



High Impact Tutoring Supports

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TEA Welcome & Introductions



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Agenda & FYIs for Today's Webinar

Agenda

- HB 1416 Requirements
- General Supports
- Programming and Resources
- Funding Sources
- Outcomes-based Contracting

FYIs

- Please drop your questions in the Q&A box.
- A recording of this webinar and a copy of the slide deck will be posted on the [Accelerated Instruction | Texas Education Agency](#) soon.



HB 1416 Requirements

Accelerated Instruction Requirements

Texas law requires all students who fail to score approaches or higher on STAAR grades 3–8 or EOC assessments be provided accelerated instruction. HB 1416, 88R provides that 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/guardian of each student in the group authorizes a larger group or using a product listed on the ratio waiver list
 - 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.





General Supports

TEA Resources

- [Accelerated Instruction | Texas Education Agency](#)
 - [HB 1416 FAQ \(texas.gov\)](#)
 - [Accelerated Instruction Flowchart](#)
 - [High Impact Tutoring Toolkit](#)
 - [HB 1416 Ratio Waiver List Products | Texas Education Agency](#)



Accelerated Instruction Webpage

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Accelerated Instruction

[← Back to Learning Support](#)



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.

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[2024-2025 Accelerated Instruction Waiver](#)

[High Impact Tutoring and Student Outcomes](#)

[Tutoring Implementation Supports](#)

[Additional Resources](#)

[Contact Information](#)





Programming and Resources

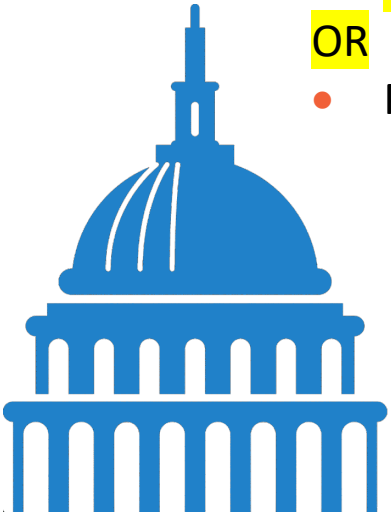
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TIA-designated Teacher

- A student can be assigned a TIA-designated teacher for the applicable subject area
- Teacher must have TIA-designation at the time of the student's assignment
- A student must receive instruction from the TIA-designated teacher for at least one semester
- <https://tiatexas.org/>
- Contact tia@tea.texas.gov for more information

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Tutor-Led Supplemental Instruction

- Supplemental instruction **does not** have to be provided by a certified teacher; tutoring can be provided by a person who is trained on the use of the supplemental instructional materials
- Paraprofessionals
 - Familiarity with classroom management, instructional strategies, and curriculum
 - Familiarity with students helps increase student engagement
 - Consistent tutor/academic support provides consistency in progress monitoring and strengthens alignment with classroom instruction
 - Collaboration with teachers ensures continuity in teaching strategies
 - Strengthen para-to-teacher pipeline

Tutor-Led Supplemental Instruction

- Retired teachers
 - Extensive classroom experience
 - Subject-specific expertise
 - Identify learning gaps and develop targeted interventions when necessary
 - Familiarity with curriculum

Tutor-Led Supplemental Instruction

- College students
 - Subject-specific experts in the making
 - Closer in age to students which helps build rapport
 - Valuable experience
 - Federal Work Study Program funds
 - An institution of higher education must use at least seven percent of the sum of its initial and supplemental FWS allocations for an award year to compensate students employed in community service activities.
Community service activities include activities in which a student serves as a mentor for such purposes as **tutoring**, performing the duties of a student success coach, supporting educational and recreational activities, and counseling, including career counseling.

Tutor-Led Supplemental Instruction

- High school students
 - Closer in age to students which helps build rapport
 - Explain a concept from a different perspective
 - Reinforces learning
 - Community Service hours
- Volunteers
 - Community Leaders
 - Substitute Teachers

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HB 1416 Ratio Waiver List

- Approved products use automated, computerized, or other augmented method for providing accelerated instruction, thus waiving the requirement of having an in-person or virtual tutor present in a 4:1 student-to-tutor ratio during supplemental instruction.
- 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).
- School systems 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.

2024-2025 HB 1416 Ratio Waiver List Products

Subject	Product Name	Grade Level Coverage (HB 1416 Applicable Grades)	Minimum Usage Reqs
Math	IXL Math	PK-12 (4-11)	30 min, 2 x per week
	ST Math	PK-8 (4-8)	30 min., 2 x per week
RLA	Amira Learning <i>Distributed by Amira or HMH</i>	K-6 (4-6)	15 min., 4 x per week
	HMH Read 180 Flex	3-12 (4-11)	20 min., 4 x per week
	IXL Language Arts	PK-12 (4-11)	30 min., 2 x per week

How to Use Products on the Ratio Waiver List



- **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.

HB 1416 Ratio Waiver List

- 4:1 student-to-tutor ratio waived
- Lessons do not require tutor
- Incorporate as part of extended block or intervention period
- Alignment with classroom instruction
- Rule language states that school systems may “use a product on the Ratio Waiver List remotely, regardless of primary mode of instruction (i.e., in-person, virtual, or hybrid) only if the school district ensures that time spent by the student engaged in the product is aligned with approved product usage expectations documented by the school district”

Math Supplemental Curriculum Licenses

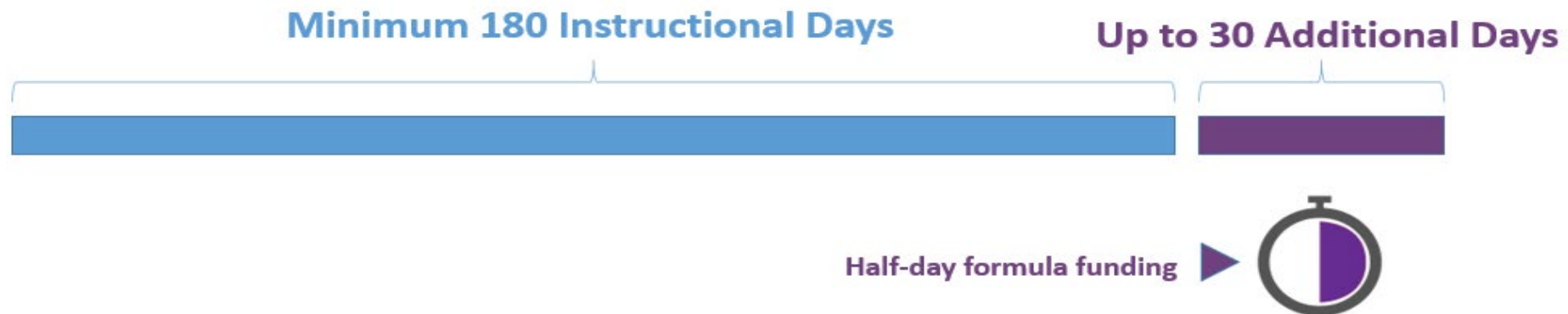
- For LEAs currently participating in LASO Cycle 2, MSC Licenses:
 - Student licenses can be used at the school's discretion if product usage requirements are met
 - May use for accelerated instruction if HB 1416 requirements are met

Texas ACE

- Texas ACE (Afterschool Centers on Education) provides no-cost activities before and after school and during summer for K–12 students in Title I schools. The program is federally funded through 21st Century Community Learning Centers (CCLC) and administered on the state level by TEA.
- Impact student learning by incorporating high impact tutoring to the out-of-school time program
- Contact 21stcentury@tea.texas.gov for more information

Additional Days School Year (ADSY)

- In June 2019, the passage of House Bill 3 by the 86th Texas Legislature added **half-day formula funding** for school systems that want to add instructional days (beyond minimum 180 days, **up to 210 days**) to any of their elementary schools (grades **PK-5**).



ADSY Implementation Options

- Option 1 - Voluntary Summer Learning: Campuses hold a traditional 180-day calendar and have up to 30 days for something additional for a targeted subset of students, such as summer enrichment.
- Option 2 - Intersessional Calendar: Campuses conduct a regular calendar of 180 days spaced out over the full year, with intermittent breaks for targeted remediation with a subset of students.
- Option 3 - Full Year Redesign: Campuses conduct a revamped 210-day calendar and change daily schedules to decrease instruction time so it can be spread out over additional days and increase time for planning and student brain breaks.
- Contact ADSY@tea.texas.gov for more information.



Funding Sources

State Compensatory Education Funds

- SCE funds can be used for accelerated instruction
 - Targeted supplemental instruction provided during the school day
 - Tutoring
 - Professional development/training
 - Supplemental instructional materials
 - Extra duty pay to staff providing **supplemental** services
- [FAQ - State Compensatory Education Program \(texas.gov\)](#)

Title 1 Funds & General Budget

- Allowable use of Title I, Part A Funds is dependent in part on an individual campus's assessment of its needs
- See [Title I, Part A Use of Funds Reference Document \(texas.gov\)](#) for additional guidance

General Budget & Other Grants

- Curricular resources
- Staffing
- Grant Basics | Texas Education Agency
 - ProgramSearch (state.tx.us)



Outcomes-Based Contracting

Defining OBC

- A substantial part, at least **40%**, of payment to a service provider is **contingent** on meeting agreed upon **student outcomes**.
- OBC acts as a kind of guarantee that public dollars will deliver **academic impact**, even if providers take several attempts to achieve it.

OBC **empowers districts** to contract for clear student outcomes and compels mutual accountability for achieving them.

Defining OBC continued

- **Districts** and **providers** identify and commit to clearly defined outcomes.
- Districts set the price, building in provider incentive for **quality** and **innovation** in service of outcomes.

OBC **empowers districts** to contract for clear student outcomes and compels mutual accountability for achieving them.

Goals of OBC

- Spur innovation in instructional interventions that directly impact academic outcomes especially for students of color and those in low-income families
- Put pressure on current price of instructional interventions, ensuring sustainability of funding streams
- Shift the relationship between school districts and providers to be a partnership focused on advancing student learning.



Compelling Mutual Accountability



Contact OBC @SEF



at the Southern Education Foundation

Interested In
Learning
More about
OBC?

Resources

Interested In Learning More?



at the Southern Education Foundation



OBC Toolkit

This toolkit is designed to deepen district understanding of OBC with tools for drafting, pricing, and implementation. Download the [toolkit](#) or review individual resources below.



Contents



District Artifacts

Rate cards, case studies, contracts, and RFPs from districts using OBC serve as real-world examples and tools for districts interested in implementing OBC in their district.

SEF Website

OBC Resources



Support Options

Support Prioritization

- [Accelerated Instruction | Texas Education Agency](#)
- [HB 1416 FAQ \(texas.gov\)](#)
- [Texas Tutoring Supports - Welcome to the TEA Help Desk](#)





Exit Ticket

https://tea.co1.qualtrics.com/jfe/form/SV_3n1cT5F8FBqgoOa

