



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.

28%

Dallas ISD
students
eligible for
accelerated
instruction
($n = 38,338$)

Classroom teachers comprised
79% of district tutors. The
remainder included **other district
staff** (e.g., demonstration
teachers, teacher assistants,
assistant principals, acceleration
specialists, etc.).

Approx. 900K hrs. delivered /
Approx. 1.3M hrs. required

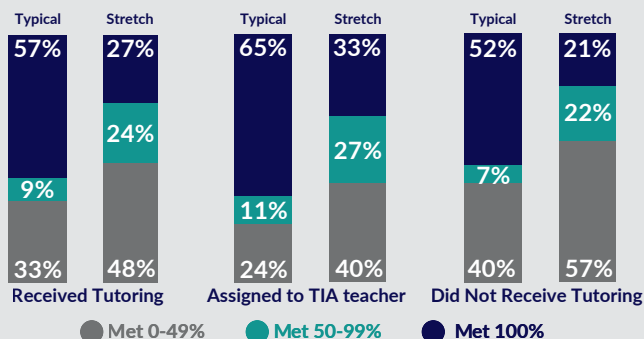
68%

Required
tutoring
completed

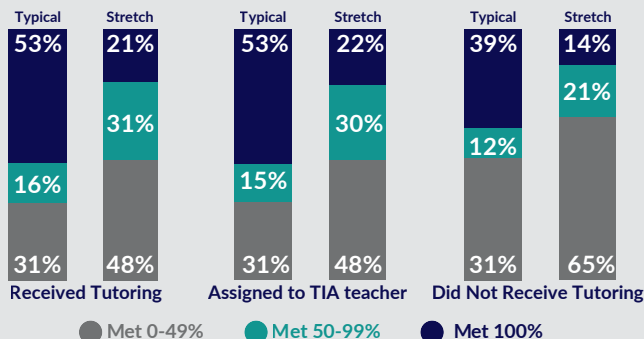


of 228 total campuses completed
at least 90% of all required
tutoring hours

Higher proportions of students receiving tutoring or who were assigned to a TIA teacher met 100% of their **typical growth targets** and **stretch growth targets** on **i-Ready Reading (English)** compared to eligible students who did not receive tutoring.



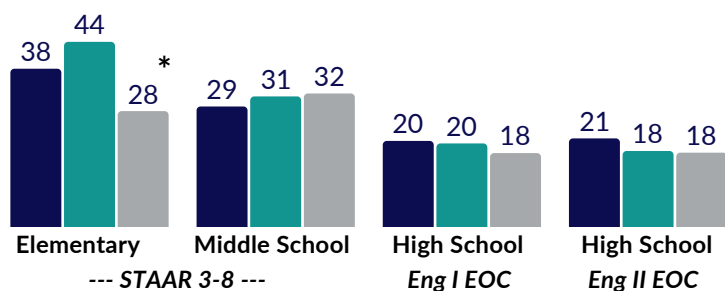
Higher proportions of students receiving tutoring or who were assigned to a TIA teacher met 100% of their **typical growth targets** and **stretch growth targets** on **i-Ready Mathematics** compared to eligible students who did not receive tutoring.



Eligible ES and HS students who who **received tutoring** or were **assigned to TIA teachers** **outperformed** eligible students who **did not receive tutoring** on **STAAR Reading** and the **English I EOC**. Students who **received tutoring** also **outperformed** those who **did not receive tutoring** on the **English II EOC**.
(Note: * denotes small n.)

% at Approaches+

● Tutoring ● TIA ● No Tutoring



Eligible ES and HS students who who **received tutoring** or were **assigned to TIA teachers** **outperformed** eligible students who **did not receive tutoring** on **STAAR Math** and the **Algebra I EOC**. The same trend was found for MS students on the **Algebra I EOC**.
(Note: * denotes small n.)

% at Approaches+

● Tutoring ● TIA ● No Tutoring

