

The background of the slide is a panoramic view of the Austin skyline at dusk or dawn. The sky is a mix of light blue and orange, with scattered clouds. The city's buildings are silhouetted against the sky, with some reflecting the low sun. In the foreground, a river flows through the city, and a bridge is visible on the left side. The overall scene is a vibrant and scenic representation of Austin, Texas.

High Impact Tutoring: Introduction & TEA Supports

As you join us, please:

- 1. Mute your audio**
- 2. Introduce yourself via chat with your name, LEA/Organization, and your favorite spring activity.**



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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
- We will share a quick survey via chat at the end of the webinar to gather feedback

Grounding in COVID Recovery & Response

Overview of High-Impact Tutoring

Introduction to Additional Supports

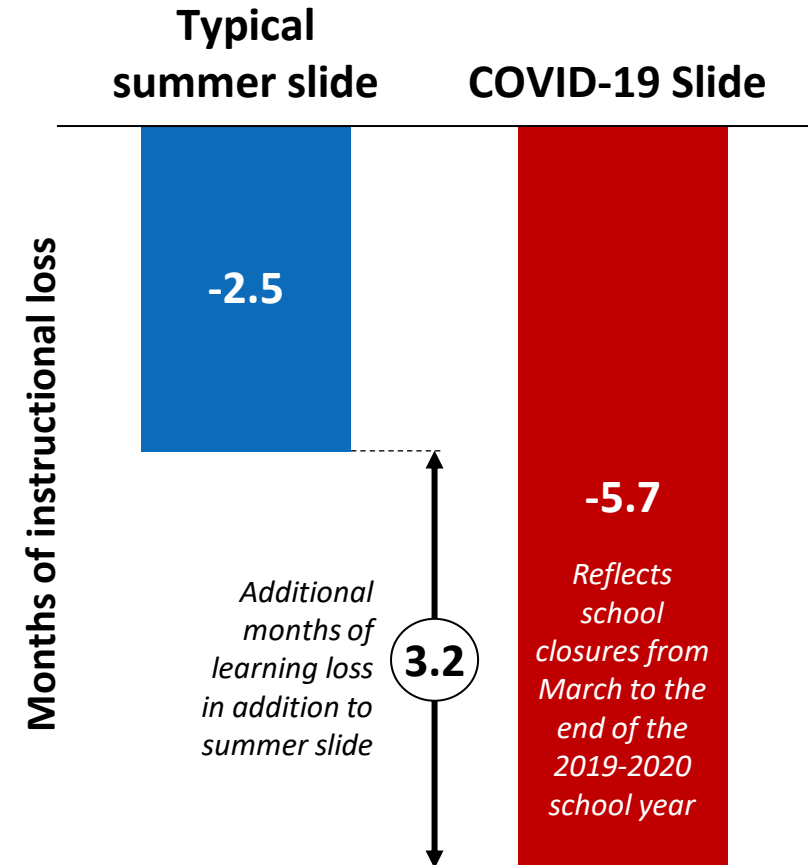
Closing and Questions

Grounding in COVID Recovery & Response



Given Beginning-Of-Year Data, We Are Facing Even Larger Challenges This Time Around

With COVID, the number of students below grade level is likely to increase dramatically.

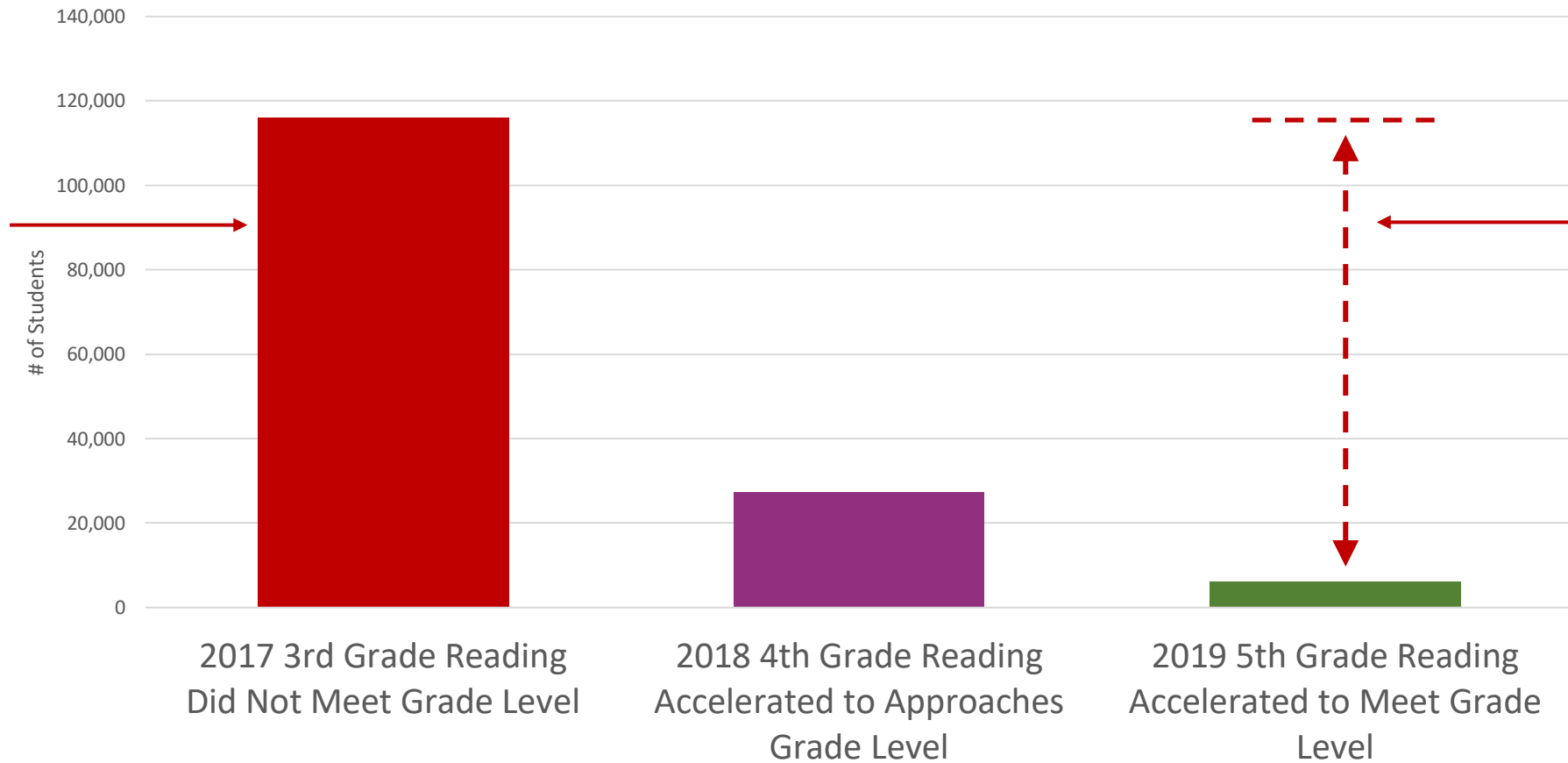


Note: Data was not used for any accountability purposes; aggregate results of the data were used in this research study

Source: [STAAR End-of-Year and Beginning-of-Year Results](#)

The actions we take now must be different from what we've done in the past

Pre-COVID: 3rd Grade Reading Performance



22%

of students were below grade level across all grades.

95%

of students who were behind did not catch up within 2 years.



High impact tutoring is one of the most effective ways that LEAs can facilitate learning acceleration

- High impact tutoring has been proven to:
 - Produce **large learning gains** in a short period of time
 - Increase learning for a **wide variety of K-12 students**
 - Be **scaled** and still improve student learning outcomes
- Implementing high impact tutoring is now more feasible than ever before, as tutoring is an explicitly **allowable use of ESSER funds**

*“There is growing consensus that the **most promising candidate for successful COVID catchup** is [high-impact] tutoring.”*

- Mark Schneider, Director of the Institute of Education Sciences

Overview of High Impact Tutoring



Dr. Susanna Loeb
Director of the
Annenberg Institute at
Brown University



Kathryn Bendheim
Consultant, National
Student Support
Accelerator



NATIONAL STUDENT SUPPORT ACCELERATOR

The Accelerator provides comprehensive resources for those interested in implementing high-impact tutoring.

Designed with the needs of tutoring organizations, schools and districts in mind, the Accelerator tools articulate best practices, drawing on an extensive body of existing research.



NATIONAL STUDENT SUPPORT ACCELERATOR

equalizing access to quality tutoring

Spring 2021

Pandemic interrupted learning and increased inequality in access and outcomes

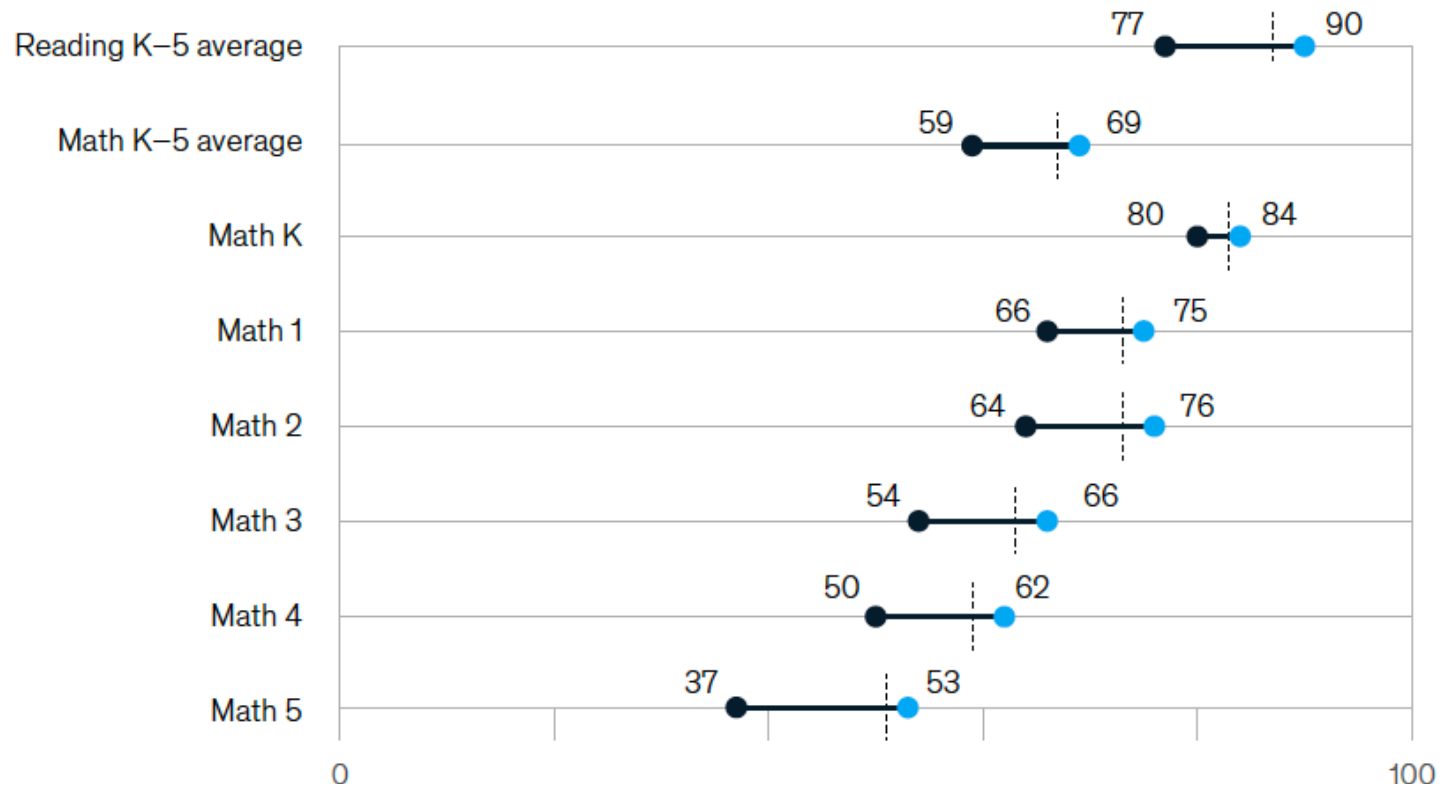
Most students are falling behind, but students of color are faring worse.

Amount students learned in the 2019–20 school year, % of historical scores¹

● Schools with >50% students of color

⋮ All schools average

● Schools with >50% white students

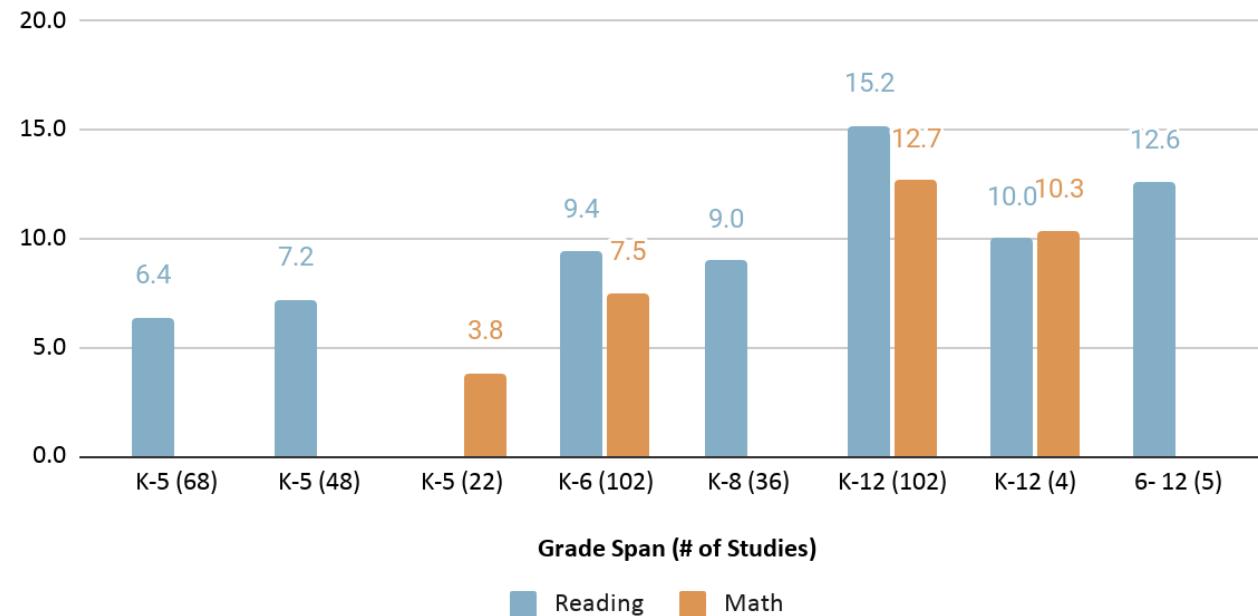


McKinsey report based on assessment data from the Curriculum Associates i-Ready platform

Large body of evidence supports the effectiveness of specific models of tutoring

Eight meta-analyses including over 150 studies in the last five years consistently find that tutoring results in months of additional learning for students.

Months of Additional Learning for Students in the Median Grade Level

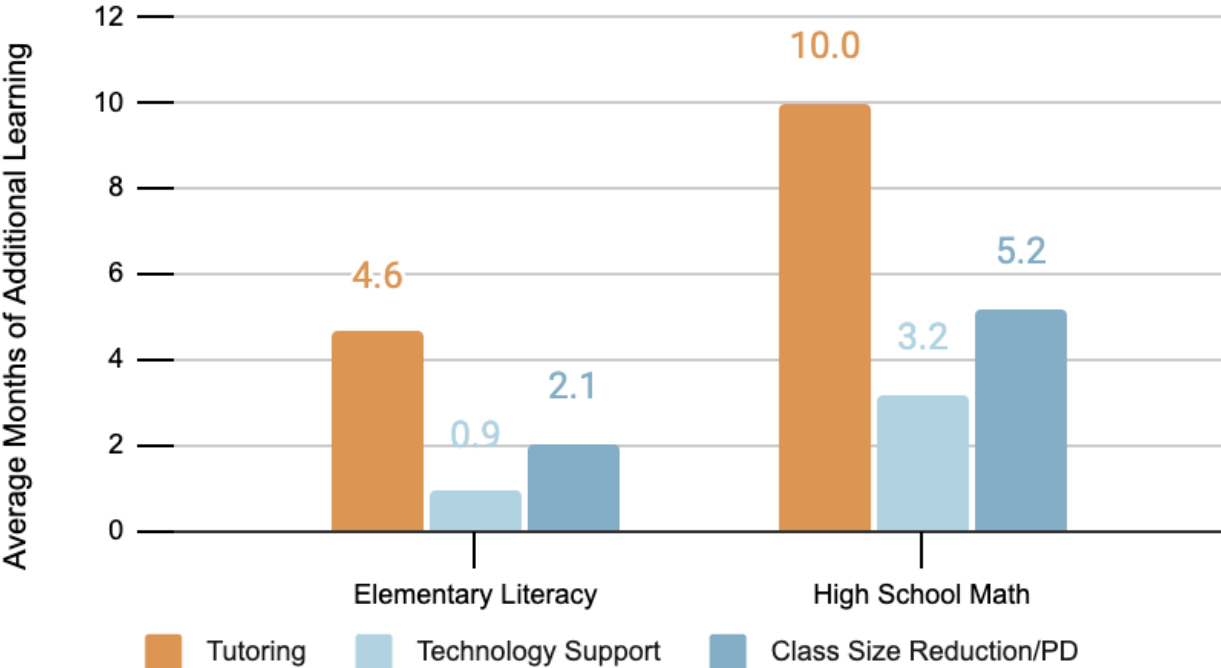


Tutoring is more effective than other academic interventions

Demand: Already the intervention of choice. US invested ~\$42 Billion 2020

Logic: Target students' needs, builds close relationships

Spillovers: Potential benefits for tutors and for the teacher pipeline

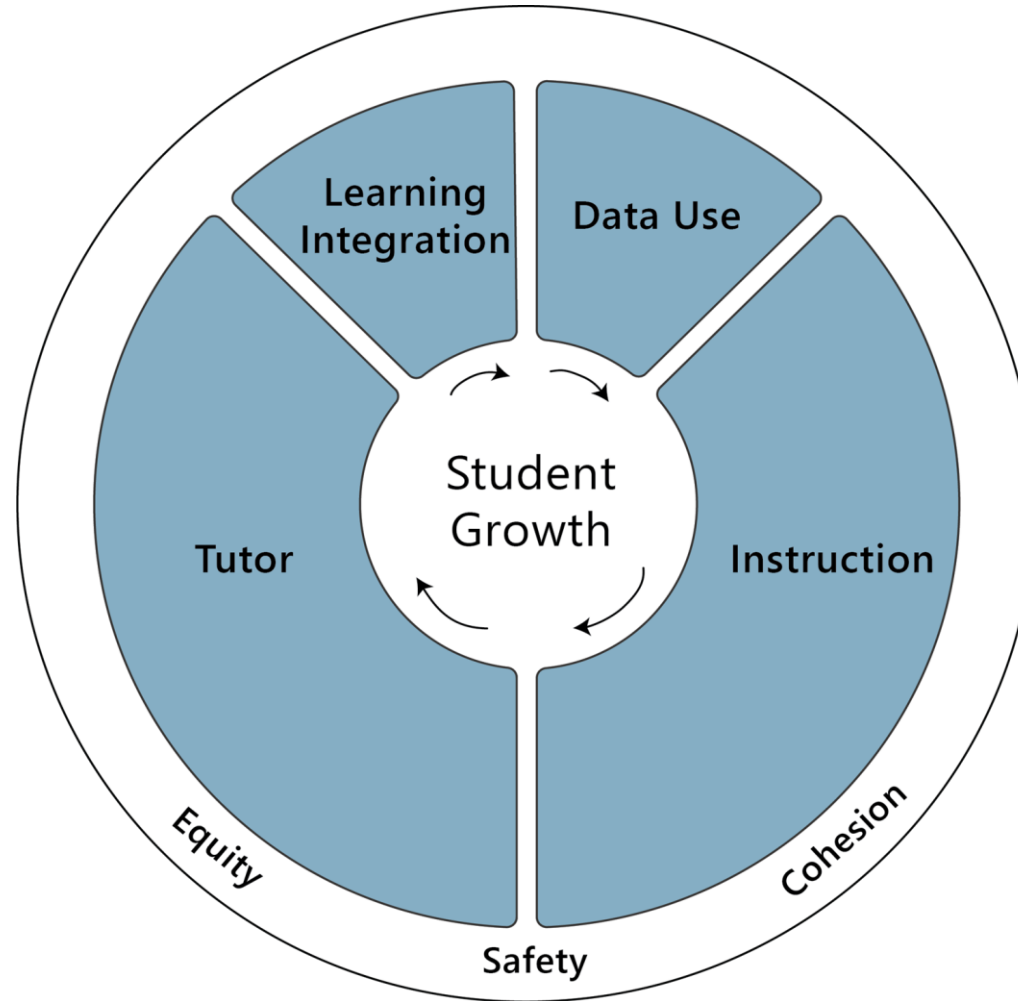


Not all tutoring is effective

No Child Left Behind Supplementary Educational Services

- 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.
- Not an equitable solution — participation at its highest was only approximately 23% of eligible students.
- Very little benefit for student learning, on average.
- The 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? 7 Key Elements



Equity, Safety, Cohesion

High-Impact tutoring programs are grounded in Equity, ensure Safety of students and program elements and leadership work together creating a Cohesive well-run program.

Equity

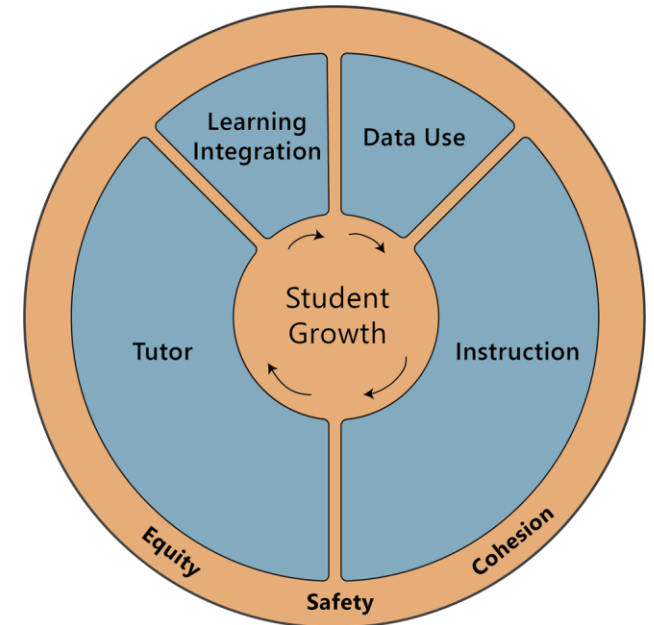
- Accessible to students in need.
- Tutors trained to lead sessions with equity at the center.
- Tutors reflect the communities in which their students live.

Safety

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

Cohesion

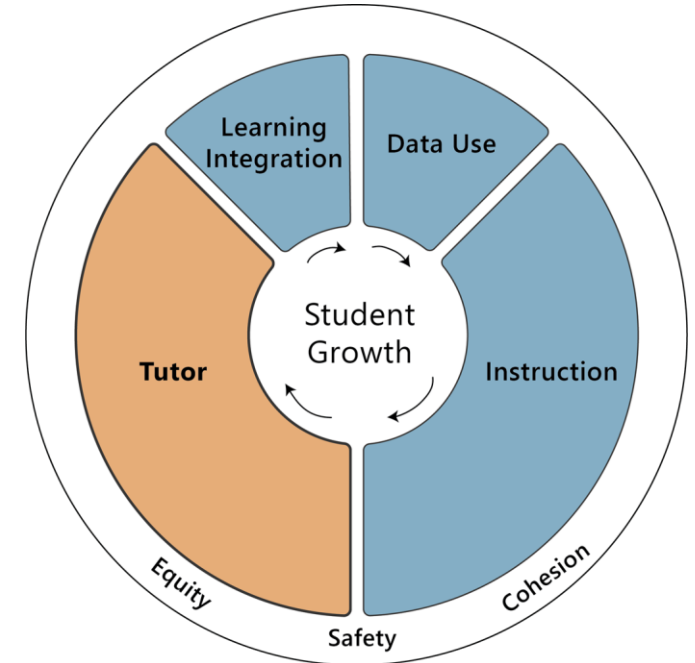
- Elements of the program are aligned and designed to work effectively together.
- Tutoring organization has effective leadership and internal operations.



Tutor consistency & efficacy

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

- The basis of effective tutoring is strong tutor-student relationships.
- Effective tutors
 - can be from a variety of backgrounds (teachers, paraprofessionals, college students...)
 - are skilled at relationship-building and knowledgeable about content,
 - need initial training, oversight, ongoing coaching and clear lines of accountability and
 - are aware of local context and reflect the lived experience of the students they serve.



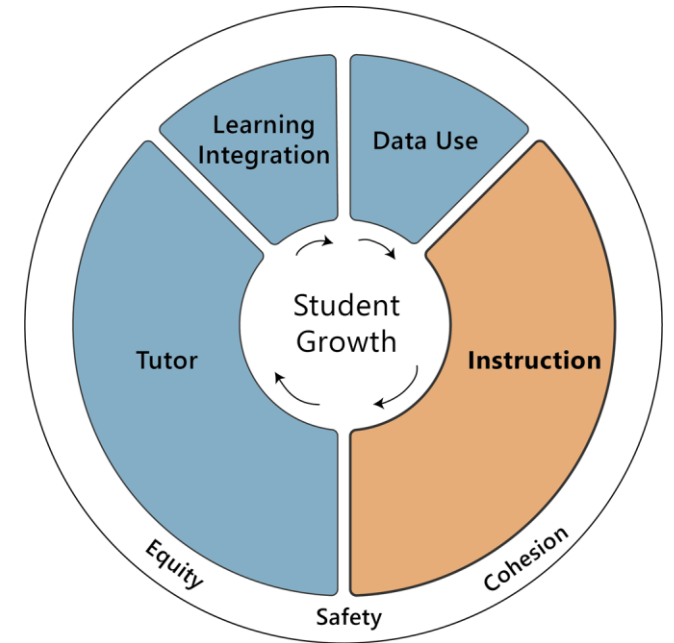
Instruction quantity & quality

Tutoring sessions include a minimum of three sessions per week.

- Students need to spend substantial time working with their tutor.
- Optimal duration of sessions depend on the program's content area and student age (approximately 30 minutes for younger grades and one hour for older grades).

Materials are high quality and aligned with state standards.

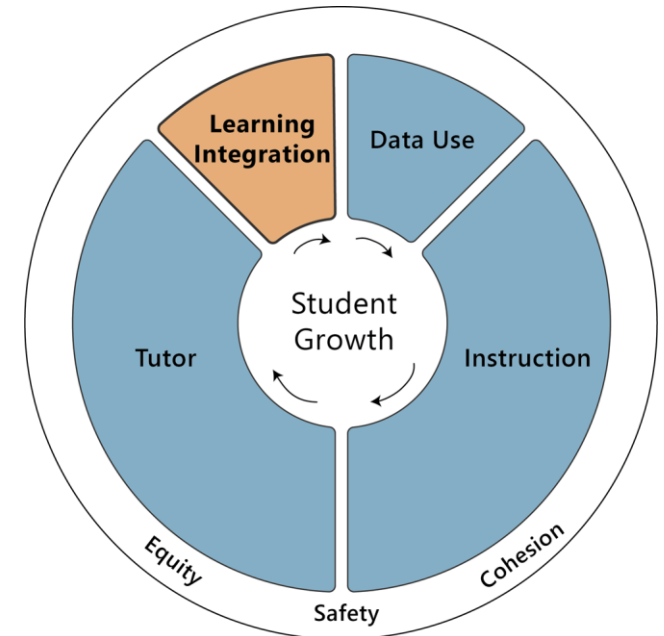
- The materials that tutors use should be aligned with both TEKS and research on teaching and learning and should be engaging for students and easy for tutors to use, given their training and experience.
- If classrooms are using high-quality materials, tutoring materials build on those materials; if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



Learning Integration engagement & alignment

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

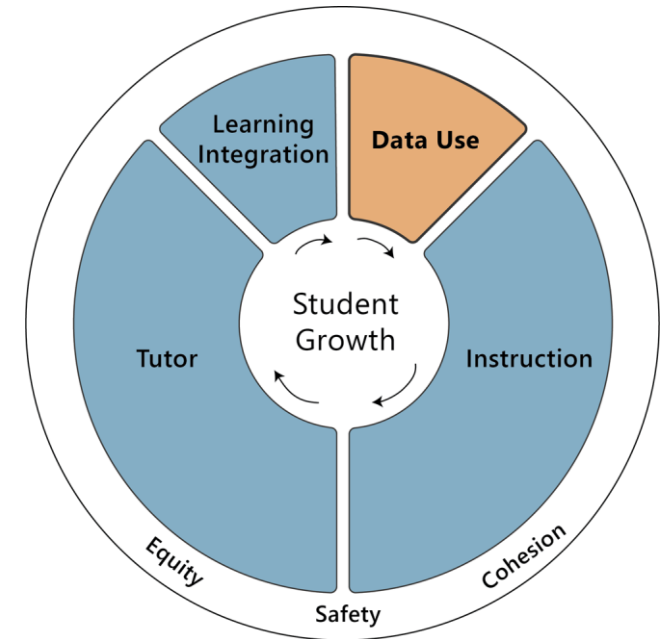
- Embedding tutoring into the school program has many benefits including:
 - Creates a significantly higher likelihood of student attendance;
 - Reaches the students who need it most;
 - Reduces barriers to attendance (e.g., additional cost, transportation);
 - Does not require missing extra-curricular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



Data Use personalization & improvement

Data informs tutoring sessions.

- Tutors consistently use data to understand students 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.



Best Practices: Equity, Safety & Cohesion +

	Absolutes	Variables
Tutors	<ul style="list-style-type: none">● Ability to engage students● Reliable● Initial training that includes issues of equity and safety● Ongoing oversight and coaching	<ul style="list-style-type: none">● Tutor background (teachers, paraprofessionals, college students...)● Pedagogical/Content knowledge● Who hires and oversees tutors
Instruction	<ul style="list-style-type: none">● High-frequency (3+ times per week, 30+ minutes)● High-quality materials, aligned with TEKS● 3 or fewer students per tutor	<ul style="list-style-type: none">● Preference for in-person; but virtual can be effective
Integration	<ul style="list-style-type: none">● In students' academic schedule● Engaged with teachers and parents	<ul style="list-style-type: none">● Extent to which the material matches classroom work (e.g. depends on quality)● Role of the teacher
Data	<ul style="list-style-type: none">● Formative and ongoing assessments to tailor instruction● Regular assessment of tutors and program progress toward goals	<ul style="list-style-type: none">● Who collects / provides the data

Pandemic creates needs & opportunities

School disruptions remove some implementation barriers

- Schedules already in flux
- Open to solutions

Funding availability can overcome barriers to change

- Federal/state relief
 - Philanthropy
- ... embedding over time in core expenditures

Growing research base on tutoring to build standards

- Recent syntheses of deep research base

Better understanding of the infrastructure and policy needs to ensure quality

- Guardrails and information on quality
- Tools and support for implementation and program improvement
- Research for learning and improvement

Texas Pilot Sites

Dallas Independent School District

- Currently offering tutoring through four tutoring providers in early literacy
- Goal is to provide tutoring for 15,000 students in 1st - 8th grade
- Currently soliciting proposals through an RFP for tutoring providers and will select multiple tutoring providers

Pharr - San Juan - Alamo Independent School District

- 3rd to 11th grade students with focus on English Language Learners
- Daily tutoring in math and ELA during the school day for approximately 100 students
- Tutors are hired and coached by Intervene K-12

Spring Independent School District Case Study

Program Focus	125 English Language Learners and 3 rd -8th grade students with special needs
Tutor	Students assigned to a groups of 3 to 5 pupils according to their strengths on specific learning objectives.
Instruction	Daily tutoring sessions are 60 minutes each. Each lesson has regionally relevant and career/ college/ military readiness components and is aligned with state standards.
Learning Integration	Sessions are held during the school day. Intervene K-12 (partner organization) provides periodic updates to the school and district.
Data Use	Intervene uses a pretest to assess students' mastery of skills and re-assesses every two to three weeks to measure progress.

New Organization designed to support local implementation



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Vision: Every student in need has access to an effective tutor who champions and ensures their learning and success.



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- **Facilitate Implementation:**
 - Research-based tools
 - Technical Assistance
- **Catalyze** the field of tutoring:
 - Communities of Practice
 - Research
 - Pilot Sites
- **Engage & Activate** stakeholders



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Toolkit for Tutoring Programs

[Home](#) [Using the Toolkit](#) [Program Design](#) [Program Implementation](#) [Tool Appendix](#) [Download Toolkit](#)

[Home](#) / [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.



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.





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TEA Supports

We are offering two additional webinars with deeper dive into district-level implementation

Session 2: Program Design

Date TBD (Late May)

Topics

- Assembling the Team
- Selecting a Program Focus
- Creating the Structure
- Selecting a Tutoring Provider
- Identifying HQIM

Session 3: Program Implementation

Date TBD (Late May)

Topics




- Training Tutors and Providing Oversight
- Aligning Curriculum to Classroom Instruction
- Engaging Stakeholders
- Evaluating the Program
- Ensuring Equity

Sign up for more information on our upcoming Tutoring 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** through a month-long, intensive workshop.

Key Benefits

-  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)

Timeline

The first cohort of districts will complete the workshop in mid-June to July, additional workshops will occur over the course of the summer and early fall

Please complete [this survey](#) to indicate your interest in the workshop series and other supports

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