



NATIONAL STUDENT  
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*equalizing access to quality tutoring*

## **Equity and Achievement Implications of On-Demand Tutoring**

**Wednesday, March 8, 2023**

# Agenda

- **Introduction**
- **Research: Overview**
- **Implications for Districts, Schools, Teachers**
- **Q & A**
- **Closing**



# Today's Speakers



**Carly Robinson**

Postdoctoral Research Associate  
Brown University



**LaMarlon Wilson**

Executive Director of Instruction,  
Professional Development &  
Technology  
Mississippi Achievement School  
District

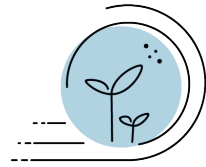


**Susanne Cramer**

Executive Director of School  
Improvement  
Omaha Public Schools



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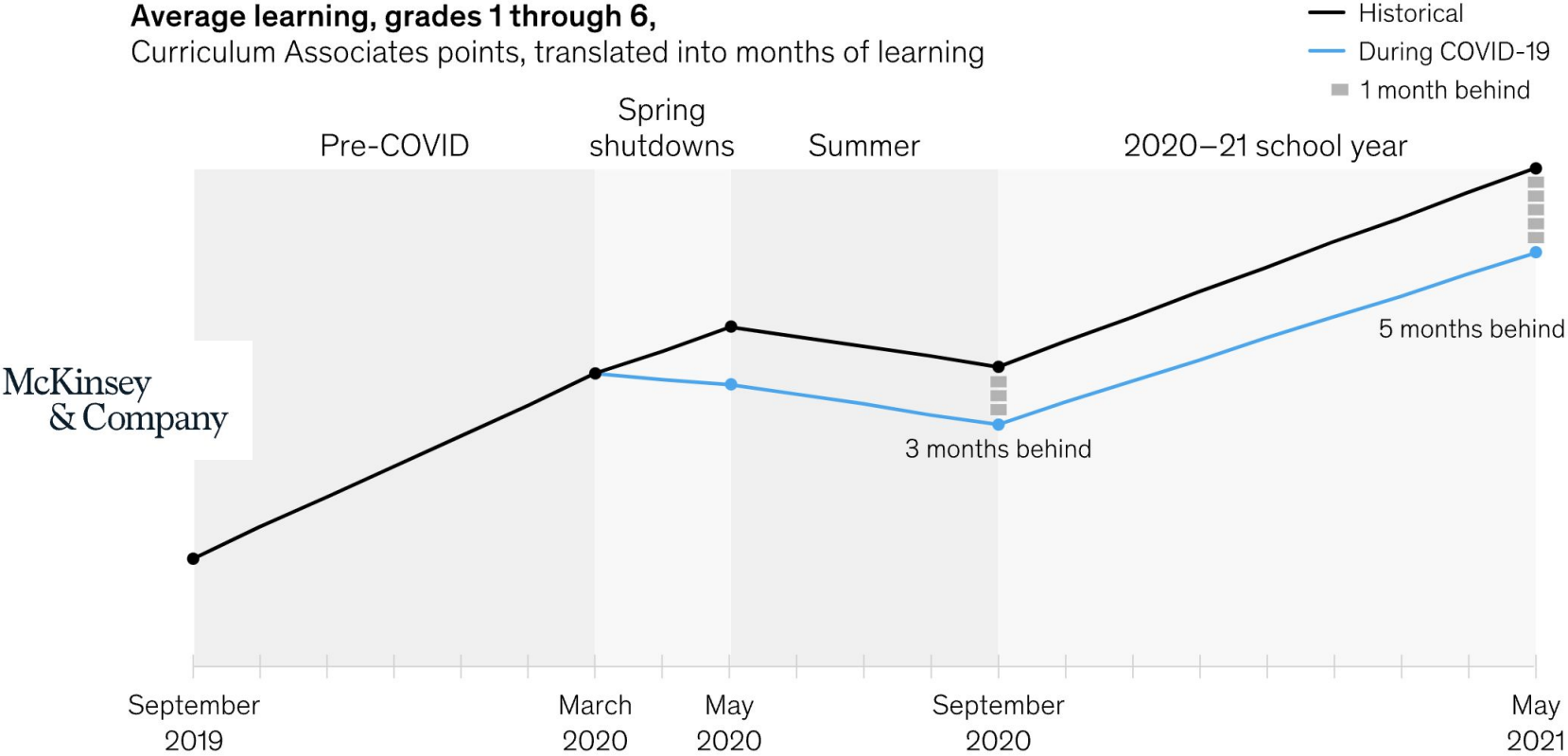
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## **Equity and Achievement Implications of On-Demand Tutoring**

# Pandemic resulted in less learning

(Math 5 months, ELA 4 Months, on average)

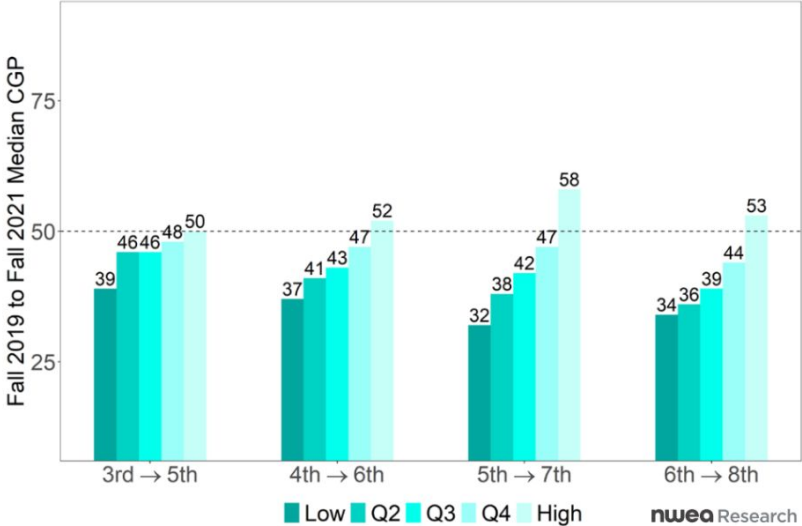


Source: Curriculum Associates i-Ready assessment data

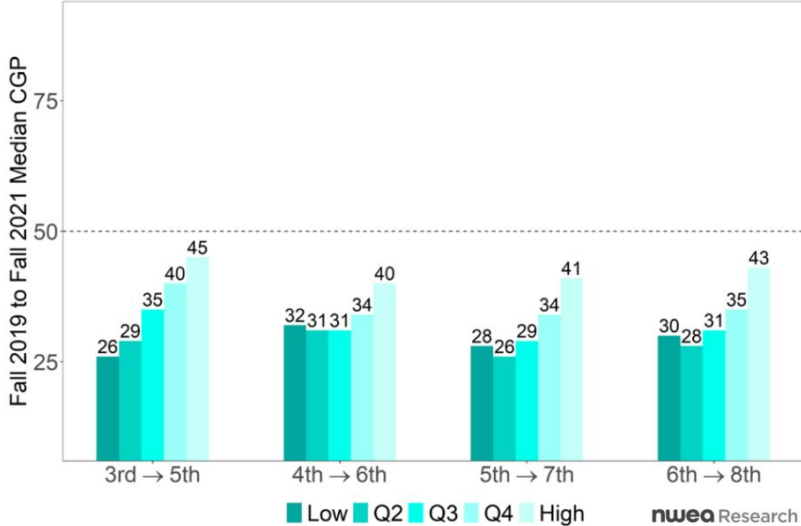
# Pandemic increased inequality in outcomes

MAP Growth skip-year conditional growth percentiles by fall 2019 achievement

## Reading



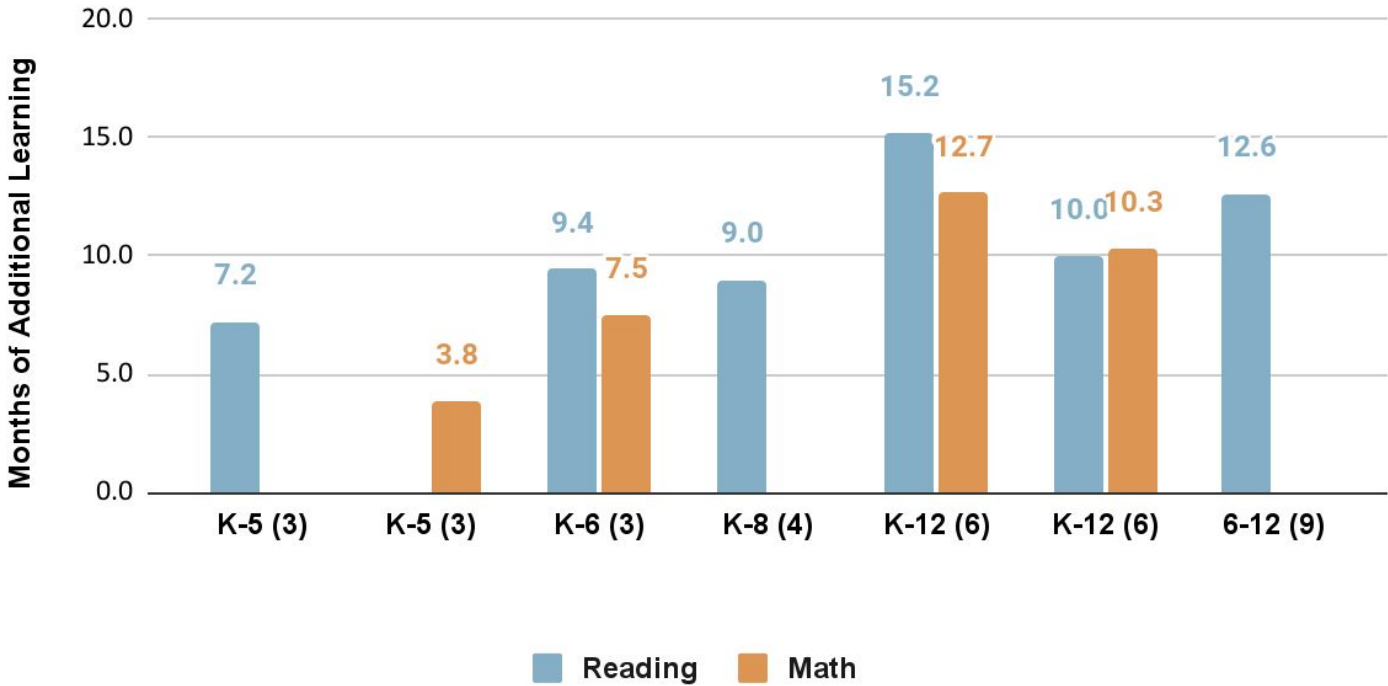
## Math



*Note. The bars reflect median skip-year CGPs which are calculated by comparing a student's growth to the growth of pre-pandemic academic peers (e.g., students prior to the pandemic in the same grade with similar prior test scores), allowing for meaningful differentiation of performance for students across the full distribution. The dashed line at the 50th percentile indicates the level of skip-year growth that is equivalent to pre-pandemic averages. The shading of the bars indicates fall 2019 achievement quintile (i.e., low = 1st to 20th percentile, Q2 = 21st to 40th percentile, Q3 = 41st to 60th percentile, Q4 = 61st to 80th percentile, high = 81st to 99th percentile) based on MAP Growth 2020 norms.*

# Unusually Large Body of Evidence

Additional Learning for Students in the Median Grade Level by Meta-analysis (MA)



In the last five years, 7 meta-analyses including over 150 studies consistently find that tutoring results in months of additional learning for students.

Note: Meta-analyses 1, 2, 4 and 7 only considered one subject area, while meta-analyses 3, 5 and 6 included both reading and math.

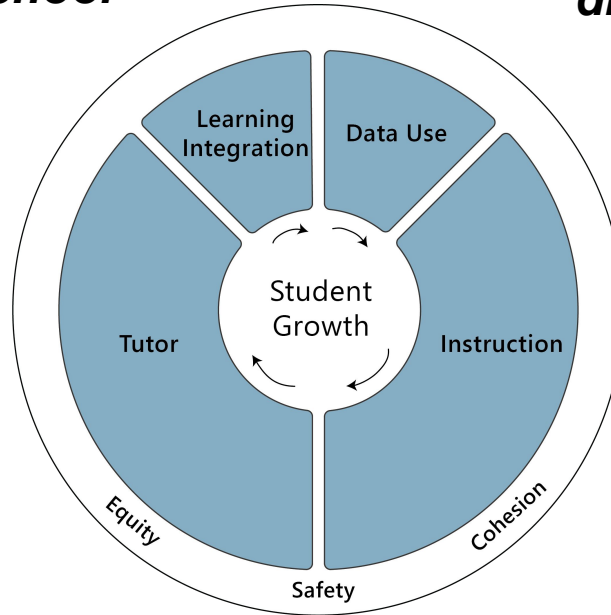
# Elements of High-Impact Tutoring

**Learning Integration**  
*embedded in school*

**Data Use**  
*drives instruction*

**Tutor**  
*consistent, well supported*

**Instruction**  
*High-dosage, using high quality materials*



***Grounded in Equity***





# High-Impact Tutoring Summary

Is	Is Not
With a consistent tutor	With a different tutor each time
Relationship-focused	Question-resolution focused
Data-informed instruction	Homework help
Focused on acceleration	Focused on remediation
Regularly scheduled a minimum of three times per week	As needed
Synchronous instruction, in-person or virtual	Asynchronous or on-demand instruction
Embedded in school	An extra-curricular that relies on parent take up and/or payment



# States and districts are investing in different models of tutoring

Type of tutoring	% of US public schools offering
High-impact tutoring	37%
Standard tutoring	59%
Self-paced tutoring	22%
Other method(s) of tutoring	5%
No tutoring provided	17%

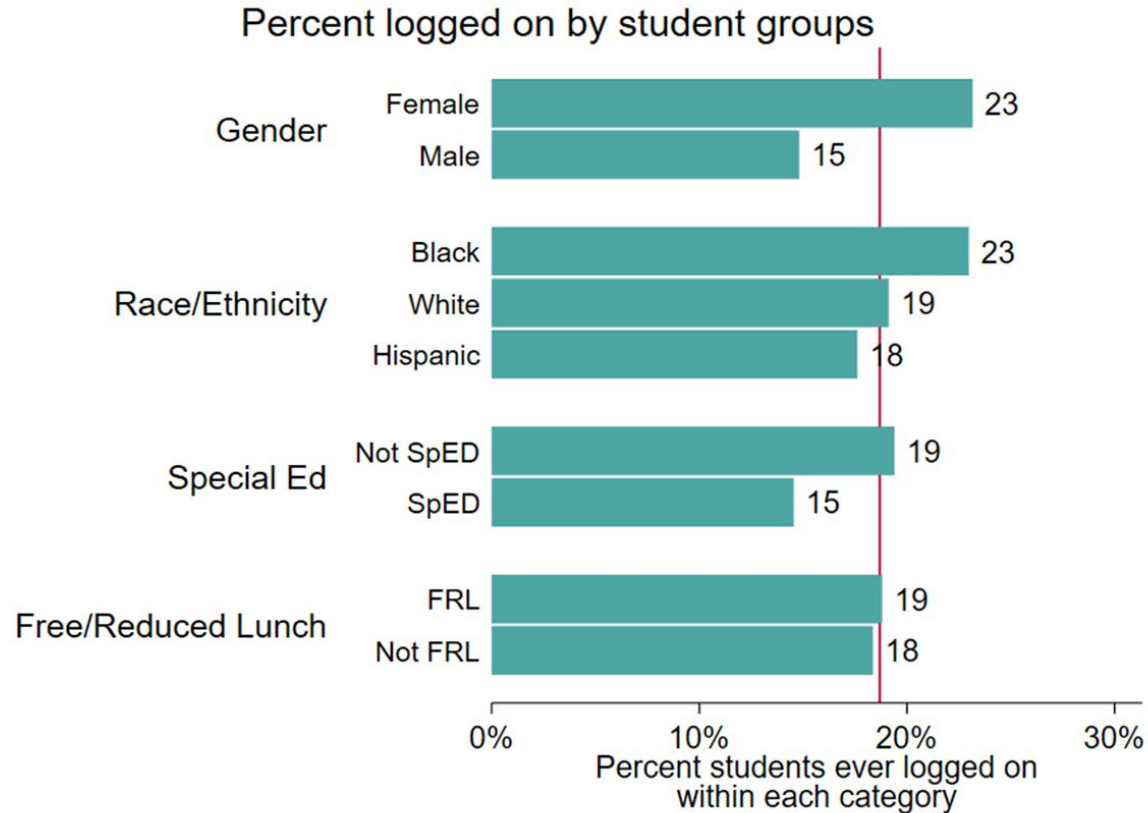
Source: Institute of Education Sciences, 2022



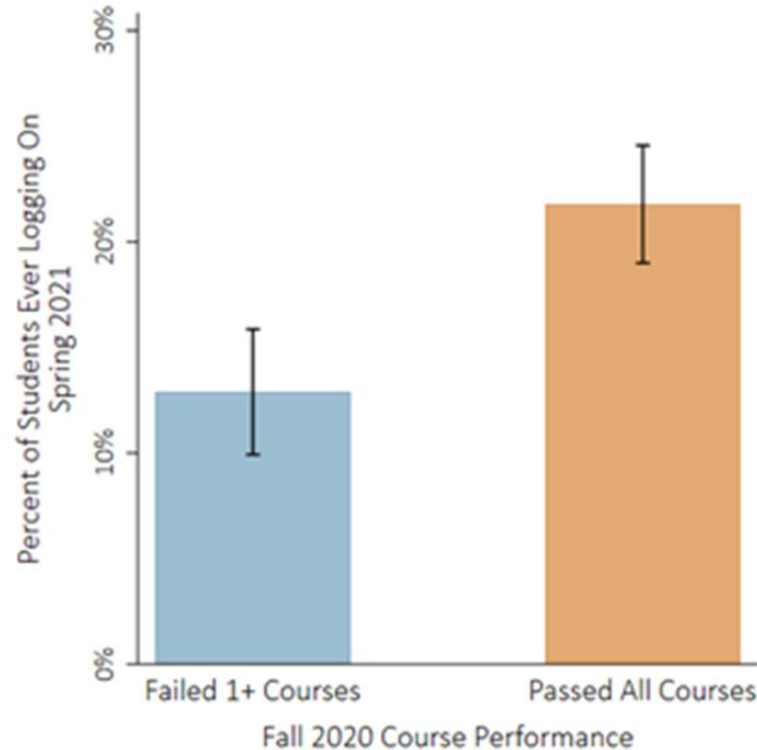
# Research study: If you provide free on-demand tutoring, do students use it?



# 19% of students ever used on-demand tutoring



# Students who had higher prior academic performance were more likely to take-up tutoring



# Can we increase student take-up of on-demand tutoring?

## Mailers to students + parents

Dear Aspire Parents and Guardians:

Aspire is thrilled to offer all 6-12 grade students **free, unlimited 1-on-1 tutoring**.

Students can log-in to TUTOR HELP, an online tutoring provider, on any device to get help from a tutor anytime, in any subject.

**HERE'S HOW TO SUPPORT YOUR CHILD**


**STEP 1. Ask if they have logged into TUTORHELP**

If not, help them to log-in by:

1. Opening the Clever Dashboard
2. Clicking on the TUTORHELP icon
3. Starting a session with a tutor by asking a question

**STEP 2. Check-in with your child every week about school**

1. Encourage them to get 1-on-1 help from a TUTORHELP tutor
2. Remind them their teachers want them to use TUTORHELP
3. Recommend they get help from a TUTORHELP tutor whenever they have a question

 **ASPIRE PUBLIC SCHOOLS**

• Tutors speak English, Spanish, French, and Mandarin

• If you have any questions about TUTORHELP or need help, email [parents@tutorhelp](mailto:parents@tutorhelp) or contact a member of your child's school.

## Emails to students + Texts to parents

✉ How is your math homework going?

From: TUTORHELP Tutoring  
to me

Hey Carly – how's your math homework going today?

Log-in to TUTORHELP right now to ask a tutor a question you are stuck on!

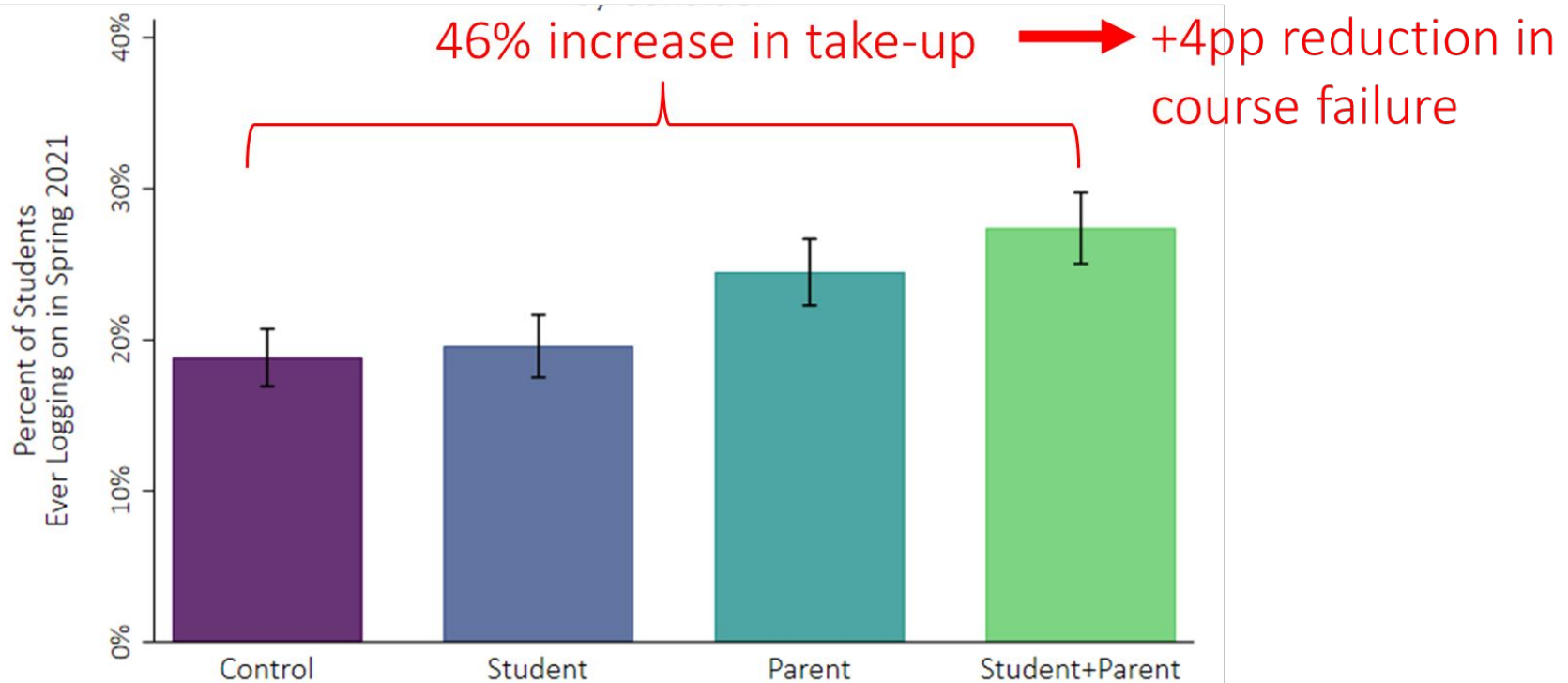
●●●● Network LTE 4:01 PM 🔔 75% 🔋

< Messages Aspire Details

How is Carly's math homework going?  
Remind them to log-in to TUTORHELP to ask a tutor their questions.



# Communications to parents increased usage; targeting both students + parents was most effective



# Research implications for practice



Opt-in educational resources (like on-demand tutoring) are unlikely to accelerate student learning at scale + mitigate inequality



Targeting communications to parents and students together can increase student engagement with opt-in tutoring



Supporting students who are struggling will require a coordinated effort between educators, families, & students to provide students with embedded, personalized learning opportunities—like high-impact tutoring





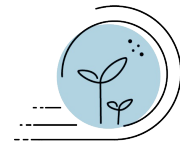


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**Thank you for joining!**  
**Please take our post webinar survey.**

**Website:** <https://studentsupportaccelerator.org>

**Contact:** Wendy Wallace, Director of Engagement &  
Development ([wendy\\_wallace@brown.edu](mailto:wendy_wallace@brown.edu))





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