High-Impact Tutoring
to Accelerate Learning

July 10, 2022
Need to address pandemic-disrupted learning

Mid-year 2021 DIBELS results show an increasing percentage of students behind even relative to the beginning of the year.

Source: Amplify based on data from approximately 400,000 students across 1,400 schools in 41 states.
Large body of evidence supports tutoring effectiveness

Seven meta-analyses including over 150 studies consistently find that tutoring results in substantial additional learning for students.
Tutoring is more effective than other academic interventions
Unique opportunity to adopt tutoring now

School disruption
● removes some implementation barriers

Funding availability
● overcomes key barrier to change

Growing research base on tutoring
● creates base for standards
● identifies infrastructure and policy needs to ensure quality
Not all tutoring is equitable or effective

No Child Left Behind Supplemental Educational Services

- Required parent uptake if school struggled for 2+ years
- Participation peaked at 23% of eligible students
- Impact mixed (Heinrich et al., 2014)

Source: Supplemental Education Services Under No Child Left Behind: Who Signs Up, and What Do They Gain?, Heinrich
Key Elements of High-Impact Tutoring

- Embedded in school
- Data drives instruction
- Consistent, well supported Tutor
- High-quality materials, 3+ 30-60 min sessions per week, up to 3:1 ratio

Grounded in Equity
## High-Impact Tutoring Summary

<table>
<thead>
<tr>
<th>Is</th>
<th>Is Not</th>
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<tbody>
<tr>
<td>With a consistent tutor</td>
<td>With a different tutor each time</td>
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<td>Relationship-focused</td>
<td>Question-resolution focused</td>
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<tr>
<td>Data-informed instruction</td>
<td>Homework help</td>
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<tr>
<td>Focused on acceleration</td>
<td>Focused on remediation</td>
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<td>Regularly scheduled a minimum of three times per week</td>
<td>As needed</td>
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<td>Embedded in school</td>
<td>An extra-curricular that relies on parent take up and/or payment</td>
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Example Program: Reading Corps

<table>
<thead>
<tr>
<th>Program Focus</th>
<th>Early Literacy</th>
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<tbody>
<tr>
<td>Learning Integration</td>
<td>Partners with districts to imbed tutoring within the school day</td>
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<tr>
<td>Tutor</td>
<td>Consistent paraprofessional, provided with rigorous initial training and ongoing coaching</td>
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<tr>
<td>Instruction</td>
<td>In-person, 1:1, 20 minutes/5 times per week for ~16 weeks, strong phonics-based materials developed by Reading Corps</td>
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<tr>
<td>Data Use</td>
<td>Data is at the core of the Reading Corps model. Tutors use research-based assessments to monitor students’ progress and then work with coaches to make sure they provide the right instruction to each child.</td>
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<tr>
<td>Equity</td>
<td>Priority on mirroring demographics of tutor corps with student group; training includes equity topics</td>
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<td>Impact</td>
<td>Half a year to a full year of additional literacy growth in one academic year</td>
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Example Program: Metro Nashville Public Schools

<table>
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<tr>
<th>Program Focus</th>
<th>ELA (Grades 1 - 3), Math (Grades 8 - 9)</th>
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<td>Learning Integration</td>
<td>Instructional content reinforcing and amplifying classroom lessons and curriculum; during school or structured after school</td>
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<tr>
<td>Tutor</td>
<td>Teachers, retired teachers, paraprofessionals, college students, community volunteers</td>
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<tr>
<td>Instruction</td>
<td>Virtual or in-person, 1:1, 1:2 or 1:3, 30 minutes/3 times per week for at least 10 weeks</td>
</tr>
<tr>
<td>Data Use</td>
<td>Surveys of tutors and students used to differentiate tutor coaching (post-sessions, monthly and end-of semester), monthly reviews of progress to make programmatic decisions</td>
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What States Are Doing Now:

**Legislation**
- Require specific student groups have access - TX, TN, DC
- Define high-impact tutoring - CO

**Funding**
- Matching funds - TN
- Grant funds - NC, IL

**Infrastructure**
- Vetted list of tutoring providers - TX, RI, TN, Charlotte, Dallas
- Training for districts - DC, TX
- Trained corps of tutors - AZ, NC, IL, AK, CO
- Tutoring lessons online - LA
- Higher Education/K-12 partnerships - IL, OK, OH
Vision

Every student in need has access to an effective tutor who champions and ensures their learning and success.
Our mission is to accelerate the growth of high-impact tutoring opportunities for K-12 students in need

Facilitating implementation:
- Research-based Tools
- Strategic Advising

Catalyzing the field of tutoring:
- Communities of Practice
- Research
- Pilot Sites

Engaging & activating stakeholders
Tools

**Toolkit for Tutoring Programs**

This toolkit is designed to guide practitioners through designing and implementing a new high-impact tutoring program, or improving an existing one.

**Research Agenda: High-Impact Tutoring**

The goal of the Accelerator’s Research Agenda is to highlight the characteristics and conditions that evidence suggests are for effective tutoring and to create an evidence-based framework for designing and evaluating tutoring interventions.

**High-Impact Tutoring: District Playbook**

**Tutoring Database**

The intended use for this database is for districts, states, or nonprofits to identify potential tutoring partners, for potential tutors to identify potential employers and for tutoring organizations to have a clearer understanding of the landscape.

**Tutoring Quality Improvement System**

Take this rapid, free, and research-based assessment of your tutoring program to find out:
- How aligned your program is with research-based quality standards and
- How you can improve the quality of your program through tailored recommendations and resources.
What You Can Do Now

● Learn about your local and state tutoring efforts

● If tutoring is underway:
  ○ Quality guardrails?
  ○ Sustainable implementation?
  ○ Students in need?

● If tutoring is not underway:
  ○ Understand and address barriers
  ○ Consider legislation, funding, or infrastructure

● Learn more at www.studentsupportaccelerator.com or reach out directly at wendy_wallace@brown.edu
Thank you!