



GSVTV PRESENTS

A ONCE-IN-A-GENERATION OPPORTUNITY TO EXPAND HIGH-QUALITY TUTORING FOR ALL STUDENTS

A CONVERSATION WITH :

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As we continue to grapple with the disparate and widespread learning loss COVID has had on students, tutoring has been at the forefront of the conversation. Nationwide efforts to implement high-impact tutoring have emerged center stage as education leaders work to equip schools to close the massive learning gaps that have widened over the last two years. It is the silver bullet but has never been accessible in serving schools B2B at scale.

FACT: Research has always supported HQT and HDT as **a silver bullet to improve learning outcomes for ALL**

FACT: HQT has **never been widely available** to ALL students - accessible only to these families who could afford the expense

FACT: The Pandemic has created **a once in a generation opportunity to expand HQT to ALL students**

HOWEVER, IN DEPLOYING THE \$190B AVAILABLE FROM THE ESSER FUNDS, ISSUES AND QUESTIONS ABOUT INCLUDING:

- What is high-impact tutoring (HIT)? What is high-dosage tutoring (HDT)?
- What does the research show as the critical factors in delivering high Return on Education (ROE) on HIT?
- What does the evidence around HIT show around efficacy and outcomes? How do different variables affect learning outcomes?
- How do schools and districts determine which offerings deliver the highest ROE?
- How are states and local districts spending ESSER III funding on HIT? What happens when the funding dries out?
- What is the role of the new Accelerate organization?
- Which startups are tackling the HIT ecosystem? How are they collaborating with districts?
- How is HQT best delivered - live, virtual, hybrid? And when - in-school or out-of-school, or both?
- How are tutoring offerings best integrated with the classroom teacher's work/leadership? How does HIT help solve or exacerbate teacher shortages?
- What is the best way for schools to test efficacy?
- Why did it take us so long to implement HIT at scale? What are other challenges and considerations?
- What is the long-term vision for HIT in U.S. public schools? What is our call to action?

A SNAPSHOT OF THE CURRENT STATE OF HIGH-QUALITY TUTORING

\$ 190 B

ESSER funds
available ¹

85%

avg. effect of tutoring
programs on academic
achievement vs other
educational interventions ²

87%

districts/charter orgs
offering some form of
tutoring in the 2022
school year ³

¹ [Education Stabilization Fund \(ESF\) Transparency Portal](#)

² [J-PAL. The Transformative Potential of Tutoring for Prek-12 Learning Outcomes: Lessons From Randomized Evaluations; 2020](#)

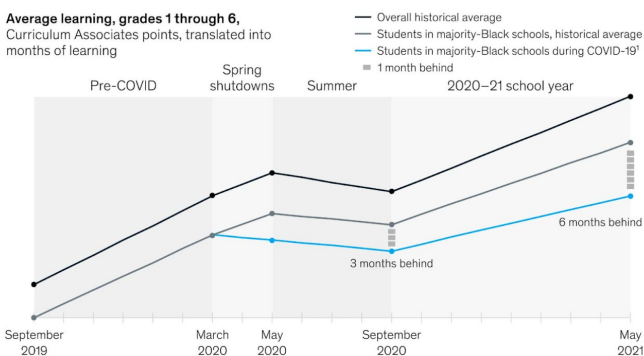
³ [EdWeek Research Center, The Rise of Tutoring and Where It Falls Short, in Charts, May 2022](#)

WHAT IS THE JOB TO BE DONE?

Students, teachers, and schools haven't caught a break.

- Fall 2021 reading and math scores in grades 3-8 plummeted when compared to same-grade peers in 2019 by approximately **6-12 months of missed learning**
- **Achievement gaps widened.** In high-poverty schools that were remote most of the 2020-2021 school year, students **lost the equivalent of 22 weeks of in-person instruction.** In districts that stayed remote last year, the outcome was as if **Black and Hispanic students lost 4-5x more weeks of instruction than white students** had.
- Student **attendance, behavior, and mental health are suffering.** From March to October 2020, mental health-related emergency department visits increased 24% for children ages 5 to 11 and 31% for those ages 12 to 17 compared with 2019 visits.
- More than half of educators are planning of leaving the profession, including 4 in 10 principals

Unfinished learning through the pandemic exacerbates historical inequities, especially for Black students.



With these dynamics impeding equitable and effective learning, it is vital that resources are used to effectively address learning loss



WHAT IS HIGH-IMPACT TUTORING?

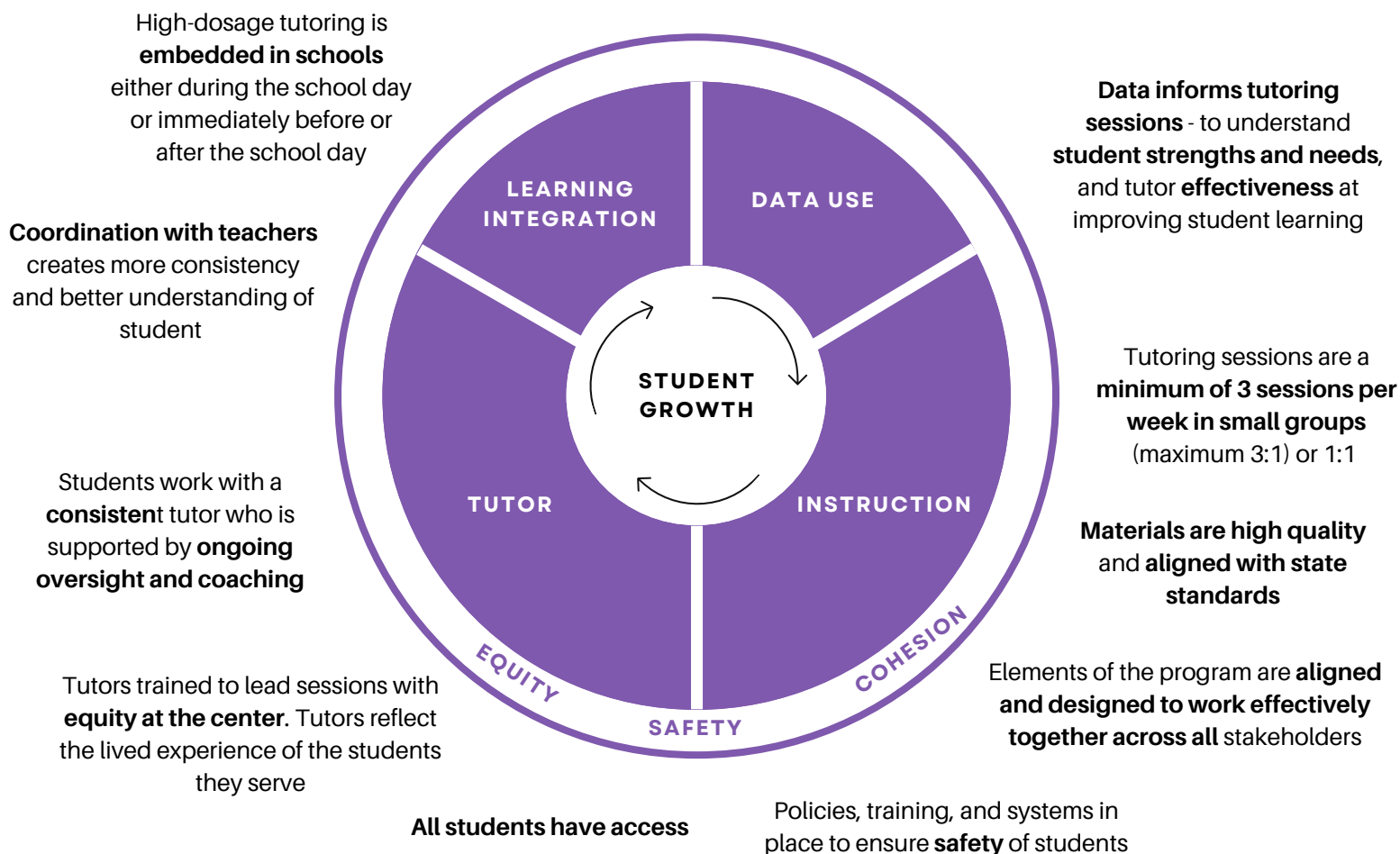
High-dosage tutoring (HDT) is individualized and intensive tutoring, often with the following qualities:

- built with specific design principles (see page 5)
- occurs with high frequency, usually 3 or more times a week, for 10 weeks or longer
- utilizes trained tutors - often a teacher or teaching assistant
- in groups of less than 3 to 4 students
- often conducted during the school day, or after school hours - traditionally on school grounds and in-person

Given challenges in staffing, scheduling and logistics of in-person HDT programs, districts are adopting online **models for high-impact tutoring (HIT) for more scalable HDT programs** due to their flexible, digital versatility. High-quality tutoring is the ultimate outcome of any tutoring engagement - high-dosage tutoring that is impactful and high-quality

WHAT MAKES HIGH-IMPACT TUTORING DIFFERENT?

The following framework is adapted from the Brown University Annenberg Institute National Student Support Accelerator's presentation on High-Impact Tutoring:



HIGH-DOSAGE TUTORING

IS...

IS NOT...

CONSISTENT TUTOR

DIFFERENT TUTOR EACH TIME

RELATIONSHIP FOCUSED

QUESTION-RESOLUTION FOCUSED

DATA-INFORMED INSTRUCTION

HOMEWORK HELP

FOCUSED ON ACCELERATION

FOCUSED ON REMEDIATION

REGULARLY SCHEDULED A MINIMUM OF 3X A WEEK

SCHEDULED AS NEEDED

ACCESSIBLE TO ALL ELIGIBLE STUDENTS

RELIES ON PARENT TAKE UP AND/OR PAYMENT

DIFFERENT FRAMEWORKS FOR HQT

Several models have led to positive effects:¹

- **Need-driven:** targeting students who are furthest behind particular thresholds, e.g. Reading Partners tutored students 0.5-2.5 years behind grade level in reading
- **Curriculum-driven:** Tutoring provided at critical stages of learning development or school transitions, e.g. Reading Recovery tutoring programs occurring in the first grade as a crucial point for literacy development
- **Universal tutoring:** all students in a grade or school receive tutoring; may make tutored students feel less stigmatized. Districts can target low-performing schools but provide tutoring school-wide, as in the Match/SAGA model

CORE DESIGN CHARACTERISTICS

FREQUENCY

- Likely more effective when delivered in high doses through tutoring programs with 3+ sessions a week OR in intensive, week-long, small-group "vacation academy" programs
- Most effective tutoring programs **last for 10+ weeks or the entire school year**
- Elementary students may benefit from shorter but more frequent sessions

GROUP SIZE

- Tutoring does not need to be 1:1 and tutors can effectively instruct up to 3-4 students at a time. Moving past this size reduces personalization and more skill as a tutor
- **1:1 is most effective but more costly**

PERSONNEL

- Though teachers tend to be the most consistently effective tutors, but studies have found that AmeriCorps members and teaching assistants can be just as effective in 1:1 or small groups
- Programs that rely on volunteers typically involve intensive training, a related exam, as well as ongoing curriculum and support throughout the program

MEASUREMENT

- Tutoring programs that use data and ongoing informal assessments are more likely to be successful. They typically have clear learning objectives and engage in evaluations to assess their program effectiveness. **Formative assessments provide the tutor with feedback and facilitate personalized instruction**

RELATIONSHIPS

- Programs that pair students with consistent tutors for the duration of the program often lead to better learning environments. It facilitates more positive tutor-student relationships and better opportunity to evaluate students' strengths and needs

CURRICULUM

- **Students learn more when tutoring sessions complement or are responsive to their classroom content**
- Remediation or focusing on items that students have previously failed to master, has resulted in students falling further behind in grade-level material
- There is some early evidence that tutoring programs that employ school-based coordinators (to connect tutors to teachers) may be more successful

SCHEDULING

- **Interventions conducted during the school day tend to result in greater learning gains than those that are after school or during the summer**

DELIVERY

- **Most research has focused on in-person tutoring, but there is emerging evidence that virtual tutoring can also be effective.** These options lower tutoring costs and potentially provide stronger matches by expanding the supply of tutors.

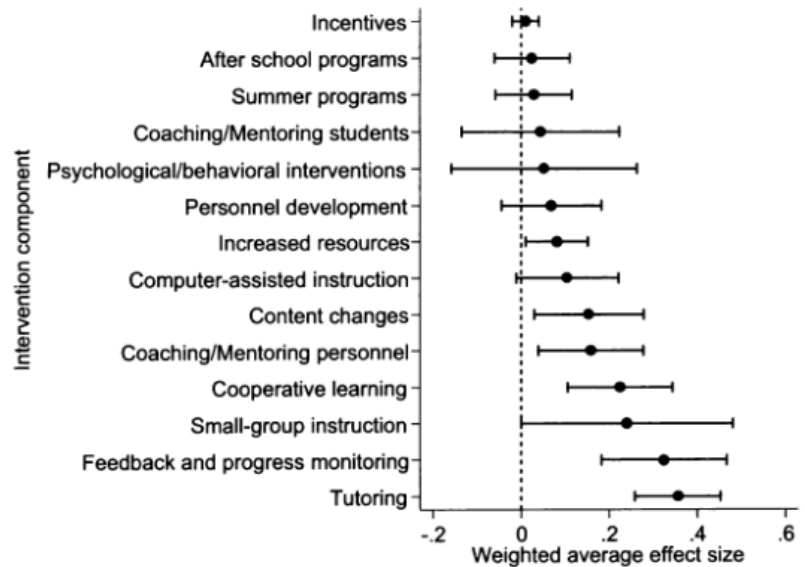
PRIORITIZATION

- Decisions about which students to target are central and can sometimes create negative stigma where tutoring is perceived as punishment.
- Different models - Need-drive, Curriculum-driven, Universal tutoring - have all led to positive effects

1. [Robinson, Kraft & Loeb, EdResearch for Recovery, Accelerating Student Learning with High-Dosage Tutoring, 2021](#)

WHY ARE DISTRICTS ADOPTING HIGH-IMPACT TUTORING?

Research provides strong evidence that high-dosage tutoring leads to learning gains for a wide variety of K-12 students, including for students who have fallen behind academically. It has also shown to improve educational achievement for students from low socioeconomic backgrounds. Other studies have shown that it can be scaled to serve large populations of students and still generate meaningful learning outcomes for students.



Source: Dietrichson et al (2017)

THE EVIDENCE

- A meta-analysis found that HDT had effect sizes **20-times greater than low-dosage tutoring in math, and 15-times greater in reading**. On average, tutoring increases achievement by **three to 15 months of learning across grade levels**.
- A review of 196 studies found that HDT is one of the few interventions that demonstrate a positive impact on **both math and reading achievement**.
- An analysis of 101 studies found that tutoring had the **largest impact on education achievement across all interventions for students of low socioeconomic status**.
- Studies of 15 larger-scale tutoring programs (serving 500-7,000 students) generated meaningful gains for students
- Data from a randomized controlled trial involving 2,700 students in 12 CPS high schools found that the tutorials helped **students learn one to two years of math in a single school year; and narrowed the black-white test score gap by almost a third in one year**. The program reduced math course failures by 63% and reduced non-math course failures by as much as 26%.

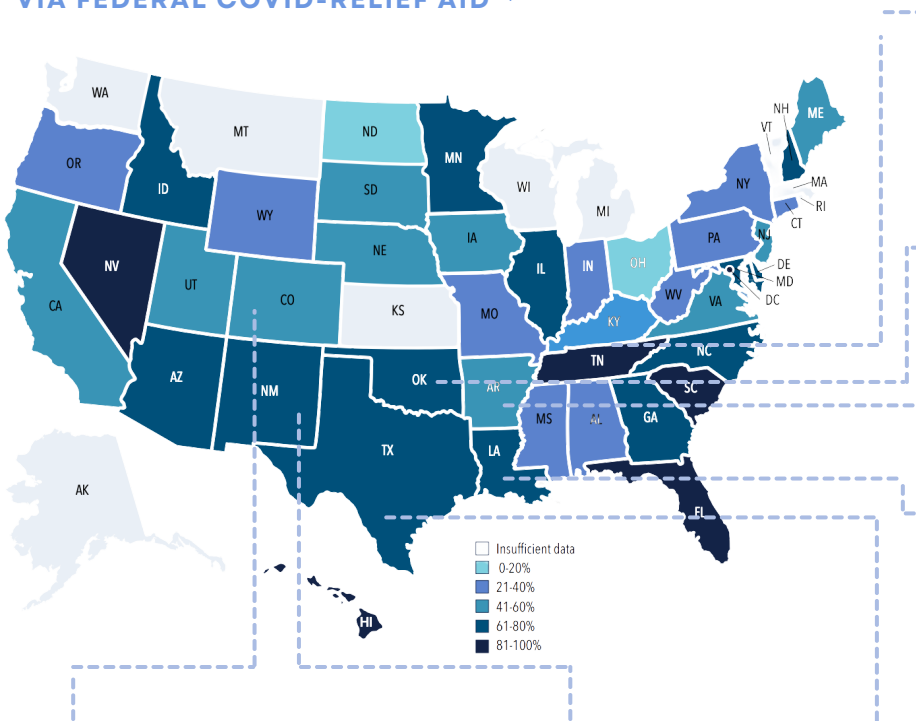


WHERE IS THE FUNDING GOING?

Aided by a historic federal investment, state and local education systems are transitioning from responding to the immediate urgency of the first wave of the COVID-19 pandemic to implementing prevention and academic recovery strategies. More **40 percent of school districts and charter organizations are planning to put a portion of their Elementary and Secondary School Emergency Relief Fund (ESSER) III money to support tutoring.** Districts are **estimated to have dedicated over \$1.7B in ESSER III funding (3.3% of the \$53B allotted nationwide) to tutoring initiatives so far.** Spending could reach \$3.6 billion by the time the money is fully spent toward the end of 2024.

37 state education agencies support tutoring programs in their own ESSER spending plans. The scope and scale of this spending varies by state, here are some examples:

SHARE OF STATES' STUDENTS WITH ACCESS TO TUTORING VIA FEDERAL COVID-RELIEF AID ¹



TENNESSEE

is earmarking \$200M to expand its TN ALL Corps to serve 150,000 primary school students in math and reading – adding 250-500 additional hours of academic instruction over the next three years and four summers.

OKLAHOMA

is investing \$5M to create a Math Tutoring Corp to 1,500 secondary students with paid college students serving as tutors

ARKANSAS

is partnering with the Education Renewal Zones to grow the Arkansas Tutoring Corps

LOUISIANA

is planning to spend \$90M on academic recovery programs. LDOE requires all schools to offer summer instruction to teachers in the use of the Accelerate HDT framework. 500 schools statewide will be required to have a fully implemented tutoring program

TEXAS

launched Vetted Texas Tutor Corps (VTTC), an initiative aimed at accelerating student learning through high impact tutoring. Their goal is to reach over 1 million students.

COLORADO

appropriated \$5 million to create high-impact tutoring programs that provide grant funding to local education providers to address learning loss - particularly for low-income or underserved students

NEW MEXICO

has committed \$22M to support school districts in HDT programs and an additional \$40 million to train 500 TAs for interventions including tutoring

¹ FutureEd: An Analysis of Local School Districts' Ambitious Post-Covid Tutoring Plans, 2022



BUILDING TUTORING PROGRAMS FOR PANDEMIC RECOVERY AND LONG-TERM SUSTAINABILITY

FEDERAL COVID-19 FUNDING

The federal government has **invested over \$200B in K-12 education**. ESSER funds, provided by various Acts passed by congress during the pandemic, are one-time and will not be replaced on use or expiration. **The funds must be obligated to be spent by their expiration date**– the first of which is September 30, 2022 for CARES Act ESSER funds. The latest funding from the ARP Act expires in Fall 2024.

RECURRING FEDERAL FUNDING

While COVID-19 recovery funds are great for one-time investments in tutoring, a number of federal programs provide recurring funding that can be used to support programs:

- **Title I:** dollars to support **extended or additional instructional time, including tutoring**
- **Title II:** can be used if tutoring program improves **teachers' overall instructional practice**
- **Title IV:** Part B establishes funding for 21st Century Community Learning Centers which can support **after-school activities, including tutoring**
- **IDEA:** if a program supports both students with and without IEPs, districts can **fund portions of the program supporting students with IEPs**

Recurring costs from purchases made from ESSER funds may be able to be covered after expiration by increased Title I funding. Additionally, districts will be able to request an additional 14 months beyond the deadline for extenuating circumstances, as outlined by the U.S. DoE.

OTHER FUNDING

- States and Local Governments
- Institutional Philanthropy

Districts should ultimately strategize for long-term tutoring funding, whether reallocating current expenditures, or leveraging philanthropic and corporate partnerships to support proven initiatives. Tutoring initiatives in U.S. public schools are generally supported by teacher unions, who believe such efforts will drive a "groundswell of support"

BUILDING FOR SUSTAINABILITY

- **Tutoring programs are more difficult to sustain if dependent on a single budget line item that is in question every year.**
- **Tradeoff between existing initiatives and a new High-Impact Tutoring program.**
- **Blending and braiding federal funding may be an effective way to use existing federal dollars.**

RESOURCES

National experts such as the **National Student Support Accelerator** have developed specific guidance and **toolkits to help states and LEAs navigate potential implementation challenges**. Tools include:

- guidelines for articulating each aspect of a tutoring program leaders need to determine
- a calculator for determining program costs
- guidance on aligning tutoring curriculum to school curriculum
- key points to cover when engaging families.

HIGH QUALITY TUTORING: PAST AND PRESENT

NO CHILD LEFT BEHIND No Child Left Behind was a legislation passed in 2001 that allowed schools to use funding to offer tutoring through supplemental educational services. This initiative allowed low-income families to enroll their child in out-of-school time tutoring if they attended a Title 1 School.

AMERICA READS America Reads is a federally funded work-study program that places college students to tutor K-12 students in literacy and math. The program grew from the America Read Challenge, a major 1997 initiative of the Clinton administration, and approximately 1200 higher learning institutions still participate today.

AMERICORPS Americorps is an arm of the Corporation for National & Community Service. 44,000 of its 75,000 members serve in the education sector nationwide which includes several successful AmeriCorp tutoring initiatives: Reading Corps, Reading Partners, and Math Corps. These initiatives involve intensive training for tutors, a minimum of 1.5-3 hours of tutoring per week, subject-focused curricula, and site coordinators at the school.

SAGA EDUCATION Founded in 2014, Saga Education is a national nonprofit organization that partners with public school districts to supplement teacher instruction by offering trained tutors for students who are falling behind in math. Its tutoring model is daily 2:1 sessions embedded in a student's schedule. Studies have shown that Saga students learn up to 2.5 additional years of math on top of their normal one-year growth in one academic year using Saga's model. In parallel, Saga has served over 30,000 students across the country.

TEACH FOR AMERICA (TFA) TFA launched a community-based tutoring initiative, Ignite, in the fall of 2020. They recruited 728 college students to partner with 2,300 kids in 7 states. 99% of schools with an Ignite program reported increases in academic learning and engagement. More than 1/2 the college seniors who worked as tutors applied to join TFA after graduation.

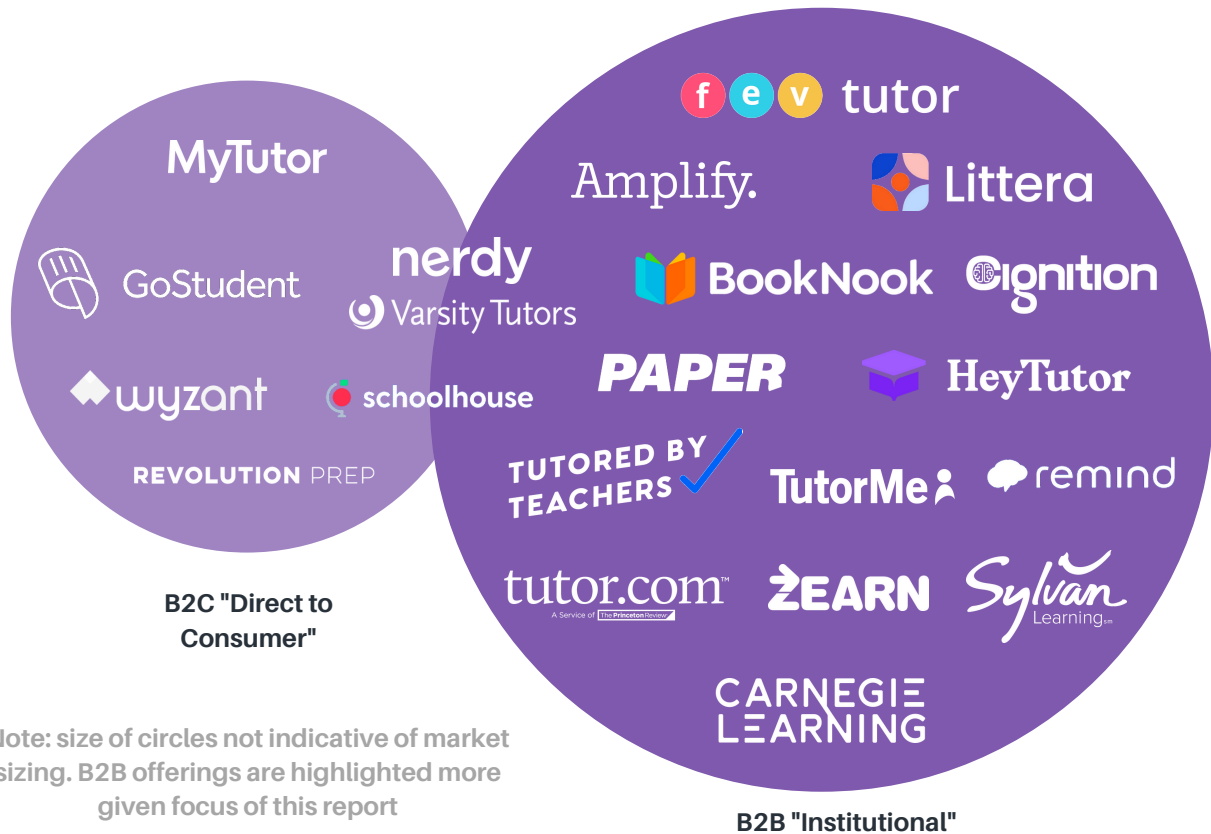
Research evidence shows that tutoring interventions can have positive impacts on student learning, however, the quality of **learning outcomes can differ highly based on fidelity to high-quality tutoring best practices**. For example, the lack of accountability and minimal connections with students' schools in No Child Left behind resulted in varied quality and mixed results (see Heinrich et al., 2014; Zimmer et al., 2010). However, Saga Education's model showed some of the strongest evidence of success due to many similar program characteristics associated with high-impact tutoring (Cook et al., 2015).



HIGH QUALITY TUTORING: PAST AND PRESENT

Educational technology companies have always played a role in the scaling and implementation of tutoring programs to reach underserved students. Investors and acquirers have poured hundreds of millions of dollars into tutoring and supplemental academic services, especially in the "gold rush" ESSER funding environment of the past few years.

Early enthusiasm focused primarily on B2C models, serving parents and students. However, many players have begun either focusing solely on K-12 institutional models or have begun exploring them.



HOW STARTUPS ARE COLLABORATING WITH DISTRICTS



Tutored by Teachers aims to expand school capacity by bringing certified teachers to lead high-dosage tutoring in Math and ELA. One partner in the LA Unified School District showed 63% growth in targeted phonetic skills and significant academic growth in 1/3 of their K-2 students who participated in TbT's 4 week spring program.



Saga Education is partnering with districts in New Mexico, Rhode Island, and Maryland to pair recent college graduates with small-groups for 50 minutes a day during the day for the full school year. A study found that participating students from Chicago Public Schools gained between one and two and a half years of math in a single year, and reduced math course failures by 63%.



BookNook was selected to implement high-impact literacy tutoring in schools across San Francisco and Texas. The synchronous learning platform has found that remote tutoring at high-dosage leads to stronger literacy development compared to low-usage participants.



FEV Tutor and **Paper** offer one-on-one, 24/7 online tutoring and homework help to close equity gaps for students and schools hard-pressed to schedule programs during the day. The firms have signed partnerships with Boston Public Schools, New York City DOE, Richmond County and others to support at-risk students.

SPOTLIGHT ON Accelerate

Incubated and launched by America Achieves, Accelerate is a non-profit organization that seeks to embed high-impact tutoring programs in public schools - now and for the long run. Its goals include funding and supporting innovative practices rooted in evidence in districts and states, building an effective research base with help from research partners, and developing policies at the federal and state level that allow schools to implement tutoring programs that work in the long-term.

They aim to accomplish several key objectives to unleash the full potential of tutoring:

1. **Encourage and facilitate innovation in tutoring while holding the bar high for research and evidence.** They issued a Call to Effective Action to recruit state education agencies, school districts, tutoring providers, and other sector enablers to participate in this initiative and join its network.
2. **Systematically look for ways to lower the cost of tutoring and personalized learning,** through a mix of in-person and online interventions
3. **Enact federal and state policies - and dedicate ongoing funding - that encourages districts and schools to adopt evidence-based practices.** They aim to examine school-day structure to ensure time can be devoted to proven, research-based individualized learning

America Achieve has already raised \$65 million of its target of \$100 million for Accelerate's goal of scaling high-impact tutoring for all. Accelerate's leadership include:

- CEO Kevin Huffman, the former Tennessee commissioner of education
- Executive Chair Dr. Janice K. Jackson, the CEO of Hope Chicago
- Board member Dr. Susanna Loeb, the director of the Annenberg Institute of School Reform and National Student Support Accelerator at Brown University
- Jon Schnur, the CEO of America Achieves



"Long-term, we want all students—and particularly the students with the greatest needs—to have free and regular access to high-impact tutoring and individualized learning. Our schools worked hard to narrow achievement gaps before the pandemic, but those gaps have now widened and must be addressed. We believe in the potential of all children, and we think it is our responsibility as adults working with public schools to provide tools that help them achieve their goals." - **Dr. Janice K. Jackson, the CEO of Hope Chicago**

States and districts are trying to address massive gaps in student outcomes, and they need stronger tools and better policies to help kids catch up. We know that high-impact tutoring can close academic gaps, but we need to develop cost-effective models that can be scaled and implemented in the years ahead. Education leaders are anxious for tools with a strong evidence base, and we are striving to build a research base and a practical toolkit that will help schools across the country." - **Kevin Huffman, CEO of Accelerate**



"This new organization fills a great need, not only, in the moment, to expand high-impact tutoring—the most promising approach that we've seen in research to address pandemic-related learning needs—but also to make sure, through funding research and advocating for policy change, that we can sustain and improve high-impact tutoring so that all students have access to a skilled and caring adult who knows them and helps them thrive." - **Dr. Susanna Loeb, Director, the Annenberg Institute for School Reform and the National Student Support**

A CALL TO ACTION

In the current U.S. education ecosystem, much of the available government funding, such as ESSER funds, have been directed toward tutoring services. However, these initiatives have primarily been one-off, and when appropriately high-dosage, have been difficult to scale.

While the recognition of HDT effectiveness is increasing, availability of these services are not yet widespread. However, there are encouraging initiatives to scale, which we organize into three broad categories:

1.

INCREASED GOVERNMENT-BASED FUNDING AND SUPPORT

- Source elementary tutors from high school students via elective class, middle school tutors from college students via federal work-study, high school tutors from full time college grads via Americorp
- Brings down cost to ~\$1000 / pupil - a nationwide program targeting disadvantaged schools could cost \$5-\$15B annually

2.

CURRICULUM AND ASSESSMENT PROVIDERS' INCREASED STRATEGIC EXPANSION INTO AND INTEGRATION WITH TUTORING OFFERINGS

- With an increasing emphasis on classroom-connected HDT, providers who have historically focused on curriculum - such as Amplify and Carnegie Learning, are finding success in delivering HDT with their asset-based approach to targeting exact skills needs and ability to align cohesively with teacher content.
- The increasing importance of tutoring is also shown through partnerships and integrations, such as FEV's partnership with leading assessment organizations like NWEA MAP, Renaissance STAR 360 and iReady

3.

INCREASED INNOVATION, PARTICULARLY TECH-ENABLED, TO FIND EFFICACY IN METHODS BEYOND THE CURRENT DEFINITION OF HDT

- Policy proposals out of Brookings and the Annenberg Institute suggest scaling tutoring by redirecting Title I funding grants from low-performing interventions to provide students with HDT during the school year.
- Given the need for districts to become more efficient with spend, this will enable solutions that meaningfully leverage new technology to capture market share (eg. products increasing impact of existing resources such as higher quality many-to-one tutoring, or operational streamlining)
- Potential solutions to scale include peer tutoring, AI-based tutoring solutions, and products enabling non-certified or non-experienced tutors to provide HDT
- Examples include Amira Learning, QuillBot, and Student Success Services from Google Cloud

FURTHER READING AND RESOURCES

The [National Student Support Accelerator](#) is a program of the Annenberg Institute at Brown University that is devoted to translating promising research about how tutoring can benefit students into action on the ground.

- [High-Impact Tutoring: District Playbook](#) - designed for district staff members to develop and implement high-impact tutoring
- [Research Agenda](#) — synthesis of tutoring research highlighting the drivers of impact.
- [Toolkit for Tutoring Programs](#) — extensive set of practical tools for practitioners and districts that want to develop or improve a high-impact tutoring program.
- [Tutoring Database](#) — searchable database of over 175 tutoring programs that allows districts and schools to identify potential tutoring providers.