Welcome!
Let us know where you're joining us from in the chat!

HB 1416 and Accelerated Instruction

88th Legislature Updates | 7.13.2023

Welcome!

Andrew Hodge
Associate Commissioner
System Innovation

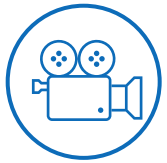
Colby Self
Director
Texas Tutoring Supports

Agenda and FYIs for Today's Webinar

Agenda

1. Welcome and Introductions
2. Learning Acceleration
3. Accelerated Instruction and HB 1416 Deep Dive
4. Available Resources for LEAs
5. Exit Ticket and Next Steps

FYIs

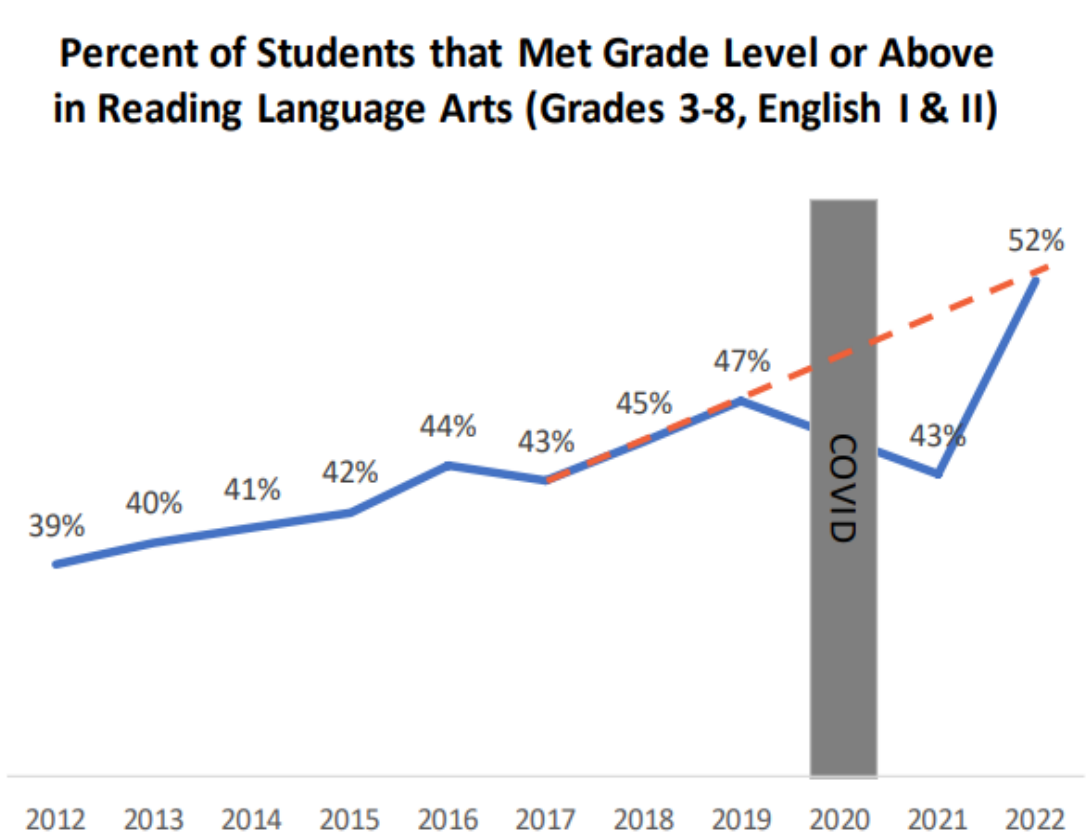


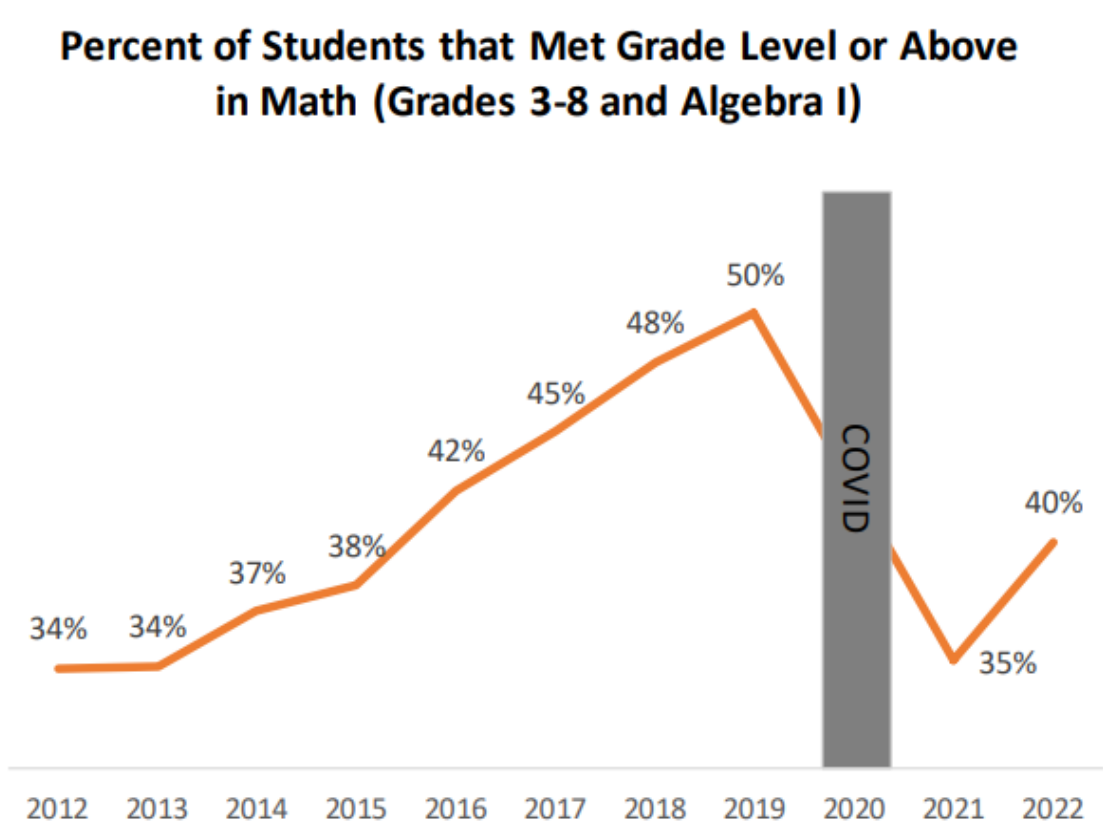
Please ask questions and drop them in the **Question and Answer** box in Zoom

This recording and these slides will be posted on **tea.texas.gov/acceleratedinstruction** after this webinar concludes

Reach out to **accelerated.instruction@tea.texas.gov** with additional questions

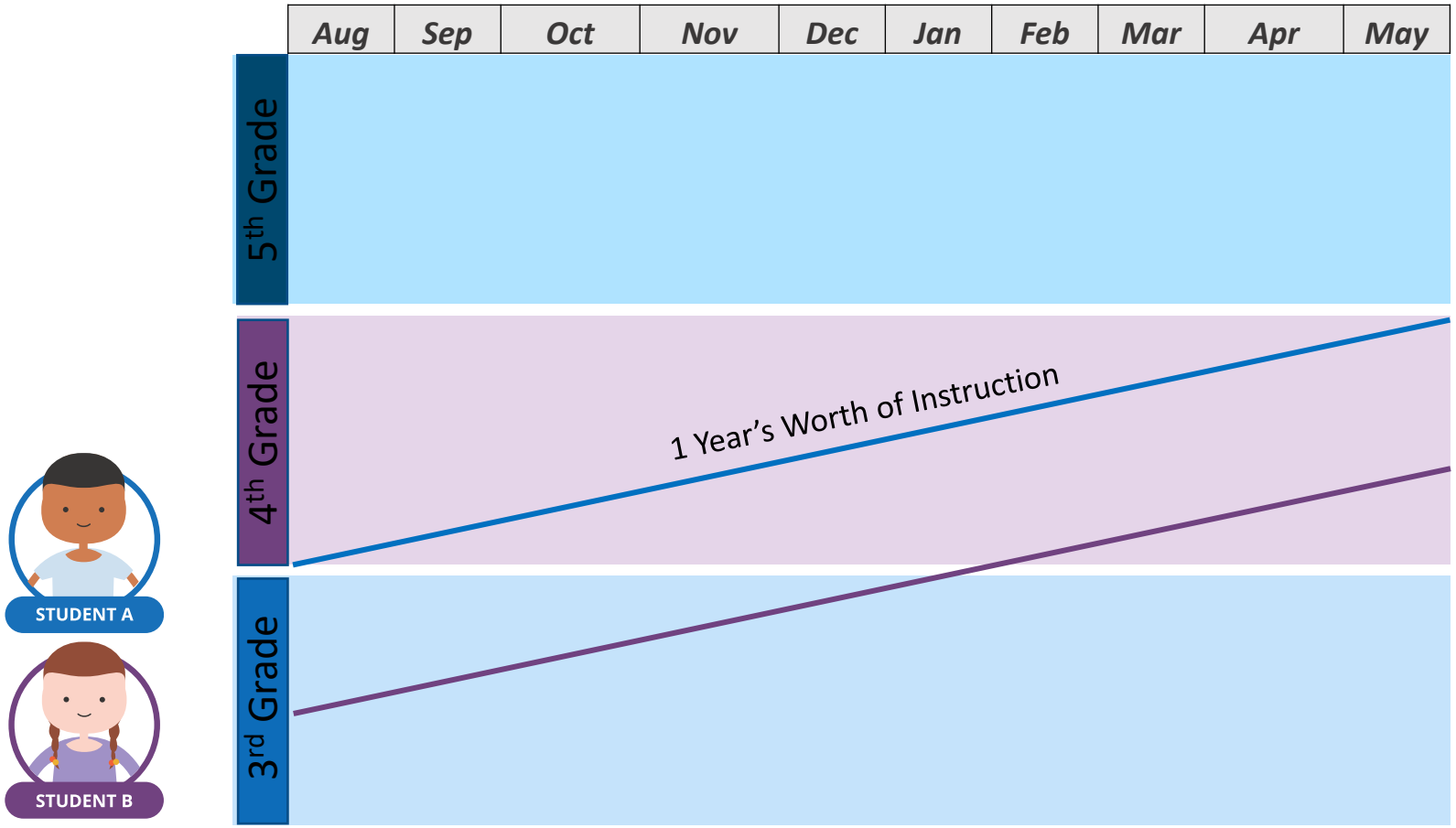
While we saw significant student growth post-Covid, learning acceleration is still critically needed, particularly in Math





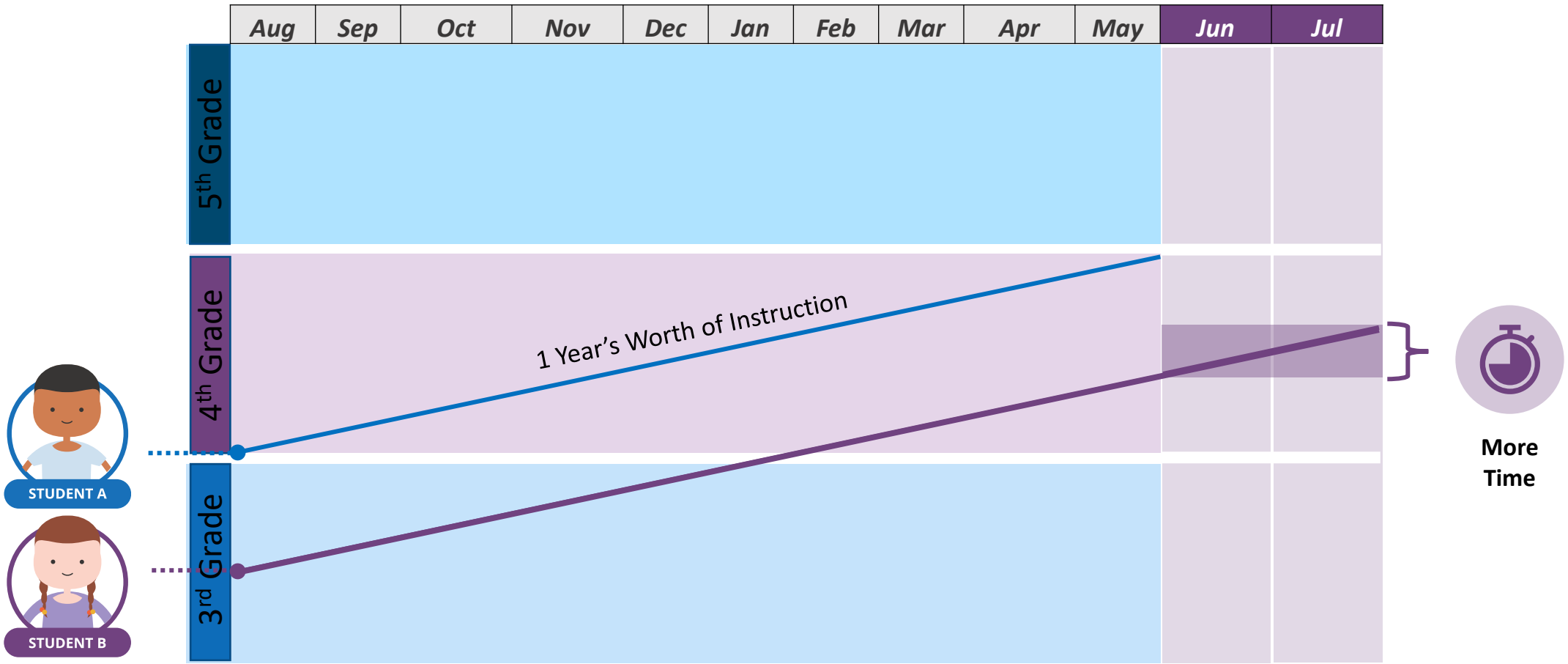
1. Includes STAAR 3-8 Reading, English I and English II EOC Assessments 2. Includes STAAR 3-8 Mathematics, Algebra I EOC Assessment Note: Results for grades 3-5 combine assessments given in Spanish and English. Results exclude STAAR-M, STAAR-L, STAAR-A, STAAR Alternate, STAAR Alternate 2 during any years they were offered. Participation in STAAR math and reading assessments in 2021 was 86%. Spring 2021 STAAR results are for learning and recovery planning only – no SSI grade promotion requirements or ratings for districts or campuses. There is no 2020 STAAR data because of cancellation of STAAR in spring 2020. | Source: 2012-2021 Spring STAAR Data

How Do We Accelerate Learning?



Without major changes, many children will remain permanently behind

How Do We Accelerate Learning?



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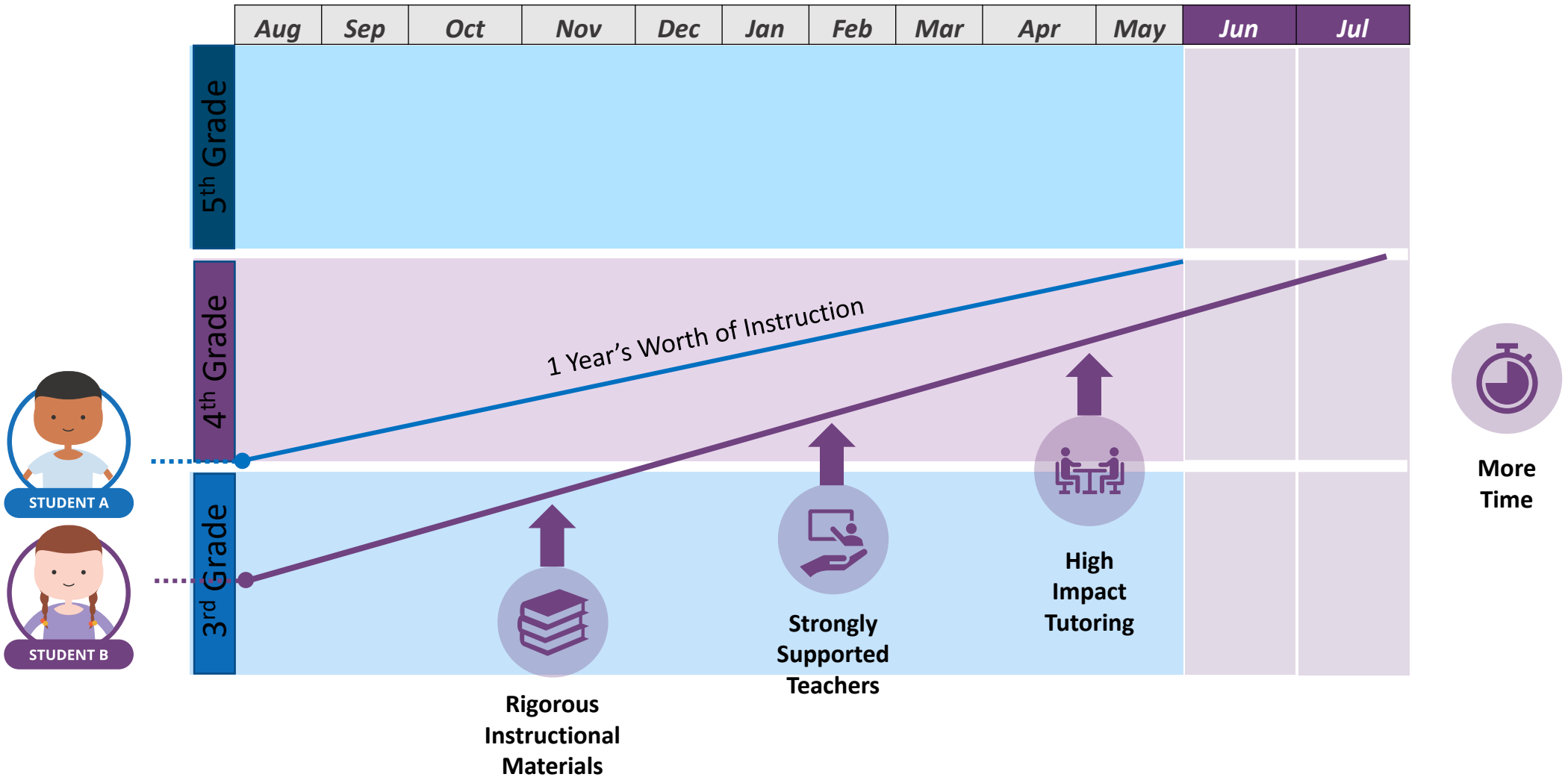

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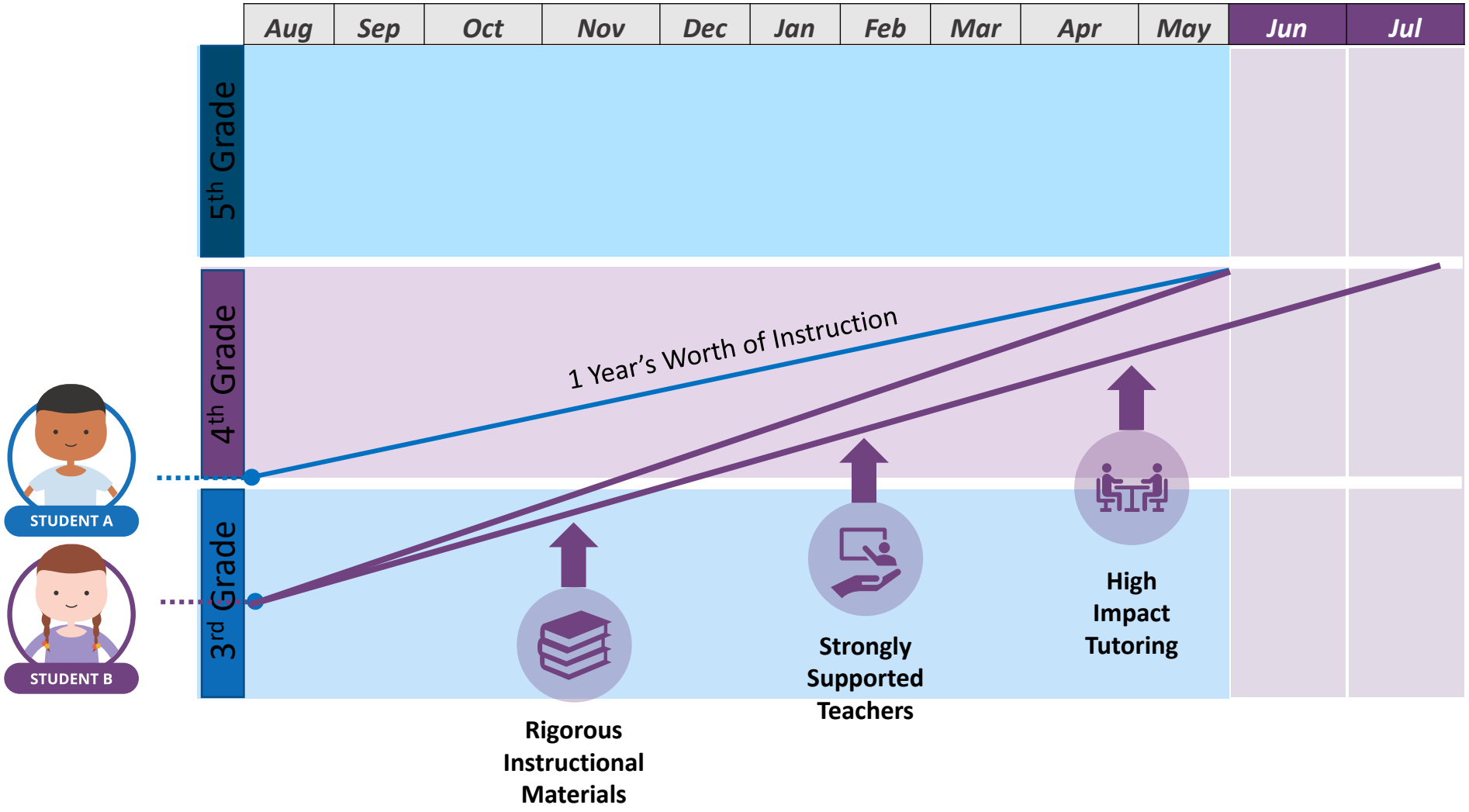

Proven Accelerated Instruction Strategies

Rigorous Instructional Materials

Strongly Supported Teachers

More Time

High Impact Tutoring

Primary Focus of Today

Proven Accelerated Instruction Strategies

Rigorous Instructional Materials

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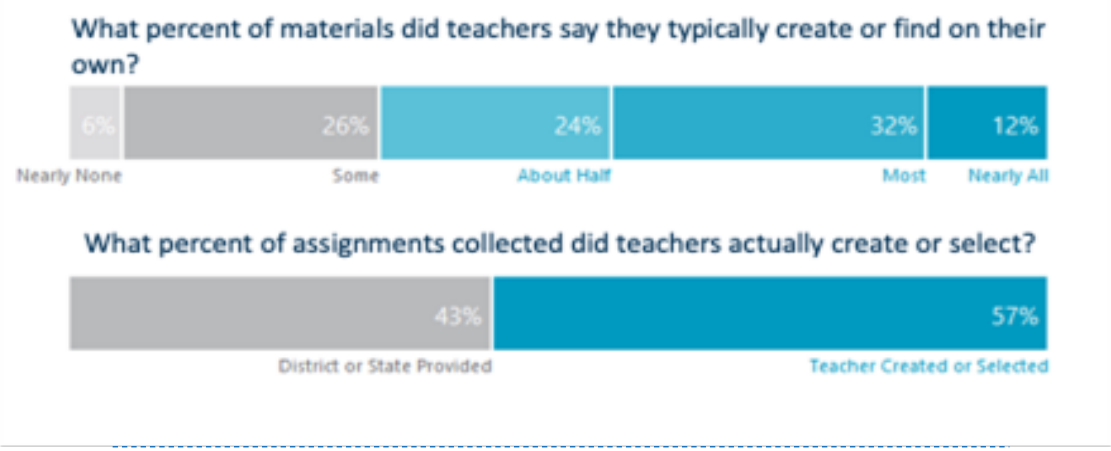
Many Hours Are Spent Developing Curriculum

Teachers reported spending **7 hours per week** or **250 hours per year** developing or selecting instructional materials.

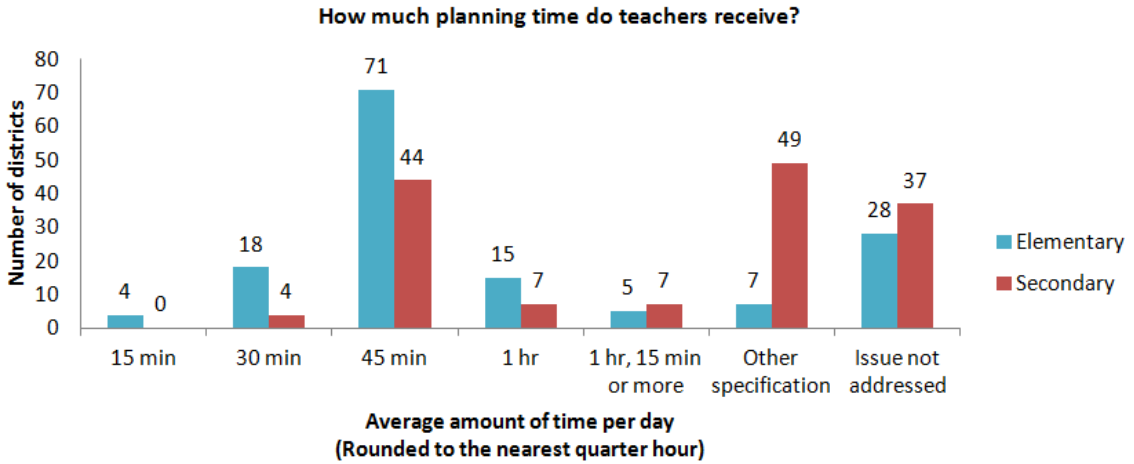


Where do teachers find materials?

94% say Google

87% say Pinterest

Teachers reported being given only **3 hours 45 mins per week** on average for all planning activities.



Source: The Opportunity Myth; The New Teacher Project, 2018; and, Failing by Design: How we make teaching too hard for mere mortals'; Pondiscio, 2016.

Lack of HQIM Leads to Lower Rigor in Classrooms

A national study examined student classroom work to see if it was on grade-level.[1]

only

17%

of lessons were at grade level (or higher)

TEA reproduced the study methodology with K-5 reading teachers in 26 Texas school systems.

only

19%

of lessons were at grade level (or higher)

Students & teachers work hard. Students get As and Bs in class but **proficiency does not grow** because **students are not consistently exposed to rigorous, grade level materials.**

1. The Opportunity Myth, The New Teacher Project, 2018; 2. Texas-based diagnostic of instructional materials use, The New Teacher Project, 2022

HB 1605: High Quality Curriculum

- Establishes an expanded process for the SBOE to review and approve high quality textbooks and instructional materials, supported by TEA, and repeals prior law authorizing TEA instructional materials portal and quality reviews
- Additional funding (on top of IMTA) provided to districts who choose to use SBOE-approved materials: $40/student. An additional $20/student for districts printing state-owned materials
- SBOE textbook approval no longer bound to 8-year cycle, no longer limited to 50% of TEKS
- Districts exempted from RFP processes if purchasing SBOE-approved materials
- Publishers must offer parent portals for instructional materials transparency
- Local curriculum reviews are established, funded, and can be initiated via parent requests, with SBOE approval of grade-level rigor rubric
- SBOE must add book/word list to the ELAR TEKS
- Teachers cannot be required to use bi-weekly planning time to create initial instructional materials unless there is a supplemental duty agreement with the teacher
- Requires the TEA to develop state-owned textbooks in certain grades & subjects, which are subject to approval by SBOE
- Provides optional teacher training on state-owned textbooks for districts to utilize, and grant program to educator prep programs to support
- Prohibits three-cueing in early literacy instruction

HB 1605: High Quality Curriculum

HB 1605 Overview Webinar
Winter 2023

TEXAS LEGISLATURE
88th Legislative Session

Webinar Details to be Communicated this Fall

Learn More:

Visit the TEA HQIM Webpage or

Reach out to instructional.materials@tea.texas.gov

Proven Accelerated Instruction Strategies

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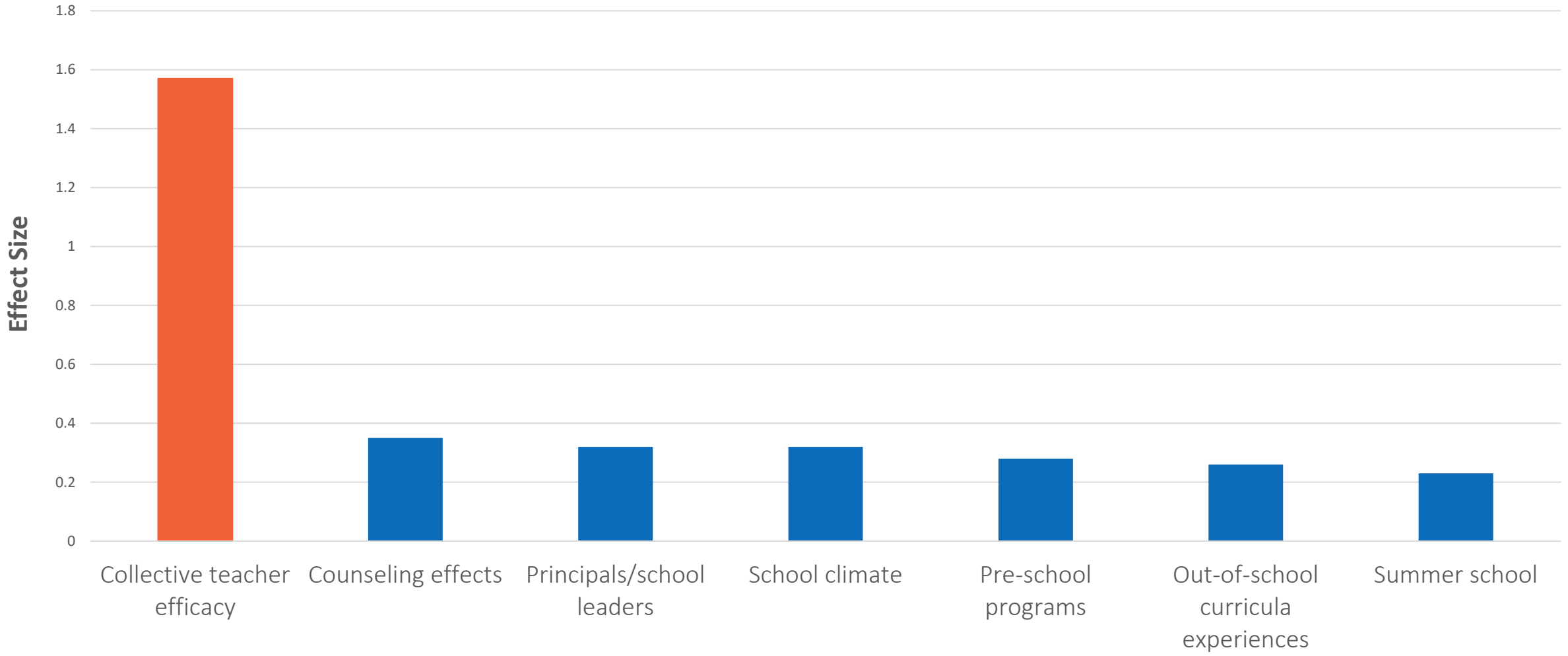
More Time

High Impact Tutoring

Teachers are the single most important in-school factor impacting student outcomes

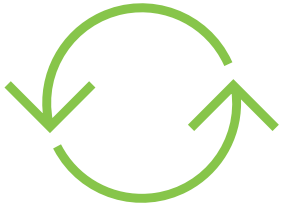


Source: Adapted from Hattie, 2011

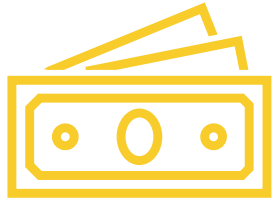
Teacher Incentive Allotment

TIA supports districts in independently **building and sustaining strategic compensation systems** that differentiate pay based on teacher effectiveness. These systems will **incentivize teachers to stay**, **support more robust recruitment**, and **make the profession more desirable**.

Recruit



Retain



Reward

TIA Funding for Designated Teachers

The **Teacher Incentive Allotment** provides extra funding, from **$3,000 - $32,000** per teacher per year, with more money for **high needs** and **rural** schools

RECOGNIZED | Base Salary + $3 - $9K

EXEMPLARY | Base Salary + $6 - $18K

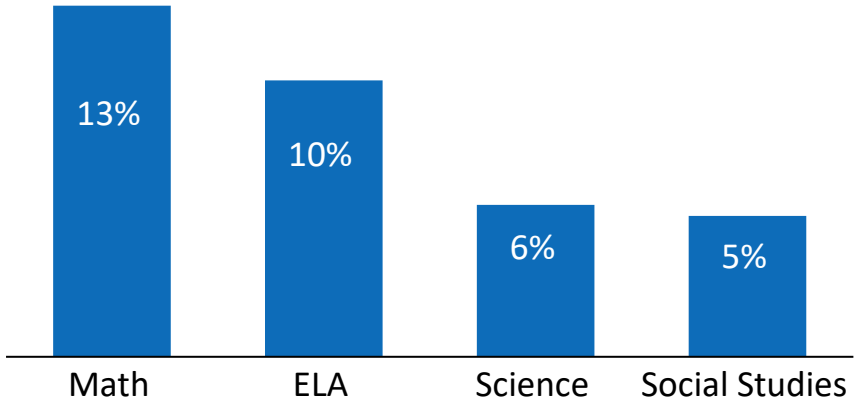
MASTER | Base Salary + $12 - $32K

TIA Teacher Satisfies Accelerated Instruction Reqs

Placement with a TIA Designated Teacher Fulfills Accelerated Instruction Requirements

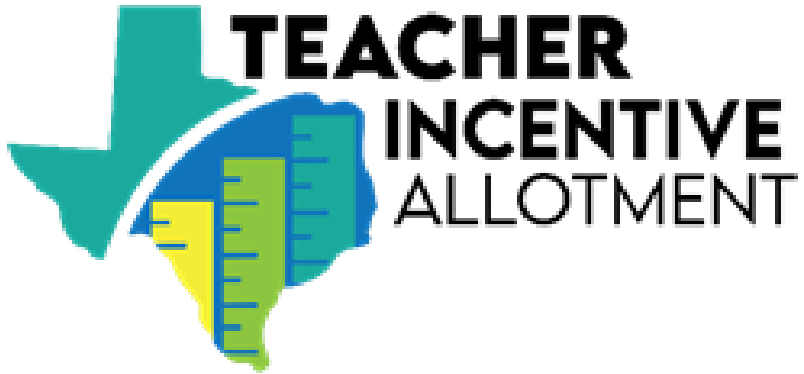
In lieu of providing tutoring to students for accelerated instruction requirements, **districts may assign eligible students a TIA designated teacher**. Districts with a fully approved TIA system should consider this as an option to fulfill accelerated instruction requirements.

Students requiring accelerated instruction and are assigned a TIA designated teacher
Within TIA designating districts SY23



Note: A district is considered TIA designating if it first designated teachers through an approved system in 2022 or before. 61 districts meet this criteria. TIA designated teachers include National Board certified. These estimates make use of a set of assumptions related to eligibility including assignment types and duration based on data in the Class Roster collection.

Teacher Incentive Allotment



Learn More:

Visit www.TIATexas.org or

Reach out to
TIA@tea.texas.gov

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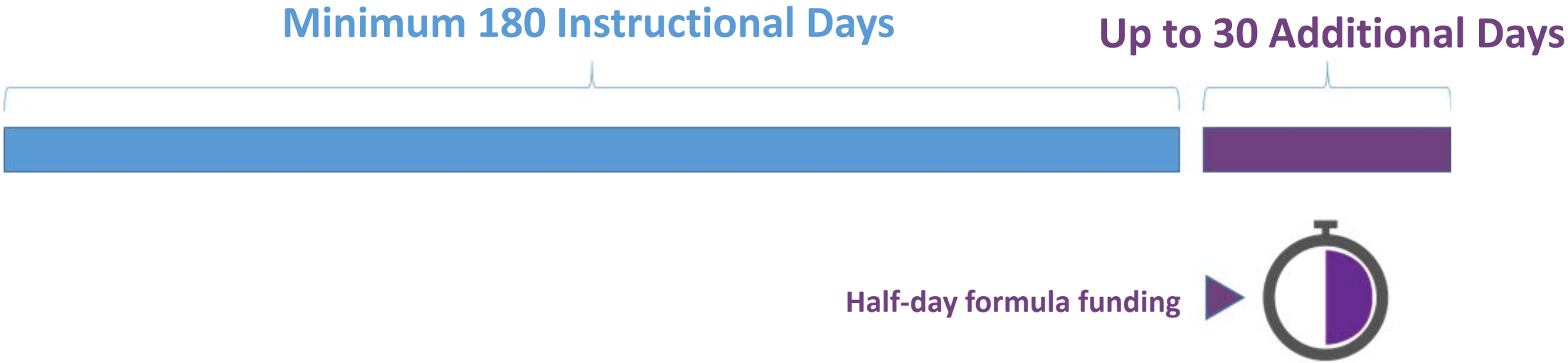
Additional Days School Year (ADSY)

HB 3 added **half-day formula funding** for school systems that want to add instructional days (beyond a minimum 180 days, **up to 210 days**) to any of their elementary schools (grades **PK-5**).



ADSY Sample Financial Impact Scenario

An elementary campus could utilize additional funding similar to the scenario below.

Per Student Funding for 30 additional days at ~$25 per half day*

$750

x 15 students
(assume 5% absences)

Classroom Level Funding

$10,680

Subset of funds could be teacher pay increases

$5,340

x 34 classrooms
(assumes 525 students)

School Level Funding

$374,000

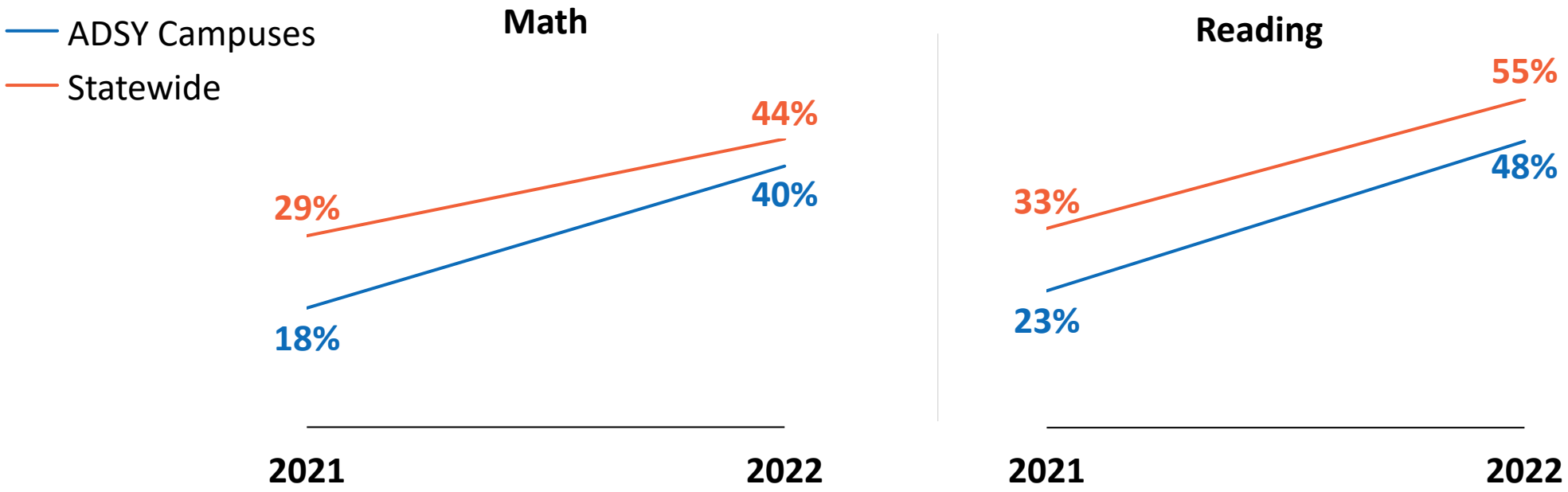
Teacher Salaries
Assumes at least 50%
$187K

School Operations
(e.g., transportation, food, admin, etc.)
$187K

*Example based on state average ADA funding for half day; LEAs should use local funding inputs when making any funding projections and decisions.

In 2022, ADSY campuses outpaced the state in change in percent of students who scores meets or better on STAAR

STAAR Percent Scoring Meets Grade Level or Better
Grades 3-5, SY20-21 to SY21-22



Campuses using ADSY days outpaced the state average change in students scoring meets or better on STAAR **by 7 percentage points in math and 3 percentage points in RLA**.

Sources: PEIMS ADSY attendance data, Student STAAR data. Only students in grades 3-5 in SY21-22 with STAAR scores in both SY20-21 and SY21-22 are included (Statewide N=611,302; ADSY campuses N=41,962 students in 352 campuses.

Additional Days School Year (ADSY)

Learn More:

Visit tea.texas.gov/ADSY or

Reach out to ADSY@tea.texas.gov

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High Impact Tutoring

High quality tutoring programs have a few key attributes[1]…

Well-trained, consistent tutor (can be a teacher, paraprofessional, teacher candidate) who builds a strong relationship with students

High quality instructional material aligned to standards and core classwork

One-to-one or small group for individualized support (1-to-4 maximum ratio recommended)[2]

Embedded in the school day or immediately before or after, to maximize student access

At least three sessions per week for sustained support, 30 minutes minimum

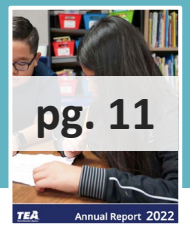
Data-driven with tutors building sessions around student strengths and needs

…and can have a significant impact on student outcomes

Additional progress

A 2020 meta-analysis of 96 studies of high-quality tutoring programs found that students made **5 months of additional progress** on average, a large pooled 0.37 effect size[3]

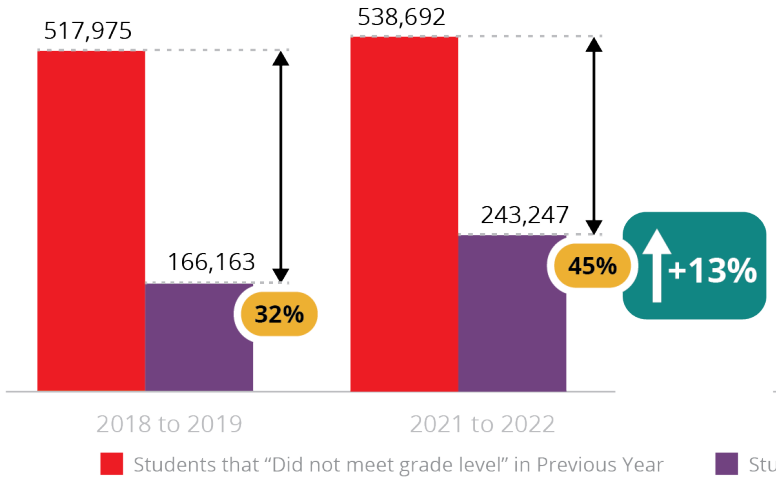
"The average effect of tutoring programs on student achievement is larger than the effects found in approximately 85% of studies evaluating education interventions and ***equivalent to moving a student at the 35th percentile of the achievement distribution to the 50th"*** *– Dr. Matthew Kraft, Annenberg Institute, Brown University*[1,4]



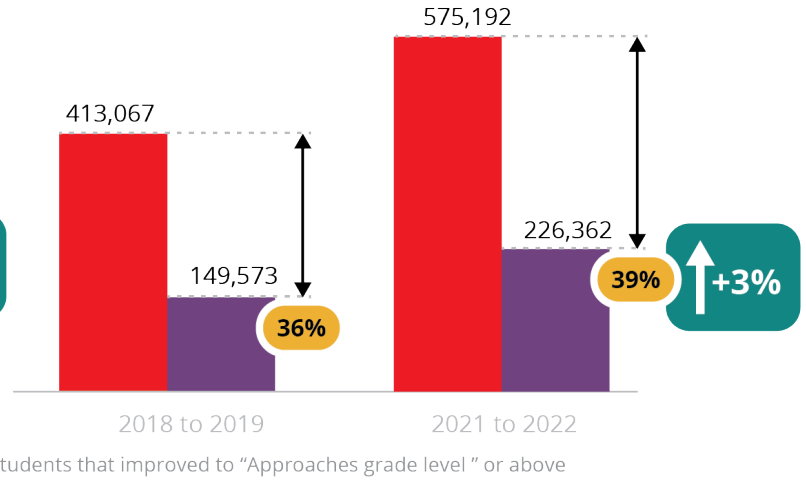
Pre- and Post-Pandemic Progress for Students Below Grade Level

Texas Education Agency

READING (GRADES 3-8)*



MATH (GRADES 3-8)*



Students that "Did not meet grade level" in Previous Year

Students that improved to "Approaches grade level " or above

Supporting Student Success through Accelerated Instruction

For students, this means more support than ever before, and more success. Consider one fourth-grade student example. In the prior year, the student did not meet grade level in math, so the district created a tutoring plan for the student. The student's fourth-grade teacher placed the child in a small group for a portion of the day and provided daily tutoring. While the student started the year in the 28th percentile in math on a nationally normed assessment, by the end of the year, the student was performing in the 72nd percentile. The accelerated learning efforts were difficult but necessary, and the results are significant.

*In each pair of years, student results are from the Grades 3-7 in the first year (2018 and 2021) and Grades 4-8 in the second year (2019 and 2022).

Remediation vs. Accelerated Learning

Remediation often focuses on drilling students on isolated skills that bear little resemblance to current curriculum.

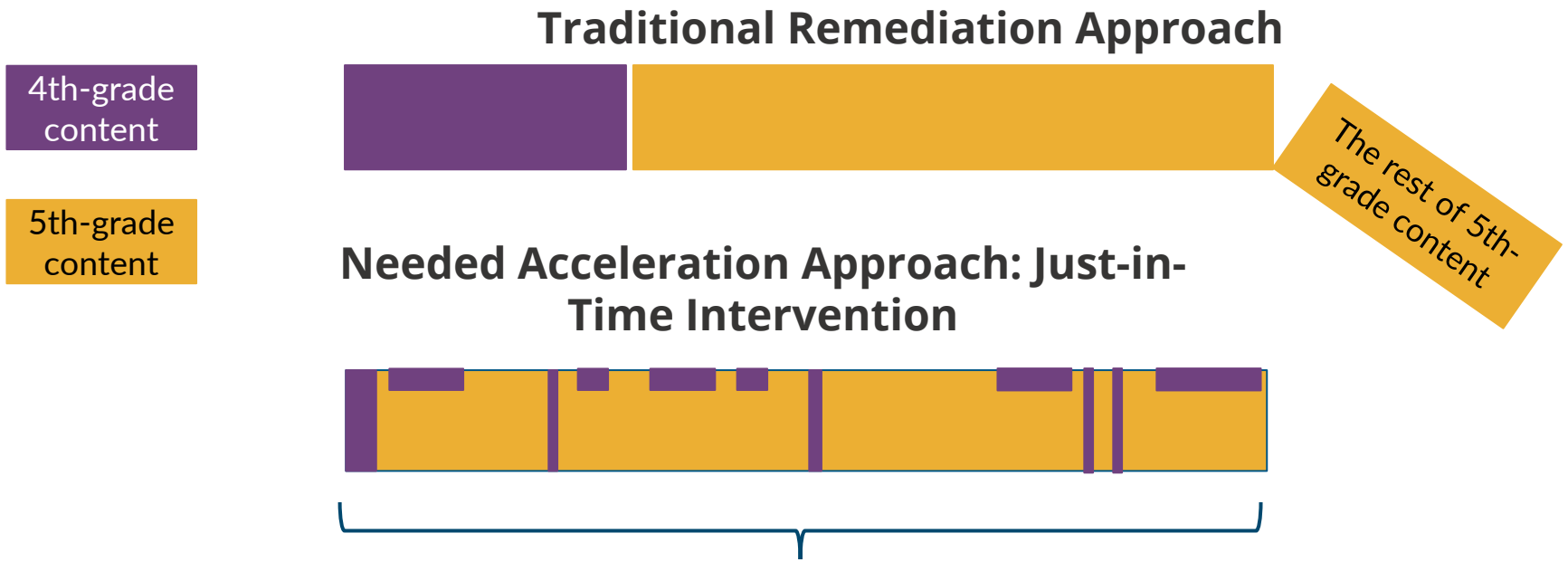
Activities connect to standards from years ago and aim to have students master content from years past.

Accelerated Learning strategically prepares students for success in current grade-level content.

Acceleration readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of current learning.

Rollins, Suzy Pepper. *Learning in the Fast Lane: 8 Ways to Put All Students on the Road to Academic Success.* ASCD Member Book. 2014.

Instructional Materials must be changed to support acceleration



x **Students in schools with a remediation approach to instructional materials never catch up**

Two very different approaches to teaching lessons throughout the school year require very different operating practices and lead to two very different results for students

The Achievement Network, Ltd. "Supporting Academic Recovery & Unfinished Learning with Yearly Planning." Series: Academic Recovery and Addressing Unfinished Learning in Math. 2021.

Keys to Accelerating Learning through Just-in-Time Supports

1. **Prioritize the most critical prerequisite skills and knowledge** students will need to access the grade level content in upcoming modules
2. **Diagnose students' unfinished learning** on prerequisite content. Scope and deploy pre-unit assessments, preferably utilizing curriculum-based resources
3. **Integrate just-in-time lessons** and supports in the scope and sequence to address unfinished learning on prerequisite content
4. **Adapt schedule** to ensure ample time to support Tier 1 scope and sequence and to provide high-leverage Tier 2 & 3 intervention blocks for additional student support
5. **Train teachers and leaders to plan and execute just-in-time supports** on critical content
6. **Monitor your students' progress**

Accelerated Instruction Requirements

Accelerated Instruction Requirements

Texas law requires all students who fail to score approaches or higher on STAAR grades 3–8 or EOC assessments be provided accelerated instruction. This law - established in HB 4545, 87R - was recently updated with the passage of HB 1416, 88R. Qualifying students must be:

- Assigned a **TIA designated teacher** for the subsequent school year in the applicable subject area;

OR

- Provided targeted instruction in the TEKS for the applicable grade levels and subject area with
  - **No less than 15 or 30 hours** depending on student performance and is provided in the summer or at least once per week in the school year;
  - **Limited to two subjects per year**, prioritizing math and RLA;
  - Provided in a group of **no more than four students**, unless the parent or guardian of each student in the group authorizes a larger group;
  - Designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and includes **effective instructional materials** designed for supplemental instruction;
  - Provided by **a person with training in the applicable instructional materials** for the supplemental instruction and provided by one person for the entirety of their accelerated instruction.

HB 1416 Changes to Requirements

Component	Change from HB 4545
Accelerated Learning Committees (ALC)	Eliminates ALC requirements for 3, 5, 8 STAAR Math and Reading
Included Subjects and Grade Levels	Limits tutoring to 2 subjects and no longer adds additional time for optional assessment opportunities; Clarifies that students who take STAAR-Alt 2, are retained, or take substitute high school assessments aren't subject to requirements
Required Hours for Tutoring	Reduces minimum hour requirement from 30 to 15 for some students to be defined in Commissioner rule.
Student-Tutor Ratio	Increased from 3:1 to 4:1 ratio for tutoring group size
Applicable LEAs	Added LEAs receiving compensatory education funding as included LEAs
Online Curriculum	Provides student:teacher ratio waivers for use of approved online curriculum (approvals available spring 2024)
Parental Opt Out	Clarifies that parents may opt out with letter to campus administrator
Parent Notification	Clarifies that parents must be notified of student failure to perform on applicable tests
Special Education	ARD committees are no longer required to meet to determine access to accelerated instruction. This means that the LEA will follow the same processes and procedures related to accelerated instruction for students receiving special education services as all other students. An ARD committee will review any accelerated instruction participation of the student at the student's next annual review meeting.

Texas Education Agency

FAQ Deep Dive

Highlighted FAQs

Updated

- TEA has provided guidance on intensive program of instruction and personal graduation plans.
  - Links provided to the PDF and location on the TEA learning support page.
- What is an example of a test administration that would be considered an optional assessment administration that does not require a district to provide additional accelerated instruction if the student fails to achieve approaches or higher?

New

- How should we determine if students are required to receive 15 or 30 hours of supplemental instruction because of a failed science or social studies assessment given that the “Low Does Not Meet” and “High Does Not Meet” categories do not exist for these subjects?
- How do we determine whether or not our district is eligible for a waiver for these requirements due to at least 60% of students moving from did not approach grade level in a preceding year to approaches grade level this year with no overrepresentation of student subgroups (i.e. those receiving special education services or who are educationally disadvantaged)?

Texas Education Agency

Highlighted Supports

Texas Education Agency

Subsidized Online Curriculum Tools

Supplemental Curriculum Licenses Available

Supplemental Accelerated Instruction Tools

- Online learning tools, used to supplement tier 1 instruction
- Can meet Accelerated Instruction requirements
- Proven results when students meet usage standards

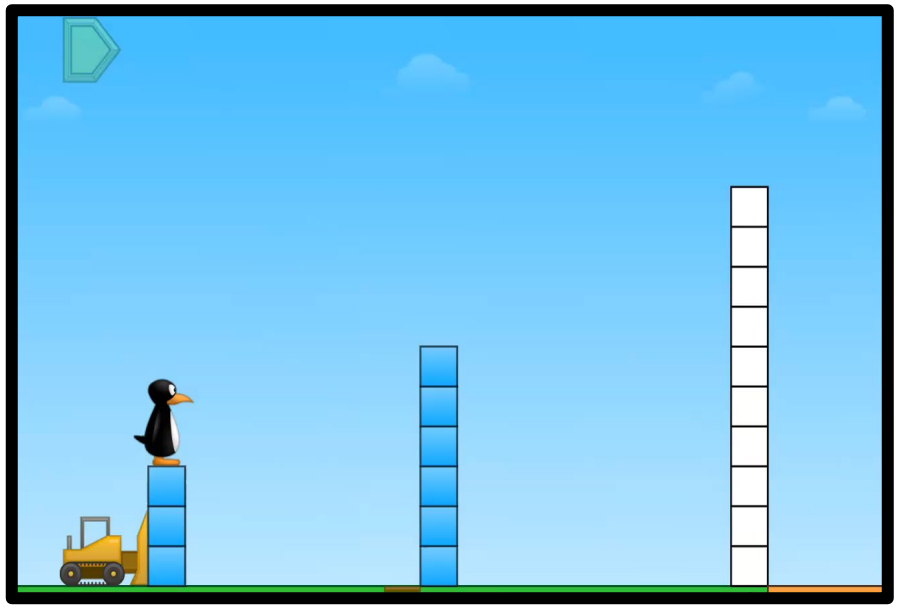
ST Math

ZEARN

Amplify.
mCLASS® Intervention

Accelerating Student Learning in Math

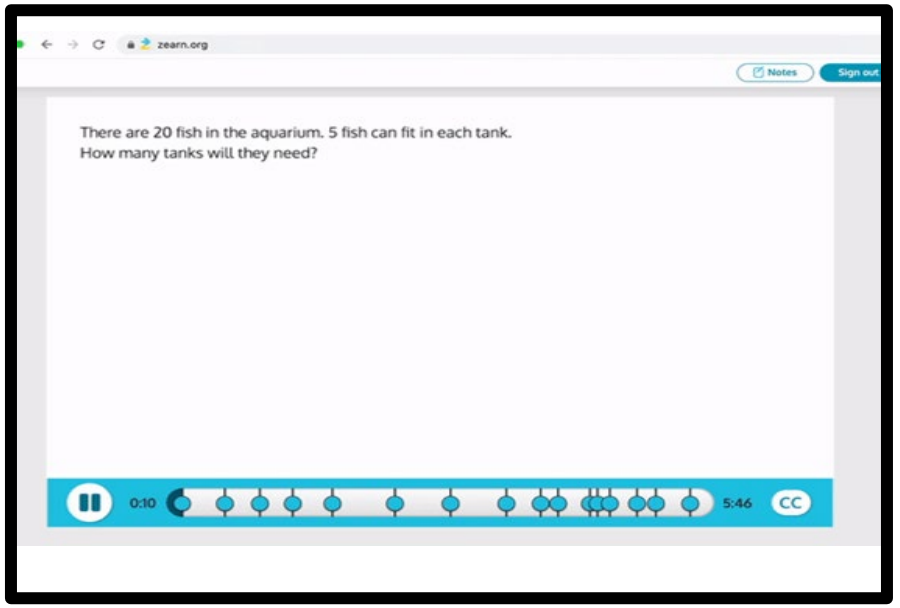
ST Math



ST Math

Differentiated access to learning through **challenging puzzles**, non-routine **problem solving**, and informative **feedback**.

ZEARN



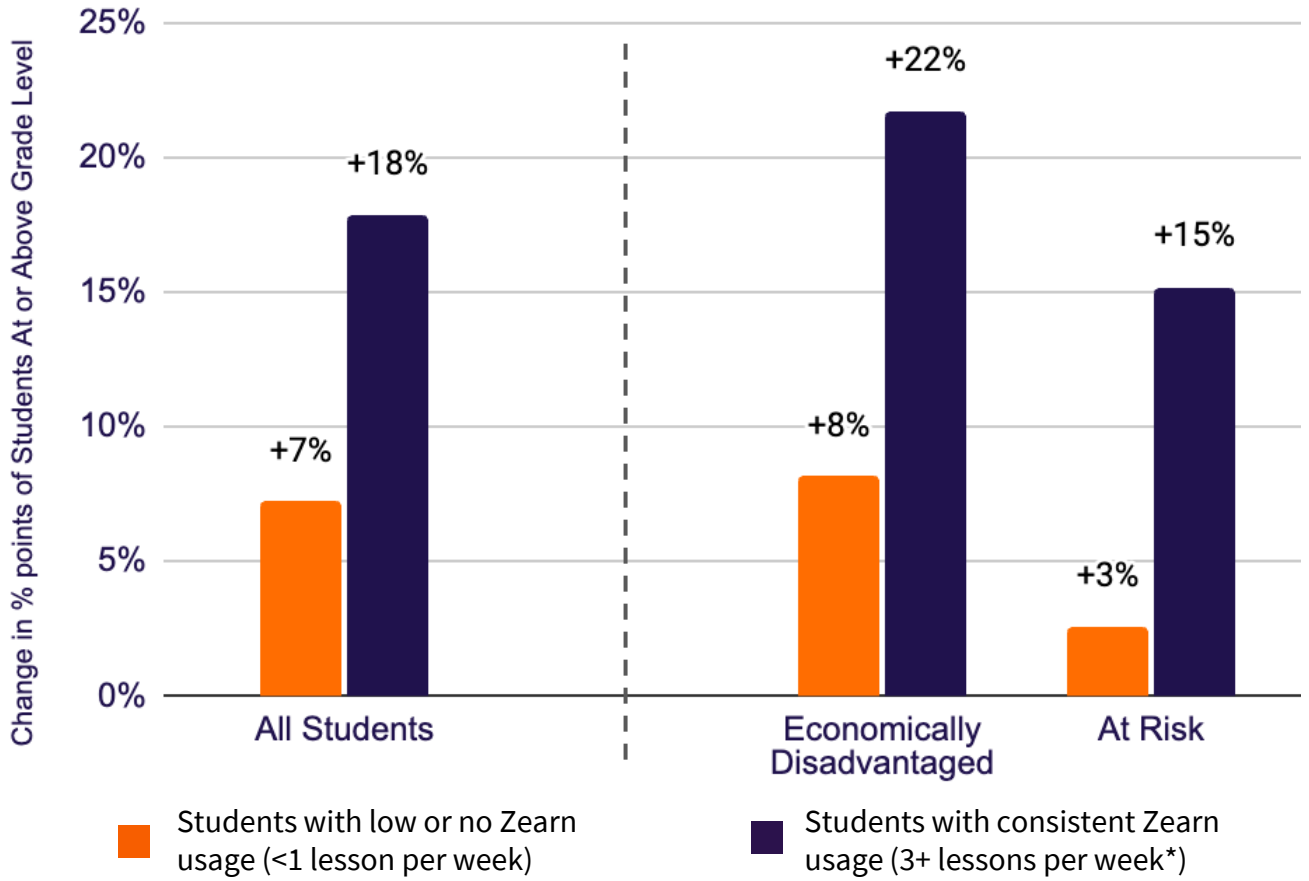
Zearn

Students **explore math concepts** with on-screen teachers, **interactive models**, and built-in Tier 1 **intervention**.

High Fidelity Usage Delivers Results – Zearn

Based on a **half-year of usage**, students meeting usage requirements for Zearn showed **greater rates of Meeting and Mastering Grade Level** on the STAAR between Spring 2021 and Spring 2022 than similar students who did not meet usage requirements.

Fidelity of Implementation – **students having time and structures to meet usage recommendations** - is critical to impact on student outcomes



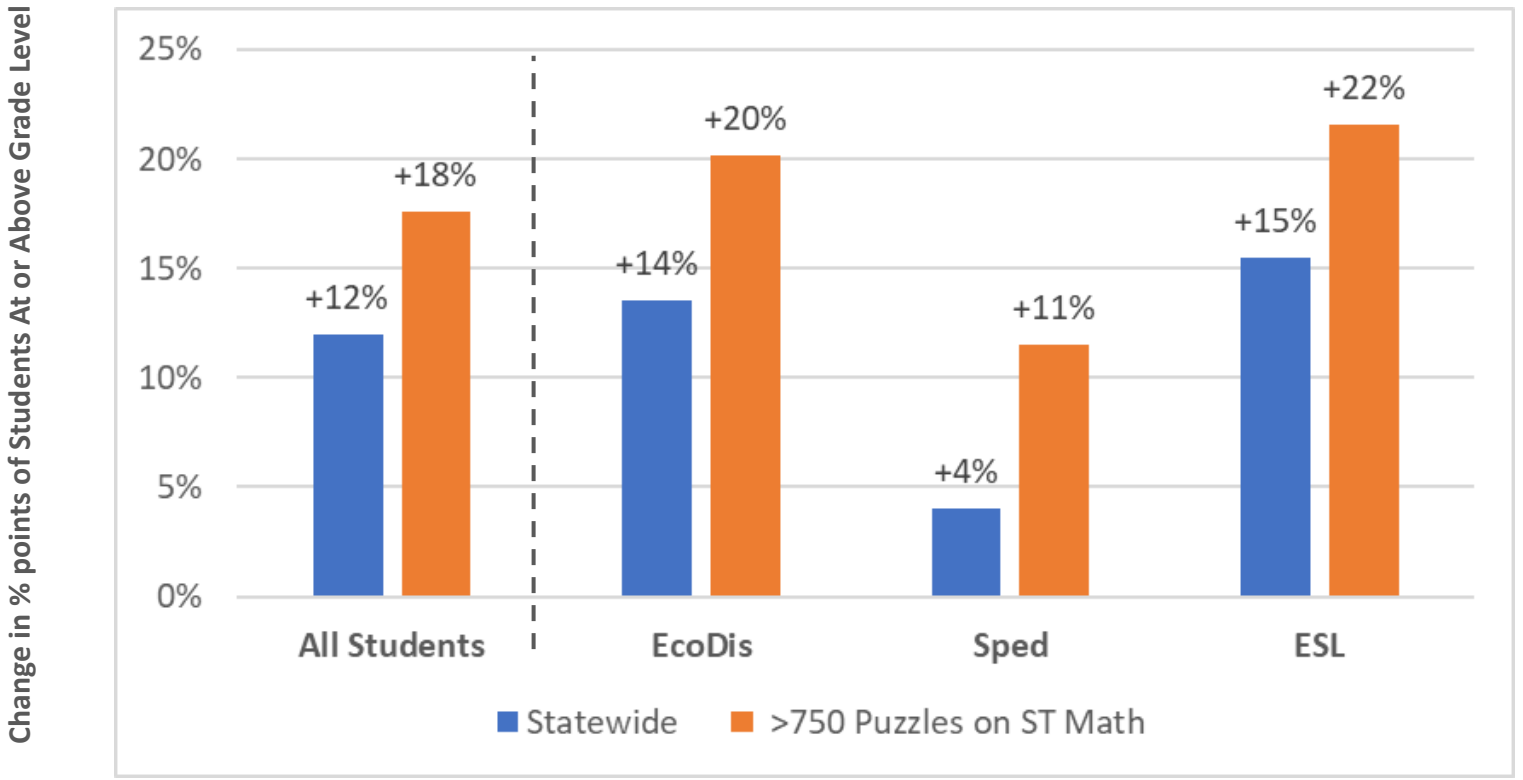
Notes: *3 lessons/week typically equates to about 90 lessons/year; This analysis compares high fidelity Zearn users with a matched group of similar students

High Fidelity Usage Delivers Results – ST Math

4th and 5th grade students meeting minimum usage requirements on ST Math showed **greater improvement in meeting or mastering grade level** on STAAR between Spring 2021 and Spring 2022 than statewide improvement.

ST Math

Fidelity of Implementation – **students having time and structures to meet usage recommendations** - is critical to impact on student outcomes



completing >750 puzzles on ST Math

Notes: 750 puzzles/year typically equates to about 25 puzzles or about 90 minutes per week; This analysis is the result of a study comparing STAAR changes of all 4th and 5th grade students to those

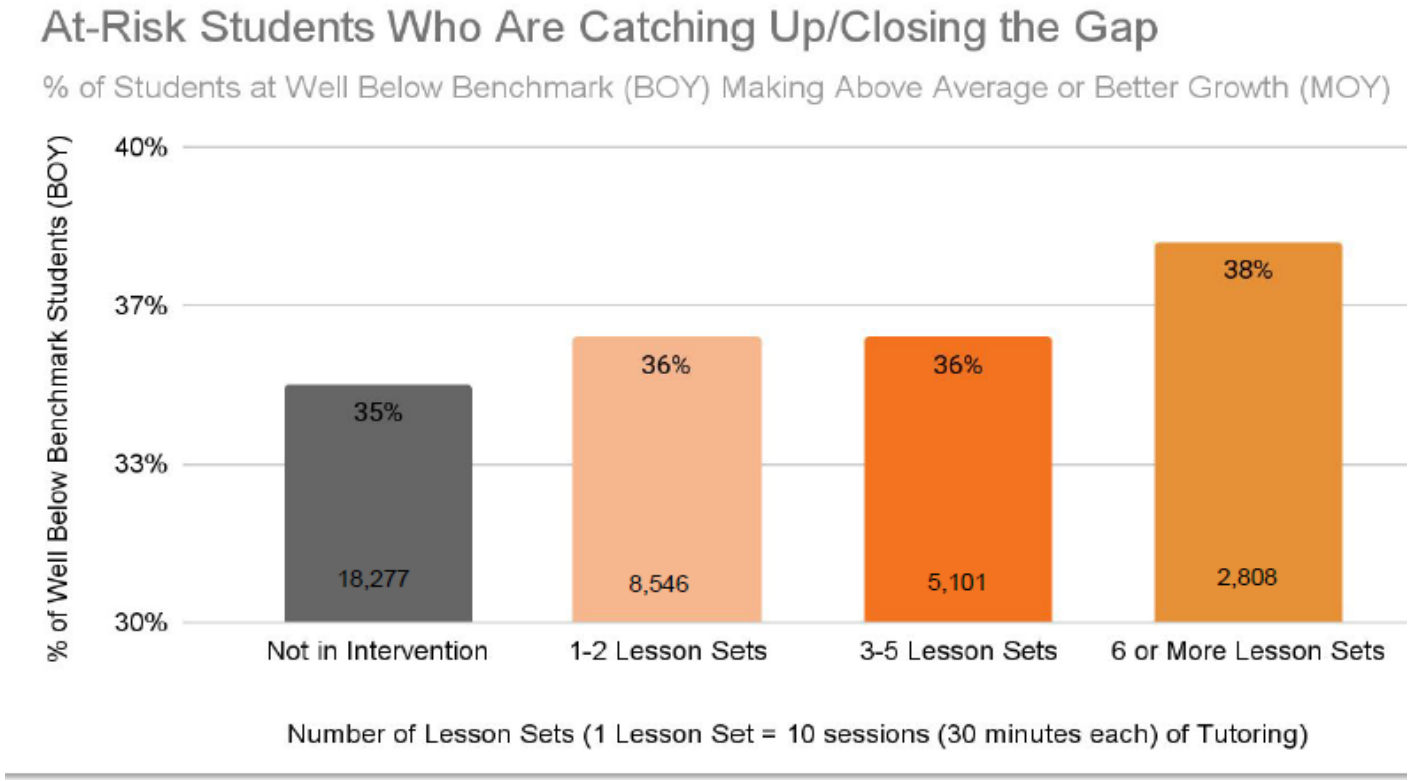
High Fidelity Usage Delivers Results – Amplify mClass and Intervention

Amplify reports that students that complete at least 1 burst per month (1 lesson set) experience more growth than those students that did not receive the intervention.

Amplify.

mCLASS® Intervention

Fidelity of Implementation – **students having time and structures to meet usage recommendations** - is critical to impact on student outcomes



Amplify Provided data of Texas Students, Fall 2022-2023 SY

Texas Education Agency

Website Walkthrough

Accelerated Instruction Webpage Overview

Frequently Asked Questions

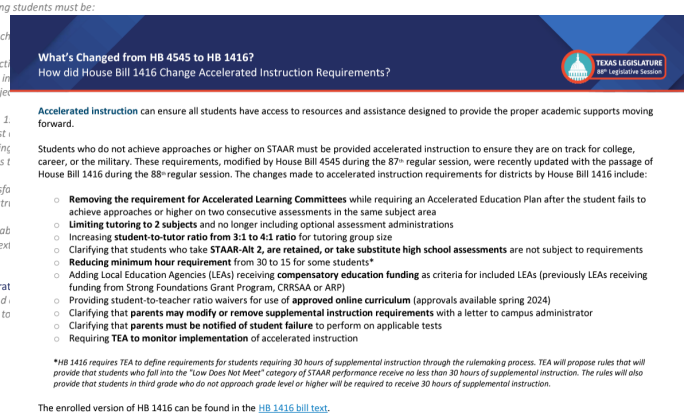
HB 1416

TEXAS LEGISLATURE 88th Legislative Session

A. General Accelerated Instruction Questions

1. What are the Accelerated Instruction requirements in Texas?
   Texas law requires all students who do not achieve approaches or higher on STAAR grades 3–8 or EOC assessments be provided accelerated instruction. These requirements - modified by HB 4545 (87R) and recently updated with the passage of HB 1416 (88R) - state that qualifying students must be:
   - *Assigned a TIA-designated teacher for the subsequent sch*
     - *OR*
   - *Provided supplemental instruction, in addition to instruct levels in which they are enrolled and including targeted in and Skills (TEKS) for the applicable grade levels and subjec high impact tutoring in the following manner:*
     - *Supplemental instruction totals to not less than 1. performance, provided in the summer or at least*
     - *In no more than two subjects per year, prioritizing*
     - *In a group of no more than four students, unless t group authorizes a larger group;*
     - *Designed to assist the student in achieving satisfa level and subject area and includes effective instru instruction;*
     - *Provided by a person with training in the applicab instruction and provided by one person, to the ext accelerated instruction.*

2. What support is available to my district in implementing accelerat
   TEA will provide accelerated instruction guidance, resources, and Accelerated Instruction webpage. LEA personnel may reach out to


What's Changed from HB 4545 to HB 1416?
How did House Bill 1416 Change Accelerated Instruction Requirements?

TEXAS LEGISLATURE 88th Legislative Session

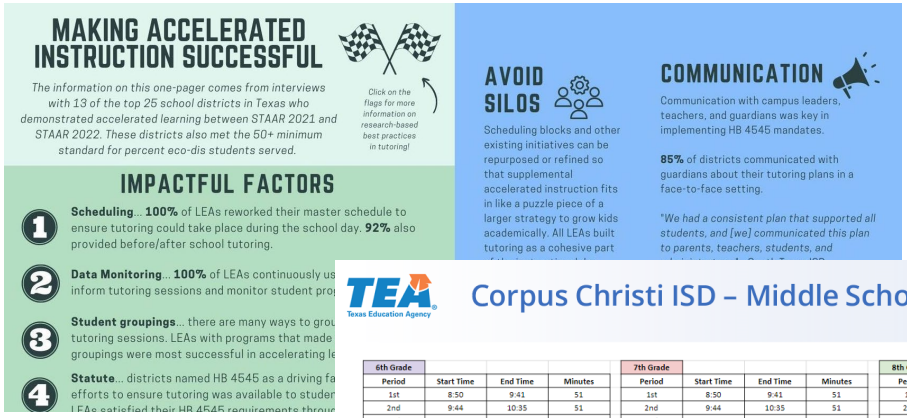
Accelerated instruction can ensure all students have access to resources and assistance designed to provide the proper academic supports moving forward.

Students who do not achieve approaches or higher on STAAR must be provided accelerated instruction to ensure they are on track for college, career, or the military. These requirements, modified by House Bill 4545 during the 87th regular session, were recently updated with the passage of House Bill 1416 during the 88th regular session. The changes made to accelerated instruction requirements for districts by House Bill 1416 include:

- **Removing the requirement for Accelerated Learning Committees** while requiring an Accelerated Education Plan after the student fails to achieve approaches or higher on two consecutive assessments in the same subject area
- **Limiting tutoring to 2 subjects** and no longer including optional assessment administrations
- Increasing **student-to-tutor ratio from 3:1 to 4:1 ratio** for tutoring group size
- Clarifying that students who take **STAAR-Alt 2, are retained, or take substitute high school assessments** are not subject to requirements
- **Reducing minimum hour requirement** from 30 to 15 for some students*
- Adding Local Education Agencies (LEAs) receiving **compensatory education funding** as criteria for included LEAs (previously LEAs receiving funding from Strong Foundations Grant Program, CRRSAA or ARP)
- Providing student-to-teacher ratio waivers for use of **approved online curriculum** (approvals available spring 2024)
- Clarifying that **parents may modify or remove supplemental instruction requirements** with a letter to campus administrator
- Clarifying that **parents must be notified of student failure** to perform on applicable tests
- Requiring **TEA to monitor implementation** of accelerated instruction

**HB 1416 requires TEA to define requirements for students requiring 30 hours of supplemental instruction through the rulemaking process. TEA will propose rules that will provide that students who fall into the "Low Does Not Meet" category of STAAR performance receive no less than 30 hours of supplemental instruction. The rules will also provide that students in third grade who do not approach grade level or higher will be required to receive 30 hours of supplemental instruction.*

The enrolled version of HB 1416 can be found in the HB 1416 bill text.


MAKING ACCELERATED INSTRUCTION SUCCESSFUL

The information on this one-pager comes from interviews with 13 of the top 25 school districts in Texas who demonstrated accelerated learning between STAAR 2021 and STAAR 2022. These districts also met the 50+ minimum standard for percent eco-dis students served.

Click on the flags for more information on research-based best practices in tutoring!

IMPACTFUL FACTORS

1. **Scheduling**... **100%** of LEAs reworked their master schedule to ensure tutoring could take place during the school day. **92%** also provided before/after school tutoring.
2. **Data Monitoring**... **100%** of LEAs continuously us inform tutoring sessions and monitor student pro
3. **Student groupings**... there are many ways to grou tutoring sessions. LEAs with programs that made groupings were most successful in accelerating le
4. **Statute**... districts named HB 4545 as a driving fa efforts to ensure tutoring was available to studer LEAs satisfied their HB 4545 requirements throu

AVOID SILOS

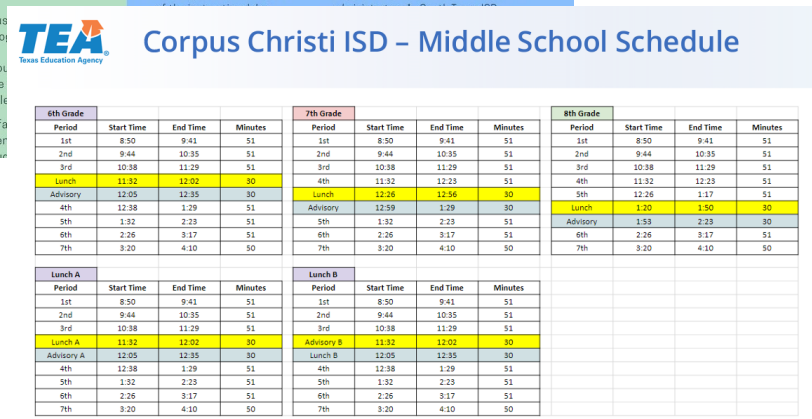
Scheduling blocks and other existing initiatives can be repurposed or refined so that supplemental accelerated instruction fits in like a puzzle piece of a larger strategy to grow kids academically. All LEAs built tutoring as a cohesive part

COMMUNICATION

Communication with campus leaders, teachers, and guardians was key in implementing HB 4545 mandates.

85% of districts communicated with guardians about their tutoring plans in a face-to-face setting.

"We had a consistent plan that supported all students, and [we] communicated this plan to parents, teachers, students, and


Corpus Christi ISD – Middle School Schedule

6th Grade			
Period	Start Time	End Time	Minutes
1st	8:50	9:41	51
2nd	9:44	10:35	51
3rd	10:38	11:29	51
Lunch	11:32	12:02	30
Advisory	12:05	12:35	30
4th	12:38	1:29	51
5th	1:32	2:23	51
6th	2:26	3:17	51
7th	3:20	4:10	50

7th Grade			
Period	Start Time	End Time	Minutes
1st	8:50	9:41	51
2nd	9:44	10:35	51
3rd	10:38	11:29	51
4th	11:32	12:23	51
Lunch	12:26	12:56	30
Advisory	12:59	1:29	30
5th	1:32	2:23	51
6th	2:26	3:17	51
7th	3:20	4:10	50

8th Grade			
Period	Start Time	End Time	Minutes
1st	8:50	9:41	51
2nd	9:44	10:35	51
3rd	10:38	11:29	51
4th	11:32	12:23	51
5th	12:26	1:17	51
Lunch	1:20	1:50	30
Advisory	1:53	2:23	30
6th	2:26	3:17	51
7th	3:20	4:10	50

Lunch A			
Period	Start Time	End Time	Minutes
1st	8:50	9:41	51
2nd	9:44	10:35	51
3rd	10:38	11:29	51
Lunch A	11:32	12:02	30
Advisory A	12:05	12:35	30
4th	12:38	1:29	51
5th	1:32	2:23	51
6th	2:26	3:17	51
7th	3:20	4:10	50

Lunch B			
Period	Start Time	End Time	Minutes
1st	8:50	9:41	51
2nd	9:44	10:35	51
3rd	10:38	11:29	51
Advisory B	11:32	12:02	30
Lunch B	12:05	12:35	30
4th	12:38	1:29	51
5th	1:32	2:23	51
6th	2:26	3:17	51
7th	3:20	4:10	50

TEA Guidance

Guidance from TEA including the Accelerated Instruction FAQ, One Pagers, and What's Changed in HB 1416

Implementation Supports

Tools, templates, and other resources including lessons learned from top districts and master scheduling examples from Texas LEAs

tea.texas.gov/acceleratedinstruction

Texas Education Agency

Website Walkthrough

Texas Education Agency

Exit Ticket

https://tinyurl.com/teaexitticket

Texas Education Agency

Thank you!