



# HB 1416 Ratio Waiver List

Texas Tutoring Supports

# TEA Welcome & Introductions



Dr. Colby Self, CTCM  
Director of Texas Tutoring  
Supports



Alicia Garcia  
Texas Tutoring & Content  
Specialist

# Objectives and Agenda

## Purpose

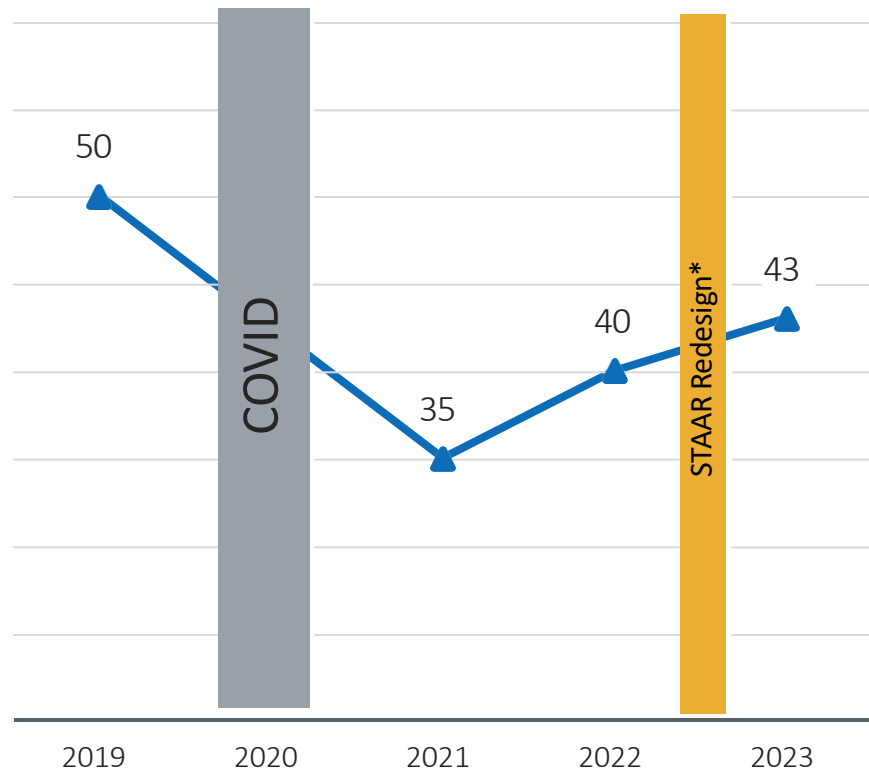
- The purpose of this webinar is to provide an overview of the HB 1416 Ratio Waiver List and offer school systems an opportunity to review vendor materials and participate in office hours with the vendors selected for the 24-25 school year.

## Agenda

- 1:00-1:20 P.M. – Accelerated Instruction and HB 1416 Ratio Waiver List Overview
- 1:20-1:30 P.M.- FAQ's /Q & A
- 1:30-3:00 P.M. - Asynchronous review of vendor-provided materials (video, research studies)
- 3:00-4:00 P.M. - Vendor Office Hours

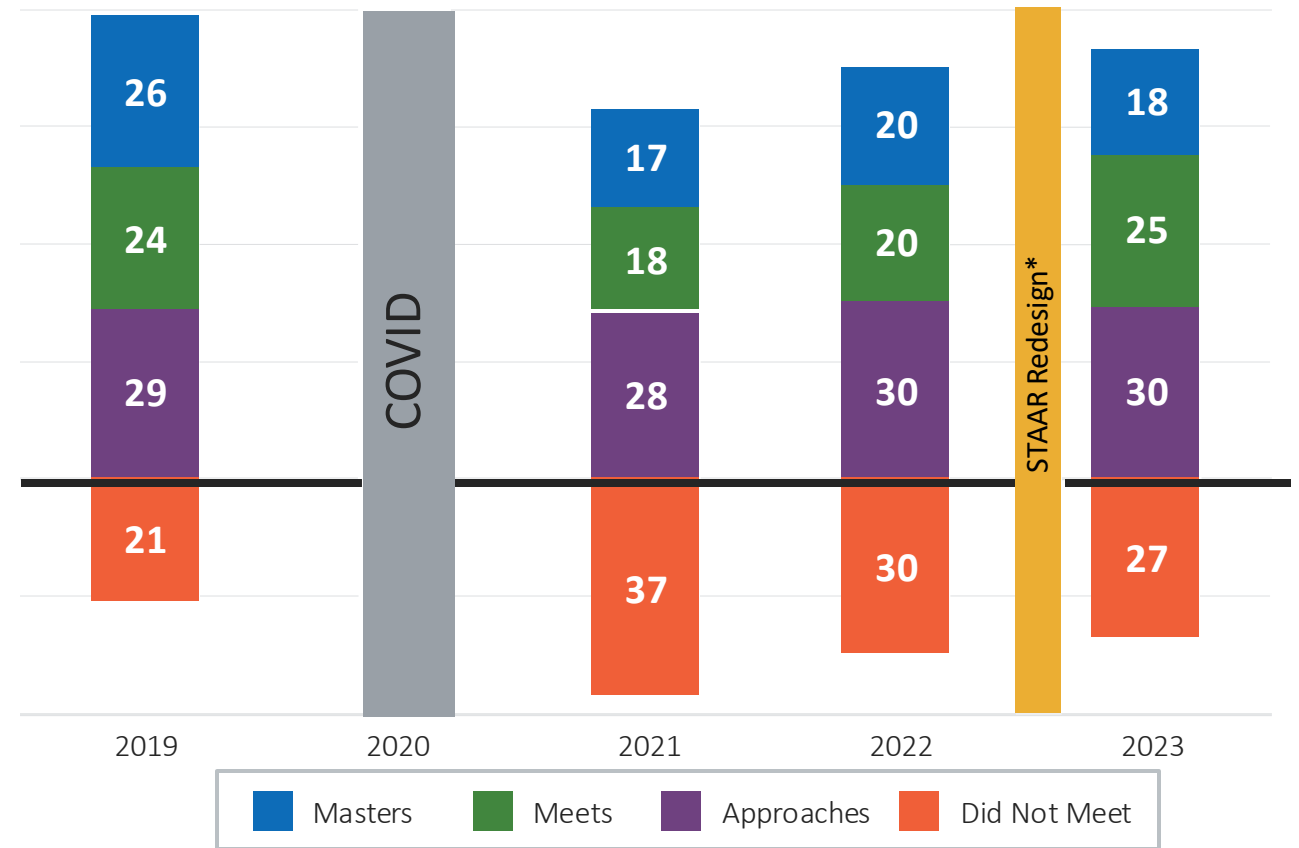
# Learning Acceleration Needed in Math

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



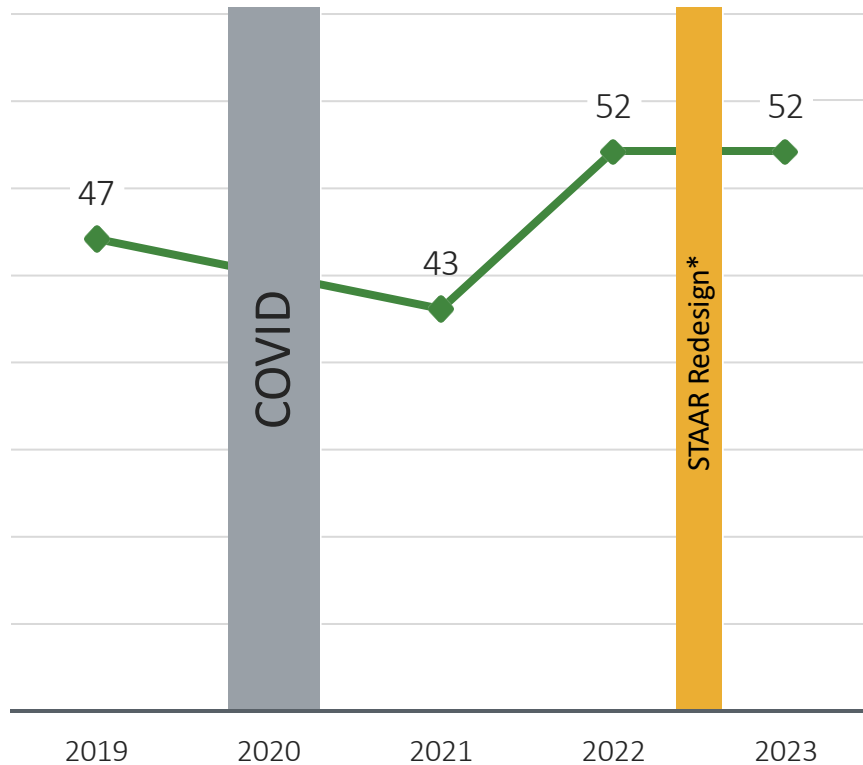
\*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

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



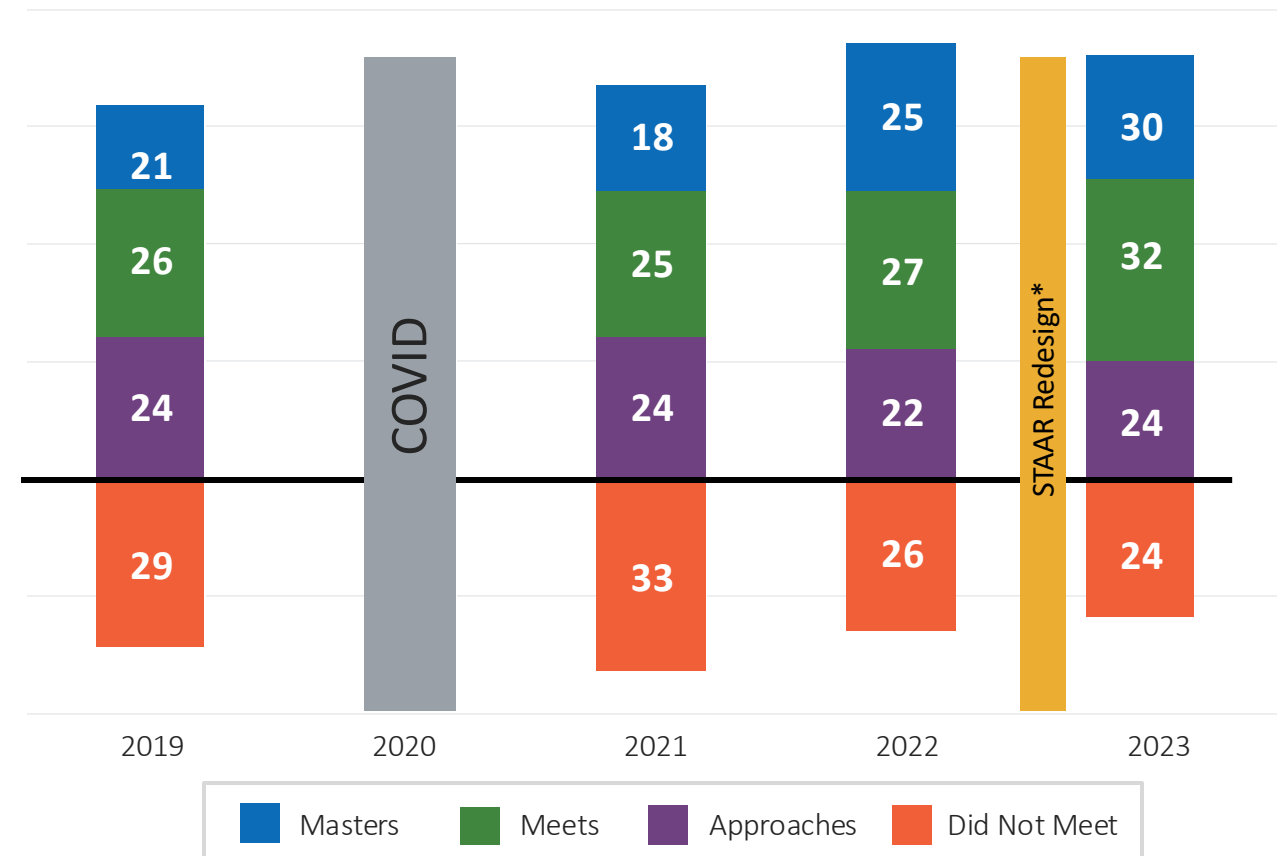
# Learning Acceleration Needed in RLA

Percent of Students that Met Grade Level or Above in RLA  
(Grades 3-8, English I & II)



\*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.

Percent of Students by Performance Level – RLA  
(Grades 3-8, English I & II)



# 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.



# HB 1416 Ratio Waiver List

- (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**

# HB 1416 Ratio Waiver List Overview

- Products were **evaluated based on product efficacy, rigor of research supporting product efficacy, opportunity for student independence**, alignment with accelerated instruction requirements and alignment with the Texas Essential Knowledge and Skills (TEKS).
- **School systems are responsible for contracting and funding** the product of their choice.
- TEA did not conduct a suitability review of the products, and **vendors are required to meet SBOE suitability requirements** to remain on the list.
- School systems are responsible for ensuring instructional materials **meet local suitability standards and state requirements** such as:
  - Compliance with Texas Education Code §31.1011. (a)(1)(B) where "in the provision of instructional materials, protects students from obscene or harmful content as necessary for compliance with:
    - (i) the Children's Internet Protection Act (Pub. L. No. 106-554);
    - (ii) Section [28.0022](#);
    - (iii) Section [43.22](#), Penal Code; and
    - (iv) any other law or regulation that protects students from obscene or harmful content"



# A Two-Part Evaluation

1

Part 1 is an initial review by TEA that assesses product alignment with statutory and strategic focus areas

2

Part 2 is a more in-depth efficacy third-party review of the product and an analysis/evaluation of the research presented by vendors to support product effectiveness

# A Two-Part Evaluation

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Part 1 is an initial review  
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statutory and strategic  
focus areas

# A Two-Part Evaluation

- Part 1 assesses product alignment with statutory and strategic focus areas
  - Primary question, does **evidence indicate that the product is more effective than individual or group instruction?**

Section	Focus	Vendor 1
<b>Supplemental Instruction Requirements &amp; Bilingual Supports</b>	Product provides at least 30 hours of supplemental instruction	Y/N
	Product includes at least one weekly session of computerized instruction	Y/N
	Lesson guides indicate at least 90% of TEKS coverage	Y/N
	Product provides resources for emergent bilingual students	Y/N
	LEAs in Texas currently use product(s)	Y/N
	Evidence indicates that product is more effective than individual or group instruction (i.e., high fidelity usage of the product yields higher student outcomes than students who did not use the product)	Y/N
	<b>TEA approves product for TTU review</b>	Y/N



# A Two-Part Evaluation

2

Part 2 is a more in-depth efficacy third-party review of the product and an analysis/evaluation of the research presented by vendors to support product effectiveness

# A Two-Part Evaluation

- Part 2 includes a review of the product's formative/summative assessments and progress monitoring tools/reports

<b>Progress Monitoring</b>	Formative Assessments per grade level / content area	Y/N
	Summative Assessments per grade level / content area	Y/N
	Progress monitoring data focused on teachers as an audience	Y/N
	Progress monitoring data focused on admin as an audience	Y/N
	Monitoring records frequency by minute/hour/day	Y/N
	Monitoring records growth trends over specified time periods	Y/N
	Monitoring of TEKS progress by subject and standard	Y/N

# A Two-Part Evaluation

- Part 2 includes an evaluation of the product's supports for student engagement

			Student Independence Variable	High	Medium	Low
<b>Student Independence</b>	Product provides robust lesson adjustment support that allows students to get individualized reteaching supports without teacher intervention	High-level, Medium-level, Low-level of supports in this area	Product provides robust lesson adjustment support that allows students to get individualized reteaching supports without teacher intervention	When the student misses more than 1 question in a row in a given area, the program responds with videos / animations and scaffolded questions in the same construct area. The program provides scaffolding at the same mastery level for more than 1 question before lowering the mastery level and then lowers the mastery level of the questioning. The program also feeds this information to teachers for future grouping and interventions	When the student misses more than 1 question in a row in a given area, the program responds with videos / animations and a scaffolded question in the same construct area. If the student misses this question then the program immediately lowers the mastery level of the questions. The program also feeds this information to teachers for future grouping and interventions	When the student misses more than 1 question in a given area, the program responds by immediately lowering the mastery level of the questions. (The product is adaptive, but does not really provide a lot of re-teaching supports)
	Product provides adaptive lesson assignments based on student data (such as previous student learning outcomes)	High-level, Medium-level, Low-level of supports in this area				
	Product provides feedback that supports "next steps" for students (not merely a summation student challenges / successes)	High-level, Medium-level, Low-level of supports in this area				

# A Two-Part Evaluation

- Part 2 includes an evaluation of the recommended research-based usage metrics for the product

<b>Student Usage Targets</b>	Study-supported usage recommendations for specific content areas	Y/N
	Study-supported usage recommendations for specific grade levels	Y/N
	Product efficacy demonstrated at a specific minimum dosage (e.g., 30 minutes, 3 x weekly) by subject and grade level	Y/N

# A Two-Part Evaluation

- Part 2 includes an evaluation of the evidence that indicates the product is more effective than individual or group instruction as required by statute (i.e., high-fidelity usage of the product yields higher student outcomes than students who did not use the product)

<b>Product Efficacy Variables Across Populations / Grade Levels</b>	There is evidence of product's effectiveness across educational settings with different group sizes	Y/N
	There is evidence of the product's effectiveness across specific TEKS outcomes, detailed by subject and grade level	Y/N
	There is evidence of product's effectiveness improving academic achievement or performance demonstrated by subject and grade level	Y/N



# A Two-Part Evaluation

- Part 2 includes an evaluation of the rigorous research studies evaluating HB 1416 RWL product efficacy

<b>Research Sources</b>	Product development is connected to research, and that research is presented in the submitted study/studies	Y/N
	Independent researcher (not vendor) conducted the research submitted	Y/N
	Submitted research includes interventions that were conducted entirely by school/district employees	Y/N
	Achievement / Performance is measured using assessments created by outside parties (not assessments created by the vendor)	Y/N
	The form of the product used in research is the same as that provided to schools/districts	Y/N
	The submitted research includes a broad range of students (350+) across multiple school districts or schools	Y/N
	The submitted research includes school districts (5+) in Texas	Y/N
	Evidence of product's effectiveness improving academic achievement or performance for at-risk, emergent bilingual, and economically disadvantaged students	Y/N

<b>Research Sources</b>	The research details the features of the product, including adaptive learning, personalization, intelligent tutoring, learning management dashboards, data visualizations, and student engagement strategies	Y/N
	The research defines and measures fidelity in use of the product compared to its intended applications	Y/N
	The study uses a high-quality design and implementation of an experimental design	Y/N
	The study uses a high-quality design and implementation of a quasi-experimental design	Y/N
	The study uses a high-quality design and implementation of a correlational design	Y/N
	The study demonstrate statistically significant positive effects on the relevant outcome(s)	Y/N
	The study sample is comprised of demographics similar to Texas public school students	Y/N
	The study demonstrates strong reliability (i.e., low measurement error)	Y/N
	The sample attrition is even across treatment and control groups	Y/N
	The submitted research includes the length of treatment, and aligns that with claims about usage metrics for efficacy	Y/N
<b>Final Score on Research Sources (Using definitions from <i>What Works Clearinghouse</i>)</b>		<b>1-4</b>

# Suitability Review

- **Review:**

- In alignment with statute, TEA evaluated products for **efficacy**. TEA **did not conduct a full suitability review**.
- Instead, vendors are required to maintain suitability standards (in alignment with statute) or else be pulled from the list.
- Additionally, LEAs should conduct their own suitability review to ensure alignment with local contexts. Districts may report requested changes to vendors in a feedback log shared with TEA.

# Timeline

## HB 1416 Ratio Waiver List Timeline – Accelerated 23-24 Process

**Key**  
 TEA  
 Vendor (New)  
 Vendor (Old)  
 TTU



Year 0  
2023-2024

Step One: Vendor submit RWL app-product info, commits to reqs. TEA Initial Screener

Step 2: TEA approves RWL for consideration

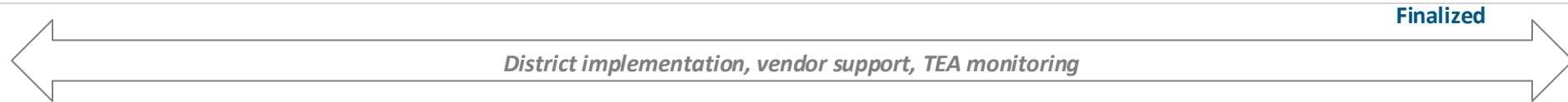
Step 3: RWL Efficacy Review

Step 4: TTU rates RWL TEA does/does not recommend RWL

Step 5: RWL approved

RWL List released

Year 1  
2024-2025



\*HB 1416 Rules Finalized

Year 2  
2025-2026

Vendor Submits STAAR Impact Study

RWL Efficacy Review

RWL Survey for LEAs

Renewals Approved

Rubric Revisions



**Key**  
 TEA  
 Vendor (New)  
 Vendor (Old)  
 TTU

# HB 1416 Ratio Waiver List Proposed Annual Timeline

This is the annual process for approving RWL under HB 1416. **New products** may be submitted annually in September for TEA and third-party review. **Approved products** will be **re-evaluated** annually based on STAAR impact beginning after the first full year of implementation.

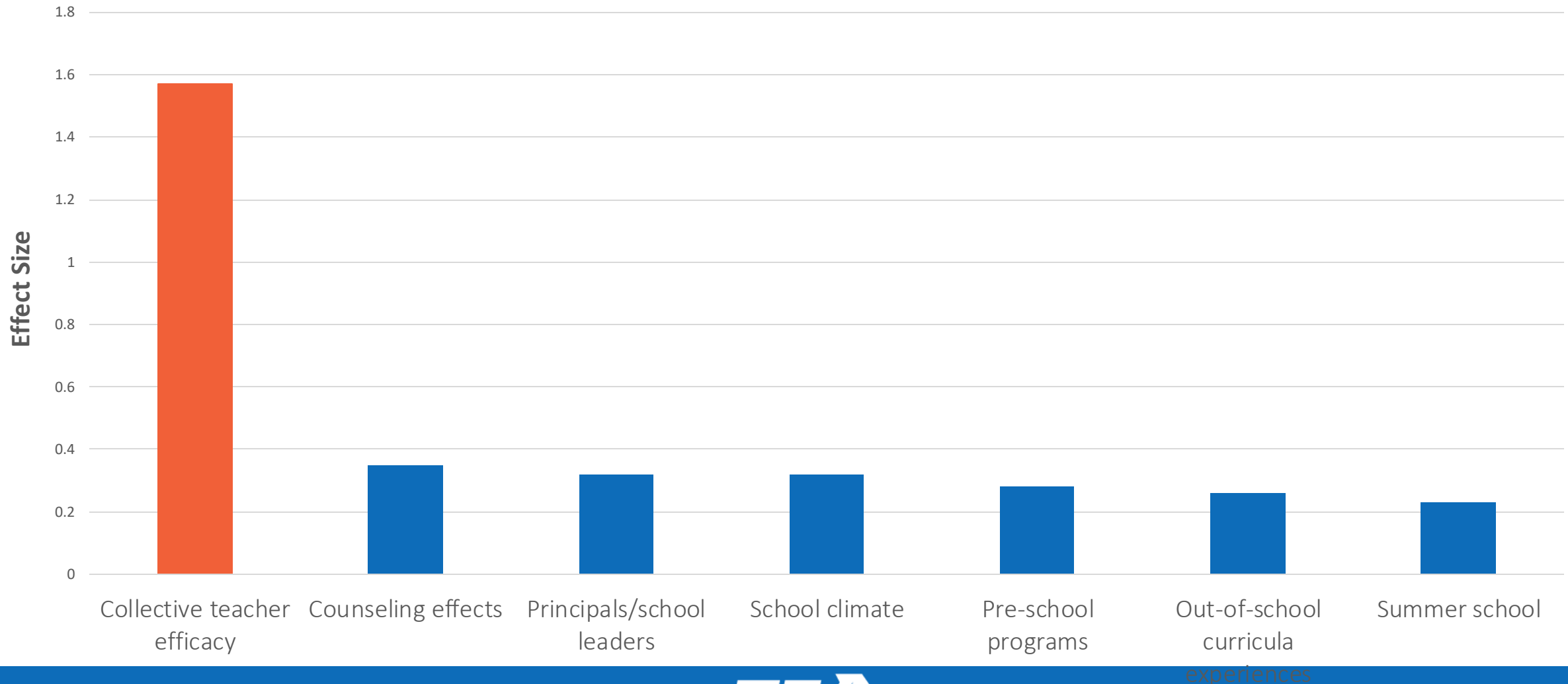


\*Note: This year 2 cycle repeats in perpetuity

# 2024-2025 HB 1416 (88R) Ratio Waiver List Approved Products

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

# Teachers are the single most important in school factor impacting student outcomes



# How to use the HB 1416 Ratio Waiver List Products

- **Notify parents or guardians** that a product on the Ratio Waiver List (RWL) will be used to provide the required accelerated instruction
- To benefit from the waived ratio requirement, applicable students must **meet minimum product usage requirements** for the approved product
- Ensure that the **required hours** of supplemental instruction are **completed prior to the subsequent State of Texas Assessments of Academic Readiness (STAAR®)** administration
- **Assume responsibility for contracting and funding** the selected vendors included on the TEA list of approved vendors.
- For the complete rule language please see ([19 TAC §104.1001](#))



# Frequently Asked Questions



# FAQs

1. **When can we start** using the HB 1416 Ratio Waiver List products to meet hours?
  - LEAs can benefit from the HB 1416 (88R) Ratio Waiver List (RWL) as soon as this summer.
2. Is there a **formal waiver** that must be submitted to TEA to use the HB 1416 Ratio Waiver list products?
  - **No.** A formal waiver process/application is not necessary to use the HB 1416 Ratio Waiver List products.
3. **What documentation is required** to use the HB 1416 Ratio Waiver List?
  - Appropriate documentation and monitoring is required to maintain use of the HB 1416 RWL, as with any other HB 1416 documentation (See parent notification requirement, maintain records locally).
4. What data is being collected and reported to TEA by HB 1416 Ratio Waiver List vendors?
  - **HB 1416 Ratio Waiver List vendors are required to provide efficacy data** as part of the renewal process in order to remain on the list. They will need to collect state unique student IDs to be able to conduct this STAAR analysis to match with usage.
  - LEAs are expected to document the hours completed by students for all HB 1416 activities and will be required to submit data via PEIMS starting this school year.

# FAQs

5. **We are already using a supplemental product that is not on the HB 1416 Ratio Waiver list;** does this mean we must stop using that product and must start using one of these?
- **No**, you may continue to use any product you choose if that product complies with the statutory language outlined in HB 1416 (88R) (i.e. designed for supplemental instruction, TEKS aligned, delivered by a tutor trained in the product in a 4:1 ratio unless a parent waiver is obtained)
6. Does the HB 1416 Ratio Waiver List **allow for changes to other parts of HB 1416?**
- **No**, these products only waive the requirement of having an in-person or virtual tutor present in a 4:1 student-to-tutor ratio during supplemental instruction. The use of these products does not allow any other portion of the statute TEC Sec 28.0211 to be waived. This does mean using the tools provided by the vendors to closely monitor the usage fidelity of the products to ensure students are on track to completing their 15 or 30 hours of supplemental instruction prior to their next STAAR assessment.
7. If a vendor on the RWL has materials for other subjects that are not specifically included on the list, such as science or social studies, can we use those materials to provide accelerated instruction?
- **You may use the products, but you may not waive the 4:1 ratio** for those subjects since they are not named on the HB 1416 Ratio Waiver List.

# Re-Cap Objectives and Remaining Agenda

## Purpose

- The purpose of this webinar is to provide an overview of the HB 1416 Ratio Waiver List and offer school systems an opportunity to review vendor materials and participate in office hours with the vendors selected for the 24-25 school year.

## Agenda

- ~~1:00-1:20 P.M. – Accelerated Instruction and HB 1416 Ratio Waiver List Overview~~
- ~~1:20-1:30 P.M. – FAQ's / Q & A~~
- 1:30-3:00 P.M. - Asynchronous review of vendor-provided materials (video, research studies)
- 3:00-4:00 P.M. - Vendor Office Hours

# Supports Available

- [HB 1416 Ratio Waiver List](#)
- [Accelerated Instruction/HB 1416](#)
- **2024-2025 HB 1416 Ratio Waiver List Office Hours:** Thursday, June 20, 2 P.M. CST- Interested attendees may [register for the office hours](#).

## Future Vendor Specific Office Hours will be Posted Here:

- IXL Math: [www.ixl.com/us/texas](http://www.ixl.com/us/texas)
- ST Math: [www.stmath.com/texas](http://www.stmath.com/texas)
- Amira Learning Distributed by Amira or HMH: [amiralearning.com](http://amiralearning.com)
- HMH Read 180 Flex: [www.hmhco.com/read180flex-tx](http://www.hmhco.com/read180flex-tx)
- IXL Language Arts: [www.ixl.com/us/texas](http://www.ixl.com/us/texas)
- [Contact us: Texas Tutoring Supports](#)

# Asynchronous Review 1:30-3:00 P.M.

- Go to [HB 1416 Ratio Waiver List Products | Texas Education Agency](#):
  - Approved product **video link** to informational video link- You can use this time to watch the informational videos created by vendors showcasing their products.
  - Approved product **website link**- You can also use this time to access additional product information by visiting the vendors' websites.

# Vendor Office Hour 3:00-4:00 P.M.

- HB 1416 Ratio Waiver List approved product **Zoom link** for today's office hour, 3 P.M. to 4 P.M.- You have the opportunity to meet with each vendor for as little or as long as you would like during that time period.
- TEA will remain on this webinar until 4:00 P.M. in case you need assistance.



Thanks