

A photograph of a group of students walking up a wide set of stairs in a modern school building. The students are wearing backpacks and casual clothing. Large windows on the right side of the stairs provide a view of the outdoors. The image is slightly faded to allow the text overlay to be prominent.

HB 4545 Overview

July 1, 2021

Introduction: TEA Team



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Reminders:

*Recording and slides will
be posted on the web
page later today*

- To provide context and guidance for local educational agencies (LEAs) in implementing key components of HB 4545 in the 2021-2022 school year
- To give a preview of supports and resources

Key Changes

Accelerated Learning Committees

Accelerated Instruction Requirements

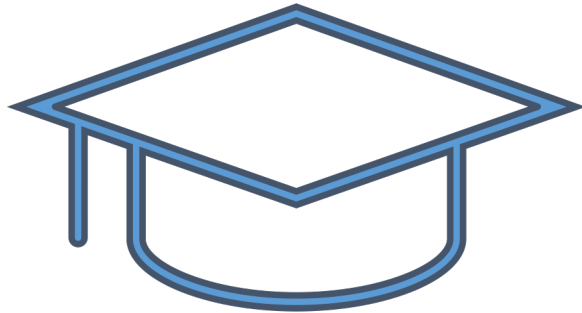
Preview of Upcoming Webinars & Support

Q&A

The 87th Legislature set new requirements

- **Grade-Level Promotion**

- HB 4545 – Students no longer required to be retained for failed STAAR attempts in grades 5 & 8



- **Learning Acceleration**

- HB 4545 – Creates requirements and additional supports for accelerated instruction for all students that do not pass the STAAR &
- HB 4545 - establishes Accelerated Learning Committees for students in grades 3,5, & 8 that do not pass the STAAR Math or Reading.

Retention and Retesting Requirements Removed



Retention

- A student in 5 & 8 is no longer required to be retained at the same grade level based on STAAR.
- Grade placement committees have been eliminated.



Retesting

- Now only one reading and math assessment opportunity (previously two re-taking opportunities for students)
- The optional STAAR end-of-course assessments for Algebra II and English III will no longer be offered.

*Taken as a whole, these changes effectively **remove high stakes** for students from STAAR testing in grades 3-8.*

HB 4545 Implementation Timeline

Summer 2021

- HB 4545 is effective immediately starting June 16, 2021.
- Accelerated instruction requirements under HB 4545 will begin in SY 2021-22.
- LEAs should evaluate spring 2021 STAAR scores to identify students requiring accelerated instruction in SY 2021-22.
- LEAs must adopt policies for parents to contest the content or implementation of educational plans developed by accelerated learning committees (Board Policy FNG Local).
- Ensure parents are aware of LEAs process for teacher request.

SY 2021-22

- Accelerated instruction as required by HB 4545 begins
- Accelerated Learning Committees must be established at beginning of the 2021-22 school year

Recommended in summer 2021 if possible for LEAs

The above guidance for accelerated instruction continues to apply in subsequent school years.

Q & A

When may a parent request a teacher?

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Accelerated Learning Committees (ALC)



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

3rd grade STAAR

5th grade STAAR

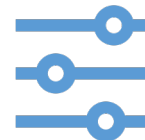
8th grade STAAR



- 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.



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



If a student fails 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

The accelerated learning committee must be comprised of:

- 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.
- If a student fails an assessment in the same subject in the subsequent school year, the superintendent or a designee must meet with the student's accelerated learning committee.
- **The admission, review, and dismissal committee of a student who participates in a district's special education program, and who does not perform satisfactorily on an assessment instrument must meet to determine the manner in which the student will participate in an accelerated instruction program.**

Q & A

**Do the accelerated learning committees
apply in addition
to Admission, Review, and Dismissal (ARD)
committees or do the ARD committees
create the plan?**

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Accelerated Instruction 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: Parents or guardians may request a particular classroom teacher if more than one is available following an established district process.

Option 2

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

Accelerated Instruction Requirements

Requirements for Accelerated Instruction – All grades

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

- 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 for the entirety of the student's supplemental instruction period to the extent possible

Requirements for Accelerated Instruction (cont.)

Students cannot be removed from...

- Instruction in grade level content for the foundation curriculum
- Instruction in enrichment curriculum for the grade in which the student is enrolled
- 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.

If effectively implemented, high-impact tutoring (HIT) programs can result in significant student progress.

HIT programs have a few key attributes¹...



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-3 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/30 hours total



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 size³

“

*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}

Sources: 1) Kraft, Matthew A., and Grace Falken. (2021). A Blueprint for Scaling Tutoring Across Public Schools. (EdWorkingPaper: 21-335). Annenberg Institute at Brown University: <https://doi.org/10.26300/dkjh-s987>; 2) Researchers are still vetting the effectiveness of 1:4 groups and currently recommend a careful approach to 1:4 support, with Dr. Robert Slavin (Johns Hopkins University) recommending: “I would keep careful track of how students are progressing...A lot of kids will be successful at one-to-four [groups] but there may be kids who are not, and I would reserve one-to-one for those who are not” (Source: [Education Week](#)) 3) Nickow, Andre Joshua, Philip Oreopoulos, and Vincent Quan. (2020). The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence. (EdWorkingPaper: 20-267). Annenberg Institute at Brown University: <https://doi.org/10.26300/eh0c-pc52>; 4) Kraft, M. A. (2020). Interpreting effect sizes of education interventions. Educational Researcher, 49(4), 241-253.

TEA is Creating Optional Supports to Help School Systems Implement Supplemental Instruction (Tutoring) Requirements

Three Approaches



Build it Yourself

Resources: Statewide Webinar Series, High Impact Tutoring Toolkit, High Impact Tutoring Workshop Series

Timeline: Available Now, Additional Workshops Coming in July



Use Pre-approved List

Resources: Clearinghouse of pre-approved full and partial tutor program providers

Timeline: Coming Soon



Use Vetted Tutor Provider with Subsidized Curriculum and Training (Vetted Texas Tutor Corps)

Resources: Vetted curriculum, tutoring platform, vetted tutor recruitment organizations, aligned tutor training, subsidized costs

Timeline: Coming Soon

Q & A

How should we categorize students who did not take the STAAR test in the spring? Should they automatically be categorized as a student requiring accelerated instruction?

We believe our LEA delivered / will deliver sufficient accelerated instruction in summer 2021. How do we determine whether that accelerated instruction meets HB 4545 requirements for SY21-22?

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Additional HB 4545 Requirements Upcoming Webinars

1. July 7, 2021 – Accelerated Instruction Requirements (including Tutoring)
 - *Master Teachers & Teacher Incentive Allotment*
2. July 20, 2021 – Accelerated Learning Committee & Parent Engagements
 - *Sample ALC Protocols*
3. *Upcoming* Presentation on District Processes and Accelerated Learning Resources

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Contact Information

- Questions regarding the implementation of HB 4545 should be submitted in writing to Accelerated.Instruction@tea.texas.gov.
- Answers will also be added on a rolling basis to the [FAQ document](#).
- [Accelerated Instruction Page](#)