



The Dallas Independent School District (ISD) High-Quality Tutoring Program was initiated in 2021 to comply with Texas House Bill (HB) 4545, and later HB 1416 in 2023, which mandate accelerated instruction for students who do not meet grade-level expectations on standardized assessments. During the first three school-years of implementation, tutoring instruction was provided by both vendors and Dallas ISD teachers. In 2024-25, all tutoring services were provided by district staff (n = 3,989). Students eligible for tutoring can be exempt if a) they meet proficiency standards on a retest assessment, b) they are assigned to a teacher with a Teacher Incentive Allotment (TIA) proficiency designation in the subject in which tutoring is needed, c) their parent opts them out of receiving tutoring, or d) they are receiving tutoring in two other subjects.

Key Findings

Implementation

- Overall, 68.4% of all required tutoring was completed.
- 144 campuses (63%) completed all required tutoring.
- 35 campuses (15%) were within 10 percentage points of completing all required tutoring.

Student Outcomes

i-Ready

- Elementary students assigned to a TIA teacher or receiving tutoring that were two or more grades below level at BOY on the *i-Ready Reading* were most likely to gain at least one grade-level by EOY compared to eligible non-participants.
- Nearly three-quarters of elementary students assigned to a TIA teacher or receiving tutoring met 100% of their typical growth on the *i-Ready Reading* compared to only two-thirds of eligible non-participants.
- Middle school students assigned to TIA teachers had slightly higher gains and growth on the *i-Ready Reading* compared to students receiving tutoring or eligible non-participants.
- Elementary students receiving tutoring or assigned to a TIA teacher that were two or more grades below level at BOY on the *i-Ready Math* were most likely to gain at least one grade-level by EOY compared to eligible non-participants.
- Middle school students receiving tutoring or assigned to a TIA teacher that were two or more grades below level at BOY on the *i-Ready Math* were most likely to gain at least one grade-level by EOY compared to eligible non-participants.
- Nearly two-thirds of elementary students receiving tutoring or assigned to a TIA teacher met 100% of their typical growth on the *i-Ready Math* compared to only less than half of eligible non-participants.
- Middle school students receiving tutoring had slightly higher growth than on the *i-Ready Math* compared to students assigned to TIA teachers or eligible non-participants.

State of Texas Assessments of Academic Readiness (STAAR)

- Elementary students receiving tutoring outperformed eligible non-participants at the Approaches+ standard on STAAR 3-8 *Reading and Mathematics*.
- Middle and High School students receiving tutoring outperformed eligible non-participants at the Approaches+ standard on the *Algebra I EOC*.
- High School students receiving tutoring outperformed eligible non-participants at the Approaches+ standard on *English I and English II EOCs*.
- Elementary students assigned to a TIA teacher outperformed students receiving tutoring and eligible non-participants at the Approaches+ standard on STAAR 3-8 *Reading and Mathematics*.
- Middle School students assigned to a TIA teacher outperformed students receiving tutoring but slightly underperformed compared to eligible non-participants at the Approaches+ standard on STAAR 3-8 *Reading*.
- Middle School students assigned to a TIA teacher outperformed students receiving tutoring and eligible non-participants at the Approaches+ standard on the *Algebra I EOC*.
- High School students assigned to a TIA teacher had commensurate scores compared to eligible non-participants but underperformed compared to students receiving tutoring on *English I and English II EOCs*.
- High School students assigned to a TIA teacher outperformed students receiving tutoring and eligible non-participants at the Approaches+ standard on the *Algebra I EOC*.



Recommendation

Consider Conducting a Targeted Examination of Implementation Barriers

Data collected on the Dallas ISD tutoring program reveals **largely positive quantitative results**, indicating program engagement and academic growth. **Over two-thirds of all required tutoring was completed** and the program **demonstrated positive academic outcomes** as measured by *i-Ready* and *STAAR*. Given the positive outcomes for most tutoring participants, the Dallas ISD Tutoring Department should consider conducting a **targeted, in-depth examination of barriers and challenges to implementation, including collecting qualitative feedback** from key stakeholder groups. While 63% of campuses completed all required tutoring, and an additional 15% of campuses came within 10 percentage points of completing required hours, 49 campuses (22%) did not. Of the latter, a disproportionately high number, 22 of the 49 campuses (45%), **were high schools**. The recommended investigation should focus on gaining implementation insights from campus groups with the highest rates of participation, completion, and academic outcomes. The examination should also aim to acquire a comprehensive understanding of the logistics and challenges affecting student attendance in tutoring sessions, such as high school scheduling, student buy-in, and staffing of tutors. A deeper understanding of implementation facilitators and barriers and the associated impact on student success is integral to strategically refine the program in order to both complete required tutoring hours districtwide and ensure sustained effectiveness in the future.