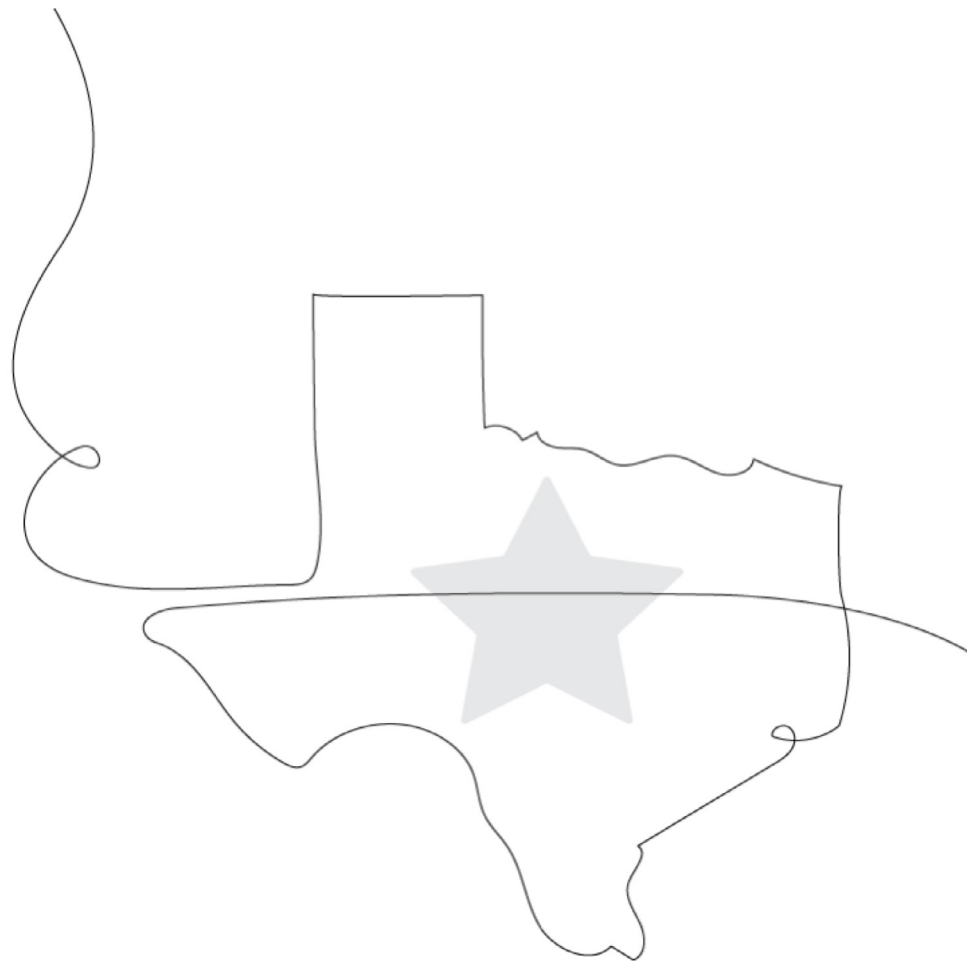


Amplify

# High-Impact Tutoring Scheduling Webinar

August 9, 2021



# Table of Contents

- Welcome and Agenda..... 3
- High Impact Tutoring & Scheduling..... 4
- Scheduling..... 5
- Scheduling Tutoring under HB 4545..... 6
- Master Schedule Redesign for High Impact Tutoring: Principles, Process & Tools ..... 7
- Scheduling High Impact Tutoring ..... 8
- Free Resources to Get Started..... 9
- Promising Practices & Scheduling Examples for High Impact Tutoring..... 10
- Flex Blocks ..... 11
- WIN (What I Need)..... 12
- Intervention Periods ..... 13
- Parallel Blocks/Extension Periods ..... 14
- Tutoring Outside the School Day..... 15
- Recovering Instructional Time..... 16
- Wrap Up..... 17

# Welcome and Agenda

## Facilitator

### Jessica Chung (she/her)

- Associate Director, Tutoring at Amplify
- Based in Seattle, WA
- Passionate about equity, supporting diverse learners, and social emotional learning
- Designed and delivered professional development for schools, districts, and 21st CCLCs domestically and abroad

## Housekeeping

- All participants are on mute
- Ask questions in the Q&A box
- Chat messages will go to the host
- We will follow up with the slides, handout, and recording
- Can't hear us? Dial in!  
(346) 248-7799  
840 6040 8378#

## Objectives

### During this webinar, we will:

- Define high impact tutoring and review the research on the effect size of scheduling as a design principle of high impact tutoring
- Describe how the key principles, process, and tools for master schedule redesign apply to high impact tutoring program needs
- Examine promising practices and master schedule examples that integrate high impact tutoring during the school day, or immediately before or after

## Agenda

- Part 1: High Impact Tutoring & Scheduling
- Part 2: Master Schedule Redesign for High Impact Tutoring: Principles, Process & Tools
- Part 3: Promising Practices & Scheduling Examples for High Impact Tutoring
- Part 4: Wrap Up

# High Impact Tutoring & Scheduling

High-impact tutoring leads to substantial learning gains by supplementing students' classroom experience.

High Impact Tutoring	Supplemental Instruction under HB 4545
Effective for grades PK-12	Specific to grades 3-8 or EOC
Can be required or voluntary (opt-in or opt-out)	Required for students who fail to perform satisfactorily on STAAR*
Can be universal, needs-driven, or curriculum-driven	Is needs-driven
Effective for up to 4 students per trained tutor	Must have student to tutor ratio of 3:1 or less**
Highest effect sizes are for 10+ week programs, 3-5 tutoring sessions/week, 30-60 minutes per session	Provides no less than 30 hours of instruction, at least one session/week during school year

## Similarities

- Supplements core instruction (*does not supplant*)
- Utilizes high quality instructional material that is designed for supplemental instruction, i.e. tutor-friendly, skills-based curriculum
- Employs well trained, consistent tutors with ongoing support and oversight from program leads

\* If not assigned to master, exemplary, or recognized classroom teacher in the applicable subject area

\*\* Unless caregiver authorizes larger group

# Scheduling

## A design principle of high impact tutoring

### Where and when will tutoring sessions happen?

- In school, during the normal school day
- In a school building, but after the school day
- Outside of school, after school or on weekends
- Outside of school, during summer break
- \_\_\_\_\_

### What does the research tell us?

Feature	Higher Effect Size	Lower Effect Size
Scheduling	During school, supplements instruction	Before/After school, Saturdays, Intercessions

### Best Practices:

- Schedule at least three sessions per week, each at least 30 minutes long
- Build tutoring sessions into the master schedule, if possible
- Never replace core instruction with tutoring
- Avoid scheduling models that stigmatize students receiving tutoring
- Dedicate time and resources to scheduling and rescheduling

# Scheduling Tutoring under HB 4545

**Under HB 4545, students cannot be removed from:**

- Instruction in grade level content for the foundation curriculum, i.e. reading, math, science, etc.
- Instruction in enrichment curriculum for the grade in which the student is enrolled, i.e. LOTE, Fine Arts, CTE, Health/P.E., Technology Apps, etc.
- Recess or physical activity that is available to other students enrolled in the same grade

# Master Schedule Redesign for High Impact Tutoring: Principles, Process & Tools

## Key Principles of Master Scheduling

- Decisions and tradeoffs are informed by data
- Equitable access to opportunities and resources
- Prioritizes the student and teacher experience
- Strengthens and sustains instructional priorities and is responsive to changing needs

## Process for a Strong Master Schedule

Plan	Build	Evaluate
1. Create your team	1. Select tools	1. Communicate schedule
2. Establish realistic timeline	2. Draft schedule	2. Implement
3. Lock-in your priorities	3. Collect feedback	3. Evaluate
4. Collect and review data	4. Iterate	4. Adjust
5. Stakeholder approvals	5. Finalize schedule	5. Long-term planning

# Scheduling High Impact Tutoring

## TEA Recommendations and Guidance

- Identify scheduling priorities first and make those non-negotiable
- Consider innovative solutions like adjusting blocking, rotations, time before or after school, and blended learning
- Consider extending the school day or year to create more opportunities for tutoring
- Leverage additional resources to purchase access to time-saving scheduling software
- Plan a second schedule that varies the time allotted for Tier 2 instruction at key intervals or plan for schedule revisions over time



# Free Resources to Get Started

## Redesigning a Master Schedule

### Tools:

[Unlocking Time: Schedule Library and Bell Schedule Builder](#)

### Resources:

[NSSA: High Impact Tutoring District Playbook](#)

[ERS: Three Steps to a Strategic Schedule](#)

[CCASN: Master Schedule Guide](#)

[Reimagining the School Day \(article with examples\)](#)

# Promising Practices & Scheduling Examples for High Impact Tutoring

## Recommended Approaches

- Flex Blocks
- WIN/Intervention Periods
- Parallel Blocks/Extension Periods
- Tutoring immediately before/after school or during intercessions with transportation provided
- Recovering instructional time from transitions

# Flex Blocks

Period	Start	End	Minutes
Period 1 / 2	8:30am	10:00am	90 minutes
Period 3 / 4	10:05am	11:35am	90 minutes
A Lunch / Tutorial A	11:35am	12:05pm	30 minutes
B Lunch / Tutorial B	12:10pm	12:40pm	30 minutes
Period 5 / 6	12:45pm	2:15pm	90 minutes
Period 7 / 8	2:20pm	3:50pm	90 minutes

- Homeroom
- Lunch
- Advisory

# WIN (What I Need)



Laura Flynn, Principal, Mockingbird Elementary, Coppell ISD  
WIN Time is What I Need  
TEPSA Presents: March 2019

## [TESPA Webinar - WIN Time is What I Need](#)

At Mockingbird Elementary in Coppell ISD, WIN time runs from 7:50 AM, right after morning announcements, to 8:20 AM Mon-Thurs.

# Intervention Periods

## Sample Elementary Lunch/Recess/CAMP/ Intervention Schedule

Grade	CAMP (60 minutes)	Recess (30 minutes)	Lunch (30 minutes)	Interventions (45 minutes)
Pre-K	12:00pm–1:00pm	10:30am–11:00am	10:00am–10:30am	N/A
kindergarten	1:05pm–2:05pm	10:05am–10:35am	10:35am–11:05am	2:05pm–2:55pm
1st Grade	9:35am–10:35am	10:35am–11:05am	11:05am–11:35am	8:35am–9:20am
2nd Grade	12:05pm–1:05pm	11:05am–11:35am	11:35am–12:05pm	2:55pm–3:40pm
3rd Grade	8:35am–9:35am	11:35am–12:05pm	12:05pm–12:35pm	12:40pm–1:25pm
4th Grade	10:35am–11:35am	1:05pm–1:35pm	12:35pm–1:05pm	11:35am–12:20pm
5th Grade	2:25pm–3:25pm	12:35pm–1:05pm	1:05pm–1:35pm	11:45am–12:30pm

## Sample MS Schedule Showing Interventions

See sample schedule on page 8 of High Impact Tutoring Scheduling Webinar Examples and Resources.

# Parallel Blocks/Extension Periods

## Sample Elementary Parallel Blocks with Tutoring

Instruction	Range of Time (90 minutes total)	Class configuration
Whole Group	25–45 minutes	Teacher-led instruction
Small Group	45–65 minutes	5 groups of students (see description below)

Read full description of small group instruction and tutoring on page 9 of High Impact Tutoring Scheduling Webinar Examples and Resources.

## Sample HS Schedule with Hybrid Traditional & A/B blocks

See sample schedule on page 10 of High Impact Tutoring Scheduling Webinar Examples and Resources.

# Tutoring Outside the School Day

Immediately Before or After School, Saturdays,  
and Intercessions

**Important Considerations:**

- Transportation to and from tutoring
- Potential conflicts with extracurriculars, family care, and after school jobs
- Integration with existing programs, e.g. 21st CCLC/ACE

**Recommended viewing:**

[Ector County ISD's presentation on after school 1:1 virtual tutoring program](#)

# Recovering Instructional Time

Track how much instructional time is being lost in class transitions, activity transitions, bathroom breaks, and discipline throughout the school day.

Set goals for supporting schools in recovering lost time to bank towards high impact tutoring.



# Wrap Up

Thank you! Any Questions?

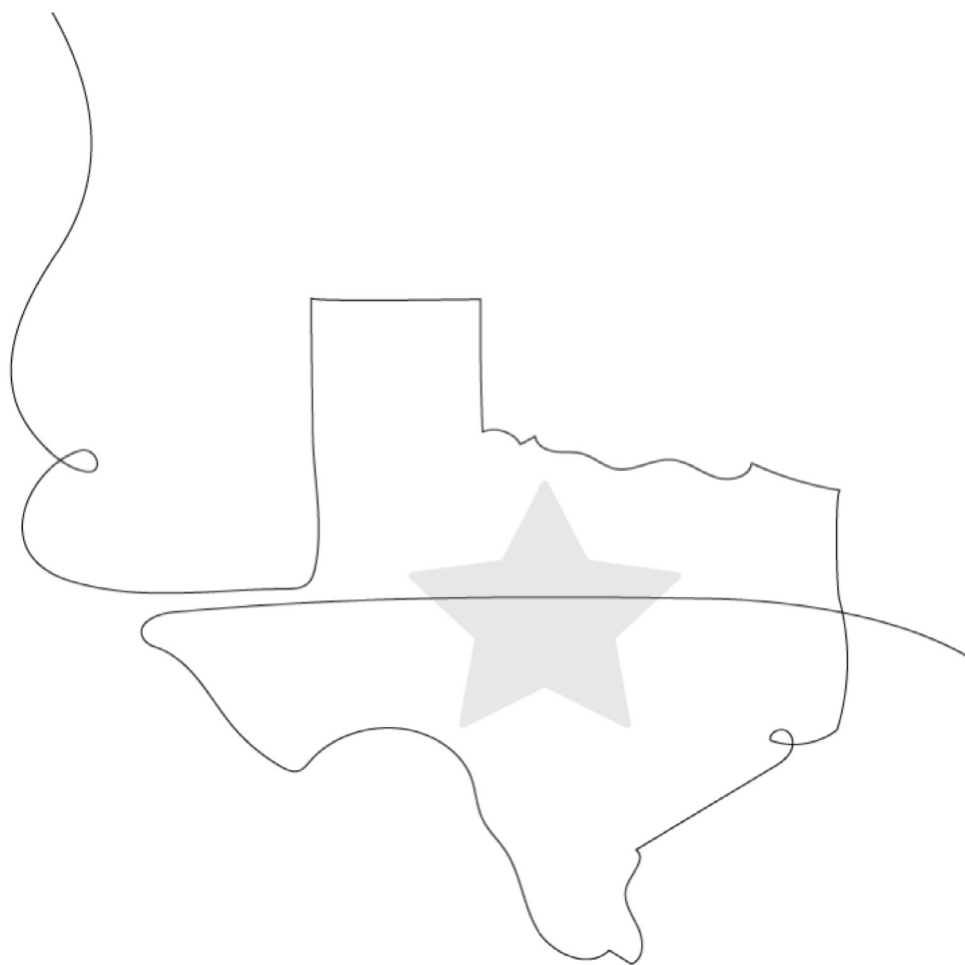
Links:

[Scheduling Webinar Survey](#)



Email:

- TEA: [TexasTutoring@tea.texas.gov](mailto:TexasTutoring@tea.texas.gov)
- Amplify: [txconsult@amplify.com](mailto:txconsult@amplify.com)



Amplify

