Introduction: TEA Team

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Objectives

• To provide resources for LEA implementation of HB 4545

• To provide context and guidance for Accelerated Learning Committees
Agenda

Recap of Accelerated Learning Committees

Parent Communication Resources

Resources That Support Accelerated Instruction

Timeline and Location of Resources
Recap: Accelerated Learning Committee
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

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

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

**Decision Matrix**

Did student perform satisfactorily on STAAR or EOC assessment*?

- **Yes**
  - No Action Required

- **No**
  - Accelerated Instruction Required (min. 30 hours per subject)

Did the student perform unsatisfactorily on 3rd / 5th / 8th grade STAAR Math and/or Reading Assessment?

- **Yes**
  - ALC Required

- **No**
  - NO ALC Required

*If the student did not test, Accelerated Instruction is required (i.e., follow “No” path did not perform satisfactorily from decision point #1, see FAQs and local decision)
Parent Communication Resources
TAC §101.3014

(b) A school district, charter school, or private school that administers criterion-referenced tests under the TEC, Chapter 39, Subchapter B, shall notify each of its students, his or her parent or guardian, and his or her teacher for that subject of test results, observing confidentiality requirements in the TEC, §39.030.

(c) All test results shall be included in each student's academic record and shall be furnished for each student transferring to another school district, charter school, or private school.
STAAR Report Card Parent Info

ROAD TO RECOVERY

STAAR results can show families and teachers how disruptions to instruction over the past year impacted learning. Next year, teachers can use results along with report cards and family input to co-create plans to support their child's academic progress.

Follow 4 EASY STEPS to Log in & Learn More

1. Find the unique access code on your child's paper STAAR report card.
2. Visit TexasAssessment.gov and enter the access code and date of birth.
3. Review your child's results and the personalized resources to support learning at home.
4. At the beginning of the school year, discuss the results with your child's teacher and work together to support your child's learning.

This year, STAAR results will not be used to evaluate teachers or grade schools. They are for learning only and are meant to show where your child is meeting grade level expectations in each subject and where they may need additional support. It is one of many important steps to our school's recovery. Visit TexasAssessment.gov for your child's STAAR results.

https://tea.texas.gov/sites/default/files/covid/flyer-paperreports.pdf
Texas Assessment Portal

https://texasassessment.gov
Questions to Ask Teachers

https://tea.texas.gov/student-assessment/testing/csr/questions-for-teachers
Questions to Ask a Counselor

https://tea.texas.gov/student-assessment/testing/csr/questions-for-counselors
Resources That Support Accelerated Instruction
The purpose of this document is to serve as a think aloud piece for the various areas that LEAs and ESCs might identify or need to identify as focal points to ensure implementation and compliance with HB 4545. These questions and topics do not serve to direct or enforce one approach over another. This is a supplemental guidance tool and utilization is voluntary.

<table>
<thead>
<tr>
<th>Question/Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Has my team reviewed HB 4545 in its entirety?</td>
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<td>Have we reviewed the materials and resources available from external partners? (ESC, TEA, TASB, other districts)</td>
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<td>Have we identified who needs to be aware of HB 4545 and how we will inform them?</td>
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<tr>
<td>What are the major points of HB 4545 our team needs to be able to identify, speak to, and understand immediately?</td>
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<td>Are there similarities in HB 4545 and current practices our team/district implement? (For example: GPC’s/SSI/Accelerated Instruction)</td>
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<tr>
<td>Do we have practices, systems, and tools/materials in place currently, that we could adjust to fit the needs established in HB 4545?</td>
<td>Do we have practices, systems, and tools/materials in place currently, that we could adjust to fit the needs established in HB 4545? (Are we identifying areas where we can revise and edit as opposed to reinventing the wheel? What new things do we need and what old things can we toss?) Have we adopted the necessary board policy change(s) necessary to ensure effective implementation and as required? If we have not, when will we and how will we communicate that piece? Regarding accelerated instruction– have we identified our students that need accelerated instruction pursuant to HB 4545 requirements? How many students and what subject areas? (You can break this down by grade level, content, campus, feeder pattern, etc.)</td>
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Calculating Weeks Needed for Accelerated Instruction (AI)

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<tr>
<th>6 Days of Week for WIN @ 60 minutes each day</th>
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- Determining the frequency and duration for tutoring.
- Helps with planning for absences and missed sessions.
Tutor Data Tracking Example

Areas to Consider Tracking:
- Student ID
- Student First and Last Name
- Grade
- Accelerated Learning Subject
- Materials Used
- Tutor ID
- Tutor First Name
- Tutor Last Name

Session Date
- Session End Time
- Number of Students Present
- Tutor Present
- Inside/Outside of School Hours
- Tutoring Modality
To the Parent/Guardian of ________________

Given the disruptions of the 2020-2021 school year, the Texas Legislature has given parents new rights to help support their children. House Bill 4545, signed on June 16, 2021, provides additional learning opportunities for students who did not meet standards on the STAAR exam. One of those learning supports is extra tutoring. This letter outlines the tutoring that your child is being offered and asks you to make a decision about how that support is provided. You will receive a separate communication describing other learning supports your child will receive.

What would this tutoring provide?

The law requires that the tutoring is provided to students individually or in a group of no more than three students. School systems can also ask parents to agree to a larger tutoring group to support their child.

Why is my child receiving this tutoring?

Any child in grades 3-8 who did not pass STAAR or end-of-course (EOC) assessments will receive tutoring in the upcoming school year. During the summer of 2022, your child did not meet approaches or higher on one or more STAAR or STAAR EOC assessments, so he/she will receive tutoring in the upcoming year in _____ (SUBJECT(S)).

What decision do I need to make?

There are certain parts of House Bill 4545 that require a decision by parents. The tutoring required for students under House Bill 4545 states that students are to be in a group of no more than three students per one tutor. Below, _____ (DISTRICT NAME) is asking you to provide permission for your student to receive tutoring in a group that is larger than three students. We are asking this permission because we believe we can effectively meet your child's needs in a larger group. You can choose to provide this permission, or not to provide it, and you can provide this permission only for some subjects and not for others. Your decision will not affect whether your child receives tutoring.

Please place an X by the statement that reflects your decision.

_______ I give permission for my student to participate in a larger-than-3:1 tutoring group, for the subject areas requested above.

_______ I give permission for my student to participate in a larger-than-3:1 tutoring group, for the following subject(s) ______________________

_______ I do not give permission for my student to participate in a larger-than-3:1 tutoring group for any subjects.

Parent/Guardian Signature: ___________________________ Date: ___________________
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
1. Agenda

- Introduction
- Purpose of Meeting (HB 4545 Requirements)
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II. Acceleration Learning Plan Below (or see the attached documentation.)

Notes (e.g., Frequency, Location of instruction, Staff member(s) responsible, Time of instruction before, after, during school)
ALC Tools for Educators
Tested with parents and teachers from across the country

3 Steps for Parent-Teacher Conference or ALC:

1. Ask for parent insights and observations about their child from last school year (academically and socially-emotionally)

2. Discuss STAAR data and other formative, or interim assessment results

3. Come together to identify key goals and strategies
Easy PowerPoint Format

Can be easily exported to Google Slides

Shared via Google classroom or uploaded to parent portal

Dear Parents:

Thank you for all that you did last year. I’m excited to get to know you and your child better and to partner with you to best support your child’s learning this school year.

We’ll use this short tool at our conference to create a learning plan informed by your important observations along with your child’s STAAR performance in reading and math. [Insert assessments & benchmarks for other subjects]

We’ll monitor the goals throughout the year to ensure your child is making progress to get back on track.

I’m looking forward to a great year!

STAAR Results: Math

Your child scored ___ out of ____ possible points.

This falls in the did not meet grade-level range, which means your child will need additional support to get back on track this school year.

Skill Breakdown

Your child did better in (INSERT SPECIFIC STAAR AREA).

Your child needs the most support in (INSERT SPECIFIC STAAR AREA).

Partner Up on a Plan

TEACHER & PARENT INPUT

• 3 Key math and reading skills to focus on this fall:
  [Insert here]

• 3 Key life skills and learning habits to focus on this fall:
  [Insert here]

• Strategies for supporting these skills at home:
  [Insert here]

• Resources to support these skills:
  [Insert here]
• Asks parents for their input to take to the teacher
• Can be shared digitally or printed
• Available in early August
Your child scored ______ out of ______ possible points.

This falls in the did not meet grade level range, which means your child will need additional support to get back on track this school year.

Skill Breakdown

Your child did better in (INSERT SPECIFIC STAAR AREA).

Your child needs the most support in (INSERT SPECIFIC STAAR AREA).

For detailed breakdowns of how your child did in each subject, log in to TexasAssessment.Gov.
Timeline and Location of Resources
# HB 4545 Planning Recommendations

<table>
<thead>
<tr>
<th>Month of July</th>
<th>Month of August</th>
<th>Month of September</th>
<th>Month of October</th>
<th>Month of November</th>
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<tbody>
<tr>
<td><strong>LEA Actions and Milestones</strong></td>
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<tr>
<td>- Attend and Review TEA Webinars 1-4</td>
<td>- Establish processes for contacting parents/guardians regarding AI and ALC</td>
<td>- Accelerated instruction implementation</td>
<td>- Quarterly AI progress monitoring</td>
<td>- Review and adjust potential modification to AI schedule</td>
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<tr>
<td>- Review FAQs</td>
<td>- Schedule ALC meetings</td>
<td>- Collect 3:1 consent, if needed</td>
<td>- Communicate AI progress/attendance with parents/guardians</td>
<td></td>
</tr>
<tr>
<td>- Review HB 4545 planning document</td>
<td>- Review 3:1 consent and ALC resources and templates</td>
<td>- Complete ALC meetings</td>
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<tr>
<td>- Establish processes for identifying, reviewing, and tracking student data</td>
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<tr>
<td>- Determine AI schedule</td>
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Visit resources on our [webpage](#)
Additional HB 4545 questions:  Accelerated.instruction@tea.texas.gov