BACKGROUND INFORMATION

• SSI was enacted as state law during the 76th Legislative Session in 1999 and reauthorized during the 81st Legislative Session in 2009.
• It ensures that students gain sufficient understanding of the knowledge and skills identified in the Texas Essential Knowledge and Skills curriculum for reading and math.
Student Success Initiative Manual
Grade-Advancement Requirements
Update for the 2016–2017 School Year
WHAT TESTS DO THEY NEED TO PASS? (SPRING 2017)

5th Grade
• STAAR Reading & Math Tests
  – STAAR-Spanish, where applicable

8th Grade
• STAAR Reading & Math Tests

All students have 3 attempts to pass each test.
SSI WEBSITE (TEA)

http://www.tea.state.tx.us/student.assessment/ssi/

Contains:

Student Success Initiative Manual
Parent Notification Brochures
Required Math and Reading Forms
Optional Math and Reading Forms
5TH GRADE AND 8TH GRADE TESTING DATES

**MATH**
- First Administration
  - March 28, 2017
- Second Administration (Retest)
  - May 8, 2017
- Third Administration (Retest)
  - June 20, 2017

**READING**
- First Administration
  - March 29, 2017
- Second Administration (Retest)
  - May 9, 2017
- Third Administration (Retest)
  - June 21, 2017

**ESC-20 Student Success Initiative Training - SPRING 2017**

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• After the first administration, if a special education student does not meet the standard, the ARD committee (ARDC) may waive the 2nd administration and determine promotion or retention at that time.

Flowchart for Special Education Services – Page 27
2nd & 3rd Administrations

• Students who do not meet standard or are absent:
  – Parents should receive detailed notification:
    • of test results consisting of CSR and attached SSI letter.
    • Continue to receive accelerated instruction until the end of the school year.
  – Administrator schedules a Grade Placement Committee (GPC) meeting to discuss the students results, Accelerated Instruction Plan (AIP), Intensive Program of Instruction and/or possible retention.
  – Summer school details are discussed if applicable.
  – AIP/IPI plans are targeted to the individual needs of the student.
GRADE PLACEMENT COMMITTEE

MEMBERSHIP

- Principal
- General Education Teacher (representing the content area in which the student did not meet the state standard)
- Parent(s)
- Additional support staff who provides accelerated instruction. (optional)

Note: The ARDC serves as the GPC for students receiving special education services. The Intensive Program of Instruction MUST be documented in the IEP. (TEC 28.0213)

***Parents may participate via phone conference if unable to attend.
GRADE PLACEMENT COMMITTEE
ROLES AND RESPONSIBILITIES

- Document minutes of meeting
- Membership present
  - Review Accelerated Instruction Plan (AIP)/ Intensive Program of Instruction and Test Results
  - Determine assessment decisions for 3rd administration.
  - Explanation of Parent Waiver option.
  - Explanation of summer school requirements
  - Explanation of the SSI process to parent.

Parent must receive a copy of the GPC minutes with attached SSI letter

Keep signed copy in Student’s Permanent Record.

Ensure report card states “Promotion Pending”
For students receiving special education services, an ARDC must make decisions regarding appropriate:

• Assessment
• Accelerated instruction
• Grade placement based on a student’s individual educational needs

*NOTE:* The accelerated instruction must be provided to the student before the next administration of the applicable assessment.
If a student in special education who is in fifth or eighth grade does not perform satisfactorily on a reading or math state assessment, TEC 28.0211 requires that the student’s ARDC determine:

- the manner in which the student will participate in an accelerated instruction program; and
- whether the student will be promoted to the next grade or retained in the current grade.
SPECIAL EDUCATION SERVICES FOR ELLS

For ELLs who are receiving special education services, the ARDC in conjunction with the LPAC makes the final decisions about assessment and grade placement, so that issues related to both the student’s disability and language proficiency are carefully considered.
STUDENTS TAKING ALTERNATE ASSESSMENTS

• STAAR Alternate 2 is the ONLY alternate assessment available in the state assessment system.

• 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 AI and IPI.

  (TEC 28.0211)

• The ARDC 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 IEP.

• The ARDC may address accelerated instruction in an ARDC meeting. Alternatively, the school district and the student’s parent may agree to amend or modify the student’s IEP without an ARDC meeting in accordance with 34 CFR 300.324.

NOTE: Students participating in STAAR Alternate 2 are NOT subject to SSI grade-advancement requirements.
QUESTIONS?