

# 3 Ways to Implement Progress Learning and Support House Bill 1416

Progress Learning supports HB1416 by reinforcing current grade level TEKS and allowing students the option to drop down a grade level to recover TEKS not mastered on STAAR® from the previous school year. Liftoff supports in recovering larger skill gaps in vertical alignment that have occurred over multiple academic years, which will ultimately help students master TEKS not mastered on STAAR® from last year and be successful in achievement on this year's current grade level TEKS for HB1416.

1

## On Grade Level

- Use Progress Learning to review and supplement practice on the TEKS you are teaching throughout the school year. Teachers can utilize the *Session Activity Report* to track mastery of standards for HB 1416.
- Assign assignments or direct students to click on the TEK in their "Study Plan" as a piece of their independent practice.
- Utilize the student [data trackers](#) & our student goal setting [English templates](#) and [Spanish templates](#) to help students take ownership of their learning.

2

## Add Additional Subjects

- Teach the students you are working with for HB 1416 how to access additional subject practice within their Study Plan in Progress Learning to practice the standards they still need help with.
- Each student can use the "Study Plan" to learn and practice the TEKS from the previous grade level that they did not master on the STAAR® test.
- Utilize the student [data trackers](#) with last year's standards to help students take ownership of their learning.

3

## Recommended for 2-8

- Use Liftoff during intervention time to help identify each student's foundational skill gaps.
- Liftoff will identify skill gaps all the way down to K-1, not just the foundational skills they are missing from last year.
- Liftoff is a support to help fix the root of the problem.
- NWEA MAP only integrates with Liftoff.



**LIFTOFF**  
Adaptive Intervention

*\*\*On June 9, 2023, Governor Abbott signed into law Texas House Bill 1416 (previously House Bill 4545) which states that students who do not achieve "approaches" or higher on the STAAR must be provided with accelerated instruction. This new House Bill makes several key changes. It removes the need for Accelerated Learning Committees and requires Accelerated Education Plans after a student fails twice in the same subject area. In addition, it reduces the minimum hour requirement from 30 to 15 for some students, increases the student-to-tutor ratio from 3:1 to 4:1, and provides student-to-teacher ratio waivers for the use of approved online curriculum. The bill also clarifies parental involvement in modifying or removing supplemental instruction and requires the Texas Education Agency to monitor the implementation of accelerated instruction.*