



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 2025-26, all tutoring services were provided by district staff ($n = 2,596$). 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.

23%

Dallas ISD
students
eligible for accelerated
instruction
($n = 31,092$)

Tutors were

91%

Dallas ISD classroom
teachers

(vs. 79% in 2024-25)

82%

Required tutoring
hours completed

(vs. 78% in 2024-25)

122

of 230 total campuses completed
required tutoring hours
(53% vs. 29% in 2024-25)

Tutor Experience Survey



Rated tutoring highly effective
for student growth (82%), but
noted motivation (58%) and
attendance (21%) barriers.

Student Experience Survey



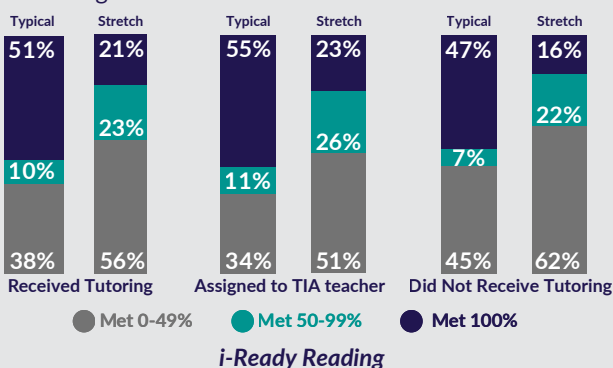
High overall satisfaction (72%)
and STAAR readiness (68%),
though reported fatigue (28%)
or distractions (21%).

Parent/Guardian Experience Survey

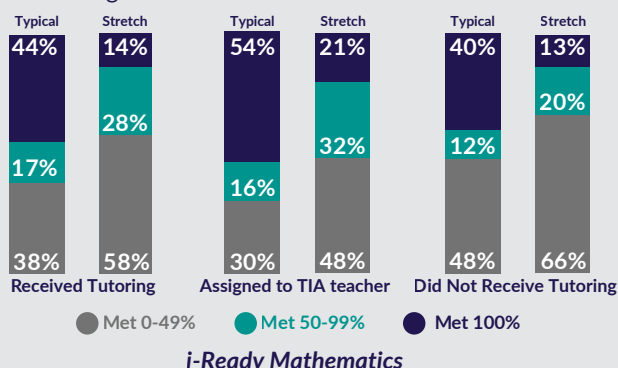


Most found tutoring beneficial
(80%), despite challenges with
coursework communication
(21%) and transportation (15%).

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

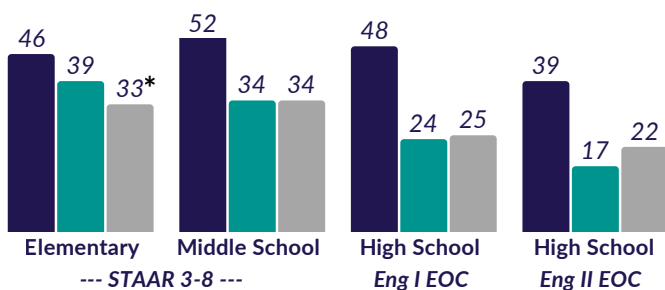


Higher proportions of students who were assigned to a TIA teacher or receiving tutoring met 100% of their **typical growth targets** and **stretch growth targets** compared to eligible students who did not receive tutoring.



STAAR Reading - % at Approaches +

● Tutoring ● TIA ● No Tutoring

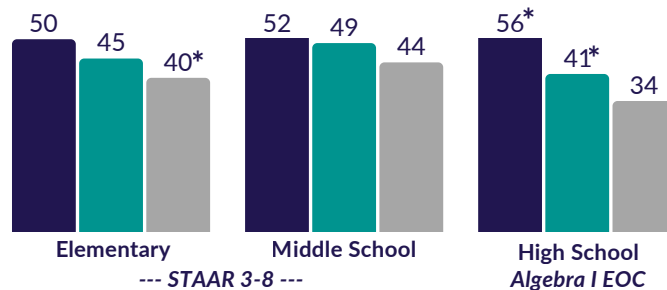


Eligible ES, MS, and HS students who **received between 15 and 29 hours of tutoring** outperformed eligible students who were **assigned to TIA teachers** or who did not receive tutoring on STAAR Reading, English I EOC, and English II EOC.

(Note: * denotes small n.)

STAAR Math - % at Approaches +

● Tutoring ● TIA ● No Tutoring



Eligible ES and HS students who **received between 15 and 29 hours of tutoring** outperformed eligible students **assigned to TIA teachers** or who did not receive tutoring on STAAR Math and the Algebra I EOC.

(Note: * denotes small n.)