The background of the slide is an aerial photograph of a city skyline, likely Austin, Texas, featuring a prominent river (the Colorado River) and various high-rise buildings under a clear sky. The text is overlaid on a white rectangular background.

Fidelity of Implementation Rubric Training

For TCLAS Decision 6 Districts



Agenda

- Grant Assurances
- Purpose
- Overall Structure and Requirements
- Tab by Tab Look
- Timeline
- Immediate Next Steps
- Questions

Grant Assurances



Grant Requirements (Assurances)

Decision 6 – Tutoring

- LEAs agree to adhere to statutory requirements for accelerated instruction.
- LEAs will participate in data collection and reporting to TEA on the efficacy and impact of tutoring programs.
- LEAs agree to cover any additional costs associated with the use of the high-quality instructional materials and resources provided through the Vetted Texas Tutor Corps (VTTC).
- LEAs agree to cover any additional costs associated with the use of the VTTC online tutoring platform for in-person and remote tutoring sessions
- LEAs agree to cover any additional costs associated with the recruitment and training for tutors trained by TEA approved providers.

Purpose of FOI

Purpose



- What and why?
 - The Fidelity of Implementation rubric serves as a tool for D6 districts to evaluate their High Impact Tutoring program. This tool provides in-time supports to the LEA through immediate access to resources as well as through an established connection to their ESC.
 - Key components of the TCLAS D6 grant include: progressing from 4545 minimum requirements to a more best practice approach to tutoring, maintaining proper training as it relates to HIT and your subsidized providers, and ultimately growing students academically.
 - **This rubric is required for all TCLAS D6 districts, however, outcomes/ratings in the rubric are NOT tied to grant compliance or funding amounts.**
 - Non-D6 LEAs interested in evaluating their tutoring efforts are more than welcome to use this rubric as an optional assessment tool.

Structure & Requirements

Structure/Requirements



■ Structure:

1. Instructions Tab with example
2. Formative Tab (optional)
3. Summative Tab (required)
4. Narrative Tab (required)
5. Three Support Tabs for each performance measure

Tab by Tab

Instructions Tab

TEA
Texas Education Agency

Fidelity of Implementation: Please Read First!

Note: please use the zoom feature in the bottom right-hand corner of the window, or in the view tab to help you read and locate information on your screen. Please plan to spend between 1-2 hours completing the summative and narrative sections, depending on how much student data you're working with.

Purpose: These formative and summative assessment tools exist to help drive and facilitate self-evaluation and reflection of local tutoring efforts. Please refer to these spreadsheets as you progress toward exemplary-level High Impact Tutoring implementation. These rubrics are meant to identify and recreate/scale your successes, while also addressing your challenges so that your tutoring practices are informed and adjusted to maintain efficacy. It is meant to serve as an actionable guide to next steps in HIT implementation and evaluation, not as a compliance tool. The ratings in this evaluation are not tied to funding, nor do they indicate certain levels of grant compliance. Rather, TCLAS Decision 6 awardees are required to participate in this evaluation process so that both ESCs and the TEA can identify trends in challenges and produce better resources to support those challenges.

Formative Tab: This section of the tool serves as a formative self-evaluation that can be used more frequently by district-level and campus-level leadership in evaluating your tutor programming. Column A contains the same performance measures found in the summative self-evaluation tools (sheet 3 of this spreadsheet). Columns B and C provide a more narrow set of questions that should be asked on a rolling basis. This will allow district and campus leadership to more quickly identify challenges and barriers and drive solutions-oriented brainstorming before it's time to use the summative evaluation tool. District and campus leadership have the autonomy to keep local records through documentation and/or electronic systems that have already been developed and are in use. There is no timing requirement on this "LEA Formative Tool" tab.

Navigation Bar: START HERE- Instructions | LEA Formative Tool | LEA Summative Tool | Narrative Section | Scaling HIT Best Practices | Aligned Supports & Strategies | Outcomes

Formative Tab (optional)

	A	B	C
1	Formative Tool		
2			
3	Performance Measure	District-level Formative Questions (monthly cadence advised)	Campus-level Formative Questions (ev
4	Scaling HIT Best Practices	<p>Where is each campus regarding hours logged per students per subject? Note: ESCs have access to LEA-level usage of the avg. min. per week students are using the subsidized provider platforms. You're welcome to reach out to them for reports.</p> <p>Are there campuses not using their respective platforms?</p> <p>Which campuses are utilizing waivers, and how can we rearrange tutor staffing models to reach the 3:1 ratio?</p> <p>Where can we begin to shift from 1 hr/week minimums to 3 x week 30 min sessions?</p> <p>Are district-level curriculum coaches working with campuses to identify best TEKS-aligned materials for tutor groups?</p> <p>Which grade levels outside of 4545 can we begin to integrate HIT into? Will this call for summer programming?</p>	<p>Identify your campus' students per subject in accelerate</p> <p>How many minutes logged per student per subject? Inc providers (Amplify, BN, Zearn) AND other tutor group p with teacher-led content).</p> <p>How many lessons have been completed?</p> <p>Are are of those lessons aligned to TEKS?</p> <p>Are my students working on TEKS identified as areas of</p> <p>Where can we begin to shift from 1 hr/week minimums sessions?</p> <p>Which of my campus grade levels not boun by 4545 car best practices into?</p>
5	Aligned Support Strategies	<p>Which schools have utilized ESC trainings?</p> <p>What ESC trainings/workshops are available this month?</p> <p>Which campuses have and have not attended HIT training, and when will we arrange for them to attend?</p> <p>Which campuses are making significant progress, and can their systems be</p>	<p>Are all of my tutors trained in the respective subsidized</p> <p>Are all of my tutors trained in HIT by our ESC?</p> <p>What are the challenges and barriers teachers are ident their tutor groups?</p> <p>What are the challenges and barriers non-teacher tutor working with tutoring groups?</p>

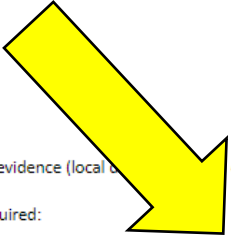
Aligned Support Strategies

LEA Formative Tool

< > ☰ 🔒 START HERE- Instructions
 LEA Summative Tool
Narrative Section
Scaling HIT Best Practices
Aligned Supports & Strategies
Outcomes

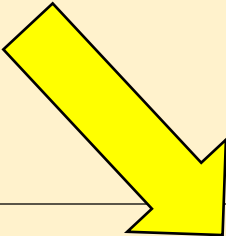
Summative Tab (required)

Summative Tool		
<i>Please go back to tab 1 and read the instructions if you have not already done so!</i>		
Performance Measure	1) Needs Improvement	2) Progressing
<p>Scaling HIT Best Practices</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. How many students should receive accelerated instruction this SY and in what subjects? 2. How many hours have been logged per student and what is their projected hours completed? 3. What is my tutor to student ratio and how can we lower it if needed? 4. Are our tutor content materials TEKS aligned? 	<p>Out of compliance with 4545. No progress toward statutory compliance. None of the following are met:</p> <ol style="list-style-type: none"> 1. 30 hours provided to qualified students per required subject 2. Tutoring delivered in a 3:1 ratio or parent waivers obtained 3. TEKS aligned materials used 4. A tutor trained on the materials which they are delivering as part of the tutoring session 	<p>Making documented progress (for example, records that show the purchase of supplemental supports or a master schedule that accounts for dosage/frequency) towards meeting 4545 m requirements. 2 or more of the criteria below are met:</p> <ol style="list-style-type: none"> 1. 30 hours provided to qualified students per required subject 2. Tutoring delivered in a 3:1 ratio or parent waivers obtained 3. TEKS aligned materials used 4. A tutor trained on the materials which they are delivering as part of the tutoring session
<p>Aligned Supports and Strategies</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. Are we familiar with the available agency and ESC tutor implementation supports? 	<p>No evidence (local documentation) of available resources being used.</p> <p>Required:</p>	<p>Some evidence (local documentation) of available resources being used in tutor programming</p> <p>Required:</p>



LEA Summative Tool

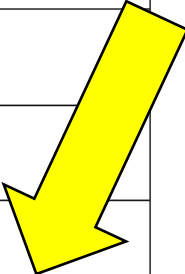
Narrative Tab (required)

Narrative Section			
Performance Measure	Self-evaluation rating from tab 3	Auto-prompt	Narrative
#1 Scaling HIT Best Practices	0	#N/A	<p>DELETE AFTER READING: Is the auto-prompt column asking you to visit another page for your next steps. If not, the cell will be green and you can just document your next steps you plan on taking to continue making progress.</p>
#2 Aligned Supports and Strategies	0		<p>DELETE AFTER READING: Is the auto-prompt column asking you to visit another page for your next steps. If not, the cell will be green and you can just document your next steps you plan on taking to continue making progress.</p>

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START HERE- Instructions
LEA Formative Tool
LEA Summative Tool
Narrative Section
Scaling HIT Best Practices
Aligned Supports & Strategies
Outcomes

Additional Support Tabs

Performance Measure: Scaling HIT Best Practices LEA Received 1 or 2 rating			
Checklist Component	Criteria Met? <i>Use drop-down</i>	Next Steps	Resources Available
30 hours of AL delivered per student per subject failed		1. Address scheduling concerns that may be limiting ability to provide required hours 2. Consider creating or investing in a more systematic approach to logging hours 3. Address staffing concerns that may pose challenges. Have you considered utilizing the VTTC or retired teachers to combat this issue?	HIT Scheduling Webinar
			HIT Scheduling Resources- Amplify
			TEA scheduling webinar April 8th, 2022
			Example for capturing 4545 hours
3:1 Ratio		1. Verify waivers have been obtained in the meantime (every parent in the tutor group must sign) 2. Address scheduling concerns that may be limiting lower student-teacher ratios 3. Identify staffing challenges and work with the ESC to recruit tutors	ESC tutor lead contact
			HIT Scheduling Webinar
			TEA scheduling webinar
			Amplify HIT https://tea.texas.gov/texas-schools/health-safety-discipline/covid/texas-t
TEKS Aligned Materials		1. Verify that your LEA is utilizing at least one of the TEA subsidized providers, per grant requirements, to some extent 2. Evaluate current curriculum, supplementals, learning platforms, etc., that the campuses are already using. Utilize the help of either your LEA's curriculum leads, department leads, or the ESC's curriculum specialists if necessary. 3. Identify the gaps in your current materials and search TEA's VTTC for vendors that suit your campuses' needs.	HB 4545 FAQ
			VTTC website
			Tutoring Supports webpage
			Accelerated Learning Webpage



[START HERE- Instructions](#)
 [LEA Formative Tool](#)
 [LEA Summative Tool](#)
 [Narrative Section](#)
 [Scaling HIT Best Practices](#)
 [Aligned Supports & Strategies](#)
 [Outcomes](#)

Let's fill one out.

Timeline

Timeline



- **August 1st** – materials and training available on TX Tutoring Supports webpage
- **Early August** – ESCs reach out to their TCLAS D6 LEAs to plan next steps
- **Mid-August** – TEA reaches out to all TCLAS D6 LEAs with materials, training, and reminders
- **October 24th to November 11th** – window for Fall 2022 rubric submission

Immediate Next Steps

Action Items



Contact your ESC HIT representative if you haven't already.

Make sure district and campus leaders are familiar with the FOI rubric well before the Oct/Nov submission.

- Determine if your LEA needs to implement the optional formative assessment piece as an additional check point.
- Determine if your LEA still needs to attend an ESC training for your subsidized provider platforms.

Block time on your calendar ASAP to meet with campus/district leaders in the Fall submission window before schedules get too full.

Questions?

If you have questions about the FOI Rubric, please first visit the Texas Tutoring Supports webpage and click on the FOI FAQ. Any other questions can be addressed to your ESC HIT lead!