



NATIONAL STUDENT
SUPPORT ACCELERATOR

equalizing access to quality tutoring

NSSA 2023 CONFERENCE



WELCOME

Welcome to our 2023 Annual National Student Support Accelerator Conference - High-Impact Tutoring: From Research to Sustainability!

This moment is critical for the system change needed to address recent COVID-induced learning gaps, as well as long-term, deep-seeded inequalities in opportunity. High-impact tutoring is gaining traction with examples of success across the nation. Research is confirming its impact and teaching us how to make relationship-based personalized instruction sustainable. However, high-impact tutoring is not easy to implement and scale, and Elementary and Secondary School Emergency Relief Fund (ESSER) will dry up shortly, despite the continued need. Now is the time to learn from each other and the successes across the country to embed highly effective instruction 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 equalize access to high-impact tutoring for students in need. We will share innovative solutions to operational challenges, hear about the latest research, and explore pathways to sustainability. We'll also have opportunities to break into learning communities 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, Overdeck Family Foundation, Schusterman Family Foundation, and Walton Family Foundation. Thank you also to our research partners including Accelerate, Arnold Ventures, Brown University, Overdeck Family Foundation, and Smith Richardson Foundation.

A special thank you to Melanie Dukes, Pete Lavorini, Paula Longoria, and the Overdeck Foundation for your thought-partnership and support of this conference, as well as to our event sponsors: Bay Area Tutoring Association and Tutored by Teachers.

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



*Equalizing
Access to
Quality
Tutoring*

NSSA 2023 CONFERENCE AGENDA

8:00 - 8:45 AM	Breakfast / Registration	
8:45 - 9:30 AM Keynote	<p>Welcome (<u>Location: McCaw Hall</u>) Susanna Loeb, <i>Stanford University and National Student Support Accelerator</i></p> <p>Sustaining this Moment of Opportunity Penny Schwinn, <i>Tennessee Department of Education</i></p>	
9:30 - 10:30 AM Panel Discussion	<p>Implementation and Scaling: Solving Operational Challenges (<u>Location: McCaw Hall</u>) <u>Moderator:</u> Monica Bhatt, <i>University of Chicago</i> <u>Panelists:</u> Christy Borders, <i>Illinois Tutoring Initiative</i>; Carina Escajeda, <i>Ector County Public Schools</i>; Bernard McCune, <i>Denver Public Schools</i>; Adeola Whitney, <i>Reading Partners</i></p>	
10:30 - 11:00 AM	Break / Transition	
11:00 - 12:00 PM Breakout Sessions	<p>Learning Community #1: Researchers (<u>Location: McCaw Hall</u>) Current Research and Dissemination for Impact</p> <p>Learning Community #2: State/District Leaders (<u>Location: Barnes/McDowell/Cranston</u>) Data Walk: Challenges and Solutions</p> <p>Learning Community #3: Tutoring Providers and Higher Education (<u>Location: Lane/Lyons/Lodato</u>) Solutions in Partnerships</p>	
12:00 - 12:45 PM	Lunch / Table Topics	
12:45 - 2:00 PM Research Lightning Rounds (opportunity to attend two)	<p>Combining Tutoring with Computer Assisted Learning (<u>Location: Lane; McCaw Hall</u>) Jonathan Guryan, <i>Northwestern University</i> Philip Oreopoulos, <i>University of Toronto</i></p> <p>The Special Case for Early Literacy Tutoring (<u>Location: Barnes/McDowell/Cranston; Lodato/Lyons</u>) Katie Pace Miles, <i>Brooklyn College, CUNY</i> Carly Robinson, <i>Stanford University</i></p>	<p>Can Tutoring with Volunteers or Virtual be High-Impact? (<u>Location: McCaw Hall; Lane</u>) Michela Carlana, <i>Harvard University</i> Robin Jacob, <i>University of Michigan</i></p> <p>Using Machine Learning to Improve Tutoring (<u>Location: Lodato/Lyons; Barnes/McDowell/Cranston</u>) Dora Demszky, <i>Stanford University</i> Rose Wang, <i>Stanford University</i></p>
2:00 - 3:00 PM Panel Discussion	<p>Sustainability: Building the Systems and Case for Support (<u>Location: McCaw Hall</u>) <u>Moderator:</u> Melanie Dukes, <i>Overdeck Family Foundation</i> <u>Panelists:</u> Faith Freeman, <i>UNC Greensboro</i>; Robin Lake, <i>CRPE</i>; David Parker, <i>ServeMinnesota</i>; Lakisha Young, <i>The Oakland REACH</i></p>	
3:00 - 3:30 PM	Break / Transition	
3:30 - 4:30 PM Breakout Sessions	<p>Learning Community #1: Researchers (<u>Location: McCaw Hall</u>) Developing a Shared Research Agenda</p> <p>Learning Community #2: State/District Leaders (<u>Location: Barnes/McDowell/Cranston</u>) Actions Needed Now for Sustainability</p> <p>Learning Community #3: Tutoring Providers and Higher Education (<u>Location: Lane/Lyons/Lodato</u>) Pathway to Sustainability: Organizing, Demonstrating, and Communicating Effectiveness</p>	
4:30 - 4:45 PM	Break / Transition	
4:45 - 5:30 PM	Closing & End of Day Reflections (<u>Location: McCaw Hall</u>)	
5:30 - 8:00 PM	Evening Reception (<u>Location: Ford Gardens</u>) Learning Gallery	

HIGH-IMPACT TUTORING QUALITY STANDARDS

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.

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.

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.

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

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 High-Impact Tutoring Quality Standards are aligned with the 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.



Why develop TQIS?

Rigorous research provides evidence that tutoring, with specific characteristics, produces large learning gains for a wide range of students, including those who have fallen behind. However, not all tutoring is effective, making it difficult for districts, schools, and others to implement quality tutoring programs and select tutoring providers that meet their needs.

One way for tutoring programs to demonstrate effectiveness is through Randomized Control Trials (RCTs) which identify the effects by randomly assigning a large group of students to either receive the program or not and then following those students, measuring their outcomes and comparing the two groups. This approach is the best way of estimating the effects of a program on specific outcomes such as standardized test performance.

However, many RCTs are imperfect. These studies may appear to show effects even when the program is not beneficial for students. Some research shows effects on very narrow outcomes that are specific to the program - such as solving math problems in very specific ways - but that don't reflect overall learning benefits. Other research is simply poorly done, not, for example accounting for pre-existing differences between those who did or did not participate in the program. Moreover, RCTs can be expensive and often take multiple years to yield results. Only the most established and well-resourced tutoring programs have the opportunity for this type of quality validation. These barriers leave many community-based, smaller tutoring organizations — that may be just as effective — without RCT evidence.

TQIS provides a free, rapid, and research-based assessment of how aligned a tutoring program is with High-Impact Tutoring Standards. This assessment and its accompanying improvement recommendations provide an independent quality assessment to support internal improvement efforts and decision-makers considering partnering with a tutoring provider.

HIGH-IMPACT TUTORING: DISTRICT PLAYBOOK

This Playbook and the accompanying 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.

Who is the intended audience for the Playbook?

This Playbook is designed for school district staff interested in implementing High-Impact Tutoring in their districts. While district staff members are the primary audience, state educational officials and

school administrators will also be able to leverage many of the resources in the Playbook.

How was the Playbook designed?

This Playbook draws on a large body of tutoring research and interviews with tutoring providers and district leaders who are implementing high-impact tutoring. It aims to help districts understand and prioritize what is most critical to the design, planning and implementation of High-Impact Tutoring programs through a set of research-informed and practical tools.

Why are the Playbook's tools and resources in this specific order?

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 as outlined in the figure below:

Developing and Implementing High-Impact Tutoring



Scan for more

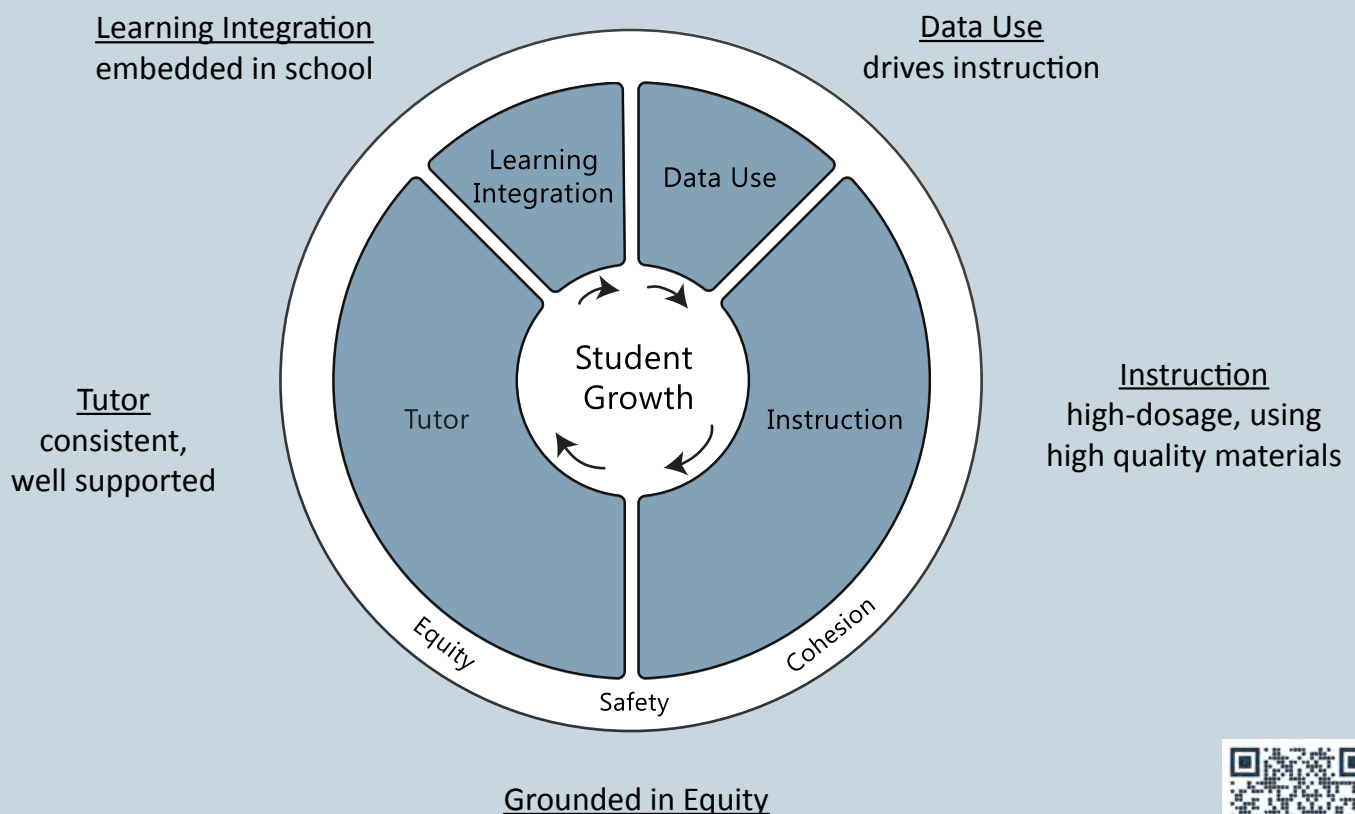
TOOLKIT FOR TUTORING PROGRAMS

This toolkit is designed to guide practitioners through designing and implementing a new high-impact tutoring program, or improving an existing one.



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:



HIGH-IMPACT TUTORING: HIGHER EDUCATION INSTITUTION PLAYBOOK

Research shows that high-impact tutoring is unusually effective for accelerating K-12 student learning. In fact, it is more effective than other interventions that have been tested and is effective across grade and content levels. 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.

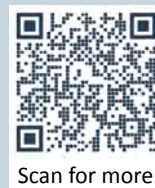
This Playbook aims to support HEIs in partnering with school districts to offer high-impact tutoring services.

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.



Jasmin Orellana Garcia, a student teacher from Georgia Gwinnett College, works with students at Bethesda Elementary School as part of partnership between GGC and Gwinnett County Public Schools. Photo: Rod Reilly/GGC



EDUCATOR UNION LEADERS' GUIDE: HIGH-IMPACT TUTORING ADVOCACY

The National Education Association (NEA) and the National Student Support Accelerator (NSSA), two organizations dedicated to student learning and success, welcome you to this guide.

NSSA and its Tutoring Educator Advisory Group collaboratively developed this resource to support NEA affiliate leaders as they advocate for effective learning interventions for students that support educators in the field.

This guide provides the tools and resources needed to lead the way in building student-centered, student-focused, educator-led efforts to ensure safe, just, inclusive, and supportive learning environments for every student. The guide is designed to help union leaders advocate for high-impact tutoring programs within their districts. It provides the research-backed evidence of efficacy and the rationale for how high-impact tutoring supports students and educators, as well as tools for successful advocacy. Because we know, when educators lead, students win.



NATIONAL STUDENT
SUPPORT ACCELERATOR



Scan for more

EDUCATOR GUIDE: HIGH-IMPACT TUTORING ADVOCACY

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.

Funding for districts is available through American Rescue Plan Act funding. Districts should consider proactively collecting qualitative and quantitative data to support the sustainability of their programs.



Tutoring Educator Advisory Group

The Accelerator received almost 500 applications for 10 positions. Advisory Group members are members of the NEA selected for their leadership and commitment to high-quality, equitable learning opportunities for all students:



Katie Allen
4th Grade, Math
Denver, CO



Toni Hicks
2nd Grade
Rocky Mount, NC



Connie Michael
5th Grade, Science
Crow Agency, MT



Melissa Molano
Vargas
Elementary, ELL
Somerset, NJ



John Retzer
High School, Social
Studies
Westland, MI



Estefania Rios
High School, English
Rahway, NJ



Katrinet Sims
High School,
Consumer Sciences
Huntsville, AL



Ryann Skrypec
Middle School,
English
Chelsea, MI



Maurice Telesford
Middle School
Science Teacher
Ferndale, MI



Chayne Turano
High School Science
Teacher
Hightstown, NJ

PROFESSIONAL LEARNING TOOLKIT FOR EARLY LITERACY TUTORS

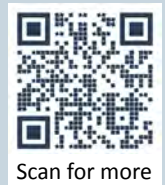
The Professional Learning Toolkit is intended for staff who design the sequence of professional development for early literacy tutors. It includes the following three sections:



- A Framework for Professional Learning that describes and provides resources for implementation of three recommended modes of professional learning, all with an understanding of and commitment to Culturally Responsive and Sustaining Education:
 - Practice-based Formal Learning
 - Feedback and Individualized Coaching
 - A Community of Support and Social Learning

- An Early Literacy Tutor Training Recipe Book equips early literacy tutoring providers and districts that are standing up their own tutoring programs with critical ingredients in the four core content areas needed to build a strong scope and sequence of training, before tutors are working directly with students.
 - Culturally Responsive and Sustaining Education
 - Building Relationships with Young Children
 - How Children Learn to Read and How Adults Teach Them to Do So
 - Supporting the Whole Child

- An Early Literacy Tutor Continuous Learning Resource Bank to support early literacy tutoring providers and districts to support ongoing professional learning of tutors, once they have begun instructing students. These resources are also organized by the same four core content areas listed above.



GUIDANCE FOR SELECTING AND IMPLEMENTING EARLY LITERACY INSTRUCTIONAL MATERIALS FOR YOUR TUTORING PROGRAM

Which early literacy instructional materials tutors use with their students can powerfully affect a tutoring program's outcomes. This tool provides guidance for tutoring providers and districts running their own programs in selecting, developing and implementing early literacy instructional materials specifically for tutoring programs, and it profiles several strong examples. The tool includes:

- A robust process for selecting early literacy instructional materials for tutoring programs
- An expedited process for selecting early literacy instructional materials for programs that must make this important decision in less than a semester of planning time
- At-a-glance profiles of strong early literacy interventions that organizations might consider using or adapting for their instructional materials.






PK – 8 MATH TUTORING RESOURCE LIBRARY


The PK - 8 Math Tutoring Resource Library provides instructional strategies, culturally sustaining teaching, professional learning, and feedback and evaluation tools for tutors, teachers, tutor program managers and parents (caregivers) working in PK - 8 math tutoring programs.


The content and design of this Resource Library draws on insights from interviews with tutoring program directors, teachers, math directors, STEM directors and other math leaders, as well as from a literature review of peer-reviewed journal articles on math teaching, tutoring, and equitable teaching practices.

The goal of this guide is to provide resources to help tutoring programs provide effective math tutoring for students in need through the following modules:

  The **Grade Level Support** module includes two grade bands - elementary (PK - 5) and middle (6 - 8). Each grade band contains math teaching and learning materials for tutors.

 The **Professional Learning** module provides initial tutor training and ongoing professional learning guidance and materials that are current, relevant, and beneficial for a math tutor's continued improvement.

 The **Instructional Strategies** module includes guidance on differentiated instruction, effective tutoring, and formative assessment for tutors to help students become independent and strategic math learners.

 The **Culturally Sustaining Teaching** module includes resources that support culturally sustaining education in the math tutoring context.



Scan for more

TUTORING DATABASE

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.

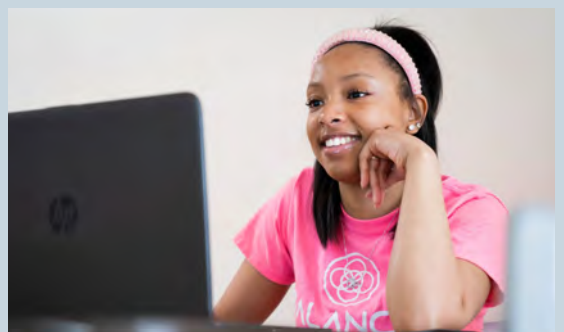
- **Tutoring programs** are those organizations that offer one-on-one and/or small group tutoring directly to students, either in-person, virtually, or through both modes of delivery.
- **Technology platforms** are technology platforms that facilitate tutoring programs.
- **Interventions** offer materials (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.

Please note that the information contained in the Tutoring Database is a compilation of publicly available information and information voluntarily provided by the identified organizations and is not independently verified.

We welcome additions to the Tutoring Database via a submission form on our website.



Scan for more



INFORMATIONAL BRIEFS

A Scalable Approach to High-Impact Tutoring for Young Readers: Results of a Randomized Controlled Trial. (2023). Kalena Cortes, Karen Kortecamp, Susanna Loeb, Carly Robinson



In this brief, we present results from 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 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 inequity of opt-in educational resources and an intervention to increase equitable access. (2022). Carly Robinson, Biraj Bisht, Susanna Loeb

We conducted a randomized controlled trial (N=4,763) testing behaviorally-informed approaches to increase take-up. Communications to parents and students together increase the likelihood students access tutoring by 46%, which led to a four-percentage point decrease in course failures. Nonetheless, take-up remained low, showing concerns that opt-in resources can increase—instead of reduce—inequality are valid.

Do Teachers Support High-Impact Tutoring? A Survey Experiment. (2022). Monica Lee, Carly Robinson

We studied the extent to which teachers report supporting tutoring as a pandemic recovery strategy. In doing so, we explored what influences teachers' perceptions about tutoring. We tested whether teachers were more supportive of tutoring when they considered the benefits of the intervention for themselves or for their students. We also examined what types of benefits teachers report, and whether teachers were more or less likely to support tutoring if it was offered to all students versus academically struggling students.

Learnings from Existing Research On Tutoring Implementation: Implications for District Leaders & Policy Makers. (2022)

This brief highlights relevant findings from a recently released paper on designing tutoring policies, building district-level implementation strategies, and identifying program features which support positive student experiences and outcomes. We synthesize 40 research articles describing the implementation of tutoring programs in the United States since 2000, with a focus on qualitative and mixed-methods research exploring facilitators and barriers to program success.

How to Gather Rigorous Evidence of Your Program's Effectiveness. (2021)

Whether you are a tutoring provider looking for evidence of your program's effectiveness or a school or district leader interested in understanding the benefits for your students, conducting a high-quality study, particularly a randomized controlled trial (RCT), might be the right choice for evaluating your tutoring program. This brief walks readers through this research design and further considerations for evaluating programs.

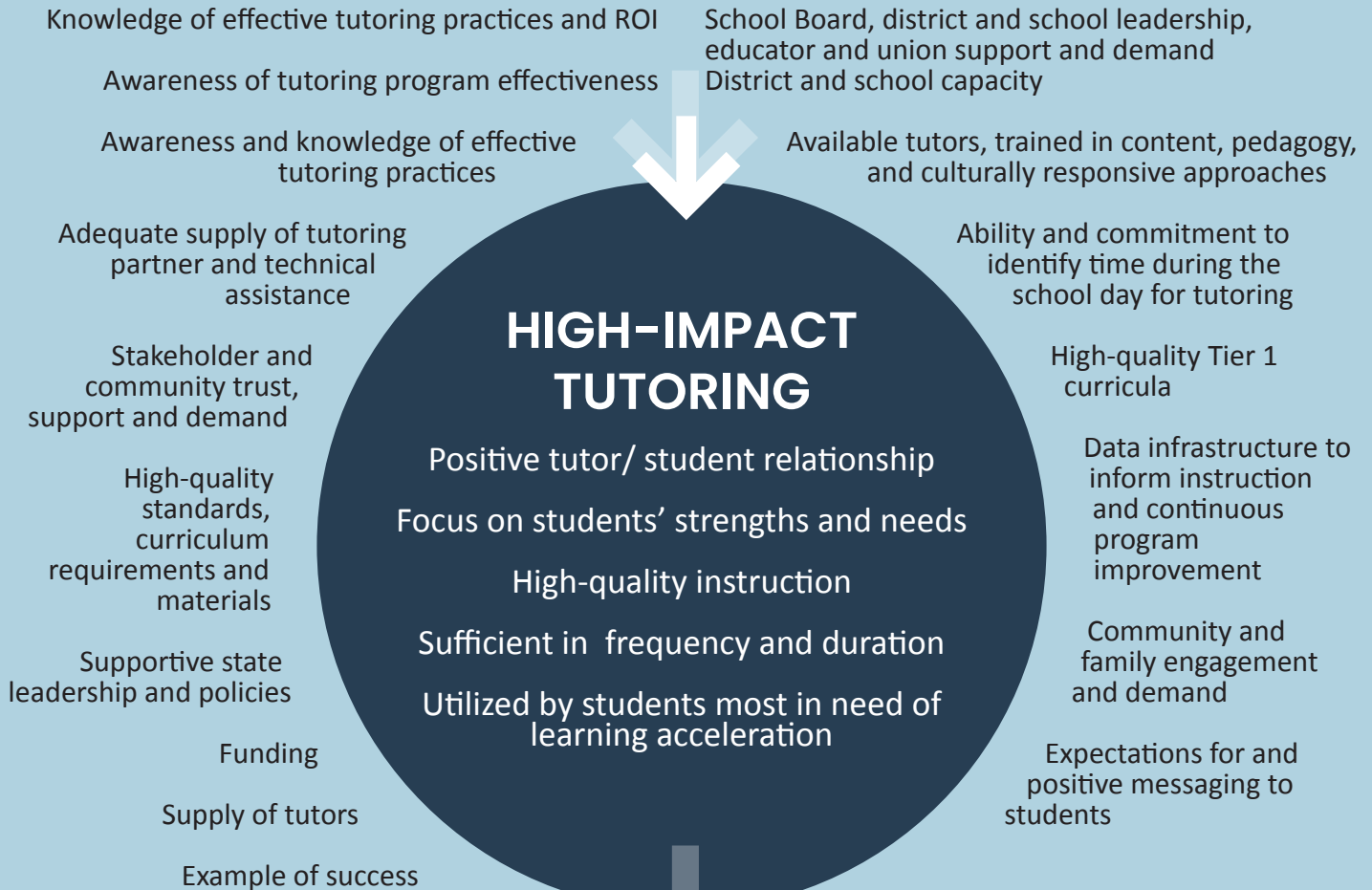


THEORY OF ACTION

ENABLING CONDITIONS

EXTERNAL CONDITIONS

DISTRICT CONDITIONS



OUTCOMES

INTERMEDIATE OUTCOMES

LONG-TERM OUTCOMES

- Positive view of tutoring by students and tutors
- Student well-being, learning, and school engagement
- Tutor well-being, career focus, and employment
- Reduced burden on teachers and increasing efficacy of interventions
- Sustained learning
- Career/college readiness
- Reduction in drop-out rates/ increased student satisfaction and engagement in school
- Strong teacher pipeline
- Stronger family connections to educators

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.

Follow us @NSSAccelerator



**National Student Support Accelerator
Stanford University**

520 Galvez Mall, CERAS Building
Stanford, CA 94305

info@studentsupportaccelerator.org
studentsupportaccelerator.org

studentsupportaccelerator.org

THANK YOU CONFERENCE SPONSORS



THANK YOU TABLE HOST SPONSORS

