



Fidelity of Implementation: Please Read First!

Note: please use the zoom feature in the bottom right-hand corner of the window, or in the view tab to help you read and locate information on your screen. Please plan to spend between 1-2 hours completing the summative and narrative sections, depending on how much student data you're working with.

Purpose: These formative and summative assessment tools exist to help drive and facilitate self-evaluation and reflection of local tutoring efforts. Please refer to these spreadsheets as you progress toward exemplary-level High Impact Tutoring implementation. These rubrics are meant to identify and recreate/scale your successes, while also addressing your challenges so that your tutoring practices are informed and adjusted to maintain efficacy. It is meant to serve as an actionable guide to next steps in HIT implementation and evaluation, not as a compliance tool. The ratings in this evaluation are not tied to funding, nor do they indicate certain levels of grant compliance. Rather, TCLAS Decision 6 awardees are required to participate in this evaluation process so that both ESCs and the TEA can identify trends in challenges and produce better resources to support those challenges.

Formative Tab: This section of the tool serves as a formative self-evaluation that can be used more frequently by district-level and campus-level leadership in evaluating your tutor programming. Column A contains the same performance measures found in the summative self-evaluation tools (sheet 3 of this spreadsheet). Columns B and C provide a more narrow set of questions that should be asked on a rolling basis. This will allow district and campus leadership to more quickly identify challenges and barriers and drive solutions-oriented brainstorming before it's time to use the summative evaluation tool. District and campus leadership have the autonomy to keep local records through documentation and/or electronic systems that have already been developed and are in use. There is no typing requirement on this "LEA Formative Tool" tab.

Summative Tab: This section of the self-evaluation tool serves as a summative self-evaluation that should be used at least twice yearly by district-level leadership in evaluating your tutor programming. Please refer to the instructions below before navigating through the tabs. The Texas Tutoring supports webpage via TEA lists deadlines and procedures for submitting.

Instructions:

Reminder: the LEA Formative tab does not require any input of information.

1. Go to the Summative Tool tab.
2. Use the guiding questions in column A to help you evaluate your LEA's progress in each of the 3 performance measures- 4545 Compliance, Aligned Supports/Strategies, and Outcomes.
3. You will choose your self-reflection rating using the drop-down menu in column G. Your rating will be either a 1, 2, 3, 4, or 5 based on the rubric criteria you have met.
4. After inputting your ratings into column G, those same ratings will autofill in the "Narrative Section" tab in column B.
5. Next to those autofilled ratings in the "Narrative Section" tab will be an autoprompted, color-coded response that matches your rating. This is located in column C. Note that column C will remain blank and a beige color until you have self-rated on the "LEA Formative Tool" tab.
6. If you received a 3, 4, or 5, the cell will highlight green. If you received a 1 or 2, the cell will highlight another color.
7. Cells that do NOT highlight green will prompt you to visit a certain tab within this document. You will use that tab to view next steps, considerations, and resources to help you progress to the next rating in the self-evaluation rubric.
8. After viewing these other tabs (if necessary), you will use that information to inform what you write in the narrative sections. Remember, the narrative sections ask for areas of strength and growth. Use the colored tabs (if applicable) to guide your thinking in what your LEA can do next to progress to the next rubric rating.

Example:

An LEA has been using the formative tool to guide thinking and progress monitoring for the past 6 months. They use this tool at monthly district check-ins and at weekly campus-level check-ins. They are now ready to complete their first summative self-reflection using the summative rubric on tab 3. They entered a 4 for Scaling HIT Best Practices, a 2 for aligned supports/strategies, and a 2 for outcomes. Please see the picture below of how their "Narrative Section" tab would autofill.

Performance Measure	Self-evaluation rating from tab 3	Auto-prompt
#1 Scaling HIT Best Practices	4	Exceeds- Evaluate how you can expand HIT practices across more grade levels and/or campuses. Consider eliminating ration waivers where possible.
#2 Aligned Supports and Strategies	2	Progressing- please view the "Aligned Supports" tab for more guidance & supports. Then outline your challenges, celebrations, and next steps in the narrative section using the information on the Aligned Supports tab as a reference tool.
#3 Outcomes	2	Progressing- please view the "Student Growth" tab for more guidance & supports. Then outline your challenges, celebrations, and next steps in the narrative section using the information on the Student Growth tab as a reference tool.

As you can see, the LEA received a green cell for Best Practices- they will fill in their narrative section with their strengths and areas of growth. The Aligned Supports/Strategies and Outcomes rows are highlighted blue and purple, which advises the LEA to visit the corresponding blue and purple tabs for more next steps that will inform their narrative section piece. Please see picture below.

Auto-prompt	Narrative
Masters- Evaluate how you can expand HIT practices across more grade levels and/or campuses. Consider eliminating ration waivers where possible.	LEA discusses areas of strength and areas of growth. LEA identifies potential gaps and actional solutions to progress to the 5 rating. LEA uses the green cell to help kick start thinking.
Progressing- please view the "Aligned Supports" tab for more guidance & supports. Then outline your challenges, celebrations, and next steps in the narrative section using the information on the Aligned Supports tab as a reference tool.	LEA discusses areas of strength and areas of growth. LEA identifies potential gaps and actional solutions to progress to the 3 rating. LEA uses the blue Aligned Supports/Strategies tab to help steer action steps and chooses resources to utilize moving forward.
Progressing- please view the "Student Growth" tab for more guidance & supports. Then outline your challenges, celebrations, and next steps in the narrative section using the information on the Student Growth tab as a reference tool.	LEA discusses areas of strength and areas of growth. LEA identifies potential gaps and actional solutions to progress to the 3 rating. LEA uses the purple outcomes tab to help steer action steps and chooses resources to utilize moving forward.

Formative Tool		
Performance Measure	District-level Formative Questions (monthly cadence advised)	Campus-level Formative Questions (every 2 weeks)
Scaling HIT Best Practices	<p>Where is each campus regarding hours logged per students per subject? Note: ESCs have access to LEA-level usage of the avg. min. per week students are using the subsidized provider platforms. You're welcome to reach out to them for reports.</p> <p>Are there campuses not using their respective platforms?</p> <p>Which campuses are utilizing waivers, and how can we rearrange tutor staffing models to reach the 3:1 ratio?</p> <p>Where can we begin to shift from 1 hr/week minimums to 3 x week 30 min sessions?</p> <p>Are district-level curriculum coaches working with campuses to identify best TEKS-aligned materials for tutor groups?</p> <p>Which grade levels outside of 4545 can we begin to integrate HIT into? Will this call</p>	<p>Identify your campus' students per subject in accelerated learning.</p> <p>How many minutes logged per student per subject? Include use of subsidized providers (Amplify, BN, Zearn) AND other tutor group participation (e.g. working with teacher-led content).</p> <p>How many lessons have been completed?</p> <p>Are are of those lessons aligned to TEKS?</p> <p>Are my students working on TEKS identified as areas of improvement?</p> <p>Where can we begin to shift from 1 hr/week minimums to 3 x week 30 min sessions?</p> <p>Which of my campus grade levels not bound by 4545 can we begin integrating HIT best practices into?</p>
Aligned Supports and Strategies	<p>Which schools have utilized ESC trainings?</p> <p>What ESC trainings/workshops are available this month?</p> <p>Which campuses have and have not attended HIT training, and when will we arrange for them to attend?</p> <p>Which campuses are making significant progress, and can their systems be replicated?</p> <p>Have we checked in with our ESC tutor rep this month?</p> <p>Do our administration and teacher leaders have opportunities to come together across schools and discuss their celebrations and challenges regarding their tutor programming?</p>	<p>Are all of my tutors trained in the respective subsidized provider trainings?</p> <p>Are all of my tutors trained in HIT by our ESC?</p> <p>What are the challenges and barriers teachers are identifying while working with their tutor groups?</p> <p>What are the challenges and barriers non-teacher tutors are identifying when working with tutoring groups?</p> <p>Have I talked to my ESC about tailored supports to address these challenges and barriers?</p> <p>Does my campus have staffing concerns, and can the VTTC or ESC support me in those challenges?</p>
Outcomes	<p>What does progress look like at each campus?</p> <p>What patterns/trends have emerged between those campuses using subsidized providers/VTTC and those not?</p> <p>How are BOY/MOY comparing to last year's data (if applicable that month)? Are there significant improvements due to HIT tutor groups?</p> <p>What does data usage look like at each campus? Note: your ESC has access to district wide data regarding avg. minutes per week using subsidized provider platforms. Ask them or your vendors for those reports, if needed.</p> <p>What percentage of students have tested out of their AL hours (if applicable that month)?</p>	<p>What is the data telling me about my students?</p> <p>Do I need to move around students to other tutor groups or other TEKS based on mastery or more intervention needed?</p> <p>Are my students showing growth as they work in their subsidized provider platforms? (Amplify, BN, Zearn)</p> <p>What challenges, if any, are we encountering regarding our providers and what can we do to resolve them?</p> <p>Have any students tested into or out of AL hours?</p> <p>Do I have BOY/MOY data I can use to adjust my programming?</p>

Summative Tool					
Please go back to tab 1 and read the instructions if you have not already done so!					
Performance Measure	1) Needs Improvement	2) Progressing	3) Meets	4) Exceeds	5) Exemplary
Scaling HIT Best Practices	<p>Out of compliance with 4545. No progress toward statutory compliance. None of the following are met:</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> 1. How many students should receive accelerated instruction this SY and in what subjects? 2. How many hours have been logged per student and what is their projected hours completed? 3. What is my tutor to student ratio and how can we lower it if needed? 4. Are our tutor content materials TEKS aligned? 	<p>Making documented progress (for example, records that show the purchase of supplemental content supports or a master schedule that accounts for dosage/frequency) towards meeting 4545 minimum requirements. 2 or more of the criteria below are met:</p> <ul style="list-style-type: none"> 1. 30 hours provided to qualified students per required subject 2. Tutoring delivered in a 3:1 ratio or parent waivers obtained 3. TEKS aligned materials used 4. A tutor trained on the materials which they are delivering as part of the tutoring session 	<p>Meeting HIT best practices:</p> <ul style="list-style-type: none"> - Tutoring provided at least 30 min/day, 3x week or within a subsequent summer program - Grades outside of HB 4545 requirements may not be served according to HIT best practices just yet. However there should be progress towards serving 1-3 additional grade levels. -and- (All 4545 criteria met 1-4) <ul style="list-style-type: none"> 1. 30 hours provided to qualified students per required subject 2. Tutoring delivered in a 3:1 ratio or parent waivers obtained 3. TEKS aligned materials used 4. A tutor trained on the materials which they are delivering as part of the tutoring session 	<p>Meeting HIT best practices:</p> <ul style="list-style-type: none"> - Tutoring provided at least 30 min/day, 3x week or within a subsequent summer program - Grades outside of HB 4545 requirements are served on a moderate basis (4+). -and- (All 4545 criteria met 1-4) <ul style="list-style-type: none"> 1. 30 hours provided to qualified students per required subject 2. Tutoring delivered in a 3:1 ratio or parent waivers obtained 3. TEKS aligned materials used 4. A tutor trained on the materials which they are delivering as part of the tutoring session 	<p>Meeting HIT best practices and scaling implementation:</p> <ul style="list-style-type: none"> - Tutoring provided at least 30 min/day, 3x week AND within a subsequent summer program for additional targeted supports - Grades outside of HB 4545 requirements are served on a comprehensive basis. (Most all grade levels) -and- (All 4545 criteria met 1-4) <ul style="list-style-type: none"> 1. 30 hours provided to qualified students per required subject 2. Tutoring delivered in a 3:1 ratio or parent waivers obtained 3. TEKS aligned materials used 4. A tutor trained on the materials which they are delivering as part of the tutoring session
Aligned Supports and Strategies	<p>No evidence (local documentation) of available resources being used.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> 1. Are we familiar with the available agency and ESC tutor implementation supports? 2. Are we using HIT best practice? 3. What gaps are there in our implementation efforts and how can my ESC address those gaps? 4. Are my tutors trained in the appropriate subsidized provider trainings? 5. To what extent are my tutors integrating the subsidized platform(s) into their HIT program? 	<p>Some evidence (local documentation) of available resources being used in tutor programming</p> <p>Required:</p> <ul style="list-style-type: none"> 1. HB 4545 resources (FAQ, Implementation Plan) 2. High Impact Tutoring workshop by ESC 3. Subsidized Provider trainings delivered to tutors (TOT model allowable) by Sept. 30th, 2022. 	<p>Subsidized providers licenses are used as a supplemental resource for part ("part" is discretionary- some student groups, some grade levels, some campuses) of the HIT implementation.</p> <p>LEA has looked into resources from the VTTC, as needed (no contracting required to meet this criteria).</p> <p>Evidence (local documentation) of all available resources being used in tutor programming.</p> <p>Required:</p> <ul style="list-style-type: none"> 1. HB 4545 resources (FAQ, Implementation Plan) 2. High Impact Tutoring workshop by ESC 3. Subsidized Provider trainings delivered to tutors (TOT model allowable) by Sept. 30th, 2022. 	<p>Subsidized providers licenses are used as a supplemental resource for part ("part" is discretionary- some student groups, some grade levels, some campuses) of the HIT implementation.</p> <p>LEA has looked into resources from the VTTC, as needed (no contracting required to meet this criteria).</p> <p>Evidence (local documentation) of all available resources being used in tutor programming.</p> <p>Required:</p> <ul style="list-style-type: none"> 1. HB 4545 resources (FAQ, Implementation Plan) 2. High Impact Tutoring workshop by ESC 3. Subsidized Provider trainings delivered to tutors (TOT model allowable) by Sept. 30th, 2022. 	<p>Subsidized providers licenses are used as a supplemental resource for part ("part" is discretionary- some student groups, some grade levels, some campuses) of the HIT implementation.</p> <p>LEA has looked into resources from the VTTC, as needed (no contracting required to meet this criteria).</p> <p>Evidence (local documentation) of all available resources being used in tutor programming.</p> <p>Required:</p> <ul style="list-style-type: none"> 1. HB 4545 resources (FAQ, Implementation Plan) 2. High Impact Tutoring workshop by ESC 3. Subsidized Provider trainings delivered to tutors (TOT model allowable) by Sept. 30th, 2022.
Outcomes	<p>LEAs will not use the drop down menu to rate this measure in Fall 2022 or Fall 2023. Rather, enter your goal in cell H9 and use that goal to rate 1-5 in the Spring 2023 and Spring 2024 evaluations.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> 1. What were last year's STAAR performance data? 2. How does this year compare? 3. How many students will need accelerated instruction in 22/23 versus those identified for 21/22? 4. What does my data usage look like for our subsidized providers we chose? 	<p>The LEA fell short of their Fall 2022 student outcomes goal by >10%.</p>	<p>The LEA fell short of their Fall 2022 student outcomes goal by <10%.</p>	<p>The LEA has met their Fall 2022 student outcomes goal.</p>	<p>The LEA surpassed their Fall 2022 student outcomes goal by <10%.</p>
					<p>Fall 2022 student outcomes goal= _____ % of students receiving HIT move from DNM to approaches, approaches to meets, or meets to masters between 2022 and 2023 testing.</p> <p>Fall 2023 student outcomes goal= _____ % of students receiving HIT move from DNM to approaches, approaches to meets, or meets to masters between 2023 and 2024 testing.</p>

Narrative Section			
Performance Measure	Self-evaluation rating from tab 3	Auto-prompt	Narrative
#1 Scaling HIT Best Practices	0	#N/A	<p>DELETE AFTER READING: Is the auto-prompt column asking you to visit another tab of this spreadsheet? If so, use it to inform your next steps. If not, the cell will be green and you can just document your areas of strengths and growth as well as some next steps you plan on taking to continue making progress.</p>
#2 Aligned Supports and Strategies	0	#N/A	<p>DELETE AFTER READING: Is the auto-prompt column asking you to visit another tab of this spreadsheet? If so, use it to inform your next steps. If not, the cell will be green and you can just document your areas of strengths and growth as well as some next steps you plan on taking to continue making progress.</p>
#3 Outcomes	0	#N/A	<p>DELETE AFTER READING: Is the auto-prompt column asking you to visit another tab of this spreadsheet? If so, use it to inform your next steps. If not, the cell will be green and you can just document your areas of strengths and growth as well as some next steps you plan on taking to continue making progress.</p>

Performance Measure: Scaling HIT**Best Practices****LEA Received 1 or 2 rating**

Checklist Component	Criteria Met? <i>Use drop-down</i>	Next Steps	Resources Available
<i>30 hours of AL delivered per student per subject failed</i>		<ol style="list-style-type: none">1. Address scheduling concerns that may be limiting ability to provide required hours2. Consider creating or investing in a more systematic approach to logging hours3. Address staffing concerns that may pose challenges. Have you considered utilizing the VTTC or retired teachers to combat this issue?	HIT Scheduling Webinar HIT Scheduling Resources- Amplify TEA scheduling webinar April 8th, 2022 Example for capturing 4545 hours
<i>3:1 Ratio</i>		<ol style="list-style-type: none">1. Verify waivers have been obtained in the meantime (every parent in the tutor group must sign)2. Address scheduling concerns that may be limiting lower student-teacher ratios3. Identify staffing challenges and work with the ESC to recruit tutors	<p>ESC tutor lead contact</p> HIT Scheduling Webinar TEA scheduling webinar Amplify HIT Scheduling Examples HB 4545 FAQ
<i>TEKS Aligned Materials</i>		<ol style="list-style-type: none">1. Verify that your LEA is utilizing at least one of the TEA subsidized providers, per grant requirements, to some extent2. Evaluate current curriculum, supplementals, learning platforms, etc., that the campuses are already using. Utilize the help of either your LEA's curriculum leads, department leads, or the ESC's curriculum specialists if necessary.3. Identify the gaps in your current materials and search TEA's VTTC for vendors that suit your campuses' needs.	VTTC website Tutoring Supports webpage Accelerated Learning Webpage
<i>Trained Tutors</i>		<ol style="list-style-type: none">1. Retain a list of all LEA tutors (teachers, paras, HS students, community members, etc.) and verify that each one has been trained by the ESC in High Impact Tutoring.2. Verify they have each been trained in your LEAs respective subsidized provider choices.3. Once lack of trainings have been identified, work with your ESC to arrange training (before/after school, PD days, virtual, in-house or at the ESC). Consider offering stipends to your tutors for paid training as an incentive to attend.	<p>ESC tutor lead contact</p> Retired Teacher webpage

**Performance Measure: Aligned
Supports and Strategies
LEA Received 1 or 2 rating**

Checklist Component	Criteria Met? <i>Use drop-down</i>	Next Steps	Resources Available
<i>HB 4545 Resources</i>		<ol style="list-style-type: none"> 1. Plan time for district and campus-level administration to attend an ESC 4545 webinar 2. Work with the ESC to obtain various 4545 promotional, flyers, infographics, etc., to disperse at campuses to leaders and teachers 3. Determine ways to create buy-in with teachers surrounding 4545 requirements 4. Ensure that tutors and teacher-tutors understand the difference between RtI and Accelerated Instruction 	4545 FAQ ESC tutor lead contact
<i>High Impact Tutoring Resources</i>		<ol style="list-style-type: none"> 1. Work with your ESC to arrange HIT training (before/after school, PD days, virtual, in-house or at the ESC). Consider offering stipends to your tutors for paid training as an incentive to attend. 2. Determine which LEA personnel will review the High Impact Tutoring Toolkit. Have curriculum specialists or other district/campus leaders determine how the LEA can shift towards a more beneficial tutoring model using these strategies. Some ESCs have also condensed these toolkits into various resources available to you. 	ESC tutor lead contact HIT Toolkit TX Tutoring Webpage Webinars Accelerated Learning Webpage HIT webinar Series
<i>Subsidized Provider Trainings</i>		<ol style="list-style-type: none"> 1. Retain a list of all LEA tutors (teachers, paras, HS students, community members, etc.) and verify that each one has been trained by the ESC in High Impact Tutoring. 2. Verify they have each been trained in your LEA's respective subsidized provider choices. 3. Once lack of trainings have been identified, work with your ESC to arrange training (before/after school, PD days, virtual, in-house or at the ESC). Consider offering stipends to your tutors for paid training as an incentive to attend. 	ESC tutor lead contact VTTC webpage Retired Teacher webpage

Performance Measure: Outcomes			
LEA Received 1 or 2 rating			
Checklist Component	Criteria Met? Use drop-down	Next Steps	Resources Available
<i>The LEA has met their Fall 2022 student outcomes goal.</i>		<ol style="list-style-type: none"> 1. Consider working with your ESC to evaluate your overall tutor programming. 2. Analyze this year's tutoring efforts to find both celebrations and gaps. 3. Can those celebrations be recreated in other tutor programming areas? 4. How can your ESC address your named challenges? 5. Are your challenges structural, capacity-related, content-related, or something else? 6. Does your goal need to be changed for next year? 7. Was there a certain campus that did meet this goal? What are they doing that can be replicated at other campuses? 	<p>ESC tutor lead contact</p> <p>Data Collection Example</p> <p>Example: capturing 4545 hours</p>