

The Impact of High Quality Instructional Materials on Student Achievement

IMCAT Conference December 2021

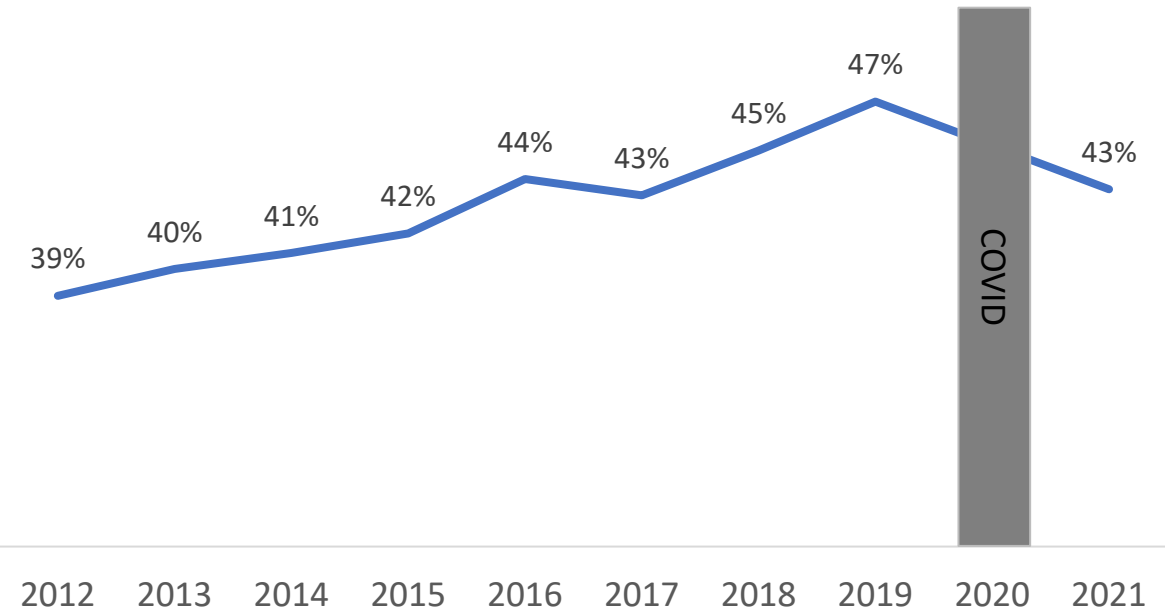
Melissa Lautenschlager, Director of Instructional Materials and Implementation Division

Current State of Student Achievement

COVID-19 Erased Years of Academic Gains

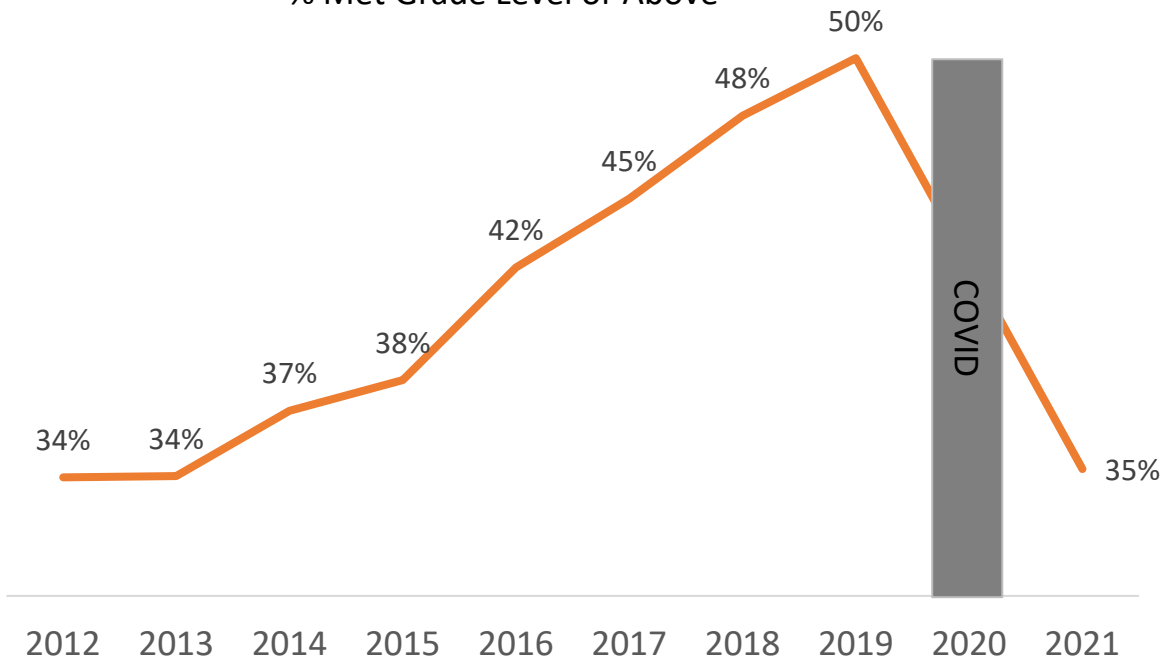
Reading

% Met Grade Level or Above



Math

% Met Grade Level or Above



From Prior Disruptions, We Have Had Limited Success Accelerating Students Who Are Behind

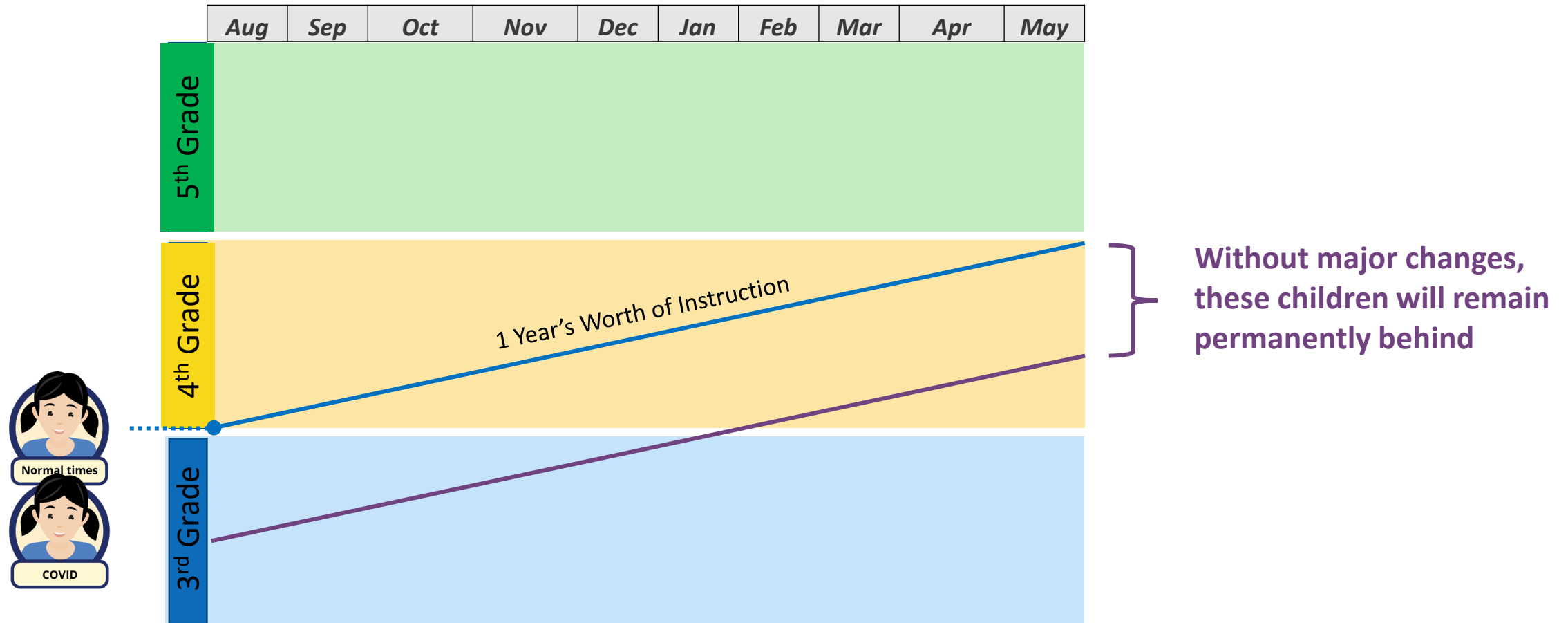


Source: TEA

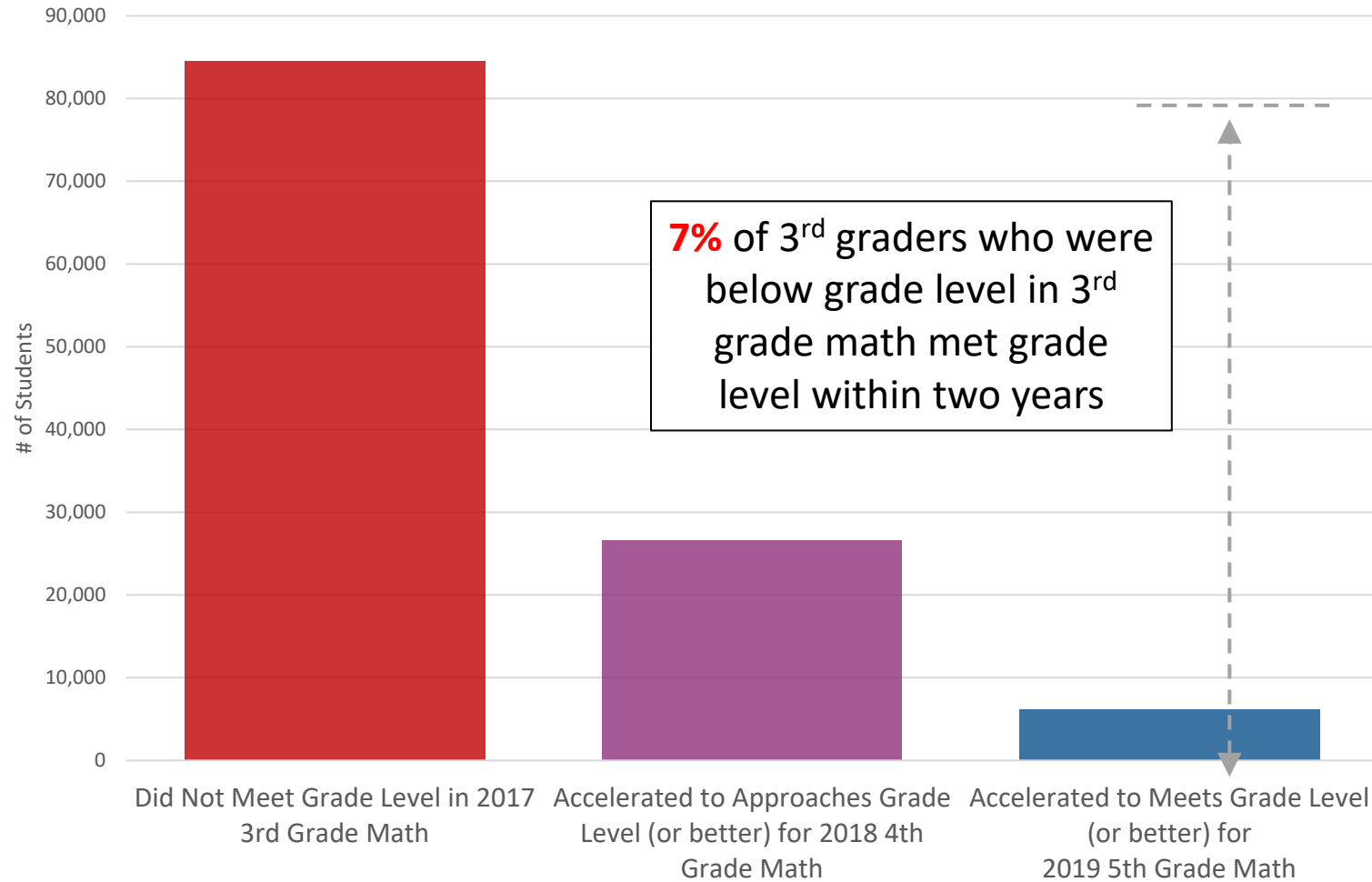
Hurricane Katrina

- After four years of intervention, students recovered to state averages in reading. **They did not recover in math.**

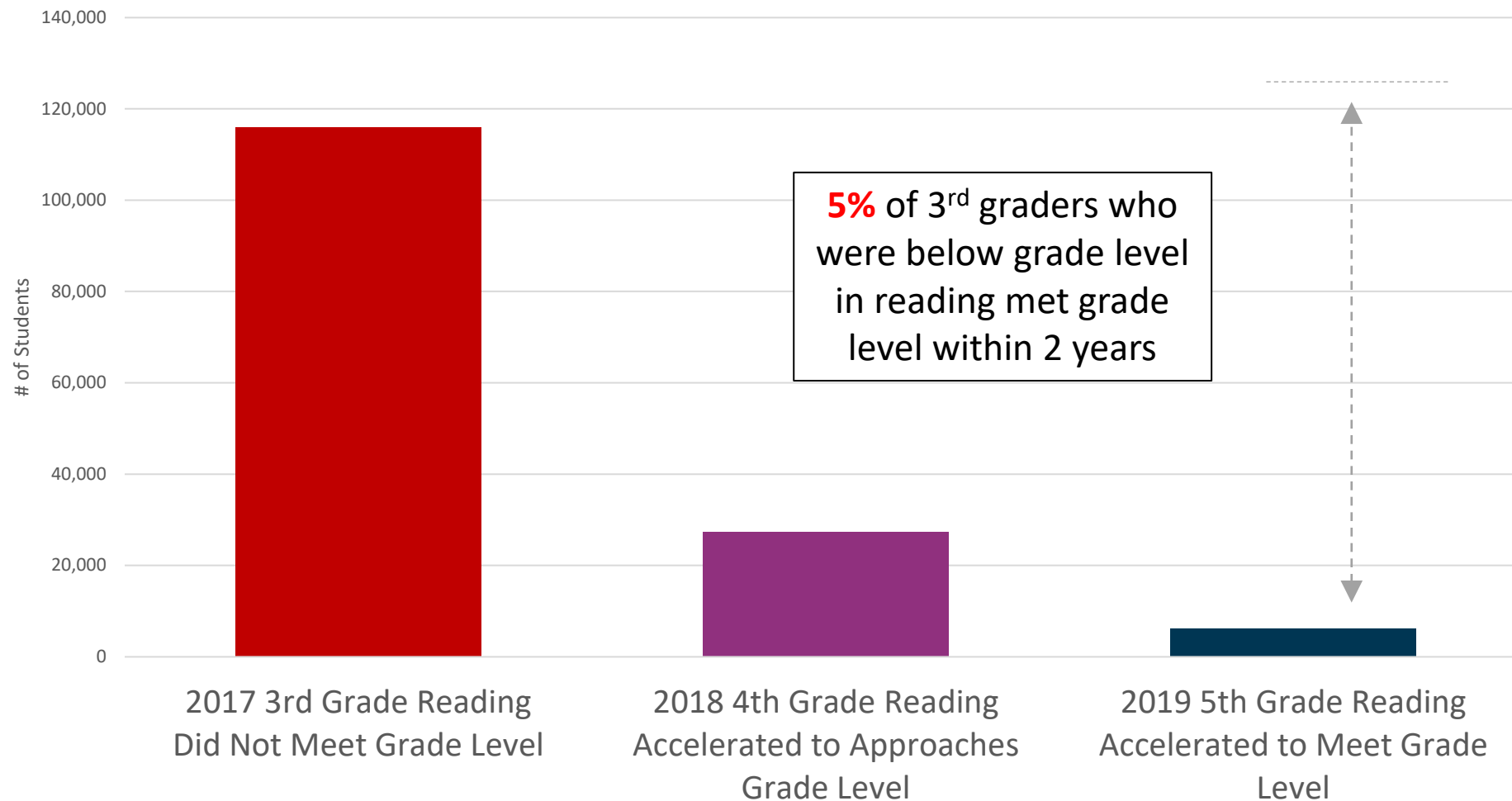
How Do We Accelerate Learning?



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



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



High Quality Instructional Materials

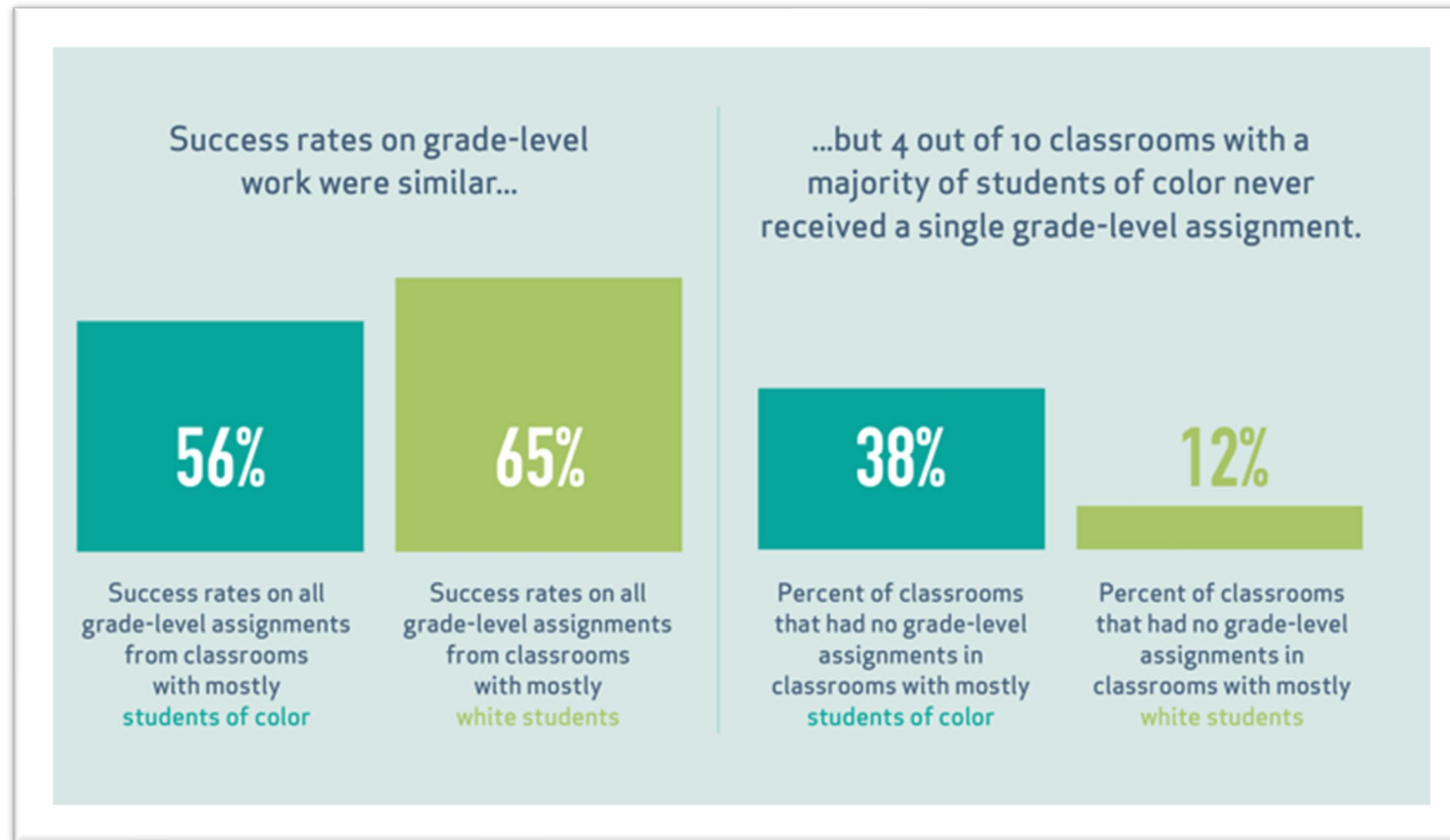
HQIM in Context



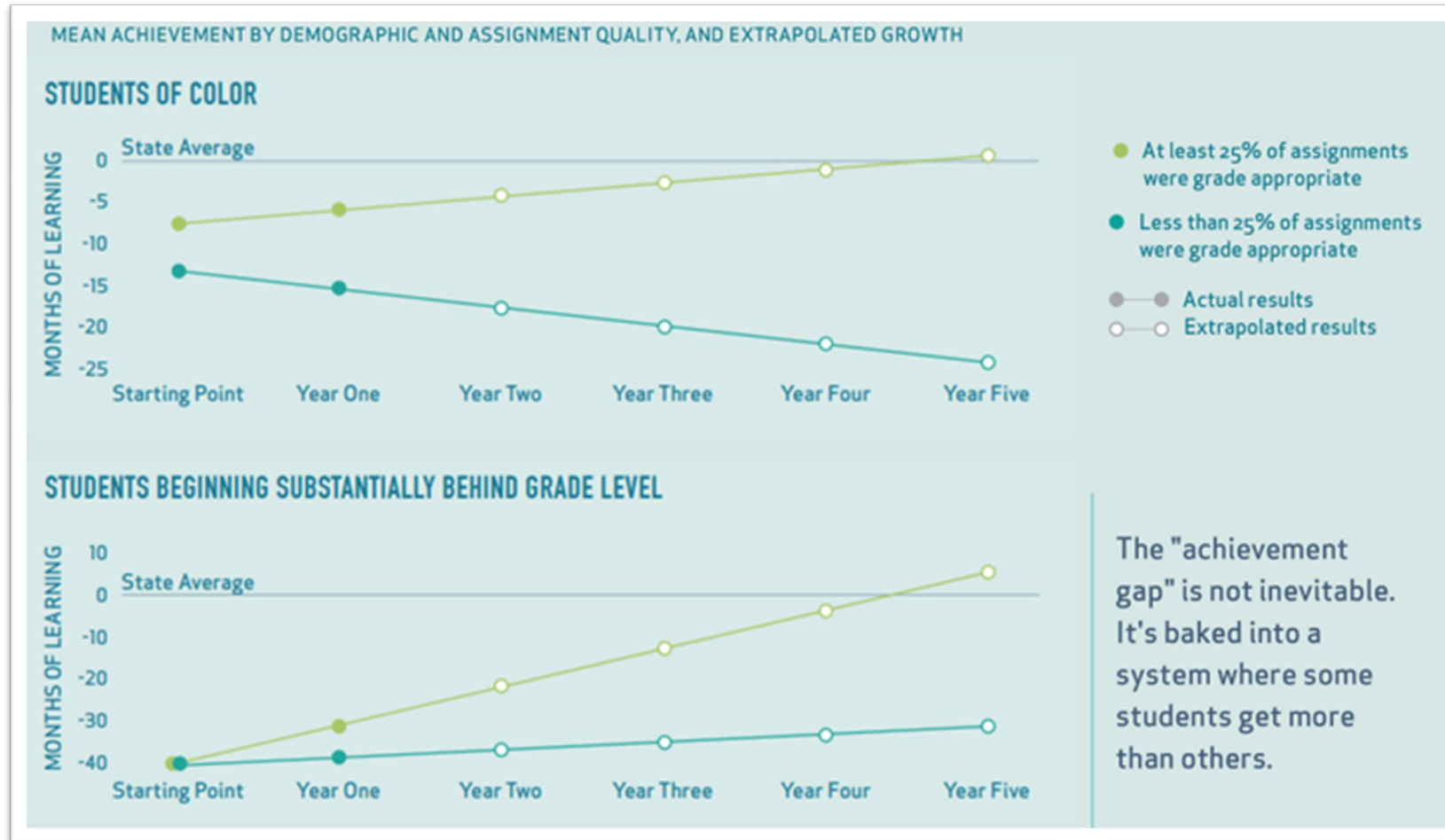
HQIM in Context



When students were given a chance to do grade-level work, they succeeded more than half the time.



Access to grade-level work is even more critical for students beginning substantially behind



High-quality instructional materials are curricular resources that...

- ✓ Ensure full coverage of [Texas Essential Knowledge and Skills \(TEKS\)](#)
- ✓ Are aligned to [research-based instructional strategies](#) in the relevant content area
- ✓ Support [all learners](#), including students with disabilities, English Learners, and students identified as gifted and talented
- ✓ Enable [frequent progress monitoring](#) through embedded and aligned assessments
- ✓ Include [implementation supports](#) for teachers
- ✓ Include all teacher- and student-facing [resources](#) needed for instruction

HQIM and Learning Acceleration

We've historically tried to address learning loss in three ways.



Retention: Students that have fallen far behind their peers are retained and required to repeat an academic year of school.



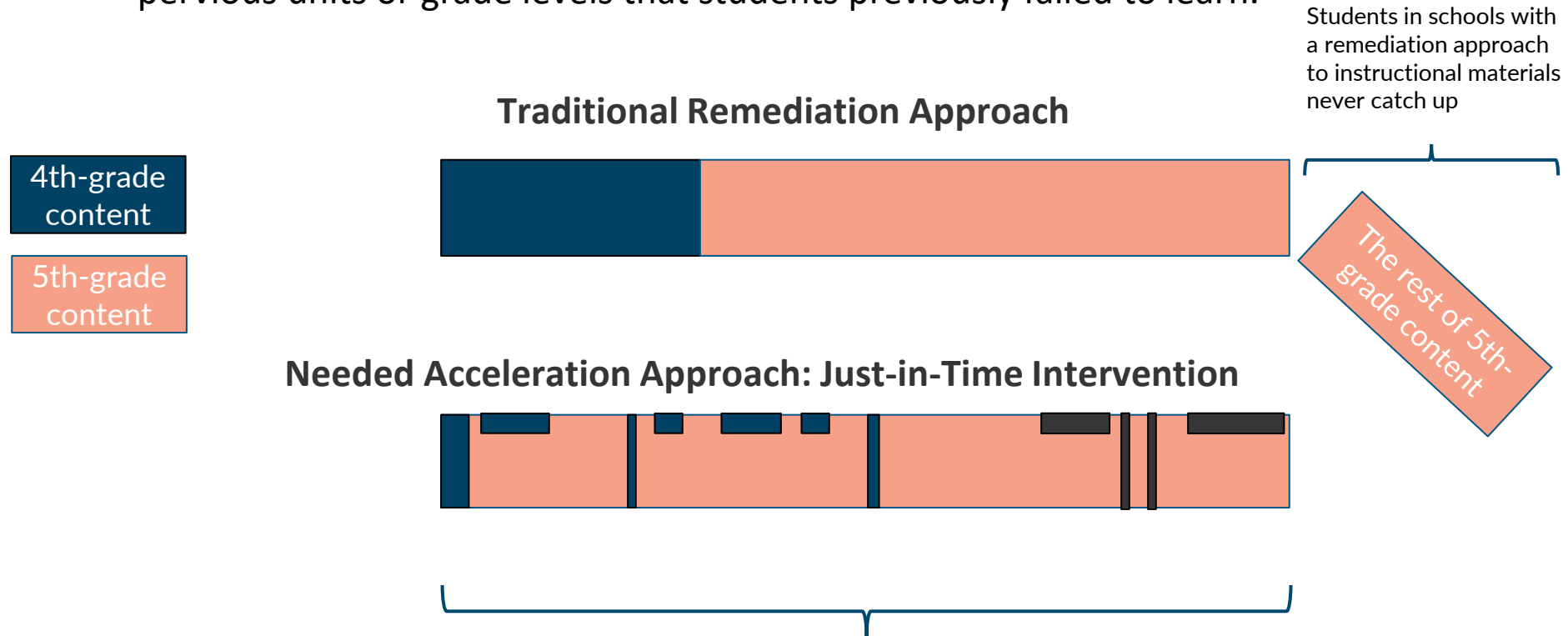
Social Promotion: Students continue with their age peers regardless of their academic performance.



Remediation: At a basic level, remediation (or reteaching) means "teaching again" content that students previously failed to learn.

Instructional Materials must be changed to support acceleration

At a basic level, remediation (or reteaching) means reteaching content from previous units or grade levels that students previously failed to learn.



Two very different approaches to teaching lessons throughout the school year require very different operating practices and lead to two very different results for students

Accelerated Learning versus Remediation



Remediation often focuses on drilling students on isolated skills that bear little resemblance to current curriculum.

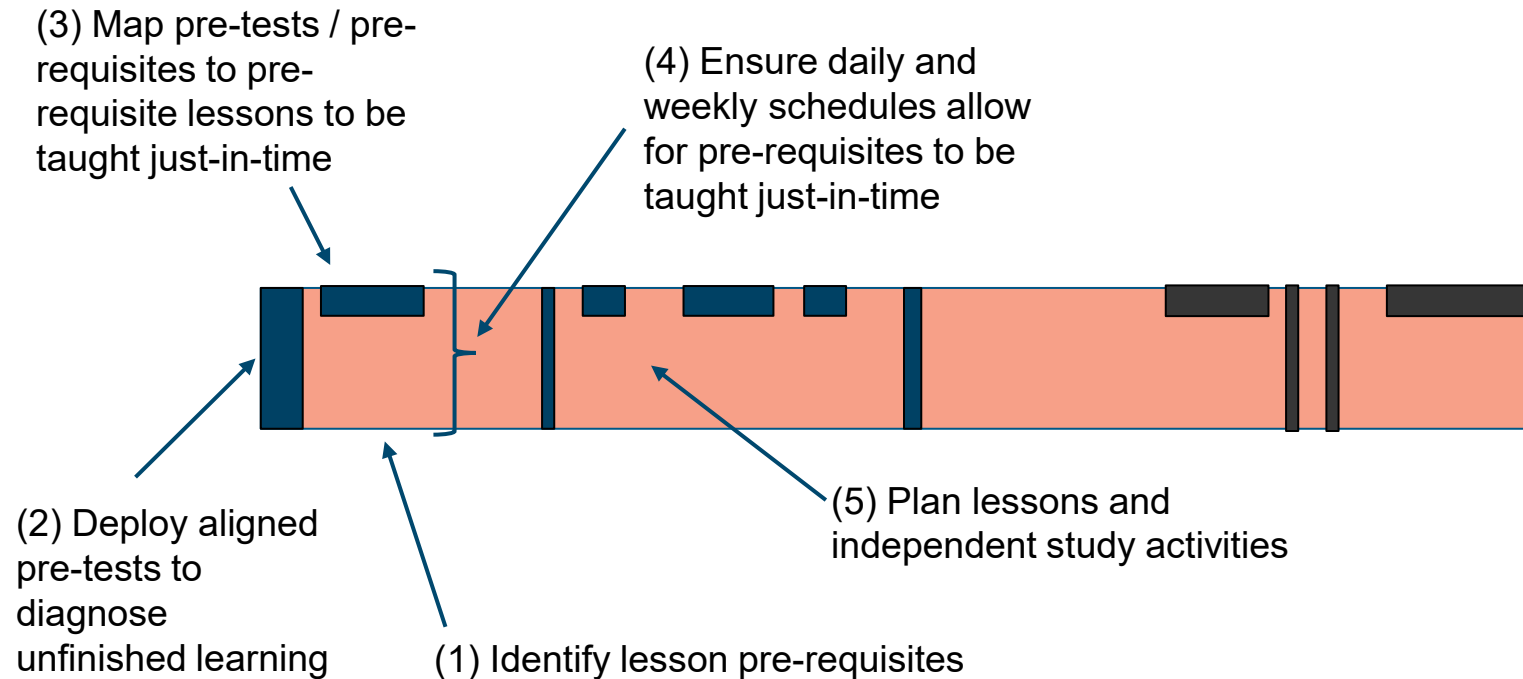
Activities connect to standards from years ago and aim to have students master content from years past.



Accelerated Learning strategically prepares students for success in current grade-level content.

Acceleration readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of current learning.

Providing Just-in-Time Intervention Requires Significant Operational Changes

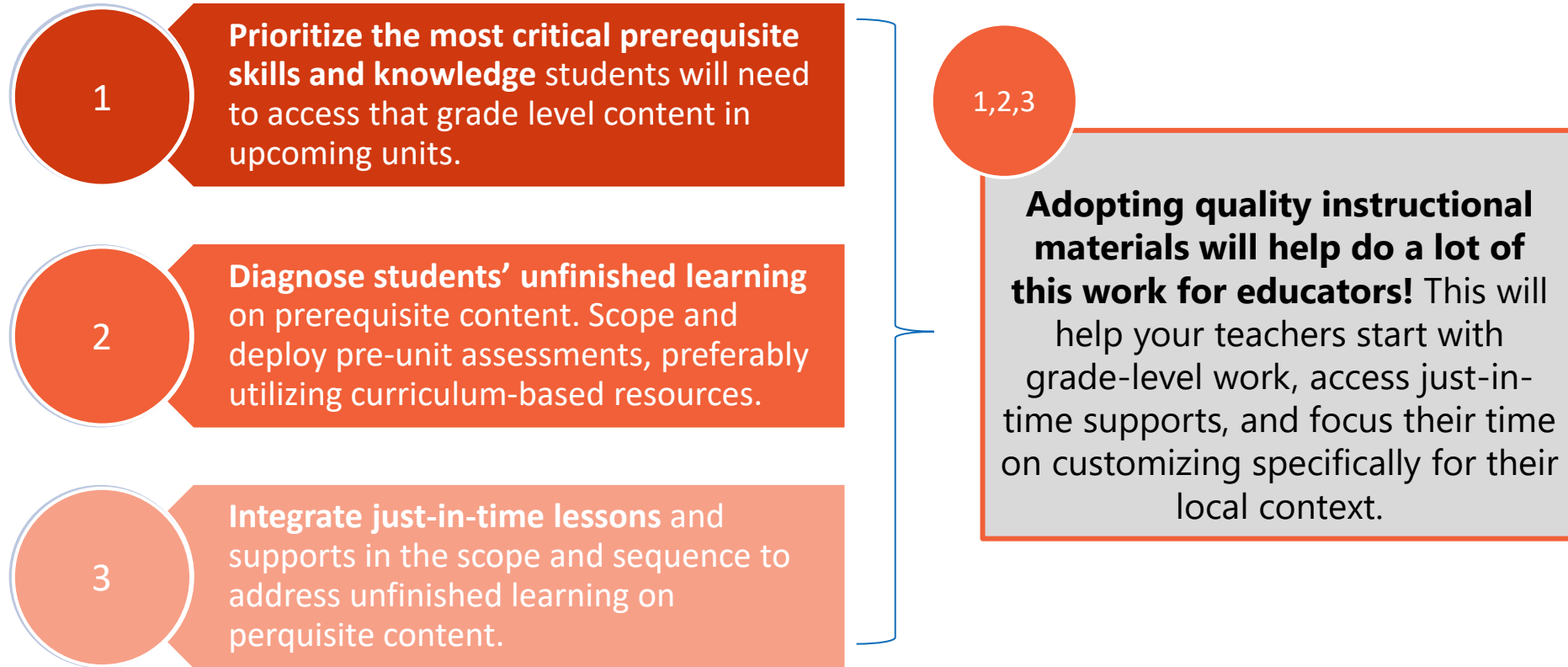


Instructional materials must be designed to enable teachers to provide this kind of instruction. Significant **teacher support** (training) is required. **More time** will also help improve learning acceleration.

Keys to Accelerating Learning through Just-in-Time Intervention

- 1 **Prioritize the most critical prerequisite skills and knowledge** students will need to access that grade level content in upcoming units.
- 2 **Diagnose students' unfinished learning** on prerequisite content. Scope and deploy pre-unit assessments, preferably utilizing curriculum-based resources.
- 3 **Integrate just-in-time lessons** and supports in the scope and sequence to address unfinished learning on prerequisite content.
- 4 **Adapt schedule** to ensure ample time to support Tier 1 scope and sequence and to provide high-leverage Tier 2 & 3 intervention blocks for additional student support.
- 5 **Train teachers and leaders to plan and execute just-in-time supports** on critical content.
- 6 **Monitor your students' progress.**

HQIM resources can help provide support across these steps



Planning to Support Just-in-Time Intervention in your System

Rather than addressing unfinished learning through “nine weeks of remediation” or some other structure that puts students in below-grade-level work, you could:

1,2,3

Adopt quality instructional materials and support teachers to use them. Rather than teachers spending tremendous personal time planning their own activities, support them to prepare to use the high-quality materials that you’ve added.

4

Adapt schedule to ensure ample time to support Tier 1 scope and sequence and to provide high-leverage Tier 2 & 3 intervention blocks for additional student support

5

Train teachers and leaders to plan and execute just-in-time supports on critical content

6

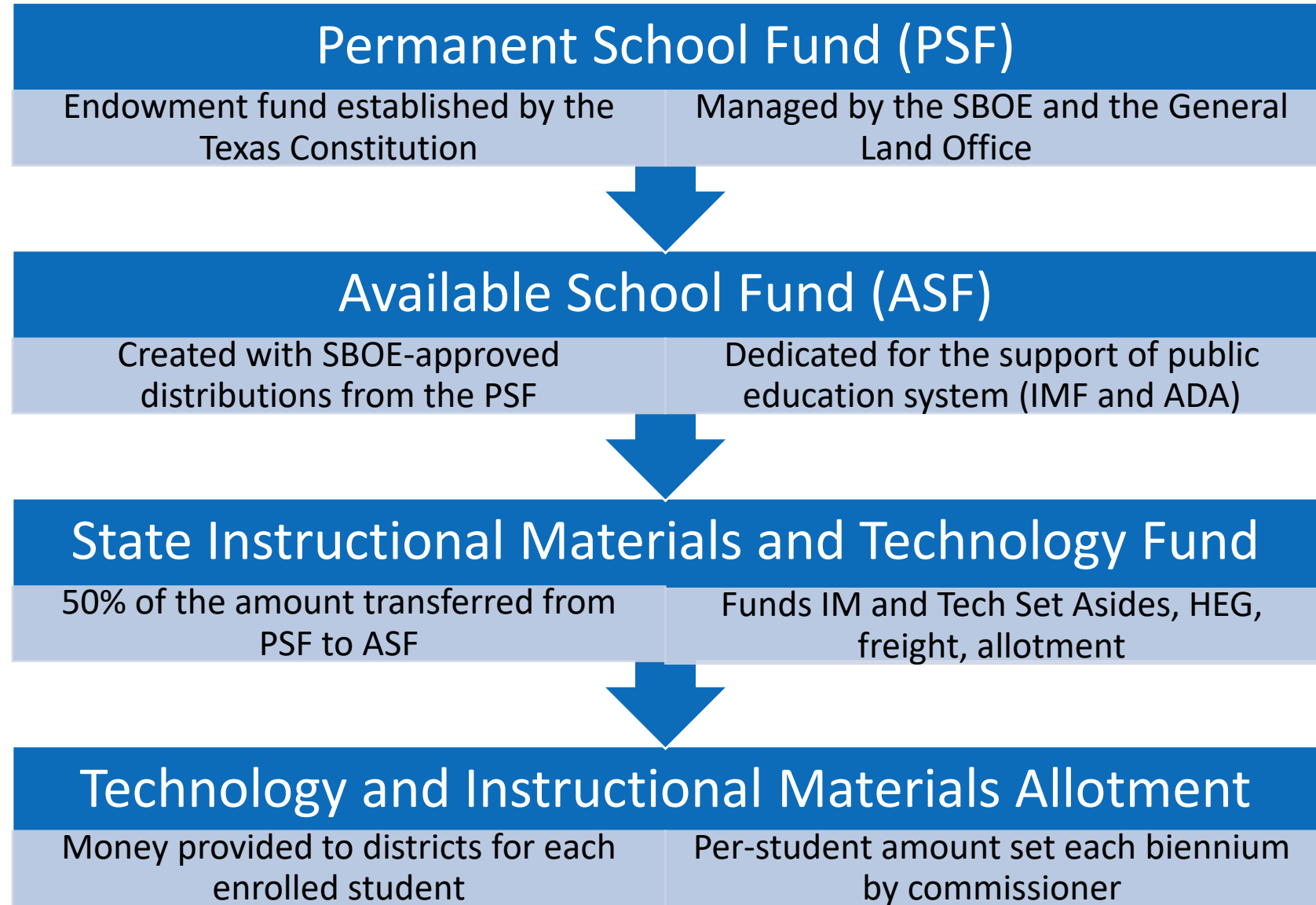
Monitor your students’ progress

Leveraging TEA Supports

Maximize Funding

Allotment (2021–2023)

- Smaller Adoption Biennium
 - PreK Adoption
 - Health and PE Adoption
 - Math and Science Renewals
- Expansion of Allowable Expenses
 - Direct Print
 - Connectivity
 - Progress Monitoring Programs
 - Training













Maximize Funding

Federal and State Support

- ESSER Funds Direct to LEA
- Instructional Materials Option
 - Free digital access PK–12 instructional materials
 - Open education resources made for Texas
- TCLAS Grant
 - Direct grants and in-kind funds for instructional materials print, digital programs, tutoring resources, progress monitoring, and intervention
- CRIMSI
 - Direct support to teachers, coaches, and leaders to pilot or implement instructional materials provided by TEA

Instructional Materials Released to Date

Subject	Publisher	OER or License
Integrated Pre-K	 Teaching Strategies for Texas	License Until Nov 2023
Math	 Eureka Math Texas Edition	OER
	 ST Math Created by MIND Research Institute	License Until Dec 2023
	 TEXAS MATH SOLUTION	License Until Aug 2023
RLA: English	 TEXAS ELEMENTARY LITERACY PROGRAM	OER
	 Amplify ELAR TEXAS	License Until Sept 2023
	 Amplify Reading TEXAS	License Until Sept 2022
	 ODELL TEXAS HIGH SCHOOL LITERACY PROGRAM	OER
RLA: Spanish	 TEXAS LECTOESCRITURA EN ESPAÑOL	OER
	<i>K-2 Skills Coming Spring 2022</i>	OER
Science	 PhD SCIENCE Texas Edition	OER
Social Studies	<i>K-5 Coming Soon</i>	OER

THL Provides Powerful Support for Your COVID Response

Products provide strong Tier 1 instruction.

Within the materials, there are embedded ways to address learning loss.

All products are digital with print options.

Using high-quality instructional materials provides teachers with more time to do what matters most to support all students.

THL Instructional Materials are Designed to Help Teachers






Spend less time on...

- ✗ Building lessons from scratch
- ✗ Searching the internet for materials and activities
- ✗ Modifying existing classroom materials for remote learning

...and more time on...

- ✓ Differentiating lessons and activities for individual students
- ✓ Analyzing and acting on student progress data
- ✓ Customizing virtual and remote materials to fit your unique teaching style

TCLAS Included 5 Accelerated Learning Strategies

Accelerated Learning Strategies				
Strategic Planning	Instructional Materials	Teacher Pipelines	More Time	Innovative School Models
 <p>Strategic planning and performance management to prioritize, launch, and continuously improve learning acceleration strategies</p>	 <p>Rigorous, high-quality instructional materials designed to make up ground and master grade level TEKS</p>	 <p>Talent pipelines that support teachers to deliver excellence in the classroom, getting more than 1 year of growth in 1 year</p>	 <p>More time for the students most in need, including expanding instructional time in the summer and with targeted tutoring</p>	 <p>Innovative school models to incorporate all aspects of the learning acceleration framework</p>

10 Available Decision Points for Districts in TCLAS

Accelerated Learning Strategies				
Strategic Planning	Instructional Materials	Teacher Pipelines	More Time	Innovative School Models
Decision 1: LEA Accelerated Learning Strategic Planning	Decision 2: HQIM Core Approved Products	Decision 4: Teacher recruitment support	Decision 6: Tutoring Supports	Decision 9: P-TECH
	Choice by Subject/Grade Level	Decision 5: Residency Program Support	Decision 7: School Day/Calendar Redesign	Decision 10: New School Models
	Decision 3: HQIM Supplemental Approved Products		Decision 8: Strong Summer Program	
Various Types of Products				
Similar TEA Initiatives: <ul style="list-style-type: none"> Resilient School Support Program (RSSP) 	Similar TEA Initiatives: <ul style="list-style-type: none"> Texas Home Learning (THL) / CRIMSI Math Innovation Zones Dyslexia tools Phonics Reading System College Prep Course 	Similar TEA Initiatives: <ul style="list-style-type: none"> Grow Your Own (GYO) Teacher Residencies 	Similar TEA Initiatives: <ul style="list-style-type: none"> Additional Days School Year (ADSY) Vetted Texas Tutor Corps 	Similar TEA Initiatives: <ul style="list-style-type: none"> PTECH Texas Regional Pathways Network School Action Fund (SAF)

TCLAS Results

719

LEAs awarded TCLAS
supports and
services (of 729
applicants)

20

regions supported
with services and
supports

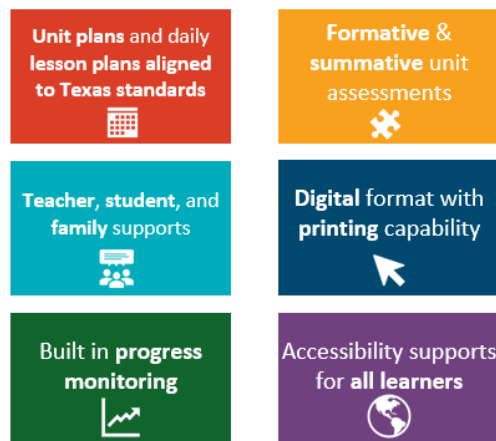
>\$1.1B

in services and
supports awarded
to districts



What is CRIMSI?

Districts, schools, teachers, and coaches participating in CRIMSI receive additional benefits to support the implementation of THL



CRIMSI Additional Supports



Aligned Onboarding Training



Ongoing Collective Professional Learning



Internal Capacity Building for Coaches and Administrators



Stipends for Teachers and Coaches



Digital Communities of Practice with Texas Educators



Printed Materials for Teachers and Students



Questions?

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Reimbursements Vs. Requisitions

SY	EMAT Requisitions Approved	IM Disbursements Approved	% of Disbs VS Res
2011-12	7094	2641	27%
2012-13	5880	9615	62%
2013-14	3801	8417	69%
2014-15	4758	9253	66%
2015-16	4149	12764	75%
2016-17	1991	12092	86%
2017-18	3325	15142	82%
2018-19	1768	13402	88%
2019-20	2229	13655	86%
2020-21	1530	11362	88%
2021-22	1058	5921	85%