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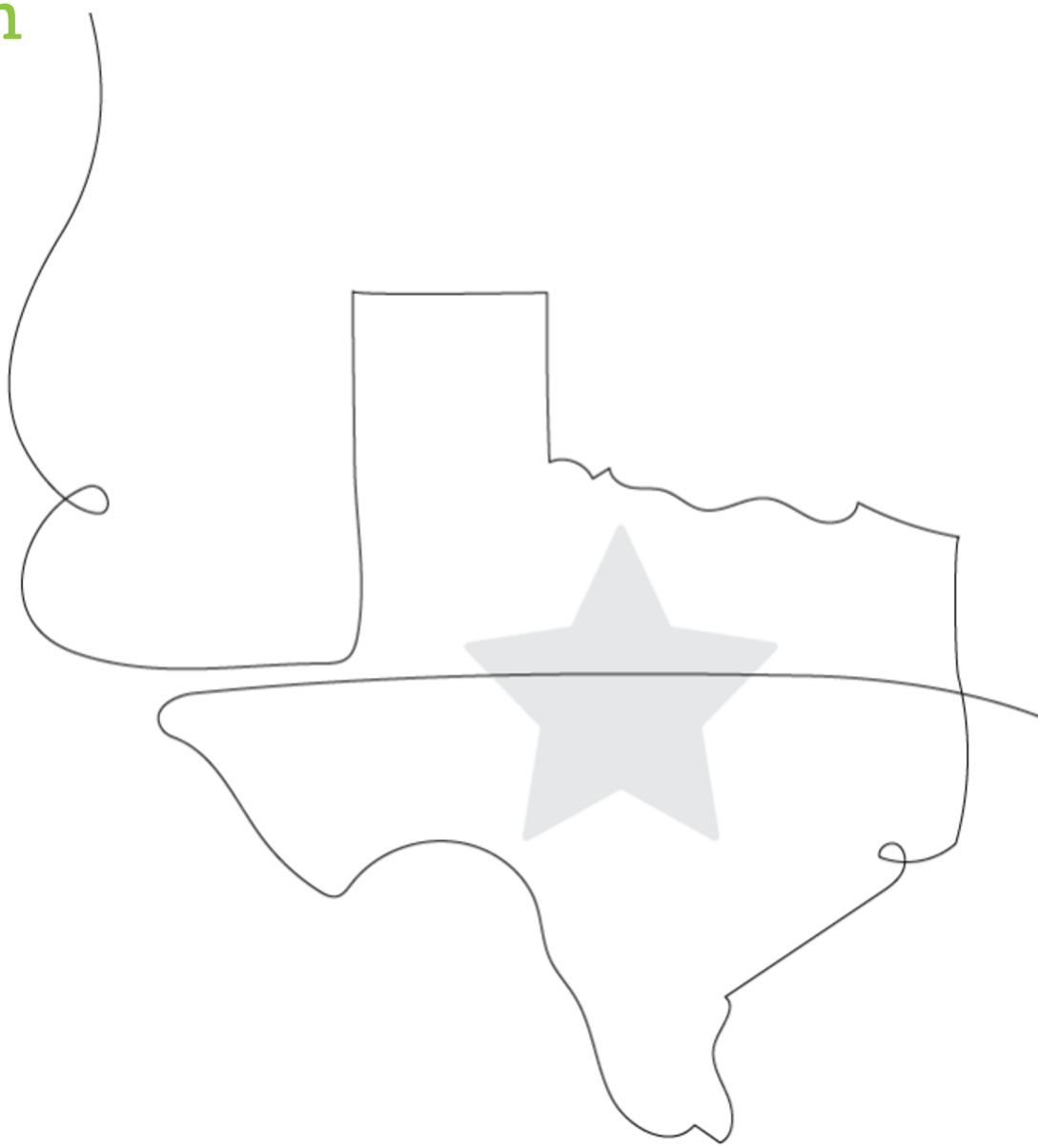
High Impact Tutoring Workshop Series

Planning Workbook 1

Program Aim



TEA
Texas Education Agency

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V#210623

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Detailed Agenda: Program Aim

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Outcomes (180 minutes)

Participants will ground in best research practices and explore a case study in order to...

- Identify resources existing within the district to support a tutoring model
- Discuss the key structures and decision points in order to identify resource needs
- Set a program aim for a high impact tutoring program
- Identify a focus, frequency, delivery method, and high level schedule for the tutoring model
- Outline a division of responsibility

This week's key milestones

- Clarity on needs and impact through a Value Proposition and Logic Model
- Primary design principles to be used when making decisions
- Key needs for division of responsibility / RACI matrix
- High level total budget and timing
- Estimated first day of tutoring
- Grade(s)/Subject(s) that will receive tutoring
- Frequency of tutoring offerings (# of days/week)
- When in the day tutoring will occur
- If tutoring will be required or opt-in
- Tutoring delivery method (virtual, in-person, hybrid)

Detailed Agenda: Program Aim

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Topics	Essential Questions
Part 1 - Welcome	
Part 2 - This Week's Focus	
	How does this week fit into the larger picture of program design and implementation?
Part 3 - Getting Grounded In The Design Principles	
	What are your prioritized design principles?
Part 4 - Setting The Foundation	
• Program Aim • Resource Management • Key Stakeholders	• How are you targeting your tutoring, and what is your articulation for why tutoring is needed? • What is the district's overall budget for tutoring? • What key resources, beyond money, will you leverage? • When are high impact tutoring funds available? • Who will oversee the general initiative: strategy, hiring, tutors, instruction, and logistics? • Who all is involved and what are their roles and responsibilities?

Topics	Essential Questions
Part 5 - Making Key Program Design Decisions	
• Content / Grades • Frequency • Structured Workblock • Scheduling & Take-up • Delivery Mode • Structured Workblock	• What content area(s) will your tutoring program address? • What grade(s) will your tutoring program address? • How often will tutoring sessions happen? • What will be the length of each tutoring session? • Will students be required to attend tutoring or is it voluntary? • Where and when will tutoring sessions happen? • How will students and tutors collaborate?
Part 6 - Next Steps	

Workshop Series Overview

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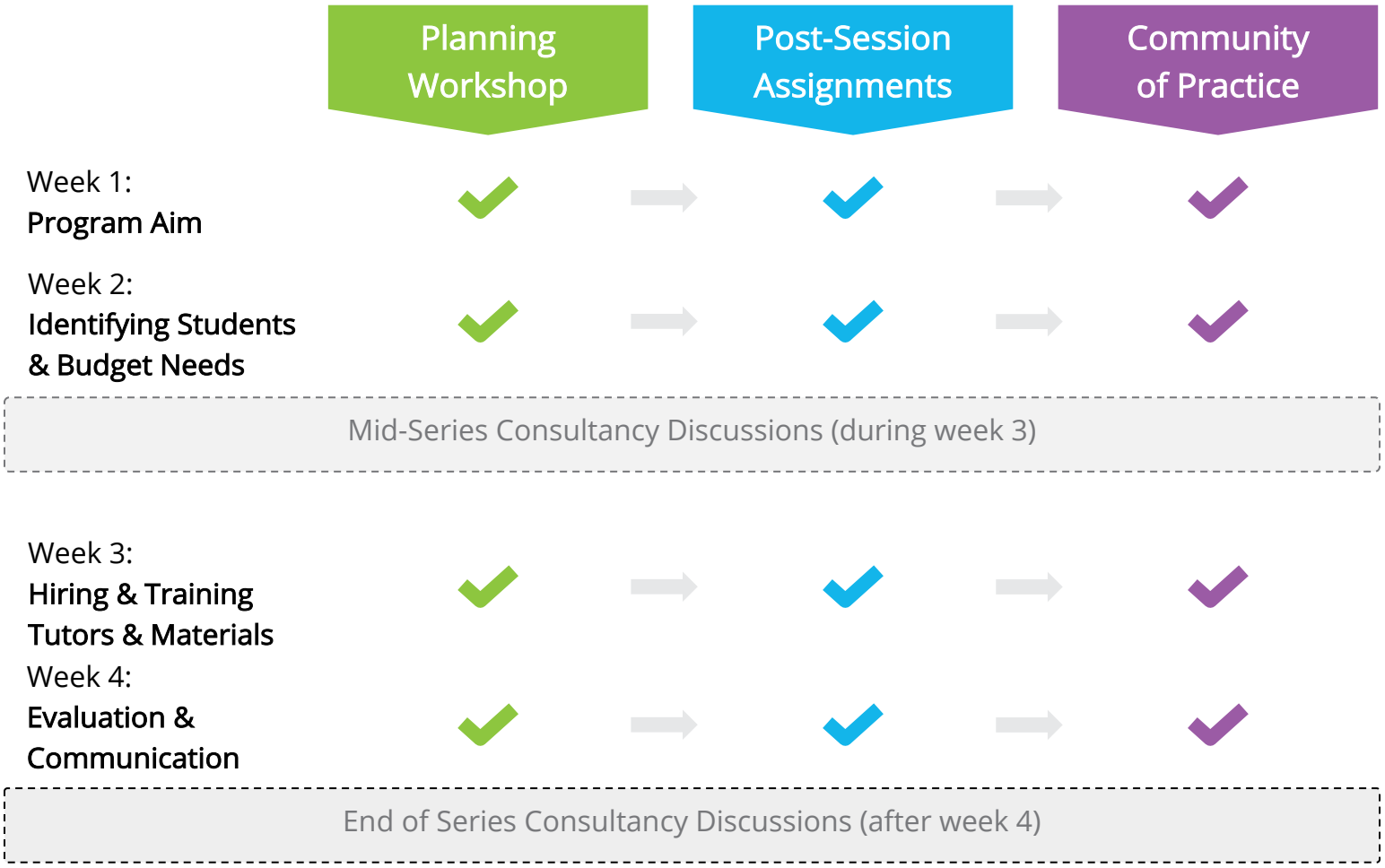

Design Principal Prioritization

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Rank (1 = most important, 10 = least important)	Design Principles
	FREQUENCY Tutoring is most likely to be effective when delivered in high doses through tutoring programs with three or more sessions per week or intensive, week-long, small-group programs taught by talented teachers.
	DELIVERY MODE Most research has focused on in-person tutoring, but there is emerging evidence that tutoring can be effective when delivered at a distance.
	FOCUS Researchers have found tutoring to be effective at all grade levels—even for high school students who have fallen quite far behind. The evidence is strongest, with the most research available, for reading-focused tutoring for students in early grades (particularly grades K-2) and for math-focused tutoring for older students.
	HIGH-QUALITY INSTRUCTIONAL MATERIALS Using high-quality instructional materials that are aligned with classroom content allows tutors to reinforce and support teachers' classroom instruction.
	PRIORITIZATION Programs that target lower-performing students can support those students who most need personalized instruction but can also create a negative stigma where tutoring is perceived as a punishment. Programs that target all students in a lower-performing grade level or school benefit from broader organizational commitment and the perception that tutoring is for everyone but are more costly.
	SCHEDULING Tutoring interventions that are conducted during the school day tend to result in greater learning gains than those that are after-school or during the summer.
	GROUP SIZE Tutors can effectively instruct up to three or four students at a time. However, moving beyond this number can quickly become small group instruction, which is less personalized and requires a higher degree of skill to do well. One-to-one tutoring is likely most effective but also more costly.
	PERSONNEL Because the skills required for tutoring are different from the skills required for effective classroom teaching, a wide variety of tutors (including volunteers and college students) can successfully improve student outcomes, if they receive adequate training and ongoing support.
	RELATIONSHIPS Ensuring students have a consistent tutor over time may facilitate positive tutor-student relationships and a stronger understanding of students' learning needs.
	MEASUREMENT Tutoring programs that support data use and ongoing informal assessments allow tutors to more effectively tailor their instruction for individual students.

Logic Model Artifact

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Logic Model				
NEEDS	INPUTS	ACTIONS	OUTPUTS	IMPACT
What needs does the program address?	What goes into the program?	What actions does the program take?	What happens as a result of those actions?	What are the benefits of participating in the program?
Beneficiaries: Elementary children who are well below or below grade level reading as evidenced by their BOY assessment **Community Needs:** Strong student and adult relationships; academic interventions that reduce the percentage of the population who are struggling readers; employment opportunities for adults in the community	**Financial:** CARES funds coupled with Title I and private donor funds will cover the cost of the program. **Personnel:** Will need to hire all tutors and any staff to support the program outside of already existing school/district personnel. Current personnel can maybe devote 1-2 hours a week max. **Materials:** The district already has the assessment and will need to purchase corresponding tutor-friendly curriculum that can be adapted for K - 5 intervention that meets high impact tutoring characteristics.	**Supports:** An HQIM curriculum is chosen that will make it easy for a non-educator to provide quality tutoring sessions. Tutors receive both initial and ongoing training. Tutors are able to collaborate easily to replicate successes. **Direct Services:** Multiple days/week tutoring services conducted virtually (whether student is in-person or virtual full time). Sessions are aligned with curriculum (usually 30 minutes). Each session includes SEL components. Teacher communication structure so they are also able to use the data in planning. **Evaluation:** 2x/year feedback/satisfaction surveys to stakeholders (including tutors). Benchmark and progress monitoring data analysis aligned to curriculum recommendations. Weekly phone call check-ins with key leaders. Tutor retention monitoring (including exit interviews to understand why tutors left).	**Supports:** Students receive accurate and rigorous instruction aligned very tightly with their literacy needs. Tutor retention rates are high (both within the year and year over year). **Direct Services:** Students master tutoring content and apply it to core content classes. Students and tutors are excited to see each other and build strong relationships. Schools and teachers receive at minimum weekly data updates (including attendance, curriculum updates, any concerns).	**Short Term:** Students increase their literacy abilities at a faster rate and make progress on closing their achievement gap. Students form close knit relationships with an adult who has a frequent and consistent present in their life. All stakeholders express strong satisfaction with the program and continue to advocate for it in years to come. **Intermediate:** Tutors who may have not considered education, go into the education field. Student retention rates in the district decrease year over year. The academic loss caused by COVID is eliminated within 3 years. **Long Term:** The district sees its literacy rate increase. Graduation rates increase.

Value Proposition and Logic Model Template

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Value Proposition	
The Challenge	**Our Approach**
We believe: Based on the data, a few of the specific challenges facing our community are: The core problem our tutoring program seeks to address is:	The mission of our tutoring program is to: Our tutoring program works because:

Logic Model

NEEDS	INPUTS	ACTIONS	OUTPUTS	IMPACT
What needs does the program address?	What goes into the program?	What actions does the program take?	What happens as a result of those actions?	What are the benefits of participating in the program?
Beneficiaries	Financial	Supports	Supports	Short Term
Community Needs	Personnel	Direct Services	Direct Services	Intermediate
	Materials	Evaluation		Long Term

Program Aim: Video Capture Sheet

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Refer to Workshop 1 Case Studies at https://amplify.com/tea-consultancy/

Why is determining the value proposition first important?	
How does the logic model set this district up for decisions they need to make moving forward?	
Additional Notes	

Program Aim: Questions

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How are we targeting our tutoring, and what is our articulation for why tutoring is needed?

- ❑ Needs-driven: Tutoring is targeted to students who are struggling and perform below particular benchmark thresholds
- ❑ Curriculum-driven: Tutoring is provided at critical moments when students generally tend to fall behind
- ❑ Universal: All students receive tutoring

What does the data tell me is most needed? How does research inform my decision?

Where do you feel good moving forward?

What information or data do you still need? How will you get it?

What questions remain for others in your district?

Leveraging Available Resources

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People Who do we already have who could be trained to be a consistent tutor?	
Materials What materials do we already have that can support high-impact tutoring?	
Time Can we provide planning time and management support for tutors?	
Funding Sources How much do we have earmarked and will we need to access more?	

Many other helpful frameworks and resources
to help you plan and prioritize are available online from
TEA's Strong Start Resources page
https://tea.texas.gov/texas-schools/health-safety-discipline/covid/strong-start-resources

Resource Management: Questions

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What resources, beyond money, will we leverage?

- ❑ Staff who can be re-assigned to tutoring
- ❑ Already purchased curriculum
- ❑ 1:1 technology
- ❑ Existing partnerships with universities, local volunteer groups, etc.
- ❑ Other:

Based on my non-monetary resources and when funding for tutoring will be disbursed, what is our anticipated program launch date?

How much money do we have devoted to high-impact tutoring?

- ❑ Amount:

When are high-impact tutoring funds available?

- ❑ All at once
- ❑ Yearly
- ❑ As needed
- ❑ Other:

How might our budget impact other decisions that we have made thus far?

Resource Management: Reflection Questions

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Now that you've considered your non-monetary resources as well as your potential budget, revisit your ranked list of design principles.

Have your thoughts on what you prioritized changed at all? Why or why not?

We're reconsidering...	In order to...

High Impact Tutoring Decision Chart

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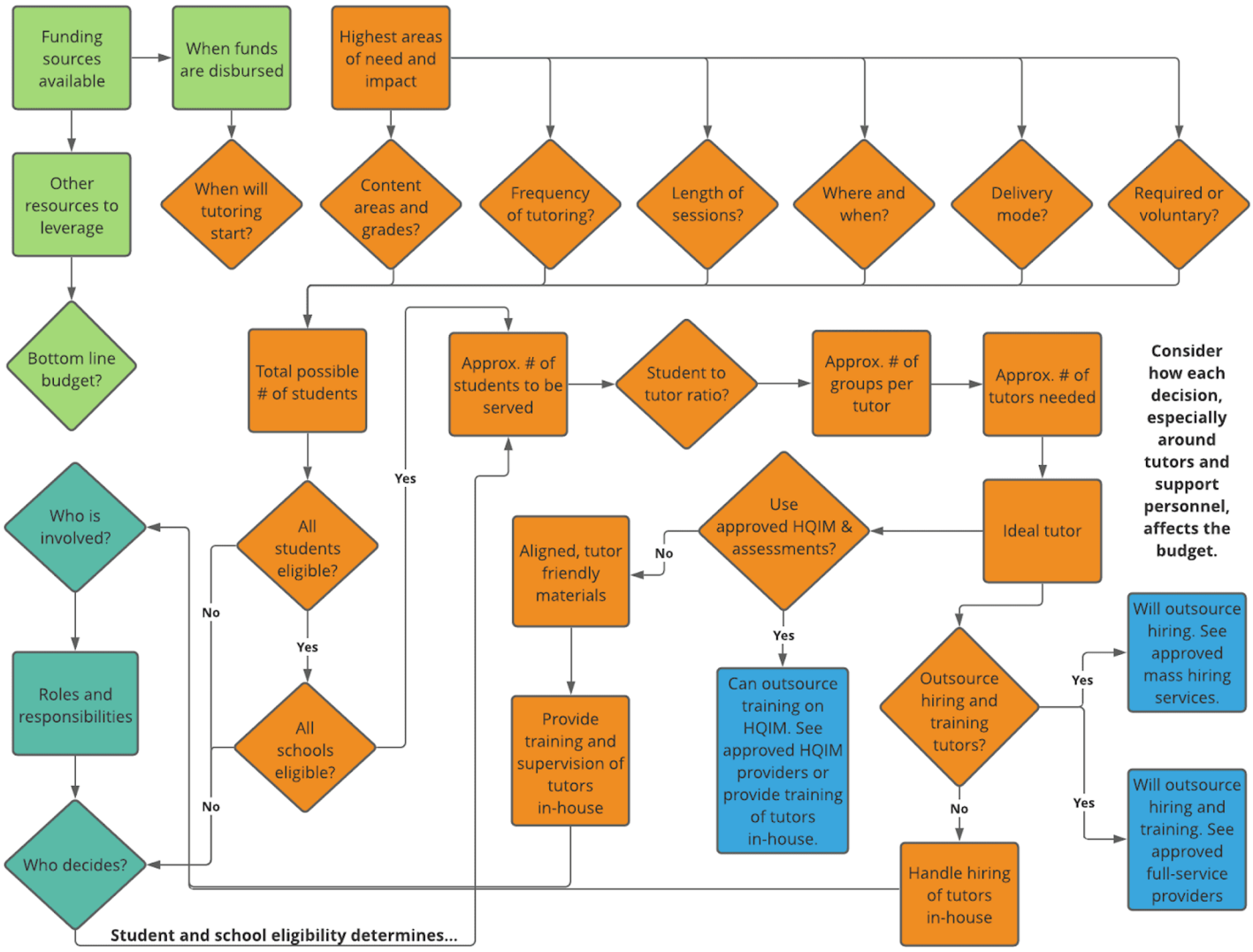

Key

- Information (rectangles)
- Decisions (diamonds)
- Resource Management (light green)
- Division of Responsibility (blue green)
- Program Design (orange)
- Outsource to approved providers (dark blue)

Notes:

1. Determine highest areas of need and impact (program aim), bottom line budget (resource management) and division of responsibility at district-level.
2. Prioritization - whether the program is needs-driven, curriculum-driven, or universal - will drive the approximate number of students to be served.
3. Student to tutor ratio, the number of groups per tutor, and ideal tutor (tutor type) will affect and be affected by the budget.
4. Consider how using approved providers for High Quality Instructional Material (HQIM) and for hiring/training will free up time, resources, and funds for support personnel.

Sample Budget: Example A

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Estimated Bottom Line Budget:	**$3,500,000.00**	**Estimated Totals:**	$3,386,350.00
Percent of budget allocated:	**100%**	**Estimated Cost/Student:**	$677.27

Percentage of budget: Typical budget allotment	LEA amount	Budget	Budget Items		Cost
Tutor Costs					
Suggested 70% Tutor costs will likely be the biggest expense. For most programs, personnel related costs account for 50-90% of the overall budget (inclusive of support personnel). Who you recruit for tutors drastically impacts this price point, along with the frequency and schedule of the program. To see estimated costs based on type of tutor, check out the workbook. ***Questions to consider:*** *Are local wages below or above the national average provided?* *How will supply and demand affect the wage offered?*	70%	$2,450,000.00	Tutor Wage (Prep Time/Training)		$13.00
			Tutor Wage (wtih Students)		$15.00
			Tutor Salary (if NOT paid hourly wage)		
			Number of students served		5000
			Student:Tutor Ratio *(enter # of Ss per group)*		3
			How Many Groups Per Tutor		8
			Duration of each tutor session *(enter in hours)*		0.5
			How Many Times Does Each Group Meet per Week		3
			Weeks of Program		32
			Initial Training Hours		20
			Amount of paid planning time per session *(enter in hours)*		0.5
			Cost per Tutor of Background Checks/ Fingerprinting		30
			Cost per Tutor for other related needs (ie benefits)		1000
			Other tutor related costs - Recruitment *(flat amount)*		100
			Estimated Hourly Tutors Needed		208.33
			Estimated Tutor Cost (overall) - Hourly		$2,508,850.00
			Estimated Tutor Cost (overall) - Salary		
Materials					
Suggested 6% Analyzing expenditures of multiple tutoring programs, the average percent of total funds spent was approximately 6%. Materials likely will flucuate between 5-10% of the overall budget depending on what the district already has available. For example, if using a curriculum provided by TEA, may be $0.	6%	$210,000.00	Curriculum (digital and print) *(flat amount)*		
			Curriculum (digital and print) *(price per student)*		$9.00
			Assessment *(flat amount)*		
			Assessment *(price per student)*		$3.00
			Tech: Student + Tutor (i.e. headphones, laptops) *(flat amount)*		$5,000.00
			Tech: Student (i.e. headphones, laptops) *(price per student)*		
			Tech: Tutor (i.e. headphones, laptops) *(price per tutor)*		
			Platforms (attendance, scheduling) *(flat amount)*		
			Other (i.e. manipulatives) *(flat amount)*		
			Estimated Materials Cost		$65,000.00
Support Personnel				*Time Allotment*	
Suggested 9% Analyzing expenditures of multiple tutoring programs, the average percent of total funds spent was approximately 9%. It would not be out of the ordinary for this to range from 5% - 15%. ***Questions to consider:*** *Even if the district has these roles already (for ex: a data coordinator), is that role as is able to take on the added load related to tutoring or will additional hires be needed?*	9%	$315,000.00	Senior Project Sponsor	0.25	$100,000.00
			Tutoring Program Lead	2	$75,000.00
			School Site Manager(s)		
			Tutor Coach(es)	1.5	$75,000.00
			Curriculum & Instruction Lead		
			Technology Lead		
			Data Lead		
			Diverse Learner Lead		
			Teacher Advisory Group		
			Estimated Personnel Cost		$287,500.00
Other					
Overhead / Additional Operation Costs Suggested 10% Remaining budget may need to go to things like student transporation if outside of regular school hours, food for events, personnel travel, etc.	10%	$350,000.00	Overhead (flat amount)		$350,000.00
Reserves Suggested 5% Because the unexpected can happen (i.e.a few more students participate than initially planned for, each tutor can't take the exact number of groups in the model, etc), it is suggested to have reserved money to cover any unplanned costs so not to have to decrease other amounts already spoken for	5%	$175,000.00	Contingency Reserve		$175,000.00
			Estimate Other Costs		$525,000.00

Sample Budget: Example B

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Estimated Bottom Line Budget:	**$3,500,000.00**	**Estimated Totals:**	$8,403,850.00
Percent of budget allocated:	**100%**	**Estimated Cost/Student:**	$1,680.77

Percentage of budget				
Typical budget allotment	LEA amount	Budget	Budget Items	Cost
Tutor Costs				
Suggested 70% Tutor costs will likely be the biggest expense. For most programs, personnel related costs account for 50-90% of the overall budget (inclusive of support personnel). Who you recruit for tutors drastically impacts this price point, along with the frequency and schedule of the program. To see estimated costs based on type of tutor, check out the workbook. ***Questions to consider:*** *Are local wages below or above the national average provided?* *How will supply and demand affect the wage offered?*	70%	$2,450,000.00	Tutor Wage (Prep Time/Training) Tutor Wage (wtih Students) Tutor Salary (if NOT paid hourly wage) Number of students served Student:Tutor Ratio *(enter # of Ss per group)* How Many Groups Per Tutor Duration of each tutor session *(enter in hours)* How Many Times Does Each Group Meet per Week Weeks of Program Initial Training Hours Amount of paid planning time per session *(enter in hours)* Cost per Tutor of Background Checks/ Fingerprinting Cost per Tutor for other related needs (ie benefits) Other tutor related costs - Recruitment *(flat amount)*	$13.00 $15.00 5000 1 8 0.5 3 32 20 0.5 30 1000 100
			Estimated Hourly Tutors Needed	625.00
			Estimated Tutor Cost (overall) - Hourly	$7,526,350.00
			Estimated Tutor Cost (overall) - Salary	
Materials				
Suggested 6% Analyzing expenditures of multiple tutoring programs, the average percent of total funds spent was approximately 6%. Materials likely will flucuate between 5-10% of the overall budget depending on what the district already has available. For example, if using a curriculum provided by TEA, may be $0.	6%	$210,000.00	Curriculum (digital and print) *(flat amount)* Curriculum (digital and print) *(price per student)* Assessment *(flat amount)* Assessment *(price per student)* Tech: Student + Tutor (i.e. headphones, laptops) *(flat amount)* Tech: Student (i.e. headphones, laptops) *(price per student)* Tech: Tutor (i.e. headphones, laptops) *(price per tutor)* Platforms (attendance, scheduling) *(flat amount)* Other (i.e. manipulatives) *(flat amount)*	 $9.00 $3.00 $5,000.00
			Estimated Materials Cost	$65,000.00
Support Personnel			*Time Allotment*	
Suggested 9% Analyzing expenditures of multiple tutoring programs, the average percent of total funds spent was approximately 9%. It would not be out of the ordinary for this to range from 5% - 15%. ***Questions to consider:*** *Even if the district has these roles already (for ex: a data coordinator), is that role as is able to take on the added load related to tutoring or will additional hires be needed?*	9%	$315,000.00	Senior Project Sponsor 0.25 $100,000.00 Tutoring Program Lead 2 $75,000.00 School Site Manager(s) Tutor Coach(es) 1.5 $75,000.00 Curriculum & Instruction Lead Technology Lead Data Lead Diverse Learner Lead Teacher Advisory Group	
			Estimated Personnel Cost	$287,500.00
Other				
Overhead / Additional Operation Costs Suggested 10% Remaining budget may need to go to things like student transporation if outside of regular school hours, food for events, personnel travel, etc.	10%	$350,000.00	Overhead (flat amount)	$350,000.00
Reserves Suggested 5% Because the unexpected can happen (i.e.a few more students participate than initially planned for, each tutor can't take the exact number of groups in the model, etc), it is suggested to have reserved money to cover any unplanned costs so not to have to decrease other amounts already spoken for	5%	$175,000.00	Contingency Reserve	$175,000.00
			Estimate Other Costs	$525,000.00

Sample Budget: Example C

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Estimated Bottom Line Budget:	**$3,500,000.00**	**Estimated Totals:**	$4,214,266.67
Percent of budget allocated:	**100%**	**Estimated Cost/Student:**	$842.85

Percentage of budget: Typical budget allotment	LEA amount	Budget	Budget Items	Cost
Tutor Costs				
Suggested 70% Tutor costs will likely be the biggest expense. For most programs, personnel related costs account for 50-90% of the overall budget (inclusive of support personnel). Who you recruit for tutors drastically impacts this price point, along with the frequency and schedule of the program. To see estimated costs based on type of tutor, check out the workbook. ***Questions to consider:*** *Are local wages below or above the national average provided?* *How will supply and demand affect the wage offered?*	70%	$2,450,000.00	Tutor Wage (Prep Time/Training) Tutor Wage (wtih Students) Tutor Salary (if NOT paid hourly wage) Number of students served Student:Tutor Ratio *(enter # of Ss per group)* How Many Groups Per Tutor Duration of each tutor session *(enter in hours)* How Many Times Does Each Group Meet per Week Weeks of Program Initial Training Hours Amount of paid planning time per session *(enter in hours)* Cost per Tutor of Background Checks/ Fingerprinting Cost per Tutor for other related needs (ie benefits) Other tutor related costs - Recruitment *(flat amount)*	$30,000.00 5000 3 15 0.5 3 32 20 0.5 30 100
			Estimated Hourly Tutors Needed	111.11
			Estimated Tutor Cost (overall) - Hourly	
			Estimated Tutor Cost (overall) - Salary	$3,336,766.67
Materials				
Suggested 6% Analyzing expenditures of multiple tutoring programs, the average percent of total funds spent was approximately 6%. Materials likely will flucuate between 5-10% of the overall budget depending on what the district already has available. For example, if using a curriculum provided by TEA, may be $0.	6%	$210,000.00	Curriculum (digital and print) *(flat amount)* Curriculum (digital and print) *(price per student)* Assessment *(flat amount)* Assessment *(price per student)* Tech: Student + Tutor (i.e. headphones, laptops) *(flat amount)* Tech: Student (i.e. headphones, laptops) *(price per student)* Tech: Tutor (i.e. headphones, laptops) *(price per tutor)* Platforms (attendance, scheduling) *(flat amount)* Other (i.e. manipulatives) *(flat amount)*	$9.00 $3.00 $5,000.00
			Estimated Materials Cost	$65,000.00
Support Personnel			*Time Allotment*	
Suggested 9% Analyzing expenditures of multiple tutoring programs, the average percent of total funds spent was approximately 9%. It would not be out of the ordinary for this to range from 5% - 15%. ***Questions to consider:*** *Even if the district has these roles already (for ex: a data coordinator), is that role as is able to take on the added load related to tutoring or will additional hires be needed?*	9%	$315,000.00	Senior Project Sponsor 0.25 $100,000.00 Tutoring Program Lead 2 $75,000.00 School Site Manager(s) Tutor Coach(es) 1.5 $75,000.00 Curriculum & Instruction Lead Technology Lead Data Lead Diverse Learner Lead Teacher Advisory Group	
			Estimated Personnel Cost	$287,500.00
Other				
Overhead / Additional Operation Costs Suggested 10% Remaining budget may need to go to things like student transporation if outside of regular school hours, food for events, personnel travel, etc.	10%	$350,000.00	Overhead (flat amount)	$350,000.00
Reserves Suggested 5% Because the unexpected can happen (i.e.a few more students participate than initially planned for, each tutor can't take the exact number of groups in the model, etc), it is suggested to have reserved money to cover any unplanned costs so not to have to decrease other amounts already spoken for	5%	$175,000.00	Contingency Reserve	$175,000.00
			Estimate Other Costs	$525,000.00

RACI Chart Artifact

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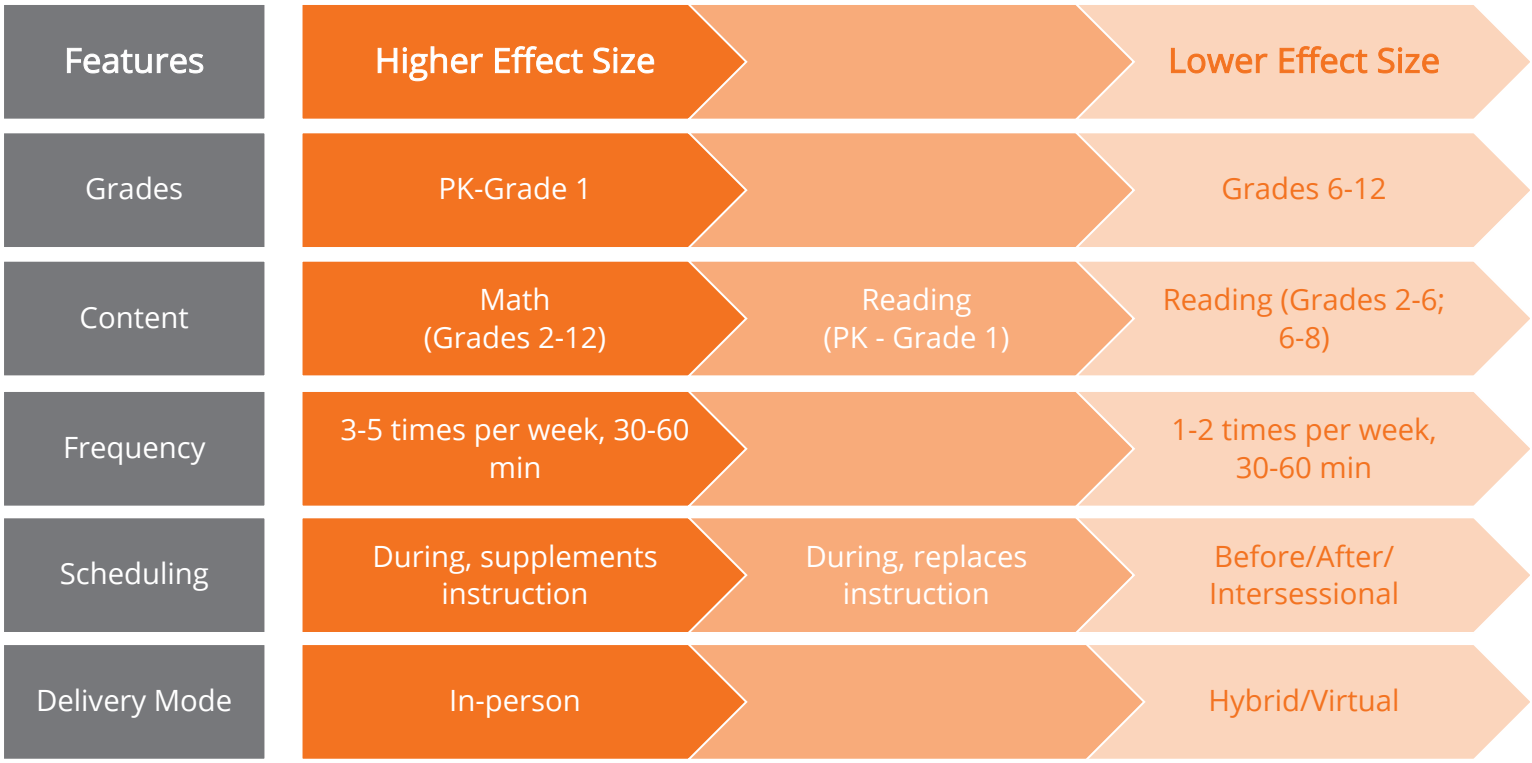
Responsible: person who performs an activity or does the work Accountable: person who is ultimately accountable and has Yes/No/Veto Consulted: person that needs to provide feedback and contributes as identified Informed: person that needs to know of the decision or action	**Senior Project Sponsor** (Superintendent or Chief Academic Officer recommended)	**Tutoring Program Lead** (Instructional expertise recommended)	**School Site Managers** (member of school leadership team)	**Tutor Coaches** (can be at the district or campus level)	**Curriculum & Instruction Lead**	**Technology Lead**	**Data Lead**	**Diverse Learner Lead** (Special education or MTSS lead recommended)	**Teacher Advisory Group**
Ensure tutoring initiative is sufficiently resourced and prioritized across the LEA	A	R							
Set vision and strategy for tutoring initiative	C	R	C	I	I	I	I	I	I
Steers team toward project outcomes, works to remove barriers to team progress	C	R							I
Serves as primary point of contact for tutoring provider	A	R							
Project manages the program internally	I	R							
Coordinates across LEA teams to ensure site managers have a plan for scheduling, food, transportation, etc.	A	R							
Manages student and parent communication	A	R							
Regularly convenes district leadership to share updates on progress	C	R							
Ensures strong implementation of tutoring program at the campus		C	R						
Provides feedback on strategies to facilitate adjustments when needed	I	C	R						C
Actively partners with tutoring team to recruit and onboard tutors	I	R		C					I
Oversees tutor training and answers ongoing questions from tutors		A	C	R					
Provides feedback from tutors to central team	I	I	I	R					I
Facilitates tutor communication		A	C	R					
Ensures all tutors have access to high quality instructional materials					R				
Coordinates with school site managers to align materials to classroom instruction		A	C		R				C
Assists with tutor training around instructional materials				R	C				
Ensures all students are equipped with necessary devices, programs, and connectivity to engage in tutoring sessions	A	I				R			
Coordinates with site managers to troubleshoot any arising technology access issues			C			R			
Develops a performance measurement plan for the program	I	A	C	C	C	C	R		I
Ensures progress monitoring systems are in place	I	A	C	C	C	C	R		
Supports tutoring provider and Program Lead in data reporting		C	C	C	C		R		
Consistently brings diverse learner lens to proposed plans, tools, and training to advance access for all students	I	C	I	I	C	I	C	R	
Ensures strong implementation of tutoring program among diverse learners, including English learners and students with learning disabilities	I	C	I	I	C	I	C	R	
Reviews tutoring session data and coordinates with tutors as needed to ensure alignment of key content with tutoring sessions	A	R							C



Adapted from EdTrust, March 2021

Effect Sizes

Grades/Content: PK-Grade 1 Tutoring interventions aimed at students in first grade and below tend to have the comparatively biggest impact on student learning (ES = 0.45 and 0.42, respectively). Reading-focused tutoring interventions for first graders are among the most popular of programs evaluated (ES = 0.43), and it would appear that this age could be a "sweet spot" for targeting efforts to improve literacy. Math tutoring interventions aimed at first graders are less prevalent than reading interventions but also show positive effects (ES = 0.38), including in promising large-scale evaluations (Fuchs et al., 2013; Gersten et al., 2015).

Grades 2-5 While the effect of tutoring interventions appears to decline as students progress through elementary school (ES = 0.29), this pattern is primarily driven by decreasingly effective literacy programs (ES = 0.22). However, math tutoring programs actually become more effective for older elementary students (ES = 0.44).

Grades 6-12 While the small number of studies make it impossible to make generalized claims, a large-scale high school tutoring intervention generated promising results. The program involved service fellows tutoring ninth and tenth grade male students for the school year. Math test scores of tutored students increased by an average of 0.19- to 0.30-standard deviations (Cook et al., 2015). Recent, ongoing evaluations appear to replicate these positive results on students' math achievement.

Continues on next page

Grades/Content (continued): Schools without the resources to provide tutoring in math and reading should consider prioritizing providing intensive targeted tutoring in math. This is because students are more likely to experience more unfinished learning in math.

Frequency: Overall, tutoring interventions appear to be more effective as the number of tutoring sessions per week increases. Once- or twice-a-week tutoring sessions (ES = 0.24) are less effective than interventions that involve three (ES = 0.34) or more sessions per week (ES = 0.41). While whether tutoring occurring four or five times a week is more effective than three-times-a-week tutoring remains unknown.

Research indicates that a dosage of 30-60 minutes 3-5 times a week has the most impact, but if the target grade level is elementary school or below, these younger students may benefit from shorter but more frequent sessions (i.e. 20 minutes, 5 times a week).

Scheduling: In the aggregate, the during-school programs have an effect size that is nearly twice as large as that of the after-school programs (ES = 0.40 and 0.21, respectively). That said, the magnitude of this difference could be in part due to the fact that most teacher and paraprofessional tutoring programs (which tend to be more effective) are conducted during school hours.

School-day pull-out programs are less effective than if the tutoring is in addition to the regular math or reading class.

Delivery Mode: Tutoring initiatives can be delivered in-person, virtually, or via blended instruction (a combination of in-person and virtual tutoring). Nickow et al. (2020) focused solely on in-person tutoring interventions in their review of the tutoring literature, but there are a few recent evaluations that suggest virtual or blended tutoring may be effective.

First, a virtual tutoring intervention that occurred during the pandemic-induced remote schooling in Italy resulted in increases in student academic achievement (ES = 0.26) and social-emotional outcomes (Carlana & La Ferrara, 2021). This intervention recruited and trained volunteer college students to tutor middle school students virtually for three to six hours per week for an average of five weeks. Second, a small-scale evaluation of a math online tutoring. program (Cignition) found promising results (Roschelle et al., 2020). Students who received online 1:1 tutoring showed greater gains on a math assessment than those who did not (ES = 0.46), which compares favorably to effects found from in-person elementary math tutoring programs (ES = 0.26) (Pellegrini et al., 2018). Finally, preliminary results from a recent evaluation found that a blended model was equally effective at increasing student learning as the costlier in-person-only tutoring.

Retrieved from National Student Support Accelerator, 2021
https://studentsupportaccelerator.org/sites/default/files/Accelerator_Research_Agenda.pdf

Content / Grades Served: Video Capture Sheet

Amplify.

Refer to Workshop 1 Case Studies at https://amplify.com/tea-consultancy/

What research was considered?	
What information / data was consulted?	
How did the district navigate conflicting design principles?	
Additional Notes	

Content / Grade(s) Served: Questions

Amplify.

What content area(s) will your tutoring program address?

- ❑ Literacy
- ❑ Math
- ❑ Literacy & Math
- ❑ Other

What does the data tell me is most needed? How does research inform my decision?

What grade(s) will your tutoring program address?

- ❑ PK
- ❑ K - 2 (lower elementary)
- ❑ 3 - 5 (upper elementary)
- ❑ 6 - 8 (middle school)
- ❑ 9 - 12 (high school)

What content / grades are you leaning towards for the tutoring program? How did you come to that decision?

Frequency: Video Capture Sheet

Amplify.

Refer to Workshop 1 Case Studies at https://amplify.com/tea-consultancy/

What factors contributed to the decision around how many times students would meet each week and for how long?	
Did the district ultimately end up using the frequency they initially wanted to or did they have to make adjustments?	
Additional Notes	

Frequency: Questions

Amplify.

What dosage for tutoring will your program employ?

- ❑ 1-2 times / week
- ❑ 3-5 times / week
- ❑ Choice

What will be the duration of sessions in your tutoring program?

- ❑ 20-30 minutes
- ❑ 30-45 minutes
- ❑ 45-60 minutes
- ❑ 60+ minutes

What will be the overall length of your tutoring program?

- ❑ One full school year
- ❑ Half school year
- ❑ Summer session

What does the data tell me is most needed? How does research inform my decision?

How might your decision regarding frequency impact other decisions that you have made thus far?

Content / Grades: Tutoring Model Considerations

Amplify.

What subject and grade level are the target areas?

Model Dimensions	Considerations
Content Area: Most tutoring interventions have focused primarily on producing learning gains in literacy and math, but many voluntary programs offer tutoring in all content areas. Grade Level: Grade 1 & below; Grades 2-5 (Elementary School); or Grades 6-12 (Middle & High School).	Tutor Type: If the content area or grade level is more advanced, the program will need to consider the best way to select tutors with existing content knowledge or determine how to train new tutors to build up the relevant content knowledge. Dosage: Programs should consider both these elements when deciding dosage. Research indicates that a dosage of 30-60 minutes 3-5 times a week has the most impact, but if the target grade level is elementary school or below, these younger students may benefit from shorter but more frequent sessions (i.e. 20 minutes, 5 times a week). Instruction: Any decision about grade level and subject area will necessarily impact the tutoring curriculum and/or materials. Programs should leverage research-backed best practices for their target grade level and content area.
Notes & Questions	

Frequency: Tutoring Model Considerations

Amplify.

How often will tutoring take place?

Model Dimensions	Considerations
1-2 times per week: While tutoring is still effective at this dosage, tutoring tends to be more effective the more frequently it takes place. 3-5 times per week: Tutoring tends to be most effective when conducted 3-5 times per week. Choice: For programs where take-up is voluntary, families and/or students typically choose the dosage.	Target (Grade Level & Content Area): Programs should consider both these elements when deciding dosage. Research indicates that a dosage of 30-60 minutes 3-5 times a week has the most impact, but if the target grade level is elementary school or below, these younger students may benefit from shorter but more frequent sessions (i.e. 20 minutes, 5 times a week). Delivery Mode: To maintain tutoring dosage consistency, programs may want to consider coupling face-to-face tutoring with a blended learning experience using high-quality software. Session Content: Any dosage decision will have a major impact on the curriculum and sequencing of tutoring. If the dosage is the same for all students, for example, sessions can build on each other over time. But if students (or parents) choose different dosages, then sessions should be more self-contained.
Notes & Questions	

Scheduling & Take-up Video Capture Sheet

Amplify.

Refer to Workshop 1 Case Studies at https://amplify.com/tea-consultancy/

What factors contributed to the district's decision around schedule?	
Are all schools on the same schedule or is there flexibility?	
How did their approach to tutors impact their schedule?	
What from the logic model lead leadership into making this scheduling decision?	
Additional Notes	

Scheduling & Take-up: Questions

Amplify.

When will tutoring sessions happen?

- ☐ During normal school day
- ☐ After the school day
- ☐ Weekends/school breaks
- ☐ Other

What does the data tell me is most needed? How does research inform my decision?

Our tutoring program will be:

- ☐ Required
- ☐ Voluntary
- ☐ Other

Have you changed what you initially thought your scheduling approach would be given other considerations?

Delivery Method Video Capture Sheet

Amplify.

Refer to Workshop 1 Case Studies at https://amplify.com/tea-consultancy/

What factors contributed to the decision to implement virtual tutoring?	
Given that not much research exists outside of in-person tutoring, what did the district have to be particularly mindful of?	
What from the logic model led leadership into making this scheduling decision?	
Additional Notes	

Delivery Mode

Tutoring sessions in our program will take place:

- ☐ In-person
- ☐ Virtually
- ☐ Hybrid
- ☐ Other

What does the data tell me is most needed? How does research inform my decision?

Taking into consideration budget, infrastructure, equipment, and the wants of key stakeholders such as families, are you leaning towards an in-person, hybrid, or virtual tutoring?

Scheduling & Take-up: Tutoring Model Considerations

Amplify.

Where and when will tutoring take place? How will students be selected to participate?

Model Dimensions	Considerations
In-School: Tutoring happens during separate class time (without actually replacing class). Because attendance is less of an issue, in-school programs tend to have greater impact. Out-of-School: Tutoring happens after school, on weekends, or during school breaks. While still delivering a positive effect, out-of school tutoring tends to have a small effect size.	Dosage/Duration: The setting of the program will impact the dosage and duration and should be taken into account when planning. Programs in school may find it easier to offer a higher dosage as sessions can be embedded directly within the school day. Grade Level: If the setting is out-of-school, the program should be mindful of the additional time commitments and obligations that older students may have outside the official school day. While both settings may be employed at any grade level, out-of-school programs may be more challenging for older students to attend. Learning Integration: If the setting is in-school, the program will find it easier to align its content with the school curriculum and ensure integration with school and teachers. If the setting is out-of-school, the program may need to consider creative ways (online communication tools, etc.) to maintain alignment.
Required: Students can be required by their school to receive tutoring. In this case, students tend to have tutoring sessions embedded in their school-day Schedule. Voluntary: Students or parents choose to enroll or opt-out of enrolling their students. In this case, students typically receive tutoring during lunch periods or after the official school day is over.	Dosage: If students are required to participate, the program may find it easier to maintain a high weekly dosage. If participation in tutoring is voluntary and the dosage is rigorous, the program will need to determine strategies to ensure students and families can meet those requirements. Learning Integration: Whether take-up is required or voluntary, the program will need to consider how a program is communicated within the school and with family members to reduce stigma and provide ongoing updates about progress.

Delivery Mode: Tutoring Model Considerations

Amplify.

How will tutoring be conducted?

Model Dimensions	Considerations
In-Person: Students receive tutoring from a tutor in the same physical location. The most rigorous evidence of impact comes from in-person tutoring programs; whether virtual and blended tutoring interventions can be as effective as those conducted purely in-person remains an open question. Virtual: Students receive tutoring on their computers or other digital devices from a tutor over the internet. Virtual tutoring has the opportunity to provide more equitable access given the wide range of geographical regions that a virtual program can serve. While research is limited, a recent small-scale evaluation of an online math tutoring program found promising results for this approach. Hybrid: Students receive tutoring through some combination of in-person and virtual methods. Research on blended tutoring programs also remains scant; however, a recent evaluation of a tutoring program using a blended approach (i.e., alternating between face-to-face tutoring and students engaging in computer-assisted learning) found that a blended model was equally effective at increasing student learning while reducing the higher financial cost of purely in-person tutoring.	Setting: If the delivery mode is virtual or hybrid, the program will need to consider the technological infrastructure available to conduct the tutoring in its chosen setting. If a virtual or hybrid program takes place in an in-school setting, the program will need to ensure schools have the internet bandwidth needed to run the program and up-to-date devices available. If a virtual program takes place in an out-of-school setting, the program should consider how students without reliable internet connections or up-to-date devices at home will be able to access the virtual tutoring. Dosage: If the delivery mode is virtual or blended, the program can scale back the amount of face-to-face time needed for tutoring by providing targeted practice to students and useful insights to the tutor to help prepare before each session. Learning Integration: If the delivery mode is virtual or hybrid, the program may require more active participation from stakeholders (families at home or teachers at school). The program must engage stakeholders to ensure students attend tutoring sessions and are familiar with how to use the virtual tutoring platform or software

Delivery Mode: Tutoring Model Considerations (cont.)

Amplify.

How will tutoring be conducted?

Model Dimensions	Considerations
Virtual or Hybrid typically choose the dosage.	Session Facilitation & Content: If the delivery mode is virtual or hybrid, the program can • provide wider access to multimedia materials to enable more engaging instruction. • establish creative ways to ensure safety including screening sessions for inappropriate interactions. • provide additional rigorous materials for students by using high-quality software. • provide a wealth of data to tutors so that sessions can truly be customized to target each student's individual academic needs. Tutor Type, Training & Support: • Any decision about delivery mode will impact the talent pool from which a program can recruit tutors. Virtual tutoring typically provides the widest range of options due to the location flexibility of virtual tutoring. • If the delivery model is virtual or blended, the program will need to train tutors on how to use the virtual platform and/or blended software. • If the delivery mode is virtual, many platforms can record sessions to be sent to program administrators, as well as track the degree to which the tutor is using key tutoring strategies or software. This information can be used to provide feedback and support to virtual tutors.
Notes & Questions	