



Accelerated Student Learning Handbook

Acknowledgement of this handbook is required by parents

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House Bill 4545 Implementation Overview

House Bill 4545 recently passed in the 87th Regular Legislative Session. The new statute is effective, as of June 16, 2021, with accelerated instruction practices required during the 2021-2022 school year for all students, based on results from Spring 2021.

HB 4545 establishes new requirements for accelerated instruction for students who do not pass the State of Texas Assessments of Academic Readiness (STAAR®). At a high level, the legislation includes:

- Elimination of grade retention and retesting requirements in grades 5 and 8
- For any student who does not pass the STAAR test in grade 3, 5, or 8 in math or reading, a new LEA requirement to establish an accelerated learning committee to develop an individual educational plan for the student and monitor progress

HB 4545 also creates requirements and additional support for accelerated instruction for any student who does not pass the STAAR test in grades 3–8 or STAAR (EOC) end-of-course assessments. Accelerated instruction requirements must include either:

- Being assigned a classroom teacher who is a certified master, exemplary, or recognized teacher **or**
- Receiving supplemental instruction (tutoring) before or after school, or embedded in the school day

Accelerated Instruction Requirements

Accelerated instruction refers to a wide variety of educational and instructional strategies that educators use to advance the learning progress of students who are struggling academically. The goal of accelerated instruction is to assist students to catch up to their peers to meet required Texas Essential Knowledge and Skills (TEKS) for their grade level.

In accordance with Section 28.022 of the Texas Education Code (TEC), accelerated instruction must be provided for any student who does not pass the STAAR test in grades 3–8 or STAAR (EOC) end-of-course assessments. 19 TAC §101.2005(c) indicates that students who are absent or otherwise do not have valid assessments did not perform satisfactorily and, as a result, are required to receive accelerated instruction.

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Accelerated Instruction requirements:

- Targeted instruction in the TEKS aligned for the applicable grade level and/or subject area(s)
- Supplemental to normal instruction
- Minimum of 30 total hours during the subsequent summer or school year for each subject in which the student did not perform satisfactorily on STAAR. If in the school year, it must occur at least once per week.
- Be provided individually or in a group of no more than three students.
- Be provided by an individual with training in the aligned instructional materials
- Be provided by one person for the entirety of the student's supplemental instruction period to the extent possible
- Not be scheduled such that a student is removed from any of the following:
 1. Instruction in grade-level content for the foundation curriculum
 2. Instruction in enrichment curriculum for the grade level in which the student is enrolled
 3. Recess or physical activity that is available to other students enrolled in the same grade level.

Accelerated Learning Committees (ALC)

ResponsiveEd districts must establish ALCs and develop individual student plans after scores are received, which may take place before the end of that school year or during the summer and prior to the start of the school year, based on the latest STAAR results.

- ALCs are required for students who do not perform satisfactorily on STAAR Reading & Math in the 3rd, 5th, and 8th grades.
- Educational plans must be in place by the start of the subsequent school year.
- The plan must be documented in writing with a copy provided to the student's parent or guardian.
- Students are required to perform at the appropriate grade level by the conclusion of the school year.
- If the student fails an assessment in the subsequent school year, the ALC must: (1) identify the reason, and (2) adjust the learning plan to ensure student's success.

ALC Required Members and Responsibilities

Because the ALC will have such an important role in reviewing data, creating an educational plan, monitoring progress and evaluating successful performance, each of the following individuals are *required* members of the ALC:

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Campus Director/Headmaster – This person will serve as the chair of the committee. As such, they are responsible for organizing committee membership, setting meeting dates, documenting notes from meetings, and ensuring that consensus is reached and signatures are secured.

Content Area Teacher(s) – For each content area in which the students failed to perform satisfactorily, a content area teacher, preferably a teacher of record for the student, will serve on the ALC. The role of the content area teacher(s) is to share information about the course content, i.e., TEKS, and to assist with analyzing any available data related to student performance in the specific content area.

Student's Parent or Guardian – While it is preferred that the student's parent/guardian is afforded every effort to participate on the ALC, it is possible to identify a "parental relation" to serve on the ALC and offer an extracurricular perspective on the student. This role is critical to ensuring that the student has the support system outside of school to complete the recommendations of the ALC.

Superintendent or Designee – meet with the student's accelerated learning committee. If a student fails an assessment in the same subject in the subsequent school year.

The admission, review, and dismissal committee of a student who participates in a district's special education program, and who does not perform satisfactorily on an assessment instrument must meet to determine the manner in which the student will participate in an accelerated instruction program.

High Impact Tutoring Implementation

High-impact tutoring leads to substantial learning gains for students by supplementing students' classroom experiences, provided that the program is implemented with fidelity to the following characteristics:

- Well-trained, consistent tutor (can be a current or retired teacher, paraprofessional, teacher candidate, college student, or community volunteer) 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)
- Embedded in the school day or immediately before or after, to maximize student access

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- Data-driven, utilizing aligned formative assessments, with tutors building sessions around student strengths and needs and adjusting approach based on data over time When tutoring programs do not have these core characteristics, they may have little to no impact on student learning gains

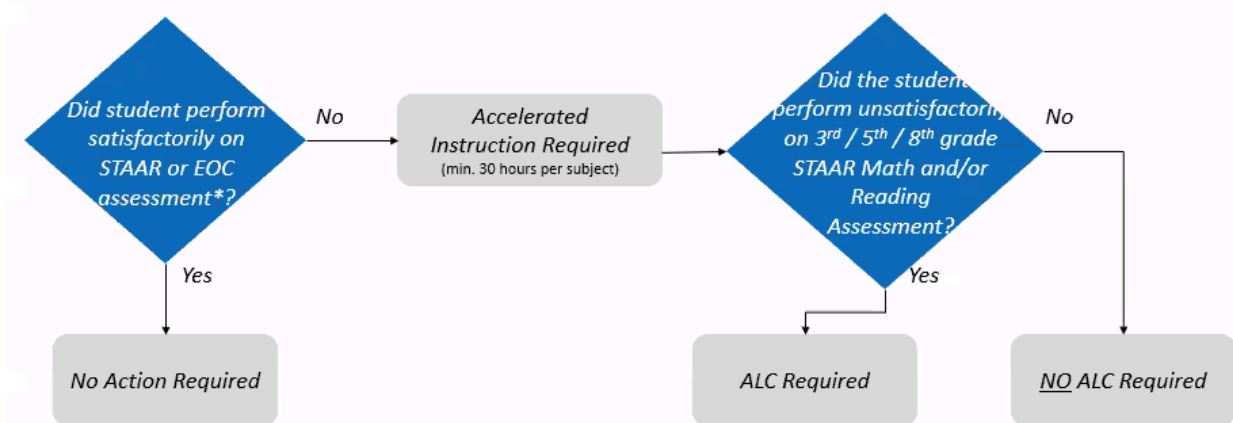
ResponsiveEd Accelerated Instructional Plan (AIP) Guidelines:

Premier High Schools and Texas College Preparatory Academies districts are required to provide accelerated instruction to any student who did not perform satisfactory in a STAAR assessment.

1. Students who did not meet the passing standard on any state assessment grades 3-8 or EOC will be identified in a populated tutor log.
2. Campus leadership will analyze student assessment data to identify key gaps in student learning. Assessment data should be reviewed by content area, grade level, and student population.

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

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3. Campus leadership will organize committee membership and set meeting dates.
4. Prepare an AIP in accordance with the student's needs for instruction, along with specific strategies, interventions, frequency, and duration. Use the [one page form](#) for details.
5. Teacher and campus leadership will monitor student progress throughout the year to ensure that the student is making progress toward the goals.
6. Documentation will be kept in the campus 5yr retention documents folder in Google-Drive.

End of Course Accelerated Learning Plan

The district expectation is for any student who tests in an End of Course subject and does not meet satisfactory performance will immediately be enrolled in accelerated instruction following the requirements listed in the Accelerated Instruction of this document. The plan will provide the necessary accelerated instruction to enable the student to perform at the appropriate level by the conclusion of the school year.

Implementation Timeline

August

- Establish processes for contacting parents/guardians regarding AI and ALC
- Schedule ALC meetings
- Review ALC resources and templates

September

- Accelerated instruction implementation
- Collect 3:1 consent, if needed
- Complete ALC meetings

October

- Quarterly AI progress monitoring
- Communicate AI progress/attendance with parents/guardians

November

- Review and adjust potential modification to AI schedule



Beginning of the School Year Assessment

For students that did not take the STAAR test in the spring, ResponsiveEd may decide locally as to whether a student must be given accelerated instruction during the 2021-22 school year. This decision will be based on student performance on a beginning of the year assessment to show grade level proficiency on the TEKS.

Retention and Retesting Requirements

Even though grade placement committees have been eliminated, campuses still have the flexibility to retain students if deemed appropriate locally.

Summer School

Accelerated instruction delivered in summer will satisfy the HB 4545 requirements if the criteria for supplemental instruction are met.

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Resources

[One page form for the Accelerated Learn Plan](#)

[Side by side difference between Acceleration, Remediation and Intervention](#)

[Sample resources](#) provided by the content team that can be found on the CAP site for most tested and important TEKS for each grade level for Math and Reading.

[Instructional Resources Site](#)

[House Bill 4545 Frequently Asked Questions](#)

[HB4545 In Action](#)

[TEA Recommended ALC Implementation Timeline](#)

[Parent Notification for Tutoring](#)

[Supplemental Accelerated Instruction Withdrawal Process](#) - To document accelerated instruction hours received and attach the information to the student's record in TREx.