Accelerating Learning: High-Quality Tutoring Strategies

April 20, 2021 | #AccelerateNotRemediate
Moderator

Mort Sherman

Associate Executive Director,
Leadership Network

AASA, The School Superintendents Association

@AASAHQ
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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#AccelerateNotRemediate
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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.

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

![Graph showing average months of additional learning for different educational areas and interventions.](chart.png)
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

- Learning Integration
- Data Use
- Instruction
- Tutor
- Equity
- Safety
- Cohesion

Student Growth
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
Every student in need has access to an effective tutor who champions and ensures their learning and success.
Facilitate Implementation:
- Research-based tools
- Technical Assistance

Catalyze the field of tutoring:
- Communities of Practice
- Research
- Pilot Sites

Engage & Activate stakeholders
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)

Tutor Program
Interviews and Data:
- Tutors
- Instruction
- Learning
- Integration
- Data Use
- Safety
- Equity
- Cohesion

Research-based, agreed upon Standards
+ Tech-enabled Platform
+ NSSA Validation and Technical Assistance

Star Rating

Quality Improvement Plan

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

Jill Baker

Superintendent

Long Beach Unified School District, California

#AccelerateNotRemediate
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

Reading:
- Literature
- Informational Text
- Foundational Skills

Writing:
- Opinion
- Informational Narrative

Speaking & Listening:
- Collaboration
- Presentation

Language:
- Conventions
- Vocabulary
- Usage

Essential Components:
- Read Aloud
- Shared Reading
- Guided Reading
- Independent Reading
- Interactive Writing
- Shared Writing
- Modeled Writing
- Writing Conferences
- Independent Writing

Essential Components:
- Background Knowledge & Vocabulary Development
- Oral Language Development
- Language Conventions
- Collaborative Conversation & Discussion

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
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Panelist

AJ Gutierrez

Co-Founder

Saga Education

#AccelerateNotRemediate
5,000 students, 42 schools (FY21)
We fight educational inequality through the power of relationships.
Mismatch between student skill level and classroom. Classes too large for differentiation.
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
Gain equal to extra 1 to 2 years of extra math learning in one year

- Gain from SAGA
- 0.37 standard deviations
- 0.16 standard deviations

Average high school math test score gains per year:
- Study 1 (AY2013-14)
- Study 2 (AY2014-15)
proof it works

Increased state math assessment pass rates
Reduced math course failures by as much as 63%.
Reduced non-math course failures by as much as 26%.
### OUR CORE PROGRAM MODELS

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

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

(SD/ASD only, reduces adults in the room)

All Fellows are remote, online tutor 3 students

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

#AccelerateNotRemediate
• 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)**

<table>
<thead>
<tr>
<th>Act</th>
<th>Total</th>
<th>Per Pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARES Act</td>
<td>$13.2 billion</td>
<td>$262</td>
</tr>
<tr>
<td>Coronavirus Response &amp; Relief Supplemental Appropriations Act</td>
<td>$54.3 billion</td>
<td>$1,080</td>
</tr>
<tr>
<td>American Rescue Plan Act</td>
<td>$122 billion</td>
<td>$2,425</td>
</tr>
<tr>
<td><strong>ESSER Total</strong></td>
<td><strong>$189.5 billion</strong></td>
<td><strong>$3,767</strong></td>
</tr>
</tbody>
</table>
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
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

<table>
<thead>
<tr>
<th></th>
<th>Funds Must be Obligated by:</th>
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</thead>
<tbody>
<tr>
<td><strong>CARES ACT</strong></td>
<td>September 30, 2022</td>
</tr>
<tr>
<td>Coronavirus Response &amp; Relief Supplemental Appropriations Act</td>
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<tr>
<td>American Rescue Plan Act</td>
<td>September 30, 2024</td>
</tr>
</tbody>
</table>

Note: Once funds are obligated SEAs and LEAs have up to five years to expend these funds.
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.
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).
• 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
Please join us for the next session


May 4, 2021

Webinar Registration Link:

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

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

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