



Accelerated Instruction and HB 1416

Welcome!



Colby Self
Director
Texas Tutoring Supports



Alicia Garcia
Texas Tutoring & Content Specialist

Agenda

Define the problem

Accelerated Instruction

Accelerated Instruction and HB 1416

HB 1416 FAQ

Highlighted Supports

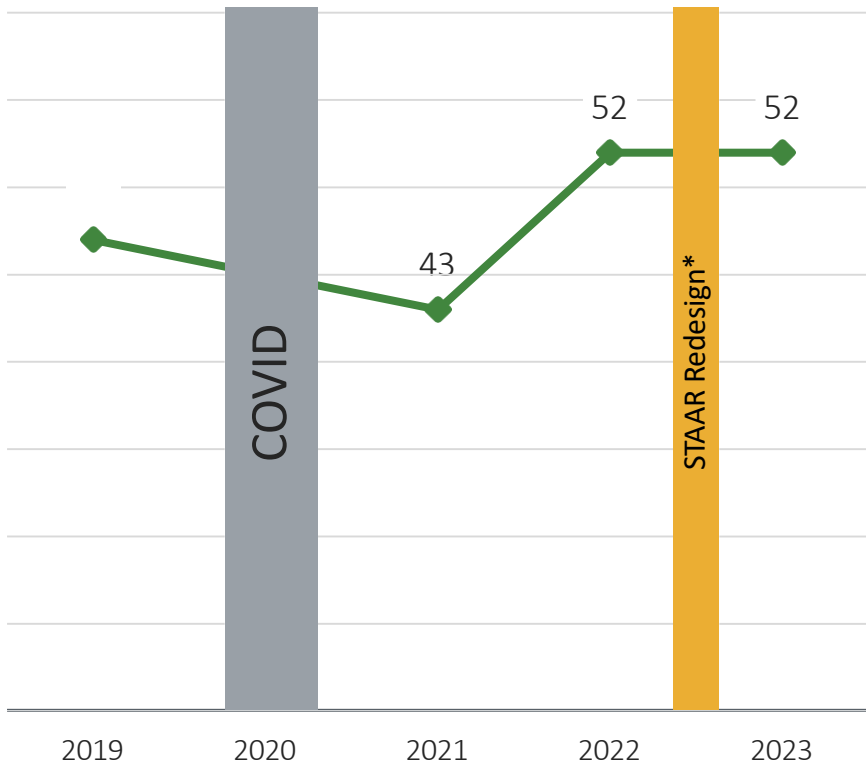
Questions



Overall RLA – Grades 3-8, English I & II

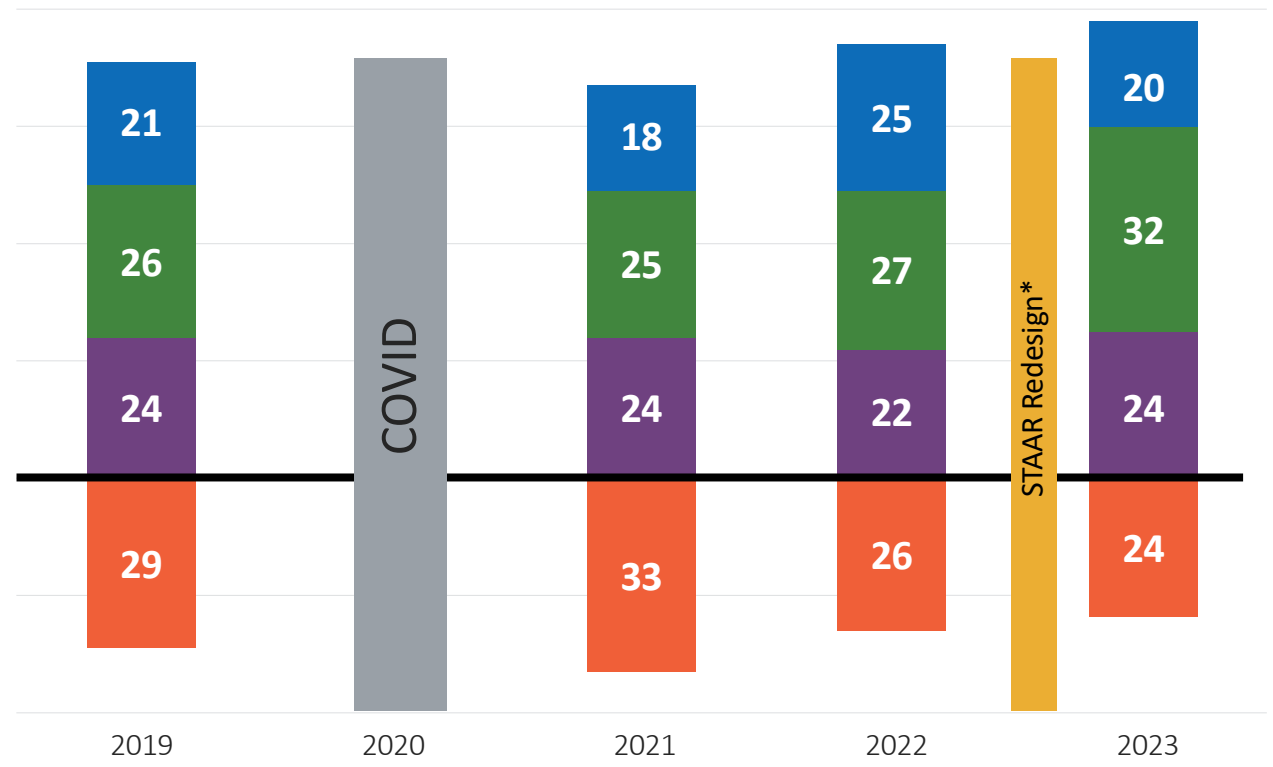
Percent of Students that Met Grade Level or Above in RLA

(Grades 3-8, English I & II)



Percent of Students by Performance Level – RLA

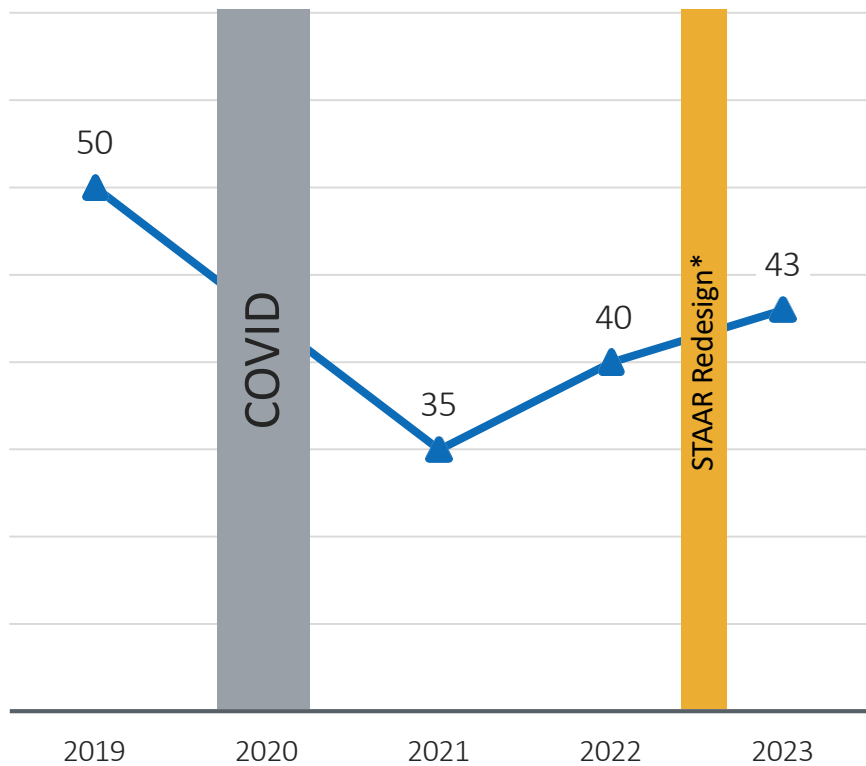
(Grades 3-8, English I & II)



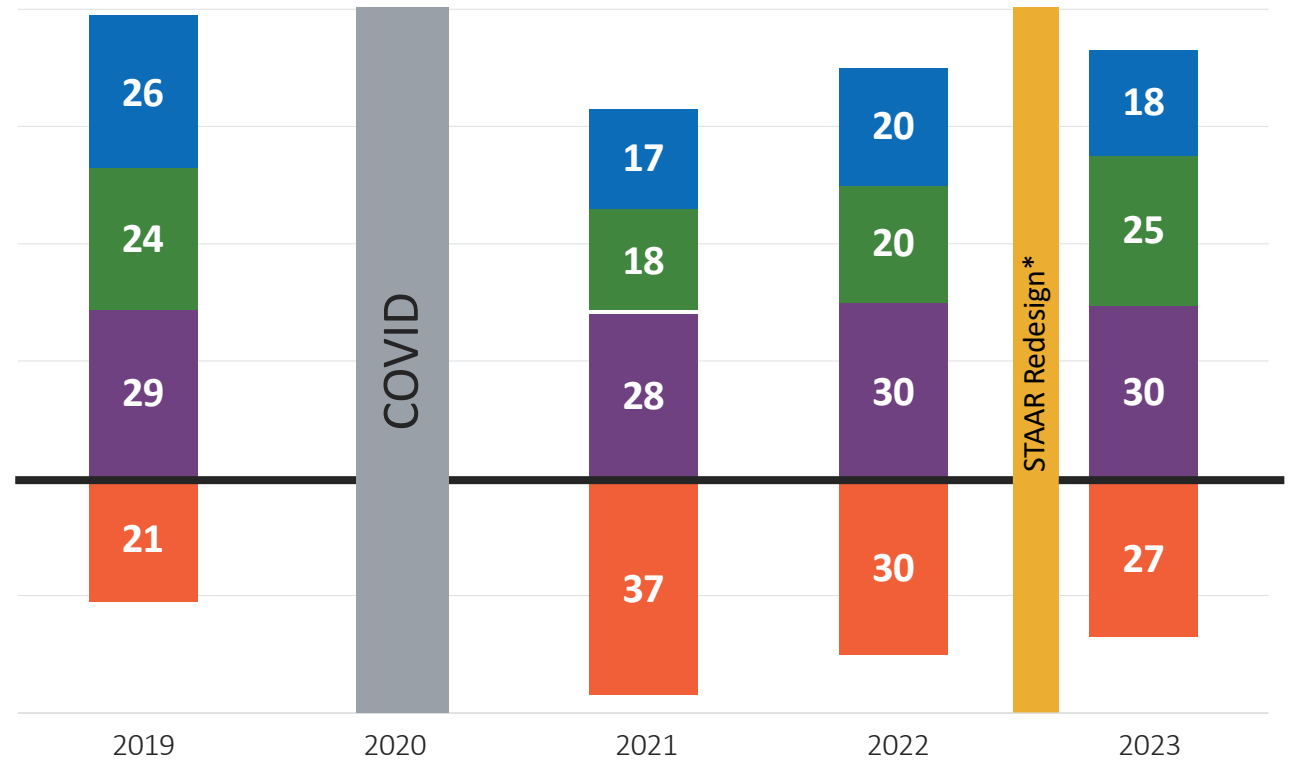
*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

Overall, Math - Grades 3-8 and Algebra I


Percent of Students that Met Grade Level or Above in Math
(Grades 3-8 & Algebra I)



Percent of Students by Performance Level – Math
(Grades 3-8 & Algebra I)



*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.



Accelerated
Instruction: an
umbrella of supports

Proven Accelerated Instruction Strategies



**Rigorous
Instructional
Materials**



**Strongly
Supported
Teachers**



**More
Time**



**High Impact
Tutoring**

Proven Accelerated Instruction Strategies



Rigorous
Instructional
Materials



Strongly
Supported
Teachers



More
Time



**High Impact
Tutoring**

High Impact Tutoring

High quality tutoring 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-4 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



Data-driven with tutors building sessions around student strengths and needs

...and can have a significant impact on student outcomes



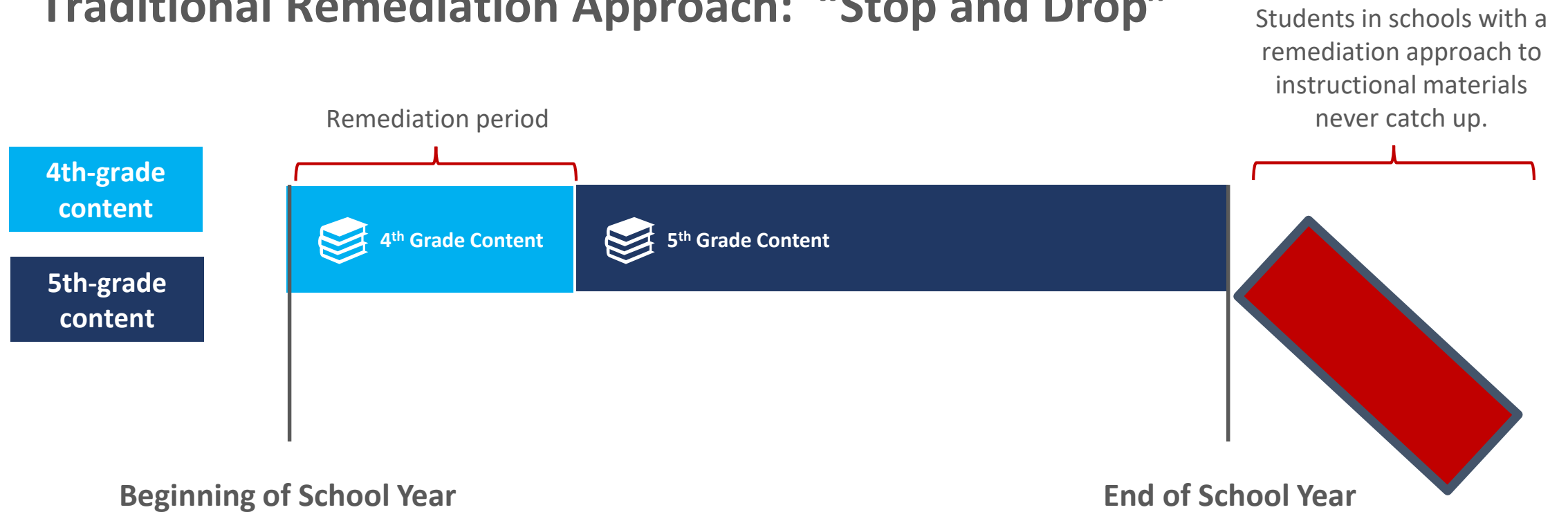
Additional progress

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}*

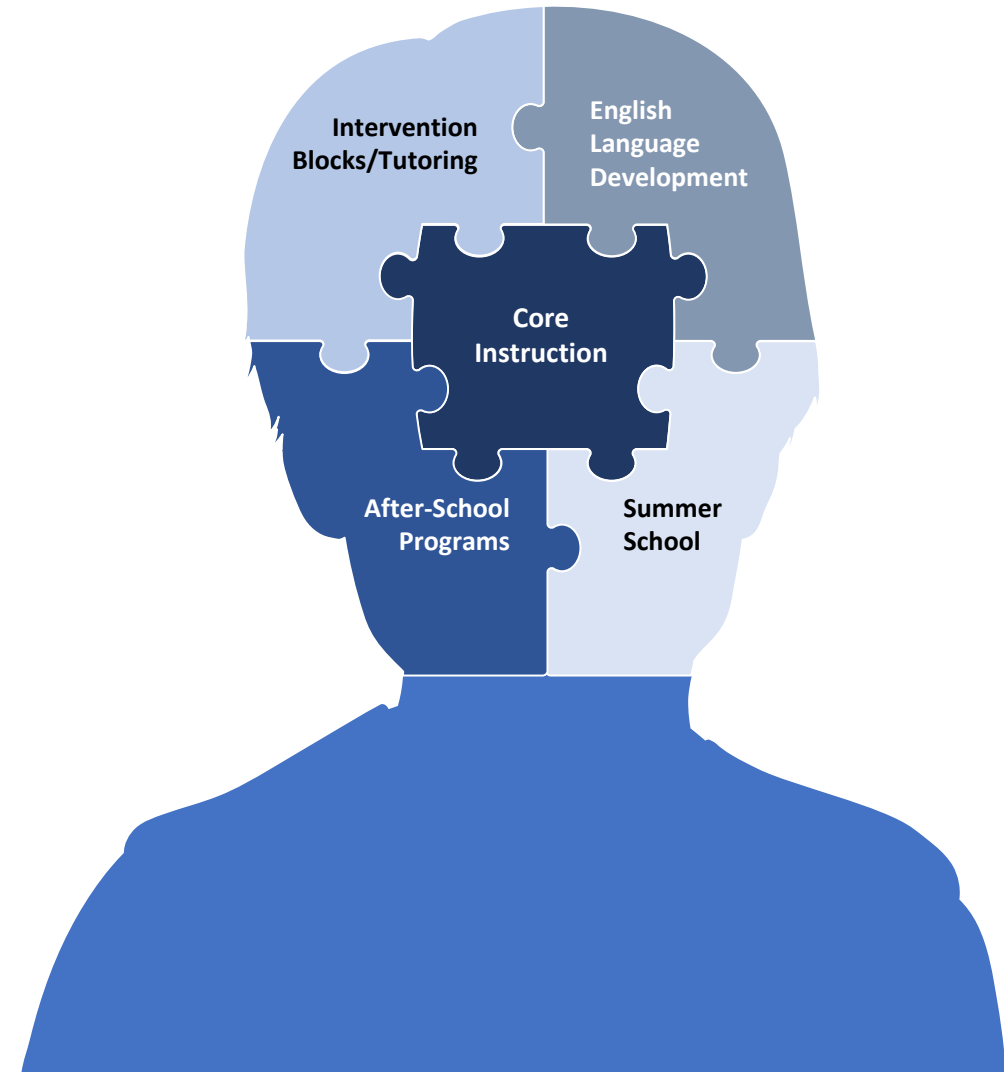
Supplemental instruction should not be at the expense of time dedicated for universal on-grade level instruction

Traditional Remediation Approach: “Stop and Drop”



Instructional Coherence

means every element of an instructional program— from core instruction to interventions to adjusted or extended time— work in concert, not in opposition, to advance the same set of priorities, goals, and grade-level student experiences.




A photograph of several students walking on a staircase in a school hallway. The students are dressed in casual attire, including t-shirts, sweaters, and jeans. Some are carrying backpacks. The hallway is brightly lit, and the staircase has metal railings. A blue semi-transparent box is overlaid on the left side of the image, containing the title text.

Accelerated Instruction Requirements

Accelerated Instruction Requirements

Texas law requires all students who fail to score approaches or higher on STAAR grades 3–8 or EOC assessments be provided accelerated instruction. This law - established in HB 4545, 87R - was recently updated with the passage of HB 1416, 88R. Qualifying students must be:

- 
- Assigned a **TIA designated teacher** for the subsequent school year in the applicable subject area;
OR
 - Provided targeted instruction in the TEKS for the applicable grade levels and subject area with
 - **No less than 15 or 30 hours** depending on student performance and is provided in the summer or at least once per week in the school year;
 - **Limited to two subjects per year, prioritizing math and RLA;**
 - Provided in a group of **no more than four students**, unless the parent or guardian of each student in the group authorizes a larger group;
 - Designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and includes **effective instructional materials** designed for supplemental instruction;
 - Provided by a **person with training in the applicable instructional materials** for the supplemental instruction and provided by one person for the entirety of their accelerated instruction.



HB 1416 Changes to Requirements

Component	Change from HB 4545
Accelerated Learning Committees (ALC)	Eliminates ALC requirements for 3, 5, 8 STAAR Math and Reading
Included Subjects and Grade Levels	Limits tutoring to 2 subjects and no longer adds additional time for optional assessment opportunities; Clarifies that students who take STAAR-Alt 2, are retained, or take substitute high school assessments aren't subject to requirements
Required Hours for Tutoring	Reduces minimum hour requirement from 30 to 15 for some students to be defined in Commissioner rule.
Student-Tutor Ratio	Increased from 3:1 to 4:1 ratio for tutoring group size
Applicable LEAs	Added LEAs receiving compensatory education funding as included LEAs
Online Curriculum	Provides student:teacher ratio waivers for use of approved online curriculum (approvals available spring 2024)
Parental Opt Out	Clarifies that parents may opt out with letter to campus administrator
Parent Notification	Clarifies that parents must be notified of student failure to perform on applicable tests
Special Education	ARD committees are no longer required to meet to determine access to accelerated instruction. This means that the LEA will follow the same processes and procedures related to accelerated instruction for students receiving special education services as all other students. An ARD committee will review any accelerated instruction participation of the student at the student's next annual review meeting

STAAR Excluded Score

How do we determine the number of supplemental instruction hours that should be provided to students who receives a score of 00- Excluded?

- Students who receive a 00 Excluded score with a “S” (score) code require 30 hours of supplemental accelerated instruction. A BOY assessment is not necessary for a parent/guardian to modify or opt out of the supplemental instruction requirement.
- Students who receive a 00 Excluded score with an “A” (absent) or an “O” (other) score code require 15 hours of supplemental accelerated instruction unless the consecutive school year failure is applicable. A BOY assessment is necessary for a parent/guardian to modify or opt out of the supplemental instruction requirement.



Multiple "Did Not Meet Grade Level" Assessments

If a student fails three STAAR tests where only one of the failed tests is math or RLA, are there any requirements that apply to the process of selecting the second subject area for supplemental instruction?

- LEAs have the discretion to select the second subject area if the student does not qualify for both math and RLA but failed to perform satisfactorily in other subjects.

STAAR EOC Assessment Scenarios

What are some STAAR EOC assessment scenarios where students fail to perform satisfactorily on tests that would result in 15 hours being required and scenarios that would result in 30 hours being required?

- A student who fails to perform satisfactorily on a STAAR grade 8 assessment and fails to perform satisfactorily on a STAAR EOC assessment in grade 9 in the same content area needs an accelerated education plan that includes 30 hours of supplemental instruction. (consecutive school year failure)
- A student who fails to perform satisfactorily on a STAAR grade 8 assessment and does not have to take a STAAR EOC assessment in grade 9 in the same content area needs 15 hours of supplemental instruction for failing to perform satisfactorily on the grade 8 assessment and 15 hours of supplemental instruction after failing to perform satisfactorily on the STAAR EOC assessment in the same content area. (Example: STAAR Science in grade 8 and STAAR Biology EOC in grade 10; not consecutive school year)



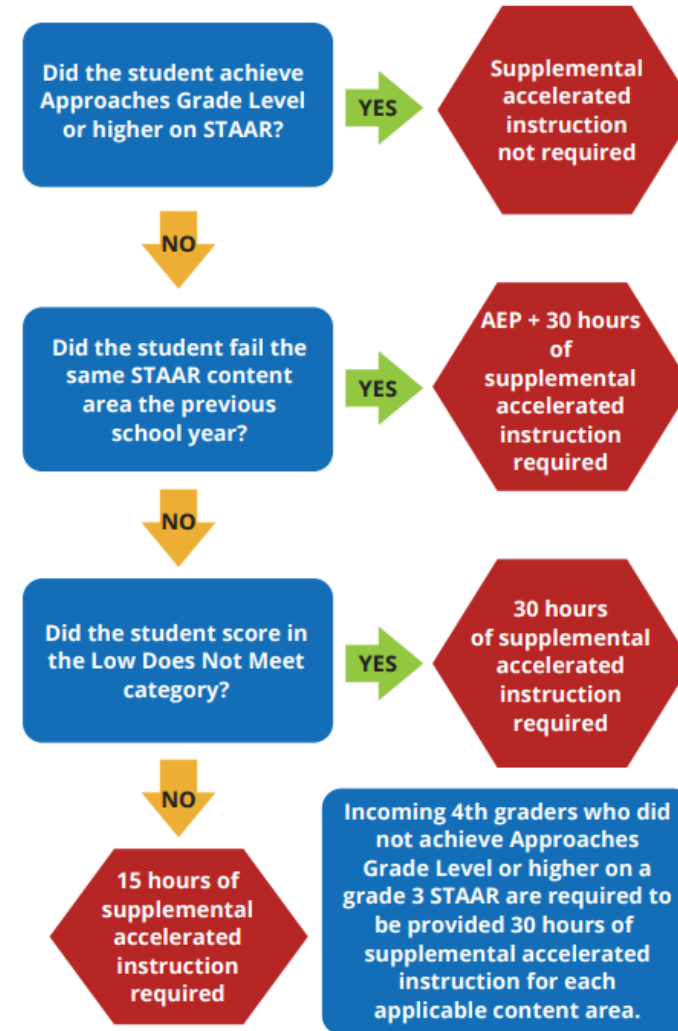
STAAR EOC Assessment Scenarios

- A student who fails to perform satisfactorily on a STAAR EOC assessment the first time he or she is required to take it will need 15 hours of supplemental instruction. A student who fails to perform satisfactorily on a STAAR EOC retest during any subsequent administration will not have an increase in supplemental instruction hours nor a requirement for an accelerated instruction plan. The first administration is the only administration that will trigger supplemental instruction. (Spring EO= 15 hours; Summer EOC re-test= 0 hours)
- A student who fails to perform satisfactorily on STAAR English I and fails to perform satisfactorily on STAAR English II in consecutive years needs an accelerated education plan that includes 30 hours of supplemental instruction. (consecutive school year)



HB 1416 (88R) Supplemental Accelerated Instruction

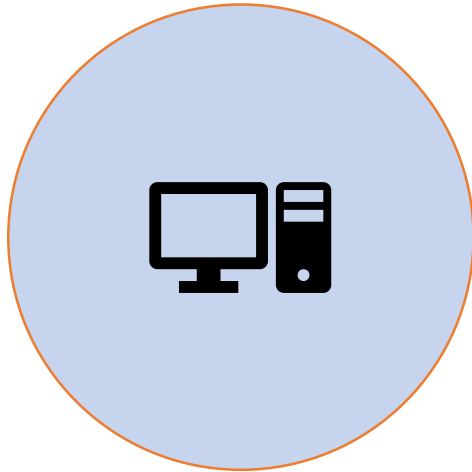
- Other Considerations:
- Supplemental accelerated instruction is not required for a student who is retained nor for a student who took STAAR Alt 2.
- Schools are required to provide supplemental accelerated instruction in up to two content areas, prioritizing math and RLA.
- A parent may request to modify or remove the required supplemental accelerated instruction if a student has a failed STAAR score OR completed a BOY assessment if a student did not test.



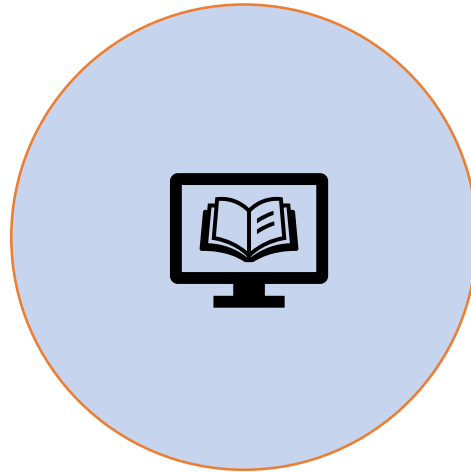


Highlighted Supports

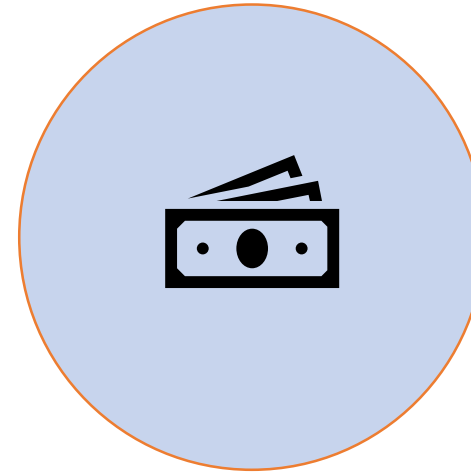
Accelerated Instruction Supports



**Supplemental
Online Tools**

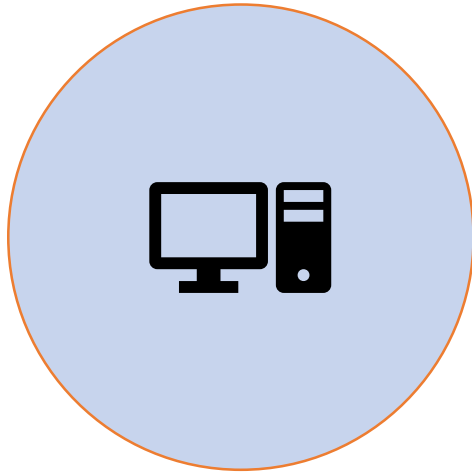


**Accelerated
Instruction
Webpage**



Funding

Accelerated Instruction Supports



**Supplemental
Online Tools**

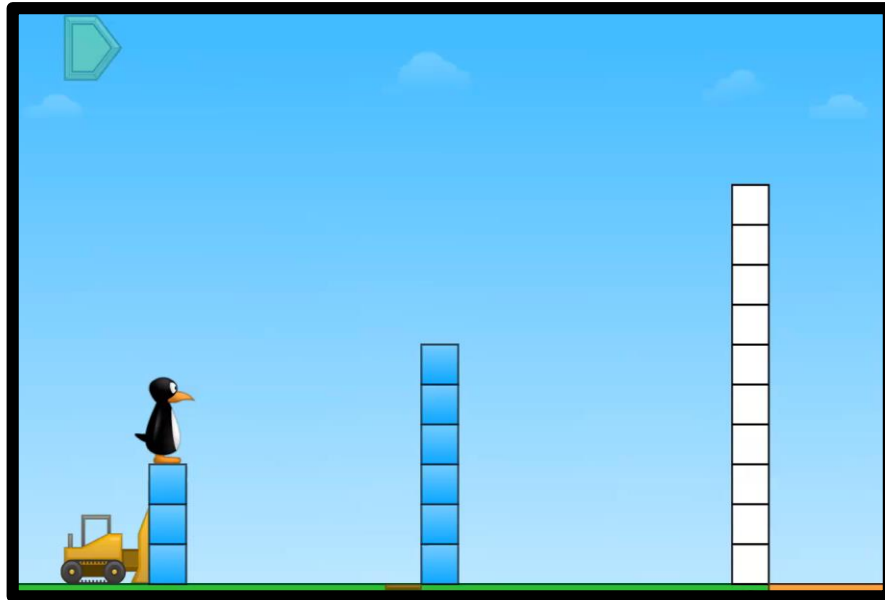


Accelerated
Instruction
Webpage



Funding

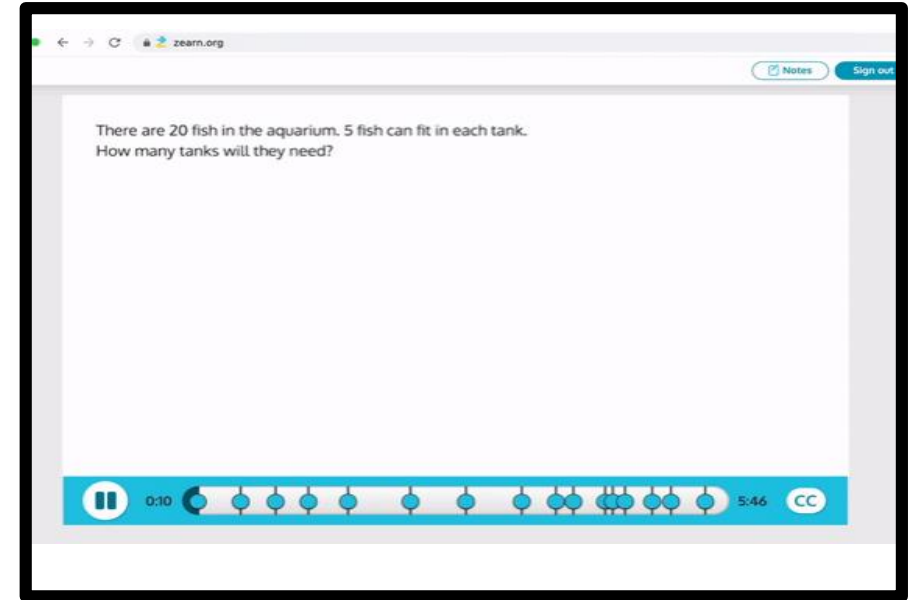
ST Math



ST Math

Differentiated access to learning through **challenging puzzles**, non-routine **problem solving**, and informative **feedback**.

ZEARN



Zearn

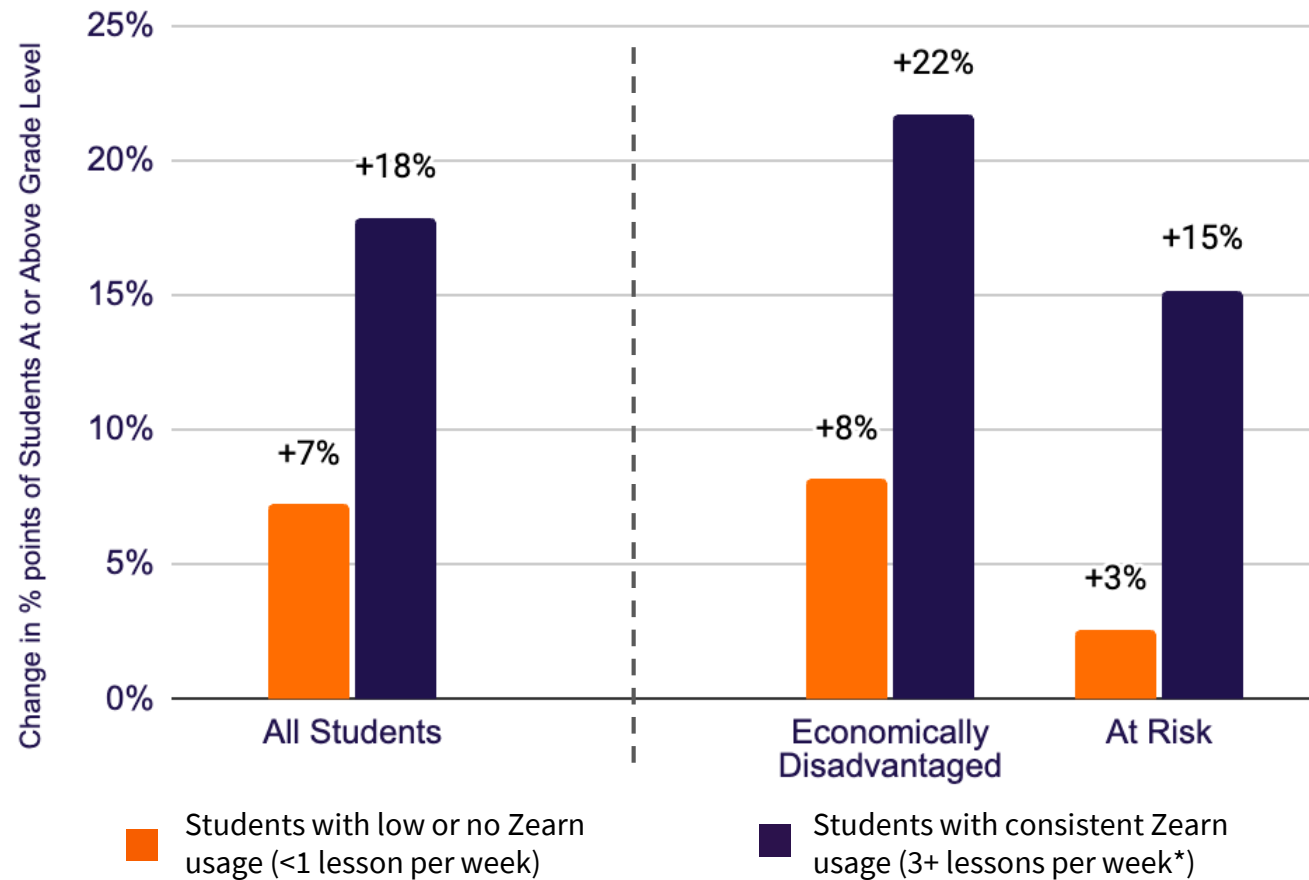
Students **explore math concepts** with on-screen teachers, **interactive models**, and built-in Tier 1 **intervention**.

High Fidelity Usage Delivers Results – Zearn

Based on a **half-year of usage**, students meeting usage requirements for Zearn showed **greater rates of Meeting and Mastering Grade Level** on the STAAR between Spring 2021 and Spring 2022 than similar students who did not meet usage requirements.



Fidelity of Implementation – **students having time and structures to meet usage recommendations** - is critical to impact on student outcomes



Notes: *3 lessons/week typically equates to about 90 lessons/year; This analysis compares high fidelity Zearn users with a matched group of similar students

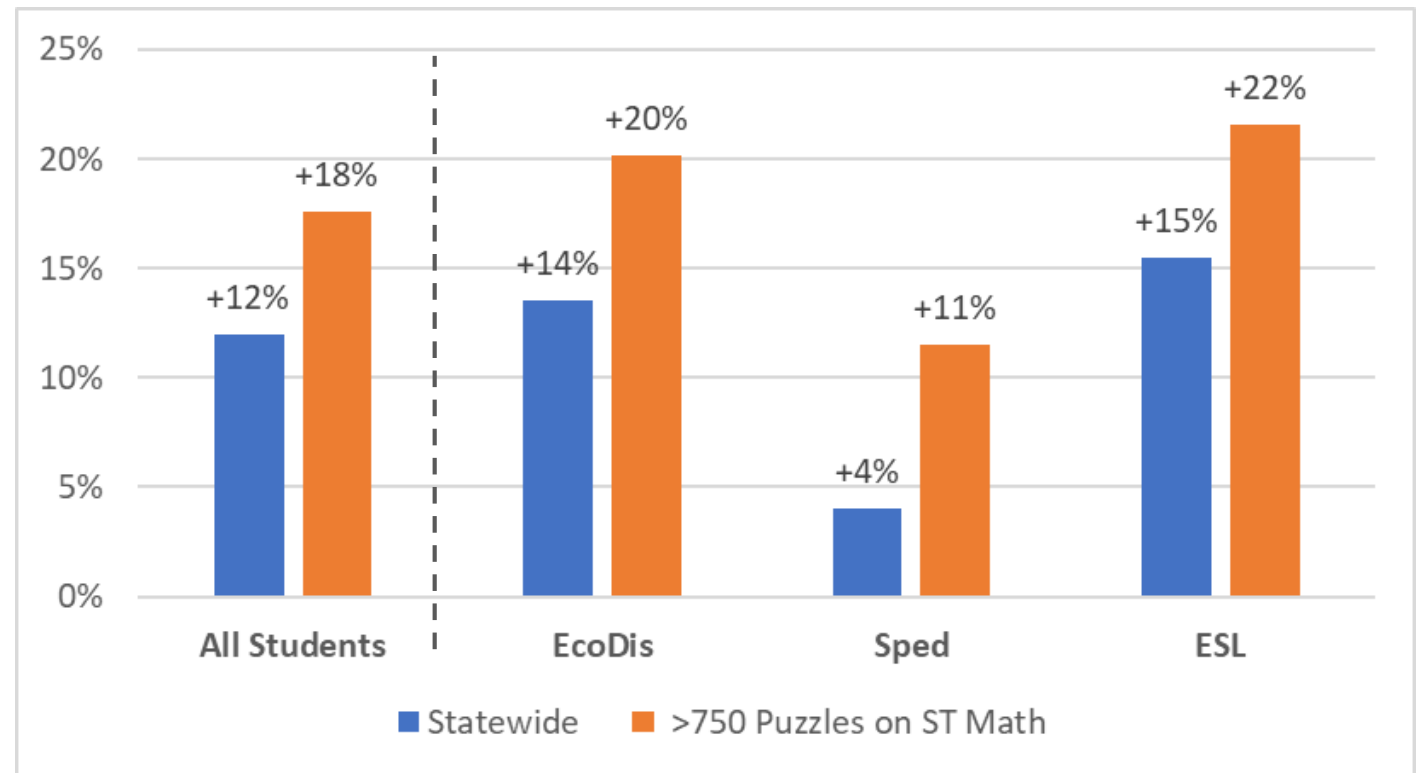
High Fidelity Usage Delivers Results – ST Math

4th and 5th grade students meeting minimum usage requirements on ST Math showed **greater improvement in meeting or mastering grade level** on STAAR between Spring 2021 and Spring 2022 than statewide improvement.

ST Math

Fidelity of Implementation – **students having time and structures to meet usage recommendations** - is critical to impact on student outcomes

Change in % points of Students At or Above Grade Level





High Fidelity Usage Delivers Results – Amplify mClass and Intervention

Amplify reports that students that complete at least 1 burst per month (1 lesson set) experience more growth than those students that did not receive the intervention.

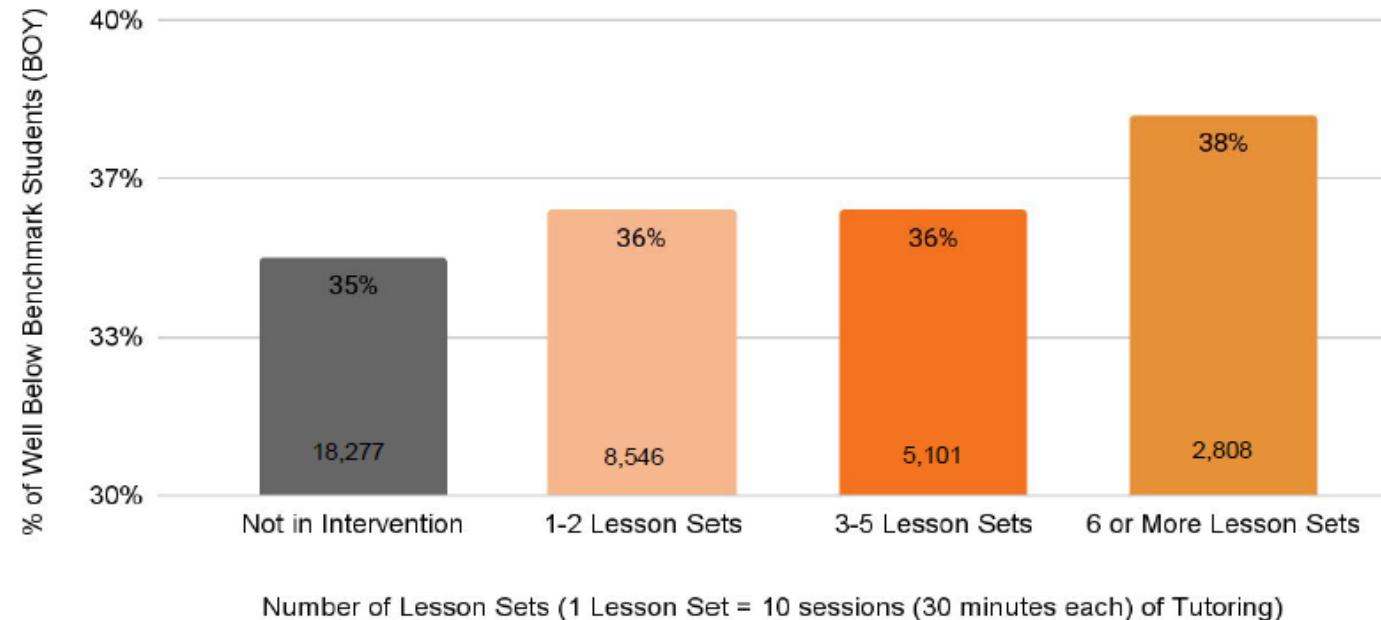
Amplify.

mCLASS® Intervention

Fidelity of Implementation – **students having time and structures to meet usage recommendations - is critical to impact on student outcomes**

At-Risk Students Who Are Catching Up/Closing the Gap

% of Students at Well Below Benchmark (BOY) Making Above Average or Better Growth (MOY)



Amplify Provided data of Texas Students, Fall 2022-2023 SY

Accelerated Instruction Supports



Supplemental
Online Tools



**Accelerated
Instruction
Webpage**



Funding

Accelerated Instruction Webpage Overview

Frequently Asked Questions
HB 1416

A. General Accelerated Instruction Questions

1. What are the Accelerated Instruction requirements in Texas?

Texas law requires all students who do not achieve approaches or higher on STAAR grades 3-8 or EOC assessments be provided accelerated instruction. These requirements - modified by HB 4545 (87R) and recently updated with the passage of HB 1416 (88R) - state that qualifying students must be:

- Assigned a TIA-designated teacher for the subsequent school year
- OR
- Provided supplemental instruction, in addition to instruction in which they are enrolled and including targeted instruction and Skills (TEKS) for the applicable grade levels and subject, high impact tutoring in the following manner:
 - Supplemental instruction totals to not less than 1.0 performance, provided in the summer or at least once per year
 - In no more than two subjects per year, prioritizing high impact tutoring in the following manner:
 - In a group of no more than four students, unless a group authorizes a larger group;
 - Designed to assist the student in achieving satisfactory level and subject area and includes effective instruction;
 - Provided by a person with training in the applicable instruction and provided by one person, to the extent accelerated instruction.

2. What support is available to my district in implementing accelerated instruction?

TEA will provide accelerated instruction guidance, resources, and Accelerated Instruction webpage. LEA personnel may reach out to TEA for assistance.

What's Changed from HB 4545 to HB 1416?
How did House Bill 1416 Change Accelerated Instruction Requirements?

Accelerated instruction can ensure all students have access to resources and assistance designed to provide the proper academic supports moving forward.

Students who do not achieve approaches or higher on STAAR must be provided accelerated instruction to ensure they are on track for college, career, or the military. These requirements, modified by House Bill 4545 during the 87th regular session, were recently updated with the passage of House Bill 1416 during the 88th regular session. The changes made to accelerated instruction requirements for districts by House Bill 1416 include:

- Removing the requirement for Accelerated Learning Committees while requiring an Accelerated Education Plan after the student fails to achieve approaches or higher on two consecutive assessments in the same subject area
- Limiting tutoring to 2 subjects and no longer including optional assessment administrations
- Increasing student-to-tutor ratio from 3:1 to 4:1 ratio for tutoring group size
- Clarifying that students who take STAAR Alt 2, are retained, or take substitute high school assessments are not subject to requirements
- Reducing minimum hour requirement from 30 to 15 for some students*
- Adding Local Education Agencies (LEAs) receiving compensatory education funding as criteria for included LEAs (previously LEAs receiving funding from Strong Foundations Grant Program, CRSSAA or ARP)
- Providing student-to-teacher ratio waivers for use of approved online curriculum (approvals available spring 2024)
- Clarifying that parents may modify or remove supplemental instruction requirements with a letter to campus administrator
- Clarifying that parents must be notified of student failure to perform on applicable tests
- Requiring TEA to monitor implementation of accelerated instruction

*HB 1416 requires TEA to define requirements for students requiring 30 hours of supplemental instruction through the rulemaking process. TEA will propose rules that will provide that students who fall into the "Low Does Not Meet" category of STAAR performance receive no less than 30 hours of supplemental instruction. The rules will also provide that students in third grade who do not approach grade level or higher will be required to receive 30 hours of supplemental instruction.

The enrolled version of HB 1416 can be found in the [HB 1416 bill text](#).

TEA Guidance

Guidance from TEA including the Accelerated Instruction FAQ, One Pagers, and What's Changed in HB 1416



<https://tinyurl.com/bdd2xdcn>

MAKING ACCELERATED INSTRUCTION SUCCESSFUL

The information on this one-pager comes from interviews with 13 of the top 25 school districts in Texas who demonstrated accelerated learning between STAAR 2021 and STAAR 2022. These districts also met the 50+ minimum standard for percent eco-dis students served.

Click on the flags for more information on research-based best practices in tutoring!

AVOID SILOS

Scheduling blocks and other existing initiatives can be repurposed or refined so that supplemental accelerated instruction fits in like a puzzle piece of a larger strategy to grow kids academically. All LEAs built tutoring as a cohesive part

COMMUNICATION

Communication with campus leaders, teachers, and guardians was key in implementing HB 4545 mandates.

85% of districts communicated with guardians about their tutoring plans in a face-to-face setting.

"We had a consistent plan that supported all students, and [we] communicated this plan to parents, teachers, students, and

IMPACTFUL FACTORS

- 1 **Scheduling**... 100% of LEAs reworked their master schedule to ensure tutoring could take place during the school day. 92% also provided before/after school tutoring.
- 2 **Data Monitoring**... 100% of LEAs continuously use data to inform tutoring sessions and monitor student progress.
- 3 **Student groupings**... there are many ways to group students for tutoring sessions. LEAs with programs that made groupings were most successful in accelerating learning.
- 4 **Statute**... districts named HB 4545 as a driving factor in their efforts to ensure tutoring was available to students.



Corpus Christi ISD – Middle School Schedule

6th Grade				7th Grade				8th Grade			
Period	Start Time	End Time	Minutes	Period	Start Time	End Time	Minutes	Period	Start Time	End Time	Minutes
1st	8:50	9:41	51	1st	8:50	9:41	51	1st	8:50	9:41	51
2nd	9:44	10:35	51	2nd	9:44	10:35	51	2nd	9:44	10:35	51
3rd	10:38	11:29	51	3rd	10:38	11:29	51	3rd	10:38	11:29	51
Lunch	11:32	12:02	30	4th	11:32	12:23	51	4th	11:32	12:23	51
Advisory	12:05	12:35	30	Lunch	12:26	12:56	30	5th	12:26	1:17	51
4th	12:38	1:29	51	Advisory	12:59	1:29	30	Lunch	1:20	1:50	30
5th	1:32	2:23	51	5th	1:32	2:23	51	Advisory	1:53	2:23	30
6th	2:26	3:17	51	6th	2:26	3:17	51	6th	2:26	3:17	51
7th	3:20	4:10	50	7th	3:20	4:10	50	7th	3:20	4:10	50

Implementation Supports

Tools, templates, and other resources including lessons learned from top districts and master scheduling examples from Texas LEAs

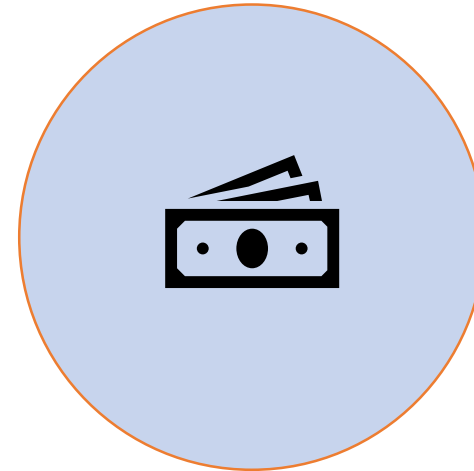
Accelerated Instruction Supports



Supplemental
Online Tools



Accelerated
Instruction
Webpage



Funding



Funding FAQs

Grants:

- ESSER III – Can and should be used to support student accelerated learning, including HB 1416 support and high impact tutoring; *expires September 2024*
 - No news of extension
- TCLAS D6 – To be used to support students accelerated learning, including HB 1416 support and high impact tutoring implementation; *expires August 31, 2024*
- Future TEA Grants – there will be a continuation of what we saw in LASO, with initiatives that provide LEAs content supports for student accelerated instruction; more information coming August/September 2024
- **Questions:** Accelerated.instruction@tea.texas.gov

Other:

- State Compensatory Education Funding – these dollars have always existed to support accelerated instruction. While there was no SCE increase in the 2023 session; the passage of HB 3 significantly increased this allotment. SCE funding MUST support student learning at 55%, with the remaining 45% set aside for administrative costs.
 - 55% - support HB 1416, HIT implementation, accelerated instruction supports, etc.
 - 45% - could support administrative costs associated with 1416/HIT
- **Questions:** Dahlinda.Alaniz@tea.texas.gov

Learning Acceleration Support Opportunities (LASO) 2.0

TEA is continuing to offer streamlined, consolidated grant applications, bundling programs that facilitate and accelerate academic gains.

**\$190.2
Million**

in services and
supports

10

TEA initiatives to
support learning
acceleration and
innovation

1

LEA program
application to
access funding

LASO will provide 10 grant opportunities embedded in three learning acceleration strategies



Instructional Materials

Strong Foundations Planning

Ready to plan in SY24-25 and implement in SY25-26
**RLA/Math planning support*

Strong Foundations Implementation

Ready to Implement in SY24-25
**OER K-5 Math/RLA and OER 6-12 Math high quality instructional material implementation support*

Technology Lending Grant

Ready to Implement in SY24-25
**Tablets, hardware, and internet hotspots for digital instructional materials*

Blended Learning Grant

Ready to Implement in SY24-25
Technical assistance and supplemental curriculum support to design and implementation of a high fidelity blended learning model

Math Supplemental Curriculum Licenses

Launch: Spring/Summer 2024
**PK-12 supplemental online curriculum*

Advanced Placement Computer Science Principles (APCSP)

Ready to Implement in SY24-25
**Curriculum, technology and teacher support APCSP course*



More Time

ADSY Planning & Execution Program: Summer

Ready to Implement in SY24-25
**PreK-5 planning and implementation support to design evidence-based summer learning program*



More Time

ADSY Planning & Execution Program: Full Year

**PreK-5 planning and implementation support for a full calendar and master schedule redesign. Ready to Implement SY 24-25*

Now included as one of the options in School Action Fund!



Innovative School Models

Pathways in Technology Early College High School

Planning Year | SY24-25
 Implementation Year | SY 25-26
**provides opportunities to students to earn certifications*

Early College High School

Planning Year | SY24-25
 Implementation Year | SY 25-26
**provides opportunities to students to access higher ed courses*

School Action Fund

Ready to plan in SY24-25
** support in planning and implementing whole-school models to address chronic underperformance and unmet community needs*



LASO Cycle II Information



<https://tinyurl.com/y6c4x4xm>



Accelerated Instruction Webpage



<https://tinyurl.com/bdd2xdc>

Thank you!

Questions?

accelerated.instruction@tea.texas.gov

Thank you!

Please provide us feedback



<https://tinyurl.com/teaexitticket>



TE★AS ASSESSMENT



Questions

accelerated.instruction@tea.texas.gov