# Key Promotion and Accelerated Instruction Legislation

6.17.21 Superintendent Call

The Actions We Take Now Must Be Different From What We've Done In The Past

Pre-COVID: # of Students Accelerating Up A Performance Level Each Year

95% of the students who were behind in **3rd grade reading** in 2017 did not catch up by **5th grade**.

3rd Grade Reading
Did Not Meet
Grade Level
2017

4th Grade Reading
Accelerated to Approaches
Grade Level
2018

5th Grade Reading
Accelerated to Meets
Grade Level
2019
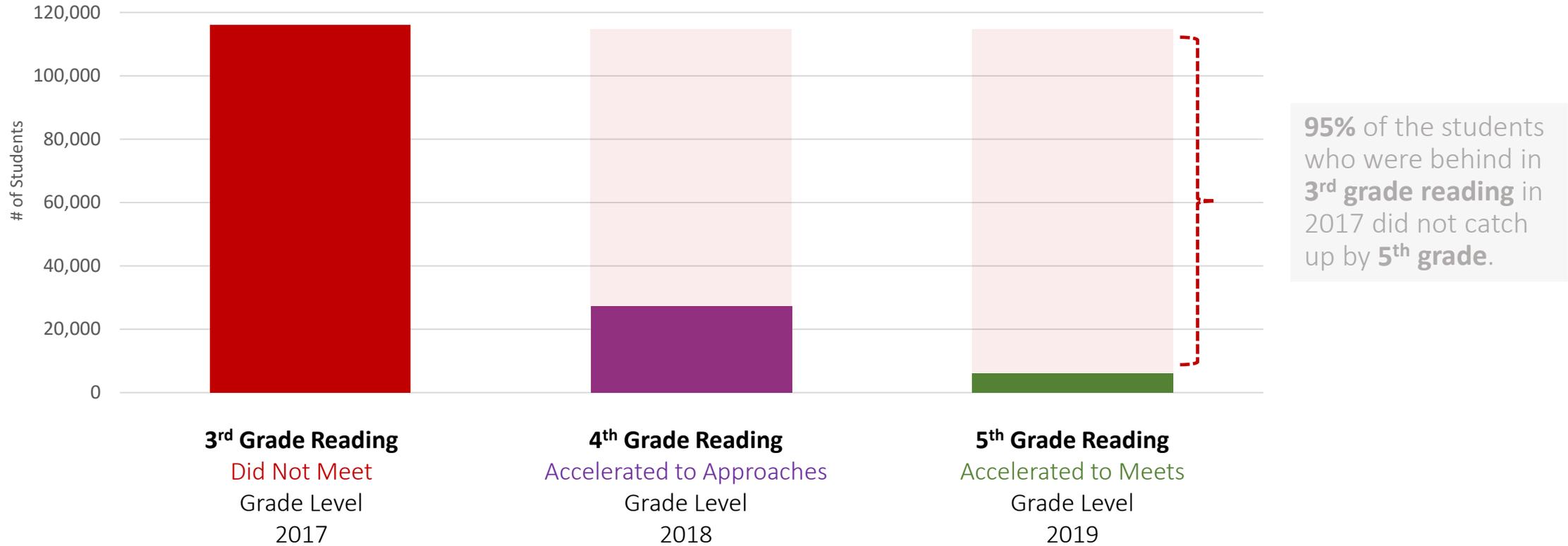
Across all grades and subjects, on average, only 4% of students who are below grade level catch up to grade level in 2 years

The 87th Legislature addressed through new requirements and funding

Grade-Level Promotion

- SB 1697 – Allows parents to determine whether or not students repeat a grade or course
- HB 4545 – Students no longer required to be retained for failed STAAR attempts in 3-8

Learning Acceleration

- HB 4545 – Creates requirements and additional supports for accelerated instruction for students scoring behind grade level on STAAR and EOCs
- HB 1525 – Directs state and federal funding for accelerated learning supports

Tutors

- SB1356 – Creates retired teacher tutor registry
- SB 288– Addresses benefits when hiring retired teachers, as potential source of tutors

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Senate Bill 1697 – Parent Choice for Retention or Promotion

A parent or guardian may elect for a student to do any of the following:

- Repeat prekindergarten
- Enroll in prekindergarten, if the student would have been eligible to enroll in free prekindergarten during the previous school year and the student has not yet enrolled in kindergarten
- Repeat kindergarten
- Enroll in kindergarten, if the student would have been eligible to enroll in kindergarten in the previous school year and has not yet enrolled in first grade
- For grades one through three, repeat the grade in which the student was enrolled during the previous school year

During the 2021-2022 school year, a parent or guardian may elect for a student to do any of the following:

- For grades four through eight, repeat the grade the student was enrolled in during 2020-2021 school year; and/or
- For courses taken for high school credit, repeat any course in which the student was enrolled in during the 2020-2021 school year

If an LEA disagrees with a parent's or guardian's election, the LEA must convene a retention committee and meet with the parent or guardian to discuss retention. A student may not be retained for a grade or retake a course under this section if the parent or guardian does not meet with the retention committee.

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House Bill 4545 – Retention and Retesting Requirements Removed

- A student in 5 & 8 is no longer required to be retained at the same grade level based on STAAR, and grade placement committees have been eliminated. (School systems still have the flexibility to retain students if deemed appropriate locally).

- In grades 5 & 8, there is now only one reading & math assessment opportunity. Prior law incorporated up to two re-taking opportunities for students, required if the student did not perform satisfactorily on the initial assessment.

- The optional 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.

House Bill 4545 – Accelerated Learning Committees

Grade placement committees have been replaced with accelerated learning committees.

Districts will be required to establish accelerated learning committees for each student who does not perform satisfactorily on

- the third grade mathematics or reading STAAR assessment;
- the fifth grade mathematics or reading STAAR assessment; or
- the eighth grade mathematics or reading STAAR assessment.

Not later than the start of the subsequent school year, an accelerated learning committee must develop an educational plan for a student that provides the necessary accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the school year.

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

If a student who 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 to

(1) identify the reason the student did not perform satisfactorily; and
(2) determine whether the educational plan must be modified and any additional resources required for that student to ensure the student performs satisfactorily on the assessment the next time it is administered.

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House Bill 4545 – Accelerated Learning Requirements

Each time a student fails to perform satisfactorily on a grade 3-8 STAAR assessment or an EOC assessment, a school district must provide accelerated instruction to the student in the applicable subject area during the subsequent summer or school year. Accelerated instruction would require either:

A.   assigning the student to a classroom teacher who is certified as a master, exemplary, or recognized teacher for the subsequent school year in the applicable subject area; or

B.   providing the student at least 30 hours of supplemental instruction (i.e., tutoring)

Additionally, each school district must establish a process allowing for the parent or guardian of a student who fails to perform satisfactorily on an assessment to make a request for district consideration that the student be assigned to a particular classroom teacher in the applicable subject area for the subsequent school year, if more than one classroom teacher is available.

House Bill 4545 – Accelerated Learning Requirements

The supplemental instruction (i.e., tutoring) must:

1) include targeted instruction in the TEKS for the applicable grade levels and subject area;
2) be provided in addition to instruction normally provided to students in the grade level in which the student is enrolled;
3) be provided for <u>no less than 30 total hours</u> during the subsequent summer or school year and, unless the instruction is provided fully during summer, include instruction <u>no less than once per week</u> during the school year;
4) be designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area;
5) include <u>effective instructional materials</u> designed for supplemental instruction;
6) be provided to a student individually or in a group of <u>no more than three students</u>, unless the parent or guardian of each student in the group authorizes a larger group;
7) be provided <u>by a person with training in the applicable instructional materials</u> for the supplemental instruction and under the oversight of the school district; and
8) to the extent possible, be provided by one person for the entirety of the student's supplemental instruction period.

House Bill 4545 – Accelerated Learning Requirements

Supplemental instruction must "*be provided in addition to instruction normally provided to students in the grade level in which the student is enrolled.*"

When receiving supplemental instruction (i.e., tutoring), a student cannot be removed from the following:

- Instruction in grade level content for the foundation curriculum
- Instruction in enrichment curriculum for the grade level in which the student is enrolled
- Recess or physical activity that is available to other students enrolled in the same grade level

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

If effectively implemented, high-impact tutoring programs can result in significant student progress

High-impact 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-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

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

...and can have a significant impact on student outcomes

5 months

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]*

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.

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SB 288 and SB 1356 Support Hiring Retired Teachers as Tutors

▪ **SB 288 -** Exempts certain retirees from penalties and surcharges if they are paid by specific federal funds related to learning loss (defined in the bill). These employees must be hired in addition to normal staff levels and funded **wholly** by federal stimulus funds (defined as any of the three federal stimulus acts). They are **exempt from work penalties and district surcharges until December 2024.**

▪ **TRS emergency/temporary rule** adopted by the TRS Board in May exempts all retirees who are hired between June and August 2021 from both penalties and surcharges. They may not be paid more than the daily rate of pay for that position and their employment under this rule must be complete by the end of August 2021.

▪ **SB 1356** – Directs nonprofit teacher organizations to create a tutor registry for active and retired teachers. By the last day of each semester, LEAs must submit a report to the board of trustees the number of active or retired teachers who contacted the district or school to offer tutoring services and the number used by the district or school as a tutor. LEAs may use any available local, state, or federal funds to pay for tutor compensation.

TEA is collaborating with TRS, TRTA, and ESCs to develop additional guidance for the implementation of this legislation.

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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: End of June (rolling deadline)

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: End of July

High Impact Tutoring Toolkit on Strong Start Site

Build it Yourself

The High Impact Tutoring Toolkit outlines the foundational principles and key considerations that all LEAs should consider when implementing a high impact tutoring program.

Table of Contents

- Background and Research
- Key Principles of High Impact Tutoring
- Program Design
  - Assembling The Team
  - Selecting A Program Focus
  - Student Prioritization
- Creating the Structure
  - Scheduling
  - Dosage
  - Delivery Mode
- Selecting a Tutoring Provider
- Identifying High-Quality Instructional Materials
- Program Implementation
  - Training Tutors and Providing Ongoing Support
  - Curriculum and Instructional Strategy
- Engaging Stakeholders
- Evaluating the Program
- Ensuring Equity

High Impact Tutoring Webinars

Overview

The High Impact Tutoring Webinars are intended to provide LEAs with an overview of high impact tutoring. With the signing of recent House Bills, TEA will be adding additional webinars to the calendar in the near future.

May 7, 11	May 26	June 17	July-Sept
Overview of High Impact Tutoring	**Program Design**	**Program Implementation**	**Continued Support For Implementation**
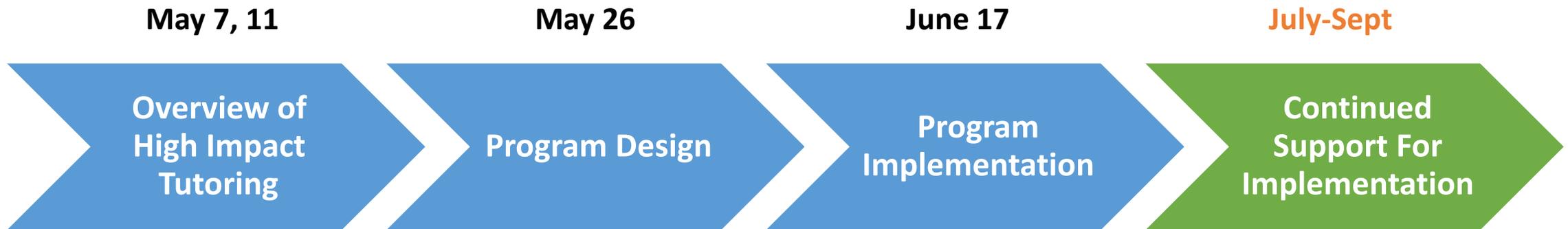
The recording and slides from the first two webinars can be found on the Strong Start page

High Impact Tutoring Implementation Workshop Series

Build it Yourself

Overview

The High Impact Tutoring Implementation Workshop Series is intended to provide **training and support to district leaders** to help them establish high-impact tutoring programs. There are two statewide cohorts of the series. And Education Service Centers will facilitate future workshop series.

Timeline

Date(s)	Event
June 21 – July 16	State-wide Cohort 1 (application closed)
Beginning in August	Statewide Cohort 2 and Regional Cohorts

Scope and Sequence

Orientation

Workshop 1: Program Aim

Workshop 2: Identifying Students and Budget Needs

Workshop 3: Hiring and Training Tutors + Materials

Workshop 4: Evaluation and Communication

Pre-Approved Tutoring Provider List

Objective

Assist LEA in the procurement processes by providing a list of pre-approved tutor providers.

Methodology

Tutoring organizations included in TEA's Pre-Approved List will include **at least one or more** of these evidence-based, high impact tutoring components:

- High quality curriculum

- Tutoring platform, with data reporting and analysis

- Tutor training, aligned with instructional materials

- Tutor recruitment and labor

Initial Observations

- Tutor providers have a range of services from full-service (include all tutoring components) to partial-service (focus only on individual components, such as tutor recruitment)

- Pricing for tutor labor and program components vary widely among programs

Vetted Texas Tutor Corps

Purpose

The Vetted Texas Tutor Corps (VTTC) is a **TEA-subsidized tutoring option** that synthesizes all components of high impact tutoring for LEAs.

Benefits:

- **Reduces the burden on LEAs** to design, secure, and synthesize the key components of high impact tutoring, utilizing Education Service Centers (ESCs) to support management and coordination of tutor programs and the recruitment and training of tutors at scale

- Provides **reduced-cost** access to high impact tutoring components, including:

  - **High-quality curriculum**, specifically designed for tutoring and aligned to grade level TEKS

  - **Tutoring platforms** that include data reporting and analysis, and functionality for in-person and virtual instruction

  - **Tutor training**, aligned with the instructional materials

  - **Tutor recruitment and labor,** drawing from a diverse range of organizations and tutor types

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Planning for High Impact Tutoring Costs

- According to research, ~60-80% of tutoring program costs is paying for personnel.

- Estimates of costs range from $461 - $3627 per pupil, varying greatly based on pay per hour associated with different tutor types (i.e., community volunteers, college students, AmeriCorps, paraprofessionals, active or retired teachers).

- The Vetted Texas Tutor Corps will provide reduced costs for tutor program components as well as the option for additional grant funding (up to $500,000 per qualifying LEAs) through a universal learning acceleration grant application in July.

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) Annenberg Institute at Brown University Study- Accelerating Student Learning with High-Dosage Tutoring; 3) National Student Support Accelerator

Additional Funding and Support for Learning Acceleration and Tutoring Will Be Coming in Waves

May	June	July	August	September-November

HB 4545 Supports

Additional LEA and parent guidance on new requirements in HB 4545

LEAs can begin applying for grant funds to support tutoring and other learning acceleration actions

Tutoring Supports

Webinars launched

HIT Implementation Workshop Series
State-led Cohorts begin

HIT Implementation Workshop Series
Regional ESC-led Cohorts begin

Pre-Approved List of Tutoring Providers published

TEA-subsidized Curriculum and Platform for delivery, data reporting and analysis available

TEA and ESC tutor training begins

TEA