High-Impact Tutoring Snapshot and Design Checklist

Research has shown that high-impact or high-dosage tutoring can produce large learning gains for a wide range of students, including those who have fallen behind academically. In recent studies, tutoring increased achievement on average by roughly an additional three to 15 months of learning across grade levels (EdResearch for Recovery, National Student Support Accelerator, Annenberg Institute, Brown University).

But, tutoring only produced these gains when if adhered to the following **design features**.

o **Frequency and Duration:** At least 3 times a week for at least 30 minutes per session
Tutoring is most likely to be effective when delivered at least 3 times per week for at least 30 minutes per session for at least 12 weeks.

o **Tutor Match:** Consistent tutor student-match
A consistent tutor helps build the relationship that supports learning. Students should work with the same tutor each session.

o **Group Size**: No more than four (dependent on tutor type)
Tutors can effectively instruct up to four students at a time, but these high ratios require a greater level of tutor skill.

Tutor Type	Recommended Tutor to Student Ratio
Volunteer or novice	1:1
Paraprofessional/ Educational assistant	1:2
Certified teacher	1:3 or 1:4

Scheduling: During the school day
Tutoring interventions that are conducted during the school day tend to result in greater learning gains than those that are after-school or during the summer because of consistent attendance. This also ensures equitable access for all students. If tutoring is offered before or after school or during summer, then supports for consistent attendance should be considered (transportation, location, etc.).

o **Training**: Preparation for both teachers and non-teachers
Current teachers who are serving as tutors will need training on expectations, tutoring curriculum, routines and progress monitoring. Tutors who are non-educators should receive robust training on

content and curriculum, instructional strategies, and relationship-building. On-going opportunities for support and feedback are also critical.

- o **Progress Monitoring:** Data for tailored instruction

Tutoring programs that utilize ongoing informal assessments that are built into the curriculum allow tutors to more effectively tailor their instruction. Regularly monitor the tutoring program to examine what is working, what needs adjustment, and what changes should be implemented to improve effectiveness. Observation of tutoring sessions with feedback and coaching are next level supports that greatly increase effectiveness. Regular surveys of students and tutors are also an important feedback mechanism for continuous improvement.

It is also important to differentiate high-impact tutoring from other models. High-impact tutoring is ***not*** homework help, focused on content below the student's grade level, or unstructured time.

In consideration of the design features above, consider the following questions when evaluating a proposed tutoring program:

1. Will tutoring be offered at least 3 times a week for at least 30 minutes for at least 12 weeks?
2. Will students be matched with and work with the same tutor throughout their 12-week tutoring experience?
3. Will students work in groups of no more than four with a certificated teacher and one-on-one with a novice or volunteer tutor?
4. How has the tutoring program addressed consistent attendance if it is occurring outside of the school day?
5. How will tutors be trained and supported before and during the tutoring experience?
6. How has the program addressed curriculum? [Note: Hamilton County Schools has developed a curriculum for tutoring. All programs should use the HCS curriculum unless HCS approves an alternative in order to ensure alignment and consistency for students.]
7. How has the proposed program planned for progress monitoring and continuous improvement?
8. How will students be selected for the program? Has the program considered identifying and serving students who need the support the most (below or approaching grade level)?