



HIGH-IMPACT ACADEMIC TUTORING

Invest Forward Convening: July 2022 Session Recap



ABOUT THE CONVENING

In **July 2022**, Invest Forward held a convening in Nashville, Tennessee, bringing together **leaders from 25 districts** to share ideas, learn from one another, and prioritize stimulus funding to support postsecondary pathway programs in their schools.

Research has shown that high-quality postsecondary education and training is the ticket to **long-term opportunity**. But since the pandemic began, we have seen declines in high school graduation rates, drops in direct college enrollment, a youth unemployment rate that peaked higher than it has in decades, and an education system that is still struggling to find a new “normal.”

Many schools have done tremendous work and invested heavily in strengthening and expanding their efforts to support students’ ability to obtain the training and credentials necessary to be successful beyond high school. **Invest Forward** is committed to recognizing and sharing those efforts widely, to build momentum and support for this important work.



WHAT IS HIGH-IMPACT ACADEMIC TUTORING?

In the last five years, seven meta-analyses including over 150 studies consistently have found that **tutoring results in months of additional learning** for students. High-impact tutoring is shown to be more effective than other interventions, including reduced class sizes for literacy instruction. But not all tutoring is equal; the key elements of “**high-impact tutoring**” are:

- Tutoring is embedded in the school day
- Tutor remains consistent, and supported, with up to 3:1 ratio
- Uses data to drive instruction (more personalized)
- Requires frequency of three-plus 30-60 minute sessions per week
- Is grounded in equity

NATIONAL STUDENT SUPPORT ACCELERATOR PILOTS: LESSONS LEARNED

Presenter: **Nancy Waymack**, Annenberg Institute at Brown University

The **National Student Support Accelerator**, located at the Annenberg Institute at Brown University, provides comprehensive resources for those interested in implementing high-impact tutoring, including a framework for thinking about how tutoring programs should be structured to suit their communities and specific tools for building, expanding, improving, and funding such programs.

The Accelerator has piloted high-impact academic tutoring programs in **eleven districts across the U.S.** (including Guilford County Schools), offering the following lessons for other district leaders:

- **Opt-in programs** on their own will serve a small group of students which likely means a small average effectiveness
- More engaged—and often more socioeconomically privileged—students are more likely to participate in tutoring, which can **increase inequality**
- There is **substantial variation** between schools that do and do not implement tutoring programs, even when these services are provided by the district; district leaders must address underlying issues affecting “take-up” if they expect to see full participation
- **Nudges to families** increase use but nudges to students alone do not
- **Students who participate** perform better (controlling for prior achievement and attendance)



EXAMPLE OF A SUCCESSFUL HIGH-IMPACT ACADEMIC TUTORING PROGRAM

GUILFORD COUNTY SCHOOLS

Presenter: **Faith Freeman**, Guilford County Public Schools

Guilford County Schools (GCS) is the third largest district in North Carolina. GCS recognized a need to provide tutoring support for math in grades 3-12 and reading for grades K-5. GCS partnered with local universities to recruit graduate assistants and undergraduate tutors, recruited high school students, community professionals, and GCS teachers to expand tutoring efforts to more than 4,559 students this year. Students identified for tutoring support had performed below the 20th percentile on the NWEA MAP Assessment, had experienced multiple course failures, had a history of chronic absenteeism, or were English language learners with disabilities who required additional instruction.

GCS currently employs **over 600 tutors**, who work between two and six hours per week in over 100 schools. To date, these tutors have delivered more than **64,000 hours of instructional support**. GCS has been intentional about equity and closing learning gaps. Black students make up 42 percent of the student population, and of those students, 50 percent are receiving tutoring services; likewise, Hispanic students are 18 percent of the GCS student population, and 19 percent of Hispanic students

are receiving tutoring services. Tutoring hours are based on student need; students with multiple risk factors receive a higher number of hours each week.

GCS recognized that if they wanted to establish equitable tutoring practices, they needed to:

- Set high expectations for all students
- Providing access to tutoring services
- Support tutor and tutee
- Maintain strong communication with families
- Use data to target the students who are in the bottom 20th percentile and students with multiple risk factors

All tutors have been trained by GCS's core curriculum instructional resources and tutoring best practices. Teachers and tutors meet on a weekly basis to build stronger relationships and connections that lead to better tutoring sessions (standards, etc.). Tutors are expected to do all of the planning and preparation, but ensuring teachers/tutors are on the same page is helpful. Each school has a tutor coordinator to handle scheduling and serve as a liaison between teachers, tutors, students, and families.

ADDITIONAL RESOURCE:

- [High-Impact Tutoring to Accelerate Learning - Slide Deck](#)



USING ESSER FUNDS TO SUPPORT HIGH-IMPACT TUTORING

Presenter: **Mark Heath**, Education Resource Strategies

Federal stimulus funds provide an opportunity to address students' current needs and build toward lasting improvement. Districts should plan investments of one-time revenue infusions (such as ESSER) with long-term sustainability in mind by employing these **four key considerations**:

1. Understand the cost components associated with implementing your strategy well.
 - Tutors (i.e. who will provide tutoring?)
 - Program development and management
 - Dedicated time for tutoring
 - Training, ongoing support, and collaboration (recognizing that tutor support varies by person, age, type)
 - High-quality aligned materials, including any associated start-up costs
 - Assessments and monitoring systems
2. Investments should balance immediate student needs with building lasting capacity, while also being mindful of start-up vs. ongoing costs.
3. Pilot and evaluate new approaches that redirect resources or lower future costs.
 - Build “tutoring corps” layered on top of instructional and support roles
 - Provide stipends to teachers to tutor students outside of school
 - Hire additional staff to coach and support
 - Build partnerships with CBOs that can offer external expertise and support
4. Use continuous improvement cycles to plan and improve on future investments.