

HIGH-IMPACT TUTORING

Research-Backed Ratios are Key to Accelerating Academic Success

The Legislature is working to improve policy enacted through HB 4545 (87R) and build on the lessons learned from its implementation over the interim.

Only 5% of students who are academically behind historically catch up within two years. Texas' education system requires commitment to research-backed strategies to accelerate student instruction. To improve student outcomes and see a meaningful return on our efforts and investments, the Legislature must prioritize what we know works.

High-impact tutoring in groups of no more than 4 students to 1 tutor—not simply small group instruction or reductions in class sizes—can help recover nearly a year's worth of lost learning in just one school year.

Senate Bill 1261 (Sen. Paxton) aligns with research and maintains this evidence-based ratio for accelerated instruction for our students furthest behind. Higher ratios do not align with the evidence base and stand to jeopardize our state's academic recovery efforts. It is critical the Senate follows the research and does not compromise on students-first ratios so that all Texas students get the academic support to help them succeed.



**TUTORING
IS MOST EFFECTIVE
IN GROUPS OF
4 OR LESS.**

*See reverse for research
and citations.*

76%

Of North Texans polled support evidence-backed tutoring ratios for students who are academically behind.

Ragnar Research Partners Polling, December 2022.

SUPPORTED BY A STRONG RESEARCH BASE

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What Does the Research Tell Us?

- Tutoring becomes “high-impact” when provided frequently, with a consistent well-trained tutor, high-quality materials, and in small groups of students.
- 1:1 tutoring has been found to be most effective, but high-impact tutoring models have seen statistically significant positive results with ratios of up to 4:1.
- More than 4 students in a group is no longer considered high-impact tutoring and instead is categorized by researchers as “small group instruction.”
- Small group instruction does not meet high-impact tutoring’s hallmark characteristic to provide targeted, personalized instruction, and larger groups require tutors with higher degrees of expertise, skills, and training able to manage different student abilities and behaviors.
- Although there are some effective academic interventions in larger group sizes (e.g., “vacation academies” or intensive weeklong intervention programming), these are provided by highly qualified/specialized teachers in immersive settings or are provided to students daily, and are not high-impact tutoring.

Citations

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