

Accelerating Learning: High-Quality Tutoring Strategies

April 20, 2021 | #AccelerateNotRemediate



Moderator



Mort Sherman

*Associate Executive Director,
Leadership Network*

AASA, The School Superintendents
Association

@AASAHQ

Housekeeping

- All participants will be muted throughout.
- You may write in **your questions** at any time throughout today's presentation using the Chat feature. These will be answered during the Q&A segment.
- Please do not send questions **to individuals but rather to All Panelists using the drop-down menu.**
- This webinar is being recorded and will be posted online at <http://links.aasa.org/recordings> and at <https://learningpolicyinstitute.org/events>.

Panelists



MODERATOR

Mort Sherman

*Associate Executive
Director, Leadership
Network*

AASA, The School
Superintendents
Association

@AASAHQ

Susanna Loeb

*Director, Annenberg
Institute*

Professor of Education

*Professor of
International and
Public Affairs*

Brown University

@AnnenbergInst

Jill Baker

Superintendent

Long Beach Unified
School District,
California

AJ Gutierrez

Co-Founder

Saga Education

Michael Griffith

*Senior Researcher &
Policy Analyst*

Learning Policy Institute

Panelist



Susanna Loeb

Director, Annenberg Institute

Professor of Education

*Professor of International and Public
Affairs*

Brown University

@AnnenbergInst

@loeb_susanna



NATIONAL STUDENT
SUPPORT ACCELERATOR

equalizing access to quality tutoring

High-Impact Tutoring:

An Equitable, Proven Approach to Accelerate Learning

Susanna Loeb

Accelerating Learning Webinar

April 20, 2021

Pandemic interrupted learning and increased inequality in access and outcomes

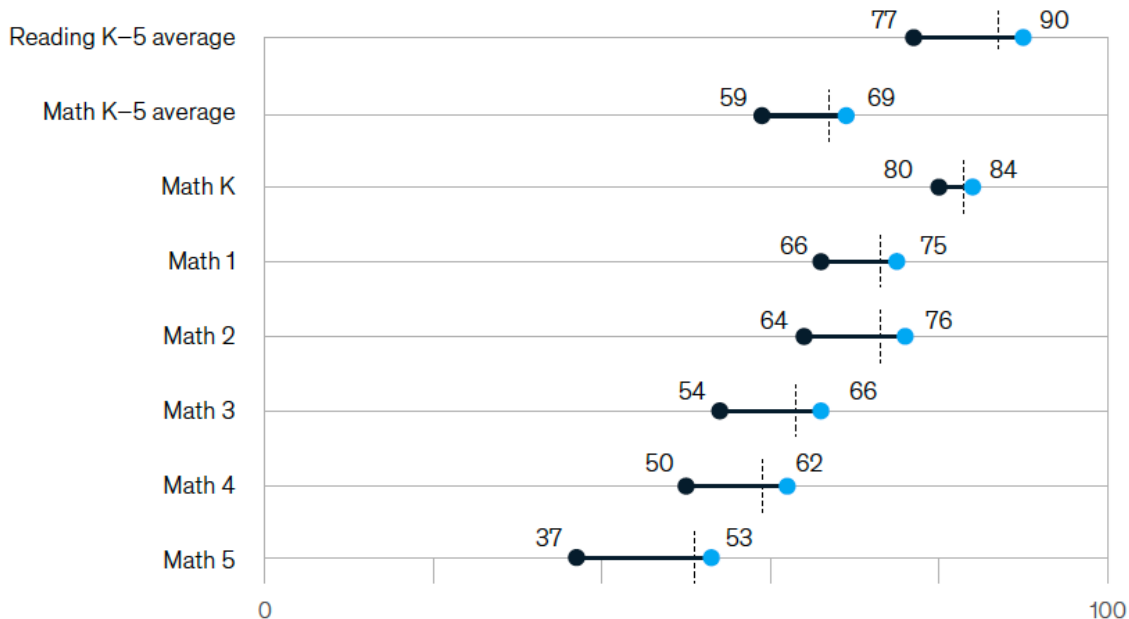
Most students are falling behind, but students of color are faring worse.

Amount students learned in the 2019–20 school year, % of historical scores¹

● Schools with >50% students of color

⋮ All schools average

● Schools with >50% white students



McKinsey report based on assessment data from the Curriculum Associates i-Ready platform

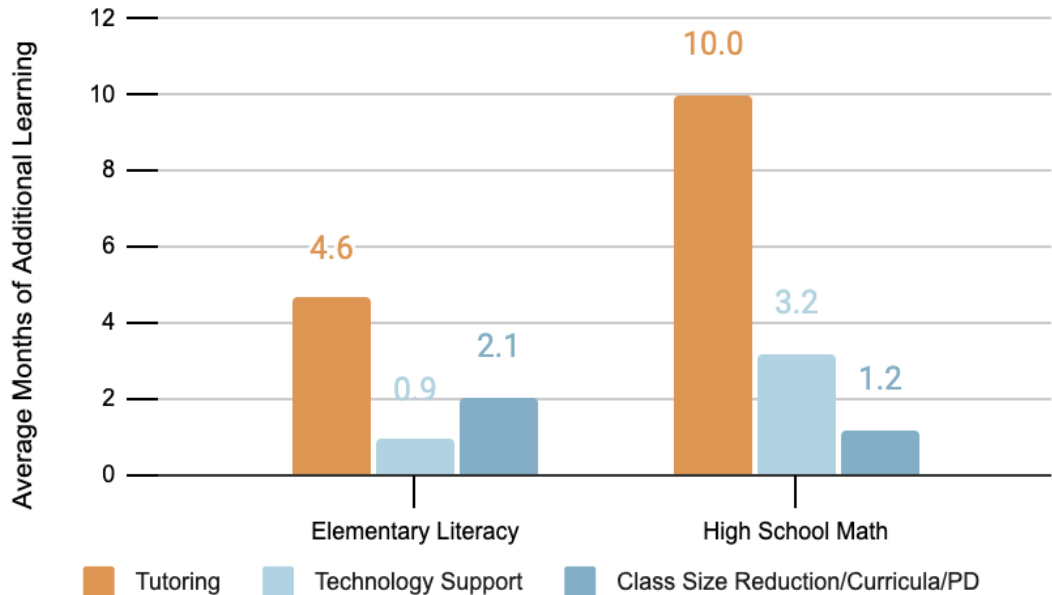
Tutoring has emerged as potential approach for addressing educational needs

Research: Substantial effects of high-dosage tutoring delivered in schools

Demand: Already the intervention of choice. US invested ~\$42 Billion 2020

Logic: Target students' needs, builds close relationships

Spillovers: Potential benefits for tutors and for the teacher pipeline

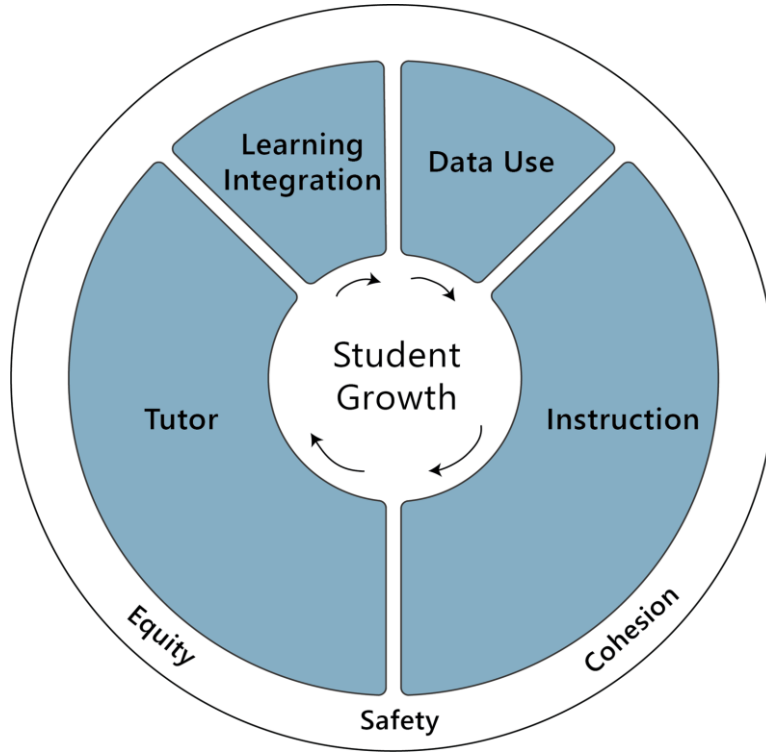


Not all tutoring is effective

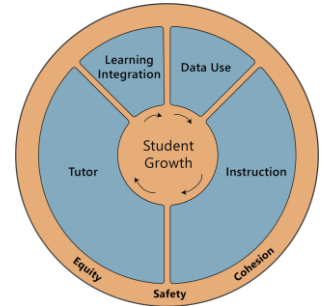
No Child Left Behind Supplementary Educational Services

- Federally funded program that allowed low-income parents to enroll their child in a state approved tutoring program after school if their school was not making adequate yearly progress for two consecutive years.
- Not an equitable solution — participation at its highest was only approximately 23% of eligible students.
- Very little benefit for student learning, on average.
- The instances where SES positively impacted student learning tended to involve minimum dosage requirements, structured sessions, tutor coordination with schools, and more tutor experience (Heinrich et al., 2014).

What is High-Impact Tutoring? 7 Key Elements

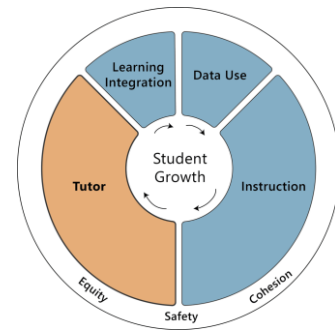


Equity, Safety, Cohesion



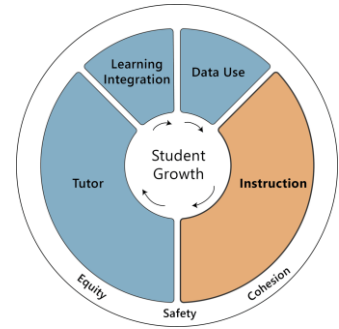
High-Impact tutoring programs are grounded in Equity, ensure Safety of students and program elements and leadership work together creating a Cohesive well-run program.

High-Impact Tutoring: Tutor



Students work with a consistent tutor who is supported by ongoing oversight and coaching.

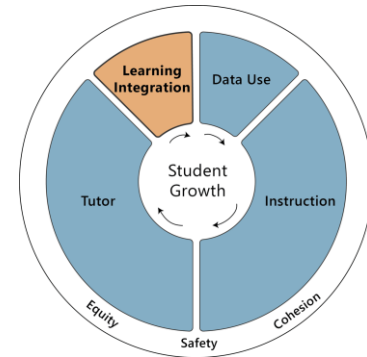
High-Impact Tutoring: **Instruction**



Tutoring sessions include a minimum of three sessions per week.

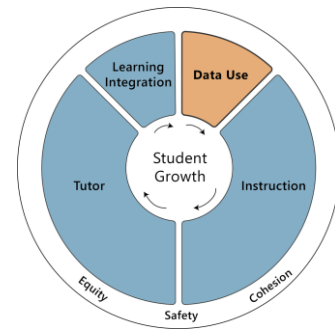
Materials are high quality and aligned with state standards.

High-Impact Tutoring: Learning Integration



High-impact tutoring is embedded in schools either during the school day or immediately before or after the school day.

High-Impact Tutoring: **Data Use**



Data informs tutoring sessions and program improvements.

Pandemic creates needs & opportunities

School disruptions remove some implementation barriers

- Schedules already in flux
- Open to solutions

Funding availability can overcome barriers to change

- Federal/state relief
 - Philanthropy
- ... embedding over time in core expenditures

Growing research base on tutoring to build standards

- Recent syntheses of deep research base

Better understanding of the infrastructure and policy needs to ensure quality

- Guardrails and information on quality
- Tools and support for implementation and program improvement
- Research for learning and improvement

New Organization designed to support local implementation



NATIONAL STUDENT
SUPPORT ACCELERATOR

equalizing access to quality tutoring



NATIONAL STUDENT
SUPPORT ACCELERATOR



NATIONAL STUDENT SUPPORT ACCELERATOR

equalizing access to quality tutoring

Every student in need has access to an effective tutor who champions and ensures their learning and success.





NATIONAL STUDENT SUPPORT ACCELERATOR

equalizing access to quality tutoring

- **Facilitate Implementation:**
 - Research-based tools
 - Technical Assistance
- **Catalyze** the field of tutoring:
 - Communities of Practice
 - Research
 - Pilot Sites
- **Engage & Activate** stakeholders

TOOLS: Tutoring Database



Tutoring Database

About

Tutoring Database

Adding a Program

Home / Tutoring Database

Filtered by Type of Service

- Tutoring Program (102)
- Other (49)
- Academic Intervention (48)
- Technology Platform (28)

Operating States

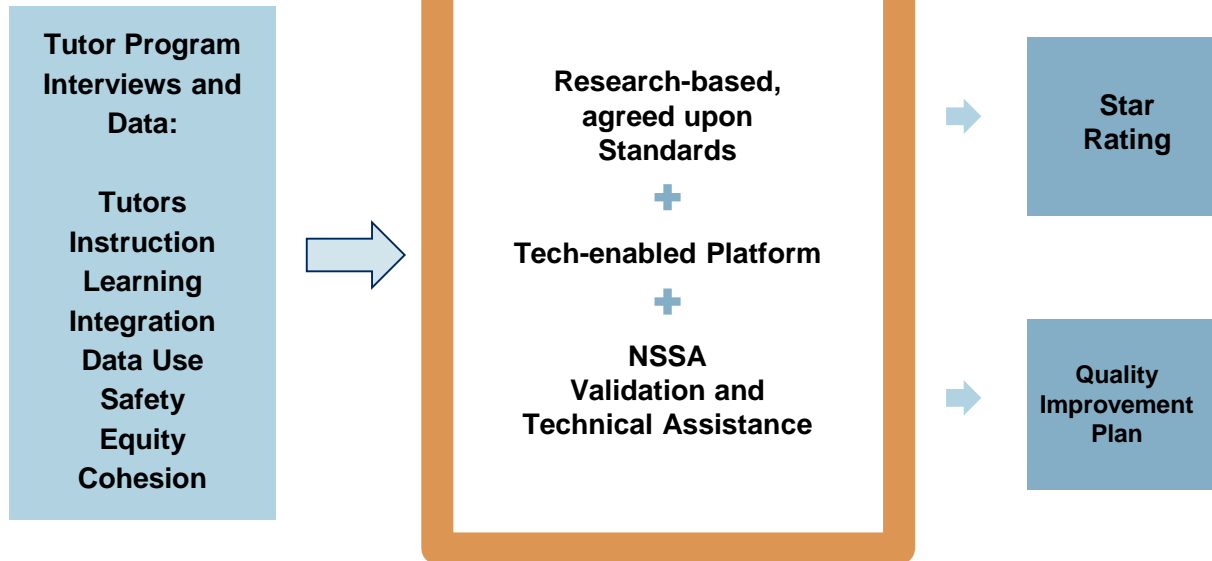
- Alabama (14)
- Alaska (13)
- Arizona (13)
- Arkansas (13)

This database includes an initial set of organizations that offer tutoring, technology platforms or academic interventions along with relevant information if available. 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. Interventions offer materials (e.g., an instructional scope and sequence, placement assessment, progress monitoring tools) that could be used within a tutoring program, but do not offer tutoring directly. This is not meant to be an inclusive list, but a starting point. We welcome additional organizations to join the database by completing [this form](#). The intended use for this database is 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.



TOOLS: TQIS (coming)

Tutoring Quality Improvement System



TOOLS: Toolkit for Tutoring Programs



NATIONAL STUDENT
SUPPORT ACCELERATOR

ABOUT ▾

TOOLS ▾

RESEARCH ▾

LANDSCAPE ▾

LEARN MORE ▾

Search

Toolkit for Tutoring Programs

Home

Using the Toolkit

Program Design

Program Implementation

Tool Appendix

Download Toolkit

Home / 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.



NATIONAL STUDENT
SUPPORT ACCELERATOR

Toolkit for Tutoring Programs

[Home](#)[Using the Toolkit](#)[Program Design](#)[Program Implementation](#)[Tool Appendix](#)[Download Toolkit](#)

[Home](#) / [Toolkit For Tutoring Programs](#) / [Tool Appendix](#)

Tool Appendix

[Program Design](#)[Tutors](#)[Learning Integration](#)[Data Use](#)[Instruction](#)[Equity](#)[Safety](#)[Cohesion](#)

Tutors

Recruitment & Selection

- [Tutor Job Description Guidance](#)
- [Tutor Recruitment Strategy](#)
- [Tutor Selection Strategy](#)
- [Saga Tutor Training Topics](#)
- [Blue Engine Teaching Apprentice Job Description](#)

Screening & Expectations

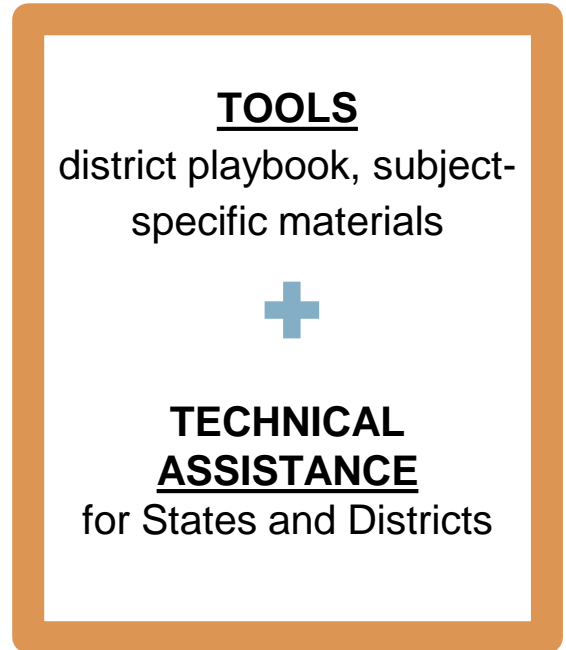
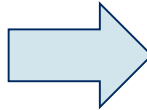
- [Tutor Background Check Guidance](#)
- [Setting Expectations with Tutors](#)

Training & Support

- [Pre-Service Training Guidance](#)
- [In-Service Training & Support Guidance](#)

[Download Tool Appendix](#)

In Process





NATIONAL STUDENT SUPPORT ACCELERATOR

equalizing access to quality tutoring



Panelist



Jill Baker

Superintendent

Long Beach Unified School District,
California

High Quality Literacy Supports & Tutoring



Dr. Jill A. Baker
Superintendent of Schools

LBUSD at a Glance

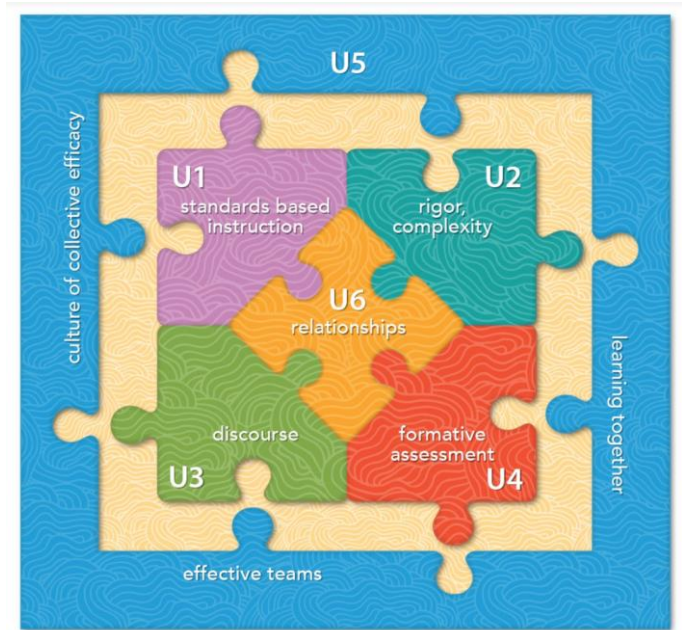
STUDENT ENROLLMENT: 70,000 Pre-K to High School

STUDENT DIVERSITY

- 57.8% Hispanic
 - 12.2% White
 - 11.9% African American
 - 6.7% Asian
 - 6.4% Multiple Races
 - 2.8% Filipino
 - 1.1% Pacific Islander
 - 0.9% Decline to State
 - 0.2% American Indian/Alaskan Native
- ~~~~~
- 13.6% English Language Learners
 - 62.3% Socioeconomically Disadvantaged



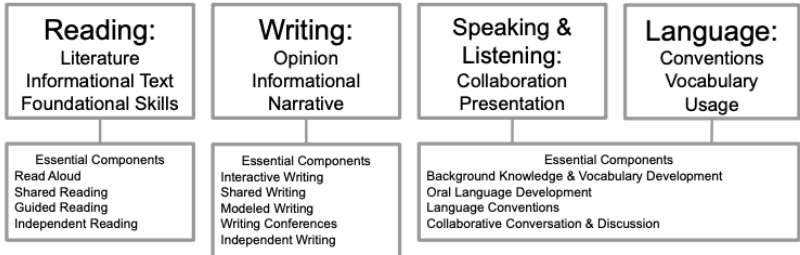
High Quality Instruction in LBUSD



Comprehensive Literacy in LBUSD



Implementing California Standards: A Comprehensive Literacy Approach Grades TK-5



A comprehensive literacy approach relies upon intentional planning based on student needs and.....

- Application of ELA standards across all content areas
- Implementation of ELD standards for English Learners in both integrated and designated settings
- Implementation of the teacher practices within the *Understandings Continuum*
- Use of a variety of classroom structures including whole group, small group, collaborative and independent work

DRAFT June, 2019

Reading Recovery in LBUSD

- LBUSD has its own Reading Recovery training center
- Long term funding commitment (school site, central support)
- Embedded into a Response to Intervention system with a focus on high quality first teaching



Intensive Intervention Model in LBUSD

- Developed following two decades of Reading Recovery to expand the impact of Reading Recovery
- Placed in highest at promise elementary schools to advance comprehensive literacy approach
- Extended the role of coaching to build teacher efficacy and collective efficacy



Intensive Intervention Model in LBUSD

Figure 1. Three Pillars of LBUSD's Intensive Intervention Model

Reading Recovery I

- Early identification
- Short-term intervention
- Lowest-achieving first-grade students
- Full implementation

Classroom Coaching II

- Small-group instruction (differentiation)
- Focus in Grades K-2
- Collaborative coaching
- Accountability

Staff Development III

- Linking theory to practice
- Seamless instruction during whole group and small group and individual tutoring
- Build capacity

Learning,
Acceleration,
Supports, Enrichment
& Response
(LASER)

- Building capacity for high quality first teaching and implementation of a comprehensive literacy approach in every classroom
- Developing a research based approach to accelerating student learning through high quality intervention (small group, individual) systems, structures and programs (including tutoring)
- Strongly connecting student Reading Profile to instructional moves/actions
- Expansion of Reading Recovery
- Expansion of Intensive Intervention model

Questions
Answers



Dr. Jill A. Baker

Superintendent of Schools

Office of the Superintendent

1515 Hughes Way
Long Beach, CA 90810
562-997-8242
Fax 562-997-8280

JBaker@lbschools.net

 @jbaker000

 leadinginlbusd

 ProudToBeLBUSD

 **LONG BEACH**
UNIFIED SCHOOL DISTRICT

Panelist



AJ Gutierrez

Co-Founder

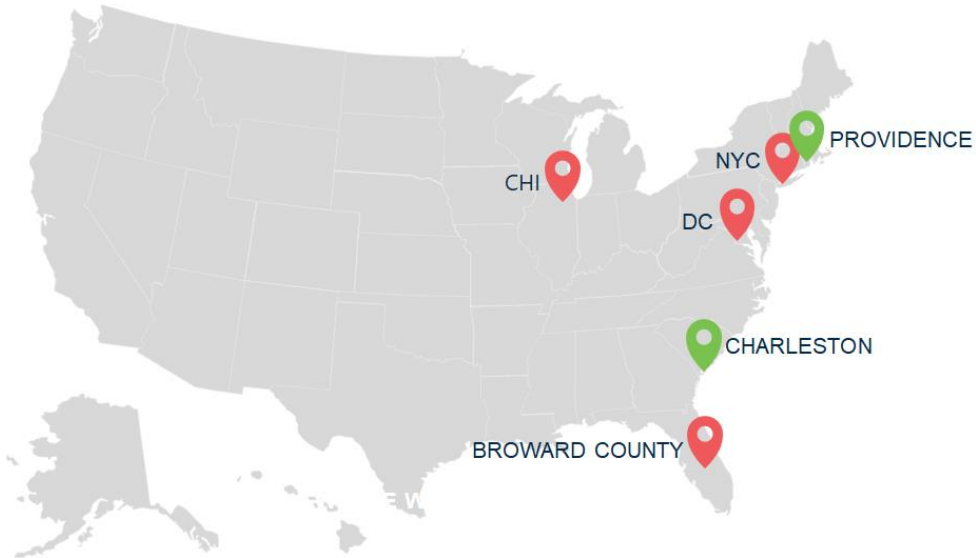
Saga Education




saga
EDUCATION



5,000 students, 42 schools (FY21)



 Current Locations

 Potential expansion sites with strong local interest





**We fight educational
inequality through the
power of
relationships**



the challenge

**Mismatch between student
skill level and classroom.
Classes too large for
differentiation.**





the solution

**A relationship-driven
tutoring model proven to
raise academic
performance.**





our approach



Daily



**Supportive Small
Groups**



In-School



**Collaboration with
school teachers**



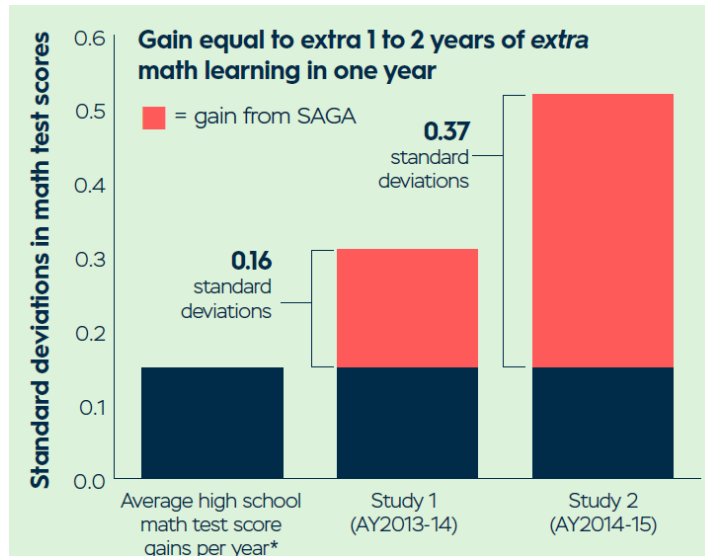
**Consistent
Pairings**



**Parent
Communication**



research evidence





proof it works

Increased
state math assessment
pass rates





proof it works

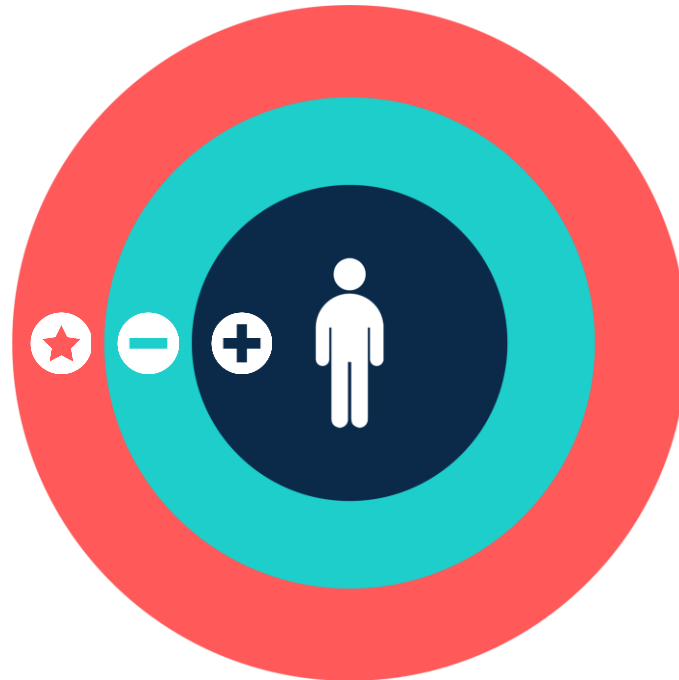
Reduced
math course failures
by as much as
63%.





proof it works

Reduced
non-math course
failures by as much as
26%.

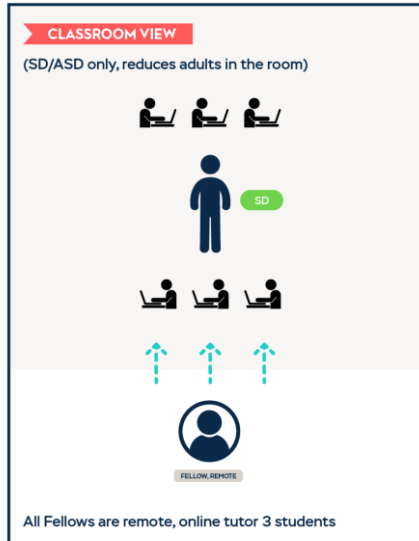




OUR CORE PROGRAM MODELS

Model	Default Modality	Students/Fellow Ratio	Students Per Fellow
Traditional	In person; all direct tutoring every day of the week	2:1 or 3:1	14
Blended Learning	In person; hybrid of direct tutoring + independent practice on math platform (alternating days)	4:1 (2 students in tutorial + 2 students on math platform)	24
Online	Online (Saga school site directors present at school); hybrid of direct online tutoring + independent practice on math platform (alternating days)	6:1 (3 students in tutorial + 3 students on math platform)	36

In addition to the models above, we design and test new program types to identify the best cost-effective models.



1 TUTOR: 36 STUDENTS





Saga fellows and AmeriCorps members

- Recent college graduates, career changes, and retirees
- Rigorous application process
 1. Resume review
 2. Math assessment
 3. Sample tutorial (reflection and feedback)
 4. interview/math talk
- Modest living stipend, AmeriCorps
- Managed by a school based Site Director





important implementation matters

Program Design

Human Capital

Training

Curriculum

Communication Plan

Measurement

Funding





free training platform : May 1

The screenshot displays the 'sagacoach' website interface. At the top, there is a navigation bar with links for 'dashboard', 'units', 'reflections', 'progress', and 'community'. On the right side of the navigation bar, there are progress indicators for 'Relationships', 'Ratio', and 'Rigor', along with a user profile picture. The main content area features a video player with the title 'High Quality Tutorials Part 1' and a 'Begin >' button. Below the video player, there is a section titled 'ALSO AVAILABLE:' containing three content cards: 'GROWTH MINDSET', 'BUILDING CHARACTER & TRUST', and 'CHECKS FOR UNDERSTANDING'. Each card includes a play button and an information icon. The background of the video player shows a smiling man in a blue shirt and tie, with a woman's head visible in the foreground.

www.sagaeducation.org

Panelist



Michael Griffith

Senior Researcher and Policy Analyst

Learning Policy Institute

Overview of Federal Education Rescue Packages

- How much funding has the federal government provided?
- What can funds be used for?
- When do state/districts need to expend these funds?
- What are the "Maintenance" provisions districts and states must follow?

Federal Education Relief Funding

- Elementary & Secondary School Emergency Relief Funding (ESSER) - **\$189.5 billion**
- Governor's Emergency Education Relief Fund (GEER) - **\$4.3 billion** (\$3 billion in CARES & \$1.3 billion in CRRSA)
- **Other funding:**
 - **\$3 billion** - Special education
 - **\$5.5 billion** - Non-public schools
 - **\$800 million** - Students experiencing homelessness
 - **\$1 billion** - Tribal educational agencies, Native Hawaiians, and Alaska Natives, and the funding for Outlying Areas

Education Funding

Elementary & Secondary School Emergency Relief Funding (ESSER)

	Total	Per Pupil
CARES Act	\$13.2 billion	\$262
Coronavirus Response & Relief Supplemental Appropriations Act	\$54.3 billion	\$1,080
American Rescue Plan Act	\$122 billion	\$2,425
ESSER Total	\$189.5 billion	\$3,767

American Rescue Plan ESSER Funding

- **State Funding (10%) - \$12.2 billion**
 - Learning loss grants (5%) \$6.1 billion
 - Summer learning (1%) \$1.2 billion
 - After school (1%) \$1.2 billion
 - Administrative costs (Up to 0.5%) \$610 million
 - Remaining funding (2.5%) \$3.0 billion
- **LEA Funding (90%) - \$109.8 billion**
 - Learning loss programs (20%) \$22.0 billion
 - Remaining local funding (80%) \$87.8 billion

ESSER Allowable Uses

Funds can be spent on any educational expense allowed under:

- The Elementary and Secondary Education Act
- The Perkins Career and Technical Education Act
- The Individuals with Disabilities Education Act

Plus, a number of other specific allowable uses.

Strategies for Accelerating Learning

- Assessing what students need
- Effective teaching and learning
- Making the most of summer learning
- Utilizing intensive interventions: Tutoring
- Providing expanded learning time
- Establishing and expanding community schools

Other Possible Investments

- Provide students and staff with safe school reopenings that align with public health guidance
- Upgrade school facilities for healthy learning environments
- Stabilize and diversify the educator workforce and rebuild the educator pipeline

Timeline For Spending

	Funds Must be Obligated by:
CARES ACT	September 30, 2022
Coronavirus Response & Relief Supplemental Appropriations Act	September 30, 2023
American Rescue Plan Act	September 30, 2024

Note: Once funds are obligated SEAs and LEAs have up to five years to expend these funds.

Maintenance of Effort For FY 2022 & 2023

- States must continue to fund public elementary and secondary education and higher education at least at the proportional levels as the average annual funding over fiscal years 2017, 2018, and 2019.
- For example, if a state spent on average 26% of its total budget on k–12 and higher education between 2017 and 2019, then it must provide that same percentage of support in both 2022 and 2023.

Maintenance of Equity for States For FY 2022 & 2023

High-need school districts are protected from states' spending reductions in two ways.

- First, state per-pupil funding for the neediest half of districts cannot be reduced by an amount that exceeds the overall decrease in state funds.
- Second, per-pupil state funding for the 20% of districts with the highest percentage of economically disadvantaged students may not be reduced below pre-pandemic levels (FY 2019).

Maintenance of Equity for LEAs For FY 2022 & 2023

- LEAs shall not decrease either per-pupil funding (from state and local sources) or staffing levels for their high-poverty schools by an amount that exceeds districtwide reductions.
- The bill defines “high-poverty schools” as the 25% of schools serving the highest percentage of economically disadvantaged students in the LEA.

Funding Tips

- Think about braiding and blending new federal funding with current funding to achieve your goals
- Be prepared to be flexible with what funding you use to pay for different programs/activities/staff
- Try to use the funds for long-term investments
- Adjust your spending so you don't "fall off a cliff" once these funds are gone

Resources

- Learning Policy Institute, [Restarting and Reinventing School: Learning in the Time of COVID and Beyond](#)
- Blog: [The Importance of Getting Tutoring Right](#)
- Blog: [Analysis of the American Rescue Plan Act of 2021](#)
- **Contact:** Michael Griffith,
mgriffith@learningpolicyinstitute.org

Q & A

[#AccelerateNotRemediate](#)



Please join us for the next session

Accelerating Learning: Best Practices for Expanded Learning Time

May 4, 2021

Webinar Registration Link:

https://us02web.zoom.us/webinar/register/WN_-3q_U4RaQpW9zC31wfabCA

#AccelerateNotRemediate



Presenters:

- **Marisa Saunders**
Associate Director for
Research, UCLA Center
for Community Schooling
- **Mike Brophy**
Superintendent, West
Valley School District,
WA
- **Peter Finch,**
Assistant
Superintendent, West
Valley School District,
WA