

A background image showing a group of students walking up a wide, modern staircase. The students are seen from behind, moving away from the camera. They are wearing backpacks and casual clothing. The staircase has metal railings and is situated within a building with large glass windows that look out onto a green landscape. The overall atmosphere is bright and airy.

HB 4545 Webinar # 2

Accelerated Instruction, Tutoring, and Teacher Assignment

July 7, 2021

Introduction: TEA Team



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- To provide context and guidance for local educational agencies (LEAs) in implementing key components of HB 4545 in the 2021-2022 school year
- To provide an overview of tutoring and teacher assignments
- To provide a foundational overview of HB4545

Recap Q & A From Webinar #1

Accelerated Instruction (Tutoring)

Teacher Assignments

Recap Q & A

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*

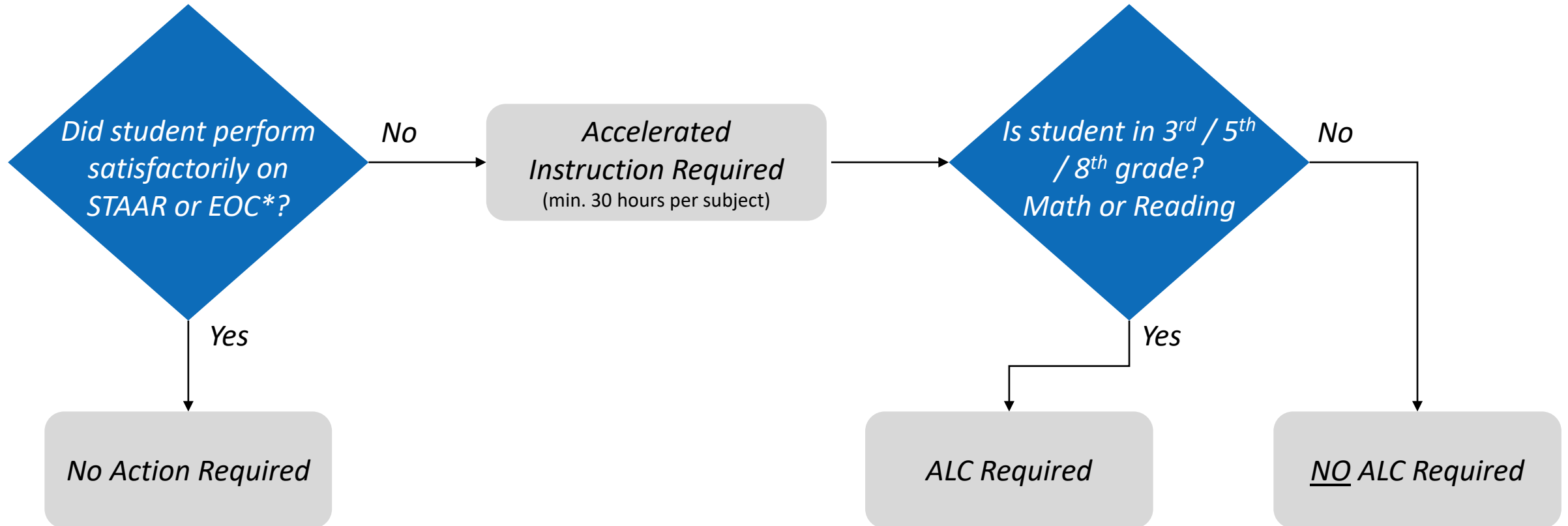
The above guidance for accelerated instruction continues to apply in subsequent school years.

What is the meaning of “each time a student fails to perform satisfactorily on an assessment?”

Any student who did not achieve at least Approaches in any subject assessed must receive accelerated instruction. If they were at Approaches or above (Meets and Masters), then they would not be required to receive accelerated instruction.

Decision Matrix

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

The 87th Legislature addressed through new requirements



Learning Acceleration

HB 4545

Creates requirements and additional supports for accelerated instruction for students scoring behind grade level on STAAR and EOCs



Tutors

SB 1356

Creates retired teacher tutor registry

SB 288

Addresses retirement benefits for tutor

House Bill 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...

3rd – 8th grade STAAR or EOC

House Bill 4545 – Accelerated Learning Requirements

Requirements for Accelerated Instruction

*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, when possible, for the entirety of the student's supplemental instruction period

House Bill 4545 – Accelerated Learning Requirements

Requirements for Accelerated Instruction (cont.)

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.

High Impact Tutoring vs. HB 4545

- **HB 4545 is meant to serve as the minimum requirements for accelerated instruction**
- **High Impact Tutoring programs will meet the requirements of HB 4545***
 - *However, some HIT programs will need waivers from parents on group instruction of 3+ students per HB 4545.
- **High Impact Tutoring expands, increases dosage of best practices to improve the effectiveness of accelerated instruction**

If effectively implemented, high impact tutoring 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](https://www.edweek.org/education/2021/03/01/one-to-one-tutoring/)); 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/ehhc-pc52>; 4) Kraft, M. A. (2020). Interpreting effect sizes of education interventions. Educational Researcher, 49(4), 241-253.

Activities to establish and support a tutoring program



Identify students who need tutoring support



Establish tutoring curriculum



Identify and recruit tutors



Schedule tutor sessions



Train tutors on High Impact Tutoring



General program management

...and more!

TEA is here to support LEAs in the development of their tutoring programs.

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



Use Vetted Texas Tutor Corps (VTTC) TEA-approved List

Resources: Clearinghouse of TEA-approved full and partial tutor program providers in the VTTC



Use the VTTC TEA-Subsidized Instructional Materials and Training

Resources: Vetted instructional materials, tutoring platform, aligned tutor training by ESCs, subsidized costs

High Impact Tutoring Toolkit on the Tutoring Webpage

The High Impact Tutoring Toolkit

Outlines the foundational principles and key considerations that all LEAs should consider when implementing a high impact tutoring program

Your one-stop shop for all things HIT



High Impact Tutoring and Related 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.

**July 7,
2021**

**HB 4545
Webinar
#2**

**July 14,
2021**

**Decision #
6 TCLAS
webinar**

**Week of
Aug 9**

**Tutoring
Workshops
Cohort #2**

The recording and slides from the first three webinars can be found on the [Texas Tutoring page](#)

High Impact Tutoring Workshop Series

Overview

The High Impact Tutoring Implementation Workshop Series is intended to provide **training and coaching to districts** to help them establish high-impact tutoring programs. This training will also serve as a trainer of trainer model to train other entities such as Education Service Centers to facilitate future workshops.

Host

Amplify.

Amplify is a publisher of K–12 core and supplemental curriculum, assessment, and intervention programs for today’s students.

Timeline

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

Vetted Texas Tutor Corps (VTTC) Reading and Math

What is the VTTC?

The VTTC includes TEA-approved full-service tutoring organizations AND organizations that support tutor outreach and recruitment. It also includes the TEA-subsidized high-quality instructional materials, tutoring platforms for data reporting and analysis, and aligned tutor training.

Vetted Texas Tutoring Corps

Pre-approved Tutoring Providers

Full-Service Tutor Organizations

Partial Tutor Organizations (Staffing)

TEA-Subsidized Tutoring Supports

Instructional Materials and Tutoring Platform for K-8 Math and Reading

Aligned Training (Tutor training on best practices, TEA-subsidized instructional materials, and tutoring platform)

Vetted Texas Tutor Corps

The costs for tutoring can be high...

60-80% of tutoring costs is paying for personnel

\$460 - \$3600 range per pupil, varying greatly by tutor type*

*(i.e., volunteer, college students, AmeriCorps, paraprofessional, active or retired teachers)

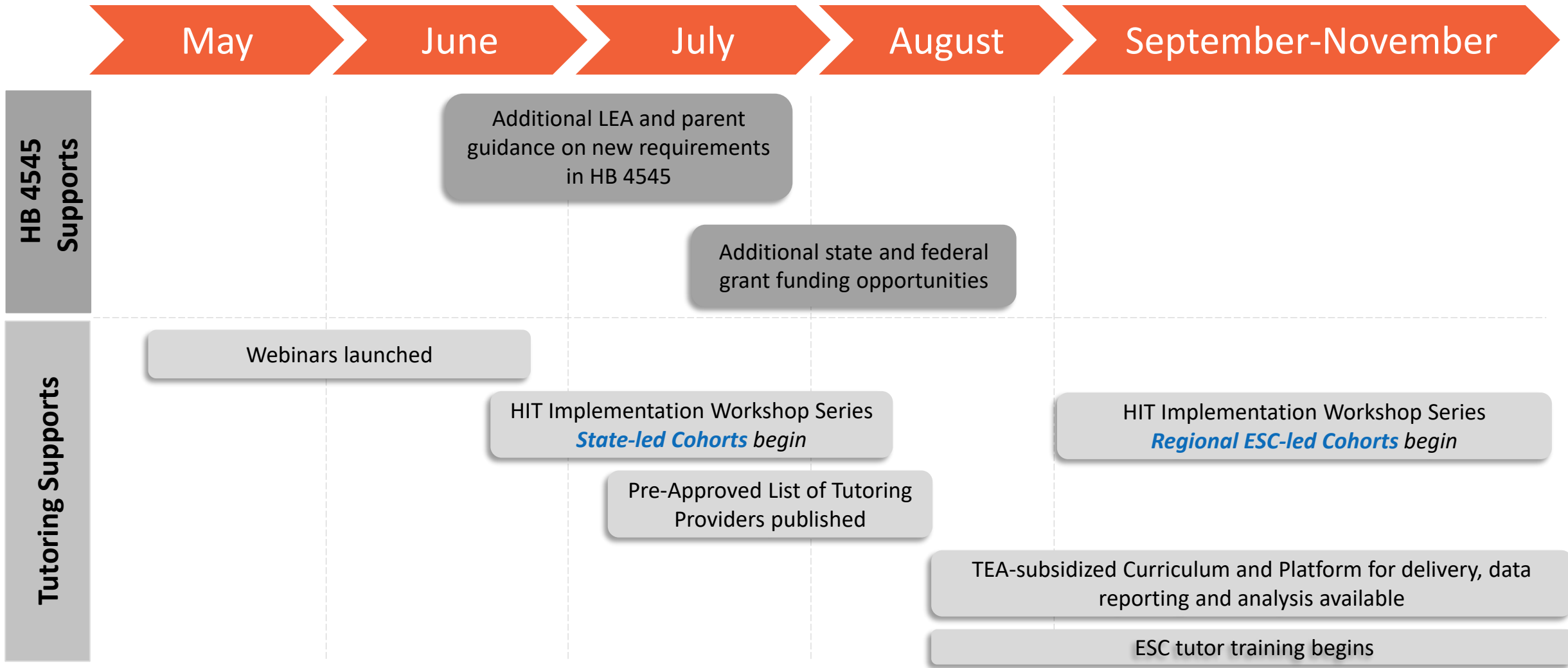
VTTC can help provide...

- Reduced costs for tutor program components
- The option for an additional grant subsidy (up to \$500,000 for qualifying LEAs)**

**Through the Texas COVID Learning Acceleration Support (TCLAS) 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



Near-term Checklist for LEAs

- ☐ *Review HB 4545*
- ☐ *Review High Impact Tutoring Toolkit*
- ☐ *Evaluate your capability to stand up a tutoring program*
- ☐ *Identify 'gaps' in capacity*
- ☐ *Evaluate options to fill gaps (e.g., Vetted Texas Tutor Corps)*



Teacher Assignment



House Bill 4545 – Accelerated Learning Requirements

Options for Accelerated Instruction

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Teacher Designations



NATIONAL BOARD
for Professional Teaching Standards®



Local Designation
System



Local Designation
System



Local Designation
System

How can districts look up if a teachers is currently designated?

Designations and expiration dates can be confirmed on a teacher's virtual SBEC certification

The example shown is a master designation through SY 2023-24



How can districts meet the requirement of assigning students to designated teachers?

Three Options

Option 1: District System

Designate teachers through an approved local optional teacher designation system

www.TIATexas.org
tia@tea.Texas.gov

Option 2: National Board

Employ teachers with active National Board certifications

Teachers must meet the following to be designated as recognized:

- Employed as an 087 role ID in TSDS Class Roster-Winter Collection
- Updated information in the [National Board Certified teacher directory](#)

New designations will be processed annually in April

Option 3: Previously Designated

Employ teachers who received a designation while working in a different district

District System Timeline



Pre-Application

System
Development

Stakeholder
Engagement



Year 1

Apply for TIA



Year 2

Capture Data



Year 3

Designate and
Compensate

Cohort C could first issue
designations in April 2022
Cohort D could first issue
designations in April 2023
Cohort E could first issue
designations in April 2024



Post-Approval

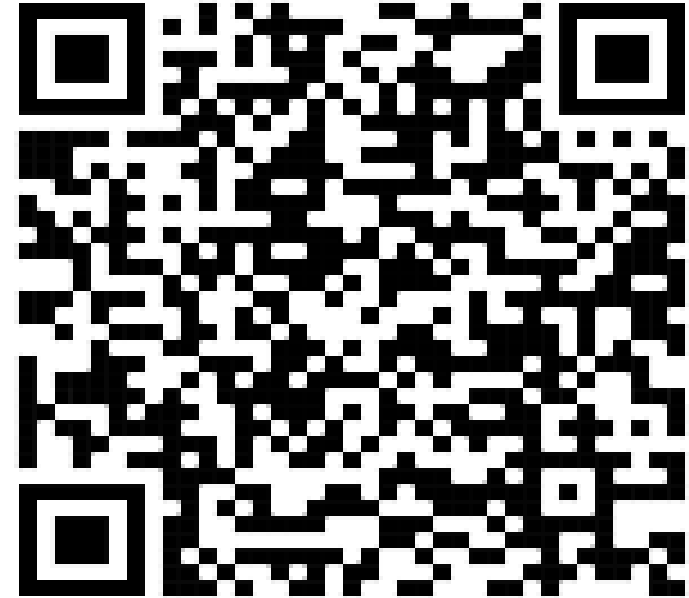
New designations

System
amendments or
expansion

Accelerated Learning Website



HB 4545 FAQ



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