Accelerating Learning:

High-Quality Tutoring Strategies

April 20, 2021 | #AccelerateNotRemediate

LEARNING POLICY INSTITUTE

AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION

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

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Susanna Loeb

Director, Annenberg Institute

Professor of Education

Professor of International and Public Affairs

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Jill Baker

Superintendent

Long Beach Unified School District, California

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NATIONAL STUDENT SUPPORT ACCELERATOR

equalizing access to quality tutoring

High-Impact Tutoring:

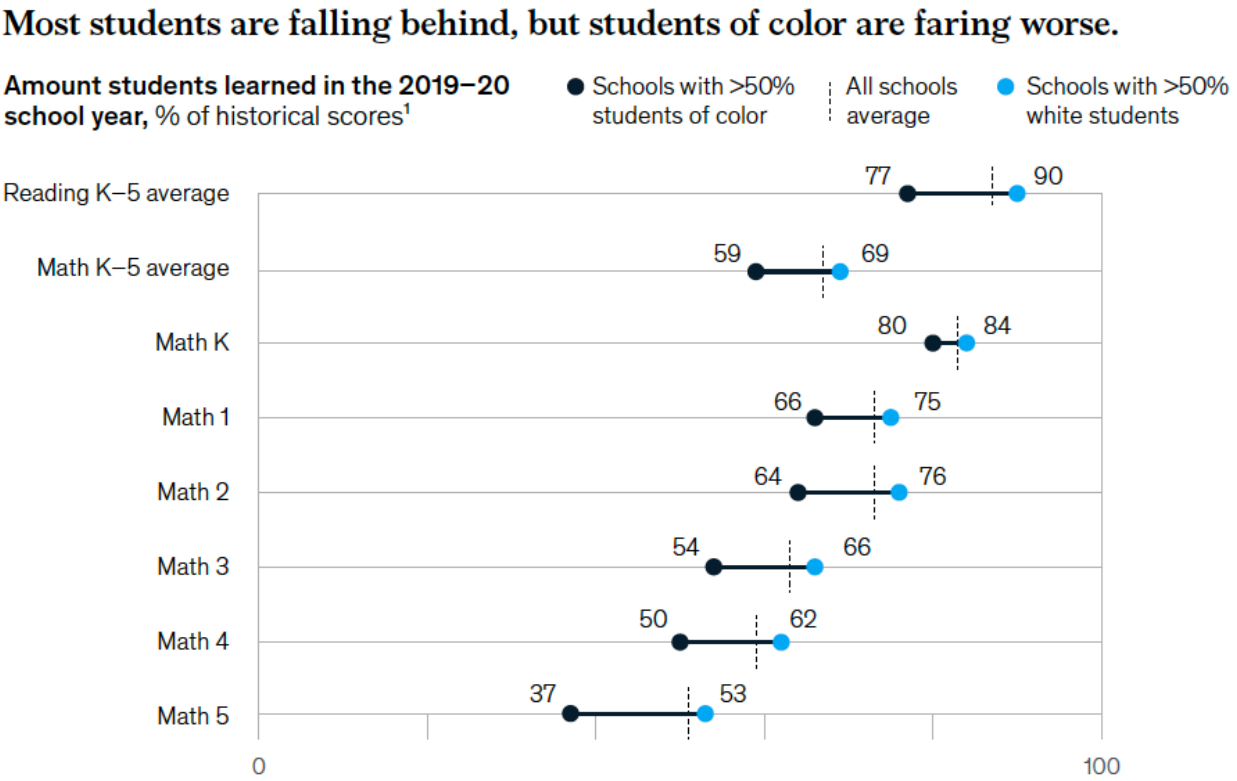
An Equitable, Proven Approach to Accelerate Learning

Susanna Loeb

Accelerating Learning Webinar

April 20, 2021

Pandemic interrupted learning and increased inequality in access and outcomes



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

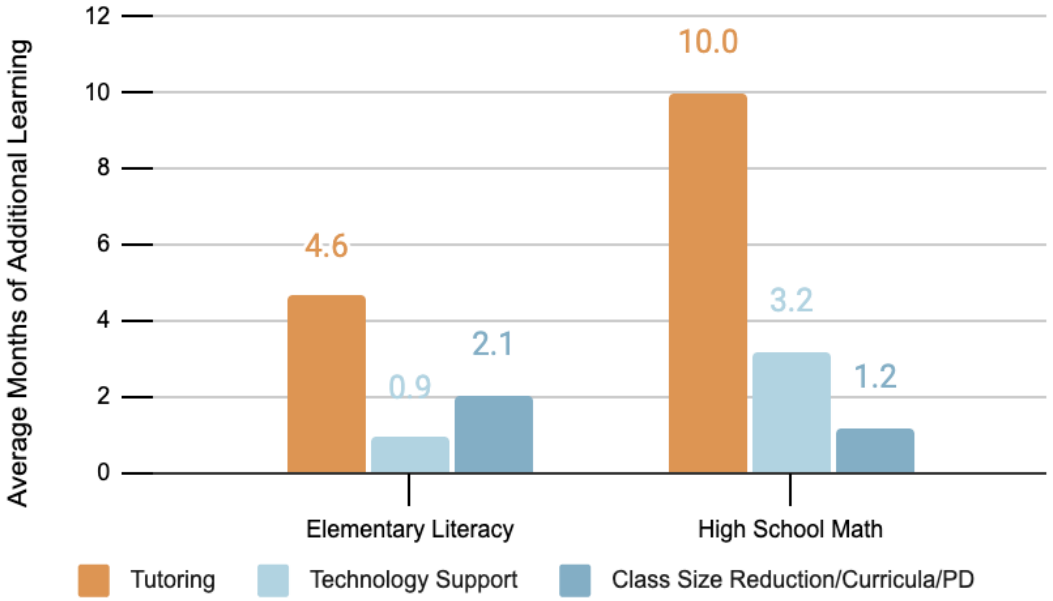
Tutoring has emerged as potential approach for addressing educational needs

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



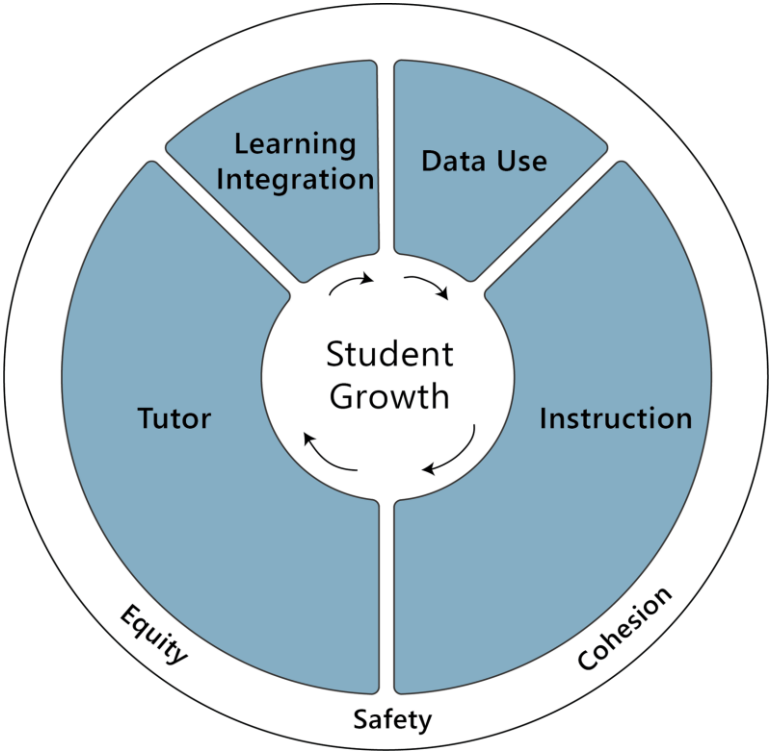
Not all tutoring is effective

No Child Left Behind Supplementary Educational Services

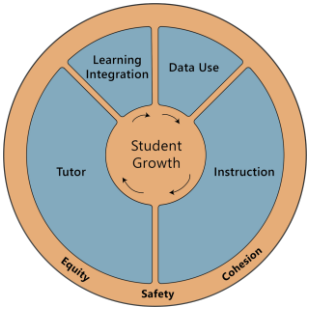
- Federally funded program that allowed low-income parents to enroll their child in a state approved tutoring program after school if their school was not making adequate yearly progress for two consecutive years.
- Not an equitable solution — participation at its highest was only approximately 23% of 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).

Source: Supplemental Education Services Under No Child Left Behind: Who Signs Up, and What Do They Gain? , Heinrich

What is High-Impact Tutoring? 7 Key Elements

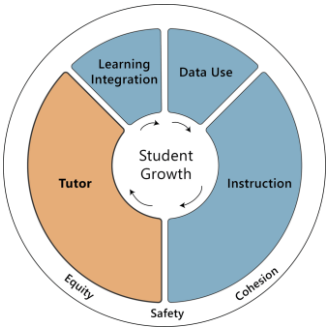


Equity, Safety, Cohesion



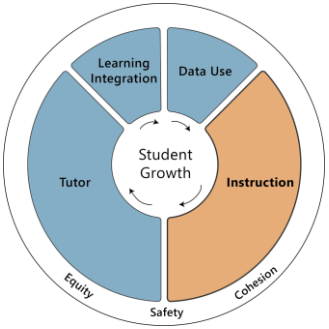
High-Impact tutoring programs are grounded in Equity, ensure Safety of students and program elements and leadership work together creating a Cohesive well-run program.

High-Impact Tutoring: Tutor



Students work with a <u>consistent</u> tutor who is supported by <u>ongoing oversight and coaching</u>.

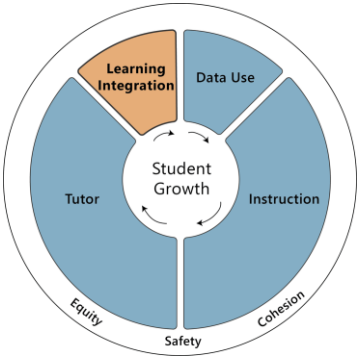
High-Impact Tutoring: Instruction



Tutoring sessions include a minimum of three sessions per week.

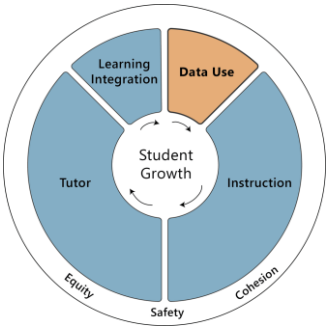
Materials are high quality and aligned with state standards.

High-Impact Tutoring: Learning Integration



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

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

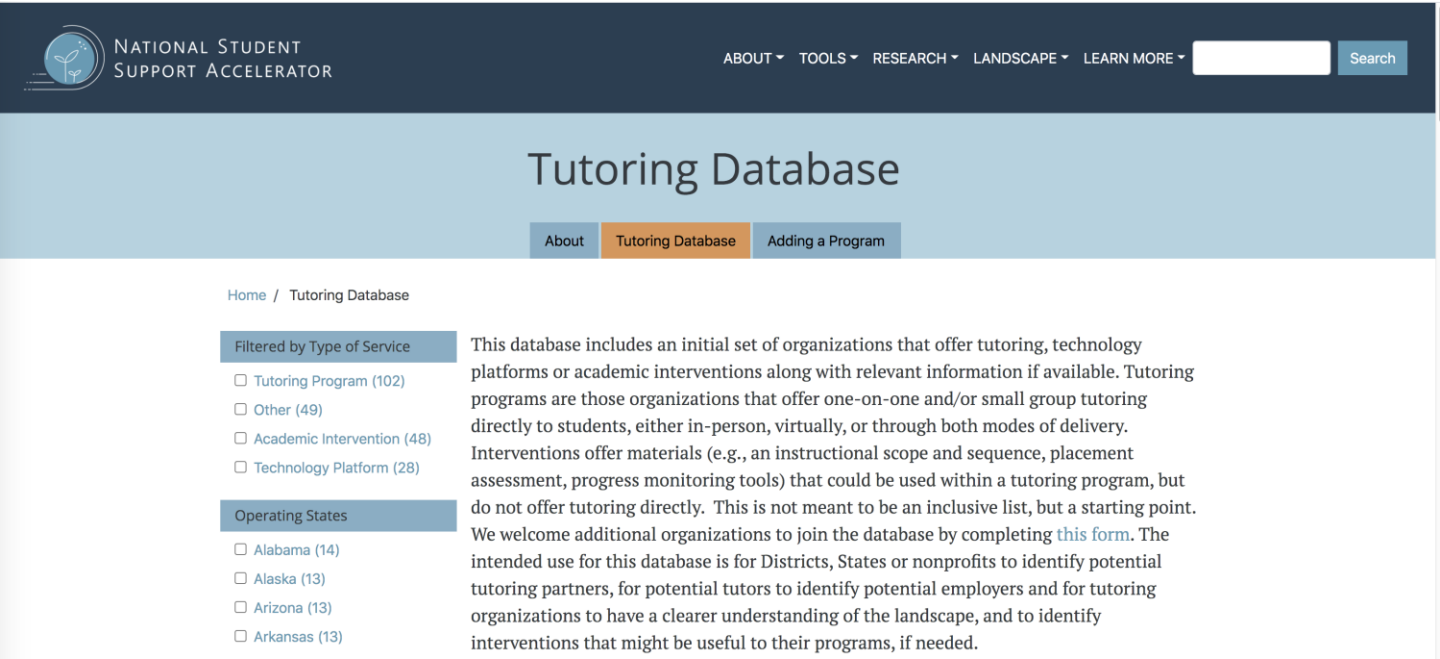
Every student in need has access to an effective tutor who champions and ensures their learning and success.

National Student Support Accelerator

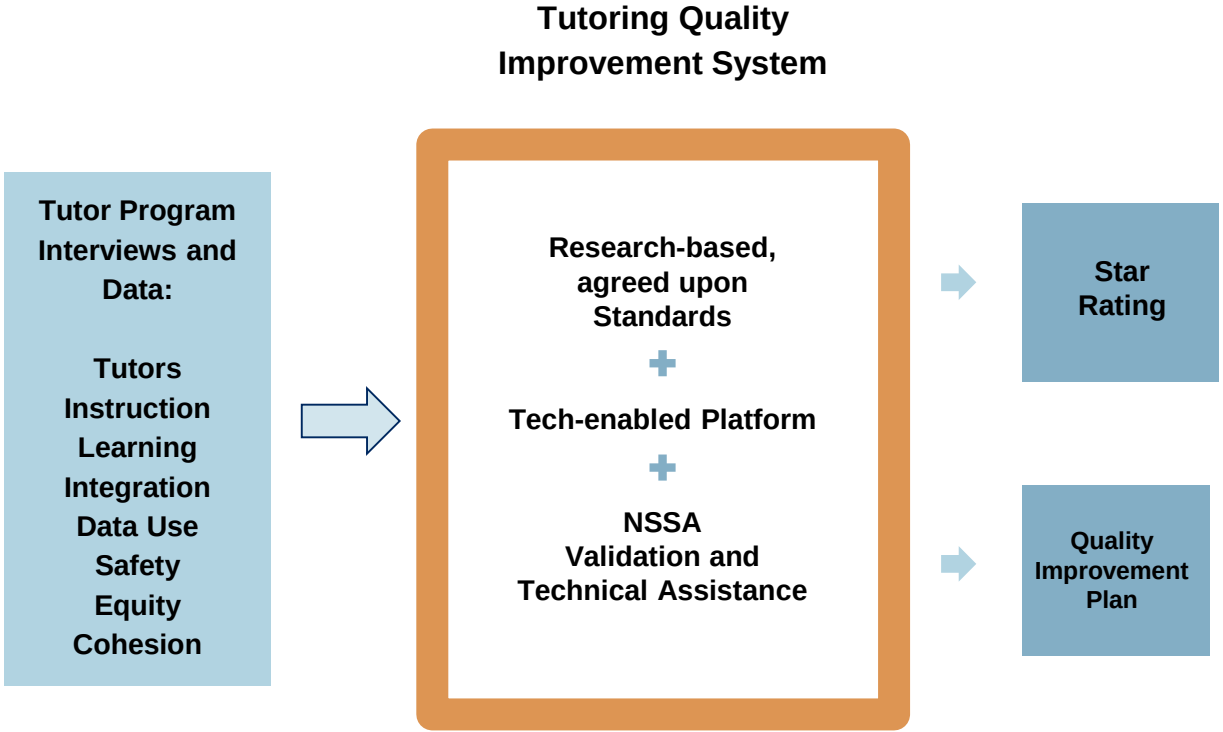
equalizing access to quality tutoring

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

TOOLS: Tutoring Database



TOOLS: TQIS (coming)



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.

Toolkit for Tutoring Programs

Tool Appendix

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

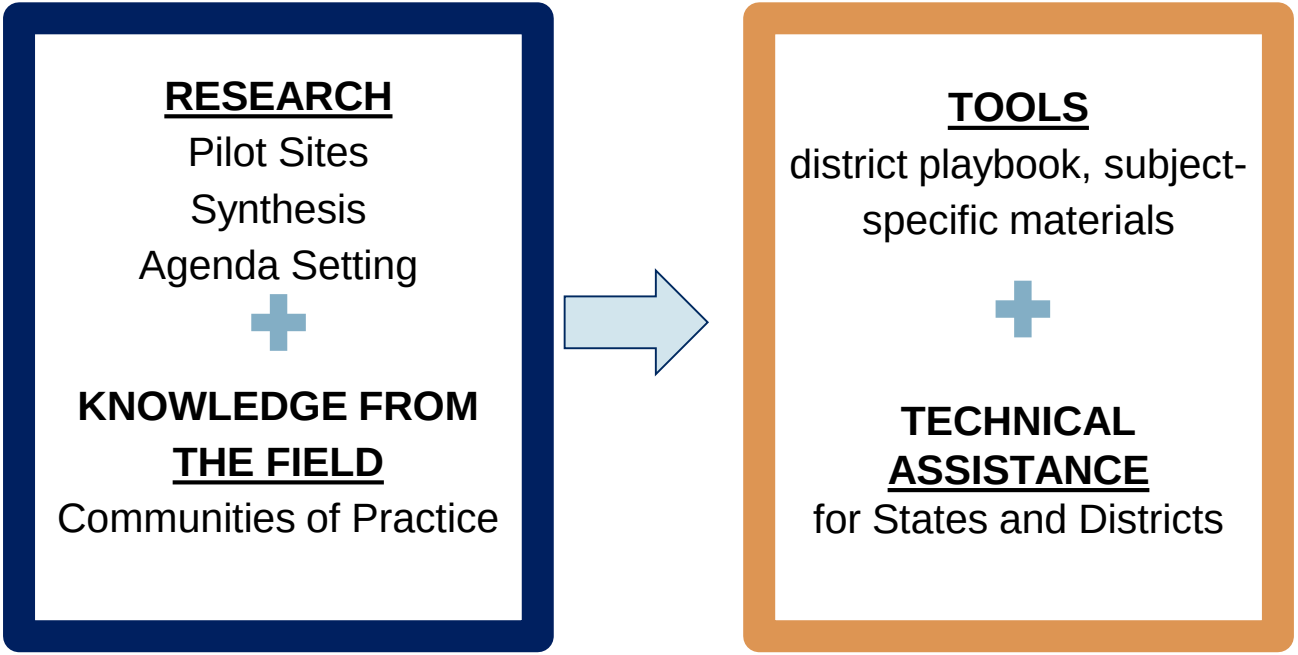
- Tutor Background Check Guidance
- Setting Expectations with Tutors

Training & Support

- Pre-Service Training Guidance
- In-Service Training & Support Guidance

Download Tool Appendix

In Process


RESEARCH
Pilot Sites
Synthesis
Agenda Setting
KNOWLEDGE FROM THE FIELD
Communities of Practice
TOOLS
district playbook, subject-specific materials
TECHNICAL ASSISTANCE
for States and Districts

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

LONG BEACH
UNIFIED SCHOOL DISTRICT

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

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- 13.6% English Language Learners
- 62.3% Socioeconomically Disadvantaged

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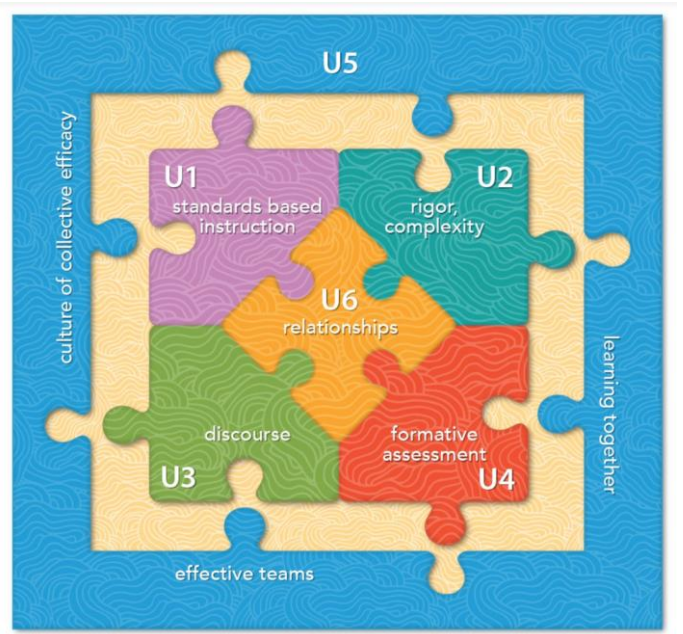
High Quality Instruction in LBUSD



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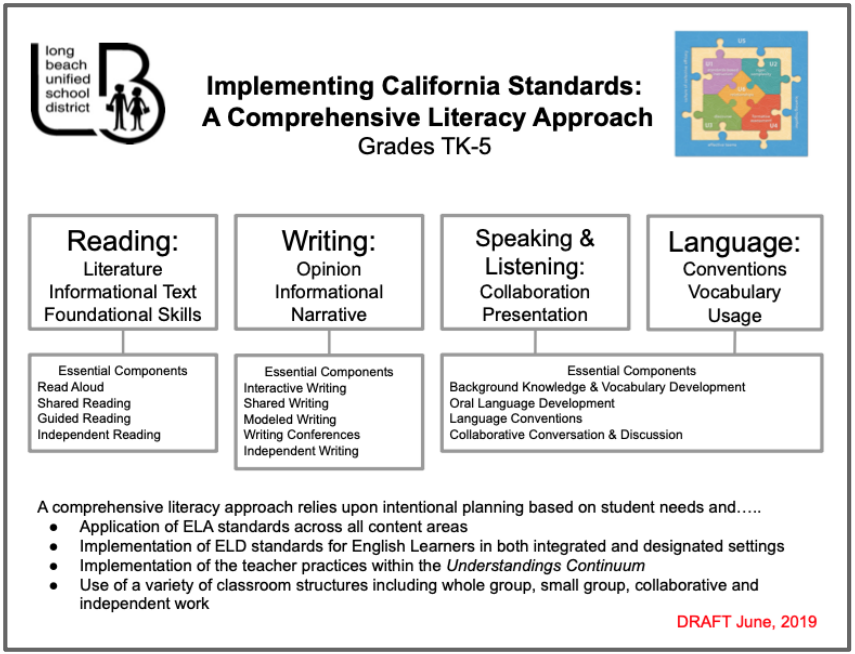
Comprehensive Literacy in LBUSD



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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

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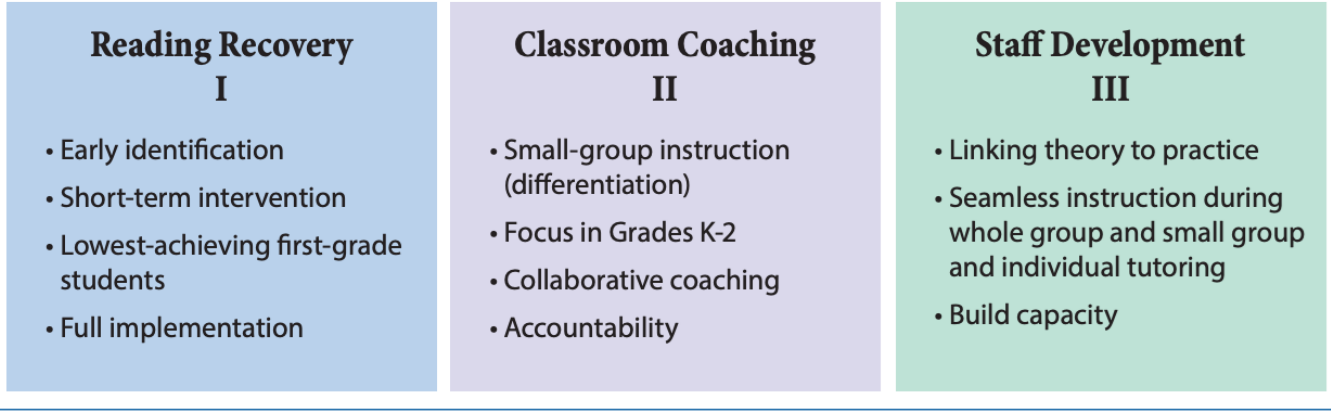
Intensive Intervention Model in LBUSD

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



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

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leadinginlbusd

#ProudToBeLBUSD

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Panelist

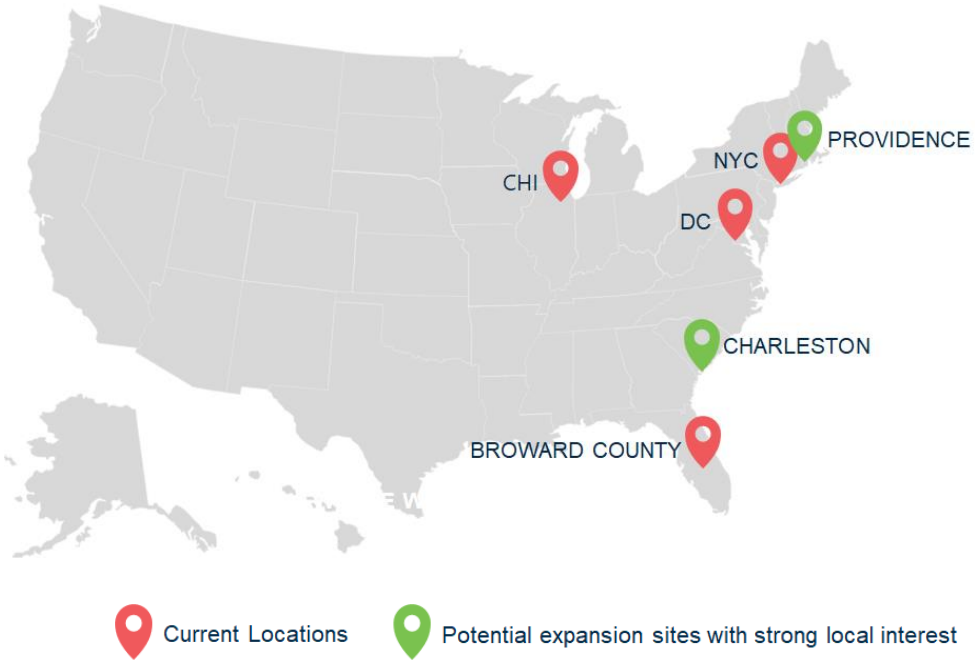
AJ Gutierrez

Co-Founder

Saga Education

saga
EDUCATION

5,000 students, 42 schools (FY21)



We fight educational inequality through the power of relationships

the challenge

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

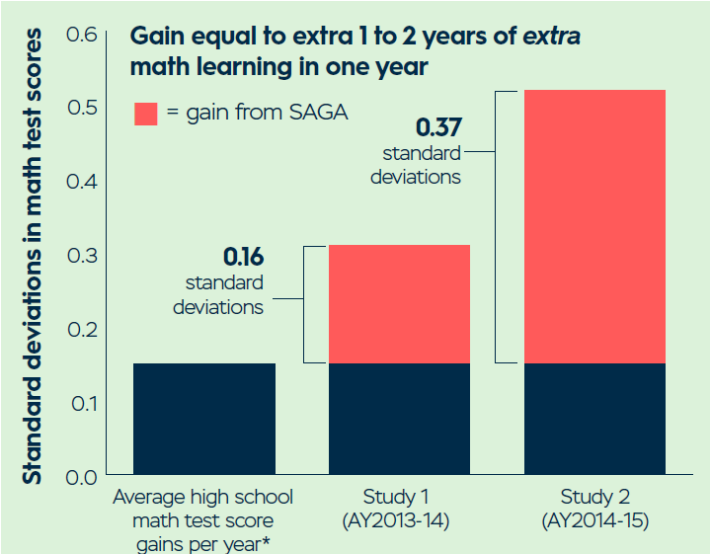
the solution

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

our approach

- Daily
- In-School
- Consistent Pairings
- Supportive Small Groups
- Collaboration with school teachers
- Parent Communication

research evidence



proof it works

Increased

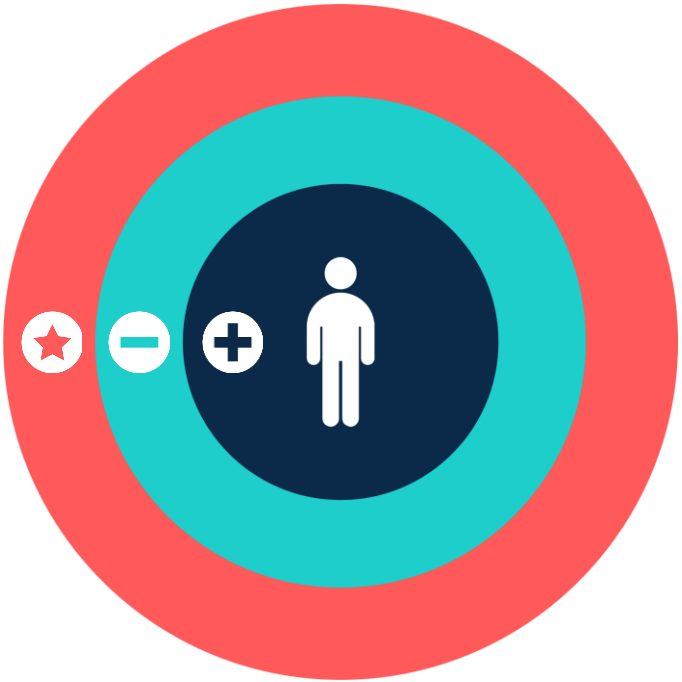
state math assessment pass rates

proof it works

Reduced
math course failures by as much as
63%.

proof it works

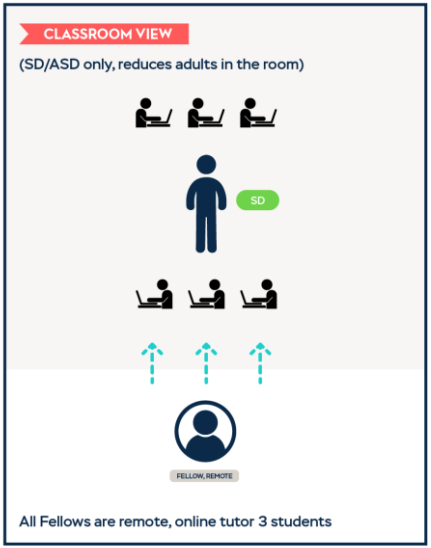
Reduced
non-math course failures by as much as
26%.



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

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

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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

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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