High Impact Tutoring: Program Implementation

As you join us, please:

Introduce yourself via chat with your name, LEA/Organization, and your favorite summer activity.

Introduction: TEA Team

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A few logistical notes:

- Feel free to enter questions and reactions in the chat box throughout

- We will follow up with the slides and recording

Agenda for Today

Quick Recap of High Impact Tutoring

Update on TEA Tutoring Supports

LEA Spotlight: Spring ISD

High Impact Tutoring Toolkit: Program Implementation

Closing and Questions

Key Principles of High Impact Tutoring

TEA Texas Education Agency

High impact tutoring programs have a few key attributes[1]…

Well-trained, consistent tutor (can be a teacher, paraprofessional, teacher candidate) who builds a strong relationship with students

High quality instructional material aligned to standards and core classwork

One-to-one or small group for individualized support (1-to-3 maximum ratio recommended)[2]

Embedded in the school day or immediately before or after, to maximize student access

At least three sessions per week for sustained support, 30 minutes minimum

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

…and can have a significant impact on student outcomes
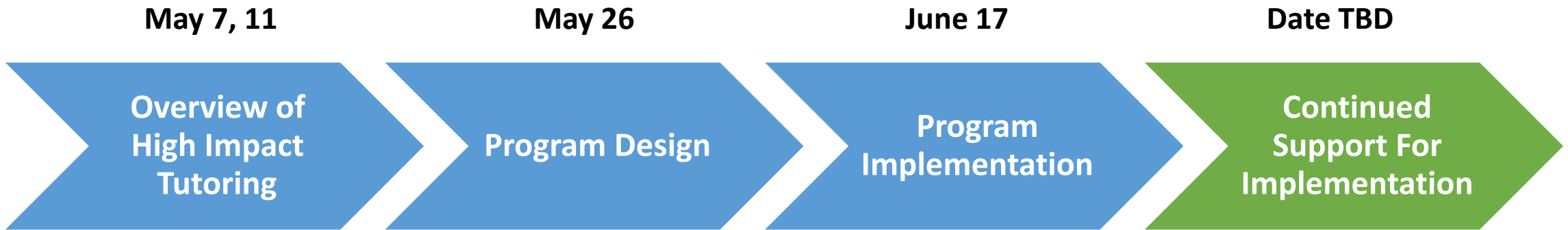
5 months

Additional progress

A 2020 meta-analysis of 96 studies of high-quality tutoring programs found that students made **5 months of additional progress** on average, a large pooled 0.37 effect size[3]

Sources: 1) Kraft, Matthew A., and Grace Falken. (2021). A Blueprint for Scaling Tutoring Across Public Schools. (EdWorkingPaper: 21-335). Annenberg Institute at Brown University: https://doi.org/10.26300/dkjh-s987; 2) Researchers are still vetting the effectiveness of 1:4 groups and currently recommend a careful approach to 1:4 support, with Dr. Robert Slavin (Johns Hopkins University) recommending: "I would keep careful track of how students are progressing…A lot of kids will be successful at one-to-four [groups] but there may be kids who are not, and I would reserve one-to-one for those who are not" (Source: Education Week) 3) Nickow, Andre Joshua, Philip Oreopoulos, and Vincent Quan. (2020). The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence. (EdWorkingPaper: 20-267). Annenberg Institute at Brown University: https://doi.org/10.26300/eh0c-pc52; 4) Kraft, M. A. (2020). Interpreting effect sizes of education interventions. Educational Researcher, 49(4), 241-253.

High Impact Tutoring Webinars

Overview

The High Impact Tutoring Webinars are intended to provide LEAs with an overview of high impact tutoring. With the signing of recent House Bills, TEA will be adding additional webinars to the calendar in the near future.

May 7, 11	May 26	June 17	Date TBD
Overview of High Impact Tutoring	**Program Design**	**Program Implementation**	**Continued Support For Implementation**

The recording and slides from the first two webinars can be found on the Strong Start page

TEA Supports

Texas Tutoring Supports

LEA Supports

Statewide Webinars

Webinar series for interested LEAs sharing:

- Introduction to high impact tutoring and implementation toolkit
- Decision-making guidance
- Implementation guidance (e.g., effective tutor training)
- Additional TEA and/or ESC supports

High-Impact Tutoring Implementation Workshop Series

4-week Workshop Series for LEA Academics & Tutoring Leads

- Guidance and support to design and execute a high impact tutoring program
- Facilitated decision-making & implementation support
- Development of key implementation tools (e.g., training material)

Vetted TX Tutor Corps

TEA-subsidized tutoring supports

- TEA-subsidized high-quality instructional materials
- TEA-subsidized tutoring platform for in-person and virtual tutoring
- Tutors sourced and trained in alignment with principles of high impact tutoring
- Ongoing support, assessment-driven quality checks with LEAs
- Continuous tutor training to improve program

Continuum of support level options

TEA is Creating Optional Supports to Help School Systems Implement Supplemental Instruction (Tutoring) Requirements

Three Approaches

Build it Yourself

Resources: Statewide Webinar Series, High Impact Tutoring Toolkit, High Impact Tutoring Workshop Series

Timeline: Available Now, Additional Workshops Coming in July

Use Pre-approved List

Resources: Clearinghouse of pre-approved full and partial tutor program providers

Timeline: End of June (rolling deadline)

Use Vetted Tutor Provider with Subsidized Curriculum and Training (Vetted Texas Tutor Corps)

Resources: Vetted curriculum, tutoring platform, vetted tutor recruitment organizations, aligned tutor training by TEA or ESCs, subsidized costs

Timeline: End of July

High Impact Tutoring Implementation Workshop Series

Overview

The High Impact Tutoring Implementation Workshop Series is intended to provide training and coaching to districts to help them establish high-impact tutoring programs. This training will also serve as a trainer of trainer model to train other entities such as Education Service Centers to facilitate future workshops.

Host

Amplify.

Amplify is a publisher of K–12 core and supplemental curriculum, assessment, and intervention programs for today's students.

Timeline

Date(s)	Event
June 21 – July 16	State-wide Cohort 1 (application closed)
Beginning in August	Statewide Cohort 2 and Regional Cohorts

Scope and Sequence

Orientation

Workshop 1: Program Aim

Workshop 2: Identifying Students and Budget Needs

Workshop 3: Hiring and Training Tutors + Materials

Workshop 4: Evaluation and Communication

Overview

HB 4545 specifies the requirement for providing accelerated instruction for **students who fail to achieve satisfactory performance** on certain assessment instruments.

Each time a student fails to perform satisfactorily on an assessment instrument in **grades 3 - 8**, the school district shall provide accelerated instruction in the applicable subject area during the subsequent summer or school year and either*:

1. Allow the student to be assigned a classroom teacher who is certified as a master, exemplary, or recognized teacher for the subsequent school year in the applicable subject area; or

2. Provide the student **supplemental instruction** (e.g., tutoring)

Supplemental instruction must:

- Include targeted instruction (e.g., grade level and subject area)

- Be provided in addition to instruction normally provided

- Be provided for no less than 30 total hours – if it takes place in the school year it must occur at least once per week

- Include effective instructional materials designed for supplemental instruction

- Be provided individually or in a group of no more than 3 unless a parent of each student authorizes a larger group

- Be provided by a person with training in the materials and under the oversight of the school district

- To the extent possible, be provided by one person for the entirety of the supplemental instruction period

HB 4545 (cont.)

Overview

HB 4545 specifies the requirement for providing accelerated instruction for **students who fail to achieve satisfactory performance** on certain assessment instruments.
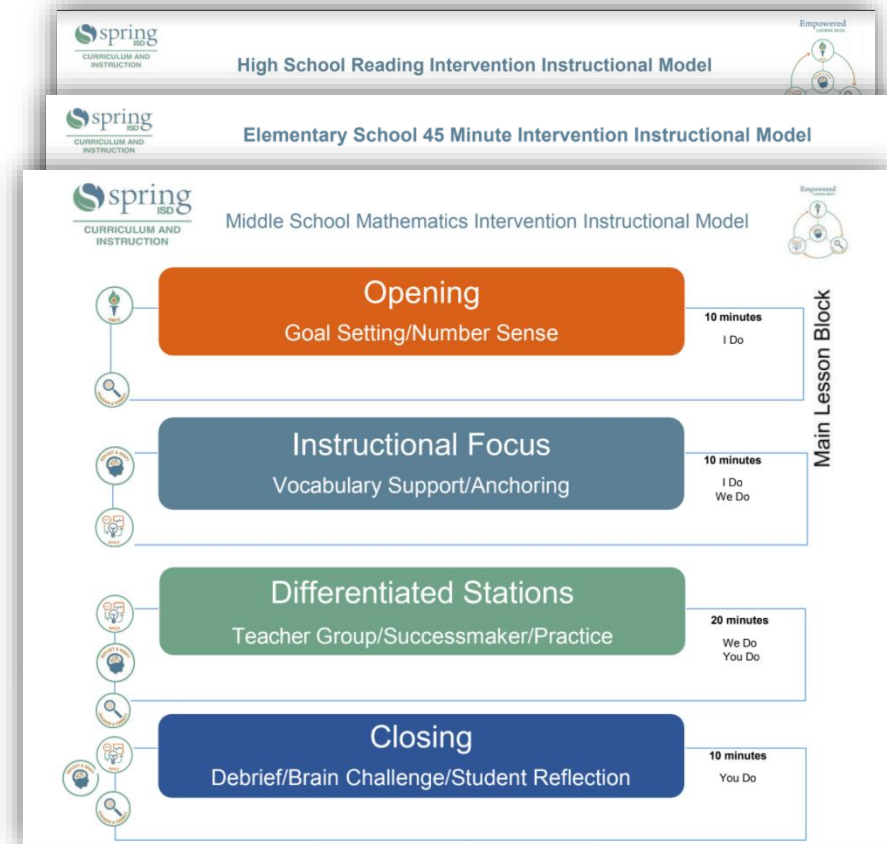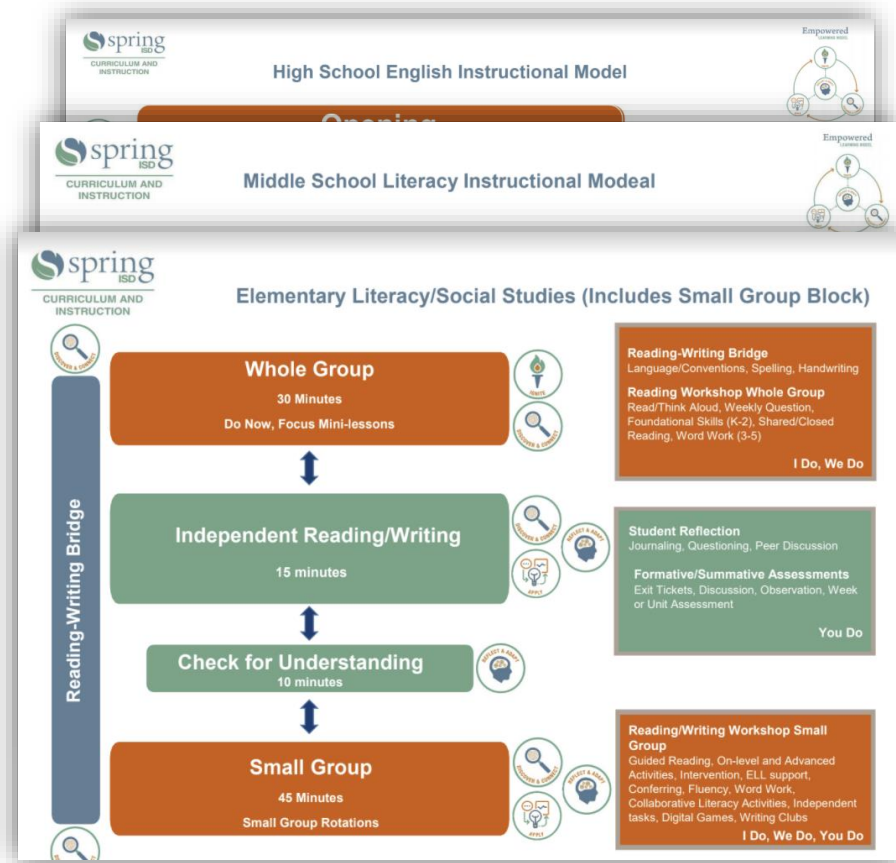
Other Information

- Each school district shall establish a process allowing for the parent or guardian to **request that the student be assigned to a particular classroom teacher** in the applicable subject area of the subsequent school year, if more than one classroom teacher is available.

- The educational plan must be **documented in writing**, and a copy must be provided to the student 's parent or guardian.

- The board of trustees of each school district shall adopt a policy to allow a parent to **contest the content or implementation** of an educational plan.

- If the student fails again, the superintendent shall meet with the accelerated learning committee to identify the reason and appropriate path forward.

*If a district receives funding from the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 or the American Rescue Plan Act of 2021.

LEA Spotlight

Spring ISD: Integrated Small Group Instruction

Spring ISD: Integrated Intervention Blocks

Elementary Sample — Lunch/Recess/CAMP/Intervention Schedule 2020-2021

GRADE	CAMP (60)	RECESS (30)	Lunch (30)	Interventions (45)
Pre-K	12:00-1:00	10:30-11:00	10:00-10:30	N/A
Kinder	1:05-2:05	10:05-10:35	10:35-11:05	2:05-2:55
1st	9:35-10:35	10:35-11:05	11:05-11:35	8:35-9:20
2nd	12:05-1:05	11:05-11:35	11:35-12:05	2:55-3:40
3rd	8:35-9:35	11:35-12:05	12:05-12:35	12:40-1:26
4th	10:35-11:35	1:05-1:35	12:35-1:05	11:35-12:35
5th	2:25-3:25	12:35-1:05	1:05-1:35	11:45-12:20

Computer
Art
Music
Physical Education

Red Fill Denotes Intervention Course (Literacy & Numeracy)

Spring ISD Middle School 2020-2021

6th Grade

	Room	A Day Period 1	A Day Period 2	A Day Period 3	B Day Period 4	B Day Period 5	B Day Period 6	A/B Day Period 7
ELAR								
		ELAR 1	ELAR 2	ELAR 3	Conference	ELAR 4	ELAR 5	ELAR 6

2021-2022 Bell Schedule High School
Hybrid Traditional & A/B Block

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 7:20 - 8:05 45 minutes	Period 1 7:20 - 8:05 45 minutes	Period 1 7:20 - 8:55 95 minutes	Period 2 7:20 - 8:55 95 minutes	Period 1 7:20 - 8:05 45 minutes
Period 2 8:10 - 8:55 45 minutes	Period 2 8:10 - 8:55 45 minutes	Period 3 9:00 - 10:35 95 minutes	Period 4 9:00 - 10:35 95 minutes	Period 2 8:10 - 8:55 45 minutes
Period 3 9:00 - 9:45 45 minutes	Period 3 9:00 - 9:45 45 minutes	Period 5 10:40 - 1:00	Period 6 10:40 - 1:00	Period 3 9:00 - 9:45 45 minutes
Period 4 9:50 - 10:35 45 minutes	Period 4 9:50 - 10:35 45 minutes	A Lunch 10:35 – 11:05 B Lunch 11:08 – 11:38 C Lunch 11:40 – 12:10	A Lunch 10:35 – 11:05 B Lunch 11:08 – 11:38 C Lunch 11:40 – 12:10	Period 4 9:50 - 10:35 45 minutes
Period 5 10:40 - 12:10 A Lunch 10:35 – 11:05 B Lunch 11:08 – 11:38 C Lunch 11:40 – 12:10	Period 5 10:40 - 12:10 A Lunch 10:35 – 11:05 B Lunch 11:08 – 11:38 C Lunch 11:40 – 12:10	Period 7 1:05 - 2:40 95 minutes	Period 8 1:05 - 2:40 95 minutes	Period 5 10:40 - 12:10 A Lunch 10:35 – 11:05 B Lunch 11:08 – 11:38 C Lunch 11:40 – 12:10
Period 6 12:15 - 1:00 45 minutes	Period 6 12:15 - 1:00 45 minutes			Period 6 12:15 - 1:00 45 minutes
Period 7 1:05 - 1:50 45 minutes	Period 7 1:05 - 1:50 45 minutes			Period 7 1:05 - 1:50 45 minutes
Period 8 1:55 - 2:40 45 minutes	Period 8 1:55 - 2:40 45 minutes			Period 8 1:55 - 2:40 45 minutes

Rationale: This schedule allows high schools to have touchpoints for teachers with all students 4 days a week. It also allows for extended times on block days for CTE, Labs, etc…, as well as content area teachers for group work, deeper discussion, interventions, pull outs, tutorials, etc… It will also afford high schools to make purposeful scheduling during the 5th/6th period block on Wednesdays and Thursdays.
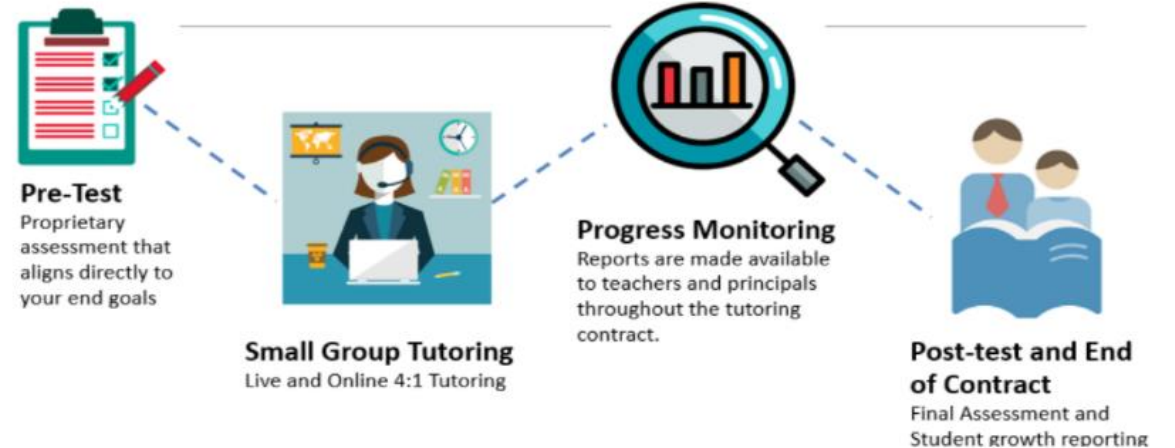
Program Focus

- **Small group accelerated high dosage tutoring in reading, writing, math, and language development (ELs)**
- **Students were identified based on Fall** *STAAR Interim Assessment* **results**
- **Student Selection for High Dosage Tutoring**
  - Targeted campuses were our 6 redesign schools
  - Students who were served in Special Education
  - Students who were English Language Learners
  - Students with the greatest achievement gaps and who had multiple-year skill deficits
  - Students in Grades K-8

Structure

- **Integrated into the students school day**

- **45 minutes (Sessions)**

- **5 times per week**

Pre-Test
Proprietary assessment that aligns directly to your end goals

Small Group Tutoring
Live and Online 4:1 Tutoring

Progress Monitoring
Reports are made available to teachers and principals throughout the tutoring contract.

Post-test and End of Contract
Final Assessment and Student growth reporting

Spring ISD: Overview of 2020-21 Tutoring Program

TEA Texas Education Agency

INTERVENE K-12

Live, Online Small Group Tutoring

We take the traditional small group instruction approach to an online setting. Intervene offers 4:1 to 8:1, live and online group tutoring to help students reach their full potential. Our tutors are familiar with common distractors/misconceptions and have experience working with students of all grade levels. Contact us for a free consultation.

Tutor Selection Partner
- Live high-quality tutors
- Tutors available in alignment with student's home language
- 4:1 Student/teacher ratio
- Highly engaging/SEL integration
- Data monitoring (dashboard & weekly/biweekly data debrief)
- Schoology integration
- Texas Based Company
- True TEKS/STAAR Alignment

Spring ISD: Implementation and Lessons Learned

Data Action Planning & Student Growth

INTERVENE
Where Data + Live Instruction = Growth
STAAR | TELPAS

spring ISD

Progress Report

Leadership Data Report

Skill Deficit-Based Analysis

- ○ Writing – Run – on – Fused Sentence
- ○ Writing – Progressive Tense Error
- ○ Writing – Improper use of indefinite articles "a" or "an"
- ○ Writing – Verb Agreement error
- ○ Writing – Sentence not coherent

Data inside the Questions

01 Emulates the STAAR Test

02 Answer Key focuses on distractors

03 Data inside the questions and answers

04 Test by Lexile level or multi-grade levels for differentiation

Question	Objective	Answer	Distractor			
			A	B	C	D
1	8.6A - Supporting - Math	B	Process - Misread Question - Read the question again	Vocabulary - Circle - What is Radius and Diameter		Area - Circle - Not using formula
2	8.6A - Supporting - Math	A	Vocabulary - Circle - What is Radius and Diameter	Area - Incorrect use of formula		Area - Incorrect use of formula
3	8.7A - Readiness - Math	B	Place Value - Rounding Error	Vocabulary - Circle - What is Radius and Diameter		Volume - Incorrect use of formula
4	8.7B - Readiness - Math	A	Vocabulary - Circle - What is Radius and Diameter	Geometry - Lateral Surface Area - Did not use formula or used the wrong one (Ex. total surface area)		Geometry - What is the value of Pi = 3.14

This is an example of the Intervene answer key. It shows students and teachers **why** incorrect answers may have been chosen across multiple TEKS.

Data Action Plan and Student Growth
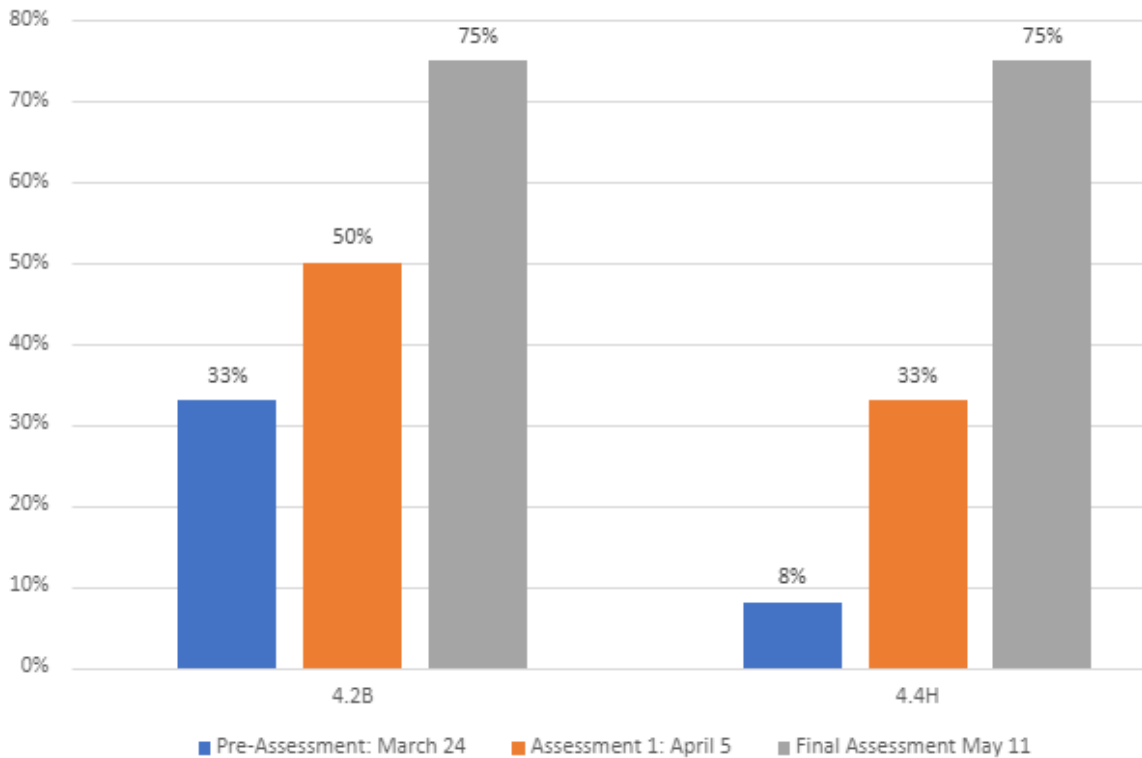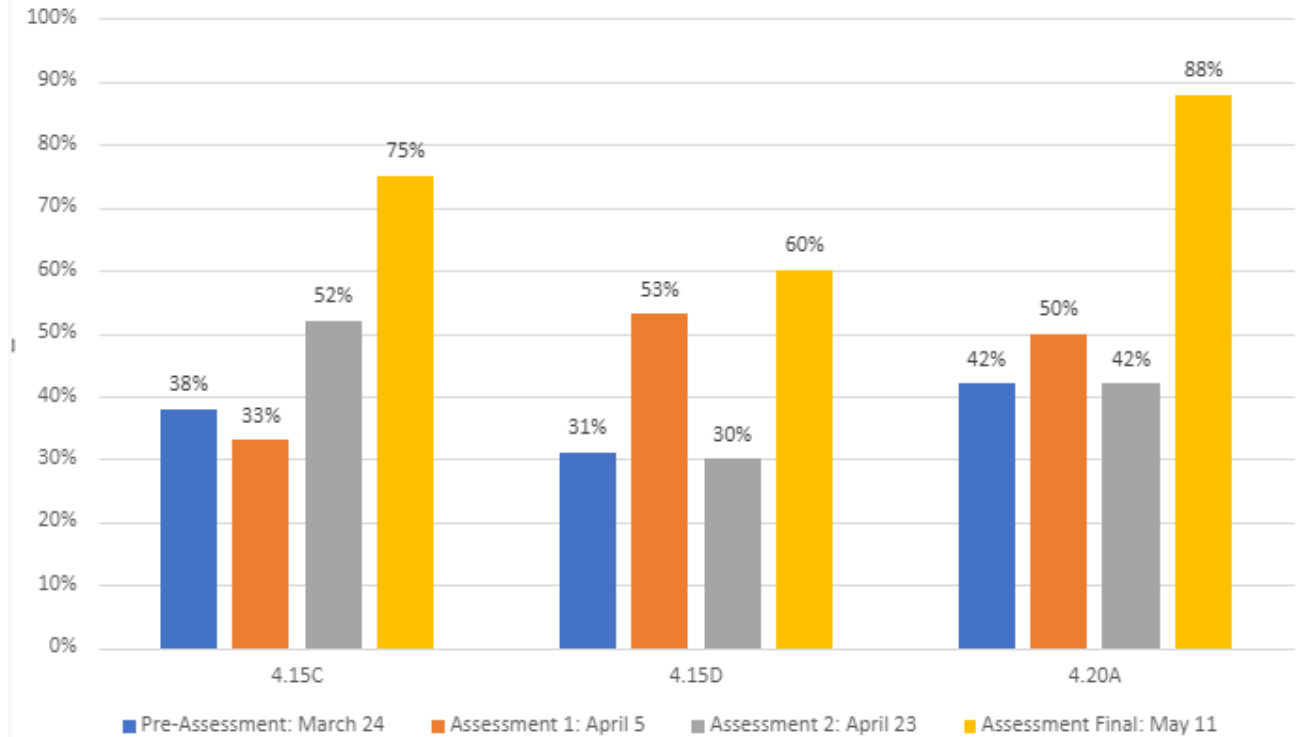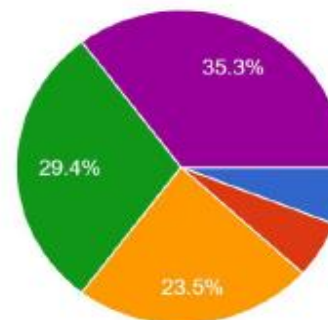
Engaging the Stakeholders

How confident are you that you can improve your grade in this subject?
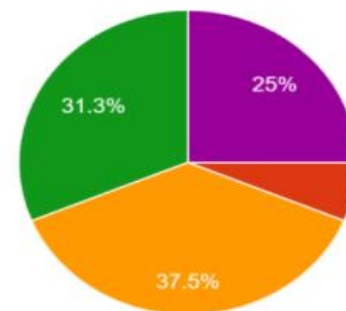
- Not at all confident
- Slightly confident
- Somewhat confident
- Quite confident
- Extremely confident

31.3% / 25% / 37.5%

How caring is your tutor towards you?

- Not positive at all
- Slightly positive
- Somewhat positive
- Quite positive
- Extremely positive

35.3% / 29.4% / 23.5%

Spring ISD: Plans for Next Year

Spring ISD Recovery Framework

1	2	3	4	5
Highly Effective Principals and Teachers	**Aligned Curriculum & Ongoing Progress Measures**	**Maximize Learning Time**	**High Dosage Tutoring**	**Safe and Secure Learning Environment**

High Impact Tutoring Toolkit: Program Implementation

Introduction to High Impact Tutoring Toolkit

The High Impact Tutoring Toolkit outlines the foundational principles and key considerations that all LEAs should consider when implementing a high impact tutoring program.

Table of Contents

- Background and Research
- Key Principles of High Impact Tutoring
- Program Design
  - Assembling The Team
  - Selecting A Program Focus
  - Student Prioritization
- Creating the Structure
  - Scheduling
  - Dosage
  - Delivery Mode
- Selecting a Tutoring Provider
- Identifying High-Quality Instructional Materials
- Program Implementation
  - Training Tutors and Providing Ongoing Support
  - Curriculum and Instructional Strategy
- Engaging Stakeholders
- Evaluating the Program
- Ensuring Equity

Training Tutors and Providing Ongoing Support

Key Principles for Tutor Training

1. All tutors, regardless of their experience and background, benefit from continued training
2. The design of the tutoring program will influence training content
3. Student data should also inform training content
4. Pre-Service Training should focus on building knowledge, while in-service training should hone skills

Best Practices for Ongoing Support

1. Create a culture of open communication and feedback
2. Support tutors in creating their own goals
3. Plan for regular observation and debrief cycles
4. Invest in developing a rubric or fidelity checklist specific to your model

Instructional Strategy

Example Session Structure

1. **Session Opening: Relationship Building**

2. **Data Touchpoint**
   - Assess the student's current mastery of a relevant skill

3. **Framing and Objective**
   - Introduce the session's topic or focus and clearly state today's learning objective

4. **Mini Lesson & Explicit Model**
   - Explicitly model the step-by-step process that students will use to reach the session's learning goal

5. **Purposeful Independent Practice**
   - Provide plenty of time for multiple "at-bats"

6. **Formative Assessment**
   - Let students demonstrate their progress; an exit ticket is often used

Engaging Stakeholders

Internal Communication (District and Campus Levels):

1. Communicate the purpose, mission, and goals of the tutoring program
2. Establish continued communication and collaboration channels
3. Solicit additional input from internal stakeholders

External Communication (Parents and Families):

1. Communicate clear expectations about the purpose and desired goals
2. Be transparent; provide specifics related to the setting, tutor background, and safety measures put in place
3. Continue to solicit feedback and provide an open channel of communication

Evaluating the 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

1. **A Performance Measurement Plan** outlines how to assess a program's progress and assess whether the program is on track.

2. **Data Review** is the process of collecting data, reflecting on it, and distilling it into actionable insights. Regular cycles of Data Review will ensure that the tutoring program maintains consistent progress toward its goals.

Excerpt from an example performance measurement plan

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

Closing & Questions

We're Here To Help!

Please contact us with any questions! We have a dedicated communication stream to empower and enable success around high-impact tutoring work.

Email: TexasTutoring@tea.texas.gov