Accelerating Learning to Address COVID Learning Loss
COVID-19 Erased Years of Academic Gains

Reading
% Met Grade Level or Above

Math
% Met Grade Level or Above

COVID-19 Erased Years of Academic Gains


Reading
% Met Grade Level or Above


Math
% Met Grade Level or Above


COVID
Economically disadvantaged students experienced greater learning loss in both reading and math

### Reading
Change in % Met Grade Level or Above from 2019 to 2021

<table>
<thead>
<tr>
<th></th>
<th>Economically Disadvantaged</th>
<th>Not Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-5%</td>
<td>-4%</td>
</tr>
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</table>

The percentage of economically disadvantaged students who Met or Mastered Grade Level in Math decreased by 5 percentage points more than non-economically disadvantaged students.

### Math
Change in % Met Grade Level or Above from 2019 to 2021

<table>
<thead>
<tr>
<th></th>
<th>Economically Disadvantaged</th>
<th>Not Economically Disadvantaged</th>
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<tbody>
<tr>
<td></td>
<td>-18%</td>
<td>-13%</td>
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1. Includes STAAR 3-8 Reading, English I and English II EOC Assessments; 2.7M tested students in 2019 with 2M eco. dis. and 2.4M in 2021 with 1.7M eco. dis. 2. Includes STAAR 3-8 Mathematics, Algebra I EOC Assessment; 3.3M tested students in 2019 with 1.7M eco. dis. and 2.9M in 2021 with 1.4M eco. dis. Note: Results for grades 3-5 combine assessments given in Spanish and English. Participation in STAAR math and reading assessments in 2021 was 86%. Spring 2021 STAAR results are for learning and recovery planning only – no SSI grade promotion requirements or ratings for districts or campuses. There is no 2020 STAAR data because of cancellation of STAAR in spring 2020. | Source: Spring 2019 and Spring 2021 STAAR Data
In 2019, for students in tested grades (i.e., 3-9), there were 571,581 students who performed below Approaches, at the Does Not Meet Grade Level threshold in mathematics.

In 2021, that number is 865,252.

Roughly 300,000 more students are noticeably below grade level in math for the 2021-22 school year in grades 4-10.
Major Educational Disruptions Historically Result in Long Term Negative Impacts on the Students Impacted

**Hurricane Katrina**

After 4 years of intervention, those students recovered to state averages in reading. They did not recover in math.

Source: TEA

**Argentina Teacher Strikes**

Devastating long-term impact on unemployment and future wages resulting from 88 days of missed instruction in 1983.

Source: Jaume and Willén; The Long-Run Effects of Teacher Strikes: Evidence from Argentina
We Have Had Limited Success Accelerating Students From Below Grade Level to Meets Grade Level

Elementary

Reading

5% of 3rd graders who were below grade level in reading met grade level within 2 years
We Have Had Limited Success Accelerating Students From Below Grade Level to Meets Grade Level

Across all grades & subjects, the 2-year success rate is 4%

- **Elementary Math**
  - Did Not Meet Grade Level in 2017 3rd Grade Math
  - Accelerated to Approaches Grade Level (or better) for 2018 4th Grade Math
  - Accelerated to Meets Grade Level (or better) for 2019 5th Grade Math

**7% of 3rd graders who were below grade level in 3rd grade math met grade level within 2 years**
If We Don’t Accelerate Learning, Consequences to Texas Will Be Significant

Student education levels on state assessments have been *strongly linked* to lifetime earnings.

With the level of learning lost, estimated lifetime earnings for Texas students will reduce by *more than 6%*.

This translates to a net present value loss from lifetime reduced economic growth for the Texas economy of **$2 trillion**.

Source: The Economic Impacts of Learning Losses, Eric A. Hanushek and Ludger Woessmann. September 2020
How Do We Accelerate Learning?

Without major changes, these children will remain permanently behind.
How Do We Accelerate Learning?

1 Year’s Worth of Instruction
How Do We Accelerate Learning?

- 3rd Grade
- 4th Grade
- 5th Grade

Timeline:
- Aug
- Sep
- Oct
- Nov
- Dec
- Jan
- Feb
- Mar
- Apr
- May
- Jun
- Jul

Note: 1 Year’s Worth of Instruction

Comparison: Normal times vs. COVID
How Do We Accelerate Learning?

<table>
<thead>
<tr>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
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4th Grade

3rd Grade

5th Grade

1 Year’s Worth of Instruction
Research Informs State Strategy: High quality tutoring programs can significantly accelerate student learning

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-3 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 University¹⁴

Sources:
Significant New Supports Have Been Provided to Improve the Ability of our Schools to Accelerate Learning

**Learning Acceleration**

**HB 4545**
Clarifies prior accelerated learning requirements to provide additional supports for students scoring behind grade level on STAAR and EOCs

Well over **$16 Billion** in new resources, above HB 3 formula funding levels, have been provided to Texas schools

**Tutors**

**SB 1356**
Creates retired teacher tutor registry

**SB 288**
Addresses retirement benefits for tutor

**HB 1525**
Provides formula funding for tutoring, and many other funding & COVID supports
HB 4545 – Retention and Retesting Requirements Removed

• 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.
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.

*This means a student achieved an Approaching Grade Level or higher score. If a student was in grades 3-8 or in a high school course with an EOC, and did not take STAAR last year, they can be given a beginning of year test this year to demonstrate satisfactory performance.

[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)
Option 2 – Supplemental Instruction Requirements

When tutoring is provided to meet accelerating learning requirements:

- Targeted instruction in the TEKS
- **Supplement** normal instruction
- Min. 30 total hours during the subsequent summer or school year
  - If in the school year, must occur at least once per week
- Must help the student in achieving satisfactory performance
- Be provided individually or in a group of no more than three students*
- Be provided by a person with training in the applicable instructional materials and under the oversight of the school district
- Be provided by one person, when possible, for the entirety of the student's supplemental instruction period

As part of HB 1525, school systems were provided **$1290 per student** in need of supplemental instruction

*Unless the parent or guardian of each student in the group authorizes a larger group
What does **supplement normal instruction** mean?

Students cannot be removed from...

- Instruction in grade level content for the foundation curriculum (i.e. Reading, Math, Science, etc.)
- Instruction in enrichment curriculum for the grade in which the student is enrolled (i.e. LOTE, Fine Arts, CTE, Health/P.E., Technology Apps, etc.)
- Recess or physical activity that is available to other students enrolled in the same grade

*This means schools may make changes to their daily school schedule, may support before/after school tutoring, and may expand summer school offerings to include tutoring.*
Grade placement committees have been replaced with accelerated learning committees.

Districts will be required to establish accelerated learning committees for each student who does not perform satisfactorily on
- the third grade mathematics or reading STAAR assessment;
- the fifth grade mathematics or reading STAAR assessment; or
- the eighth grade mathematics or reading STAAR assessment.

Not later than the start of the subsequent school year, an accelerated learning committee must develop an educational plan for a student that provides the necessary accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the school year.

The plan must be documented in writing with a copy provided to the student’s parent or guardian.

If a student who fails an assessment in the same subject, in the subsequent school year, the superintendent or a designee must meet with the student’s accelerated learning committee to
1. identify the reason the student did not perform satisfactorily; and
2. determine whether the educational plan must be modified and any additional resources required for that student to ensure the student performs satisfactorily on the assessment the next time it is administered.
Parental Rights to Accelerated Instruction

Accelerated instruction has existed in Texas law for quite some time. HB 4545 codified specific requirements that were previously nebulous. But it also established specific parental rights when students are behind academically.

- When an accelerated learning committee is established:
  - Parents have a right to help shape the plan
  - Parents have a right to see the written accelerated learning plan
  - Parents have a mechanism to ensure the plan is being executed (via the school system grievance process)
- While supplemental instruction (tutoring) is structured solely as a benefit to students, if a parent wants to accommodations or exemptions made for their student, local school systems handle these requests in ways deemed most appropriate locally, sometimes via formal grievance processes, sometimes in accordance with compulsory attendance policies or the provisions of TEC, §25.092, and sometimes informally, to ensure student and parent needs are met.

https://tea.texas.gov/parents
HB 4545 took effect with the 2021-2022 school year

- Accelerated instruction as a requirement is not new in Texas.
- But the specific components of accelerated instruction have been newly defined.
- These components have a strong evidence base as being good for kids.
- But for many districts, these are new practices, and it takes significant change to implement well.
- TEA has attempted to provide supports to help school systems implement the requirements well.
- Our state will collectively improve implementation quality over time.
TEA Has Created Significant, Optional Supports to Help Schools Implement Supplemental Instruction (Tutoring) Requirements

Three Approaches

Build it Yourself

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

Use Vetted Texas Tutor Corps (VTTC) TEA-approved List

**Resources:** Clearinghouse of TEA-approved full and partial tutor program providers in the VTTC

Use the VTTC TEA-Subsidized Instructional Materials and Training

**Resources:** Vetted instructional materials, tutoring platform, aligned tutor training by ESCs, subsidized costs

https://tea.texas.gov/texas-schools/health-safety-discipline/covid/accelerated-learning-resources
Build Your Own Support

HB 4545 Overview Webinars

<table>
<thead>
<tr>
<th>Webinar Topic</th>
<th>Recording</th>
<th>Slides</th>
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</thead>
<tbody>
<tr>
<td>1: HB 4545 Implementation Overview</td>
<td>Recording</td>
<td>Slides</td>
</tr>
<tr>
<td>2: Accelerated Instruction Requirements &amp; Tutoring</td>
<td>Recording</td>
<td>Slides</td>
</tr>
<tr>
<td>3: Acceleration Learning Committees &amp; Parent Engagement</td>
<td>Recording</td>
<td>Slides</td>
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<tr>
<td>4: Accelerated Learning Resources</td>
<td>Recording</td>
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High Impact Tutoring Workshop Series:

Workshop 1: Program Aim
Workshop 2: Identifying Students and Budget Needs
Workshop 3: Hiring and Training Tutors + Materials
Workshop 4: Evaluation and Communication
Workshop 5: Tutor Scheduling Webinar

The High Impact Tutoring Toolkit

Outlines the foundational principles and key considerations that all LEAs should consider when implementing a high impact tutoring program.
The costs for tutoring can be high.

$460 - $3600 range per pupil, varying greatly by tutor type

60-80% of tutoring costs is paying for personnel

HB 1525 provides:

$1,290 per student in formula funds for supplemental instruction

$250,000,000 in additional grants to school systems

VTTC can help provide...

✓ Reduced costs for tutor program components
✓ The option for an additional grant subsidy (up to $400,000 for qualifying LEAs)**

# Vetted Texas Tutoring Corps

## Pre-approved Tutoring Providers
- Full-Service Tutor Organizations
- Partial Tutor Organizations (Staffing)

## TEA-Subsidized Tutoring Supports
- **Instructional Materials and Tutoring Platform for K-8 Math and Reading**
- **Aligned Training** (Tutor training on best practices, TEA-subsidized instructional materials, and tutoring platform)

## Key Supports Included

<table>
<thead>
<tr>
<th>Key Supports Included</th>
<th>TEA-Approved Providers</th>
<th>TEA-Subsidized Providers</th>
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<tbody>
<tr>
<td></td>
<td>Partial Service</td>
<td>Full Service</td>
</tr>
<tr>
<td>Access to Tutor Pipeline</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>High Quality Instructional Materials</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum-Embedded Tutoring Platform</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>TEA-Approved Tutor Training</td>
<td>X</td>
<td></td>
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<tr>
<td>ESC-Supported Technical Assistance</td>
<td>X</td>
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**Notes:**
- **X** indicates support available.
- **Free for LEAs** indicates support is free for Local Education Agencies.
- **Access to Tutor Pipeline** includes up to $400,000 grants available in TCLAS.
Optional Free Instructional Material to Support Tutoring
Example: ST Math

Engaging for Students and Can be Used at Home or School

Provides students with differentiated access to learning through challenging puzzles, non-routine problem solving, and informative feedback, regardless of location.

Easy to Set Up and Monitor Student Progress for Any Adults

As a supplement to core math instruction, ST Math offers a solution to build conceptual math understanding for all learners towards TEKS mastery.

Proven Results in Texas

Significant gains in students scoring Approaches, Meets, and Masters on STAAR following district-wide implementation in Texas.
ST Math in Practice

**Push Box**
Kindergarten
Understanding Addition and Subtraction within 10

**Time Unroll**
3rd Grade
Intervals of Time

https://stmath.com/texas
Questions?