

# Monitor HB 4545

**HB 4545 - relating to assessment of public-school students and providing accelerated instruction**

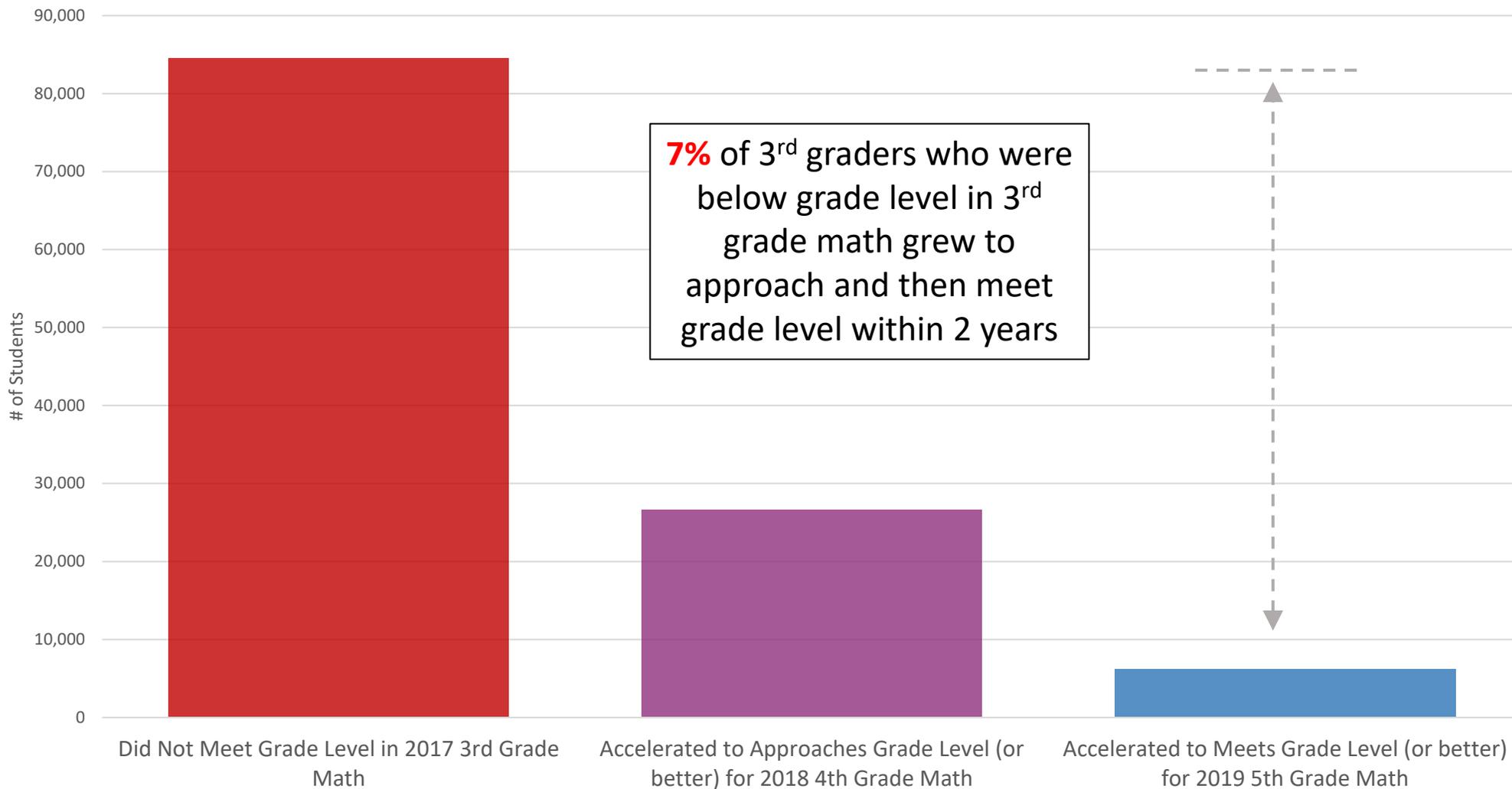
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- 1. Clarified the definition of accelerated instruction**
2. Removed test-based grade retention & retesting requirements
3. Established a Strong Foundations grant

# We Have Had Limited Success Accelerating Students From Below Grade Level to Meets Grade Level

Elementary

Math



# Research Informs State Strategy: High quality tutoring programs can significantly accelerate student learning

## High quality tutoring programs have a few key attributes<sup>1</sup>...



**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-3 maximum ratio recommended)<sup>2</sup>



**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 size<sup>3</sup>

*“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 50<sup>th</sup>**” – Dr. Matthew Kraft, Annenberg Institute, Brown University<sup>1,4</sup>*

Sources: 1) Kraft, Matthew A., and Grace Falken. (2021). A Blueprint for Scaling Tutoring Across Public Schools. (EdWorkingPaper: 21-335). Annenberg Institute at Brown University: <https://doi.org/10.26300/dkih-s987>; 2) Researchers are still vetting the effectiveness of 1:4 groups and currently recommend a careful approach to 1:4 support, with Dr. Robert Slavin (Johns Hopkins University) recommending: “I would keep careful track of how students are progressing...A lot of kids will be successful at one-to-four [groups] but there may be kids who are not, and I would reserve one-to-one for those who are not” (Source: [Education Week](https://www.edweek.org/education/2021/03/01/1-to-4-tutoring-groups-are-still-being-vetted-for-effectiveness)) 3) Nickow, Andre Joshua, Philip Oreopoulos, and Vincent Quan. (2020). The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence. (EdWorkingPaper: 20-267). Annenberg Institute at Brown University: <https://doi.org/10.26300/eh0c-pc52>; 4) Kraft, M. A. (2020). Interpreting effect sizes of education interventions. Educational Researcher, 49(4), 241-253.

# HB 4545 Clarified the Definition of Accelerated Instruction to Align with Research

Each time a student fails to perform satisfactorily\* on a grade 3-8 STAAR assessment or an EOC assessment, a school district must provide accelerated instruction to the student in the applicable subject area during the subsequent summer or school year. Accelerated instruction requires either:

## 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

## Option 2

Students receive at least 30 hours of supplemental instruction (i.e., tutoring) during the school year and/or in summer



- Parents are allowed to request a particular classroom teacher if more than one is available
- Parents have a right to participate in planning the accelerated instruction supports
- Parents can file grievances to ensure accelerated supports are properly provided

[https://tea.texas.gov/sites/default/files/covid/house-bill-4545-frequently-asked-questions\\_0.pdf](https://tea.texas.gov/sites/default/files/covid/house-bill-4545-frequently-asked-questions_0.pdf)

# HB 1525 Established a Large Funding Base for 4545 Tutoring

HB 1525 guaranteed a minimum amount of ESSER formula funding to all LEAs to support tutoring:



**\$1,290**

**per student** who is below grade level for two years was guaranteed as supplemental funding within ESSER formulas



**~ \$3.977 B**

total minimum preserved for tutoring out of **ESSER funding** over two years, including federal formula allocations and supplemental allocations from state-level ESSER funds

District spending on tutoring using ESSER funds as of May 2022

**~ \$74 M**

HB 1525 also provided funding for central support from TEA for a Vetted Texas Tutor Corps:

**~ \$174,000,000**

grants and in-kind services to school systems



# TEA Created Optional Supports to Help School Systems Implement Tutoring Requirements

## Three Approaches



### Build it Yourself

**Resources:** Statewide Webinar Series, High Impact Tutoring Toolkit, High Impact Tutoring Workshop Series



### Use Pre-approved Provider List

**Resources:** Clearinghouse of pre-approved full and partial tutor program providers



### Use Vetted Tutor Provider with Subsidized Curriculum and Training (Vetted Texas Tutor Corps)

**Resources:** Vetted curriculum, tutoring platform, vetted tutor recruitment organizations, aligned tutor training, subsidized costs

# Vetted Texas Tutor Corps Supports



- TEA vetted three firms to provide evidence-based content, a tutor management platform, tutor training, progress monitoring supports, and tutors, who provide direct tutoring services for school systems:
  - supporting roughly **375k** students in reading
  - supporting roughly **483k** students in math
- TEA engaged all 20 regional service centers to provide additional training, recruitment, and management support for districts in need of third-party tutors
- TEA issued direct tutoring support grants to 294 school systems via TCLAS

# Approved Providers can provide virtual and remote options as a staffing solution

- TEA authorized 50 total approved providers
- 130 LEAs are working with 27 approved providers
- 106 LEAs are using 100 % virtual tutors
- 17 LEAs are using 100% in-person tutoring
- 7 LEAs are using a Hybrid Model
- **Current\* tutor availability:**
  - 176,055 virtual tutors
  - 17,130 in-person tutors
  - 64,325 hybrid tutors

\*Data as of April 1, 2022

# A Key Lesson: Implementing 4545 properly requires a change in the daily school schedule (in most cases)

This example elementary schedule includes WIN (What I Need) time each day, for students to do independent study or receive tutoring.

Most LEAs did not have this kind of calendar in 2021-22, the first year of bill implementation.

Most LEAs will have this in place in 2022-23.

2021-2022						
PK	Kinder	First	Second	Third	Fourth	Fifth
Breakfast/Morning Circle/Good Things 7:50 - 8:10						
RLA 120 Min Block 8:10 - 8:35	RLA 120 Min Block 8:10 - 8:35	RLA 120 Min Block 8:10 - 9:30	WIN 08:10 - 8:55	RLA/SS 120 Min Block 08:10 - 10:10	Math 90 Min Block 8:10 - 9:40	Math 90 Min Block 8:10 - 9:40
PE 8:35 - 9:25	PE 8:35 - 9:25	PE 9:30 - 10:20	Math Block 08:55 -10:25	WIN 10:15 - 11:00	RLA/SS 120 Min Block 9:40 - 11:40	RLA/SS 120 Min Block 9:40 - 11:40
RLA 120 Min Block 9:30 - 10:55	WIN 9:30 - 10:15	RLA 120 Min Block 10:25 - 11:05	PE 10:25 - 11:15	Sci Block 11:00 - 11:35	Recess 11:45 - 12:00	Sci Block 11:40 - 12:10
Lunch 11:00-11:30	RLA 120 Min Block 10:15 - 11:00	Lunch 11:10 - 11:42	Recess 11:15 - 11:30	Lunch 11:39 - 12:12	Lunch 12:06 - 12:36	Lunch 12:12 - 12:45
Sci/SS Block 11:30- 12:00	Lunch 11:00 - 11:36	Sci/SS Block 11:45 - 12:15	Lunch 11:33 - 12:06	PE 12:15-1:05	Sci Block 12:40-1:10	Recess 12:45 1:00
Map 12:00 - 12:50	RLA 120 Min Block 11:40 - 12:30	WIN 12:15 - 1:00	RLA 120 Min Block 12:10 - 2:10	Math 90 Min Block 1:10 - 2:40	PE 1:10-2:00	Sci Block 12:45 - 1:15
Recess/Snack 12:50-1:20	Recess 12:30- 12:45	Recess 1:05 1:20	Sci/SS Block 2:10 - 2:55	Recess 2:40 - 2:55	WIN 2:05 - 2:50	WIN 1:15 - 2:00
Math 90 Min Block 1:25-2:50	Math 90 Min Block 12:50 - 2:20	Math 90 Min Block 1:25 - 2:55	Launch/Dismissal Prep 2:55 - 3:10	Launch/Dismissal Prep 2:55 - 3:10	Launch/Dismissal Prep 2:55 - 3:10	PE 2:05-2:55
Launch/Dismissal Prep 2:50 - 3:10	Sci/SS Block 2:20 - 2:55	Launch/Dismissal Prep 2:55 - 3:10				Launch/Dismissal Prep 2:55 - 3:10
	Launch/Dismissal Prep 2:55 - 3:10					

# A Key Lesson: Finding supplemental staff has proven very challenging

- Scheduling changes reduce the need for additional external staff, but don't necessarily eliminate it in every case, and scheduling must be planned a year in advance.
- Labor shortages across the state have been a barrier to hiring supplemental staff to do in-person tutoring.
- Virtual tutoring can be an effective approach when limited to tutoring, and there are over 200k virtual/hybrid tutors available from TEA approved tutoring providers, but school systems have been hesitant to use virtual tutors given their prior experiences with virtual instruction.

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# HB 4545 Removed Retention and Retesting Requirements

- A student in 5 & 8 is no longer required by state law to be retained at the same grade level based on STAAR, and grade placement committees have been eliminated. (School systems still have the flexibility to retain students if deemed appropriate locally).
- In grades 5 & 8, there is now only one reading & math assessment opportunity. Prior law incorporated up to two re-taking opportunities for students, required if the student did not perform satisfactorily on the initial assessment.
- The optional end-of-course assessments for Algebra II and English III will no longer be offered.

**Taken as a whole, these changes effectively remove high stakes for students from STAAR testing in grades 3-8.**

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# Strong Foundations offers districts supports intended to get more 3<sup>rd</sup> graders to read on grade level

## Support Type:

Depending on the level of funds available, supports provided directly to districts can include:

Foundational  
District Planning  
Supports

Technical assistance to district leadership teams on literacy & math cognitive research & instructional materials best practices, extended school year scheduling, early childhood systems, and instructional leadership strategic planning

Critical  
Implementation  
Supports

Summer and year-long job-embedded training for district and school administrators, coaches and teachers aligned to evidence-based literacy & math curricular resources

Aligned  
Resource  
Subsidies

Additional funding for districts to subsidize the costs they may incur on resources aligned to these instructional changes, including printed material costs & digital material licensing fees, educator stipends, and parent engagement stipends.



# Strong Foundations Program Funds

In addition to the \$150M Strong Foundations grant program funds directly supporting districts, the agency allocated funding from HB 1525 TCLAS to better meet district requests:

Funding 2021-22 (\$M)	HB 4545 Strong Foundation GR Funds	HB 1525 TCLAS ESSER/GR Funds
2021 Strong Foundations funds awarded	\$60	\$371
Foundational Planning Supports	\$0	\$88
Critical Implementation Supports	\$35	\$33
Additional Resource Subsidies	\$25	\$251
2022 Strong Foundations upcoming expected awards	\$90	
Foundational Planning Supports	\$42	
Critical Implementation Supports	\$19	
Additional Resource Subsidies	\$29	
Total Projected Expenditures:	\$150	\$371



- Feedback from the field indicates that Accelerated Learning Committees would likely be more effective if they occurred only after the initial 4545 Accelerated Instruction intervention fails.
- Determine whether the same requirements should apply to science & social studies as reading & math.
- Determine whether it would be appropriate to support a range of supplemental instruction intensity, varied by student need.
- Clarify the conditions under which parents can opt-out of supplemental instruction requirements.
- Clarify the conditions under which supplemental instruction will be required upon the expiration of federal funds.
- Given interest from districts, sustain & consider expanding Strong Foundations grant funding