AIP, IPI, and PGP
for Students who Receive Special Education Services

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AIP and IPI

- **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
AIP & IPI – Two Plans?

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

Students who Receive Special Education Services

• Both AIP & IPI say the ARD committee designs the plan and:
  – Determines the manner in which the student participates
  – How much annual growth
  – Promotion or retention

• Required to be documented in ARD (TAC §89.1050 (a)(8) & (10)).
Common Special Education 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

Where does SSI fit in?

- Grades 5 & 8 Reading and Math ONLY
- General education requirement
  - SSI Manual has flowcharts for guidance
  - Students who receive special education services taking STAAR page 27
SSI Grade-Advancement Requirements for Students Receiving Special Education Services Taking STAAR

Students in grades 5 and 8 take the mathematics and reading assessments—March

School notifies parents/guardians of student’s failure or absence and the ARD Committee determines the most appropriate accelerated instruction. The ARD committee documents the accelerated instruction through either an agreement to amend the IEP or an ARD committee meeting. Refer to sample SSI letters available online

If it is proposed that the student not participate in the second administration, the ARD committee either agrees to amend the IEP or meets to determine whether the student will retest.

Student retakes grade 5 or 8 mathematics and/or reading assessment—May

Promoted

Retained

The ARD committee considers the student’s IEP and local policy when determining grade advancement.

The ARD Committee will determine whether or not the student will participate in the third administration through an agreement to amend the IEP or an ARD Committee meeting.

Student retakes grade 5 or 8 mathematics and/or reading assessment—June

ARDC committee determines promotion or retention based upon assessment results, grades, progress toward current goals and objectives, and other facts and circumstances.

ARD committee must develop an AIP for the student whether retained or promoted. In addition to accelerated instruction, the AIP shall include interim progress reports to parents and the opportunity for parent/guardian consultation with teacher and/or principal as needed.

ARD committee determines promotion or retention based upon assessment results, grades, progress toward current goals and objectives, and other facts and circumstances.

ARD committee must develop an AIP for the student whether retained or promoted. In addition to accelerated instruction, the AIP shall include interim progress reports to parents and the opportunity for parent/guardian consultation with teacher and/or principal as needed.

1 An accelerated instruction pull-out group may have no higher than a 10 to 1 pupil/teacher ratio.

2 GPC decision to promote is still subject to local policy relating to grade advancement.
PGP – Junior High/ Middle School (TEC §28.0212)

• ANY student who does not pass state assessment OR
• ANY student who is at risk
• General education requirement

• For a student who receives special education services, must be in the IEP (19 TAC §89.1055 (a)(9))

PGP – Junior High/ Middle School (TEC §28.0212)

• 5 Elements:
  – Educational goals for the student;
  – Diagnostic information, including appropriate monitoring and intervention, and other evaluation strategies;
  – Include an IPI;
  – Address parent participation, including parent’s expectations; and
  – Provide innovative methods to promote the student’s advancement, including flexible scheduling, alternative learning environments, online instruction, other interventions.
PGP – High School
(TEC §28.02121)

• TEA, TWC, and THECB make available information about distinguished achievement/endorsements.
  – Counselor or Administrator reviews “personal graduation plan options” with each student entering grade 9 with student and parent.
  – Student and parent sign before end of grade 9 school year.
  – Student cannot be prevented from pursuing distinguished achievement/endorsement.
  – Student can amend option at any time. Written notice must be sent to parent if student amends.