High Impact Literacy Tutoring



Context

- Academic learning-loss during COVID-19
- US Department of Education recommends high-quality tutoring as a strategy to support students post COVID-19
- Many states, including California, are prioritizing accelerated learning opportunities

Tutoring Pre K-12: Evidence and Resources. (2021). Retrieved 24 November 2021, from https://www.povertyactionlab.org/tutoring

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

High Impact Tutoring

High-Impact Tutoring: Introductions



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Director, National Student Support Accelerator and Annenberg Institute at Brown University

Effectiveness

Implementation

J-PAL North America

Our mission is to reduce poverty by ensuring that policy is informed by scientific evidence

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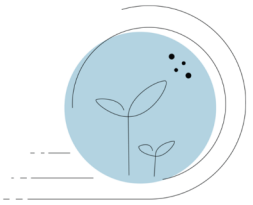
National Student Support Accelerator

ur mission is to accelerate the growth of igh-impact tutoring opportunities for K-12 students in need

Facilitating implementation:
- Research-based Tools
- Technical Assistance

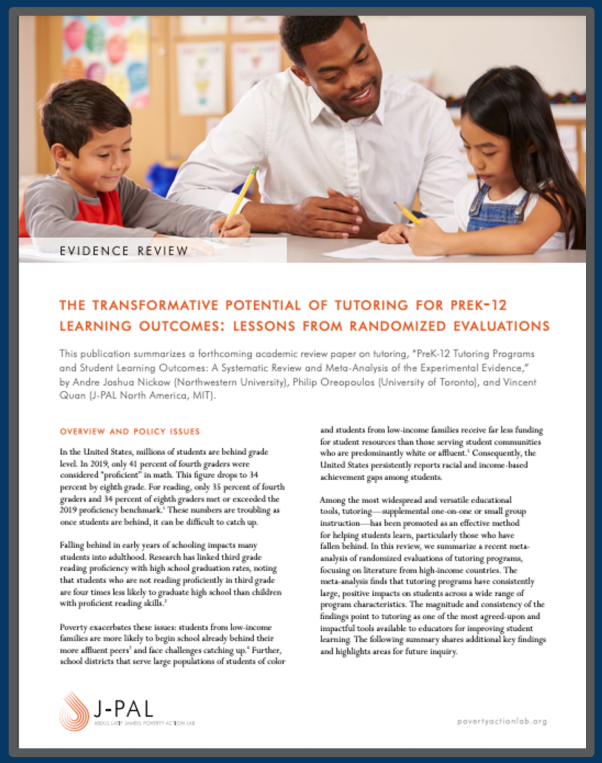
Catalyzing the field of tutoring:
- Communities of Practice
- Research
- Pilot Sites

Engaging & activating stakeholders



NATIONAL STUDENT SUPPORT ACCELERATOR

Key Findings for High Impact Tutoring



EVIDENCE REVIEW

THE TRANSFORMATIVE POTENTIAL OF TUTORING FOR PREK-12 LEARNING OUTCOMES: LESSONS FROM RANDOMIZED EVALUATIONS

This publication summarizes a forthcoming academic review paper on tutoring, "PreK-12 Tutoring Programs and Student Learning Outcomes: A Systematic Review and Meta-Analysis of the Experimental Evidence," by Andre Joshua Nickow (Northwestern University), Philip Oreopoulos (University of Toronto), and Vincent Quan (J-PAL North America, MIT).

OVERVIEW AND POLICY ISSUES

In the United States, millions of students are behind grade level. In 2019, only 41 percent of fourth graders were considered "proficient" in math. This figure drops to 34 percent by eighth grade. For reading, only 35 percent of fourth graders and 34 percent of eighth graders met or exceeded the 2019 proficiency benchmark.[1] These numbers are troubling as once students are behind, it can be difficult to catch up.

Falling behind in early years of schooling impacts many students into adulthood. Research has linked third grade reading proficiency with high school graduation rates, noting that students who are not reading proficiently in third grade are four times less likely to graduate high school than children with proficient reading skills.[2]

Poverty exacerbates these issues: students from low-income families are more likely to begin school already behind their more affluent peers[3] and face challenges catching up.[4] Further, school districts that serve large populations of students of color and students from low-income families receive far less funding for student resources than those serving student communities who are predominantly white or affluent.[5] Consequently, the United States persistently reports racial and income-based achievement gaps among students.

Among the most widespread and versatile educational tools, tutoring—supplemental one-on-one or small group instruction—has been promoted as an effective method for helping students learn, particularly those who have fallen behind. In this review, we summarize a recent meta-analysis of randomized evaluations of tutoring programs, focusing on literature from high-income countries. The meta-analysis finds that tutoring programs have consistently large, positive impacts on students across a wide range of program characteristics. The magnitude and consistency of the findings point to tutoring as one of the most agreed-upon and impactful tools available to educators for improving student learning. The following summary shares additional key findings and highlights areas for future inquiry.

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Tutors

Evidence points to **professional tutors**—tutors that are **trained and paid**—as a highly effective tutor group

Program Delivery

Evidence suggests that tutoring is most effective when it occurs:

- At school during the school day
- **Three times a week** (or more for preschool - first graders)
- In **one-on-one** sessions for younger students, and in **small groups** for older students

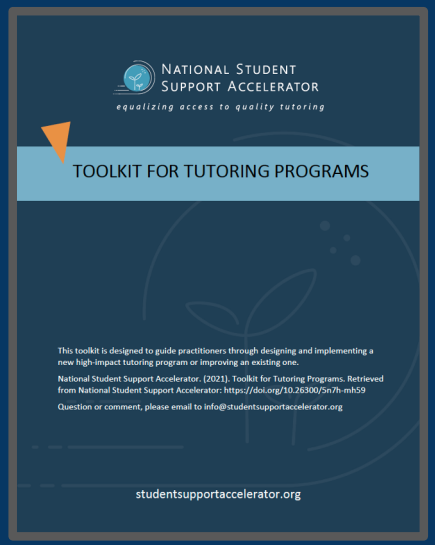
Grades and Subjects

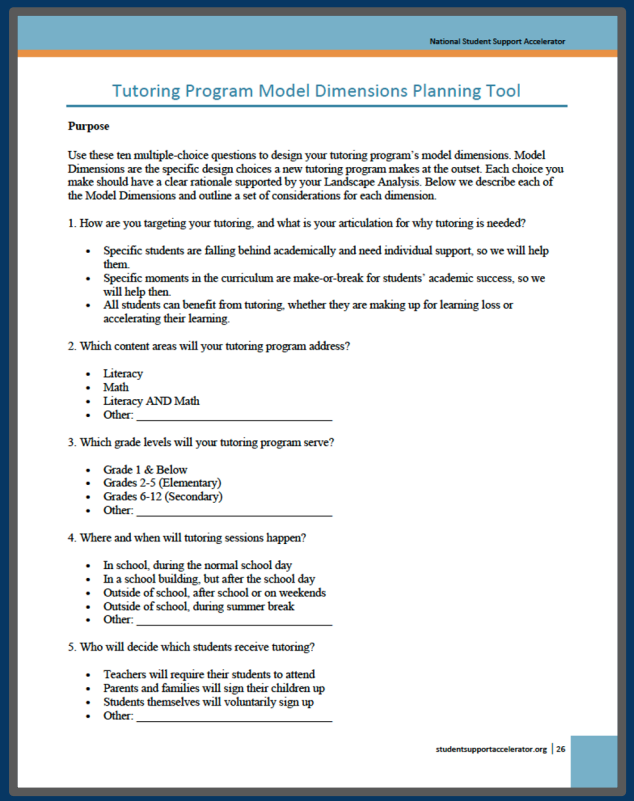
- Reading tutoring is relatively more effective for the youngest students, while math tends to be more effective later in elementary school
- Focusing on key foundational skills—such as third grade literacy and eighth grade (algebra)—would impact approximately **1 million students** across California

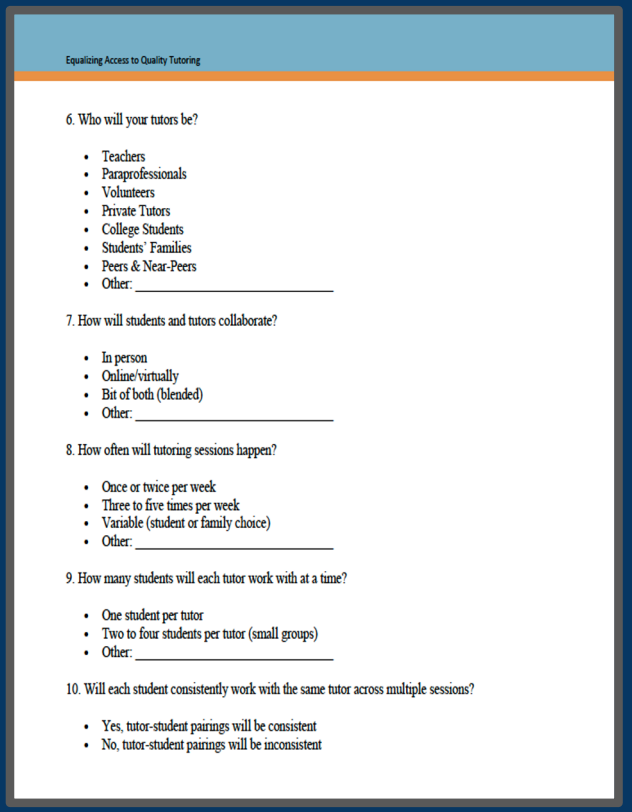
Nickow, L., Oreopolos, P., & Quan, V. (2021). The Transformative Potential of Tutoring for Pre K-12 Learning Outcomes: Lessons from Randomized Evaluations. Retrieved 24 November 2021, from https://www.povertyactionlab.org/publication/transformative-potential-tutoring-pre-k-12-learning-outcomes-lessons-randomized

Tutoring Program Model Dimensions Planning Tool

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Toolkit for Tutoring Programs | National Student Support Accelerator. (2021). Retrieved 24 November 2021, from https://studentsupportaccelerator.com/tutoring

Intensive Reading Support Model 1

- **Target Group:**
  - 1st-3rd
- **Instructional Focus:**
  - DECODING: phonological awareness, multisensory letter-sound, letter name, blending, reading decodables
  - FLUENCY: review of skill gap, reading a short text in ZPD (fiction/non-fiction balance), comprehension check (e.g. AR quiz, other district resources)
- **Frequency:**
  - 20-30 mins, 3-5 times a week (depends on need, age, attention span, instructional focus)
- **Ratio:**
  - New tutors-1:1, Experienced tutors- 1:2 (students with like needs)
- **Monitoring Progress/Exiting Criteria:**
  - Data gathering using a quick phonic screener, and quick fluency screener, site or district reading measures

Model created by Melissa Garcia, SBCEO Coordinator, Language Education Services, using evidence-based reading instructional strategies and Toolkit for Tutoring Programs

Intensive Reading Support Model 2

- **Target Group:**
  - 3rd-12th
- **Instructional Focus:**
  - DECODING: advanced phonemic awareness if needed, address skill gaps OR multisyllabic reading strategies, reading a short text in ZPD (fiction/non-fiction balance) with previewed words/skills during skill practice, comprehension check
  - FLUENCY: review of skill gap, reading a short text (fiction/non-fiction balance), comprehension check
- **Frequency:**
  - 30 mins-50 mins, 3-5 times a week (depends on need, attention span, instructional focus)
- **Ratio:**
  - New tutors-1:1, Experienced tutors- 1:2 (students with like needs)
- **Monitoring Progress/Exiting Criteria:**
  - Data gathering using a quick phonic screener, and quick fluency screener, site or district reading measures

Model created by Melissa Garcia, SBCEO Coordinator, Language Education Services, using evidence-based reading instructional strategies and Toolkit for Tutoring Programs

Blended Reading Support Model 3

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Ideal Setting: Library, Classroom with access to a lot of books

- **Target Group:**
  - 3rd-12th, students **near grade level** reading
- **Instructional Focus:**
  - PHONICS SOFTWARE: 15-20 mins of focused differentiated skill practice
  - INDEPENDENT READING: 25-35 mins of reading a short text in ZPD (fiction/non-fiction balance), comprehension check
  - 10-15 mins of selecting a book, transitioning, checking-in with tutor for 1:1 support as needed, snack, updating parents as needed
- **Frequency:**
  - 1 hr, 2-5 times a week (depends on availability, age, attention span)
- **Ratio:**
  - 1:10
- **Monitoring Progress/Exiting Criteria:**
  - Reading at grade level using site or district reading measures, conversations with students about progress

Model created by Melissa Garcia, SBCEO Coordinator, Language Education Services, using evidence-based reading instructional strategies and Toolkit for Tutoring Programs