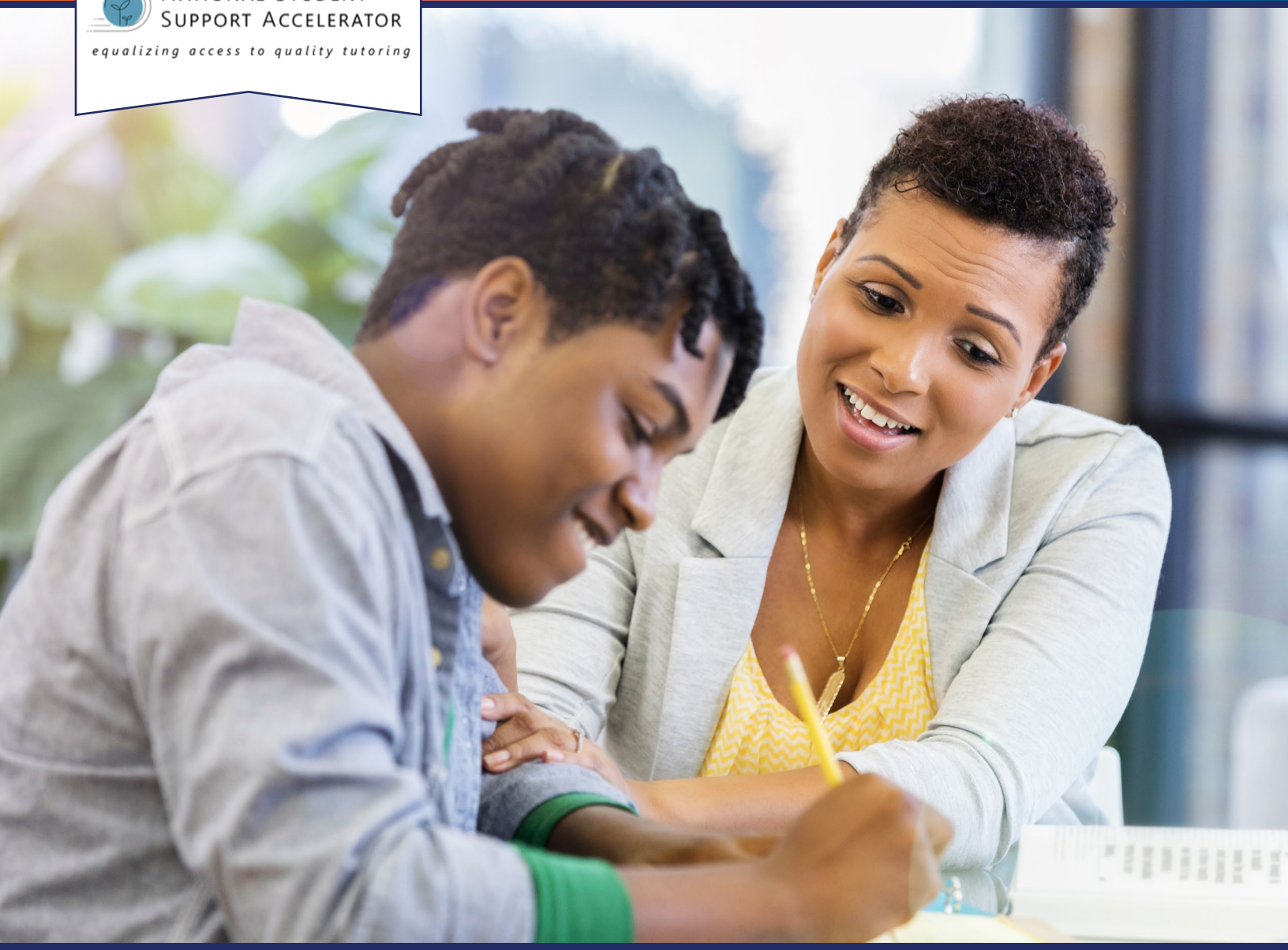
National Student Support Accelerator

equalizing access to quality tutoring



High Impact Tutoring Toolkit

Texas Education Agency

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Table of Contents

High Impact Tutoring Toolkit

Purpose of Toolkit

Early data indicates that school closures and disruptions in SY19-20 and SY20-21 are likely to result in unfinished learning for many students statewide, making multi-year recovery and acceleration supports even more crucial. As LEAs consider how to best facilitate learning acceleration, many are considering high impact tutoring, as there is strong evidence that high impact tutoring is one of the most effective ways to increase learning gains for students.

The High Impact Tutoring Toolkit is designed to help districts think through key pieces of program design and make connections to other helpful resources. While this toolkit is not exhaustive, it outlines the foundational principles and key considerations that all LEAs should consider when implementing a high impact tutoring program.

Background and Research

Rigorous research provides strong evidence that high impact tutoring (often referred to as high-dosage tutoring) consistently leads to large improvements in learning outcomes for a wide range of students.

A recent **meta-analysis** of randomized evaluations of tutoring programs found that, on average, tutoring increased achievement by an additional **three to 15 months of learning** across grade levels.

Another **review** of almost 200 rigorous studies found that high-dosage tutoring is one of the few school-based interventions with demonstrated **large positive effects on both math and reading achievement**.

A **2017 study** examined interventions that aimed to improve educational achievement for elementary and middle school students from low socioeconomic backgrounds. Of all the interventions examined, including feedback and progress monitoring, cooperative learning, computer-assisted instruction, and mentoring of students, **tutoring was most effective**.

Key Principles of High-Impact Tutoring

While the research evidence shows that tutoring interventions can have positive impacts on student learning, past efforts to scale tutoring programs have not always been successful. For instance, tutoring incentivized through No Child Left Behind supplementary education services had mixed results. Based on the current research and best practices[1], high-impact tutoring programs tend to include the following characteristics:

- **Well-trained, consistent tutor** who builds a strong relationship with students
  - Effective tutors can be from a variety of backgrounds. Research indicates that teachers, paraprofessionals, college students, and other types of tutors can all be effective when tutoring one-to-one or small groups[2]
  - Successful tutors are skilled at relationship-building and are responsive to local context
  - All tutors need initial training, oversight, ongoing coaching and accountability
- **High-quality instructional material** aligned to standards and core classwork
  - The materials that tutors use should be aligned with both TEKS and research on teaching and learning
  - Tutors should focus on addressing missed concepts and skills that are most critical to accessing the upcoming content
  - Tutors should include certified special education teachers to assist with students receiving special education services in order to collaborate with other tutors and ensure the implementation of the students' IEP
- **One-to-one or small group** for individualized support
  - Tutors can effectively instruct up to three or four students at a time
  - Grouping students by skill level may make for a more effective tutoring session
- **Embedded in the school day** or immediately before or after, to maximize student access
  - Embedding tutoring into the school program reduces barriers to attendance and reaches the students who need it most
  - Coordinating with teachers creates more consistency for students
- **At least three sessions per week** for sustained support, 30 minutes minimum
  - Tutoring is most likely to be effective when delivered in high doses

[1] Robinson, C., Kraft, M., Loeb, S., Schueler, B. (2021). Accelerating Student Learning with High-Dosage Tutoring. EdResearch for Recovery.

[2] Baye, A., Inns, A., Lake, C., & Slavin, R. E. (2018). A Synthesis of Quantitative Research on Reading Programs for Secondary Students. Reading Research Quarterly, 54(2), 133– 166. doi:10.1002/rrq.229

- Optimal duration of sessions depend on the content area and student age (e.g. 30 minutes for younger grades and 60 minutes for older grades)

- **Data-driven** with tutors building and delivering sessions around student strengths and needs

Program Design

Assembling The Team

To ensure that the tutoring program is implemented with fidelity and equitably across student populations, LEAs should create a team of key district and campus leaders to oversee the initiative. While LEAs may partner with tutoring providers to manage the tutors and tutorials, the LEA team will be responsible for setting the vision and strategy of the program, monitoring progress, communicating with key stakeholders, and ensuring that the program is meeting district needs. We recommend including the following roles as a part of that team:

TEAM ROLE	KEY RESPONSIBILITIES	TIME COMMITMENT
Senior Project Sponsor (Superintendent or Chief Academic Officer recommended)	• Ensures tutoring initiative is sufficiently resourced and prioritized across the LEA • Assists in setting vision and strategy for tutoring initiative • Steers team toward project outcomes, works to remove barriers to team progress	Heavily involved in planning stages, then 2-3 hours a month for check-ins
Tutoring Program Lead (Instructional expertise recommended)	• Serves as primary point of contact for tutoring provider • Sets the vision and strategy for the tutoring initiative that considers each student type • Project manages the program internally that considers each student type • Coordinates across LEA teams to ensure site managers have a plan for scheduling, food, transportation, etc. • Manages student and parent communication in the languages typically provided by the LEA • Regularly convenes district leadership to share updates on progress	Daily project management Hours vary depending on size of program (could be half time or full time role)

TEAM ROLE	KEY RESPONSIBILITIES	TIME COMMITMENT
School Site Managers (Member of school leadership team)	• Actively partners with tutoring team to set vision and strategy for all involved student populations • Ensures strong implementation of tutoring program at the campus • Provides feedback on strategies to facilitate adjustments when needed	~5 hours a week to ensure strong implementation
Tutor Coaches (can be at the district or campus level)	• Actively partners with tutoring team to recruit and on-board tutors qualified to meet the needs of all involved student populations • Oversees tutor training and answers ongoing questions from tutors • Provides feedback from tutors to central team • Facilitates tutor communication	Hours vary depending on size of program (could be added responsibility to the School Site Manager or other role)
Curriculum & Instruction Lead	• Ensures all tutors have access to high quality instructional materials in the appropriate language of instruction for bilingual programs • Coordinates with school site managers to align materials to classroom instruction • Assists with tutor training around instructional materials	Heavily involved in planning stages, then 2-3 hours a month for check-ins
Technology Lead	• Ensures all students are equipped with necessary devices, programs, accessibility options, and connectivity to engage in tutoring sessions • Coordinates with site managers to troubleshoot any arising technology access issues	Heavily involved in planning stages, then 2-3 hours a month for check-ins
Data Lead	• Develops a performance measurement plan for the program • Creates measures to appropriately measure progress for students with IEPs, 504 plans, and/or linguistic development goals • Ensures progress monitoring systems are in place • Supports tutoring provider and Program Lead in data reporting	Heavily involved in planning stages, then 2-3 hours a month for check-ins

TEAM ROLE	KEY RESPONSIBILITIES	TIME COMMITMENT
Diverse Learner Lead(s) (Special education or multi-tiered system of supports lead recommended)	• Consistently brings diverse learner lens to proposed plans, tools, and training to advance access for all students • Ensures strong implementation of tutoring program among diverse learners, including English learners and students with disabilities	Heavily involved in planning stages, then 2-3 hours a month for check-ins
Teacher Advisory Group	• Reviews tutoring session data and coordinates with tutors as needed to ensure alignment of key content and special populations supports with tutoring sessions	Ad-hoc
Special Education Lead	• Reviews Individualized Education Program (IEP) of the students receiving special education services and coordinates with tutors to ensure the appropriate special education and related services are provided in order to achieve goal attainment and success in the tutoring program	At A Glance- goals, students' strengths and areas of need, accommodations and modifications should be provided, reviewed and available to tutors

Selecting A Program Focus

When selecting a program focus, LEAs should consider three main factors:

- **Student Needs:** Student assessment data can be used to identify key gaps in student learning. Assessment data should be reviewed by content area, grade level, and student population. Recent research indicates that most students are falling behind due to the COVID-19 pandemic, but students of color are faring worse.[3] Many English learners and students with disabilities have also struggled in the virtual learning environment. Reviewing the data by these specific student populations can help inform the program design.
- **Tutoring Effect:** Research indicates that tutoring can be effective at all grade levels; however, the evidence is strongest for tutoring focused on early literacy and middle-school math. A recent **meta-analysis** of 96 randomized evaluations found that tutoring programs that focus on literacy tend to become less effective as students get older, while tutoring programs that focus on math tend to become more effective as students advance through fifth grade.
- **Cost:** While tutoring is cost-effective, it is also costly. The cost of tutoring programs varies depending on tutor type, student:tutor ratio, and dosage. The National Student Accelerator has developed a **Cost Cal-**

[3] Dorn, E., Hancock, B., Sarakatsannis, J., Viruleg, E. (2020). "COVID-19 and learning loss-disparities grow and students need help." McKinsey & Company, https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-learning-loss-disparities-grow-and-students-need-help.

culator that can be a helpful tool for constructing cost estimates. As 60-80% of the program costs are related to personnel[4], the tutor type has the greatest effect on the estimated per pupil cost. See example table below for approximate per pupil costs for a typical high impact tutoring program (3:1 student:-tutor ratio, with students receiving 1.5 hours of tutoring a week).

TUTOR TYPE	ESTIMATED PER PUPIL COST
Teachers	$3,627
AmeriCorps	$2,758
Retired Teachers	$1,960
College Students	$461
Trained Volunteers	*No additional cost beyond materials*

Note: Tutoring is an explicitly allowable use of ESSER funds.

Student Prioritization

According to the National Student Support Accelerator, there are three key models for determining which students to prioritize. These decisions are central to the overall strategy and will affect various aspects of the tutoring program, but each model can lead to positive effects.

Need-driven: Tutoring is targeted to students who are struggling and perform below particular benchmark thresholds.

- Most tutoring interventions that have undergone evaluation have been need-driven.
- Historical assessment data, progress monitoring documentation for students in special education should be reviewed and considered in the development of lesson plan and tutoring plan.
- Students with disabilities are identified for tutoring through collaboration with special education teacher and general education teacher. The identified students are heterogeneously and strategically integrated into mainstream tutoring groups/classes.
- Example: Pharr- San Juan-Alamo ISD identified a group of priority-for-service migrant students based on failure rates and other academic indicators. Pharr-San Juan-Alamo ISD partnered with Intervene K-12 to provide 60 min of high impact tutoring daily. Content area focus varied depending on grade level.

[4] White, S., Falken, G., Kraft, M. (2021). Tutoring Program Structure and Cost Landscape.

Curriculum-Driven: Tutoring is provided at critical moments when students generally tend to fall behind.

- Example: Reading Recovery is a short-term invention in reading and writing that focuses specifically on first grade as it is a crucial point for literacy development. Among programs reviewed by the What Works Clearinghouse, Reading Recovery received the highest improvement index in reading achievement and fluency.

Universal: All students receive tutoring.

- Example: In 2005, MATCH Charter Public High School integrated two hours of individualized tutorials throughout an extended school day. A 2013 evaluation found that, on average, ELA tutorials raised student achievement on the 10th grade English language arts exam between 0.15 and 0.25 standard deviations per year – this is equivalent to approximately an additional years' worth of instruction. Additionally, the universal model may make tutored students feel less stigmatized, could address the needs of the mid-performing students, and may provide a vehicle for high-performing students in underserved communities to excel.

Creating the Structure

After identifying which students and content areas will be prioritized for the high-dosage tutoring program, LEAs will need to create the structure of the program and determine where and when the tutoring will happen.

Scheduling

The recent meta-analysis of tutoring studies found that the effects of programs conducted **during the school day** are roughly twice as large as those conducted outside of school. Additionally, the most effective tutoring interventions involve **three or more sessions per week** with sessions that last for about 30-60 minutes per day. While these two elements are essential to ensuring that tutoring is effective, they can create a significant scheduling challenge for schools. Below are a few different ways that districts have been able to integrate high-impact tutoring into their school day:

Intervention Periods: Intervention periods are a highly effective way to build tutoring into the school day. While it requires significant changes to the master schedule, it ensures that all students have the opportunity to participate and creates a significantly higher likelihood of student attendance.

In the below example from Texas, the school has two Flex Periods, called Tutorials, in their 4 block day, where each class lasts 90 minutes each and rotates between odd and even classes each day. The school chose to give their Tutorials 30 minutes that coincide with lunch periods of the same length (often referred to as a

Lunch & Learn model). In this model, students have a default lunch period, with the intent that they participate in a Tutorial for the other lunch period. If they choose to, students are also able to opt into two Tutorial Periods and eat lunch during those or swap their default lunch and tutorial periods if their desired teacher doesn't have the same default lunch period (Source: **Edficiency**).

PERIOD	START	END	# MIN.
1 / 2	8:30	10:00	90
3 / 4	10:05	11:35	90
A Lunch / Tutorial A	11:35	12:05	30
B Lunch / Tutorial B	12:10	12:40	30
5 / 6	12:45	2:15	90
7 / 8	2:20	3:50	90

In-Class Tutoring: In this model, students receiving tutoring are pulled out of other classes to participate in tutoring. Ideally, tutoring sessions would replace whichever time slots exhibit the lowest opportunity costs, although this can be difficult to discern and coordinate for individual students. Programs such as Reading Recovery and Number Rockets ask that schools schedule tutoring sessions to avoid schedule conflicts with the respective subject of tutoring (i.e., students in Reading Recovery are pulled out of other classes or recreational activities to attend reading tutoring, and vice versa for Number Rockets).

Intersessional Calendar: An intersessional calendar includes longer breaks dispersed throughout the year that provide flexibility. The National Student Support Accelerator has found that intensive "vacation academy" programs where small groups of struggling students focus on a single subject over week-long vacation breaks have also generated positive results, although the gains are smaller than typical high impact tutoring programs. Several examples of intersessional calendars can be found on the Additional Days School Year (ADSY) **webpage**.

Dosage

The most effective tutoring interventions involve three or more sessions per week with sessions that last for about 30 to 60 minutes per day. Elementary students may benefit from shorter 30 min sessions, while older students likely need 45 to 60 min per session.

Delivery Mode

Both virtual and in-person tutoring can be effective if they follow the key principles of high-impact tutoring. However, there are clear trade offs between the two. Virtual sessions expand the pool of tutors, reduce time and logistical obstacles associated with commuting to schools. However, virtual programs require additional resources to establish and maintain the technological infrastructure. Additionally, as we've seen through virtual instruction, it can be difficult to establish relationships virtually vs. in-person and attendance can be a challenge. Ultimately, LEAs will need to determine which model works best for their specific students and circumstances.

Selecting a Tutoring Provider

One of the most critical decisions in establishing a high-impact tutoring program is determining who will provide the tutoring. LEAs can either (1) recruit their own tutors, or (2) partner with an outside organization to provide the tutors. Both pathways can be effective, but there are trade offs.

Recruiting Own Tutors

- The LEA has full control over the tutor type (teachers, volunteers, college students, etc.) and required qualifications.
- Tutor training is customized to the school curriculum and culture.
- Recruiting and managing tutors requires a significant share of resources for LEAs. LEAs that choose this option will likely require at least one full-time program director, with help from additional staff members.

Working with a Third-Party Provider

- Tutoring organizations often bring additional capabilities beyond recruiting and managing tutors, including data analytics and program evaluation systems.
- Most tutoring organizations also provide tutor training and ongoing support, a key element to a successful tutoring program.
- For LEAs considering virtual tutoring, many tutoring organizations such as BookNook, Intervene K-12, and others have created their own virtual platforms with unique capabilities designed for tutoring.
- Many tutoring organizations have their own curriculum and have already trained their tutors in effectively delivering that curriculum.
- For LEAs needing tutoring for students with disabilities, ensure that the third-party provider is well-versed in special education and implementation plan for special education services.

Key Considerations for Tutor Type

- **Dosage:** Any decision about tutor type will influence the dosage a program can provide. For example, if the tutor type is unpaid volunteers, it may be more challenging to require any given volunteer to serve 5 days a week when not getting paid, meaning that either dosage or consistency must be sacrificed.

- **Student-Tutor Ratio:** If the tutor type is teachers or paraprofessionals, small groups become more feasible, as these tutors often already have skills (or have more time to be trained) in leading small-group instruction. For other tutor types, if the student-tutor ratio is greater than one-on-one, the program must provide additional facilitation and behavior management training to tutors.
- **Tutor Training:** The less pedagogical training a tutor already has, and the greater the responsibilities of the tutor role, the more training the tutor will need. If the tutor type is teachers or paraprofessionals, generally they will have previous training in pedagogy; thus, the program will likely only need to provide training on its own specific program requirements such as session structure or specific curriculum used. If a tutor is a college student or family member, for example, the program cannot expect them to come in already trained on pedagogy, and so will need to provide both general knowledge on effective instruction and program specific training. In order to provide equitable access to tutoring, the LEA must ensure that an appropriate number of tutors are qualified or receive targeted training to serve students with IEPs, 504 plans, students who receive instruction in another language, and students who require linguistic accommodations.

LEAs that are interested in working with third-party tutoring providers can find partners through the **Tutoring Database** provided by the National Student Support Accelerator. Other potential partners include community-based organizations and professional associations.

Additional Resources:

- Tutor Job Description Guidance
- Tutor Recruitment Strategy
- Tutor Selection Strategy
- Tutor Background Check Guidance
- Setting Expectations with Tutors

Identifying High-Quality Instructional Materials

High-Quality Instructional Materials (HQIM) .are the foundational tools for teachers and tutors to lead successful instruction. HQIM for tutoring can be defined by both content agnostic and content specific characteristics.

Key Considerations for tutoring HQIM:

- **Aligned to core classroom content:** While the main focus of the tutoring materials may be outside of the student's current grade level, its scope and sequence should align to the scope and sequence of the core content classroom.
- **Content specific research-backed approaches:** Across content areas, approaches to the materials provided within the curriculum should be content specific, as detailed below.

- **Early Literacy:** Tutoring materials for early literacy should focus specifically on building students' foundational skills. Bilingual program students' language of instruction should align with the language allocation plan of the LEA's bilingual program model.
- **ELAR/SLAR:** Once students can decode, tutoring in ELAR/SLAR should be focused on developing background knowledge and vocabulary to support the texts being read in their core content classroom.
- **Math:** In math, materials should be focused on supporting students' ability to deepen their conceptual understanding and then use of strategies in their classroom instruction. For example, as seventh grade math instruction approaches solving problems using ratios, the tutoring learning goal may focus on ratio strategies such as models to represent ratios and forming equivalent ratios. Bilingual program students' language of instruction should align with the language allocation plan of the LEA's bilingual program model.
- **Science:** Similar to ELAR/SLAR, science materials should be focused on building student background knowledge to support their access to phenomena being investigated in core classrooms. Tutoring can also be used to build student understanding and efficacy with science and engineering practices. Bilingual program students' language of instruction should align with the language allocation plan of the LEA's bilingual program mode.

- **Tutor facing lesson plans and guidance:** HQIM should include robust materials to support tutors in preparing and executing daily lessons in the appropriate language of instruction. These supports should include daily activities, daily objectives, suggested strategies for lesson execution, and identified potential student misconceptions. Additionally, HQIM supports should include differentiation and Universal Design of Learning in lesson planning with consideration to the students' identified interventions, strategies, and strengths per IEP.
- **Presence of formative assessment tools and progress monitoring:** Monitoring student progress across tutoring lessons is essential to both communication with the core classroom teacher and the success of a tutoring program. HQIM should include formative assessments (such as exit tickets or writing tasks) that match the language of instruction. School systems should have appropriate systems in place to track student progress and leverage this data to support tutor development. Additionally, beyond the quantitative score, progress monitoring in tutoring should understand how students are approaching their work and their thinking. This type of specific insight on student success and gaps is a powerful tool and should direct future tutoring sessions.

To determine whether tutoring instructional materials are high quality, LEAs should consult Texas Resource Review. If materials have not yet been rated by TRR, LEA's may consult edReports. (Note: edReports does not evaluate materials for TEKS alignment, so a separate check for TEKS alignment must be conducted.

Texas Home Learning

Texas Home Learning (THL) includes access to high-quality, TEKS-aligned instructional materials for prekindergarten through grade 12, technology, and professional learning opportunities to support implementation in-person and remote settings. THL includes both core instructional materials and supplemental instructional materials. Products include Eureka Math, ST Math, Carnegie Learning Texas Math Solution (Middle School and High School products available), Amplify Texas Elementary Literacy Program (available in English and Spanish), Amplify Reading (available for K-2 and 6-8), and more. Consult the THL **product fact sheet** for more detailed information on the available materials.

Program Implementation

Training Tutors and Providing Ongoing Support

Tutor training is the most effective way to ensure tutors are building and maintaining the skills and mindsets required to successfully tutor. There are two main methods of training: Pre-Service Training, which takes place before tutoring sessions begin, and In-Service Training, which is an integral part of a tutor's ongoing support. Whether LEAs are recruiting their own tutors or working with a tutoring organization, they should ensure that tutors are receiving both types of training. The National Student Support Accelerator provides in-depth guidance for both pre-service and in-service training:

- Pre-Service Training Guidance
- In-Service Training Guidance

Key Considerations:

- All tutors, regardless of their experience and background, benefit from continued training. However, the frequency of training depends on the tutor type and complexity of the program model.
- The design of the tutoring program will influence training content. Programs with online delivery models will need to train tutors to use the platform, programs with multiple students per tutor will need to train tutors to manage student behavior, etc.
- Student data should also inform training content. If students are struggling with specific skills, tutors should be trained on specific intervention practices related to that skill.
- Tutors should be trained on appropriate instructional methods for students with IEPs, 504 plans, and linguistic accommodations/goals for English learners.
- Pre-service training should focus on building knowledge, while in service training should hone skills.
- All tutors need support, although the ways to provide support may vary. Some methods of support include a formal manager or site director, a tutor coach or mentor, a lead tutor or teachers, etc.

- Student IEP special factors need to be identified. Behavior Intervention Planning and Procedures should be developed prior to the beginning of tutoring. Special Education staff should be a part of this planning and be on site for assistance with implementation and training for general education staff and tutors.

Additional Resources:

- Saga Tutor Training Topics
- Saga Coach: Tutor Training Portal
- Example Fidelity Checklist
- Example Tutoring Session Structure

Curriculum and Instructional Strategy

Tutoring Session Structure: Below is an example of a structured session plan from the National Student Support Accelerator. Programs can adapt it as needed to suit their needs.

1. **Session Opening: Relationship-Building**
   - Invest significant time at the outset building a strong tutor-student relationship. Students are more engaged in the work and tutors can spend less time addressing behavior issues during sessions when the tutor-student relationship is strong.
   - Examples: Check-in about the student's day or week; have a conversation about hobbies or interests; start with an icebreaker or age-appropriate game
2. **Data Touchpoint**
   - Shift the conversation smoothly to a follow-up from the previous session, culminating in an "entrance ticket" that assesses the student's current mastery of a relevant skill they learned previously or a new skill they will use today.
   - If necessary, use this time to remediate any unfinished learning that students will need today.
3. **Framing and Objective**
   - Introduce the session's topic or focus.
   - Activate relevant prior knowledge with leading questions that guide students to make connections to today's topic.
   - Clearly state today's learning objective aloud and keep a written version on display in an accessible location throughout the session.
4. **Mini Lesson & Explicit Model**
   - Explicitly model the step-by-step process that students will use to reach the session's learning goal:

- Model examples: List out steps in applying a formula or use a written exemplar to demonstrate how to write or analyze a particular type of text
- If Student-Tutor Ratio is Small Groups, let students work collaboratively on a second model (guided practice).
- Students should participate in naming steps of the process and have ample opportunities to ask questions.

5. **Purposeful Independent Practice**
   - Provide plenty of time for multiple "at-bats" — opportunities for students to practice the skill or concept.
   - Practice should be as independent as possible. If students get stuck, ask guiding questions; don't provide answers.
6. **Formative Assessment**
   - Let students demonstrate their progress towards mastery of the skill or content. Did they reach the learning goal?
   - Formative Assessments should be short, and should ask students to do only what was modeled and practiced (e.g. an exit ticket)

Additional resources:

- Saga Sample Lesson & Activity
- Facilitation Moves Checklist: One-on-One Tutoring
- Effective Facilitation Guidelines: Small Group Tutoring
- Choosing and Using Blended Learning Software

Aligning Curriculum to Classroom Instruction

Tutoring directly aligned to classroom instruction is a key component in successful programs. While the format may look different, the materials and the strategies employed should mirror what is occurring in Tier I instruction including linguistic accommodations, specially designed instruction from IEPS, and accommodations from 504 plans. A study conducted by The University of Chicago Education Lab demonstrates tutoring that compliments in-class learning can lead to impressive academic gains.

Key considerations for tutoring that complements core classroom instruction:

- **Engage teachers in the tutoring process:** Tutors do not need to be classroom teachers, but teachers should communicate learning needs for each student. Teachers have the ability to name the knowledge and specific skills students need to access grade level material. Teachers can also provide insight on the strategies employed within classroom instruction. This is especially true for serving students with disabilities; General Education teacher and Special Education teacher collaboration is essential to the success

of students receiving special education services.

- **Connect student tutoring learning goals to the classroom:** Students may lack foundational skills outside of current grade level, but the learning targets should align with what is currently being taught. For example, as seventh grade math instruction approaches dividing negative fractions, the tutoring learning goal may focus on dividing whole numbers.
- **Incorporate Differentiated Instruction (DI):** Differentiated Instruction improves learning outcomes for all students and consistently yields positive results across a broad range of targeted groups. Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, especially when the differentiation was delivered in small groups or with targeted instruction.
- **Preview grade-level concepts within tutoring:** Tutors can leverage the small group size to individualize instruction to specific needs. For example, a tutor working with a small group of fourth grade students can introduce some difficult vocabulary words from an upcoming text to build the students background knowledge and their confidence before engaging with the text in the classroom.
- **Group students intentionally:** Students should be paired with others in the same grade with similar skill sets. This allows tutors to directly align supports to classroom instruction. Groups should be adjusted as needed throughout the year based on continuous progress monitoring.

Key differences between classroom instruction and tutoring:

- **Provides small group instruction:** Successful tutoring sessions consist of no more than 4 students per tutor. This allows tutors to truly individualize instruction to meet each student's needs.
- **Alternate prerequisite content coverage and acceleration opportunities:** Tutors should balance both prerequisite content coverage to cover skills necessary to access grade level content while also providing opportunities for students to apply those skills within the context of their grade level work to accelerate their learning.

Key consideration when adjusting curriculum for tutoring programs:

- **Situations requiring alternative materials:** As mentioned above, tutoring aligned to classroom instruction is important. However, there are situations where schools may need to rely on alternative materials. Standard tutoring curriculum may be required given the use of widely varying teacher-developed curriculum in Tier One instruction or in blended learning settings. For example, schools using Eureka Math TEKS Edition could have students independently practice using Zearn because they are directly aligned. The tutor would still leverage Eureka materials and models during live sessions, but the asynchronous time practicing independently would still be aligned using Zearn.

Additional resources:

- Accelerating Student Learning with High-Dosage Tutoring
- Not Too Late: Improving Academic Outcomes Among Adolescents

Engaging Stakeholders

The understanding and support of stakeholders is essential for any program or initiative to succeed. Prior to the implementation of your tutoring program, it is necessary to identify and engage your stakeholders – district and campus administrators, teachers, tutors, campus staff, students and their families, as well as any additional internal or external partners (as determined by your tutoring program structure) so that a clear and comprehensive understanding is achieved to identify the purpose, scope, and goals of the program. Ensuring that communications and engagement are culturally-responsive, reduce stigma, and focus on stakeholder support are guiding principles when targeting stakeholders.

Internal Communication Considerations: When engaging with your internal stakeholders (district and campus level), consideration of both written and in-person introductions of the high-impact tutoring program provide a unique opportunity to communicate the tutoring purpose, mission, logistics, schedule, participation of various student populations, establish continued communication and collaboration channels, and solicit additional input from your internal stakeholders. This also serves as an opportunity for the internal team to ensure the necessary curricular pieces and student data pieces, quantitative and qualitative, are in order.

External Communication Considerations: When engaging with your external stakeholders (parents and families, specifically), building trust, making a good first impression, and detailing what to expect will make them more likely to trust and support it. Communicating expectations such as the purpose, design, and logistics in writing and through a variety of mediums allows for referencing back to during the duration of the program and year and allows for increasing the overall audience base in the school community. Providing specifics related to the purpose, participation options, setting, subject area(s), tutor background, delivery mode, dosage, and safety measures are pieces of information conducive to transparency and program overview.

Example Resources

- Tutor-Family Communication
- Example parent survey
- Example teacher survey

Evaluating the Program

Tutoring programs that effectively use data are more likely to be successful. Frequent assessments of learning allow tutors to personalize instruction based on individual students' needs, and ensures that LEAs can make needed adjustments to maintain a high quality program.

LEAs seeking to effectively use data in their tutoring program should develop: (1) a performance measurement plan and (2) regular routines for data review.

Develop a Performance Measurement Plan: A Performance Measurement Plan outlines how to assess a program's progress and assess whether the program is on track. The plan should begin with your program goals and identify specific metrics, tools, and expectations for each of the goals. The plan should specifically address goals for students in special populations. These goals may be alternative (achievement of IEP goals) or additional (growth in language fluency). See below example from the National Student Support Accelerator:

LOGIC MODEL ELEMENT: SHORT-TERM IMPACT GOALS	END OF PROGRAM MEASURES	TOOL	PERFORMANCE EXPECTATION
Students have increases in test scores, GPA, and other academic achievements this year	Growth in baseline assessment Improvement in GPA	End-of-Year Assessment	90% of students meet expected growth
Students report positive experiences throughout the program	Students enjoyed attending tutoring Students feel they have done better in school because of the tutoring sessions Students report that tutoring was a welcoming space	End-of-Year Survey	Responses average 4.0 or higher on a 5-point scale
Students gain a sense of self-efficacy	Students feel confident in their ability to learn difficult content Students feel the tutoring program has equipped them with the skills necessary to be successful in any class	End-of-Year Survey	Responses average 4.0 or higher on a 5-point scale
Students, families, teachers, and schools are satisfied with the tutoring program	Student, Parent, Teacher, and Administrator Net Promoter Scores 1	End-of-Year Survey	Net Promoter Score +40
Tutors are satisfied with their experience and become Net Promoters	Tutor Net Promoter Scores	End-of-Year Survey	Net Promoter

Developing Routines for Regular Data Review: Data Review is the process of collecting data, reflecting on it, and distilling it into actionable insights. Creating a regular routine for Data Review helps to institutionalize

a focus on learning and improvement. Regular cycles of Data Review will ensure that the tutoring program maintains consistent progress toward its goals and holds itself accountable for making a positive impact.

The National Student Support Accelerator recommends that for each dataset collected for the Performance Measurement Plan, outline the following:

- Who is responsible for collecting this data? When and how will they collect it?
- Who is responsible for reviewing this data? When and how will they review it and distill actionable insights?
- Who is responsible for acting on the insights distilled from the Data Review?
- Who is responsible for supporting those who are acting on the data, and what form will this support take?
- Who needs to be informed about the data, insights, and actions? Who will do the informing, and by when?

Additional Resources:

- Examples of Data Collection Tools
- Performance Management Plan Template

Ensuring Equity

Many school systems are prioritizing efforts to address inequities in their communities and school systems with a focus on ensuring access and support for those that are most affected. High-impact tutoring programs that provide opportunities to close learning gaps for students, thus improving and enhancing long-term outcomes, can be leveraged as a part of the broader equity plans and structures that districts have in place or are working to implement. High-impact tutoring programs will only improve and enhance long-term outcomes for these identified student groups if their particular needs are addressed throughout the planning process.

Accessibility Data

Tutors should be trained in appropriate instructional strategies to ensure that students with a variety of needs have access to equitable Tier I instruction. Achieving accessibility requires tutors to thoughtfully consider each student's individual needs. To do so, tutors must have a thorough and accurate picture of what those needs are. By collecting data on how students best access information, programs can help guide tutors' efforts to tailor instruction and make sessions more accessible to all students. For students who need special education services, it is important to provide historical data on learning styles to support accessible and effective instruction.

Additional Resources:

- Accessibility Checklist
- Relationship-Building Activities
- Strong, Academically Focused, Tutor-Student Relationships