to create an ALP for Mei and document it in the IEP. The IPI the team created satisfied the need for AI.</td>
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Mateo

Mateo is a 4th grade student served by special education in a Life Skills setting who takes the STAAR Alternate 2 assessment in math and reading. Last year, when he was in 3rd grade, Mateo scored at the “Developing” level for the math and reading STAAR Alternate 2, which at the time, prompted the design of an IPI and ALP. This year, Mateo made progress in the math assessment by performing at the “Satisfactory” level. However, Mateo once again scored at the “Developing” level for reading on the STAAR Alternate 2.

Given Mateo had an existing ALP, the ARD committee team continued serving as Mateo’s ALC to identify why Mateo did not perform satisfactorily on the reading assessment. Mateo’s ARD committee reviewed the STAAR Alternate 2 report to identify the TEKS and associated pre-requisite skills where Mateo was not successful on the reading assessment. They also looked at his needs described in the PLAAFP of his current IEP, and progress monitoring data related to his current IEP goals objectives in reading, as well as the goals developed in last year’s IPI and ALP.

Mateo’s team decided that IPI could be met by leveraging his current reading IEP goal and developed two additional objectives to support that goal. The ARD committee determined that Mateo’s current Life Skills teacher could embed instruction on the new objectives into her daily lesson plans and that additional practice would satisfy Mateo’s need for AI. Mateo’s ARD committee documented this decision in the deliberations section of the IEP.

| “Developing” level for the STAAR Alternate 2 reading test for two consecutive years |
|---------------------------------|---------------------------------|
| **ARD Committee designs Intensive Program of Instruction (IPI)** | **ARD Committee serves as ALC to determine Accelerated Instruction (AI)** |
| **Decision:** Mateo’s IEP goal would be used as a working goal to develop his IPI and AI. | **Decision:** Mateo’s Life Skills teacher would embed instruction on the new objectives into her daily lessons and help Mateo reach his goal. |
Resources

HB 4545:
- TEA Accelerated Learning Resources
- House Bill 4545 Frequently Asked Questions (FAQs)
- House Bill 4545 Webinar Series: Video 1-Bill Overview
- House Bill 4545 Webinar Series: Video 2-Accelerated Instruction and Tutoring
- House Bill 4545 Webinar Series: Video 3-Accelerated Learning Committee
- House Bill 4545 Webinar Series: Video 4-Resources

STAAR:
- TEA STAAR Resources
- TEA STAAR Alternate 2 Resources
- TEA Assessments for Students with Disabilities

Special Education Technical Assistance:
- TEA Special Education Guidance
- TEA Technical Assistance Networks
- Question and Answer Document: Individualized Education Program (IEP) Measurable Annual Goals

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