



NATIONAL STUDENT SUPPORT ACCELERATOR

equalizing access to quality tutoring

**State and District Leaders
Challenges & Solutions**

**May 9, 2023
11:00 AM**

Objective and Agenda

Objective: Learn from colleagues in other states and districts to strengthen high-impact tutoring practices and sustainability.

Agenda

- Introductions
- State of the Field
- Strengths & Challenges



Introductions

At your table, go around and provide the following:

Name

Organization

Answer one of the following questions:

- In what grade level and subject would you most like to serve as a tutor?
- What's the adult skill (driving, knitting, being on time, etc.) for which you'd most like to have a tutor?

Quick share



Who's here?

8 State Departments of Education

- ★ Colorado
- ★ Connecticut
- ★ Illinois
- ★ New Hampshire
- ★ New Mexico
- ★ North Carolina
- ★ Tennessee
- ★ Texas

19 School Districts

- ★ Arlington Public Schools
- ★ Berkeley Unified School District
- ★ Cambridge Public Schools
- ★ Chicago Public Schools
- ★ Colorado Springs District 11
- ★ DC Public Schools
- ★ Denver Public Schools
- ★ Duval County Schools
- ★ Ector County Independent School District
- ★ Guilford County Public Schools
- ★ Gwinnett County Public Schools
- ★ Jackson Public Schools
- ★ Los Angeles Unified School District
- ★ Metro Nashville Public Schools
- ★ New York City Public Schools
- ★ Portland Public Schools
- ★ San Francisco Unified School District
- ★ Sommerville Public Schools
- ★ Uplift Education

7 Community Organizations

- ★ City Tutor DC
- ★ Go Foundation (Newark, NJ, Bridgeport, CT, New York, NY, Wilmington, DE and Baltimore, MD.)
- ★ New Jersey Tutoring Corps
- ★ Expand ED (NY)
- ★ North Carolina Education Corps
- ★ TN Score
- ★ Virginia Leads

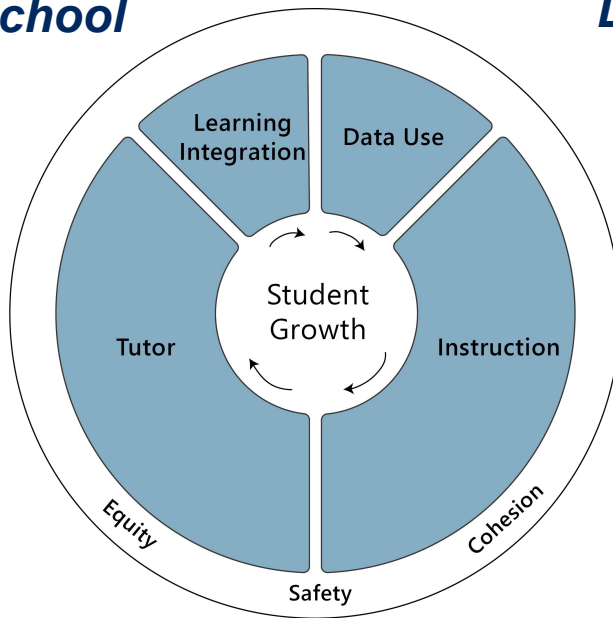


Key Elements of High-Impact Tutoring

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



NATIONAL STUDENT
SUPPORT ACCELERATOR

State of the Field

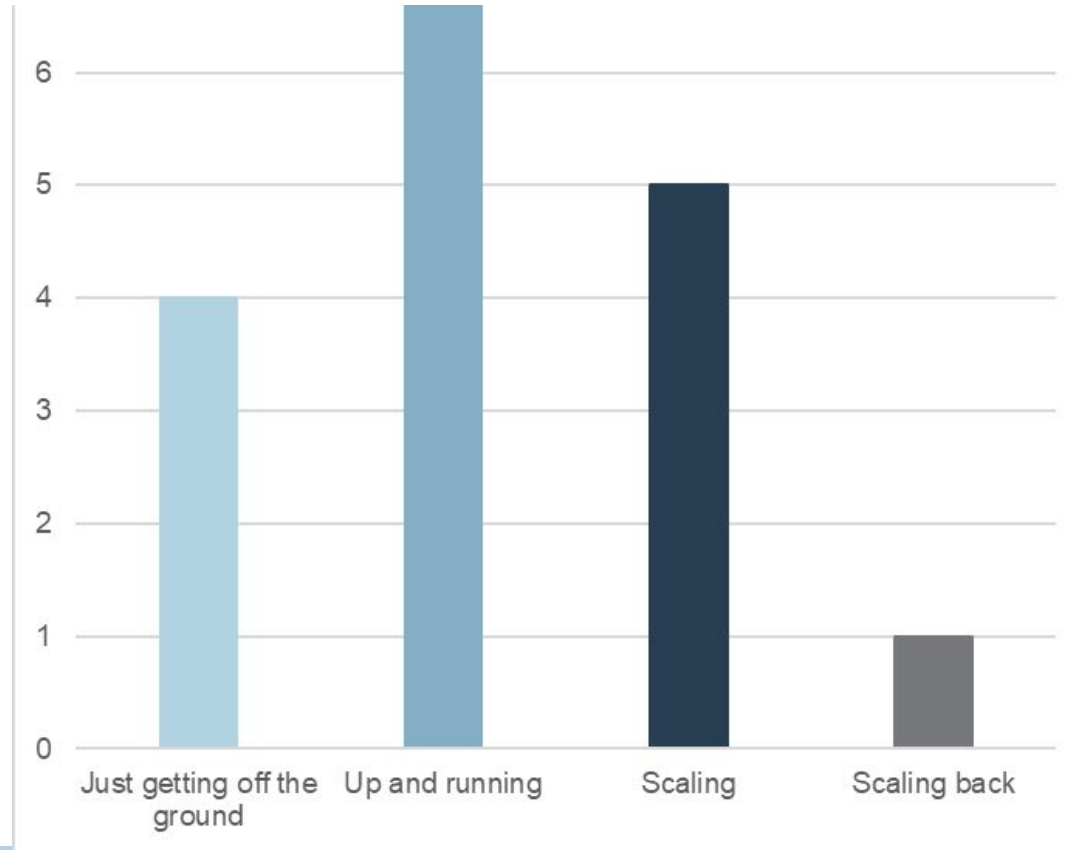
- Thirty-seven percent of public schools reported providing “high-dosage” tutoring. Fifty-nine percent provided standard tutoring, and 22 percent provided self-paced tutoring.
- Almost half of the public schools providing high-dosage tutoring reported that a lack of funding to hire staff limited their efforts in providing this type of tutoring.

Data from School Pulse Panel, gathered Sept-Dec, 2022



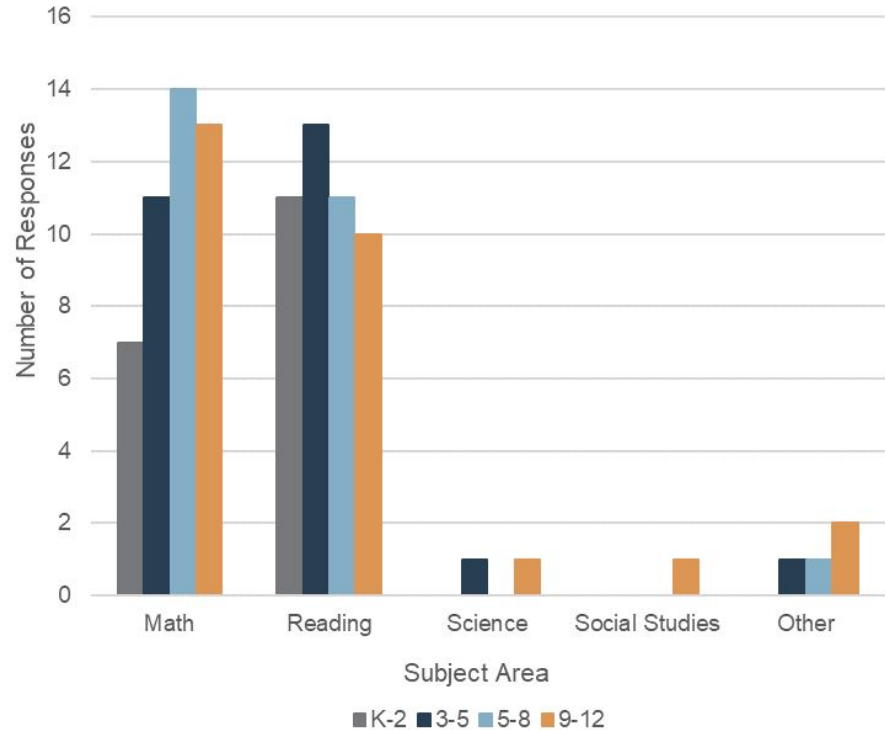
NATIONAL STUDENT
SUPPORT ACCELERATOR

Work in progress . . .



Tutoring is primarily focused on Math and Reading.

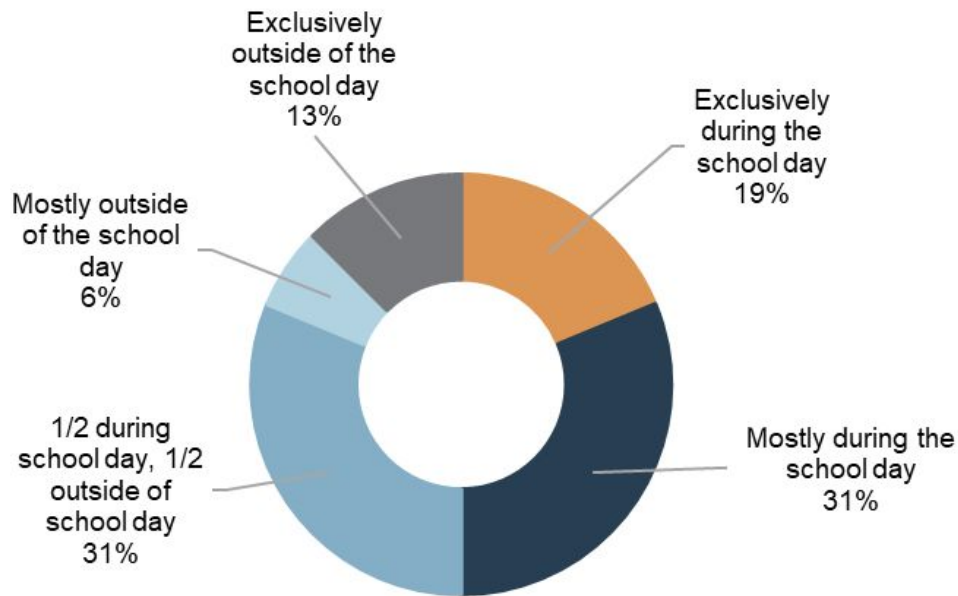
Middle grades math and upper elementary reading are most common in this group.



Reports of tutoring generally follow NSSA's recommended model

- 11 out of 14 districts reported that all or most tutoring is scheduled 3-5 times per week
- 13 out of 15 districts indicated most or all tutoring is in group sizes of 4 or fewer (11 are in groups of 3 or fewer)

81% of districts report at least ½ of tutoring occurs during the school day.



Gallery Walk

Descriptions of each district's program are posted around the room grouped by stage. Use sticky notes on your table to add comments and questions to each poster.

- For those just **getting off the ground**, share one piece of advice or something you wish you'd known.
- For those **up and running**, ask questions about their approach or key features.
- For those **scaling** (or **scaling back**), ask questions about their approach or key features.



Gallery Walk

District Leaders: Find your poster and read the questions and comments. Share responses with the group.

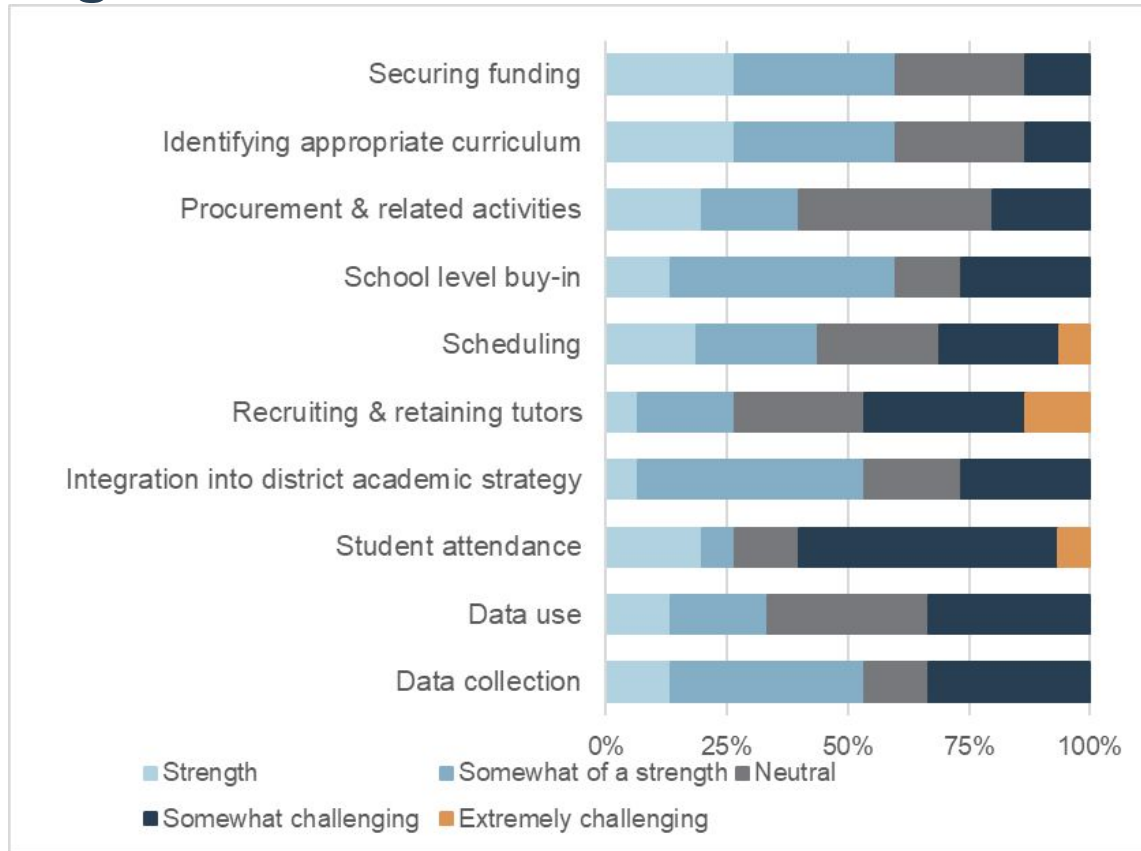
Others: What trends did you see? What surprised you? What stood out to you?



Strengths & Challenges

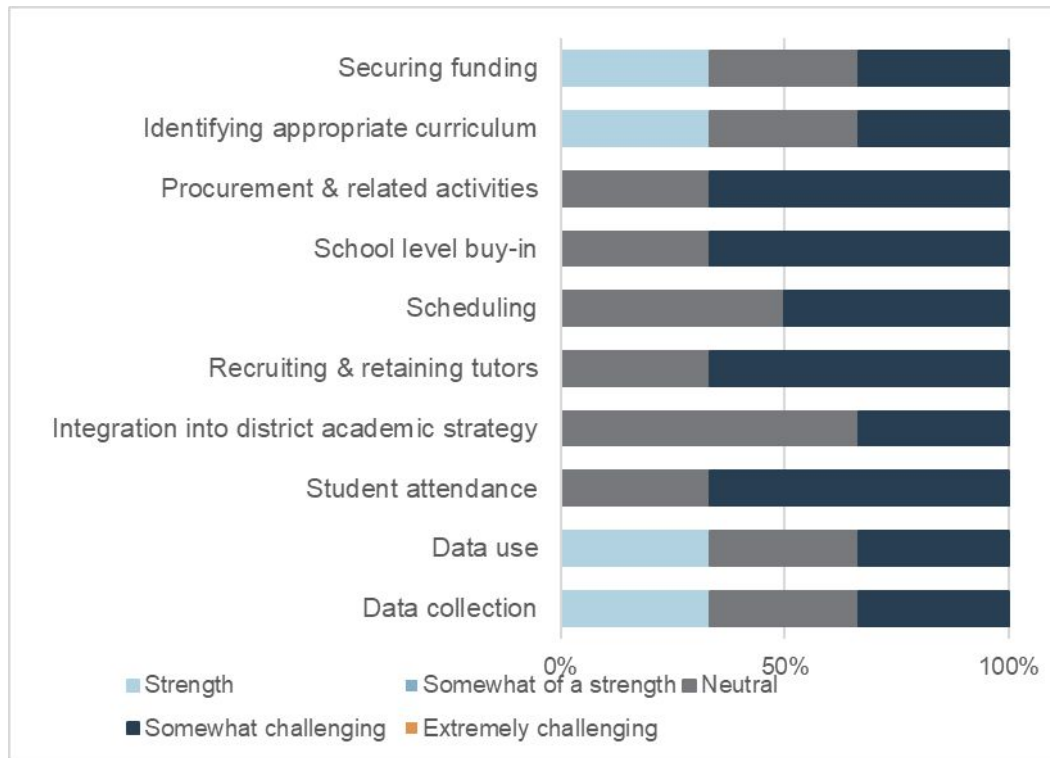
Strengths include securing funding, id-ing curriculum, school level buy-in, integration into district academic strategy and data collection.

Challenges include data use, student attendance, scheduling, and recruiting and retaining tutors.



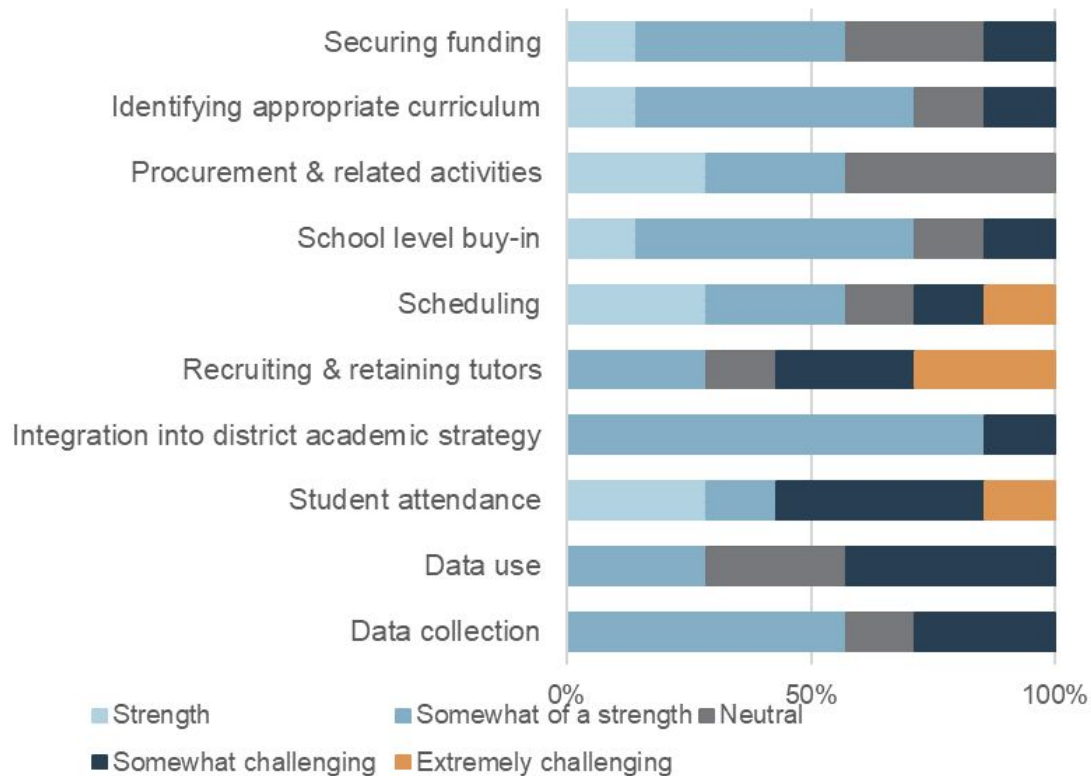
Strengths & Challenges

Getting off the Ground (4)



Strengths & Challenges

Up and Running (7)



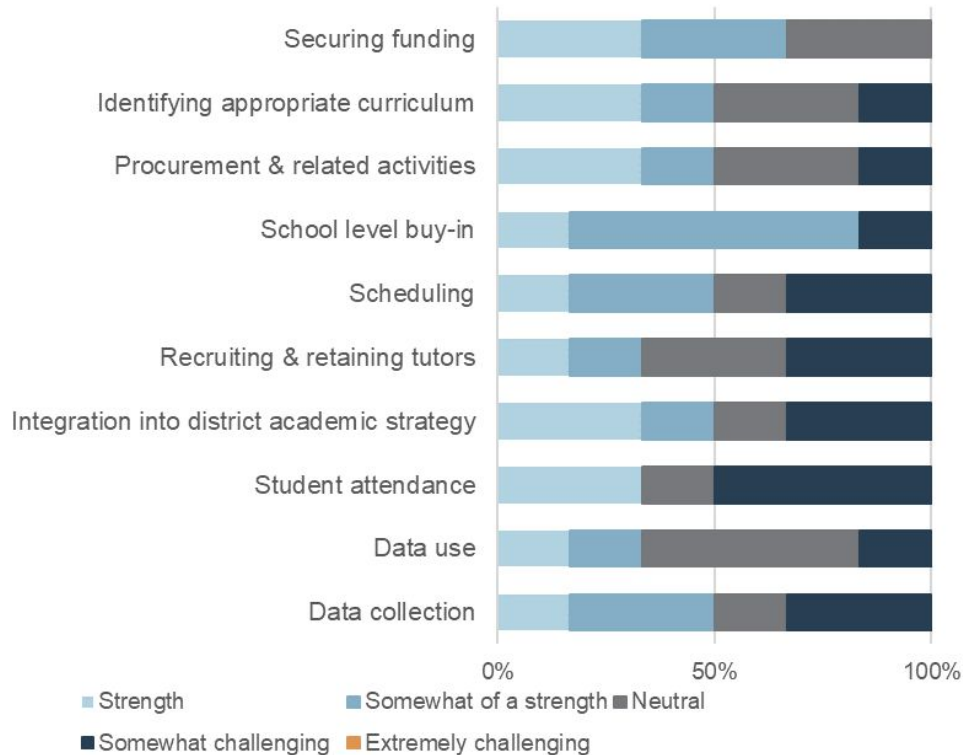
Strengths & Challenges

Scaling (5)

and

Scaling Back

(1)



- Up next: LUNCH -

We'll look at how to tackle these challenges and build sustainable high-impact tutoring programs this afternoon.



NATIONAL STUDENT SUPPORT ACCELERATOR

equalizing access to quality tutoring

**State and District Leaders
Sustainability**

**May 9, 2023
3:30 PM**

Objective and Agenda

Objective: Learn from colleagues in other states and districts to strengthen high-impact tutoring practices and create sustainable high-impact tutoring programs.

Agenda

- Immediate & Ongoing Challenges
- Drivers of Sustainability



Areas of Challenge

	Staffing	Scheduling	Attendance	Data Use
What do we know? <ul style="list-style-type: none">- research- experiences- levers for change				
What do we need to know?				



Questions for Sustainability

Funding	Staffing	Buy-in	Evidence of Effectiveness
<p>What are the potential sources of funding?</p> <p>What do you need to realize funding from each of them?</p>	<p>What are your potential sources of tutors?</p> <p>What partnerships could you leverage to secure more tutors?</p>	<p>Are others supportive of this program? Do they recognize the magnitude of the impact of tutoring?</p> <p>How does it change their routines and actions? Is there a way to reduce the friction of a new tutoring program?</p>	<p>What difference has your program made? What were the goals of the program? Did it meet them?</p> <p>How can you show the impact of the program on students? Are their champions for this work?</p>



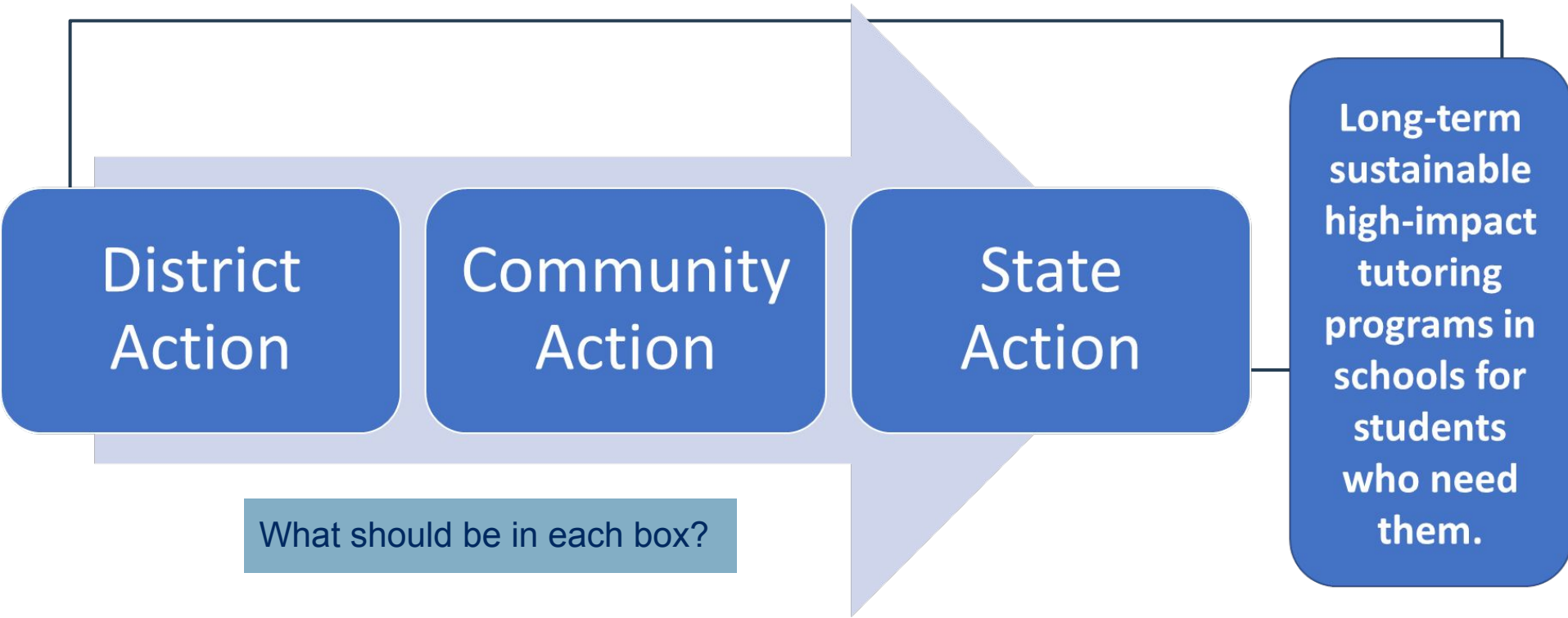
Sustaining the growth

	District	Community	State	Others
Funding				
Staffing				
Buy-in				
Evidence of Effectiveness				

- What actions need to be taken to sustain and improve these areas?
- Who needs to take the each action?
- What is the theory of action behind these efforts?



Theory of Sustainability



Share Out and Discussion

Present theories of sustainability



Wrap Up

- There are summaries of state efforts on high-impact tutoring on your tables. These were created by talking to staff people (including some of you) in state offices of education. See what other states are doing and let us know if we need to add to or make adjustments to your own state's entry.
- There is also information about professional learning opportunities for our Stanford colleagues for school, district, and state leaders. Most of these experiences are free of charge. Take a look at the one-pager and we can connect you to someone if you have questions.
- Information from this conference will be available on our website.

