

Concern for Educators and Families: Texas students have experienced academic growth post-Covid but learning acceleration is still critically needed, particularly in Math. On the 2022 STAAR, only 52% of students met grade level expectations in Reading Language Arts while only 40% of students met grade level in math.¹

Opportunity: Evidence suggests that high impact tutoring can have a significant impact on outcomes for students.

- 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.²
- 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.**³

Accelerated Instruction Requirements: Texas law requires all students who do not achieve approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided accelerated instruction. These requirements, modified by House Bill 4545 from the 87th legislature and recently updated with the passage of House Bill 1416 in the 88th legislature, provide that qualifying students must be:

- Assigned a **TIA designated teacher** for the subsequent school year in the applicable subject area;
- OR
- Provided supplemental instruction aligned with the research on high impact tutoring in the TEKS for the applicable grade levels and subject area in the following manner:
 - **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.

**HB 1416 requires TEA to define requirements for students requiring 30 hours of supplemental instruction through the rulemaking process. TEA will propose rules that will provide that students who fall into the "Low Does Not Meet" category of STAAR performance receive no less than 30 hours of supplemental instruction. The rules will also provide that students in third grade who do not approach grade level or higher will be required to receive 30 hours of supplemental instruction.*

To learn about what has changed in accelerated instruction requirements from HB 1416 and to see the complete list of frequently asked questions, visit the [TEA Accelerated Instruction webpage](#) or reach out to accelerated.instruction@tea.texas.gov with questions.

References:

1. Includes STAAR 3-8 Reading, English I and English II EOC Assessments 2. Includes STAAR 3-8 Mathematics, Algebra I EOC. Source: 2012-2021 Spring STAAR Data
2. 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>;
3. Kraft, M. A. (2020). Interpreting effect sizes of education interventions. Educational Researcher, 49(4), 241-253.

A note for 2023 STAAR Reporting

Final student-level results for the spring 2023 STAAR will be communicated on August 11th, 2023. LEAs may use the [STAAR Early Results Guidance Tables](#) to inform planning for fulfilling accelerated instruction requirements.