



Introduction to High Impact Tutoring (HIT)

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TEA Welcome & Introductions



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High-Impact Tutoring: What We Know and What We're Learning

September 11, 2024
Texas Education Agency Webinar



NATIONAL STUDENT
SUPPORT ACCELERATOR

equalizing access to quality tutoring

The Challenge



K-12 students who fall behind in school are often unable to catch up, which could result in poor life outcomes and large inequalities across groups

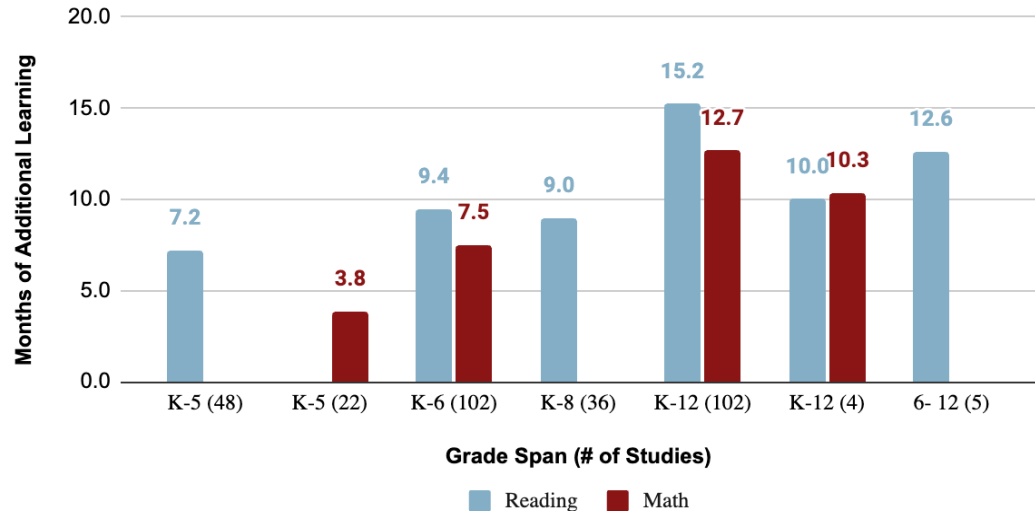
The COVID-19 pandemic created greater need, but the challenge is not new

Many schools and classrooms are not designed to meet students where they are, engage them, and support their specific learning needs

Large body of evidence supports effectiveness

Eight meta-analyses including over 150 studies consistently find that intensive, relationship-based, individualized instruction – or high-impact tutoring – results in substantial additional learning for students.

Months of Additional Learning for Students in the Median Grade Level



Tutoring appears more effective than other academic interventions

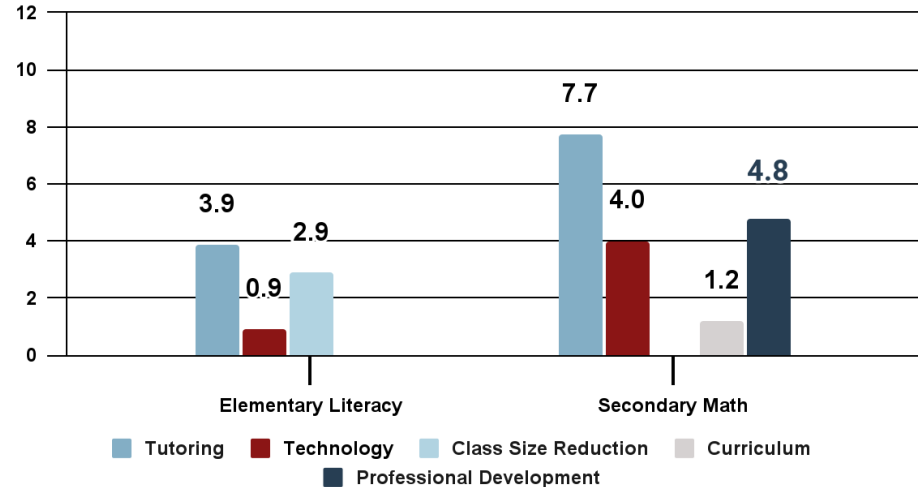
Research: Substantial effects of high-dosage tutoring delivered in schools

Demand: Already the intervention of choice. US invested ~\$47 Billion 2020

Logic: Targets students' needs, builds close relationships

Spillovers: Potential benefits for tutors and for the teacher pipeline

Average Months of Learning by Intervention Type



Note: This graph does not include estimates for Elementary Literacy Curriculum and Professional Development interventions and Secondary Math Class Size Reduction interventions

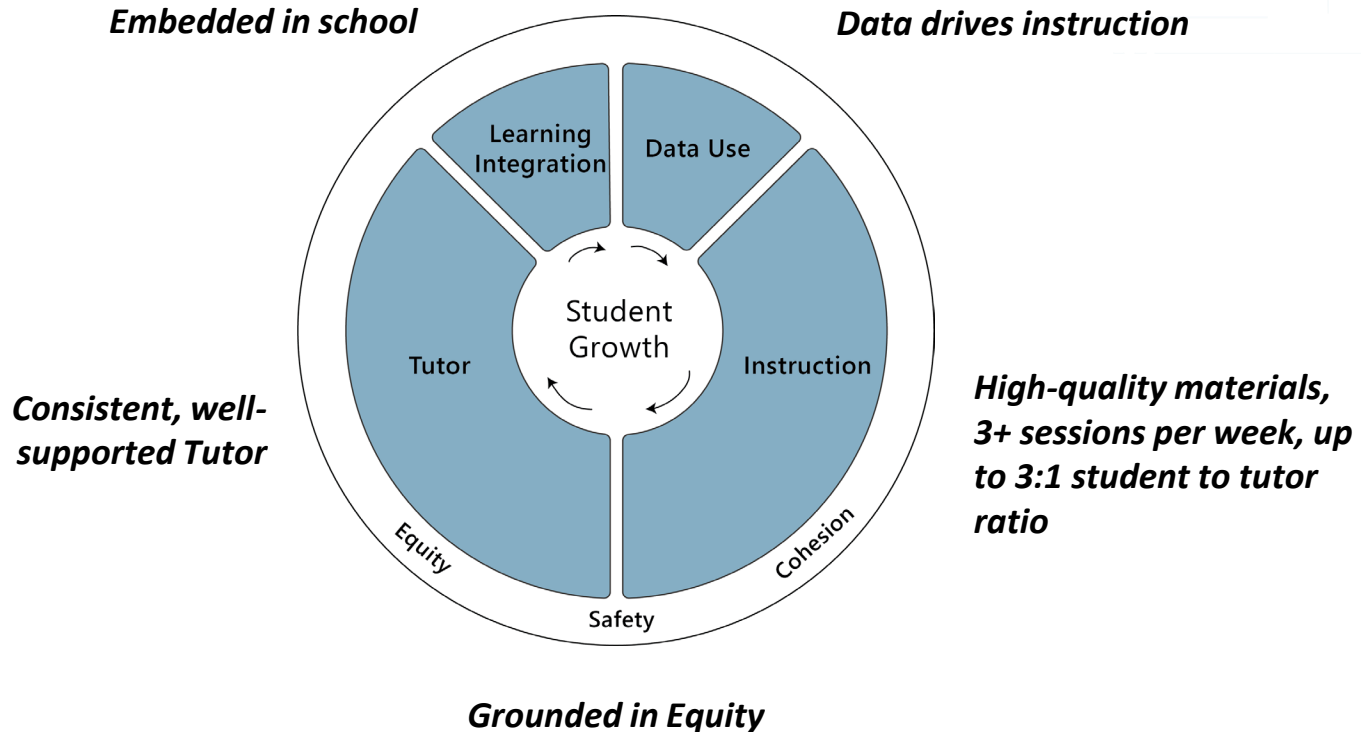
Not all tutoring is effective

No Child Left Behind Supplementary Educational Services

- SES was a federally funded program that allowed low-income parents to enroll their child in a state approved tutoring program after school if their school was not making adequate yearly progress for two consecutive years.
- Participation at its highest was only approximately 23% of eligible students.
- Impact was mixed. The few instances where SES positively impacted student learning tended to involve minimum dosage requirements, structured sessions, tutor coordination with schools, and more tutor experience (Heinrich et al., 2014).

What is High-Impact Tutoring?

intensive, relationship-based, individualized instruction



High-Impact Tutoring: Equity, Safety, Cohesion

High-Impact tutoring is grounded in Equity, ensures Safety of students, and program elements work together to create a Cohesive well-run program.

Equity

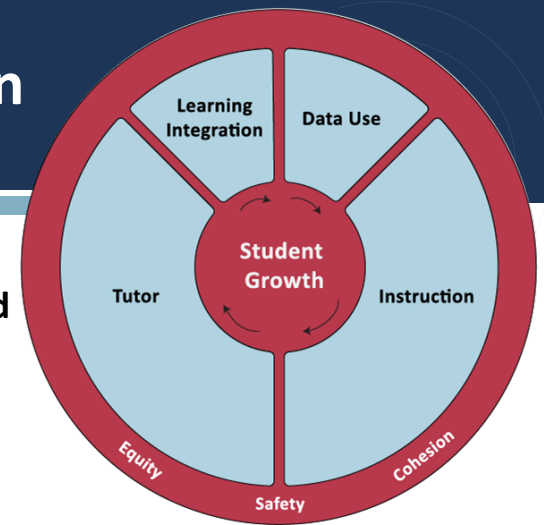
- Students in need have access.
- Tutors are intentionally trained to lead sessions with equity at the center.
- Tutors reflect the communities in which their students live.

Safety

- Policies, training, and systems are in place to ensure the safety of students and their data.

Cohesion

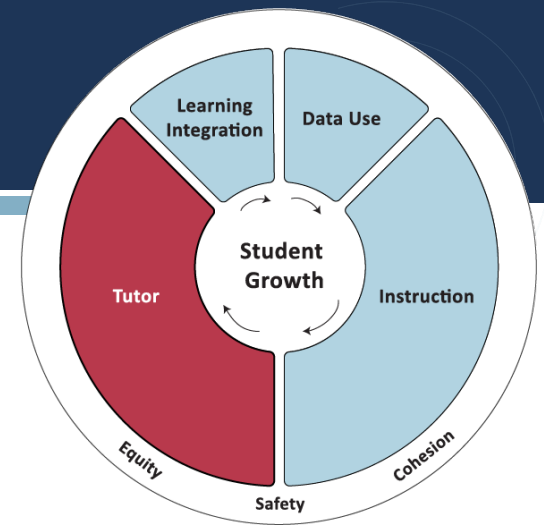
- Elements of the program are aligned and designed to work effectively together.
- Tutoring organization has effective leadership and internal operations.



High-Impact Tutoring: Tutor

Students work with a consistent tutor who is supported by ongoing oversight and coaching.

- The basis of effective tutoring is strong tutor-student relationships.
- Tutors
 - are skilled at relationship-building and knowledgeable about content,
 - need initial training, oversight, ongoing coaching, and clear lines of accountability, and
 - are culturally competent and reflect the lived experience of the students they serve.



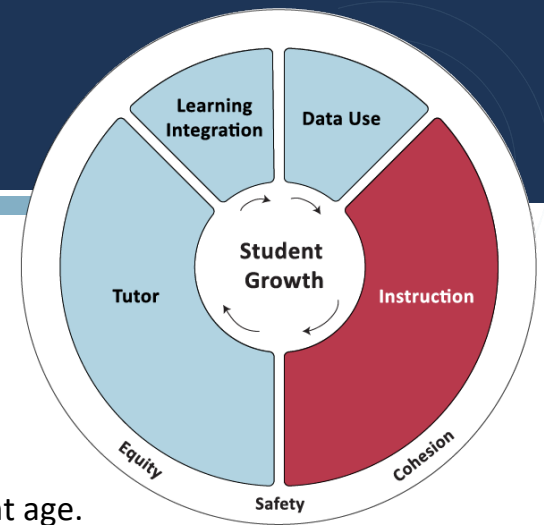
High-Impact Tutoring: Instruction

Tutoring sessions include a minimum of three sessions per week in small groups.

- For tutoring approaches to be effective, students have to spend substantial time working with their tutor.
- Optimal duration of sessions depend on the program's content area and student age.
- Group size is small (up to 3:1 ratio) to allow for personalized instruction.

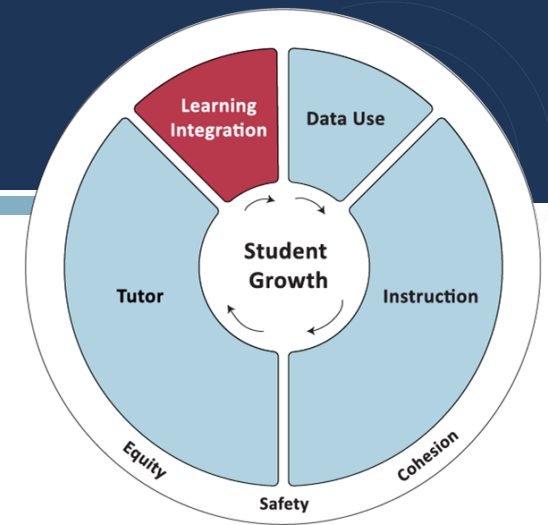
Materials are high quality and aligned with state standards.

- Materials should be aligned with both state standards and research on teaching and learning and should be engaging for students and easy for tutors to use.
- If classrooms are using high-quality materials, tutoring materials build on those materials; if classroom materials are not high quality, tutoring materials should preference quality and standards-alignment over matching with classroom instruction.



High-Impact Tutoring: Learning Integration

High-impact tutoring is embedded in schools either during the school day or immediately before or after the school day.

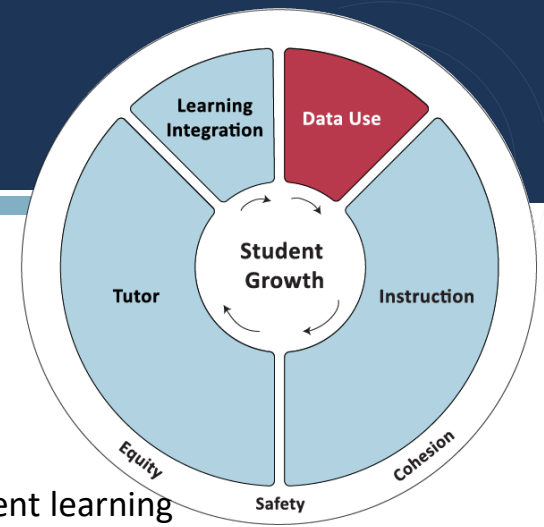


- Embedding tutoring into the school program has many benefits including:
 - Creates a significantly higher likelihood of student attendance
 - Reaches the students who need it most
 - Reduces barriers to attendance (e.g., additional cost, transportation)
 - Does not require missing extra-curricular activities such as clubs, sports, or work
- Coordinating with teachers creates more consistency for students and results in better understanding of student needs.

High-Impact Tutoring: Data Use

Data informs tutoring sessions.

- Tutors consistently use data to understand student strengths and needs, and build their sessions to focus on the needs.
- Tutoring programs use data to assess their effectiveness at improving student learning and make adjustments based on these data.

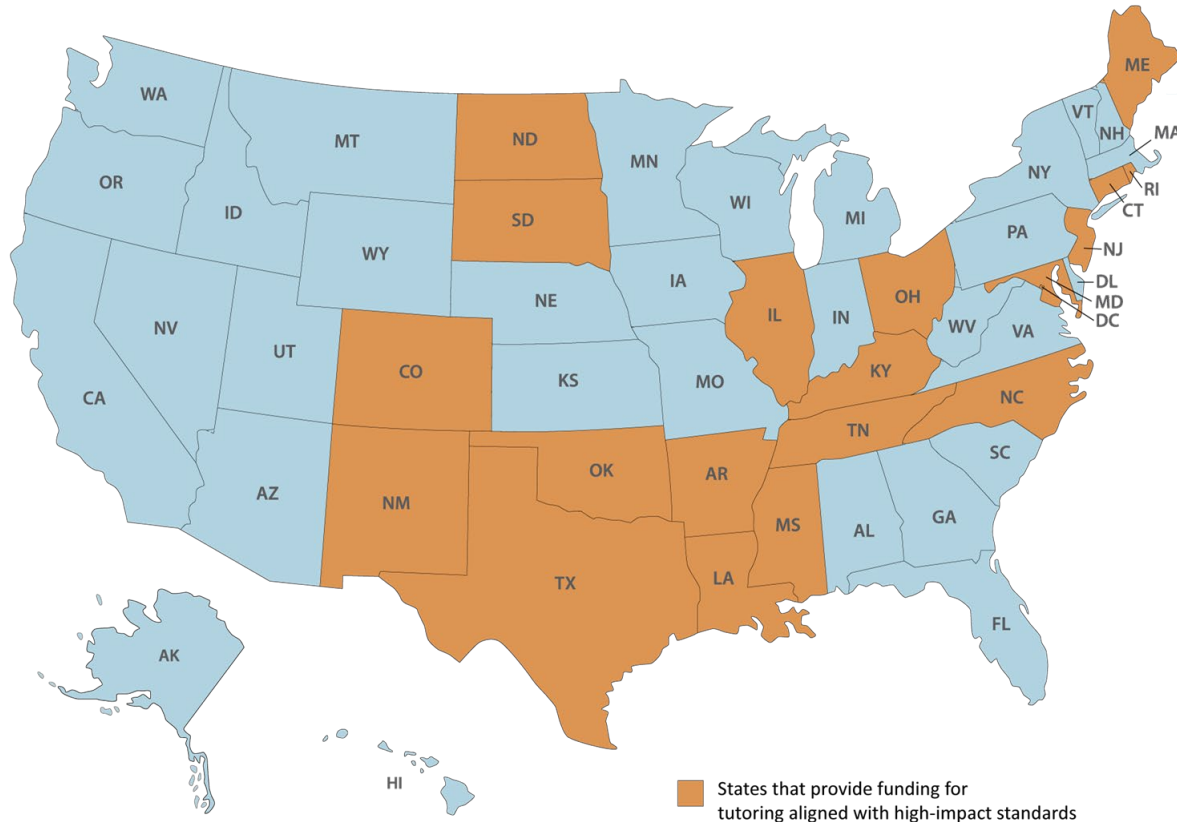


High-Impact Tutoring Summary

Is	Is Not
With a consistent tutor	With a different tutor each time
Relationship-focused	Question-resolution focused
Data-informed instruction	Homework help
Focused on acceleration	Focused on remediation
Regularly scheduled a minimum of three times per week	As needed
Embedded in school (accessible to all eligible students)	An extra-curricular that relies on parent take up and/or payment

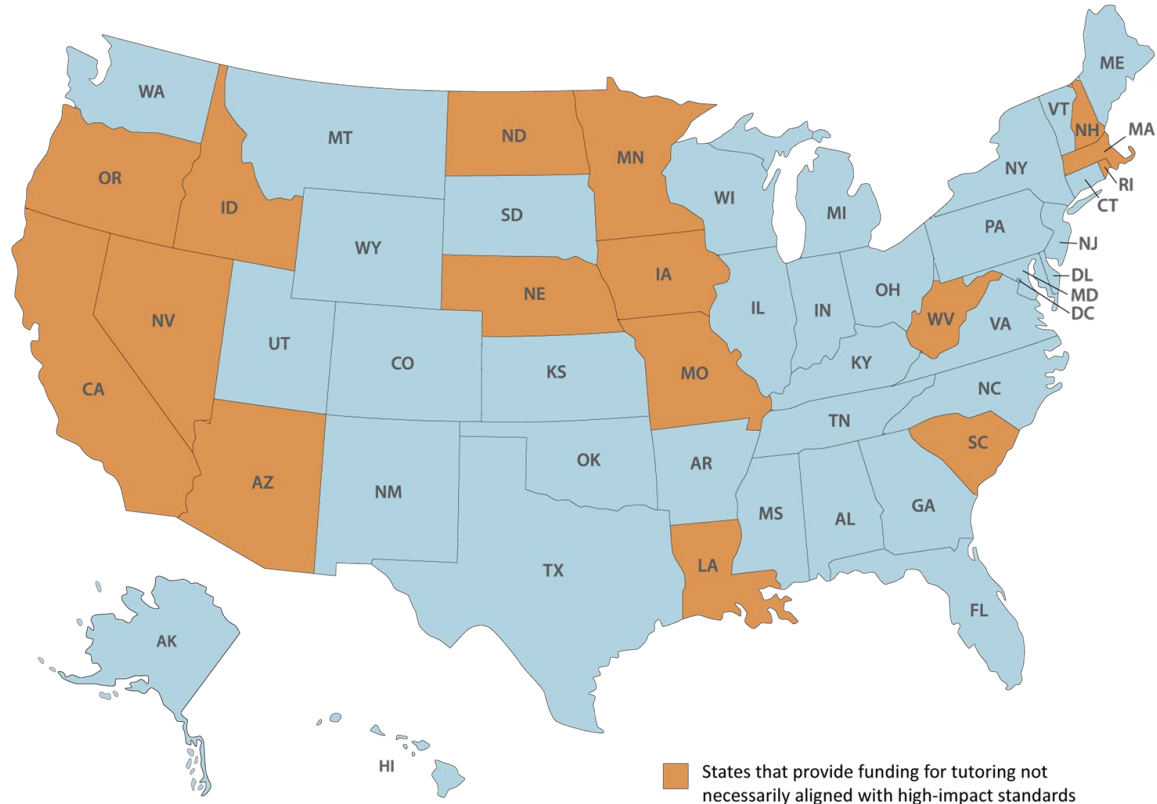
Landscape of tutoring (2023)

States that provide funding for tutoring aligned with HIT standards



Landscape of tutoring (2023)

States that provide funding for tutoring not necessarily aligned with HIT standards



State-Level Trends



- 16 states have passed or are working to pass tutoring-related policies.
- 40 states provide funding for tutoring programs, but only 26 require programs to be aligned with high-impact standards.
- 11 states are partnering with higher-education institutions to help facilitate tutoring policy implementation.
- 12 states provide guidance to help districts implement tutoring programs.
- 15 states provide tutor recruiting or training resources.

National Trends



- 46% of public schools offer high-impact tutoring (increased from 37% in Dec 2022).
 - 33% reported that the number of students who needed high-impact tutoring increased this year.
 - 52% reported that the programs were “extremely effective” in improving student outcomes.
- 51% of public schools that did not offer high-impact tutoring this year reported that finding staff to support it was a reason why it was not implemented.

What facilitates implementation?

- **Financial supports**
 - o Opportunity to provide programming to many students, individualization at scale
 - o Perceptions of increased flexibility over existing Title I funds
- **District-level buy-in**
 - o Broad administrative belief in tutoring as a promising practice for accelerating student learning
 - o Developed some structures to enable implementation at scale and minimize disruption to existing school schedule (i.e., designated intervention block)
 - o Incorporated learnings from pilot in year 1
- **Curricular alignment and data support**
 - o Tutor provider based curricular content on state standards
 - o Motivating to see student growth from progress monitoring
 - o Engaged in continuous improvement meetings for tutoring in the district more generally

What challenges can you expect?



- **Infrastructure and school-level buy-in**
 - o Policies around background checks and procurement created long delays for rollout
 - o Some schools moved on to alternative interventions and student supports
 - o Unclear roles, inadequately communicated process and goals may have led to lower school-level buy-in
- **On-site challenges with implementation**
 - o Insufficient capacity in schools
 - o Technical issues (i.e. cameras and microphones not function as needed)
 - o Limited school staff to offer technical support
- **Student absences and dosage**
 - o Competing demands on student schedules (e.g, testing, alternative services/interventions)
 - o Virtual sessions are easy to miss or forget; make-up sessions or following-up with students to make sure they attended was not required

Funding post-ESSER



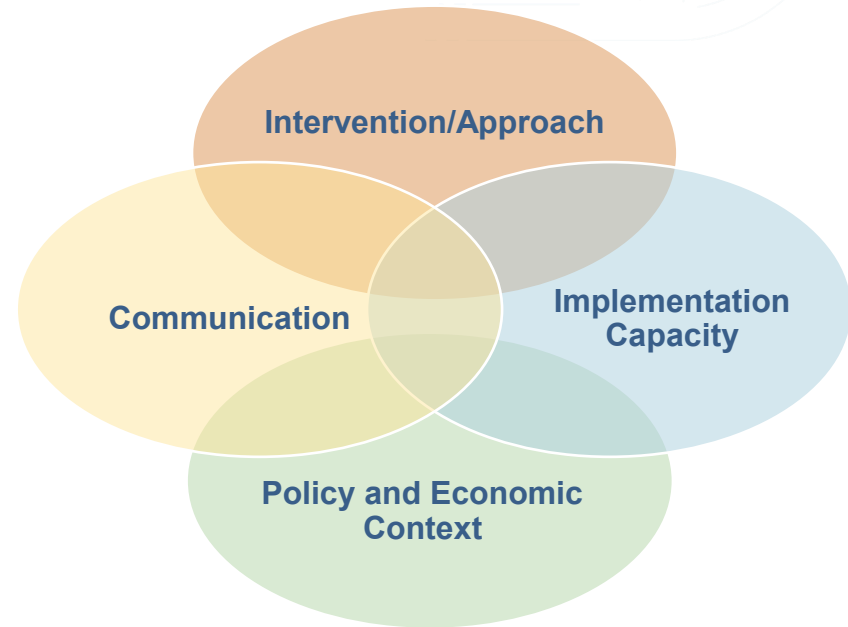
- Federal grant programs (i.e. ESEA Title I, ESEA Title II, IDEA part B)
- Leveraging existing systems (i.e. MTSS)
- Cost-effective resources (i.e. general education paraprofessionals; college students as tutors)

What are you currently using (or planning to use) as a funding source for your HIT program?

Learning more through research

What have we learned so far?

- Implementation is complex and difficult.
- Different levels of autonomy will work in different district contexts.
- Implementation at scale requires significant infrastructure and processes. Start small!



Recent Research Findings Confirm Effectiveness



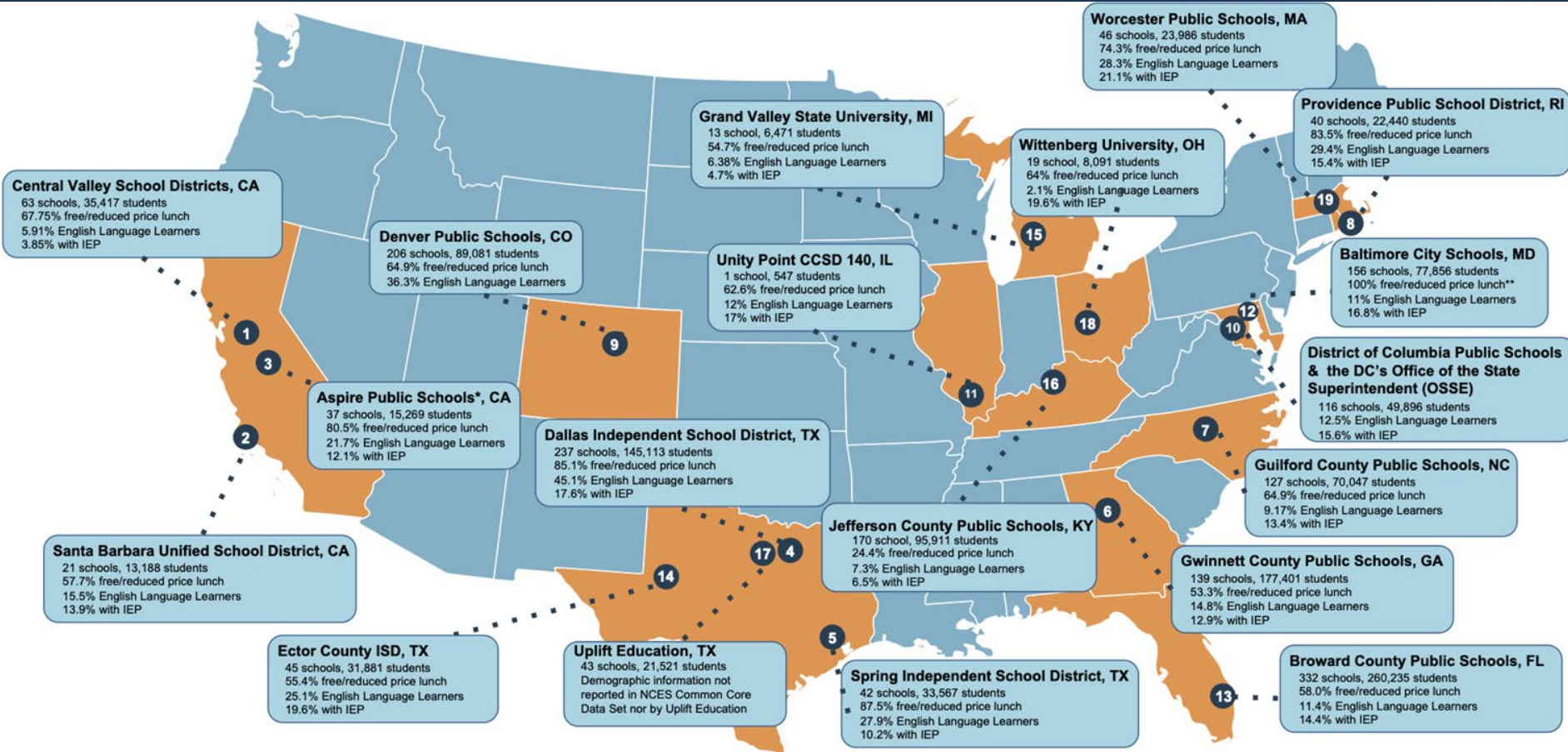
- **Virtual tutoring** with a human tutor can be an effective approach to learning acceleration
- **Opt-in tutoring** does not reach students who are furthest behind
- **Shorter sessions** for younger students can be highly effective
- **1:1 more effective** than 1:2 for younger students
- **Student attendance** improves on days when tutoring sessions are scheduled
- **Early elementary tutoring** easier to scale through multiple models
 - Master Schedules key challenge to implementation

Learning more through research

What do we want to know more about?

- Determine characteristics of and conditions under which relationship-based, high-impact tutoring is most efficacious
 - How does this change with virtual, scripted, or AI tutoring?
- Identify ways to diversify and increase tutor supply for the long term.
- Partial implementation program effectiveness.
- Tutoring reflections, stigma and their effects on uptake and sustainability.
- Long term treatment benefits.
- AI in tutoring

National Student Support Accelerator Partner Sites



*Note: Data comes from the Common Core of Data 2020-21 district-level student membership file (as provided by NCES) and external data sources (see References). Aspire Public Schools span three regions: Bay Area, Central Valley, and Los Angeles.

**Note: BCS provides free breakfast and lunch to all students.

Thank you!

<https://studentsupportaccelerator.org/>

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Key Tutoring Tools and Resources (1/2)



Basics

- [High-Impact Tutoring Standards](#)

State Policy

- [A Snapshot of State Tutoring Policies](#)
- [Policy Considerations for Tutoring](#)
- [State Tutoring Efforts and Legislation Database](#)

Design and Implementation

- [Toolkit for Tutoring Programs](#)
- [High-Impact Tutoring District Playbook](#)
- [Out of School Time playbook](#)

Key Tutoring Tools and Resources (2/2)



Funding

- [Funding High-Impact Tutoring](#)
- [Integrating High-Impact Tutoring with Multi-tiered Systems of Support \(MTSS\)](#)

Tutor Training

- [Tutor Training Toolkit](#)
- [Early Literacy Professional Learning Tutoring Toolkit](#)



Upcoming Webinars

Upcoming Webinars

- [Texas Accelerated Instruction Requirements](#) - Wednesday, September 18 from 2 P.M. to 3 P.M.
 - Learn more about the requirements for meeting HB 1416. This includes the use of Teacher Incentive Allotment designated teachers and HB 1416 Ratio Waiver List providers.
- [High Impact Tutoring Supports](#) - Wednesday, October 2 from 2 P.M. to 3 P.M.
 - Learn more about the various supports available for High Impact Tutoring. This includes many of the tools to assist with the development and sustainability of a program.



Resources

The TEA Team



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Director of Texas
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Resources

- [Accelerated Instruction | Texas Education Agency](#)
- [HB 1416 Ratio Waiver List Products | Texas Education Agency](#)
- [HB 1416 FAQ \(texas.gov\)](#)

For additional questions:

- [Texas Tutoring Supports - Welcome to the TEA Help Desk](#)

Exit Ticket

https://tea.co1.qualtrics.com/jfe/form/SV_3n1cT5F8FBqgoOa

