

A background image showing a group of students walking up a wide, modern staircase. The students are wearing backpacks and casual clothing. The staircase has metal railings and is situated in a bright, airy space with large windows in the background that look out onto a green landscape. The overall tone is bright and positive.

HB 4545 Webinar 4: Resources

July 29, 2021

Introduction: TEA Team



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- To provide resources for LEA implementation of HB 4545
- To provide context and guidance for Accelerated Learning Committees

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)

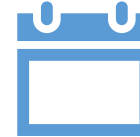


ALCs are required for students who do not perform satisfactorily on Reading & Math.

3rd grade STAAR

5th grade STAAR

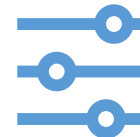
8th grade STAAR



- 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

ALC Required Members

1

The principal or the principal's designee

3

The teacher of the subject of an assessment on which the student failed to pass.

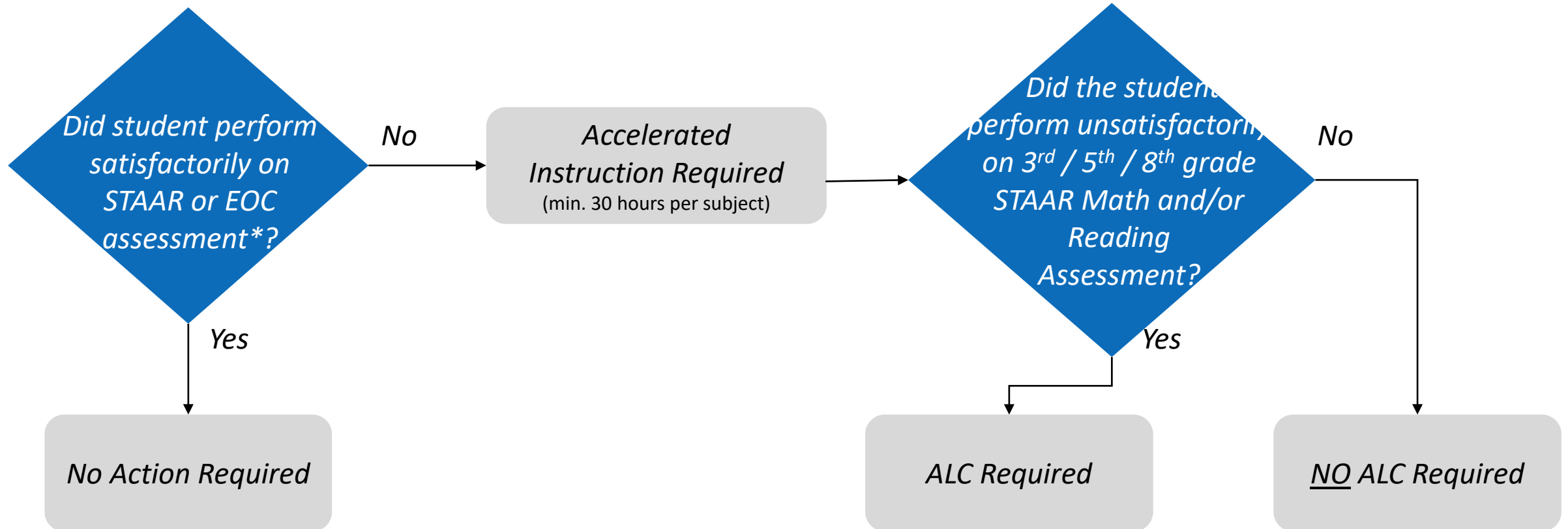
2

The student's parent or guardian, and

Student performs unsatisfactorily on assessment/same subject/subsequent school year: 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 did not perform satisfactorily from decision point #1, see FAQs and local decision)*



ALC = Accelerated Learning Committee

Parent Communication Resources

Parent Notification Requirements

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



<https://tea.texas.gov/sites/default/files/covid/flyer-paperreports.pdf>

LEARN MORE ABOUT YOUR CHILD'S SCORE

Log in to the secure student portal to learn more about your child's score and how to help improve it.

Unique Student
Access Code

Access Code

Student's Date of
Birth

Month ▼

Day ▼

Year ▼

Log In to Student Portal

Find My Access Code

STUDENT PORTAL OVERVIEW

Learn to use the Student Portal

VIEW TRANSCRIPT


VIDEO WITH AUDIO DESCRIPTION



<https://texasassessment.gov>

Questions to Ask Teachers

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[AskTED](#)
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Questions for Teachers

In Grades 3–8, the STAAR Report Card includes tips for parents to get the most out of a parent-teacher conference. Parents are encouraged to prepare in advance for these meetings with the following checklist:

Things To Do Before The Conference

- Check your child's grades and relevant test scores.
- Ask your child if there are any questions he/she would like you to ask the teacher.
- Write down any special notes you want to make sure to mention that could impact your child at school (e.g., major changes at home, special interests, allergies, etc.).
- Talk to other parents, guardians, or caregivers about questions they would like to have asked.
- Pre-write your questions so you don't forget any, and make sure to bring a way to take notes!






Important Questions To Ask Your Teacher


Parents are also offered sample questions to ask the teacher. The questions are different depending upon the grade level of the student.

3rd – 4th Grade:

STAAR Report Card

[STAAR Report Card Walkthrough](#)
[STAAR Report Card Recommended Book Lists](#)
[Questions For Counselors](#)
[Questions for Teachers](#)




<https://tea.texas.gov/student-assessment/testing/csr/questions-for-teachers>

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Questions to Ask a Counselor


[Popular Applications](#)
[AskTED](#)
[ECOS for Educators](#)
[Grant Opportunities](#)
[Secure Applications](#)
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Questions For Counselors

In high school, the STAAR Report Card provides tips for preparing for college or a career. Rather than including tips on getting the most out of parent-teacher conferences, the back cover includes suggested questions to ask a high school counselor, which vary by grade level.


Suggested Questions to Ask Your High School Counselor


For students finishing 9th grade:


- I need to learn more about college and career options. When is the college and career fair?
- What career and technical education (CTE) opportunities are offered at my school that lead to an industry-based certification or work-based learning opportunity?
- What other college credit and career preparatory classes can I take in 10th, 11th, and 12th grade? How should I prepare for dual credit or Advanced Placement courses?
- How do I sign up to take the PSAT, the Texas Success Initiative Assessment (TSIA), and/or the ACT Aspire exam? How should I prepare for it? Is there financial support available?
- Where can I find information about local summer enrichment and career-building skill programs?


STAAR Report Card

- [STAAR Report Card Walkthrough](#)
- [STAAR Report Card Recommended Book Lists](#)
- [Questions For Counselors](#)**
- [Questions for Teachers](#)









<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.

Question/Topic	Notes
Has my team reviewed HB 4545 in its entirety?	
Have we reviewed the materials and resources available from external partners? (ESC, TEA, TASB, other districts)	
Have we identified who needs to be aware of HB 4545 and how we will inform them?	
What are the major points of HB 4545 our team needs to be able to identify, speak to, and understand immediately?	
Are there similarities in HB 4545 and current practices our team/district implement? (For example: GPC's/SSI/Accelerated Instruction)	
Do we have practices, systems, and tools/materials in place currently, that we could adjust to fit the needs established in HB 4545?	

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.)

Hawkins ISD Calculations Chart

Example

Calculating Weeks Needed for Accelerated Instruction (AI)				
5 Days of Week for WIN @ 60 minutes each day				
# of Subjects Needing AI	1	2	3	4
Minutes of Accelerated Instruction (WIN Time)	60	60	60	60
# of Days of WIN Time	5	5	5	5
Weeks required to reach 30 hours	6	6	6	6
Total weeks if needing AI for multiple subjects		12	18	24
5 Days of Week for WIN @ 45 minutes each day				
# of Subjects Needing AI	1	2	3	4
Minutes of Accelerated Instruction (WIN Time)	45	45	45	45
# of Days of WIN Time	5	5	5	5
Weeks required to reach 30 hours	8	8	8	8
Total weeks if needing AI for multiple subjects		16	24	32
5 Days of Week for WIN @ 30 minutes each day				
# of Subjects Needing AI	1	2	3	4
Minutes of Accelerated Instruction (WIN Time)	30	30	30	30
# of Days of WIN Time	5	5	5	5
Weeks required to reach 30 hours	12	12	12	12
Total weeks if needing AI for multiple subjects		24	36	48
4 Days of Week for WIN @ 60 minutes each day				
# of Subjects Needing AI	1	2	3	4
Minutes of Accelerated Instruction (WIN Time)	60	60	60	60
# of Days of WIN Time	4	4	4	4
Weeks required to reach 30 hours	7.5	7.5	7.5	7.5
Total weeks if needing AI for multiple subjects		15	22.5	30
4 Days of Week for WIN @ 45 minutes each day				
# of Subjects Needing AI	1	2	3	4
Minutes of Accelerated Instruction (WIN Time)	45	45	45	45
# of Days of WIN Time	4	4	4	4
Weeks required to reach 30 hours	10	10	10	10
Total weeks if needing AI for multiple subjects		20	30	40
4 Days of Week for WIN @ 30 minutes each day				
# of Subjects Needing AI	1	2	3	4
Minutes of Accelerated Instruction (WIN Time)	30	30	30	30
# of Days of WIN Time	4	4	4	4
Weeks required to reach 30 hours	15	15	15	15
Total weeks if needing AI for multiple subjects		30	45	60

Created by: Principal Principles™

- Determining the frequency and duration for tutoring.
- Helps with planning for absences and missed sessions.

Tutor Data Tracking Example

Draft

STUDENT ID	STUDENT FIRST NAME	STUDENT LAST NAME	GRADE	ACCELERATED LEARNING SUBJECT	MATERIALS USED	TUTOR ID	TUTOR FIRST NAME	TUTOR LAST NAME	SESSION DATE
What instructional materials were used?									
####	Jane	Doe #1	3	Math	Pre-Created	####	John	Doe #1	Date
####	Jane	Doe #1	3	Reading	District-Created	####	John	Doe #2	Date
####	Jane	Doe #1	3	Science	Teacher-Created	####	John	Doe #3	Date
SESSION START TIME		SESSION END TIME	NUMBER OF STUDENTS PRESENT		TUTOR PRESENT	STUDENT PRESENT		INSIDE / OUTSIDE OF SCHOOL HOURS	TUTORING MODALITY
			How many total students were participating in the session?		Was the tutor at the scheduled session? (Y/N)	Was the student at the scheduled session? (Y/N)		Did the session happen within prescribed school time or outside of school hours?	How was the session delivered?
Start Time	End Time	##			Yes	Yes		Before	In-Person
Start Time	End Time	##			Yes	Yes		During	In-Person
Start Time	End Time	##			Yes	Yes		After	Online

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, or 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

ALC Example Meeting Document

Draft

Accelerated Learning Committee
[State of Texas Assessments of Academic Readiness (STAAR) or State of Texas Assessments of Academic Readiness A (STAAR Alt 2)]
End-of-Course Assessment

Student:
 Parent/Guardian:
 Address:
 Phone:

Date of Notice:
 Date of Meeting:
 Location:

Membership

	Member	Name
<input type="checkbox"/>	*Principal (or designee)	
<input type="checkbox"/>	*Teacher of (subject)	
<input type="checkbox"/>	Teacher of (subject)	
<input type="checkbox"/>	*Parent/Guardian	
<input type="checkbox"/>	Parent/Guardian	
<input type="checkbox"/>	LPAC/504 Representative (if applicable)	
<input type="checkbox"/>	Other	
<input type="checkbox"/>	Other	

*Required

I. 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

[STAAR/STAAR Alt 2]	Score Code (scored, absent, other)	Performed Satisfactorily (Approaches or higher)	
		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	

1

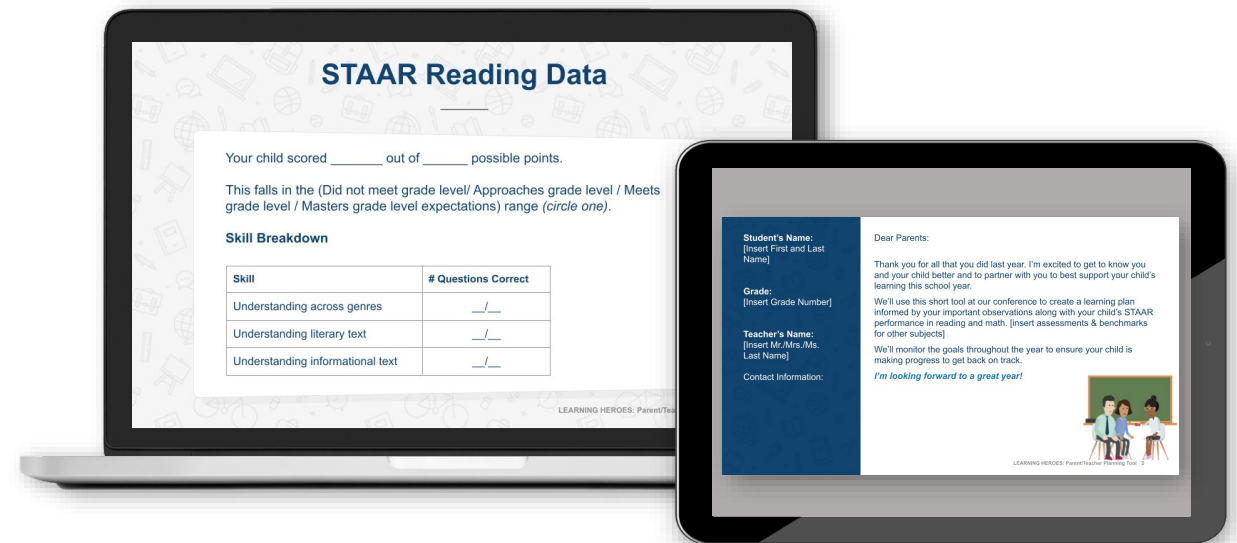
II. Acceleration Learning Plan Below (or see the attached documentation.)

Notes (e.g. Frequency, Location of instruction, Staff member(s) responsible, Time of instruction before, after, during school)

ALC Tools for Educators

Evidence-Based 3-Step Parent Teacher Planning Tool

- ★ 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



[insert tool link here]

Easy PowerPoint Format

Student's Name:
[Insert First and Last Name]

Grade:
[Insert Grade Number]

Teacher's Name:
[Insert Mr./Mrs./Ms. Last Name]

Contact Information:

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!



LEARNING HEROES: Parent/Teacher Planning Tool 2

Together, let's use the 3 steps below to make a personalized learning plan for your child

Help me get to know your child

Share math and reading performance

Partner up on a plan

LEARNING HEROES: Parent/Teacher Planning Tool 3

- Can be easily exported to Google Slides
- Shared via Google classroom or uploaded to parent portal

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).

LEARNING HEROES: Parent/Teacher Planning Tool 4

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]

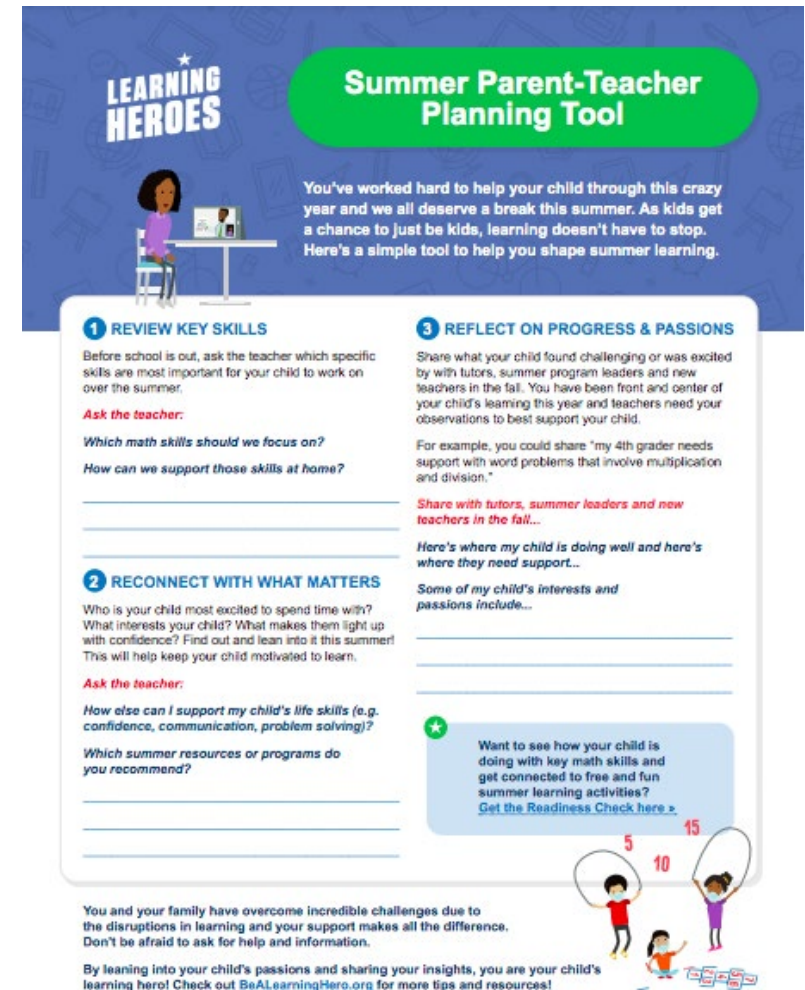
★ Resources to support these skills:
[Insert here]

LEARNING HEROES: Parent/Teacher Planning Tool 9

Printable Parent Version Coming Soon

Example:

- Asks parents for their input to take to the teacher
- Can be shared digitally or printed
- Available in early August



LEARNING HEROES

Summer Parent-Teacher Planning Tool

You've worked hard to help your child through this crazy year and we all deserve a break this summer. As kids get a chance to just be kids, learning doesn't have to stop. Here's a simple tool to help you shape summer learning.

1 REVIEW KEY SKILLS
Before school is out, ask the teacher which specific skills are most important for your child to work on over the summer.
Ask the teacher:
Which math skills should we focus on?
How can we support those skills at home?

2 RECONNECT WITH WHAT MATTERS
Who is your child most excited to spend time with? What interests your child? What makes them light up with confidence? Find out and lean into it this summer! This will help keep your child motivated to learn.
Ask the teacher:
How else can I support my child's life skills (e.g. confidence, communication, problem solving)?
Which summer resources or programs do you recommend?

3 REFLECT ON PROGRESS & PASSIONS
Share what your child found challenging or was excited by with tutors, summer program leaders and new teachers in the fall. You have been front and center of your child's learning this year and teachers need your observations to best support your child.
For example, you could share "my 4th grader needs support with word problems that involve multiplication and division."
Share with tutors, summer leaders and new teachers in the fall...
Here's where my child is doing well and here's where they need support...
Some of my child's interests and passions include...

Want to see how your child is doing with key math skills and get connected to free and fun summer learning activities? [Get the Readiness Check here >](#)

You and your family have overcome incredible challenges due to the disruptions in learning and your support makes all the difference. Don't be afraid to ask for help and information.

By leaning into your child's passions and sharing your insights, you are your child's learning hero! Check out [BeALearningHero.org](#) for more tips and resources!

STAAR Results: Reading

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](https://www.texasassessment.gov).



Timeline and Location of Resources

HB 4545 Planning Recommendations

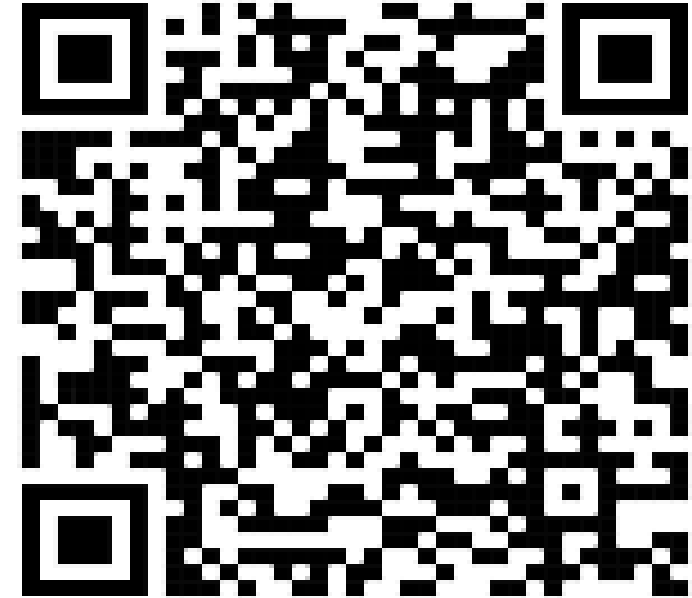
Month of July	Month of August	Month of September	Month of October	Month of November
<p>LEA Actions and Milestones</p> <ul style="list-style-type: none">• Attend and Review TEA Webinars 1-4• Review FAQs• Review HB 4545 planning document• Establish processes for identifying, reviewing, and tracking student data• Determine AI schedule	<p>LEA Actions and Milestones</p> <ul style="list-style-type: none">• Establish processes for contacting parents/ guardians regarding AI and ALC• Schedule ALC meetings• Review 3:1 consent and ALC resources and templates	<p>LEA Actions and Milestones</p> <ul style="list-style-type: none">• Accelerated instruction implementation• Collect 3:1 consent, if needed• Complete ALC meetings	<p>LEA Actions and Milestones</p> <ul style="list-style-type: none">• Quarterly AI progress monitoring• Communicate AI progress/ attendance with parents/ guardians	<p>LEA Actions and Milestones</p> <ul style="list-style-type: none">• Review and adjust potential modification to AI schedule

Visit resources on our [webpage](#)

Accelerated Learning Website



HB 4545 FAQ



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