



May 10, 2023

To: Senate Education Committee

Re: **Senate Committee Substitute House Bill 1416**

Position: For

Chairman Creighton and honorable members of the Senate Education Committee,

The Commit Partnership and the 19 organizations undersigned thank you for the opportunity to provide written **testimony in support of the Senate Committee Substitute for House Bill 1416**. As the Committee continues to evaluate how to adjust Texas' accelerated instruction policy and make modifications to HB 4545 (87R) this Session, **we are supportive of SCSHB 1416's intent to stay the course with what we know works for improving student outcomes by maintaining alignment with data-driven tutoring components, while recognizing school system flexibility in other aspects.**

Historically, only 5% of students who are academically behind historically catch up within two years.¹ High-impact tutoring (HIT) can mitigate this trend, standing to recover a year's worth of lost learning in just one school year. Tutoring becomes "high-impact" when provided frequently, with a consistent well-trained tutor, high-quality materials, and in small groups of students. **Therefore, SCSHB 1416's maintenance of small group tutoring ratios of no more than four students per tutor is critical to our state's ability to catch students up and sustain academic gains through this intervention.** This is because the research is clear that the specific ratio of students to tutors matters: tutors are most effective when instructing a maximum of three or four students simultaneously.² **More than 4 students in a group is no longer considered HIT** and instead is categorized by researchers as "small group instruction." Small group instruction, however, 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. Ultimately, **increasing the ratio from 3:1 as enacted in HB 4545 (87R) to 4:1 in SCSHB 1416 (while allowing for parent waivers as is currently permitted) will allow school systems to more readily meet the requirement while maintaining a strong return on our investment.**

SCSHB 1416 also proposes meaningful changes to strengthen system implementation by providing flexibility in required tutoring hours based on academic readiness; fostering increased parent communication and engagement in getting students on grade level; lessening some administrative burden; and ensuring better data collection to evaluate impact and support effective practices.

By continuing to invest in high-impact tutoring with evidenced-backed ratios while simultaneously providing these additional adjustments, more Texas school systems can implement tutoring with fidelity and Texas students furthest behind can get the academic support to help them succeed.

Gratefully,

Kate Greer

Policy & State Coalition, Managing Director

The Commit Partnership

¹ 2021 STAAR Results Summary, July 2021, <https://tea.texas.gov/sites/default/files/covid/Overview-of-2021-STAAR-Results.pdf>.

² "High Impact Tutoring Toolkit," TEA, https://tea.texas.gov/sites/default/files/high_impact_tutoring_toolkit.pdf; "Accelerating Student Learning with High-Dosage Tutoring," Ed Research for Recovery, https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_1.pdf.



Additional Supporters:



For research on high-impact tutoring and the importance of evidence-based ratios see:

- Robinson, C., Kraft, M., Loeb, S., & Schueler, B. (2021). *Accelerating Student Learning with High-Dosage Tutoring*. EdResearch for Recovery: Design Principles Series. https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_1.pdf
- Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W.D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide*. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.
- Nickow, A., Oreopoulos, P., & V. Quan. (2020). *The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence*. (NBER Working Paper No. 27476). https://www.nber.org/system/files/working_papers/w27476/w27476.pdf.
- Vaughn, S., Wanzek, J., Murray, C. S., & Roberts, G. (2012). *Intensive interventions for students struggling in reading and mathematics: A practice guide*. Portsmouth, NH: RMC Research Corporation, Center on Instruction. <https://files.eric.ed.gov/fulltext/ED531907.pdf>.
- Vaughn, S., Linan-Thompson, S., Kouzekanani, K., Pedrotty Bryant, D., Dickson, S., & Blozis, S. A. (2003). Reading Instruction Grouping for Students with Reading Difficulties. *Remedial and Special Education*, 24(5), 301–315. <https://doi.org/10.1177/07419325030240050501>