



NATIONAL STUDENT SUPPORT ACCELERATOR

equalizing access to quality tutoring

District Profiles

State and District Leaders Learning Community
May 9, 2023

Getting Off the Ground

Arlington Public Schools (VA)

We currently do not have high-impact tutoring besides online tutoring available to students in 6th-12th grade.

Berkeley Unified School District (CA)

We have tutoring as one of our identified supports as part of our African American Success Framework and are looking at potential use as part of Extended Learning Opportunity funds.

Cambridge Public Schools (MA)

Planning for Before/After sessions in conjunction with intervention blocks.

Jackson Public Schools (MS)

We are preparing to implement in the fall.

Up and Running

Chicago Public Schools (IL)

We have a District wide initiative serving over 200 schools and 10,000 students. We employ approximately 400 tutors and use district purchased interventions.

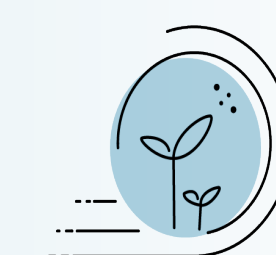
Colorado Springs School District 11 (CO)

We have 2 high-impact tutoring programs in our district. The first program offers literacy tutoring provided by a community partner funded by a CDE grant. It is one-to-one literacy tutoring in grades 1-5 and small group math tutoring in grades 2-5. We currently serve 55 students at 5 sites. This tutoring occurs during our extended-learning time.

Our other high-impact tutoring programming is a pilot using Outcomes-Based Contracting. Air Tutors provides virtual tutoring with live tutors focusing on grades 4-5 math at 9 elementary sites serving 210 students. This tutoring occurs during intervention blocks during the school day.

District of Columbia Public Schools (DC)

Nearly all DCPS schools (80%+) are implementing High Impact Tutoring (HIT) with school staff and/or partner organizations. Schools are using different models (e.g., during the day as pullout, during an intervention block, before/after school), but all are designed to align to the research-backed criteria for HIT (ratio max of 1:4, 90 minutes per week, foundational skills focus, etc.). At this time, we're focused heavily on refining and supporting fidelity of implementation and better understanding the impact of various tutoring models.



Up and Running

Los Angeles Unified School District (CA)

The Academic Support and Achievement Program (ASAP) provides targeted, intensive academic support to identified, high-need foster and probation youth through one-on-one or small group afterschool tutoring by an effective LAUSD teacher. ASAP was established in 2015 as a result of the reorganization of the former Neglected, Delinquent, and/or At-Risk youth program.

Match Education (MA)

At Match HS, our tutors work with our 10th grade students, primarily on Geometry content, 4x per week. Additionally, they work with our 9th graders 2x per week to practice differentiated algebra and reading comprehension content through an online platform. Lastly, for all students our tutors serve, they work to incorporate SEL and EF skill development as part of their daily lessons.

Portland Public Schools (OR)

We launched a small pilot in the 2021-2022 school year. In the 2022-2023 school year we expanded our HDT to support 300+ students, after school. We are prioritizing foundational skills in literacy for 3rd-5th grade and algebra readiness for 9th-10th grade. Our HDT is three times a week, after school, in groups no larger than three. We consider this a Tier 3 intervention and it is taught by a licensed educator using high quality, research-based instructional materials. All literacy tutors complete a 10 hour course on the Science of Reading prior to tutoring.



Up and Running

Ector County Independent School District (TX)

We serve 2nd-12th grade students at 42 campuses, totaling about 4,000 students. We use 3 tutoring vendors that offer virtual tutoring in ELA and math. Principals choose the vendor and intervention times at their campus. Vendors receive our scope and sequence to ensure pacing is of standards are aligned.

Uplift Education (TX)

Uplift's tutoring program happens 100% during the school day at 39 of our 45 schools. It's fully integrated into scholar schedules. Most of our tutoring groups are 3:1 or smaller. We have employed a diverse mix of virtual and in-person tutoring vendors and have solicited a heavy amount of campus level input in their selection.

This school year alone, we provided more than 40,000 hours of tutoring to our scholars: Around 20,000 virtual hours in our primary schools and 20,000 in-person hours to our secondary schools. This has required a significant financial investment from Uplift; we've invested roughly \$7 million in funding to provide this level of support.

Denver Public Schools (CO)

The program explicitly targets students of color, English learners, students with disabilities, and those most adversely affected by the pandemic.

What we've learned: Stress to schools the importance of scheduling tutoring at the beginning of the year, as part of the master schedule: When tutoring was carefully scheduled within the school day, occurring during predictable periods each week, it worked much better for everyone involved.



Up and Running

Duval County Public Schools (FL)

Duval County Public Schools implemented high-impact tutoring in 10 middle schools focusing on pre-Algebra. The implementation model varies by school: in classroom, pullout, hybrid. Duval County is using an outcomes-based contract. Metrics focus on student academic growth and overall student achievement.

New York City Public Schools (NY)

New York City Public Schools has embarked on a 3 year high-impact tutoring initiative focusing on early literacy support for students in K to 2nd grade and on mathematics for students in middle school. The initiative is taking place in 10 of our local community school districts in about 80 schools and our goal is to work with 15,000 students over the course of the 3 years. We are partnering with the ExpandED Schools organization who is providing planning and implementation support to both schools and tutoring providers. There has also been a steady history of other tutoring work taking place in NYC, most notably in connection with our Universal Literacy Initiative (ULit) and the Reading Corps of the City University of New York (CUNY).



Scaling

Guilford County Public Schools (NC)

In our second full year of implementation, we have been able to scale our tutoring program to 700+ tutors that include community members and retired educators, undergraduate and graduate students, NC Education Corps early literacy tutors, GCS teacher tutors for in-person after school and our GCS Virtual Helpline. Our district leadership is committed to continuing high-dosage tutoring within the district in an effort to accelerate student learning and close gaps through equitable, evidence-based interventions.

We have also learned that combining high-impact tutoring and social-emotional learning enhances the ability to meet the needs of our students. We have benefited by collaborating with our stakeholders, including local colleges/universities as well as district departments to ensure success in our high-impact tutoring efforts.

Gwinnett County Public Schools (GA)

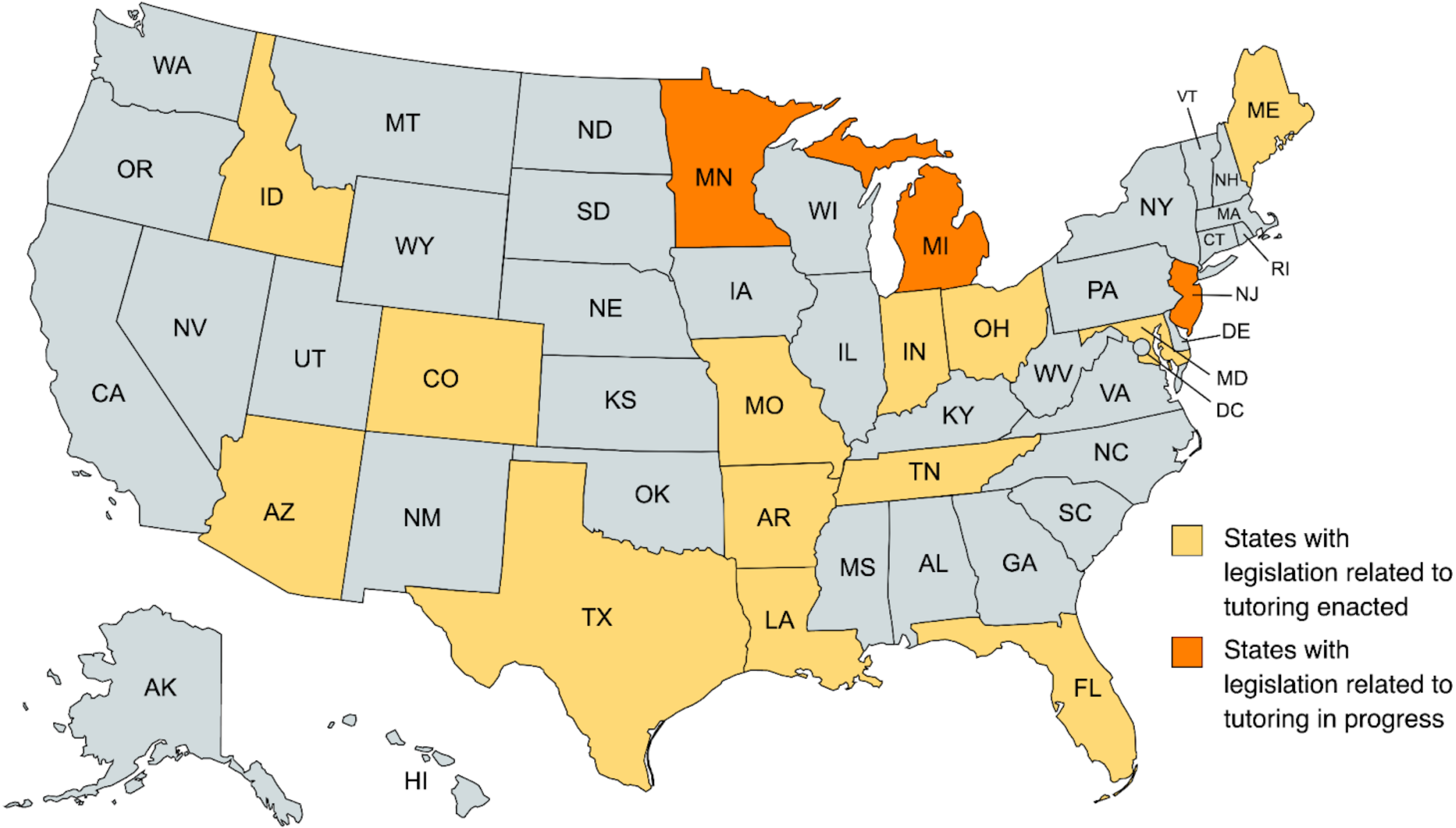
We have a K-12 tutoring initiative through CARES funds to support each school interested in tutoring services. Schools are provided student allotments and are able to select from 10 possible tutor providers to meet the needs of selected students. Tutoring can be virtual or in-person with students receiving instruction in math or language for 1.5-3 hours per week for 9-12 weeks.

Metropolitan Nashville Public Schools (TN)

Using a mixture of in-person and virtual, staff and volunteer tutors, MNPS offers tutoring in 1st-8th grade Literacy and 4th-9th grade Math. Tutoring takes place during and outside of school at least twice a week for a minimum of 12 weeks per semester. We served nearly 4,000 students across over 100 schools this spring and look forward to continued growth next year.



State Tutoring legislation



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