

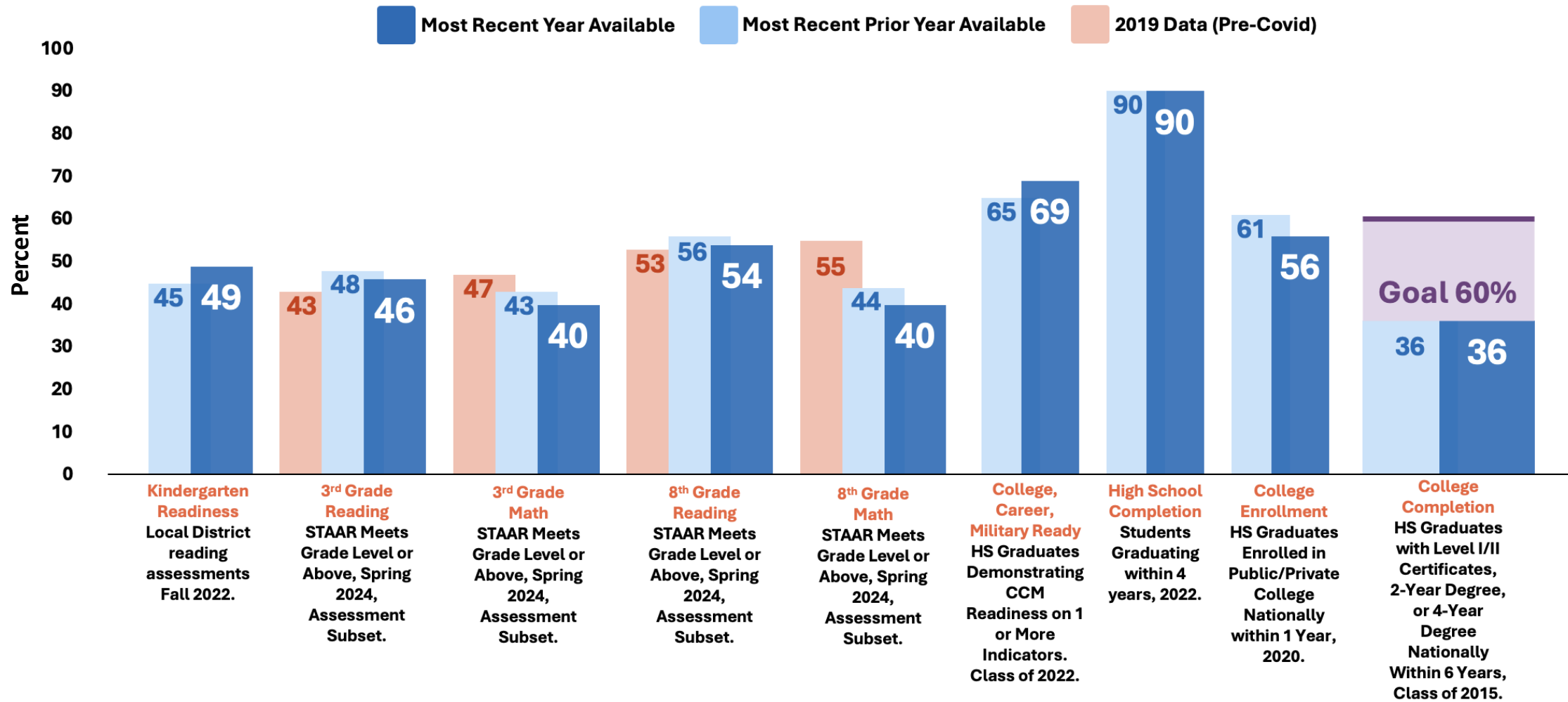


# Accelerated Instruction

July 2024

# While we have made progress since COVID, we still have a long way to go, especially in math

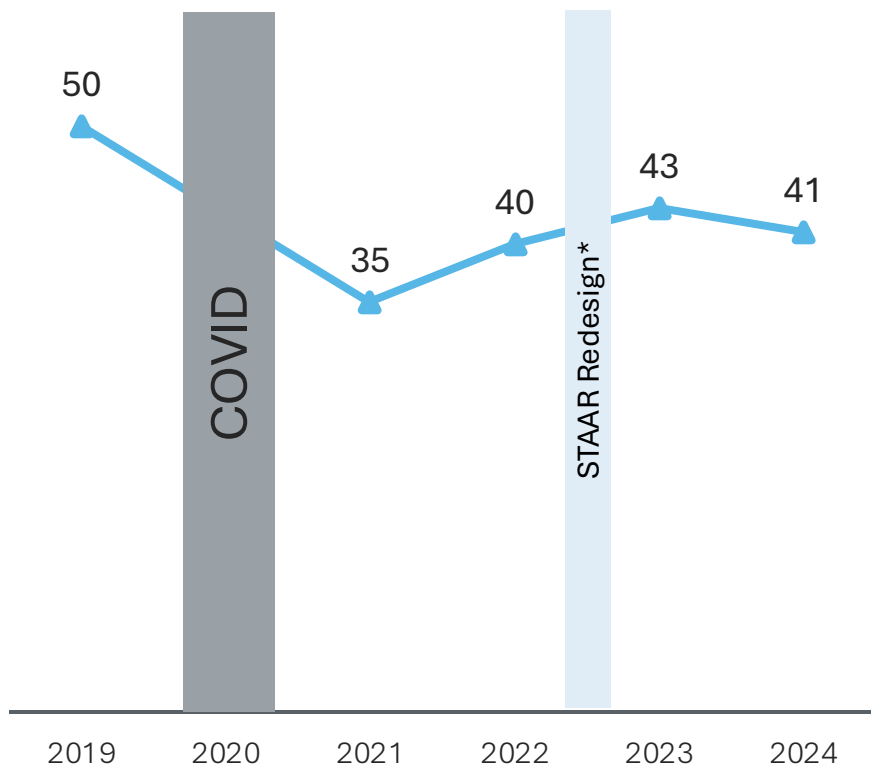
## YEAR-OVER-YEAR STUDENT OUTCOMES



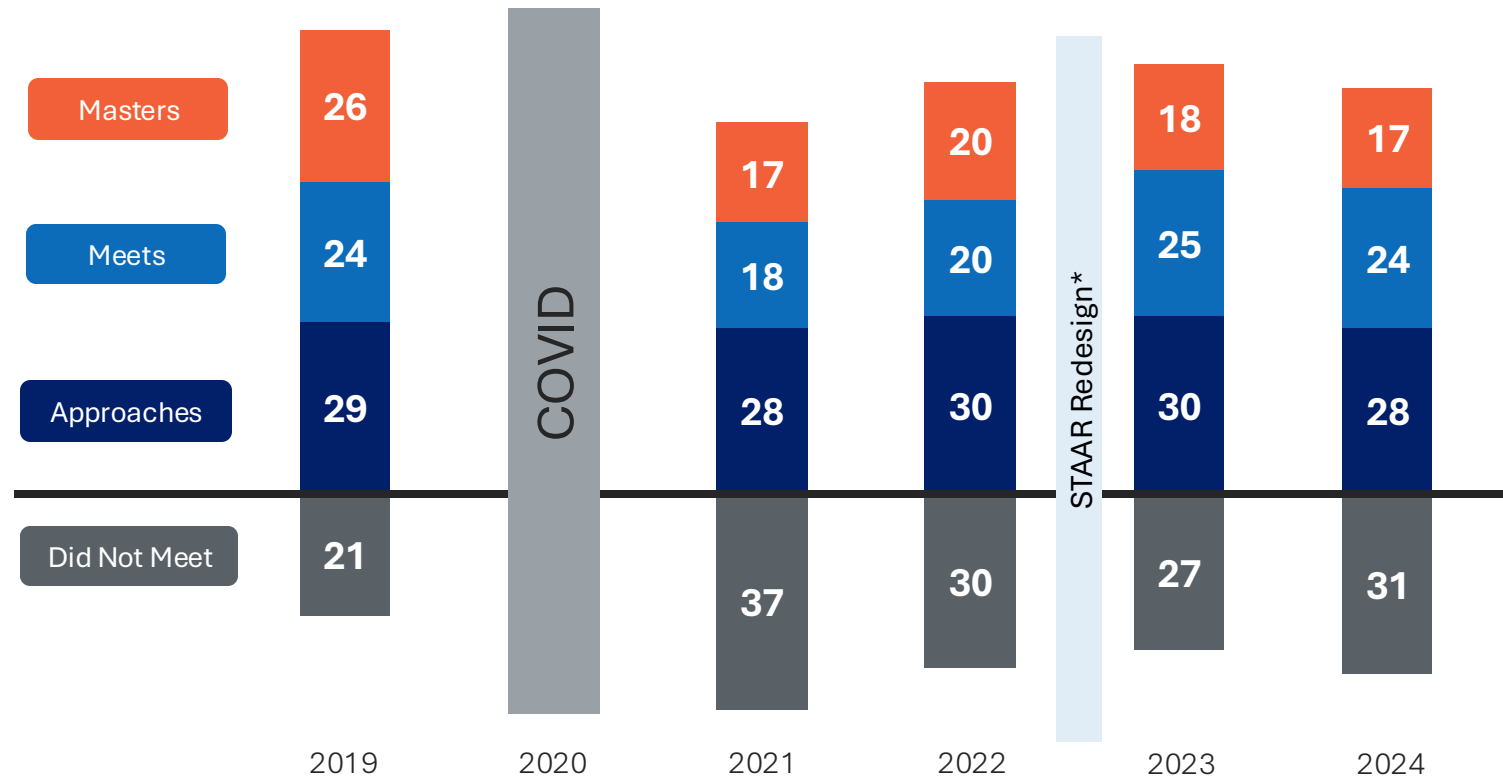


# Overall Math - Grades 3-8 and Algebra I

### Percent of Students that Met Grade Level or Above in Math (Grades 3-8 & Algebra I)



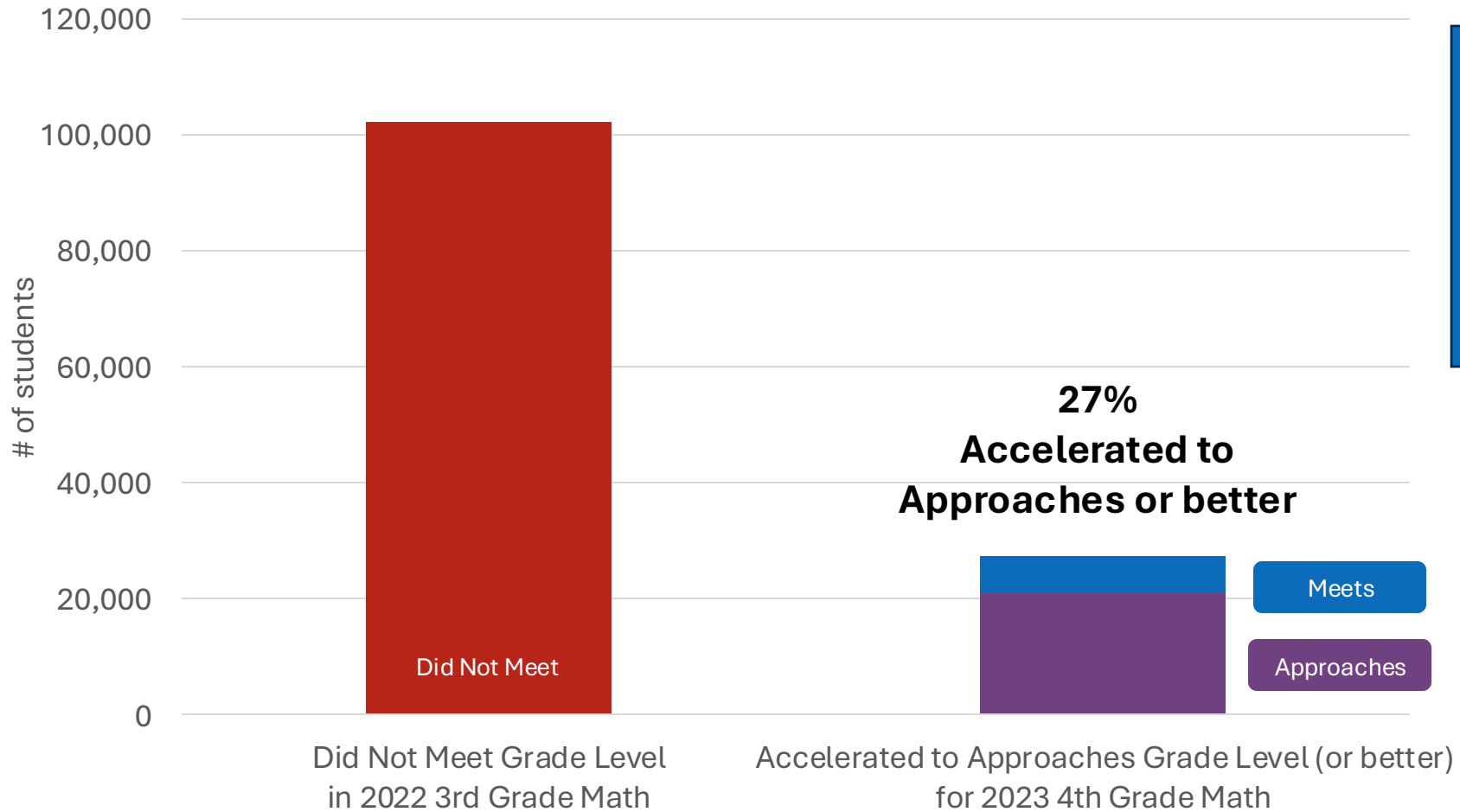
### Percent of Students by Performance Level – Math (Grades 3-8 & Algebra I)



\*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

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

## Elementary Math

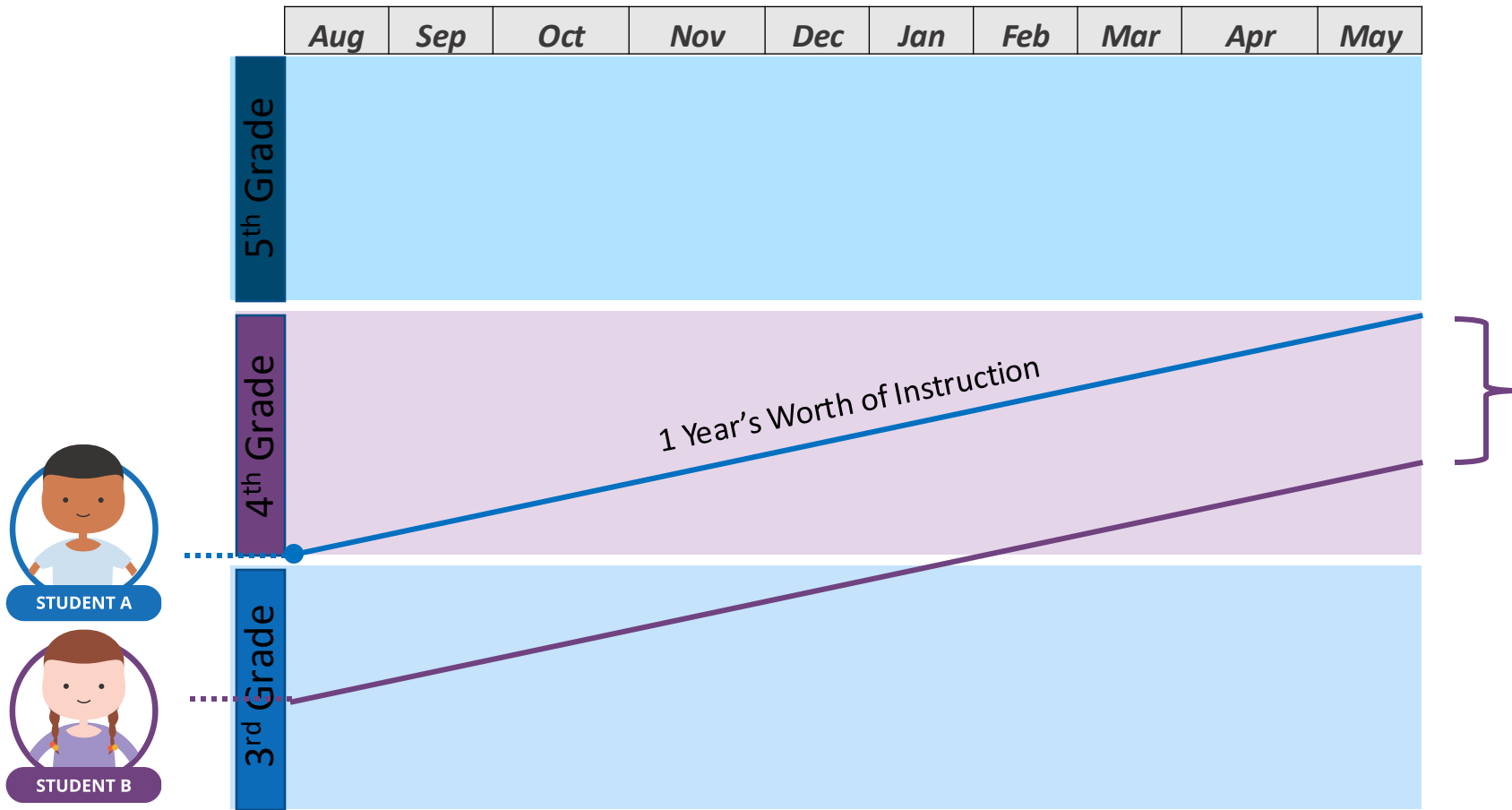


A TPRS report on 1-year and 2-year learning acceleration will be available later this fall.

- Accelerated to Meets Grade Level (or better)
- Accelerated to Approaches Grade Level

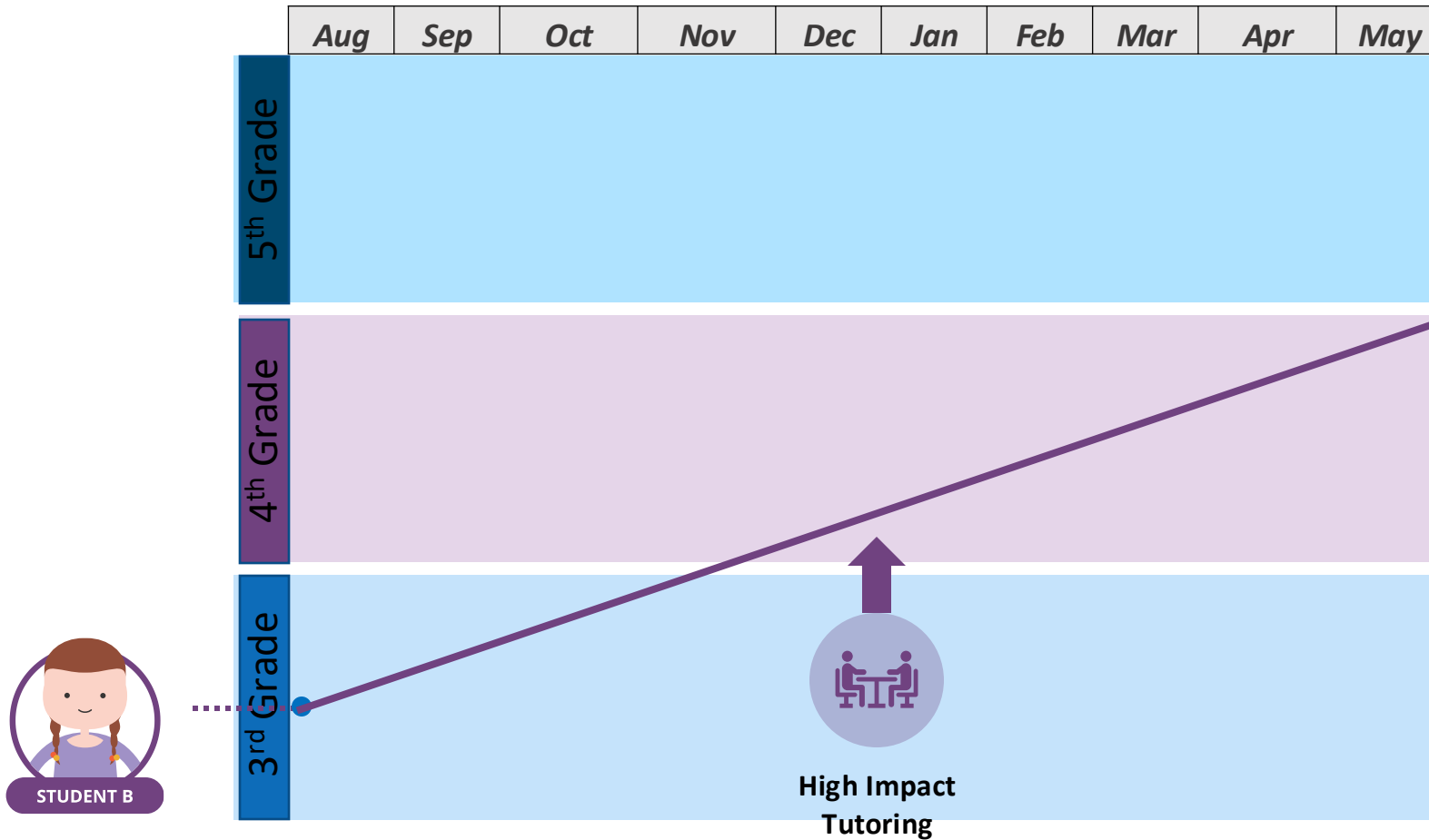
**Learning gaps require access to grade-level content while spiraling unmastered material.**

# How can we accelerate student learning?



For students who start the year behind, only providing them with instruction at their level will keep them behind

# How can we accelerate student learning?



When accelerated instructional practices are done well, students can advance more than one year in a year

# Texas Law Requires Accelerated Instruction

Texas law requires all students who fail to score approaches or higher on STAAR grades 3–8 or EOC assessments be provided accelerated instruction. This law - established in HB 4545, 87R - was recently updated with the passage of HB 1416, 88R. Qualifying students must be:

- Assigned a **TIA designated teacher** for the subsequent school year in the applicable subject area;  
OR
- Provided targeted instruction in the TEKS for the applicable grade levels and subject area with
  - **No less than 15 or 30 hours** depending on student performance and is provided in the summer or at least once per week in the school year;
  - **Limited to two subjects per year, prioritizing math and RLA;**
  - Provided in a group of **no more than four students**, unless the parent or guardian of each student in the group authorizes a larger group;
  - Designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and includes **effective instructional materials** designed for supplemental instruction;
  - Provided by a **person with training in the applicable instructional materials** for the supplemental instruction and provided by one person for the entirety of their accelerated instruction.





# Multiple Ways to Meet Requirements

**Placement w/ TIA Teacher** | LEA or campus places student who did not pass STAAR with a designated Teacher Incentive Allotment teacher

**District-Staffed Tutoring** | LEA deploys district staff – such as teachers, residents, or paras – to implement the high impact tutoring model aligned w/ requirements like a 4:1 ratio, consistent tutor, sufficient hours, etc...

**Online Supplemental Curriculum** | LEA uses approved 1416 Ratio Waiver List product to waive ratio requirement, educator serves as facilitator to manage group-wide performance

**LEA-Contracted Third Party Tutoring** | LEA contracts with third party to provide required tutoring services to some or all students. LEAs may use outcomes-based contracting approach to align payment with student outcomes

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To support districts in building, expanding, and sustaining strategic compensation systems that are able to differentiate teacher effectiveness in all content and grade areas. These systems will **incentivize teachers to stay, support more robust recruitment, and make the profession more desirable.**



Prioritize Teacher Development and Student Outcomes



Connect to Campus and District Best Practices



Incentivize Teachers to Stay

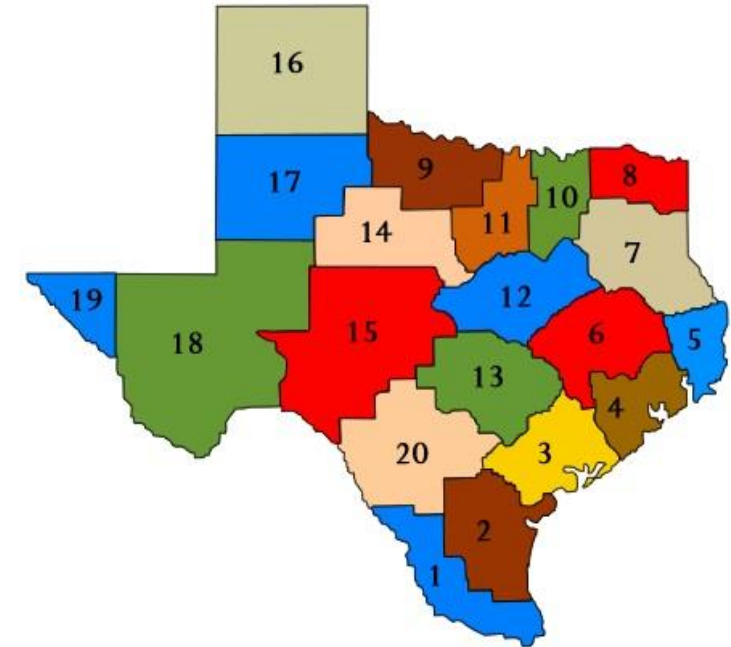


Make the Educator Profession More Desirable

Placement of a student who did not approach grade level on STAAR with a TIA designated teacher satisfies accelerated instruction requirements.

## Goals

1. **More districts** with TIA systems
2. **More teachers** eligible for TIA within local systems
3. **Increased success rates** with implementation and validation
4. **Increasing retention** for TIA Designated teachers



In the 2024-25 school year, ESCs have with dedicated staff to support districts with developing and implementing TIA to meet the above goals. These supports will prioritize rural and small districts. Additionally, ESCs will serve to provide state-wide supports in specialized hubs for TIA.

If you are interested in starting or expanding TIA in your district, contact your ESC:  
<https://tiatexas.org/for-districts/regional-support-at-education-service-centers/>

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# High Impact 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/dkjh-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](#)) 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.



# Implementing HIT properly requires a change in the daily school schedule (in most cases) – Elementary Example

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

PK	Kinder	First	Second	Third	Fourth	Fifth
Breakfast/Morning Circle/Good Things 7:50 - 8:10	Breakfast/Morning Circle/Good Things 7:50 - 8:10	Breakfast/Morning Circle/Good Things 7:50 - 8:10	Breakfast/Morning Circle/Good Things 7:50 - 8:10	Breakfast/Morning Circle/Good Things 7:50 - 8:10	Breakfast/Morning Circle/Good Things 7:50 - 8:10	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 08:10 - 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
Nap 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					

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- (a-11) The agency shall **approve one or more products that use an automated, computerized, or other augmented method for providing supplemental instruction** under Subsection (a-1) (2) that may be used in lieu of some or all of the individual or group instruction required under Subsection (a-4) (6), as appropriate for the applicable grade level and subject area and a student's academic deficiency. The agency may approve a product under this subsection **only if evidence indicates that the product is more effective than the individual or group instruction** required under Subsection (a-4) (6). The commissioner shall adopt rules regarding when a product approved under this subsection may be used and the requirements under Subsection (a-4) for which the product may be substituted.

**Note: LEAs may use any curricular tool they choose to support accelerated instruction; Only products approved through this list qualify for a waiver of the 4:1 student to teacher ratio**

## 2024-2025 HB 1416 Ratio Waiver List

Subject	Product Name	Overview	Grade Level Coverage (HB 1416 Applicable Grades)	Usage	Contact Email
Math	IXL Math	Video	PK-12 (4-11)	30 min., 2 x per week	Texas@ixl.com
Math	ST Math	Video	PK-8 (4-8)	30 min., 2 x per week	Texas@mindeducation.org
RLA	Amira Learning Distributed by Amira or HMH	Video	K-6 (4-6)	15 min., 4 x per week	Bryan.mccorkle@amiralearning.com Kathy.Doyle@hnhco.com
RLA	HMH Read 180 Flex	Video	3-12 (4-11)	20 min., 4 x per week	Read180Flex-TX1416@hnhco.com
RLA	IXL Language Arts	Video	PK-12 (4-11)	30 min., 2 x per week	Texas@ixl.com

To benefit from the waived ratio requirement, applicable students must meet minimum product usage requirements for the approved product. A school district not meeting usage requirements with a product will be required to revert to the 4:1 ratio for supplemental instruction (19 TAC §104.1001).

LEAs may still use any curricular tool they choose to support accelerated instruction, but only products approved through this list qualify for the waiver of the 4 to 1 student to tutor ratio.

**Note:** Teachers are the single most important in-school factor impacting student outcomes (Hattie, 2011). The tools approved on this list – when implemented effectively with quality educator training and sufficient time in a master schedule – can reduce educator workload while addressing individual learning gaps in full group or high impact tutoring settings. These tools are not a substitute for excellent teaching.

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# What is an Outcomes Based Contract?

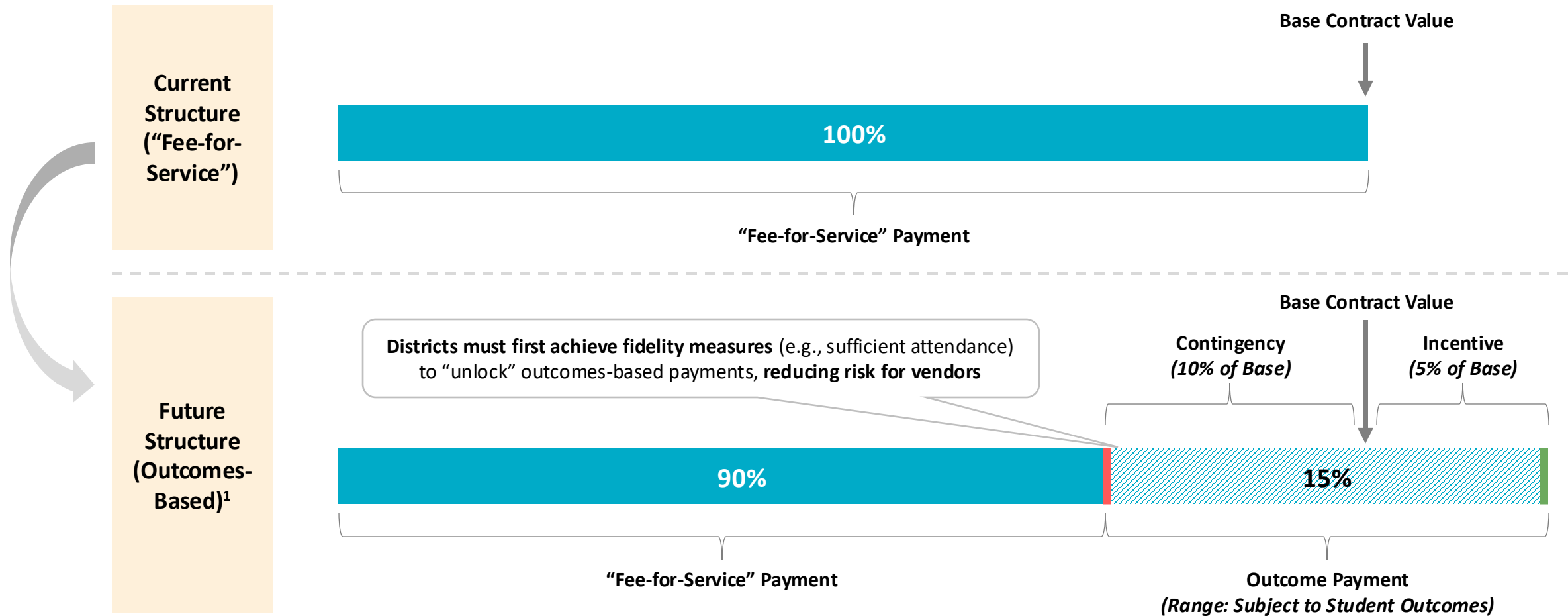
Outcomes Based Contracting (OBC) requires that a **significant portion of contractor payment be contingent upon student growth**. OBC's objectives are to dramatically improve student outcomes and to reshape the relationship between school districts and vendors.

Outcomes based contracting directly **links expenditure of school district resources to improving student outcomes**. This work addresses pervasive equity gaps and supports collaborative partnerships between districts and vendors that will better meet student needs and achieve better results.

# OUTCOMES BASED CONTRACTING STRUCTURE

Illustrative

Outcomes-based contracts tie a portion of vendors' payments to student outcomes, but can also provide vendors the opportunity to earn bonus payments beyond the fee-for-service contract value for "above and beyond" performance



Under this *illustrative* OBC structure, vendors would earn a **minimum payment** of 90%, and a **maximum payment** of 105%, of the base contract value depending on student outcomes

# OUTCOME PAYMENTS EXPLAINED

Illustrative

The total outcomes payment depends on both fidelity of implementation and student outcomes

Illustrative OBC Structure<sup>1,2</sup>



What are the possible Outcome Payment results for vendors?

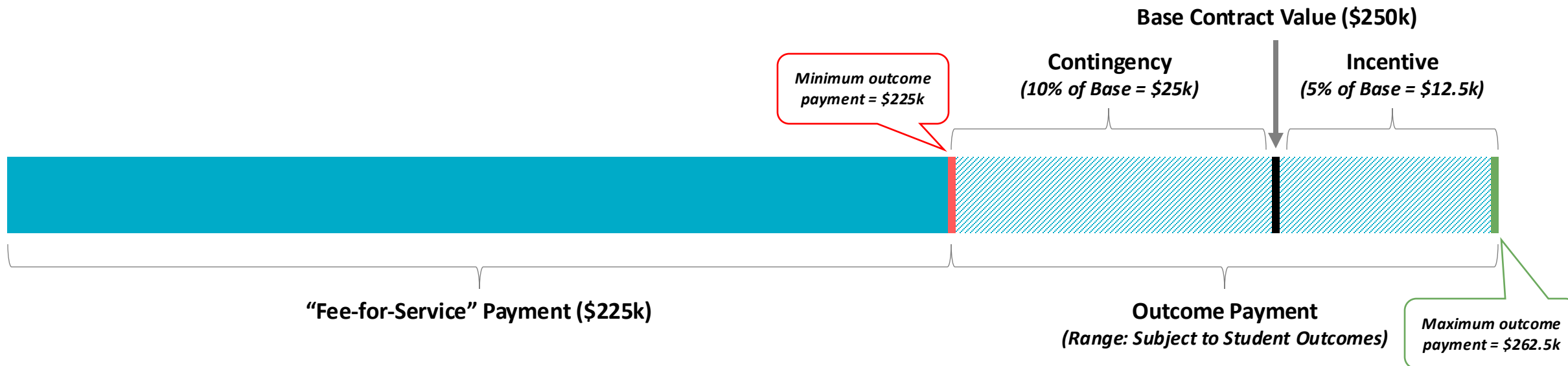
Payment Result	Fidelity of Implementation and Student Outcome Results
Minimum outcome payment	All students meet fidelity of implementation, but student outcomes are <b>very low</b> (i.e., "lower than expected")
Payment of base contract value (i.e., "made whole")	No students meet fidelity of implementation (i.e., student outcomes are not included in payment calculation)
Maximum outcome payment	All students meet fidelity of implementation, and student outcomes are <b>very high</b> (i.e., "higher than expected")
Any other outcome payment	Mix of students meeting fidelity of implementation and / or achieving various student outcomes

# EXAMPLE OBC – ILLUSTRATIVE STRUCTURE

Illustrative

Using example data can help better understand the components of an outcomes-based contract and how they interact to calculate vendor payments

## Illustrative OBC Structure<sup>1</sup>



## Explained: Structure of Vendor Payments in an OBC

- 1 Base contract value = \$250k
- 2 Contingency payment = 10% of base contract value = \$25k  
Fee-for-service payment = base contract value - contingency payment = \$225k
- 3 Incentive payment = 5% of base contract value = \$12.5k
- 4 Total vendor payment = Fee-for-service + outcome payment = \$225k + (range of \$0 to \$37.5k) = range of \$225k to \$262.5k

# Ector County ISD

# Outcomes Based Contracts for Tutoring



## Who we are...

- Number of students: 33,700
- Poverty rate: 70%
- Number of employees: 4200
- Number of schools: 45
- County size: 902 sq mi





# Rate Card For High-Impact Tutoring

**Total Students:  $65 \div 4 = 17$  groups**

**Base Cost per group per hour: \$100.00**

**Base Cost for campus:  
 $17 \times 20 \text{ hrs (340)} \times \$100 = \$34,000.$**

Outcome	Students meet Milestone 1 and 2 as described below
Base Payment per student per hour	\$25.00
Milestone 1: 60 to 65 <sup>th</sup> conditional growth percentile	10% Bonus \$27.50
Milestone 2: 66 to 99 <sup>th</sup> conditional growth percentile	15% Bonus \$28.75
Penalty Fee: <40 to 49%	-10% \$22.50
Penalty Fee: <39%	-15% \$21.25

**School will reconcile the bonus outcome per student when End of Year MAP data is available. School district will pay bonus in May or provider will refund school district if penalty fees exceed base cost of \$34,000.**

**Total possible max payout is  $65 \text{ students} \times 20 \text{ hrs.} \times \$28.75 = \$37,370.00.$**



# STAAR Progress : Math And Reading

**Impact of Intervention**

Summarized Results 2024 STAAR Math							
	Total Students	STAAR Progress					
		Limited	Expected	Accelerated		Expected or Above	Diff from All Students
All Students	16,508	47.33%	44.02%	8.65%		52.67%	na
Tutoring Partner A	1,232	42.60%	50.17%	7.23%		57.40%	4.73pp
Tutoring Partner B	1,670	40.20%	51.32%	8.48%		59.80%	7.13pp

Summarized Results 2024 STAAR Reading							
	Total Students	STAAR Progress					
		Limited	Expected	Accelerated		Expected or Above	Diff from All Students
All Students	19,568	44.43%	44.82%	10.75%		55.57%	na
Tutoring Partner A	1,040	33.33%	45.28%	21.39%		66.67%	11.10pp
Tutoring Partner B	1,383	42.02%	42.94%	15.04%		57.98%	2.41pp

# MAP Data: Math And Reading

## MATH

- 55% of all students engaged with high-impact virtual tutoring achieved one or more years of academic growth
- **48% of those students achieved two or more years of academic growth**

## READING

- 53% of all students engaged with high-impact virtual tutoring achieved one or more years of academic growth
- **43% of those students achieved two or more years of academic growth**



at the Southern Education Foundation

## CASE STUDY:

Ector County Independent School District

## AT A GLANCE

### CONTRACT SIZE

5,566 Students Served  
\$4.7 Million

### AMOUNT CONTINGENT ON OUTCOMES

\$940,000 (20%)

### 2 PROVIDERS SELECTED FROM TEA APPROVED LIST

## OVERVIEW

In 2022 ECISD implemented two contracts in response to House Bill 4545 which provided high-impact tutoring for over 5,000 students using an outcomes based contracting model.



### Focus Population:

Students in 3rd - 8th grade assessed as "did not meet" in Spring 2021 assessment



### Program Model:

Small group (1 - 3 students) virtual tutoring during the school day

## STUDENT GROWTH

### FEV Math:

1,015 (51%) of students achieved above 50th conditional growth percentile (CGP) on NWEA.

### FEV Reading:

1,041 (51%) of students achieved above 50th conditional growth percentile (CGP) on NWEA.

### AirTutor Math:

388 (55%) of students achieved above 50th conditional growth percentile (CGP) on NWEA.

### AirTutor Reading:

353 (40%) of students achieved above 50th conditional growth percentile (CGP) on NWEA.

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## Accelerated Instruction

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- Accelerated Instruction Requirements
- High Impact Tutoring and Student Outcomes
- Tutoring Implementation Supports
- Fidelity of Implementation Self-evaluation
- Additional Resources
- Contact Information

This page provides comprehensive information emphasizing the implementation of high-impact tutoring practices to address learning gaps in students. It outlines key legislative changes in House Bill 1416, details how students failing assessments can receive specialized tutoring, and lists the characteristics of effective high-impact tutoring programs. The page offers tools, guidance, webinars, and examples, highlighting the importance of targeted support to accelerate learning and improve student outcomes in the Texas education system.

### HB 1416 Ratio Waiver List Products