

A soft-focus photograph of a teacher with glasses and a white shirt reading a colorful children's book to a young student with blonde hair. They are in a classroom setting with bookshelves in the background.

Accelerated Instruction and Students Served by Special Education

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Today's presenters



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Session Objectives



Provide a foundational overview of House Bill (HB) 4545 and describe its impact on **accelerated instruction** requirements.



Discuss the responsibilities of **ARD committees** related to implementation of statutory requirements, including new requirements established by HB 4545.



Address **frequently asked questions** regarding accelerated instruction requirements and implementation for students with disabilities.

HB 4545 Overview



HB 4545 passed during the regular 87th Texas Legislative Session and became effective in June 2021

- HB 4545 amended TEC 28.0211 establishing new requirements for accelerated instruction for students who do not pass the State of Texas Assessments of Academic Readiness (STAAR).
- Eliminated grade retention and retest requirements for grade 5 and grade 8
- Created a new state requirement for Local Education Agencies (LEAs) to establish Accelerated Learning Committees for students who did not pass STAAR tests in grades 3, 5, and 8.
- Clarified prior Accelerated Instruction Requirements

Accelerated Learning



HB 4545: Accelerated Learning Requirements

Options for Accelerated Instruction

Option 1

Assign student to a teacher who is certified as a master, exemplary, or recognized teacher for the subsequent school year in the applicable subject area

NOTE: Parent or guardians are allowed to request a particular classroom teacher if more than one is available

Option 2

Students receive at least 30 hours of supplemental instruction (i.e., tutoring)



Accelerated learning is required for students who do not perform satisfactorily or did not test on...
STAAR grades 3rd – 8th or EOC assessments

Supplemental Accelerated Learning Requirements (1)

- Targeted instruction in the TEKS
- Supplement** normal instruction
- Min. 30 total hours** during the subsequent summer or school year
 - If in the school year, must occur at least **once per week**
- Must help the student in achieving satisfactory performance
- Be provided individually or in a group of **no more than three students***
- Be provided **by a person with training in the applicable instructional materials** and under the oversight of the school district
- Be provided by one person, when possible, for the entirety of the student's supplemental instruction period

*Unless the parent or guardian of each student in the group authorizes a larger group

Supplemental Accelerated Learning Requirements (2)

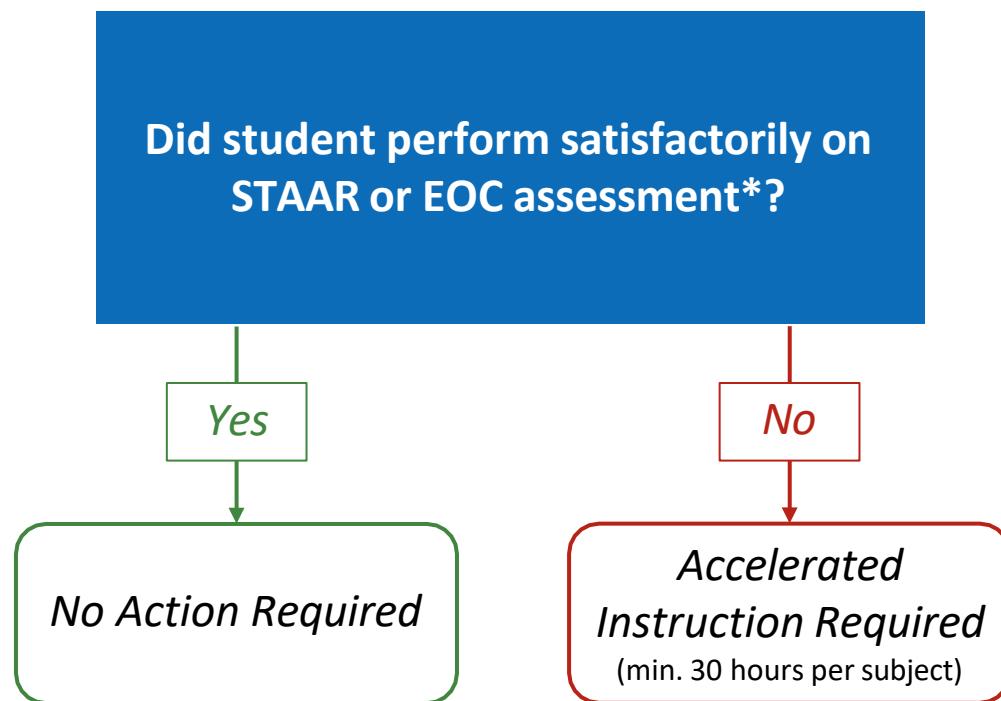
Students cannot be removed from...

- Instruction in grade level content for the foundation curriculum (i.e., Reading, Math, Science, etc.)
- Instruction in enrichment curriculum for the grade in which the student is enrolled (i.e., LOTE, Fine Arts, CTE, Health/P.E., Technology Apps, etc.)
- Recess or physical activity that is available to other students enrolled in the same grade

This requirement will set up a significant need to rethink master schedules and staffing patterns.

Decision Matrix (1)

For students in grades 3 – 12, LEAs must evaluate the following decision points.



*If the student did not test, Accelerated Instruction is required (i.e., follow "No" path from decision point #1, see FAQs for additional information)

Accelerated Learning Committees (ALC)



Accelerated Learning Committees (ALCs)



ALCs are required for students who do not perform satisfactorily on Reading & Math.

3rd grade STAAR

5th grade STAAR

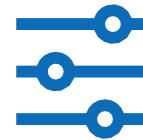
8th grade STAAR



The plan must be documented in writing with a copy provided to the student's parent or guardian.



- Educational plans must be in place by the start of the subsequent SY.
- Students are required to perform at the appropriate grade level by the conclusion of the SY.



If a student performs unsatisfactorily on an assessment in the subsequent SY, the ALC* must

- (1) Identify the reason
- (2) Adjust the learning plan to ensure student's success

*with direct involvement from the superintendent/designee

ALC Required Members

Required members:



The principal or the principal's designee



The student's parent or guardian, and



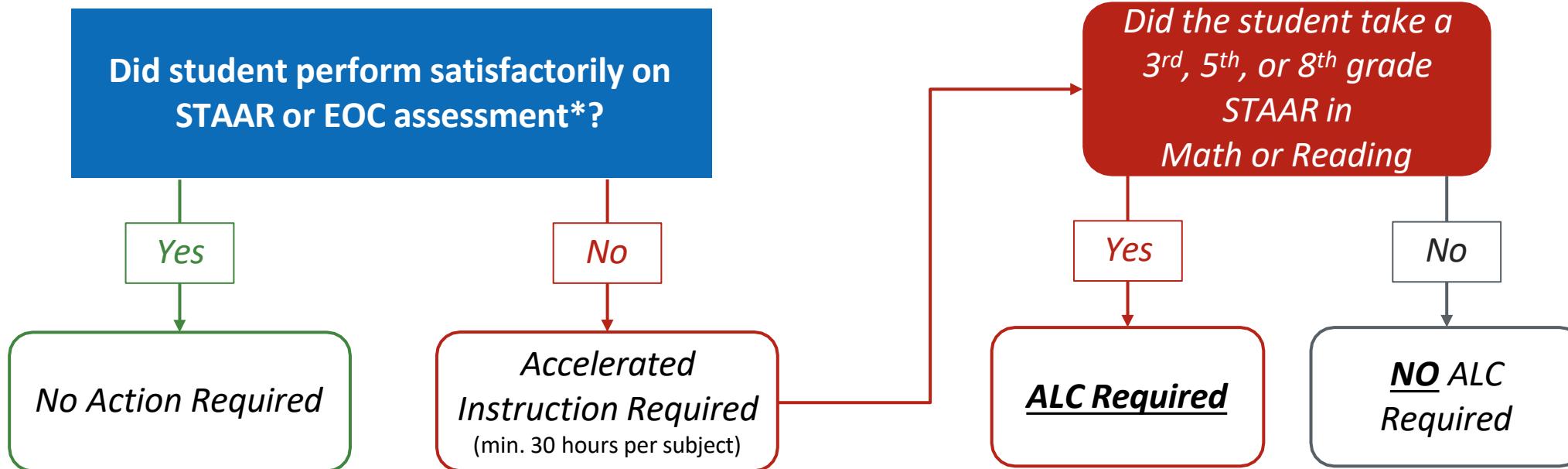
The teacher of the subject of an assessment on which the student failed to pass.



Student performs unsatisfactorily on assessment/same subject/subsequent school year: superintendent/designee

Decision Matrix (2)

For students in grades 3 – 12, LEAs must evaluate the following decision points.



*If the student did not test, Accelerated Instruction is required (i.e., follow "No" path from decision point #1, see FAQs and local decision)

ALC = Accelerated Learning Committee

Recommended Components of an ALC Agenda



- Introduction
- Purpose of Meeting (HB 4545 Requirements)
- Review of Assessment Data
- Teacher Feedback and/or Questions
- Parent Feedback and/or Questions
- Develop Plan: How/When AI will occur, Roles of School, Student, and Parent
- Final Questions and Close

Accelerated Learning Resources

Planning Documents

- ALC Sample Packet - English
- ALC Sample Packet - Spanish
- Tutoring Ratio Parent Permission Sample - English
- Tutoring Ratio Parent Permission Sample - Spanish
- Accelerated Instruction Plan for Non ALC Sample - English
- Accelerated Instruction Plan for Non ALC Sample - Spanish
- HB 4545 Questions Planning Document Sample
- Sample Tutor Data Form
- Planning Timeline Sample
- HB 4545 Overview
- HB 4545 Supplemental Accelerated Instruction
- HB 4545 Accelerated Learning Committee
- Supplemental Accelerated Instruction Hours Transfer Template
-  High Dosage Tutoring Data Tracker Template
-  High Dosage Tutoring Data Tracker Template (with data)

District Resources

District Name	Template
Crystal City ISD	Accelerated Instruction Plan
Hawkins ISD	Calculation of Accelerated Instruction
Houston ISD	Accelerated Learning Tracker
Rockdale ISD	ALC Meeting Agenda & Script
Rockdale ISD	ALC Plan & Minutes

Additional Resources

- Resources For Parents
- Promotion and Accelerated instruction legislation (PDF) June 17 2021
- COVID-19 Learning Loss and Acceleration Slides (PDF) March 25 2021
- ST Math Summer Toolkit
-  ST Math and Tutoring
- General Parent-Teacher Planning Tool
- HB 4545 Parent-Teacher Planning Tool
- General Parent-Teacher Planning Tool - Spanish
- HB 4545 Parent-Teacher Planning Tool - Spanish
- Parent-Teacher Conference Planning Tool (90 Second Video Clip)
- Parent-Teacher Conference Planning Tool (Full Video Clip)

<https://tea.texas.gov/texas-schools/health-safety-discipline/covid/accelerated-learning-resources>



ARD Committee Responsibilities



Responsibilities of the ARD Committee

Texas Administrative Code (TAC) §89.1050

- Requires each school district to establish an admission, review, and dismissal (ARD) committee for each eligible student with a disability.
- The ARD committee is the individualized education program (IEP) team as defined in federal law under 34 Code of Federal Regulations (CFR), §300.321
- The ARD committee also has responsibilities under Texas state law, including:
 - **§ 89.1050 (a)(8)** TEC, §28.0211 (Satisfactory Performance on Assessment Instruments Required; Accelerated Instruction)
 - **§ 89.1050 (a)(10)** TEC, §28.0213 (Intensive Program of Instruction)



Accelerated Learning Requirements



Accelerated and supplemental instruction requirements generally apply to all students, including students who are served by special education.



The ARD committee must consider the individual needs of the student and determine whether adjustments to the accelerated instruction plan are appropriate.



Supplemental, accelerated instruction must be provided in accordance with TEC §28.0211 unless some, or all, of the supplemental instruction requirements would deny the student FAPE.

ARD Committees and ALCs



Parent



LEA
Representative



Regular
Education
Teacher



Someone who
can interpret
evaluation results



Special
Education
Teacher



Child
(when appropriate)

- For students served by special education, the ARD committee serves as the ALC for students in grades 3, 5, and 8 who did not pass the STAAR Reading or Math assessment.
- The ARD committee must meet to address the student's need for accelerated learning, and document how the student will participate in accelerated instruction.
- The ARD committee meeting must be a properly constituted ARD committee with the required participants in attendance.
- Documentation of accelerated instruction may be a supplemental attachment to the student's IEP or described within the deliberations section of the IEP.

ARD Committees and Supplemental Instruction



- Determine the manner in which the student will engage in supplemental accelerated instruction.
- ARD committees must consider the individual needs of a student with a disability when determining the manner in which supplemental accelerated instruction is to be provided to the student.
- Supplemental accelerated instruction must meet TEC 28.0211 requirements unless the ARD committee specifically determines that some, or all, of the requirements would deny the student access to a free appropriate public education (FAPE).

Students who Participate in STAAR Alternate 2



- The ARD committee must serve as the ALC for any student with an IEP who was unsuccessful in reading and/or math in grades 3, 5, or 8, including students who meet the criteria for participation in STAAR Alternate 2.
- Consider the student's need for accelerated instruction in the subject(s) and determine how the student will engage in an accelerated learning program based on the student's strengths and needs as outlined in the IEP.
- The requirements for supplemental accelerated instruction do not apply.

Parental Disagreement



- A parent or guardian may use a dispute resolution mechanism specified in TAC §89.1150 to resolve any dispute between the parent and a public education agency relating to the identification, evaluation, or educational placement of or the provision of a FAPE.
- A parent or guardian of a student served by special education does not agree with the decision of the ARD committee serving as the accelerated learning committee regarding supplemental accelerated instruction, the parent or guardian may follow the school district grievance policy provided for under TEC §28.0211.

Common Questions and Implementation Considerations





Can the ARD committee waive the accelerated instruction requirement for a student with an IEP?

A

- ⑩ The accelerated instruction requirements, including supplemental instruction where needed, generally apply to all students, including students who have IEPs.
- ⑩ A student's ARD committee must consider a student's individual needs when determining the manner in which the student will participate in accelerated instruction.
- ⑩ The accelerated instruction requirements must be provided, unless the implementation of some, or all, of these requirements would deny the student a free, appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act (IDEA.)



What if the ARD committee is required to serve as an ALC and the parent/guardian is unable to attend?

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- When the ARD committee serves as the accelerated learning committee, LEAs must hold properly constituted ARDs in accordance with state and IDEA requirements.
- Efforts should be taken to ensure parental participation as specified within the requirements of IDEA outlined in 34 CFR § 300.322.



Is an IEP amendment allowable to address a student's need for accelerated instruction?

A

- The ARD committee serves as the Accelerated Learning Committee for students in grades 3, 5, and 8 who were not successful on the STAAR math or reading assessment. The ARD committee must meet to address the student's need for accelerated instruction and meet all of the requirements of the ALC.
- Where the accelerated learning committee is not required to meet, the ARD committee may use the amendment process if the parent and the LEA can agree to the changes to the IEP.



How should ARD committees document Accelerated Learning Plans for students served by special education?

A

- Decisions regarding accelerated instruction may be documented in writing either:

(1) As a supplemental document attached to the student's IEP

OR

(2) In the deliberations section of the student's IEP



If a student receives resource services with a special education teacher, can this be considered accelerated instruction?

A

- Specially designed instruction provided in a resource setting is a program of instruction provided to the student as part of the student's free appropriate public education (FAPE), not as supplemental tutoring.
- Supplemental accelerated instruction, where needed, must be provided in addition to the services the student is entitled to receive in their IEP and be consistent with TEC requirements.



If an ARD committee determines a passing score on an EOC is not required for graduation, is accelerated instruction still required?



- Texas Administrative Code (TAC) §89.1070 allows ARD committees for students in grade 9–12 to determine whether the student is required to achieve satisfactory performance on an EOC assessment to receive a high school diploma.
- An ARD committee's decision that passing a STAAR EOC assessment for a particular course is not required for purposes of high school graduation does not waive the accelerated instruction requirement.



If a student has a Section 504 Plan, does the 504 Committee serve as the ALC ?

A

- TEC §28.0211 as amended by HB 4545 does not explicitly address 504 committees.
- LEAs must consider accelerated learning needs and convene accelerated learning committees for students who have Section 504 plans consistent with the general education requirements that apply to all students.
- Where a student with a 504 plan requires accelerated learning, as defined by HB 4545, the 504 committee for that student should be informed and involved.

Accelerated Learning Website



HB 4545 FAQ



Additional HB 4545 questions: Accelerated.instruction@tea.texas.gov