



NATIONAL STUDENT
SUPPORT ACCELERATOR

equalizing access to quality tutoring

NSSA 2024 CONFERENCE



Stanford

SCALE Initiative
Accelerator for Learning



WELCOME

Welcome to our 2024 Annual National Student Support Accelerator Conference - **High-Impact Tutoring: Supporting Students Now and for the Long Run!**

Since NSSA began early in 2021, high-impact tutoring has spread across the country and globally. Schools and districts are providing more and more students with the intensive, relationship-based, personalized instruction that they need to thrive, beginning to address COVID-induced learning gaps, as well as long-term inequalities in opportunity.

We see examples of success across the nation. Kindergarten students are working one-on-one with tutors, trained to provide high-quality instruction and supported with data and strong instructional materials. Middle and high school students are learning the specific math content they need to understand in order to excel in their classwork. No one approach works best in all contexts. Across the country some districts are partnering with providers who specialize in high-impact tutoring, others are building their own programs, and others are adjusting schedules and staffing to blend high-impact tutoring into traditional courses. Some tutors are college students, some are community members, and some are experienced teachers. Opportunities, needs and choices vary, but students are benefiting from engaging and motivating relationships with educators and from high-quality, personalized instruction.

However, high-impact tutoring is not easy to implement and scale. We have so much to learn from each other about how to embed this highly effective approach into schools for the long run. Today we bring together district, state and higher education leaders, researchers, tutoring providers, and others to work together to increase and equalize access to high-impact tutoring for students. We will share innovative solutions to funding and operational challenges, hear about the latest research, and learn about pathways to quality and sustainability. We'll have opportunities to break into smaller groups to go deeper into these topics with others facing our similar challenges.

NSSA's efforts would not be possible without the support of many partners. Thank you to our initial funding partners for believing in this work including Bill & Melinda Gates Foundation, Kenneth C. Griffin, Jamie Halper, Overdeck Family Foundation, Schusterman Family Foundation, and Walton Family Foundation. Thank you also to our research partners including Arnold Ventures, Overdeck Family Foundation, and Smith Richardson Foundation. A special thank you to Pete Lavorini, Paula Longoria, and the Overdeck Foundation for your thought-partnership and support of this conference, as well as to all of our event sponsors.

We hope you learn, connect, and leave inspired to realize the potential of high-impact tutoring and more individualized learning opportunities for students across the country. Thanks for your help making today productive and fun.

Best,
Susanna Loeb
and National Student Support Accelerator Team

TABLE OF CONTENTS

| | |
|---|----|
| Welcome | 1 |
| High-Impact Tutoring Tools - Examples | |
| High-Impact Tutoring Quality Standards .. | 2 |
| Tutoring Quality Improvement System | 6 |
| High-Impact Tutoring: District Playbook .. | 7 |
| Toolkit for Tutoring Programs | 7 |
| Tutoring Database | 8 |
| Tutoring Program Selection Toolkit | 8 |
| Tutoring Training Toolkit | 9 |
| High-Impact Tutoring: Family and Caregiver Toolkit | 9 |
| Educator Guide: High-Impact Tutoring Advocacy | 10 |
| Higher-Education Institution Playbook | 10 |
| Data Resources | 11 |
| Funding for High-Impact Tutoring | 11 |
| High-Impact Tutoring Research - Examples | |
| Integrating High-Impact Tutoring with Multi-tiered Systems of Support (MTSS) .. | 12 |
| A Snapshot of State Tutoring Policies | 12 |
| Year Two Results Assessing the Effects of a Scalable Approach to High-Impact Tutoring for Young Readers | 13 |
| The Effects of Virtual Tutoring on Young Readers: Results from a Randomized Controlled Trial | 13 |
| Answering the Call: A field experiment to recruit college students as K-12 tutors | 14 |
| Outcomes-Based Contracting for Tutoring: Insights and Recommendations. | 14 |
| About NSSA | 15 |
| Conference Sponsors | 15 |



High-Impact Tutoring Quality Standards

TOOL

The High-Impact Tutoring Quality Standards align with NSSA’s Framework for High-Impact Tutoring. The Tutoring Quality Improvement System Advisory Group developed the standards and updates them regularly to reflect new learnings. Each quality standard is grounded in research and categorized as one of the following:

- **Research-Based:** This recommendation comes from a robust research base.
- **Research-Informed:** This recommendation comes from some combination of studies of effective tutoring programs, inferences from analogous research settings, and practitioner insight.
- **Emergent:** This recommendation does not come from a robust research base, but from alignment among practitioners and researchers on its likely importance for quality.

A note about equity: Equity is one of the foundational elements of NSSA’s Framework for High-Impact Tutoring. High-Impact Tutoring programs embed equity throughout their program; therefore, equity-related quality standards are included within each of the elements rather than as a stand-alone set of equity standards.

| CHARACTERISTIC | QUALITY STANDARD | RESEARCH BASE |
|---------------------------------------|--|---|
| TUTOR | | |
| Tutor Recruitment and Selection | The program has a clear recruitment and selection process that results in tutors with the skills and mindsets necessary to be successful in that program. | Emergent: Research has not explicitly focused on the most effective way to recruit tutors. However, experts in the field generally agree that programs should have clear processes and standards for recruitment. |
| Tutor Preservice Training | The program provides high-quality onboarding and training, tailored to program context. | Research-Informed: Research shows that highly skilled educators have a greater impact on student achievement. Therefore, programs that implement high-quality training to improve a tutor's skill level will likely positively impact student achievement. |
| Tutor Coaching and Feedback | The program provides ongoing support to tutors such as through coaching on the effective use of research-informed practices that foster academic success and overall student well-being. | Research-Informed: Research shows that educators improve by receiving ongoing support and feedback. Providing tutors with support in utilizing research-based instructional practices is, thus, likely to improve their practice and the program’s effectiveness. |
| DATA USE | | |
| Program Effectiveness and Improvement | The program has demonstrated a commitment to understanding overall program effectiveness and processes for ongoing improvement. | Research-Informed: Research provides evidence that management practices that include data collection and analysis can improve organizational outcomes. As a result, tutoring programs that use data in their design and improvement process are likely to increase program effectiveness over time. |
| Formative Assessment | The program provides tutors with support to collect, analyze, and use formative assessment data to inform design of future sessions. | Research-Based: Research on formative assessments in other settings suggests that they can provide valuable data for educators. As a result, similar formative assessments are likely to help tutors improve tutoring sessions and personalize instruction. Research suggests tutors need time and support to review formative assessment data, as well as the ability to act upon them. |



Scan for more

| CHARACTERISTIC | QUALITY STANDARD | RESEARCH BASE |
|--------------------------------------|---|---|
| Student Progress Measure | The program has a system for measuring individual student progress over time and responding to those results; measures of progress include both academic growth and adaptive indicators (i.e., student engagement; student confidence). | Research-Informed: Tutoring programs can measure student progress over time by analyzing grades, assessment results, and standardized test scores. Monitoring individual student's progress over time can improve tutor's practice as well as allow the program to adjust or change tutors to better reach goals. |
| INSTRUCTION | | |
| Student Grouping | The program strategically groups students by skill level or language need to allow the tutor to deliver relevant instruction to the full group. | Research-Informed: Research on supplemental educational supports (not tutoring explicitly) suggests that grouping students by skill level or ability level can increase effectiveness. |
| Tutor Consistency | Students receive consistent tutoring from the same tutor; any adjustments to groupings occur sparingly and strategically. | Research-Informed: Limited research on the effects of tutor consistency on student achievement exists. However, evidence does suggest that the practice of "looping" - students having the same teacher for multiple years - may positively impact student achievement. The general consensus is that it is beneficial for students to receive instruction from a consistent tutor. |
| Student-Tutor Relationship | The program has an intentional strategy and supporting systems to build strong, positive relationships between students and tutors. | Emergent: Many educators highlight the importance of relationships in effective tutoring, though research has not directly tested the role of relationships in driving student outcomes. The well-researched benefits of same-race teachers points to the importance of cultural competency in building those relationships and improving student outcomes. Tutors who are able to foster positive and professional relationships with students likely have great potential to engage students and improve outcomes. |
| High-Quality Instructional Materials | The program uses high-quality instructional materials (HQIMs) that are user-friendly, rigorous, and research-based. | Research-Based: HQIMs positively impact student achievement in the classroom setting; therefore, the use of HQIMs is likely to improve the success of tutoring programs. |
| Instructional Practices | Tutors use research-based instructional practices aimed at fostering academic success and overall student well-being. | Research-Based: Research-based instructional practices, by definition, promote student outcomes. One driver for the strong impacts of teacher led tutoring may be their expert facilitation of learning using these practices. Providing tutors with support in utilizing research-based instructional practices, thus, is likely to increase the effectiveness of the program. |
| Routines and Structures | The program has consistent lesson structure, set instructional routines, and standard procedures to maximize learning. Tutor-specific modifications are intentional and informed by student needs. | Research-Informed: The evidence base does not provide detailed information on how the structure of specific tutoring interventions affect student learning. However, students generally tend to benefit from a consistent lesson structure, procedures, and routines in educational settings. |

| CHARACTERISTIC | QUALITY STANDARD | RESEARCH BASE |
|----------------------------------|---|--|
| Dosage | The program provides each student with at least three tutoring sessions per week, with ample time (usually a minimum of 30 minutes per session) for students to engage fully with the material. | Research-Informed: Overall, tutoring interventions appear to be more effective as the number of tutoring sessions per week increases. Although research does not identify the most effective combination of duration and frequency, it does provide evidence that at least a minimum amount of exposure is necessary for high-quality tutoring to lead to desired outcomes. |
| Ratio | The ratio of students to tutor in the program is low and does not exceed 4:1. | Research-Informed: Multiple studies suggest 1:1 tutoring has a greater impact on student achievement than any other grouping. However, research also suggests that tutoring is effective up to a ratio of 4:1. Some considerations when defining the student-tutor ratio are cost, resources and tutor type. |
| LEARNING INTEGRATION | | |
| Setting | The program occurs during the school day. | Research-Based: Studies on tutoring programs find that the effects of programs conducted during the school day are roughly twice as large as those conducted outside of school. However, out-of-school tutoring programs can be effective if the necessary structures and systems are in place to ensure student participation and engagement. |
| Integration with School Schedule | If occurring during the school day, the program strategically considers the tradeoffs of students attending tutoring instead of alternative uses of time. | Emergent: Substantial evidence makes clear that classes vary in their benefits for students. Integration of tutoring into a student's schedule requires them to substitute tutoring for other uses of their time, which might also be important for their learning and well-being. |
| Curricular Alignment | If classroom instruction is based on rigorous and high-quality materials, the tutoring program aligns to classroom curricula. | Emergent: Aligning tutoring with work in the classroom reduces the potential for student confusion from differences in the approach and facilitates communication between the tutor and the student's teachers. However, if the materials are not high quality, the benefits of alignment may not exceed the drawback of low quality materials. |
| School and Teacher Engagement | The program regularly engages with school leaders and/or teachers regarding instructional alignment and student progress. | Emergent: A number of effective tutoring programs engage regularly with school leaders and teachers, though researchers have not directly tested the importance of school engagement. Experts suggest that strong tutor-teacher communication may improve tutors' understanding of students and, as a result, the effectiveness of tutoring. |
| Student Enrollment and Retention | The program has a defined approach to enroll and retain students; particular attention is paid to reducing barriers to participation. | Research-Informed: Tutoring programs vary based on how students are chosen (i.e., required participation, opt-in or opt-out participation). While these different features have not been researched, it is suggested that required opt-out programs (where students are automatically enrolled unless parents actively ask that they not be enrolled) reduce barriers to participation. |

| CHARACTERISTIC | QUALITY STANDARD | RESEARCH BASE |
|---------------------------------|--|--|
| Caregiver Engagement | The program ensures regular engagement with caregivers and updates on student progress. | Emergent: While no studies have directly tested the benefits of tutors interacting with caregivers, a number of studies have shown caregiver involvement can positively impact student achievement. Therefore, tutoring programs may benefit from proactively encouraging tutors to engage with caregivers. |
| SAFETY | | |
| Safety Protocols | The program has health, physical safety, and emergency management protocols in place to provide an environment conducive to learning and fosters awareness and understanding of the protocols. Note: This standard, as all others, is applicable for both in-person and virtual tutoring programs. | Emergent: Researchers have not studied the importance of safety protocols for tutoring programs. However, common consensus is that programs cannot operate without making student safety a pillar of operations. |
| Data Privacy and Security | The program has reasonable data security infrastructure and data privacy policies and practices in place in order to keep student information safe. | Emergent: Researchers have not studied the importance of data security infrastructure for tutoring programs. However, common consensus is that tutoring programs cannot operate without making data privacy a pillar of their operations. |
| COHESION | | |
| Program Design | The program is designed to successfully meet the needs of the community it serves. | Research-Informed: Research on organizations generally suggests that programs that have a clear logic model and sense of what drives impact in their program may be more effective. This is likely true for tutoring programs as well. |
| Leader Role Clarity | The program has clearly defined roles and responsibilities for the leadership team, with particular attention to clearly defining tutor coaching responsibilities. | Evidence Informed: Research on nonprofit organizations generally suggests that programs with clearly defined leadership roles may be more effective. This is likely true for tutoring programs as well. |
| Leader Professional Development | Program leaders receive support to implement their roles with fidelity. | Evidence Informed: Research on nonprofit organizations generally suggests that programs with leaders who have the necessary skills and knowledge for their role may be more effective. This is likely true for tutoring programs as well. |
| Organizational Culture | The program has a defined mission, vision, and set of organizational goals; and these guiding documents are aligned with the broader context and well understood by stakeholders. | Research-Informed: Research on organizations generally suggests that programs that have a clear mission and goals and an aligned organizational culture tend to be more effective. This pattern is likely to hold for tutoring programs as well. |

Tutoring Quality Improvement System

TOOL

The Tutoring Quality Improvement System (TQIS) provides tutoring programs with a free and research-based assessment of their program's quality by comparing the tutoring program's characteristics and activities to a set of industry quality standards. The Tutoring Quality Standards are aligned with NSSA's Framework for High-Impact Tutoring and were developed by the TQIS Advisory Group. In addition to delivering information about how well a tutoring program aligns with the quality standards, TQIS also provides tutoring programs with tailored recommendations and resources to support the tutoring program's continuous improvement. The TQIS assessment allows programs to act quickly upon the feedback to improve.

Intended TQIS Users

The TQIS is specifically designed for a number of users:

- Tutoring organizations and school districts operating their own tutoring programs can use TQIS to identify areas for improvement once or on an ongoing basis as part of their continuous improvement process.
- Tutoring organizations and school districts developing new tutoring programs can use TQIS prior to launch to identify improvement areas iteratively as part of their design process.
- School districts interested in partnering with tutoring providers can request potential providers share their assessment report as part of the RFP process.
- Funders can request grantees use TQIS to better understand program quality.
- Tutoring programs may use the validated assessment report to share independent information about their program's quality.

Tutoring Program Design Badge

The NSSA Tutoring Program Design Badge indicates that a tutoring program's design aligns with fundamental Tutoring Quality Standards based on provided documentation. The badge is meant to act as a first filter to states and districts for quality to indicate that a program has a research-aligned program design.



Benefits of the Tutoring Program Design Badge

The badge provides benefits for tutoring providers and the districts and states who seek to partner with providers by:

- **Distinguishing tutoring programs that align with high-impact tutoring standards:** With many providers to choose from, it is difficult for states and districts to identify which providers align with high-impact standards. The Program Design Badge indicates that the badged program has demonstrated its alignment with high-impact standards.
- **Informing the field of effective model design features:** Less effective tutoring programs dilute the value of high-impact tutoring. The Program Design Badge seeks to recognize and communicate the design features that research indicates will lead to effective programs in a clear and engaging way.



Scan for more

High-Impact Tutoring: District Playbook

TOOL

Research shows that High-Impact Tutoring is unusually effective for accelerating student learning. In fact it is more effective than other interventions that have been tested and is effective across grade and content levels. This Playbook and the accompanying District Playbook Workbook is designed for school district staff interested in implementing High-Impact Tutoring programs in their districts.

The Playbook draws from research and from the deep knowledge of districts, tutoring providers and other experts across the country and is one of several interrelated research-backed tools provided by the National Student Support Accelerator (NSSA) to make it easier for states, districts, schools and nonprofits to develop and implement high-impact tutoring programs with quality.

Designing and implementing a new High-Impact Tutoring program can be broken into four specific phases of work that provide the framework for this Playbook:

- 1. Lay the Foundation:** Identify a focus area, determine your program's scale, set initial goals, and select and implementation strategy.
- 2. Plans for Effective Operations:** Develop timelines, plan small-scale pilot programs, ensure staff capacity, determine budget and funding sources, and build key stakeholders' investment in tutoring.
- 3. Design for Impact:** Ensure program design aligns with the elements of High-Impact Tutoring and establish regular data collection, reflection, and continuous improvement.
- 4. Implement:** Identify school sites, select students, schedule tutoring sessions, and communicate regularly with students and caregivers to ensure enrollment and attendance.

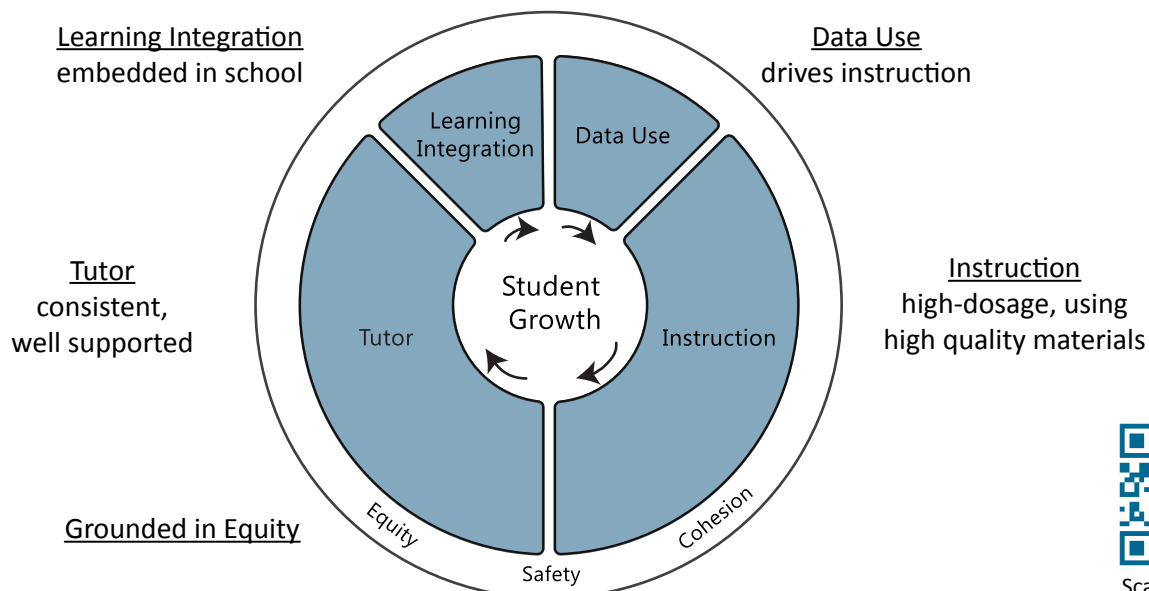


Scan for more

Toolkit for Tutoring Program

TOOL

The Toolkit for Tutoring Programs aims to identify the choices and practices that define high-quality tutoring programs, while also providing resources and tools to help with common challenges that programs face in implementing these choices and practices. The toolkit is designed to support both launching a new tutoring program and improving an established one. The Toolkit includes guidance, templates, and examples for tutoring program design and implementation and is aligned with the High-Impact Tutoring Framework below:



Scan for more

Tutoring Database

TOOL

This database includes an initial set of organizations that offer tutoring, technology platforms or academic interventions along with relevant information if available. This is not meant to be an inclusive list, but a starting point.

- **Tutoring programs** are those organizations that offer one-on-one and/or small group tutoring directly to students, either in-person, virtually, or through both modes of delivery.
- **Technology platforms** are technology platforms that facilitate tutoring programs.
- **Interventions** offer materials (e.g., an instructional scope and sequence, placement assessment, progress monitoring tools) that are used by a tutoring program, but do not offer tutoring directly.

This database is intended 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 and to identify interventions that might be useful to their programs, if needed.

Please note that some of these programs are also listed on ProvenTutoring.org where you can find additional information on relevant research studies and costs.



Scan for more

Tutoring Program Selection Toolkit

TOOL

The Tutoring Program Selection Toolkit, designed to complement the District Playbook, helps Local Educational Agencies (LEAs/districts) and State Educational Agencies (SEAs) design a tutoring provider selection process and select tutoring providers that match their specific needs. While LEAs and SEAs are our primary audience, school leaders and tutoring providers can also find the resources in this toolkit helpful. Districts and Local Educational Agencies (LEAs) interested in starting a tutoring program can follow the steps process below to design and execute an effective tutoring provider selection process:



Scan for more



1

Looking for tutoring?

District, state, and school leaders interested in tutoring can start here!



2

Identify your needs!

Use the Needs Assessment Tool to identify the needs, priorities, and goals for tutoring.



3

Build a Request for Proposal

Use the Selection Criteria Tool to view guidance, a list of research-aligned best practices, and sample language for your RFP.



4

Compare providers side-by-side

Use the Tutoring Provider Comparison Table to compare proposals and options to make the most appropriate selection for your specific needs.



5

Select your perfect tutoring provider!

Your students are on their way to receiving evidence-backed academic support thanks to your selection!

Tutoring Training Toolkit

TOOL

This Tutor Training Toolkit provides tutor program leaders with training development guidance, profiles of specific tutor trainings, and a searchable database of open-access tutor training materials intended to support tutor program leaders in developing their own tutor training and ongoing support. Training materials were sourced through established tutoring programs, including tutoring companies, universities, and school district-designed programs. This toolkit includes:

Rationale and Usage Guide: This section outlines the rationale for tutor training and recommends the best ways to use this Tutor Training Toolkit.

Training Development Guidance: This section outlines critical guidance for practitioners to consider when designing tutor training. It covers best practices in the design and delivery of training to tutors and the most critical knowledge, skills, and mindsets of effective tutors to inform the content of

tutor training. This guidance can be used to design and improve the effectiveness of your tutor training.

Tutor Training Profiles: This section outlines the tutor training design for 10 tutoring programs, including a sampling of tutor training developed by districts, higher education institutions, and tutoring organizations. Each profile includes an outline of the tutoring program's design and its alignment with the components of high-impact tutoring and link(s) to the majority of the training for each source, along with a summary of the format, topics, and a list of recommendations for using these trainings.

Tutor Training Library: The library is a searchable database of more than 100 different sessions aligned to each of the topic areas identified in the training content recommendations section.



High-Impact Tutoring: Family and Caregiver Toolkit

TOOL

NSSA and Innovate Public Schools created this tool to help families understand and advocate for high-impact tutoring in their communities. By equipping families with this tool, we aim to foster greater parent leadership and engagement with high-impact tutoring to support students across the nation. The toolkit's purpose is to:

- Understand what high-impact tutoring is
- Contribute to your child's success in school
- Empower yourself and other families to advocate and partner with schools

“*High Quality Tutoring I think is perfect for a student, because you have a relationship, a connection. The tutor interacts and sometimes even motivates the student... they feel confident.*”

Aida, Parent Leader, Innovate Public Schools

Questions to ask your school, principal, district, or program:

1. What tutoring programs are offered?
2. Who is eligible for tutoring? How are students selected?
3. Is there a tutoring program my child can participate in? If not, why not and how might my child participate? If yes, how do I enroll my child? What can I do to support my child so they get the most out of it?
4. Is 1:1 or small group tutoring provided? Is tutoring provided in-person or virtually?
5. Are students paired with tutors or do the tutors rotate?
6. Are tutors receiving ongoing training and support?
7. Does tutoring take place during or after the school day? Is summer tutoring provided?
8. Is data being collected to measure program success?
9. Has the tutoring program been awarded the NSSA Program Design Badge showing the program is aligned to the research on what is high-impact?
10. What state or federal funding can you leverage to provide and scale tutoring?



Educator Guide: High-Impact Tutoring Advocacy

TOOL

This Educator Guide provides materials and tools to support educators in championing high-impact tutoring programs within their school and/or district. Developed in partnership with the **Tutoring Advisory Group**, this Guide provides program examples, sample presentations, talking points and more to help educators understand and advocate for this effective learning opportunity for their students. High-impact tutoring leads to substantial learning gains for students by supplementing (but not replacing) students' classroom experiences.

Educator Tutoring Advisory Group

Advisory Group members are members of the NEA selected for their leadership and commitment to high-quality, equitable learning opportunities for all students. Members meet monthly and provide input to NSSA strategy and tools.



Scan for more



Katie Allen
4th Grade, Math
Denver, CO



Toni Hicks
2nd Grade
Rocky Mount, NC



Connie Michael
5th Grade, Science
Crow Agency, MT



John Retzer
High School, Social Studies
Westland, MI



Estefania Rios
High School, English
Rahway, NJ



Katrinet Sims
Career Tech Education
Huntsville, AL



Ryann Skrypec
Middle School, English
Chelsea, MI



Maurice Telesford
Middle School Science Teacher
Ferndale, MI

Higher Education Institution Playbook

TOOL

High-impact tutoring occurs in numerous ways including in district or school developed programs, partnerships between districts and tutoring providers and partnerships between districts and higher education institutions (HEIs). HEIs have the particular potential to combine the benefits of tutoring for K-12 students with benefits for tutors, who, as college students, are developing skills and learning about future employment opportunities.

This Playbook aims to support HEIs in partnering with school districts to offer high-impact tutoring services. While HEI staff members are the primary audience, state educational officials, school district staff, and school administrators can leverage many of the resources in the Playbook. This Playbook includes materials, templates, and examples covering why HEIs should consider tutoring, program design, program implementation, challenges and solutions, and example program profiles.



Scan for more

Data Resources

TOOL

Early Planning Needed to Know Your Tutoring Program's Effectiveness



What your district needs to do now to sustain your tutoring program post-ARPA funding.

How to Gather Rigorous Evidence of your Tutoring Program's Effectiveness



Guidance for conducting a high-quality study of your tutoring program.

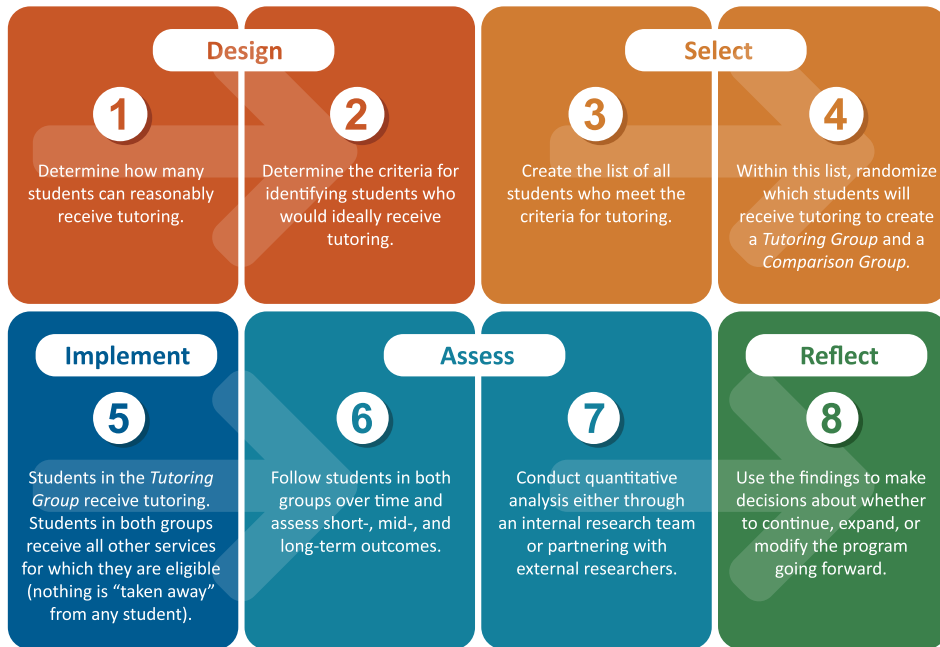
Data Collection Tools

Support, examples, and templates for gathering the data needed to understand your program's effectiveness.



How to Conduct a Randomized Controlled Trial of Your Tutoring Program

Here are the steps needed to conduct an RCT of a tutoring program.



Funding for High-Impact Tutoring

TOOL

This brief provides an overview of available funding for high-impact tutoring programs beyond Covid-19 relief funding (ESSER). Many streams of funding, on their own or braided together, can pay for high-impact tutoring in U.S. schools:

Student Specific Funding

- General Education Support and Enrichment
- Economically Disadvantaged Students
- Newcomers and English Language Learners
- Students Returning from Correctional Facilities
- Special Education Students

Tutor Specific Funding or Compensation

- Full-time Tutors
- Post-Secondary Students as Tutors
- Secondary and Post-Secondary Students as Tutors

Philanthropy

Blending, Braiding, and Prioritizing Funding

ESSER III Spending Extension

Final Considerations from the National Student Support Accelerator

As ESSER funds come to an end, policymakers and school leaders will need to secure alternative funding and resources for research-backed high-impact tutoring to continue to make a difference in the lives of students. Leveraging existing systems, such as Multi-Tiered Systems of Support (MTSS), and resources, such as paraprofessionals, can be a sustainable, cost-effective way to sustain high-impact tutoring for the long-term. See Integrating High-Impact Tutoring into MTSS for guidance, action steps, and examples.



Scan for more

Integrating High-Impact Tutoring with Multi-tiered Systems of Support (MTSS)

RESEARCH

Districts across the nation use Multi-Tiered Systems of Support (MTSS) to target appropriate supports for each student. High-impact tutoring is the most effective research-backed academic support – consistently demonstrating from six months to over two years of learning gains for students across grade levels and content areas in a single year of tutoring.

Districts that have chosen to integrate high-impact tutoring with MTSS are finding that embedding this highly effective support into the fabric of their schools improves student outcomes, reduces implementation challenges, improves instructional coherence, and streamlines operations.

Interviews across a number of schools, districts, and experts in the field identified critical steps to successfully integrate high-impact tutoring with MTSS without long-term additional capacity. Action steps include state level efforts, such as reviewing and shifting any conflicting guidance in state policy, district level efforts, such as defining and setting expectations for alignment and implementation, and school level efforts, such as ensuring implementation with fidelity.

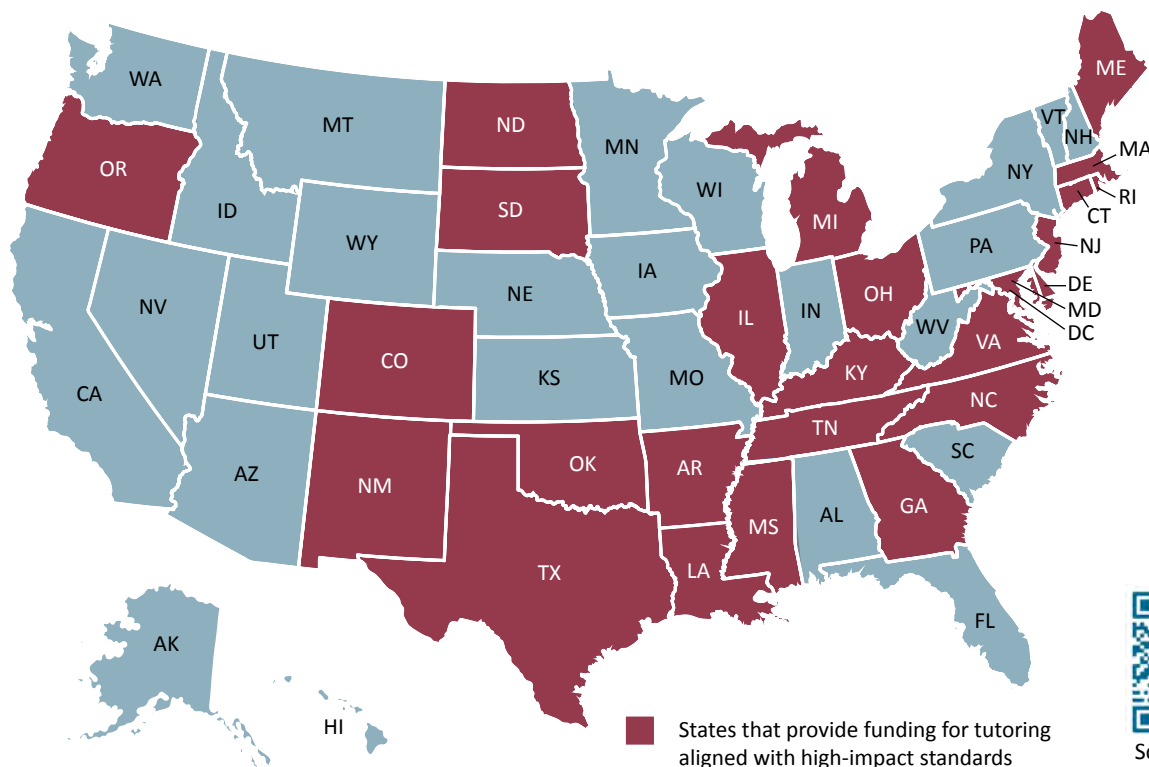


Scan for more

A Snapshot of State Tutoring Policies

RESEARCH

As schools, districts, and states work to address student needs following the pandemic, many turned to high-impact tutoring, a research-based approach to providing individualized instruction to students. In fact, thirty-seven percent of public schools reported providing “high-dosage” tutoring on a federal school pulse panel survey in December 2022. In addition, many states have implemented or are exploring policies to increase access to high-impact tutoring. This brief explores the tutoring policy landscape at the state level as of November 2023.



Year Two Results Assessing the Effects of a Scalable Approach to High-Impact Tutoring for Young Readers

 RESEARCH

Kalena Cortes, Karen Kortecamp, Susanna Loeb, Carly D. Robinson

This research report presents the results from the second year of a randomized controlled trial of an early elementary reading tutoring program that has been designed to be affordable at scale. During the 2021-22 school year, over eight hundred kindergarten students in a large Southeastern school district were randomly assigned to receive supplementary tutoring with the Chapter One program. The program continued during the 2022-23 school year, while the children attended first grade. The program embeds part-time tutors into the classroom to provide short bursts of instruction to individual students each week over the course of the school year. The consistent presence of the tutors allows them to build strong relationships with students and meet students' individual needs at the moment they might most benefit from personalized instruction. The program focuses more time on students with the lowest literacy skills.

We find that students who participated in Chapter One's program increased their early literacy skills on both program-collected and district-collected measures, meaningfully reducing their likelihood of being classified at risk in early literacy. The positive findings at the end of the second year of implementation continue to provide promising evidence of an affordable and sustainable approach for delivering one-on-one personalized literacy tutoring at scale.



Scan for more

The Effects of Virtual Tutoring on Young Readers: Results from a Randomized Controlled Trial

 RESEARCH

Susanna Loeb, Sarah Novicoff, Cynthia Pollard, Carly Robinson, Sara White

This study is the first randomized controlled trial of a virtual early literacy tutoring program. OnYourMark Education provides tutoring grounded in the science of reading and focused on foundational literacy skills (e.g., phonics, phonological awareness, reading fluency). During the 2022-23 school year, OnYourMark partnered with 12 schools in a large charter-management organization in the southern United States to provide virtual tutoring in school to kindergarten, first, and second grade students. The program included four sessions per week for 20 minutes per session from September through May. We randomly assigned students to one-on-one tutoring (N=510), two-on-one tutoring (N=570), or a business-as-usual control group (N=1,005). We find that students assigned to OnYourMark tutoring scored approximately 0.08 SD higher on end-of-year early literacy tests than students in the business-as-usual control group, with lower-performing students (0.18 SD) and first graders (0.19 SD) assigned to 1:1 tutoring benefiting most. These positive findings from a virtual program with young readers provides initial evidence that virtual tutoring could be a promising option, especially in contexts with barriers to implementing in-person early literacy tutoring.



Scan for more

Answering the Call: A Field Experiment to Recruit College Students as K-12 Tutors

RESEARCH

Carly D. Robinson, Katharine Meyer, Chastity Bailey-Fakhoury, Amirpasha Zandieh, Susanna Loeb

This paper presents findings from a randomized field experiment investigating how to best recruit college students as tutors. College students often must balance the goals of working to earn money and goals of contributing to the community, building career skills, and developing social relationships. Tutoring K-12 students can support each of these goals, benefiting both the tutored students and the college student tutors. Yet, college students decide on jobs with imperfect information about their potential benefits. As a result, they may rely on misleading heuristics (“interesting jobs pay badly”) that affect the jobs they pursue. In partnership with Grand Valley State University, we randomly assigned college students to receive either a generic tutor recruitment email, or one of four targeted emails each making a different benefit of tutoring salient: (1) the monetary benefit of tutoring (emphasizing the hourly wage), (2) the prosocial benefits of tutoring (emphasizing how the K-12 students would benefit), (3) the social benefits of tutoring (emphasizing the chance to meet other peers), or (4) the career benefits of tutoring (emphasizing skills gained from tutoring).

We found that making the monetary benefits of a job salient increases the likelihood college students apply by 196%. There was no impact on application rates when recruitment messaging emphasized the prosocial, career, or social benefits of the job, despite students reporting these benefits as being the primary motivator for applying. This study highlights a simple, cost-effective strategy for recruiting college students to work as tutors.

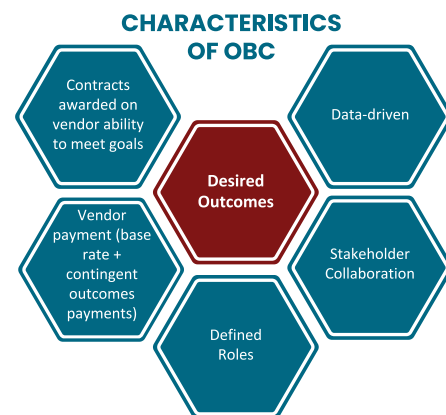


Scan for more

Outcomes-Based Contracting for Tutoring: Insights and Recommendations

RESEARCH

Contracting relationships between public school districts and vendors are a common feature of education provision in the United States. Contracted services in schools can range from broad, essential functions such as school meals, bussing, and janitorial services to more specialized services such as the analysis of student data, curriculum mapping, and professional development for staff members. The strength of these contracting relationships depends on vendors providing consistent services and on payment between vendors and districts. Providers are paid with public funds, and communities may expect clear oversight of contracts and transparency about their effects on valued outcomes. Transparency also can help districts make decisions about whether or not to continue contracts with providers.



Outcomes-based contracting (OBC) aims to ensure vendor performance and efficacy by building expectations for transparency and effectiveness directly into legal agreements. An OBC contract includes a portion of payment contingent to the provider based on the attainment of agreed-upon success metrics set forth by the buyer, in this case, the school district (Corbett et al., 2023). While OBC, also referred to as Pay for Success funding model, has been used in other areas of the social sector, such as in permanent support housing (Walsh et. al., 2020), workforce development (Andreason, 2016), and vaccine availability (Snyder et.al., 2011), the model is quite new in the public education sector.



Scan for more

About The National Student Support Accelerator

The National Student Support Accelerator (NSSA) seeks to ensure every student in need has access to an effective tutor who champions their learning and success. Launched in 2021, NSSA conducts, coordinates, and synthesizes research and translates findings into actionable best practices. Working with states, districts, schools, and tutoring providers, NSSA provides tools and strategic advising to accelerate the growth of high-impact tutoring opportunities for K-12 students in need.

National Student Support Accelerator Stanford University

520 Galvez Mall, CERAS Building
Stanford, CA 94305

info@studentsupportaccelerator.org
studentsupportaccelerator.org

Follow us @NSSAccelerator



Thank You Conference Sponsors



Thank You Learning Opportunity Table Sponsors

