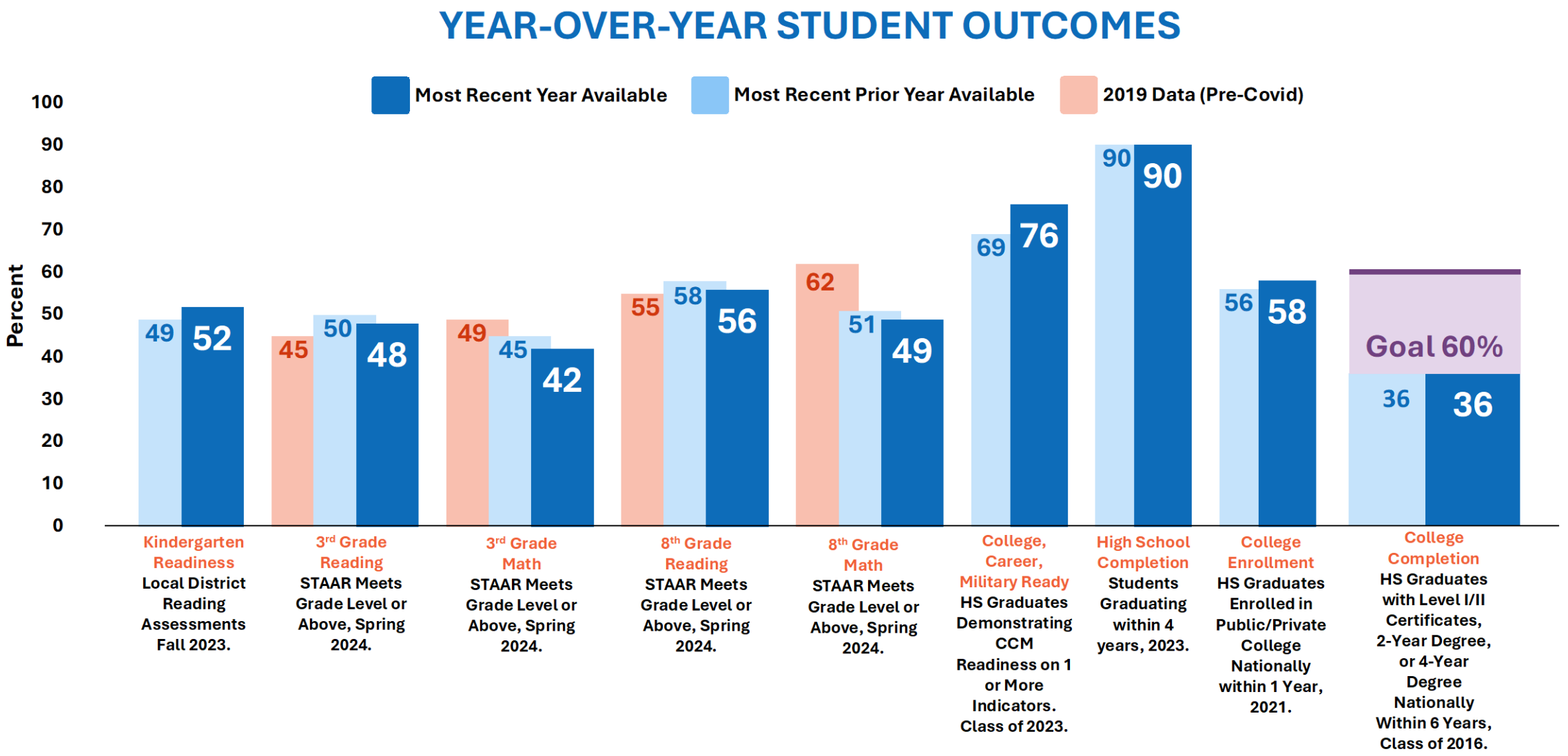
Texas Education Agency

Learning Acceleration

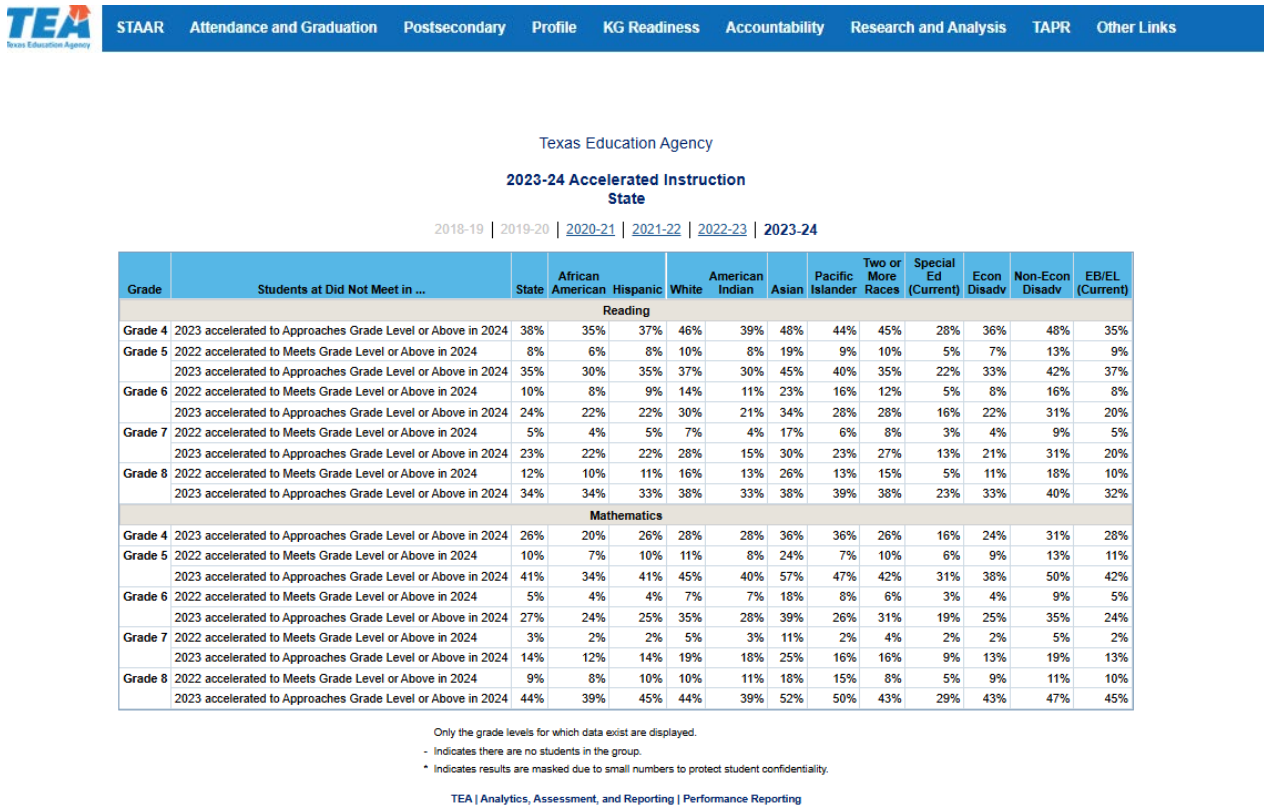
March 2025

Current State of Student Learning Outcomes



Preparing all students requires on-grade level, Tier 1 instruction combined with accelerated instruction to fill prior learning gaps.

Tracking Accelerated Instruction



STAAR | Attendance and Graduation | Postsecondary | Profile | KG Readiness | Accountability | Research and Analysis | TAPR | Other Links

Texas Education Agency

2023-24 Accelerated Instruction
State

2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | **2023-24**

Grade	Students at Did Not Meet in ...	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Econ Disadv	Non-Econ Disadv	EB/EL (Current)
Reading													
Grade 4	2023 accelerated to Approaches Grade Level or Above in 2024	38%	35%	37%	46%	39%	48%	44%	45%	28%	36%	48%	35%
Grade 5	2022 accelerated to Meets Grade Level or Above in 2024	8%	6%	8%	10%	8%	19%	9%	10%	5%	7%	13%	9%
	2023 accelerated to Approaches Grade Level or Above in 2024	35%	30%	35%	37%	30%	45%	40%	35%	22%	33%	42%	37%
Grade 6	2022 accelerated to Meets Grade Level or Above in 2024	10%	8%	9%	14%	11%	23%	16%	12%	5%	8%	16%	8%
	2023 accelerated to Approaches Grade Level or Above in 2024	24%	22%	22%	30%	21%	34%	28%	28%	16%	22%	31%	20%
Grade 7	2022 accelerated to Meets Grade Level or Above in 2024	5%	4%	5%	7%	4%	17%	6%	8%	3%	4%	9%	5%
	2023 accelerated to Approaches Grade Level or Above in 2024	23%	22%	22%	28%	15%	30%	23%	27%	13%	21%	31%	20%
Grade 8	2022 accelerated to Meets Grade Level or Above in 2024	12%	10%	11%	16%	13%	26%	13%	15%	5%	11%	18%	10%
	2023 accelerated to Approaches Grade Level or Above in 2024	34%	34%	33%	38%	33%	38%	39%	38%	23%	33%	40%	32%
Mathematics													
Grade 4	2023 accelerated to Approaches Grade Level or Above in 2024	26%	20%	26%	28%	28%	36%	36%	26%	16%	24%	31%	28%
Grade 5	2022 accelerated to Meets Grade Level or Above in 2024	10%	7%	10%	11%	8%	24%	7%	10%	6%	9%	13%	11%
	2023 accelerated to Approaches Grade Level or Above in 2024	41%	34%	41%	45%	40%	57%	47%	42%	31%	38%	50%	42%
Grade 6	2022 accelerated to Meets Grade Level or Above in 2024	5%	4%	4%	7%	7%	18%	8%	6%	3%	4%	9%	5%
	2023 accelerated to Approaches Grade Level or Above in 2024	27%	24%	25%	35%	28%	39%	26%	31%	19%	25%	35%	24%
Grade 7	2022 accelerated to Meets Grade Level or Above in 2024	3%	2%	2%	5%	3%	11%	2%	4%	2%	2%	5%	2%
	2023 accelerated to Approaches Grade Level or Above in 2024	14%	12%	14%	19%	18%	25%	16%	16%	9%	13%	19%	13%
Grade 8	2022 accelerated to Meets Grade Level or Above in 2024	9%	8%	10%	10%	11%	18%	15%	8%	5%	9%	11%	10%
	2023 accelerated to Approaches Grade Level or Above in 2024	44%	39%	45%	44%	39%	52%	50%	43%	29%	43%	47%	45%

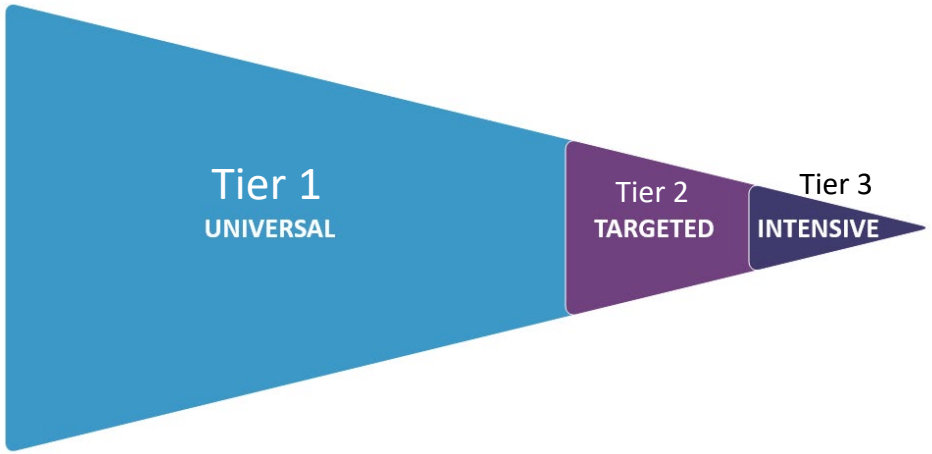
Only the grade levels for which data exist are displayed.
- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.

TEA | Analytics, Assessment, and Reporting | Performance Reporting

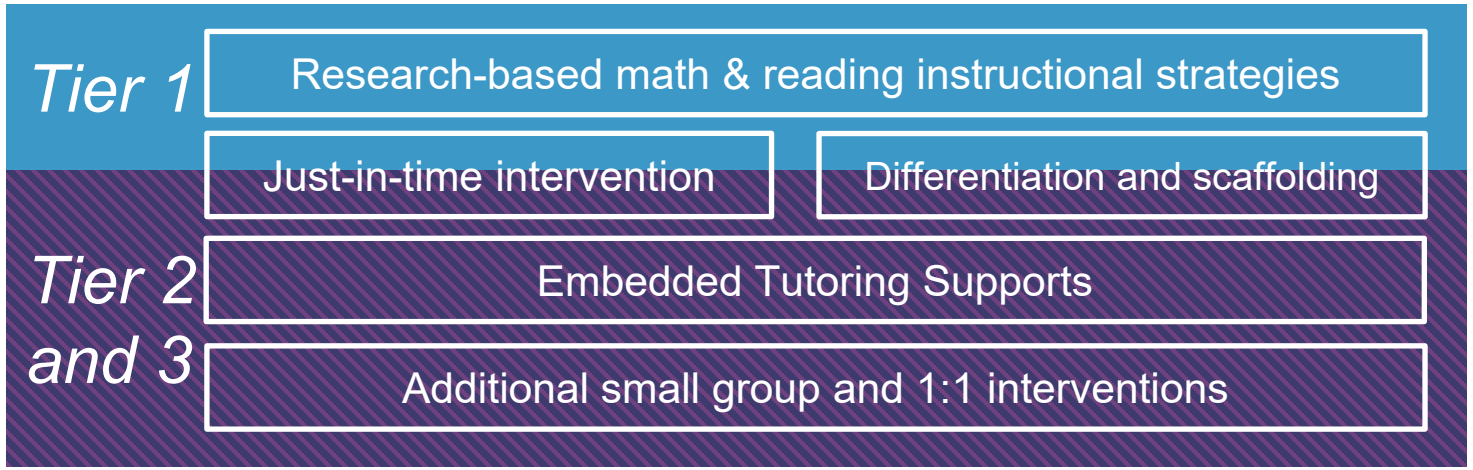
Access the Accelerated Instruction Report for your LEA

- Click "Texas Performance Reporting System (TPRS)" from the Superintendent >> Accountability webpage
- Select and District or Campus and open TPRS
- Within TPRS, navigate to STAAR >> Accelerated Instruction

Tier 1, on-grade level instruction is combined with additional tiered supports to accelerate instruction

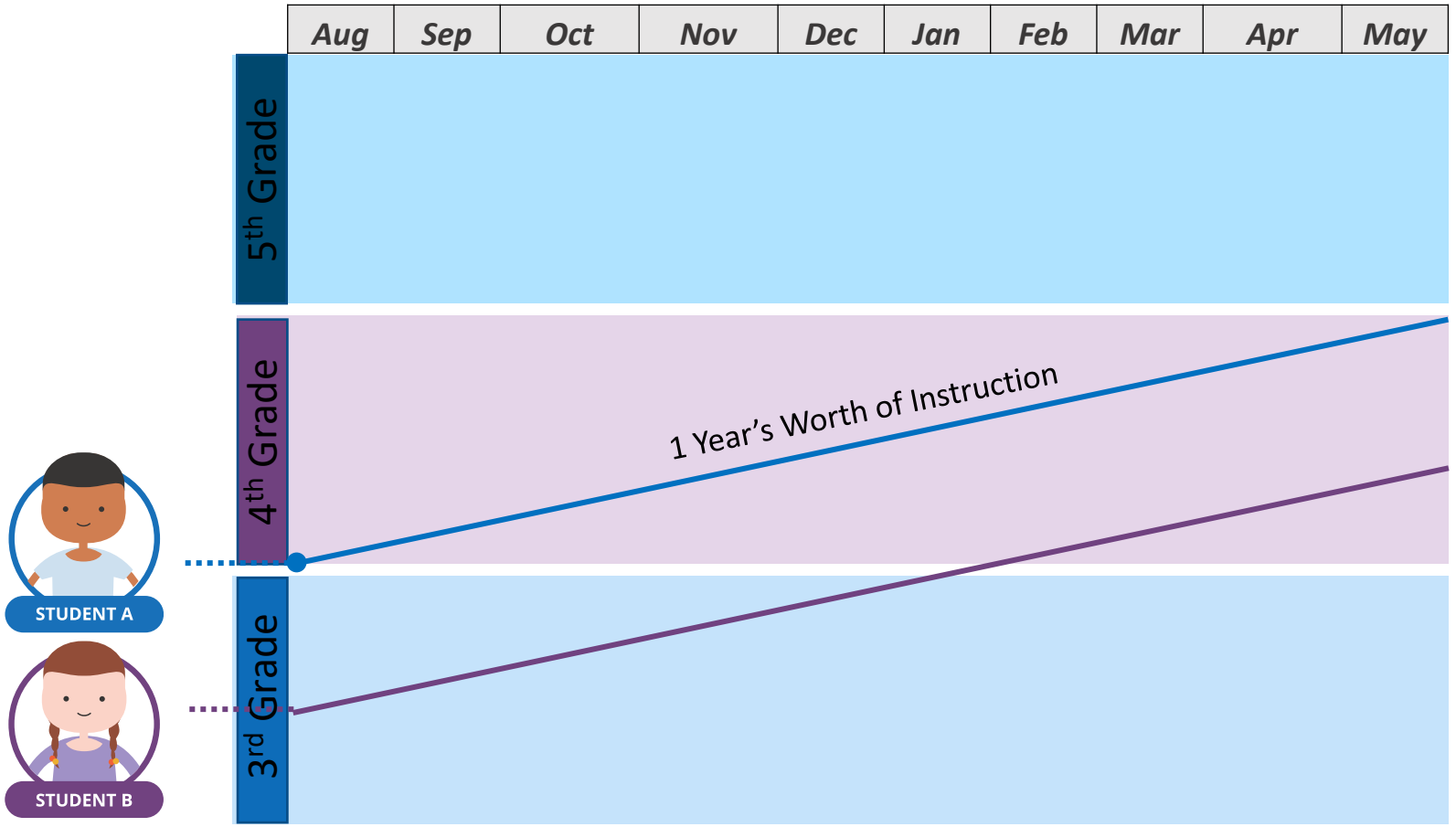


Learning acceleration requires key tiered instructional strategies to be in place…



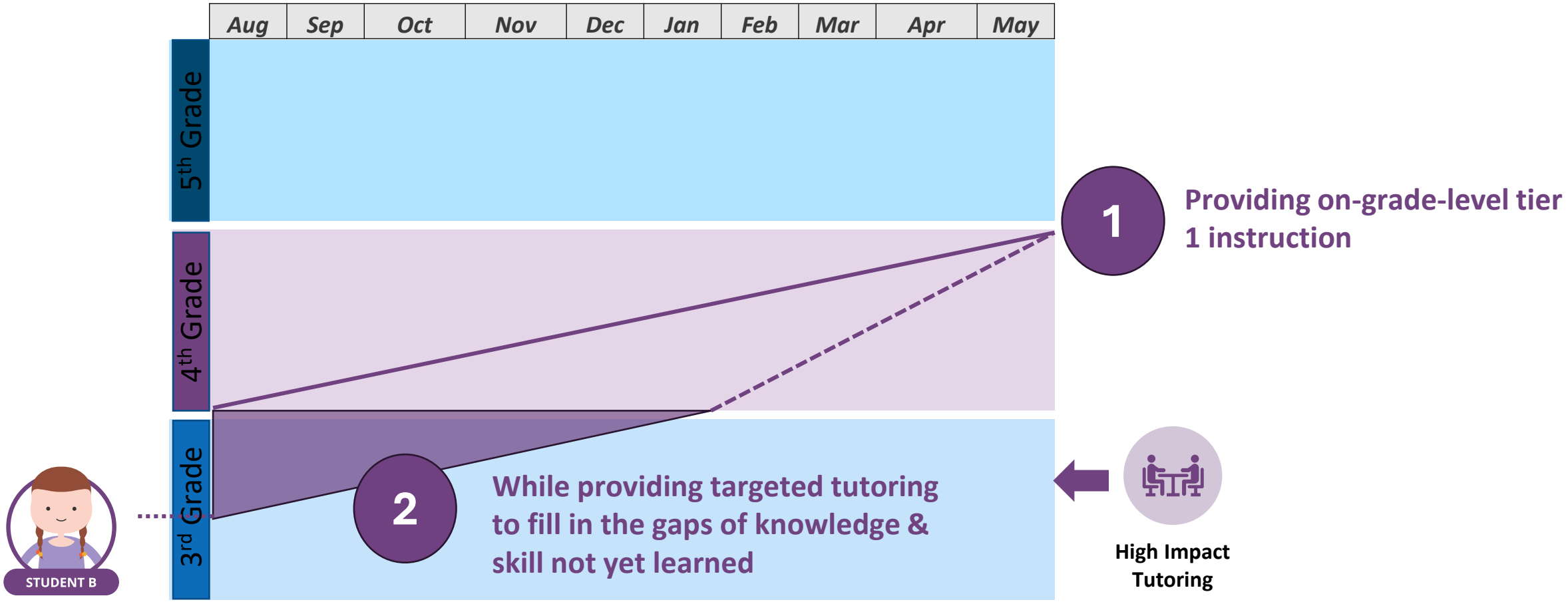
There are many viable Tier 2/3 strategies to select from for implementation

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?



Texas Law Requires Accelerated Instruction

Districts have multiple options when pursue accelerated instruction:

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…

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

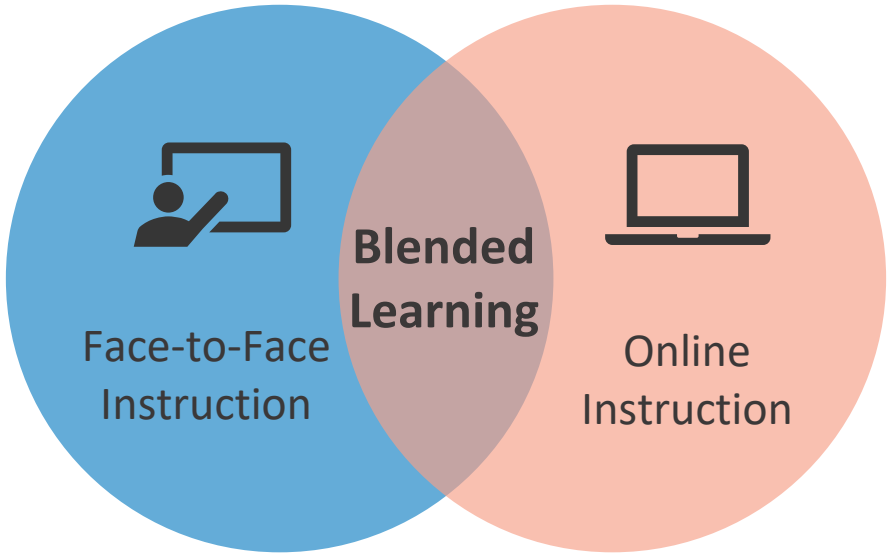
Online Supplemental Curriculum: LEA uses approved 1416 Ratio Waiver List product to waive ratio requirement, educator serves as facilitator to manage group-wide performance

Online Supplemental Curriculum to Accelerate Instruction

Blended learning combines the benefits of **online learning with face-to-face teacher instruction** to help teachers effectively supplement Tier I instruction and accelerate student learning.

Face-to-Face Instruction:

- **Human flexibility and judgment** with critical instructional decisions
- **Love** from a real teacher and face-to-face **encouragement**
- **Student support** and direction

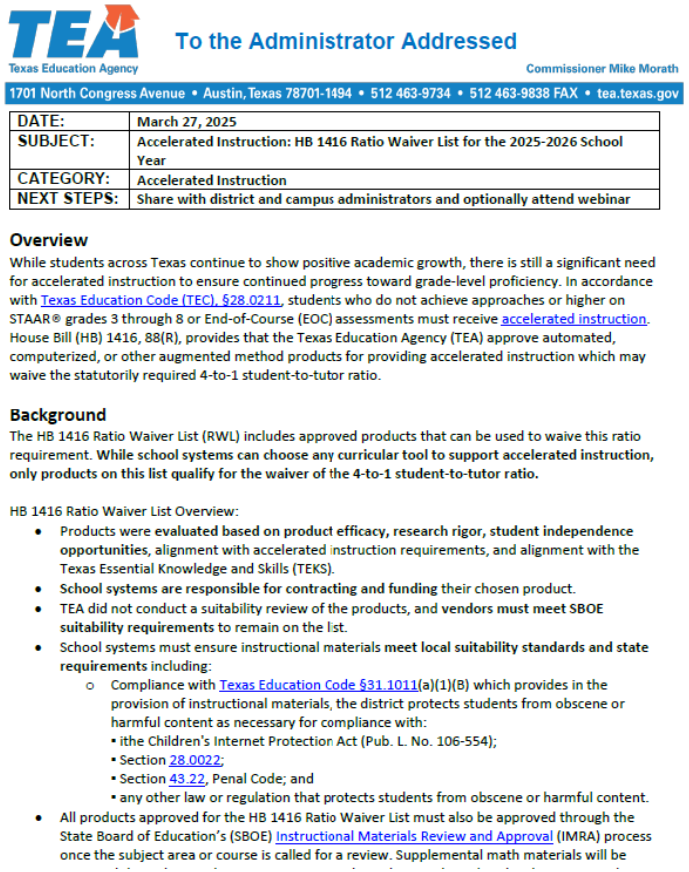


Online Instruction:

- Quick **diagnosis** of TEKS Mastery for all students
- Automatic **differentiation** in supplemental content for students
- **Adaptive adjustments** in student-facing content based on student understanding

Under HB 1416, TEA establishes a list of Online Supplemental Curriculum to support relaxed accelerated instruction requirements

Subject	Product Name (Publisher)	Approved Grades for HB 1416
Math	IXL Math (IXL Learning)	4-11
Math	ST Math (MIND Education)	4-8
Math	Zearn Math (Zearn)	4-5
RLA	Amira Learning Distributed by Amira or HMH (Amira Learning, Inc.)	4-6
RLA	HMH Read 180 Flex (HMH)	4-11
RLA	IXL Language Arts (IXL Learning)	4-11



TEA Texas Education Agency

To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	March 27, 2025
SUBJECT:	Accelerated Instruction: HB 1416 Ratio Waiver List for the 2025-2026 School Year
CATEGORY:	Accelerated Instruction
NEXT STEPS:	Share with district and campus administrators and optionally attend webinar

Overview

While students across Texas continue to show positive academic growth, there is still a significant need for accelerated instruction to ensure continued progress toward grade-level proficiency. In accordance with Texas Education Code (TEC), §28.0211, students who do not achieve approaches or higher on STAAR® grades 3 through 8 or End-of-Course (EOC) assessments must receive accelerated instruction. House Bill (HB) 1416, 88(R), provides that the Texas Education Agency (TEA) approve automated, computerized, or other augmented method products for providing accelerated instruction which may waive the statutorily required 4-to-1 student-to-tutor ratio.

Background

The HB 1416 Ratio Waiver List (RWL) includes approved products that can be used to waive this ratio requirement. **While school systems can choose any curricular tool to support accelerated instruction, only products on this list qualify for the waiver of the 4-to-1 student-to-tutor ratio.**

HB 1416 Ratio Waiver List Overview:

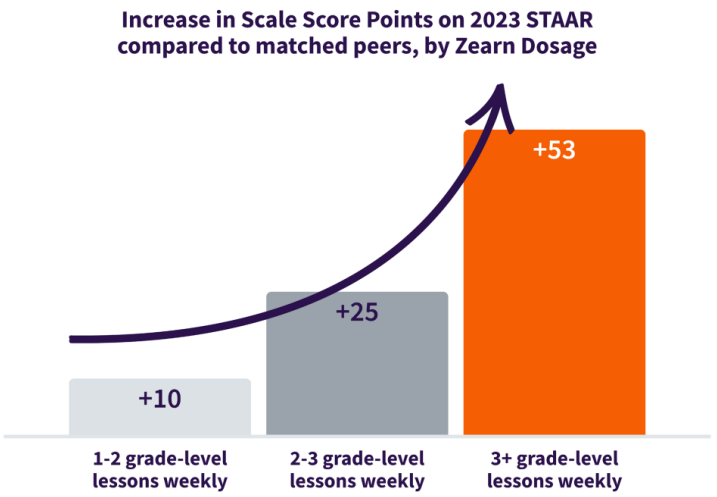
- Products were **evaluated based on product efficacy, research rigor, student independence opportunities**, alignment with accelerated instruction requirements, and alignment with the Texas Essential Knowledge and Skills (TEKS).
- **School systems are responsible for contracting and funding** their chosen product.
- TEA did not conduct a suitability review of the products, and **vendors must meet SBOE suitability requirements** to remain on the list.
- School systems must ensure instructional materials **meet local suitability standards and state requirements** including:
  - Compliance with Texas Education Code §31.1011(a)(1)(B) which provides in the provision of instructional materials, the district protects students from obscene or harmful content as necessary for compliance with:
    - ithe Children's Internet Protection Act (Pub. L. No. 106-554);
    - Section 28.0022;
    - Section 43.22, Penal Code; and
    - any other law or regulation that protects students from obscene or harmful content.
- All products approved for the HB 1416 Ratio Waiver List must also be approved through the State Board of Education's (SBOE) Instructional Materials Review and Approval (IMRA) process once the subject area or course is called for a review. Supplemental math materials will be

Districts can use any curricular tools they prefer. But if one of the above tools are used consistent with program requirements for students who are academically behind, districts can relax certain accelerated instruction statutory requirements (including the 4:1 student:tutor ratio requirements).

Online Curriculum Impact When Used w/ Fidelity

High quality online supplemental curriculum can have a significant impact on STAAR scores if the program is implemented with sufficient investment, training, and time in the master schedule and used to research-backed fidelity measures.

While Zearn usage at any dosage leads to growth, students demonstrate strongest gains in scale score at 3+ grade-level lessons per week

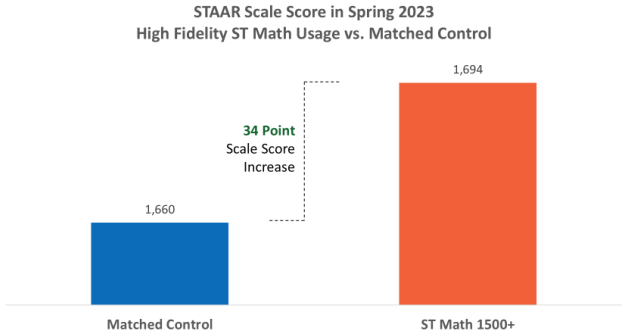


High Fidelity Blended Learning Delivers Results – ST Math

4th and 5th grade students meeting high fidelity usage requirements on ST Math showed **greater STAAR scale score improvement** between Spring 2022 and Spring 2023 than matched students statewide.

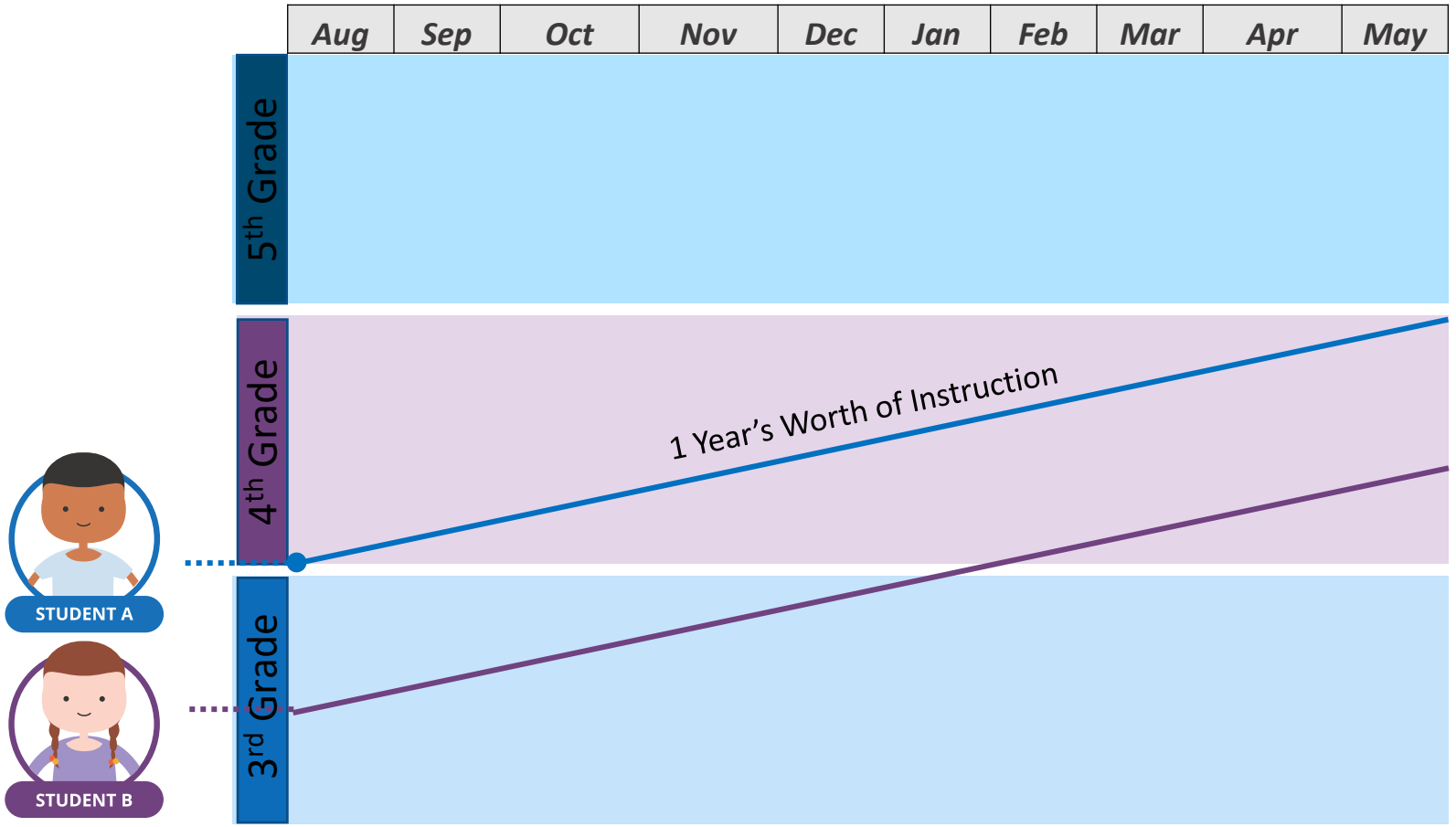
ST Math

Fidelity of Implementation – **students having time and structures to meet usage recommendations** - is critical to impact on student outcomes



Note: This analysis is the result of a study comparing STAAR changes of all 4th and 5th grade students completing >1500 puzzles to matched students not using ST Math statewide

How can we accelerate student learning?



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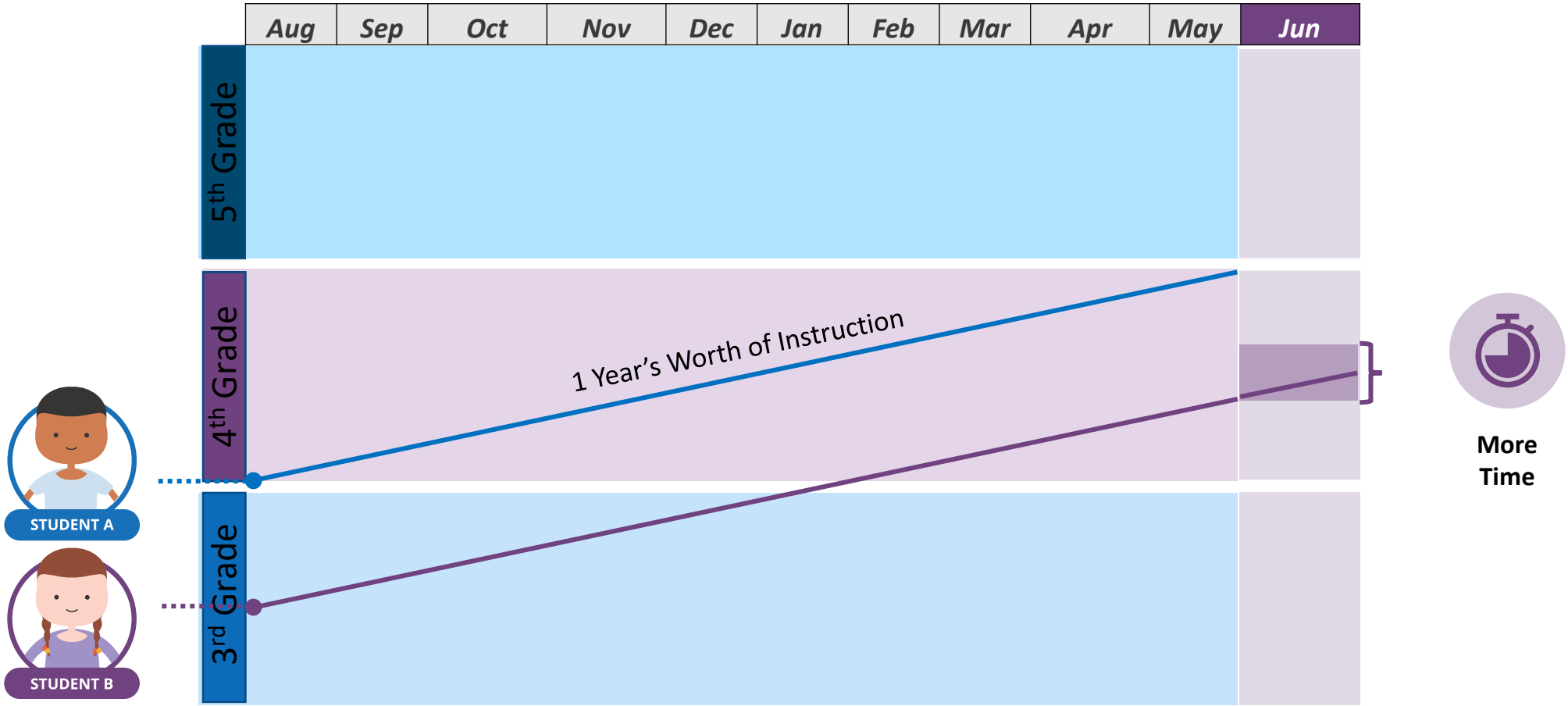


Summer Breaks Can Cause Learning Gaps for Students

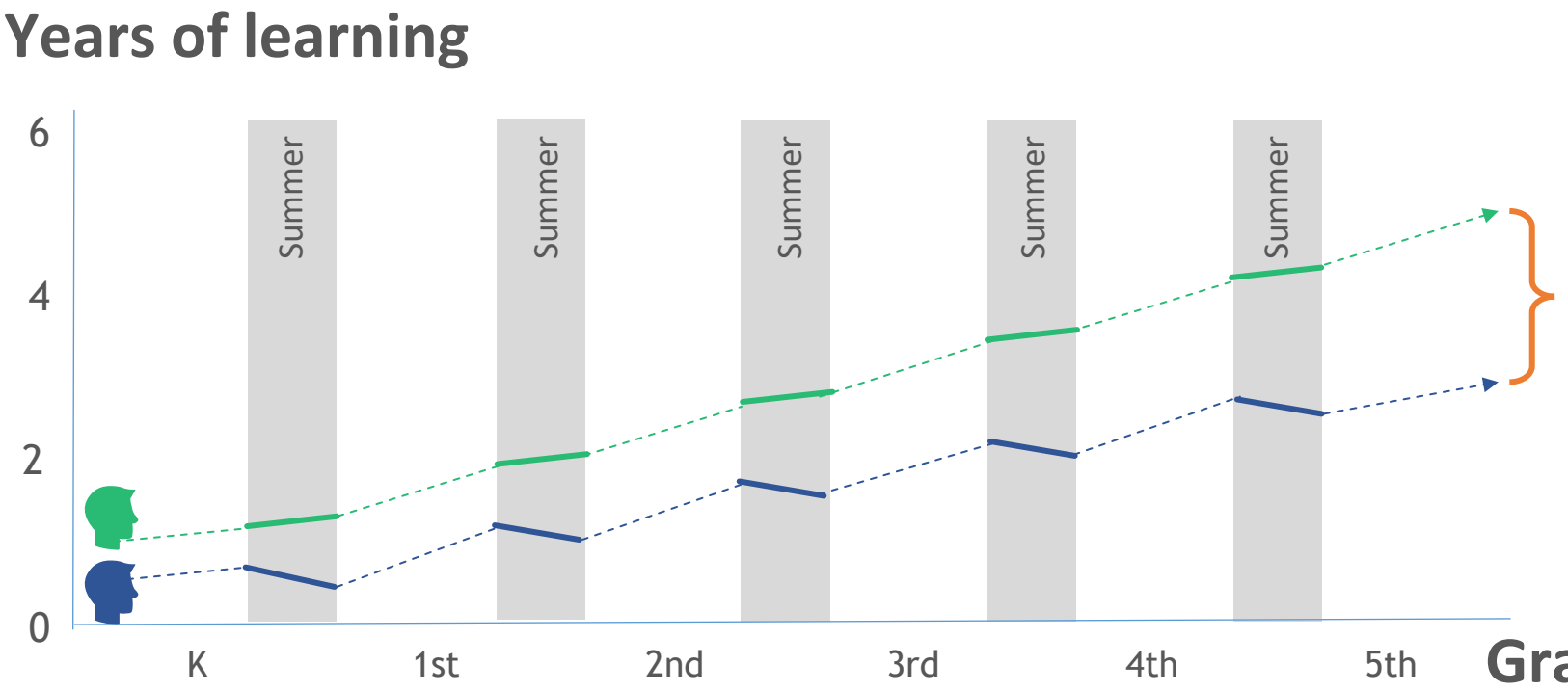
Student achievement levels drop during the summer months, commonly referred to as the "summer slide".

Student Type:
- Middle-class student
- Low-income student

School Year Growth:
- Students progress at same rate during school year

Summer Growth/Slide:
- Advanced by one month
- Fall behind by 2-3 months

Note: No variance in amount of summer slide by grade

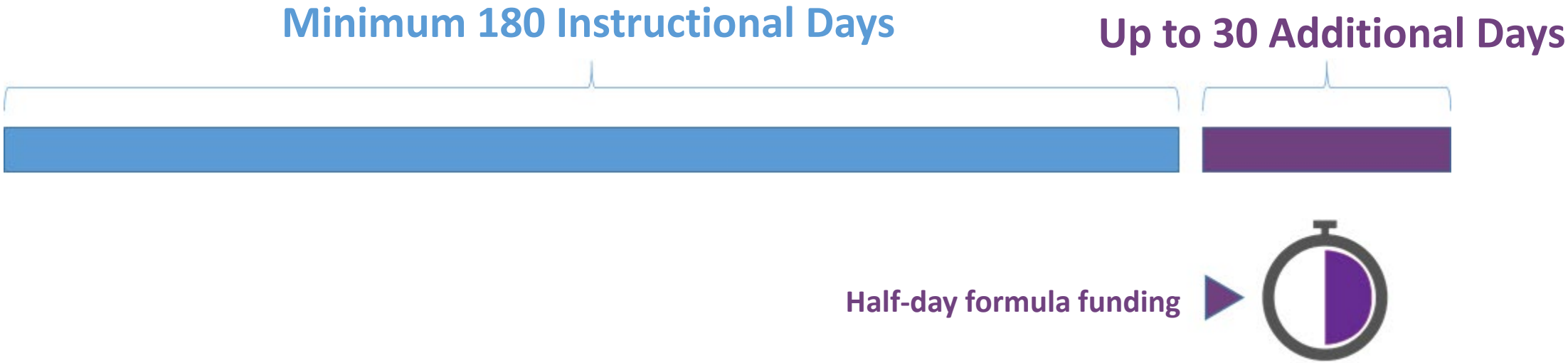


The impact of summer slide may create a gap of up to three grade levels for low income students by fifth grade

Graph completed by Boston Consulting Group. Source: Cooper, H., Borman, G., and Fairchild, R. (2010). "School Calendars and Academic Achievement" In. J. Meece and J.Eccles (Eds.), Handbook of research on schools, schooling and human development (pp. 342-355). Mahwah, NJ: Eribaum

Additional Days School Year (ADSY)

ADSY adds **half-day formula funding** for school systems that want to add instructional days (beyond a minimum 180 days, **up to 210 days**) to any of their elementary schools (grades **PK-5**).



Implementing High Quality Summer Programs is Effective

A study from the Rand Corporation found that summer programs with specific quality parameters eliminate summer slide.

Study Parameters	Impact
No cost program for 5-6 weeks	**15%** **of typical annual gains in math after 1 summer** of high attendance (20 days+)
Class sizes of 1:15 or smaller	
Certified teachers focused on at least 3 hours of academics each day	**20-25%** **of typical annual gains in mathematics and language arts after two summers** of high attendance (20+ days)
Daily high-quality enrichment activities	
Meals and transportation provided	

Source: Augustine, et al; *Learning from Summer: Effects of Voluntary Summer Learning Programs on Low-Income Urban Youth*

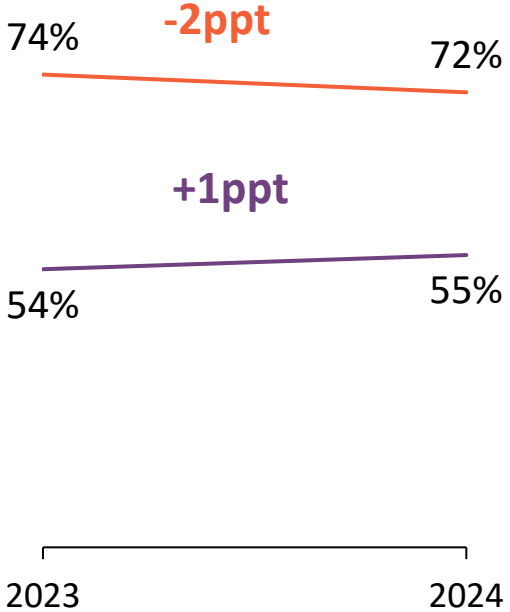
In 2024 ADSY students saw more growth in math and reading than those who did not participate in ADSY

Math STAAR Outcomes

% Approaches or better
SY '23 to SY '24

Non-ADSY
N= 1.02M

ADSY
N = 20k

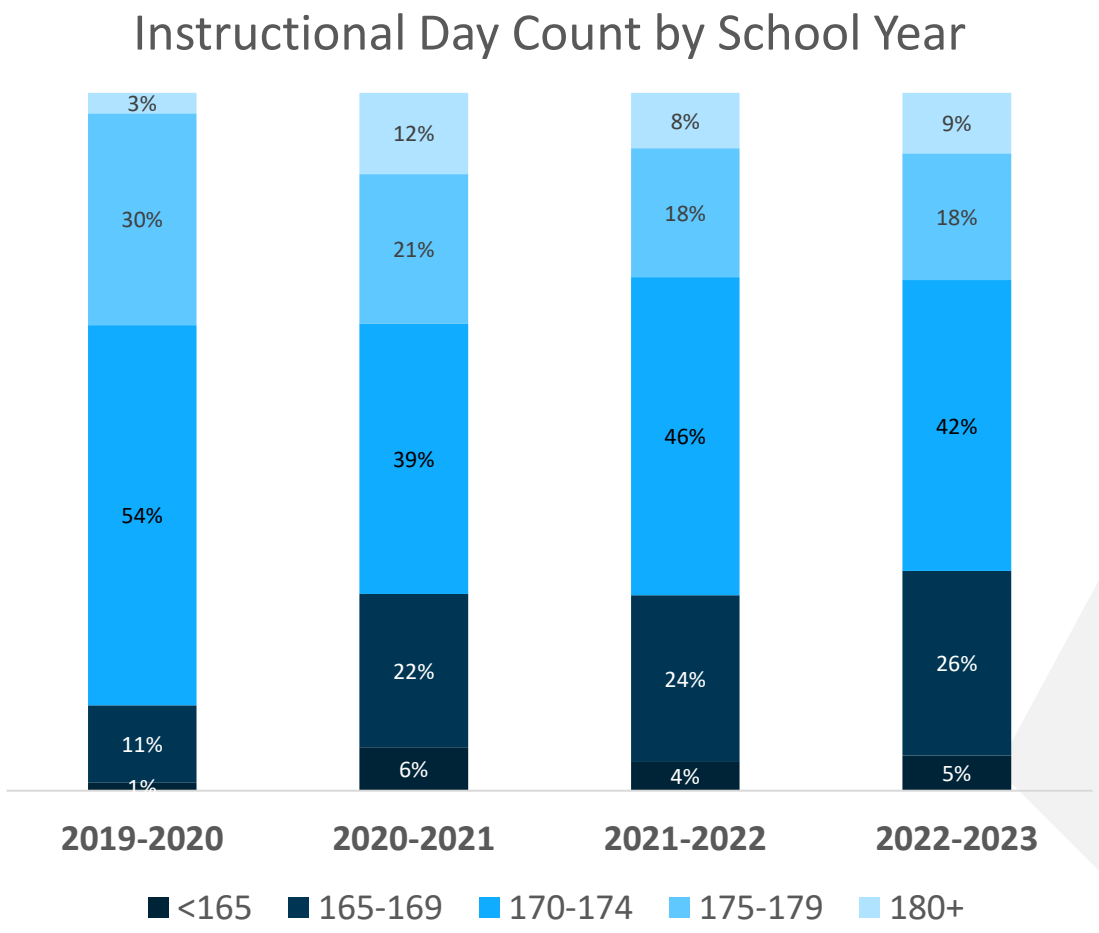


Reading STAAR Outcomes

% Approaches or better
SY '23 to SY '24

Sources: TEA Student Assessment Files, PEIMS. Note: All students in our sample have valid STAAR outcomes in SY22-23 and SY23-24 and tested in grades 3rd - 6th grades in SY23-24. Students who did not have STAAR outcomes in both years, or students who were at an ADSY campus but did not do ADSY were both removed from the dataset. Thus, the numbers are not representative of statewide data.

Evidence shows additional days under ADSY improves outcomes, but evidence also shows instructional calendars with fewer days lead to worse outcomes for students



6-8% lower percentage of students who met STAAR Reading Meets Grade Level than at 5-day school week campuses (grades 6-8)

5-8% lower percentage of students who met STAAR Math Meets Grade Level than at 5-day school week campuses (grades 4-6)

Texas Four-Day School Week Campus Analysis 2022-2023 School Year

All campuses with no waivers in 19-20 due to COVID; with Missed School Day and Low Attendance Waivers starting in 20-21

ADSY 2023-2024 PEIMS data show statewide implementation

$22.2 million funded statewide

81 LEAs accessed funding

370 campuses accessed funding

19.8 average days offered

Campuses implementing the majority of ADSY days with the majority of the student population earned **$200,000 - $400,000 in ADSY funding**

ADSY Sample Financial Impact Scenario

An elementary campus could utilize additional funding similar to the scenario below.

Per Student Funding for 30 additional days at ~$25 per half day*

$750

x 15 students
(assume 5% absences)

Classroom Level Funding

$10,680

Subset of funds could be teacher pay increases

$5,340

x 34 classrooms
(assumes 525 students)

School Level Funding

$374,000

Teacher Salaries
Assumes at least 50%
$187K

School Operations
(e.g., transportation, food, admin, etc.)
$187K

*Example based on state average ADA funding for half day; LEAs should use local funding inputs when making any funding projections and decisions.

ADSY Design Considerations

Option 1: Voluntary Summer Learning

- **Purpose:** Summer Enrichment
- **Think:** 180-day traditional calendar, and up to 30 days for something additional

Option 2: Intersessional Calendar

- **Purpose:** Targeted Remediation
- **Think:** 180 days spaced out over the full year, with intermittent breaks for targeted remediation with a subset of students

Option 3: Full Year Redesign

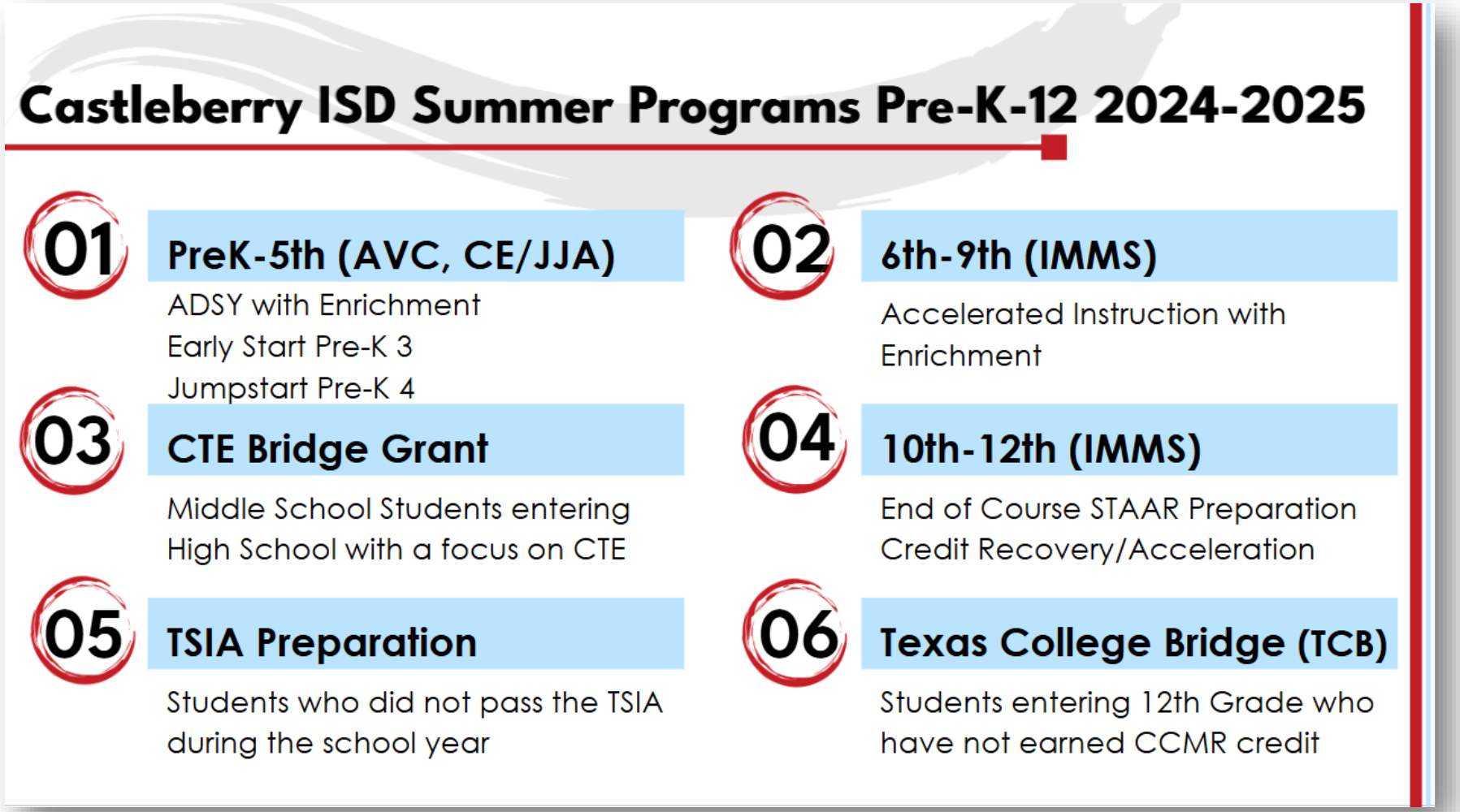
- **Purpose:** Rethinking the School Day
- **Think:** A revamped 7x6-weeks calendar, daily schedule changes to increase teacher planning time and student play

District Highlight: Castleberry ISD

Renee Smith-Faulkner
Superintendent

Dr. June Ritchlin
Executive Director of Educational Leadership

Castleberry ISD Summer Programming Spans Grades PK-12



Castleberry ISD ADSY Funding Generated – SY23 and SY24

Castleberry ISD ADSY Impact: Formula Funding Generated

	2022-2023 School Year	2023-2024 School Year
Number of ADSY Students in PEIMS Report	1,242	1,305
Number of ADSY Campuses	3	3
Average Number of ADSY Days	29 Days	28 Days
District Level Average ADA Increase Due to ADSY	51.867	55.203
ADSY ½ Day Formula Funding Generated per TEC Sec. 48.0051	**$452,023**	**$486,245**

Castleberry ISD 2024 Accelerated Instruction Outcomes

Accelerated Instruction- Student Growth

Annual Growth by Grade and Subject from 2023 to 2024

Annual Growth by Grade and Subject

Reading/ELA				Mathematics			
Grade	2023	2024	(+/-)	Grade	2023	2024	(+/-)
4	47%	59%	(+12)	4	58%	54%	(-4)
5	68%	75%	(+7)	5	73%	75%	(+2)
6	52%	63%	(+11)	6	45%	46%	(+1)
7	65%	65%	0	7	45%	45%	0
8	61%	70%	(+9)	8	70%	75%	(+5)
Eng I	47%	47%	0	Alg I	75%	79%	(+4)
Eng II	71%	66%	(-5)				
Overall	58%	64%	(+6)	Overall	62%	63%	(+1)

Accelerated Learning Comparison to Region 2024

Accelerated Learning by Grade and Subject Comparison to Region

Reading/ELA				Mathematics			
Grade	Region	CISD	(+/-)	Grade	Region	CISD	(+/-)
4	39%	31%	-8	4	25%	22%	(-3)
5	34%	46%	(+12)	5	39%	59%	(+20)
6	24%	35%	(+11)	6	28%	37%	(+9)
7	23%	20%	(-3)	7	13%	15%	(+2)
8	33%	41%	(+8)	8	39%	41%	(+2)
Eng I	20%	13%	(-7)	Alg I	51%	59%	(+8)
Eng II	29%	29%	0				
Overall	29%	31%	(+2)	Overall	33%	39%	(+6)

Resources for Summer Learning

Summer Learning Framework

TEA's Summer Learning Framework provides a suite of research-aligned planning documents, templates, and district examples. Visit tea.texas.gov/summer for more.

Summer Planning Webinar Series

TEA is running a Summer Learning webinar to highlight research-based practices and associated planning tools. This webinar will be recorded and available on the Summer Learning Framework webpage.

Insight into Summer Research and Planning Tools:
Tuesday, April 8, from 11am - 12pm CT *(register here)*

Register now at tea.texas.gov/summer