

A photograph of a teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to two young students. The students are also sitting on the floor, looking at the book. They are in a library or classroom setting with bookshelves and blue storage bins in the background. The image is semi-transparent, allowing the text to be overlaid.

***HB 4545 Webinar 3:
Accelerated Learning
Committees***

July 20, 2021

Introduction: TEA Team



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- To provide a foundational overview of HB 4545
- To provide context and guidance for Accelerated Learning Committees

Recap Q & A From Webinar #2

**Accelerated Learning Committees: Requirements and
Participants**

ARDs and LPACs

Webinar 4 Information

Recap: Accelerated Instruction

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... STAAR grades 3rd – 8th or EOC assessments

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.)

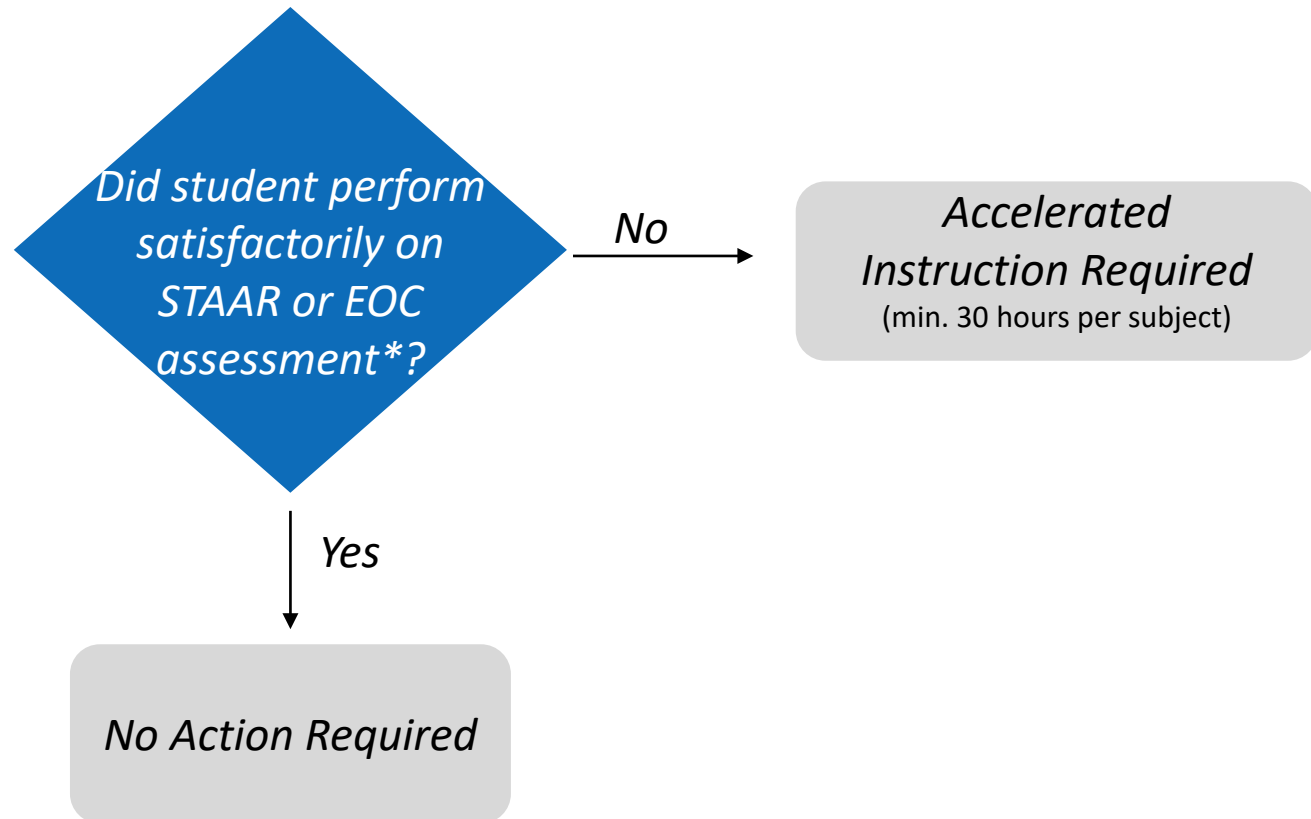
Students cannot be removed from...

- 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.

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)*

Recap Q & A

Is accelerated instruction for first-time STAAR EOC assessment testers or does it include students who have taken the STAAR multiple times?

Accelerated instruction is required any time a student does not pass a STAAR or STAAR EOC assessment. This includes first-time testers, as well as re-testers. Specifically, TEC § 28.0217 states: “Each time a student fails to perform satisfactorily” accelerated instruction is required.

Accelerated Learning Committees (ALC)

ALC Required Members

1

The principal or the principal's designee

2

The student's parent or guardian, and

3

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

Accelerated Learning Committees (ALC)



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

3rd grade STAAR

5th grade STAAR

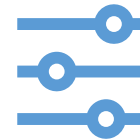
8th grade STAAR



- 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.



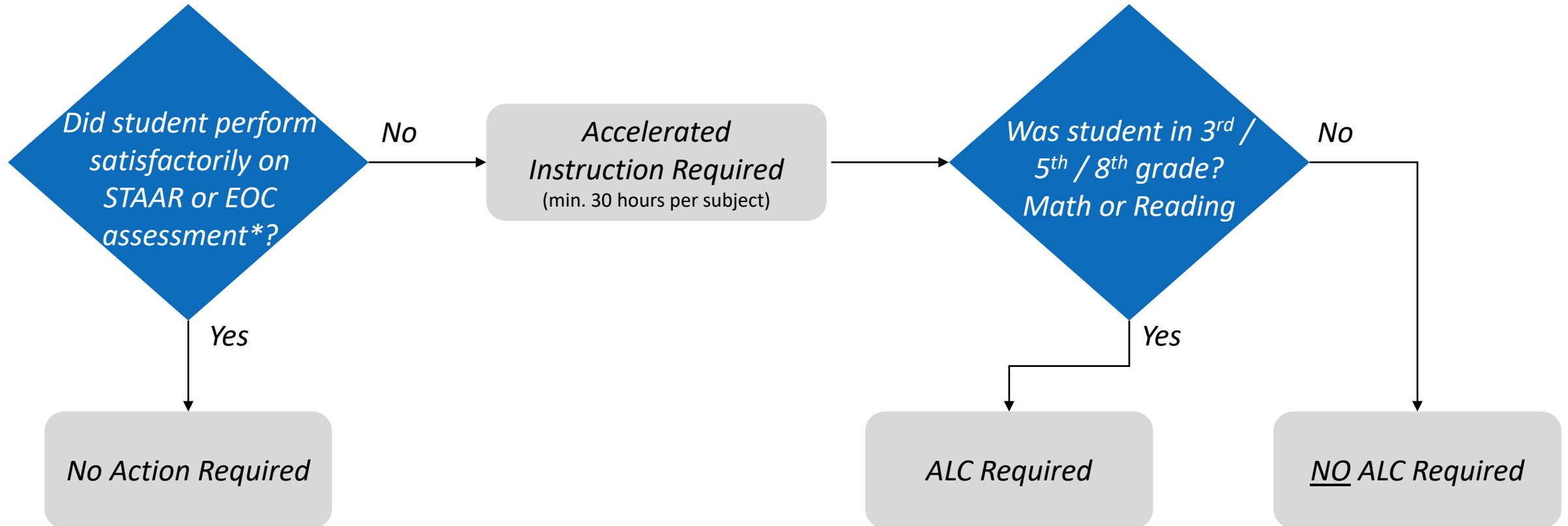
If a student performs unsatisfactorily on an assessment in the subsequent SY, the ALC* must

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

*with direct involvement from the superintendent/designee

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

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

ARD Committees

Q & A

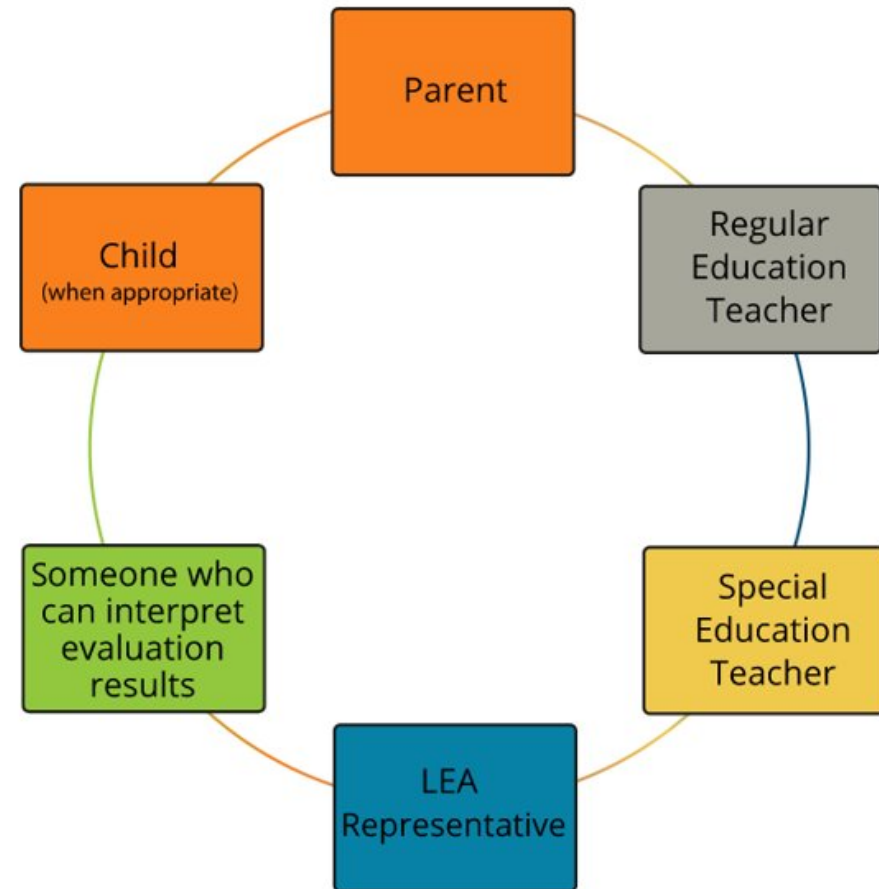
Do the requirements for accelerated learning committees apply in addition to Admission, Review, and Dismissal (ARD) committees for students served by special education, or do ARD committees create the accelerated learning plan?

For students served by special education, the ARD committee serves as the accelerated learning committee 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 within the Individualized Education Program (IEP).

Who Must Be Included on the ARD Committee?

- The parent of the child with an IEP
- At least one regular education teacher of the child who must, when possible, be a teacher who is responsible for implementing a portion of the child's IEP
- At least one special education teacher or provider of the child
- LEA representative
- Someone who can interpret instructional implications of the evaluation results
- The child (when appropriate)



34 CFR §300.321; 19 TAC §89.1050

Do the HB 4545 requirements for an accelerated learning committee apply to students served by special education who participated in the STAAR Alternate 2?

The ARD committee must consider the needs of 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.

ARD committees must 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.

If a parent disagrees with the ARD committee's decision regarding accelerated instruction, and the ARD meeting ends in disagreement, does the ARD committee have the authority to adjust HB 4545 requirements to meet parent requests?

If the members of the ARD committee are unable to reach agreement regarding the accelerated instruction program, the disagreement should be addressed consistent with the process for addressing any other ARD committee disagreement.

**If a student has an IEP, can the ARD committee
“waive” all HB 4545 requirements?**

HB 4545 requires that the ARD committee for students served by special education consider how the student will participate in an accelerated instruction program if the student is unsuccessful on the STAAR reading or STAAR math assessment in 3rd, 5th, or 8th grade. The ARD committee must develop the accelerated learning plan; this requirement cannot be waived.

Would accelerated instruction need to be documented within the IEP as the Intensive Program of Instruction (IPI)? Does this requirement take the place of, or now become, the IPI?

HB 4545 made changes to TEC § 28.0211. Intensive Programs of Instruction (IPI) are required under TEC § 28.0213; therefore, the requirements for ARD committees related to IPI have not been changed.

Since the ARD committee serves as the accelerated learning committee for students in grades 3, 5, and 8 who are served by special education, do decisions about an accelerated learning program require an ARD committee meeting, or could changes be made through the amendment process?

HB 4545 requires the ARD committee of a student served by special education to meet and determine how the student will participate in an accelerated learning program. The ARD committee should include the required committee members when making decisions regarding the student's accelerated instruction program and document those decisions in the IEP.

If the parent is unable to attend the ARD meeting and/or the teacher of the subject the student failed is unable to attend, can the ARD committee proceed without the parent and/or by using another teacher?

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.

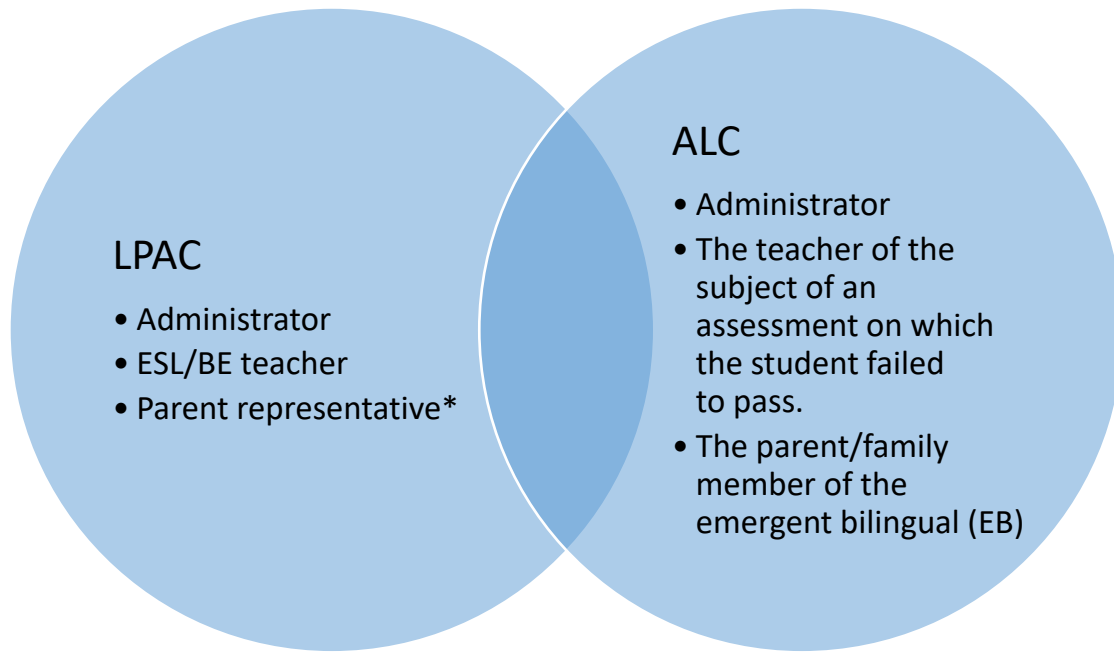
If a student has a Section 504 Plan, does the 504 Committee serve as the ALC ?

HB 4545 does not explicitly address 504 committees therefore; districts must consider accelerated learning needs and convene accelerated learning committees consistent with the general education requirements.

LPAC

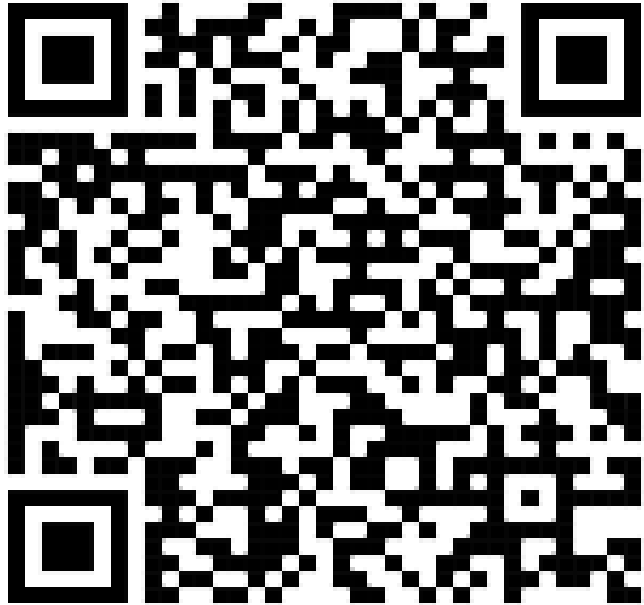
Q & A

May the LPAC also serve as the ALC if the requirements are met?

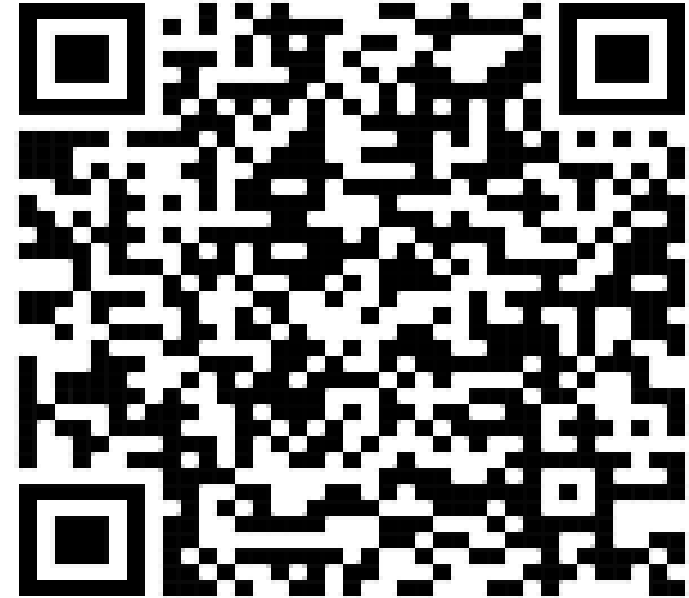


To ensure equity for emergent bilinguals (EBs) the ALC should convene as directed with the *inclusion* of an LPAC representative.

[Accelerated Learning Website](#)



[HB 4545 FAQ](#)



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



Upcoming Webinar #4

- [Register](#)
- July 29th @11:00 a.m.

