

NATIONAL STUDENT
SUPPORT ACCELERATOR

equalizing access to quality tutoring

District Playbook for High-Impact Tutoring

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studentsupportaccelerator.org



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Section 1: Introduction to the District Playbook

The District Playbook is designed for school district staff interested in implementing high-impact tutoring programs. While district staff members are the primary audience, state educational officials and school administrators will also be able to leverage many of the resources in the Playbook.

The Playbook draws from research and the deep knowledge of districts, tutoring providers, and other experts across the country. It is one of several interrelated research-backed tools provided by the National Student Support Accelerator to make it easier for states, districts, schools, and nonprofits to develop and implement high-impact tutoring programs with quality.

What is High-Impact Tutoring?

High-impact tutoring is personalized, high-quality instruction in one-on-one or small group settings that creates positive relationships between tutors and students that are motivating and engaging. Importantly, not all tutoring follows the characteristics we outline for high-impact tutoring, and can therefore vary in effectiveness. Numerous studies confirm strong benefits for student academics and overall well-being when high-impact tutoring is implemented with fidelity.

A High-Impact Tutoring Program will have:

- Relationship-based instruction
- Sessions that meet regularly 3+ times/week for 10+ weeks
- Consistent, well-trained tutors
- Small group tutoring sessions of 4:1 (preferably 1:1)
- Content that aligns with high-quality curriculum
- Scheduling that is integrated into the school day with an opt-out model

Why Adopt High-Impact Tutoring?

Some Key Reasons to Adopt High-Impact Tutoring:

- Accelerate Learning by 3-15 Months
- Provide Personalized, Individualized Instruction
- Boost Attendance Rates
- Boost Graduation Rates
- Career Development and Teacher Pipeline



How to Use this Playbook

The Playbook has a distinct structure for each section that organizes content around your specific needs:

Section Introduction: The landing page is an overview of the section and base knowledge including:

- Tutoring Quality Improvement Standards that are aligned to the section, with the relevant indicators from our LEA Self-Assessment
- Research Insights that have informed recommendations
- District Examples that provide implementation stories

Subsection Pages: The subsection pages define and provide context for each domain of Key Recommendations that will be presented. Following these definitions, you will see:

- **Key Recommendations** that include specific steps to move your tutoring program toward effective, research-based practices
- **Tools to Implement** provides additional readings, resources, templates, and tools to dive deeper into the recommendations
 - **Checklist:** A list of executable tasks
 - **Example:** Examples used in other contexts to serve as a model
 - **One-Pager:** A One-page high-level summary of a topic
 - **Reading:** Provides more detailed information regarding the topic
 - **Research One-Pager:** A One-page high-level summary of a research study
 - **Reflection Guide:** A series of questions to assist in decision-making
 - **Template:** A tool to edit and personalize to suit your needs
 - **Toolkit:** A collection of tools, templates, reading, and resources
 - **Video:** Video content to support recommendations
 - **Website:** Website resources outside of NSSA

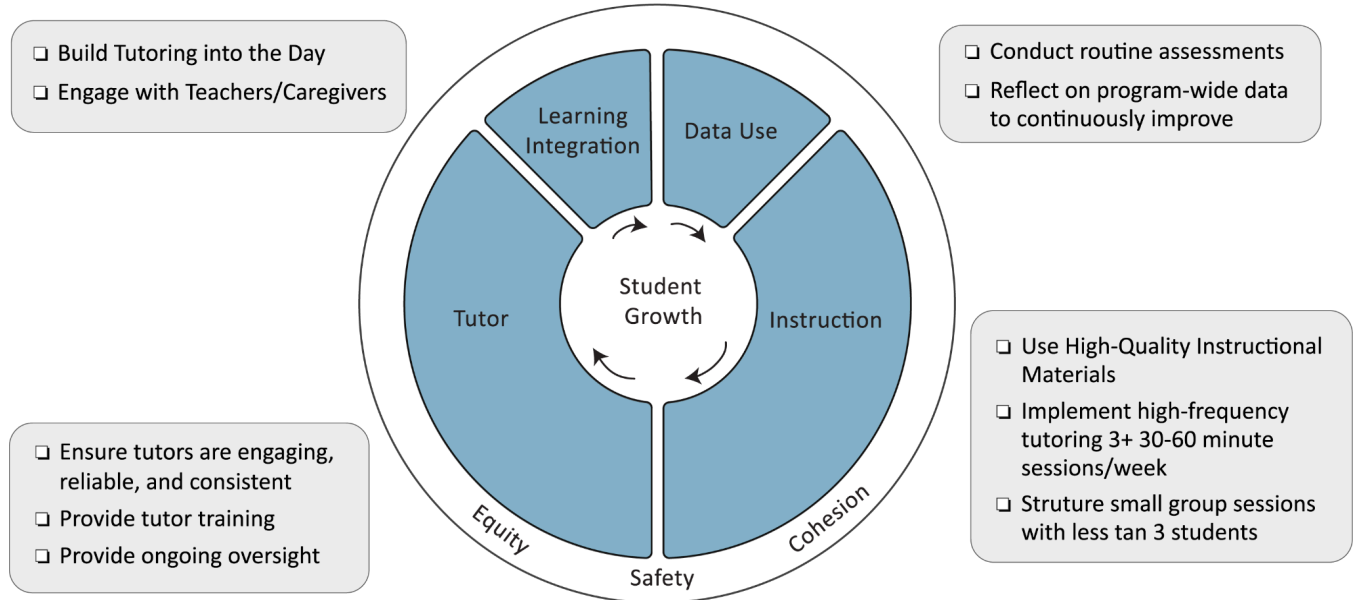
Annual Revisions and Scalability: This section concludes the Playbook and will contain annual updates of the most current research, new findings, and implications for Districts that will be integrated into the Playbook in the next revision.

A Note About the Standards

At the end of each subsection, you will find reference to [Tutoring Quality Standards](#) and Self-Assessment Indicators. An [Advisory Group](#) developed these standards based on what research and practice shows creates effective tutoring programs and updates them regularly to reflect new learnings.

The Self-Assessment Indicators are more in-depth quality markers developed for each standard. All of our recommendations support a commitment to these seven research-backed standards.

The Seven Quality Standards of High-Impact Tutoring



Grounded in Equity, Surrounded by Safety, Working Cohesively

Where do I start?

Entry Point 1: Take the free, 15-minute [Local Education Agency \(LEA\) Self-Assessment](#). The LEA Self-Assessment provides a rapid, free, and research-based assessment of their program's quality. Then conduct a search for specific Self-Assessment indicators to find the District Playbook subsections that provide relevant recommendations and resources.

Element 1: Tutor

Tutor Recruitment and Selection Quality Standard: There is a clear recruitment and selection process that results in tutors with the skills and mindsets necessary to be successful in that program.

How does your program recruit and select tutors?

To answer the above question, please check all the items that are present in your program:

- 1a.1 | A recruitment strategy for recruiting tutors that are from diverse backgrounds and/or are representative of the identities of the students served by your program
- 1a.2 | Anti-bias training for talent/recruitment team to help counter implicit biases in the recruitment and hiring process
- 1a.3 | A tutor job description that is free from biased language and includes an Equal Opportunity Statement
- 1a.4 | A recruitment timeline with clear metrics and deadlines
- 1a.5 | A list of attributes (knowledge, skills, and mindsets) necessary for tutors to be effective and successful in their role with an emphasis on growth mindset and commitment to working with children
- 1a.6 | An interview process designed to gauge candidate attributes
- None of the above

Entry Point 2: Reference the [Roadmap to Success for Your High-Impact Tutoring Program](#) to find topics, time estimations, and potential benefits for your journey launching high-impact tutoring in your schools. We encourage you to invest additional time here to ensure that high-impact tutoring is a success.



Entry Point 3: Get inspired by other districts! Read the District Playbook Profiles:

- [Playbook Profile: Hillsborough Public Schools](#)
- [Playbook Profile: Uplift Public Schools](#)
- [Playbook Profile: Ector County Independent School District](#)
- [Playbook Profile: Rocketship Public Schools](#)

Section 2: Purpose and Alignment

This section outlines the essential components of developing a high-impact tutoring program and focuses on aligning to district strategy, setting data-driven goals, and selecting a tutoring approach. These are foundational elements for designing a high-impact tutoring program before moving to [program development](#) and [implementation](#) stages.

The content is organized into three components:

2.1 Aligning to District Strategy: This section has content regarding focus area, district strategy, and early leadership engagement to help you determine how high-impact tutoring fits with your district's needs.

2.2 Setting Data-Driven Goals: This section provides assistance with insight into the local context and the creation of clear, measurable academic goals to develop a framework that demonstrates progress and success to stakeholders.

2.3 Selecting a Tutoring Approach: This section gives you tips and tools related to expert guidance and the tutoring approach selection to think through and identify the tutoring model that best aligns with your district's needs.

Research Insights

Research provides the following guidance to create effective tutoring programs:

2.1 Aligning to District Strategy

Focus Area

- Intensive tutoring can be effective across grade levels and subject matter—even for high school students who have fallen far behind.
- **At the elementary level**, substantial research has examined the effectiveness of high-impact tutoring in supporting [students' reading and math development](#). Reading-focused tutoring interventions for kindergarten and first graders provide more than four months of additional learning in elementary literacy on average.
- **At the middle and high school levels**, there is more evidence of advancing [math proficiency](#) compared to reading outcomes.
- **Student Prioritization:** Three main models for prioritizing students for tutoring are needs-driven, curriculum-driven, and universal. Decisions about which students to target should [vary depending on the needs of the students, schools, and communities](#).

District Strategy

- Tutoring is most effective when it is integrated into a broader strategy addressing district priorities, positioned as [core to each school's instructional model rather than as a disconnected](#)



[and optional add-on](#). Tutoring program design [influences students' access to and experience](#) in tutoring sessions, particularly in regards to student selection processes, schedule and setting, and curricular materials.

Early Leadership Engagement

- Tutoring implementation is most successful when there is [support from knowledgeable district staff partnered with school leaders and investment in paid administrative staff](#) who consistently work to coordinate time, space, and people.
- [Relationships](#) between school districts, higher education institutions, nonprofit, and for-profit tutoring providers are key to the program launch.

2.2 Setting Data-Driven Goals

- Successful programs integrate data use and ongoing informal assessments to track progress, refine practices, and allocate resources. They are also able to provide information to tutors about student understanding and [where to focus instruction](#) to support each student's learning.

2.3 Selecting a Tutoring Approach

- Tutoring implementation can occur through building your own program, hiring an outside provider, or a combination of the two. Different barriers can occur for each, such as [staffing, training, access to data, and scheduling](#). Districts and schools can approach these barriers in various ways to [identify solutions that work](#) in their contexts.
- Not all tutoring programs are effective, so educational leaders should turn to research for direction on [evidence-based ways to design and implement](#) their programs for maximum effectiveness.

AI Trends in High-Impact Tutoring

- Early research demonstrates that AI-driven support can enhance human tutoring, [particularly benefiting less-experienced tutors and improving student math outcomes](#). As a cost-effective, scalable approach, AI-assisted education has the potential to reinforce human-led efforts to elevate tutoring quality and accessibility.

Read the Full Research

Fryer, R. G., Jr. (2016). *Information and incentives in education* (Handbook of the Economics of Education). Retrieved from <https://scholar.harvard.edu/sites/scholar.harvard.edu>

Fuchs, L. S., Seethaler, P. M., Powell, S. R., Fuchs, D., Hamlett, C. L., & Fletcher, J. M. (2008). *Effects of preventative tutoring on the mathematical problem solving of third-grade students with math and reading difficulties*. *Exceptional Children*, 74(2), 155–173.

<https://doi.org/10.1177/001440290807400202>

National Student Support Accelerator. (n.d.). Tutor CoPilot one-pager. Student Support Accelerator. Retrieved from <https://studentsupportaccelerator.org>

Robinson, Carly D., Biraj Bisht, and Susanna Loeb. (2022). The inequity of opt-in educational resources and an intervention to increase equitable access. (EdWorkingPaper: 22 -654). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/ja2n-ys82>

Robinson, C. D., Kraft, M. A., Loeb, S., & Schueler, B. (2024). *Design principles for accelerating student learning with high-impact tutoring* (EdResearch for Action Brief No. 30). Annenberg Institute at Brown University. <https://studentsupportaccelerator.org>

University of Chicago Education Lab. (2023).

https://educationlab.uchicago.edu/wp-content/uploads/sites/3/2023/10/UChicago-Education-Lab-Not-Too-Late-Paper_03.23.pdf

White, S., Groom-Thomas, L., & Loeb, S. (2022). *Learnings from existing research on tutoring implementation: Implications for district leaders & policymakers*. National Student Support Accelerator. <https://studentsupportaccelerator.org>

White, S., Groom-Thomas, L., & Loeb, S. (2023). *A systematic review of research on tutoring implementation: Considerations when undertaking complex instructional supports for students* (EdWorkingPaper No. 22-652). Annenberg Institute at Brown University. <https://doi.org/10.26300/wztf-wj14>

Tutoring Quality Standards

High-quality tutoring programs align with key standards that support effective implementation and student success. Learn more about the research and application of the tutoring quality standards relevant to this section:

- [Program Design](#)
- [Leader Role Clarity](#)
- [Organizational Culture](#)
- [Curricular Alignment](#)
- [School and Teacher Engagement](#)
- [Caregiver Engagement](#)



2.1 Aligning to District Strategy

To succeed in the mission of reaching “Every child, Every day,” a school needs to have a variety of programs that all work together to care for the needs of the whole child. High-impact tutoring is a solution that can fit squarely into the overall district strategy and achieve many of the district’s existing goals for students most in need; from forging mentorship relationships, to providing personalized instruction, to improving confidence and attendance, and ultimately student growth. By reinforcing a robust Tier I instructional program, high-impact tutoring can replace or complement existing school initiatives for our most vulnerable students, providing them the targeted support they truly deserve. **Section 2.1 has content regarding focus area, district strategy, and early leadership engagement to help you determine how high-impact tutoring fits with your district’s needs.**

FOCUS AREA	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Examine existing student data , disaggregated in various groupings, to pinpoint students in need of intervention.	<i>Example:</i> Existing student data from Standardized Assessments
<input type="checkbox"/> Identify a focus content area (e.g., early grades literacy or middle-upper grades math).	<i>One-Pager:</i> Starting Your District’s Tutoring Journey with Early Literacy <i>Reflection Guide:</i> Identifying a Focus Area <i>Examples:</i> See our district profiles
<input type="checkbox"/> Identify a focused grade level(s) (e.g., first-grade reading, ninth-grade math).	
<input type="checkbox"/> Identify a focused group of students . Prioritize groups of students who have struggled academically.	

DISTRICT STRATEGY	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Consider state and local laws concerning requirements and potential funding.	<i>Website:</i> State Tutoring Efforts and Legislation Database

<input type="checkbox"/> Continuously assess the quality of Tier I instruction to identify opportunities for improvement, minimizing the need for extensive tutoring.	<p><i>Reading:</i> Integrating High-Impact Tutoring with MTSS</p> <p><i>Reflection Guide:</i> Integrating High-Impact Tutoring into Existing Tiers of Instruction</p>
<input type="checkbox"/> Assess the effectiveness of existing initiatives (e.g., intervention blocks, extracurricular programs) in your focus area. Consider their impact on student learning and stakeholder value to determine whether to integrate or replace existing initiatives with tutoring.	<p><i>Example:</i> Integrate or Replace Existing Programs</p> <p><i>Reading:</i> Should Your Out-of-School Time Program Provide High-Impact Tutoring?</p>
<input type="checkbox"/> Review whether your tutoring program meets the requirements for mandated services , and consider consulting with your district’s Special Education administrator or ELL coordinator to ensure compliance.	

EARLY LEADERSHIP ENGAGEMENT	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Ensure a dedicated executive sponsor (e.g., a cabinet-level district leader) provides strategic oversight , champions the program, and aligns resources across departments.	<p><i>Reading:</i> Leadership and Collaboration Roles by Tutoring Approach</p>
<input type="checkbox"/> Connect the executive sponsor with district departmental leaders (e.g., curriculum and instruction, research and data).	
<input type="checkbox"/> Create a communication strategy that garners support and communicates program value, including briefs for varied audiences (e.g., district leadership team, school board).	<p><i>Playbook Subsection:</i> 3.3 Engaging Stakeholders</p>
<input type="checkbox"/> Create a meeting cadence to ensure leadership provides feedback and is regularly updated regarding successes , challenges , and resource needs (e.g., funding).	<p><i>Playbook Section:</i> 3.1 Leadership and Collaboration</p> <p><i>Playbook Section:</i> 3.2 Funding and Budgeting</p>



PLANNING FOR THE LONG TERM

- Monitor state and local laws to evaluate the potential implications.
- Regularly assess how the tutoring program can address new initiatives in the district.

Tutoring Quality Standards and Self-Assessment Indicators

Take the free, 15-minute, and research-based [Local Education Agency \(LEA\) Self-Assessment](#). This subsection addresses these tutoring quality standards and Self-Assessment indicators.

Cohesion

Program Design

The program is designed to meet the needs of the community it serves successfully.

6a.1 | A thorough analysis of the strengths, resources, and needs of your community/district

6a.2 | An understanding of the inputs and actions required for your program to produce its desired results

6a.3 | A well-defined program model with intentional and consistent choices across various dimensions (Model Dimensions)

Cohesion

Organizational Culture


The program has a defined mission, vision, and set of organizational goals; and these guiding documents are aligned with the broader context and well understood by stakeholders.

6d.1 | A mission statement that is aligned with the context in which you operate

6d.3 | A system for regularly informing stakeholders about the program's/organization's mission, vision, goals, and progress

2.2 Setting Data-Driven Goals

For every student in your school, there is a community of people that support the success of that student. From families and caregivers, to teachers, to principals, to content leaders, there are many with a role to play in decision-making for a student’s learning. Ensuring that the strategies and decisions for students are aligned and make genuine impact is no easy feat. That is why creating goals that give everyone a clear vision for a path forward is essential before implementing your high-impact tutoring program. **Section 2.2 provides assistance with insight into the local context and the creation of clear, measurable academic goals to develop a framework that demonstrates progress and success to stakeholders.**



BEFORE YOU BEGIN

To set meaningful, measurable goals for your tutoring program, ensure you have completed the following tasks:


- Identify your tutoring program's [focus area](#).
- Integrate your [high-impact tutoring into existing tiers of instruction](#).

LOCAL CONTEXT	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Identify the most important outcomes and measures to prioritize in the program goals in alignment with the district’s strategic plan .	<i>One-Pager:</i> How to Use Student Data to Improve K-12 Tutoring
<input type="checkbox"/> Identify metrics that are both motivating and objectively measurable for stakeholders, including school administrators, teachers, students, caregivers, and funders.	<i>Example:</i> Examples of Data Collection Tools

CLEAR AND MEASURABLE ACADEMIC GOALS	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Pledge to be a part of Accelerate’s Data Alignment and Tutoring Assessment Standards (DATAS) to gain access to their toolkit.	<i>Toolkit:</i> DATAS Toolkit from Accelerate



<input type="checkbox"/> Develop clear and measurable goals in the following areas: <ul style="list-style-type: none"> ➔ Academic Goals (e.g., student growth, impact of tutoring) ➔ Implementation Goals (e.g., attendance, data analysis, schedule logistics) ➔ Stakeholder Experience Goals (e.g., teacher affirmation, positive student experience) 	<p><i>Reflection Guide:</i> Tutoring Program Goal Setting</p> <p><i>Example:</i> Tutoring Program Example Goals</p>
<input type="checkbox"/> Determine the student metrics that will be collected to measure success of the goals and make adjustments.	<p><i>Reading:</i> Recommended Student Metrics for High-Impact Tutoring</p>



PLANNING FOR THE LONG TERM

<input type="checkbox"/> Identify regular checkpoints to reaffirm that goals are aligned to local and current context .	<input type="checkbox"/> Identify a regular cadence to assess program effectiveness through academic, implementation, and experience data .
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Tutoring Quality Standards and Self-Assessment Indicators	
<p><i>Take the free, 15-minute, and research-based Local Education Agency (LEA) Self-Assessment. This subsection addresses these tutoring quality standards and Self-Assessment indicators.</i></p>	
Cohesion <i>Program Design</i>	The program is designed to successfully meet the needs of the community it serves.
6d.2 A set of program/organizational goals 6d.3 A system for regularly informing stakeholders about the program’s/ organization’s mission, vision, goals and progress	
Data Use <i>Program Effectiveness and Improvement</i>	The program has demonstrated a commitment to understanding overall program effectiveness and processes for ongoing improvement.
2a.1 Clearly defined performance measures that define success metrics with progress monitoring indicators 2a.2 Clearly defined performance expectations that define benchmarks (directly aligned with Performance Measures) to be achieved by a certain date	

Data Use <i>Formative Assessment</i>	The program provides tutors with support to collect, analyze, and use formative assessment data to inform design of future sessions.
<p>2b.1 Formative assessments aligned with the tutoring instructional program or integrated with the school’s assessment framework</p> <p>2b.2 System and expectations for collecting formative assessment data during sessions</p> <p>2b.3 Dedicated meeting time for tutors and coaches to analyze formative data</p> <p>2b.4 Data-analysis tools/protocols to support tutors in analyzing formative assessment data, identifying trends or across student groups (race, gender, IEP status, home language, and other important indicators), and making instructional decisions to provide personalized support for students</p>	
Data Use <i>Student Progress Measure</i>	The program has a system for measuring individual student progress over time and responding to those results; measures of progress include both academic growth and adaptive indicators (i.e., student engagement; student confidence).
<p>2c.1 Identified goals for individual academic achievement aligned with program measures or integrated with the school’s summative assessments</p> <p>2c.2 Identified metrics for individual non-academic achievement aligned with program measures or integrated with the school’s summative assessments</p>	



2.3 Selecting a Tutoring Approach

The decision that will impact all other decisions—and ultimately, the quality of your schools’ high-impact tutoring experience—is whether you decide to Build Your Own tutoring program “in-house”, Work with an External Provider, or rely on Provider Expertise to launch your high-impact tutoring program. While there is not one approach that is recommended above all others, the decision is an important one. The right tutoring approach for your school will depend on your schools’ timeframe for launch, current staff capacity, and available resources. **Section 2.3 gives you tips and tools related to expert guidance and the tutoring approach selection to think through and identify the tutoring model that best aligns with your district’s needs.**

	BEFORE YOU BEGIN
	<p><i>To select a compatible tutoring approach, ensure you have completed the following tasks:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify your tutoring program's focus area. <input type="checkbox"/> Collaborate with leadership in various departments to identify and address any potential barriers or obstacles to the chosen approach.

EXPERT GUIDANCE	
Key Recommendations	Corresponding Resources
<ul style="list-style-type: none"> <input type="checkbox"/> Consider engaging a high-impact tutoring consultant, such as a national organization or an experienced district leader. <i>Disclaimer: Some examples are provided; this is not an exhaustive list.</i> 	<p>Website: NSSA Strategic Advising</p> <p>Website: Saga Education Consult</p> <p>Website: The Center for Outcomes-Based Contracting</p> <p>Website: TINTP</p> <p>Website: Bellwether</p> <p>Website: Blue Engine</p>

TUTORING APPROACH SELECTION

Key Recommendations	Corresponding Resources
<input type="checkbox"/> Familiarize yourself with the three tutoring approaches: <ul style="list-style-type: none"> → Partner with a Proven Provider → Build Your Own Program → Leverage Provider Experience 	<i>Reflection Guide:</i> Determining a Tutoring Approach Decision-Making Guide
<input type="checkbox"/> Consider the district's capacity to hire staff, implement high-quality instructional curriculum, support technology, and house data.	
<input type="checkbox"/> Utilize the decision-making guide to select an approach.	
<input type="checkbox"/> If considering building an in-house program , complete the Should You Build Your Own Program flowchart.	<i>Reflection Guide:</i> Deciding to Build Your Own Tutoring Program <i>Reflection Guide:</i> Should You Build Your Own Program?



PLANNING FOR THE LONG TERM

- Prioritize the integration of [high-impact quality instructional materials](#) and the building of [program leadership and infrastructure](#).



Section 3: Program Development

This section outlines the essential components of creating a sustainable high-impact tutoring program and focuses on program leadership, funding and budgeting, and stakeholder engagement. These elements ensure the program is well managed, financially stable, and supported by the community.

The content is organized into three components:

[3.1 Leadership and Collaboration](#): This section equips you with recommendations and resources regarding leadership and collaboration, coupled with project-level leadership to assemble a dynamic team of champions.

[3.2 Funding and Budgeting](#): This section offers guidance in program costs, funding sources, and innovative long-term strategies to finance this crucial driver of student success.

[3.3 Engaging Stakeholders](#): This section provides the essential tools to cultivate ongoing support with school boards and labor unions, educators, community and local government partnerships, and family and caregivers.

Research Insights

Several research studies provide the following guidance to create effective tutoring programs:

3.1 Leadership and Collaboration

- Tutoring implementation is most successful when [there is leadership buy in, and particularly principal support](#).
- [Paid administrative staff consistently coordinating](#) time, space, and people played an essential role in the launch, ongoing implementation, and sustainability of tutoring programs.
- A review of tutoring programs finds that a [centralized leadership structure](#) helps maintain quality and consistency across schools while ensuring effective use of time and resources.
- Tutoring programs tend to be more successful when they have [dedicated program managers](#) who oversee implementation, coordinate scheduling, and ensure alignment with district priorities.

3.2 Funding and Budgeting

- Research supports [sustained investments in tutoring programs](#), particularly in tutor training, instructional materials, and structured implementation, to maximize student achievement.
- High-impact tutoring programs are cost-effective in improving student learning outcomes even though they often [require substantial resources](#). Successful programs often cost over \$1,000 per student but demonstrate large effect sizes in academic achievement, making them a valuable investment for districts. Some models have reduced [per-student costs to \\$375–\\$450](#) by embedding tutors into existing school structures.

3.3 Engaging Stakeholders

- Collaboration between district leadership and school leaders and investing in dedicated staff can align tutoring with district goals and [improve program implementation](#).
- A review of research on tutoring finds that tutoring implementation is most successful when [school leaders are committed to the program](#) because they are well positioned to smoothly integrate tutoring within the broader instructional strategy. Programs with principal and teacher support see higher student engagement and more substantial outcomes.
- Engaging [families and caregivers through regular communication](#) and updates about student progress enhances student learning and increases the impact of tutoring programs.

Read the Full Research

Cortes, K. E., Kortecamp, K., Loeb, S., & Robinson, C. D. (2025). *A scalable approach to high-impact tutoring for young readers*. *Learning and Instruction*, 95, 102021.

FutureEd. (2024). *Learning curve: Lessons from the tutoring revolution in public education*. FutureEd at Georgetown University.

<https://www.future-ed.org/wp-content/uploads/2024/01/Learning-Curve-Lessons-from-the-Tutoring-R-evolution-in-Public-Education.pdf>

Nickow, A., Oreopoulos, P., & Quan, V. (2020). *The impressive effects of tutoring on PreK-12 learning: A systematic review and meta-analysis of the experimental evidence* (NBER Working Paper No. 27476). National Bureau of Economic Research. <https://www.nber.org/papers/w27476>

University of Chicago Education Lab. (2023). *Not too late: Evidence-based strategies to support students who are behind in school*.

https://educationlab.uchicago.edu/wp-content/uploads/sites/3/2023/10/UChicago-Education-Lab-Not-Too-Late-Paper_03.23.pdf

White, S., Groom-Thomas, L., & Loeb, S. (2023). *A systematic review of research on tutoring implementation: Considerations when undertaking complex instructional supports for students* (EdWorkingPaper No. 22-652). Annenberg Institute at Brown University.

<https://doi.org/10.26300/wztf-wj14> <https://doi.org/10.1016/j.learninstruc.2024.102021>

Tutoring Quality Standards


High-quality tutoring programs align with key standards that support effective implementation and student success. Learn more about the research and application of the tutoring quality standards relevant to this section:



- [Program Design](#)
- [Organizational Culture](#)
- [Dosage](#)
- [Ratio](#)
- [Setting](#)
- [Integration with School Schedule](#)
- [School and Teacher Engagement](#)
- [Caregiver Engagement](#)
- [Student Enrollment and Retention](#)

3.1 Leadership and Collaboration

The success and lasting impact of any new initiative in a school hinges on the dedicated individuals who champion it. When the right leaders come together to inspire support and showcase the tangible benefits for students, there is potential to transform a program into a catalyst for enduring change. Furthermore, a central project manager can guide crucial decision-making toward a unified vision and ensure that changes positively impact all stakeholders and operations. **Section 3.1 equips you with recommendations and resources regarding leadership and collaboration, coupled with project-level leadership to assemble a dynamic team of champions.**

	BEFORE YOU BEGIN
	<p><i>To embed program leadership and infrastructure, ensure you have completed the following tasks:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review alignment with Identifying a Focus Area. <input type="checkbox"/> Complete Tutoring Programs Goal Setting. <input type="checkbox"/> Select a district-aligned tutoring approach.

LEADERSHIP AND COLLABORATION	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Ensure a dedicated executive champion (e.g., a cabinet-level district leader) provides strategic oversight , champions the program, and aligns resources across departments.	<p><i>Reading: Leadership and Collaboration Roles by Tutoring Approach</i></p> <p><i>Reading: Page 3, TNTP's Guidance for Building Your High-Impact Tutoring Team</i></p>
<input type="checkbox"/> Identify leadership roles at the administrative level (e.g., superintendent, instructional supervisors) and site-based level (e.g., teacher leaders, assistant principal) to support and manage the tutoring program.	
<input type="checkbox"/> Create a fidelity checklist leadership positions to communicate roles and responsibilities. Use the checklist to assess the accuracy and consistency of performance.	
<input type="checkbox"/> Collaborate with key district departments (e.g., technology support, legal counsel, HR) to define key staff roles in other departments that are needed to support the program.	



PROJECT LEADERSHIP	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Ensure effective project management. A common approach is hiring a central project manager to oversee operations and logistics.	<i>Example:</i> Tutoring Project Manager Job Description <i>Toolkit:</i> PK-8 Math Tutoring Resource Library Program Manager Guide
<input type="checkbox"/> Establish a regular, dedicated planning period to understand, organize, and implement recommended tools. Set specific milestones throughout the year to time when to complete each step (see timing in roadmap).	<i>Checklist:</i> Roadmap to Success for Your High-Impact Tutoring Program

PLANNING FOR THE LONG TERM	
	<input type="checkbox"/> Collaborate with district data teams to integrate tutoring into existing district data systems. <input type="checkbox"/> Plan for ongoing professional development/coaching for staff at all levels


Tutoring Quality Standards and Self-Assessment Indicators	
<p>Take the free, 15-minute, and research-based Local Education Agency (LEA) Self-Assessment. This subsection addresses these tutoring quality standards and Self-Assessment indicators.</p>	
Cohesion <i>Leader Role Clarity</i>	The program has clearly defined roles and responsibilities for the leadership team, with particular attention to clearly defining tutor coaching responsibilities.
6b.1 Tutoring Program Lead/CEO/Executive Director Job Description that includes description of responsibilities 6b.2 Job descriptions and responsibility outlines for other senior leaders who oversee the tutoring program 6b.3 Job descriptions and responsibility outlines for those responsible for coaching and supporting tutors	
Cohesion	Program leaders receive support to implement their roles with fidelity.

<i>Leader Professional Development</i>	
6c.1 Ongoing professional development/coaching for staff at all levels	
6c.2 Fidelity checklists to ensure alignment with roles and responsibilities	



3.2 Funding and Budgeting

Securing funding for a high-impact tutoring initiative can feel like solving an intricate puzzle. Accurately estimating costs will create a foundation for financial stability within the school. **Section 3.2 offers guidance in program costs, funding sources, and innovative long-term strategies to finance this crucial driver of student success.**


	BEFORE YOU BEGIN
	<p><i>To establish a well-defined program and before identifying program costs, ensure you have completed the following tasks:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the program’s focus area. <input type="checkbox"/> Tentatively select a tutoring approach to build an estimated budget.

PROGRAM COSTS	
Key Recommendations	Corresponding Resources
<ul style="list-style-type: none"> <input type="checkbox"/> Project staffing and operational expenses. The Conducting Cost Analysis from Accelerate can assist with estimates. 	<p><i>Toolkit:</i> Conducting Cost Analysis of Tutoring Interventions - Accelerate</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Develop a comprehensive budget that estimates the drivers of cost. Include estimates of program scale, tutoring dosage, student-tutor ratios, the amount of time, costs of tutors/coaches, cost of materials. 	<p><i>Template:</i> Budget Planning for District Tutoring Programs</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Consider alternatives to reduce cost and maximize staff efficiency (e.g., embedding tutoring into the school day to utilize existing staff or engaging with a Higher Education Institution with access to work-study funds). 	<p><i>Reading:</i> Staffing Cost Estimates Based Program Scale</p> <p><i>Reading:</i> Cost-Reduction Strategies and Maximizing Staff Efficiency</p> <p><i>Reading:</i> Leveraging the Federal Work-Study Program for P-12 Tutoring</p>

FUNDING SOURCES	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Identify potential funding sources , including state programs, federal programs, and philanthropic opportunities .	<p><i>Template:</i> Identifying Potential Funding Sources for Tutoring Programs</p> <p><i>Reading:</i> Funding for High-Impact Tutoring NSSA Brief</p> <p><i>Reading:</i> Beyond Recovery: Funding High-Impact Tutoring for the Long Term</p>
<input type="checkbox"/> Consider reallocating existing funds to tutoring, particularly funds for initiatives that could be replaced by tutoring.	
<input type="checkbox"/> Evaluate state and federal policies for access to tutoring program funds available through state and federal budget allocations.	<p><i>Reading:</i> 2024-25 Snapshot of State Tutoring Policies</p> <p><i>Reading:</i> Example State Policies</p>
<input type="checkbox"/> Identify opportunities for blending and braiding funds to utilize multiple funding streams for your program.	<p><i>Video:</i> Blending and Braiding: Using Different Funding Streams to Meet the Needs of the Whole Child</p>
<input type="checkbox"/> Meet the federal minimums for conditional funding and take advantage of opportunities to match federal funds with state funds to sustain high-impact tutoring. Coordinate resources across Title I, Title II, and IDEA programs .	



SUSTAINABILITY STRATEGIES	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Track the effectiveness of the program to continue motivating stakeholders to allocate resources toward high-impact tutoring. Outcomes-based contracting can help with this tracking if working with a provider.	<p><i>Reading:</i> Outcomes-Based Contracting for Tutoring: Insights and Recommendations</p> <p><i>Website:</i> Outcomes-Based Contracting District Toolkit</p>
<input type="checkbox"/> Build a short-term and long-term plan for utilizing local, state, or national opportunities for funding. Assign a person responsible for routine monitoring of funding opportunities and adjustment of the financial plan.	



PLANNING FOR THE LONG TERM

- Incorporate ongoing [program evaluation](#) to ensure future resource allocations are informed and strategic.
- Use the program’s impact data to encourage sustained funding.
- Continue to identify philanthropic funders with motivations that match high-impact tutoring.


Tutoring Quality Standards and Self-Assessment Indicators	
Instruction <i>Dosage</i>	<p>The program provides each student with at least three tutoring sessions per week, with ample time (usually a minimum of 30 minutes per session) for students to engage fully with the material.</p>
<p>3g.1 Dosage amounts that are consistent in each session for individual students</p> <p>3g.2 Sessions that occur at least three times, preferably five times, per week. Sessions are held for an age-appropriate amount of time, typically 30 minutes or more, although for K-3 students it may be less than 30 minutes</p> <p>3g.3 Clear start and stop points of program (i.e., 10 weeks, 20 weeks) aligned with program measures and performance expectations (connects to data section)</p>	

Instruction <i>Ratio</i>	The ratio of students to tutor in the program is low and does not exceed 4:1.
3h.1 Staffing plan with student-tutor ratio that does not exceed 4:1 3h.2 Staffing plan with student-tutor ratio levels aligned with the skills of tutors	



3.3 Engaging Stakeholders

A successful high-impact tutoring program requires the collaboration of a diverse array of external stakeholders, because educating a child is truly a community effort. Ultimately, people with differing—and at times, conflicting—goals make the decisions about how time, money, and resources are allocated within a school district. Therefore, these stakeholders need to understand the value of the high-impact tutoring program. **Section 3.3 provides the essential tools to cultivate ongoing support with school boards and labor unions, educators, community and local government partnerships, and family and caregivers.**

	BEFORE YOU BEGIN
	<p><i>To build a collaborative program with widespread buy-in, ensure you have completed the following task:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Confirm your tutoring strategy aligns with the district’s overall strategy before engaging with stakeholders.

STRATEGIC STAKEHOLDER ENGAGEMENT	
Key Recommendations	Corresponding Resources
<ul style="list-style-type: none"> <input type="checkbox"/> Use asset-based communication to highlight the strengths and opportunities of the program. 	<p><i>Template: Communication Plan for Stakeholder Engagement around a High-Impact Tutoring Program</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> Tailor strategies to each stakeholder to foster collaboration to gather feedback. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Strategically time outreach to have maximum impact, such as before launches or budget meetings. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Maintain consistent communication to share progress, celebrate success, and seek feedback. 	<p><i>Template: Align Understanding with Students’ Academic Progress</i></p>

SCHOOL BOARDS AND LABOR UNIONS

Key Recommendations	Corresponding Resources
<input type="checkbox"/> Highlight how tutoring aligns with district goals to show strategic value.	<i>Example:</i> Dallas Independent School District Example
<input type="checkbox"/> Share research insights and impact stories on high-impact tutoring to build confidence in the program’s impact.	<i>Example:</i> Chicago Public Schools Partnership Summary
<input type="checkbox"/> Engage union leaders early to build on shared goals, strengthen trust , and highlight opportunities that enhance staff support and well-being.	<i>Reading:</i> Educator Union Leader’s Guide: High-Impact Tutoring Advocacy
<input type="checkbox"/> Advocate for the implementation of a comprehensive local policy and budget that prioritizes school-based, embedded tutoring programs.	<i>One-Pager:</i> High-Impact Tutoring <i>Slides:</i> What Is High-Impact Tutoring?
<input type="checkbox"/> Systemically ensure educator and paraprofessional voices are in decision-making spaces (i.e., creation, design, staffing, and execution of tutoring programs) and are given priority around potential opportunities.	<i>Template:</i> Invitation to Co-Design the High-Impact Tutoring Program with Teachers and Leaders
<input type="checkbox"/> Review union contracts with the legal department to ensure program design meets requirements (e.g., pay, time, and responsibilities).	<i>Checklist:</i> Reviewing Educator Union Contracts
<input type="checkbox"/> Discuss sustainable funding options for long-term success.	<i>Playbook Section:</i> 3.2 Funding and Budgeting

EDUCATORS

Key Recommendations	Corresponding Resources
<input type="checkbox"/> Ensure educators are in the design process and decision-making spaces within the program itself.	<i>Templates:</i> Engaging Educators to Design Program Purpose



<input type="checkbox"/> Engage teachers and school leaders early to build ownership and excitement.	and Vision
<input type="checkbox"/> Create feedback loops (e.g., weekly surveys) to address challenges and drive improvement.	<i>Templates:</i> Facilitating Communication Between Educators and School Leaders
<input type="checkbox"/> Offer training, resources, and recognition for effective implementation.	<i>Templates:</i> Supporting and Recognizing Teachers and Leaders
<input type="checkbox"/> Promote collaboration between tutors and educators for aligned learning (e.g., kickoff meetings, shared resource folders, weekly planning).	<i>Templates:</i> Fostering Collaboration between Teachers and Tutors


COMMUNITY AND GOVERNMENT PARTNERSHIPS

Key Recommendations	Corresponding Resources
<input type="checkbox"/> Highlight data linking high-impact tutoring to workforce readiness and community priorities .	<i>One-Pager:</i> High-Impact Tutoring Talking Points for Community Partners and Local Government
<input type="checkbox"/> Seek policy endorsements (and funding) from local governments and philanthropies.	
<input type="checkbox"/> Partner with local organizations to recruit and train community-based tutors .	
<input type="checkbox"/> Share success stories via local media and events and seek feedback from community partners.	<i>Example:</i> Local and National Media

FAMILY AND CAREGIVERS

Key Recommendations	Corresponding Resources
<input type="checkbox"/> Involve families early in the decision-making around program design .	<i>Toolkit:</i> High-Impact Tutoring: Family & Caregiver Toolkit for School Districts

	Reading: Empower Families
<input type="checkbox"/> Communicate opportunities, benefits, and details clearly.	Reading: Share Opportunities
<input type="checkbox"/> Provide academic and engagement updates and home support strategies .	Reading: Align to Student Progress
<input type="checkbox"/> Ensure that communication is clear, accessible, and responsive .	Reading: Engagement Examples
<input type="checkbox"/> Leverage caregivers' preferred modes of communication .	Templates: Family & Caregiver Toolkit for School Districts Communications Templates
<input type="checkbox"/> Use translation services for fliers, letters, updates, and written communication.	
<input type="checkbox"/> Offer interpretation for meetings, calls, celebrations, and events.	
<input type="checkbox"/> Actively seek feedback from families and caregivers and share who to contact with questions/concerns.	



PLANNING FOR THE LONG TERM

- Explore [sustainable funding approaches](#) to effectively engage school board members in supporting the tutoring program.
- Regularly review and adjust the stakeholder communication plan.

Tutoring Quality Standards and Self-Assessment Indicators

Take the free, 15-minute, and research-based [Local Education Agency \(LEA\) Self-Assessment](#). This subsection addresses these tutoring quality standards and Self-Assessment indicators.

Learning Integration <i>School and Teacher Engagement</i>	The program regularly engages with school leaders and/or teachers regarding instructional alignment and student progress.
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4d.1 | Meetings with key school community members prior to your program beginning to ensure the program is aligned with the school's instruction



4d.2 | Regularly scheduled times for the tutors and tutoring program leaders to meet with teachers and school leaders to share and discuss student progress

4d.3 | Close-out meeting at completion of tutoring program to discuss program's impact and individual student progress

Learning Integration
Caregiver Engagement

The program ensures regular engagement with caregivers and updates on student progress.

4e.1 | System for communicating individual academic and non-academic progress to caregivers (directly or in collaboration with school officials)

4e.2 | System for providing caregivers with information about the tutoring program, goals, and objectives pre-implementation (directly or in collaboration with school officials)

4e.3 | Communication systems that are responsive to the backgrounds, diverse needs, and linguistic needs of the caregivers served

Section 4: Partnering with a Provider

Partnering with a provider can introduce expertise, scalability, and efficiency to a district’s program implementation. Providers reduce the burden on schools to develop and manage tutoring from scratch, offering trained tutors, prepared instructional materials, established program protocols, and more.

The content is organized into five components:

[4.1 Envisioning the Ideal Tutoring Provider](#): This section shares tips and tools concerning selection criteria and marketplace insights to help develop a vision for your ideal tutoring provider.

[4.2 Provider Sourcing and Request for Proposals](#): This section gives you resources to generate a potential provider list, assess the need for a RFP, and design a RFP.

[4.3 Provider Comparison and Selection](#): This section equips you with recommendations for provider comparison and selection.

[4.4 Contracting with a Provider](#): This section has content related to district contract policies, development of a contract, agreement, or Memorandum of Understanding, and data-sharing agreements to help you create a contract with an external provider.

[4.5 Collaborating with a Provider](#): This section provides resources to facilitate a proactive and relationship-based collaboration between the district/school and provider(s).

Research Insights

Several research studies provide the following guidance to create effective tutoring programs:

4.1 Envisioning the Ideal Tutoring Provider

- At a minimum, selection criteria should align with [the seven elements for high-impact tutoring](#) that outline the research-based practices.

4.2 Provider Sourcing and Request for Proposals

- Including clear expectations for evidence of effectiveness in the requests for proposals (RFPs) helps ensure that selected partners [align with the evidence-based program and are more likely to improve student outcomes](#).

4.4 Contracting with a Provider

- When districts contract with providers, public funds are used, requiring clear oversight and transparency about outcomes. Transparency supports decisions on contract renewals.

4.5 Collaborating with a Provider



- Partnering with a provider can enhance tutoring effectiveness by aligning district and provider responsibilities, [fostering data-driven decision-making, and ensuring clear accountability for outcomes](#). Providers benefit from increased engagement with districts, structured accountability, and the ability to showcase measurable student gains, while districts gain greater oversight and transparency in evaluating program impact.

Read the Full Research

Lu, A., Groom-Thomas, L., Waymack, N., & Loeb, S. (2024). [Outcomes-Based Contracting for Tutoring: Insights and Recommendations](#).

National Student Support Accelerator. (n.d.). *What is high-impact tutoring?* Retrieved from <https://studentsupportaccelerator.org/sites/default/files/Presentation%20-%20What%20is%20High-Impact%20Tutoring.pdf>


Tutoring Quality Standards

High-quality tutoring programs align with key standards that support effective implementation and student success. Learn more about the research and application of the tutoring quality standards relevant to this section:

- [Leader Role Clarity](#)
- [Program Effectiveness and Improvement](#)
- [Formative Assessment](#)
- [Student Progress Measure](#)
- [Data Privacy and Security](#)

4.1 Envisioning the Ideal Tutoring Provider

Choosing the appropriate vendor that fulfills the needs of everyone involved in a large, new initiative can be daunting. High-impact tutoring makes a substantial impact on students when it adheres to specific characteristics implemented with fidelity. Selecting a provider you will entrust with your students, time, and resources will impact student outcomes and overall satisfaction of your high-impact tutoring program. **Section 4.1 shares tips and tools concerning selection criteria and marketplace insights to help develop a vision for your ideal tutoring provider.**



BEFORE YOU BEGIN

To prepare for selecting a provider, ensure you have completed the following tasks:


- [Identify a focus area](#) for the district tutoring program to inform the selection criteria.
- Review the [Determining a Tutoring Approach Decision-Making Guide](#) to identify where your provider must show strength to support the school.
- Identify the district’s needs, priorities, and goals for partnering with a tutoring provider.

TUTORING PROVIDER SELECTION CRITERIA	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Review the Seven Elements of High-Impact Tutoring Selection Criteria.	<p><i>Checklist:</i> Seven Elements of High-Impact Tutoring Selection Criteria</p> <p><i>Reading:</i> The seven elements of high-impact tutoring</p> <p><i>Reading:</i> Guidance for Determining Tutor Type</p>
<input type="checkbox"/> Build a standardized rubric to institutionalize the selection criteria within district practice. The Tutoring Provider Comparison Table builds this rubric.	<p><i>Template:</i> Tutoring Provider Comparison Table</p>



<input type="checkbox"/> Adapt or add to the criteria to adjust to cost effectiveness and constraints without compromising the integrity of the research-based practices.	<i>Reading:</i> Contextualizing the Impact of Tutoring on Student Learning: Efficiency, Cost Effectiveness, and the Known Unknowns
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MARKETPLACE INSIGHTS	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Review the current marketplace trends to assess potential suitability for district implementation. Examples include NSSA Badging or use of AI to provide tutor support.	<i>Website:</i> National Student Support Accelerator News <i>Website:</i> Accelerate News and Blog <i>One-Pager:</i> NSSA Tutoring Program Design Badge
<input type="checkbox"/> Search for product validation using the EdTech Index for technology products and EdReports for curriculum products (e.g. safe, evidence-based, inclusive, usable).	<i>Website:</i> EdTech Index <i>Website:</i> EdReports
<input type="checkbox"/> Ensure online/blended platforms and technological programs follow student privacy and safety guidelines .	

PLANNING FOR THE LONG TERM	
	<input type="checkbox"/> Conduct regular marketplace reviews to stay updated on emerging effective practices. <input type="checkbox"/> Update the selection criteria in response to emerging effective practices, preferably in a digital system, to ensure consistency in provider selection over time.

Aligned Standards


[All Tutoring Quality Standards](#) should be considered when selecting a provider.

4.2 Provider Sourcing and Request for Proposals

Now that you have envisioned your ideal tutoring provider, it's time to bring that vision to life by identifying a real-world counterpart. A provider might be selected from database searches/ current partnerships or a more formalized sourcing procedure. A Request for Proposal (RFP) is a strategic tool to navigate complex projects, budget constraints, or competitive providers to ensure your students get the best possible service. Launching a Request for Proposal requires both adherence to district protocols and a deep understanding of quality beyond the basic standards of high-impact tutoring.

Section 4.2 gives you resources to generate a potential provider list, assess the need for a RFP, and design a RFP.

Note: This tool is not legal advice. Always consult your district's legal counsel to ensure compliance with local regulations.

	BEFORE YOU BEGIN
	<p><i>To be fully prepared to source your providers, ensure you have completed the following task:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the agreed-upon focus area(s), district strategy, and goal(s). <input type="checkbox"/> Create a standardized rubric to institutionalize the selection criteria. It will become the basis for the Scope of Work section of an RFP.

TUTORING PROVIDER SOURCES	
Key Recommendations	Corresponding Resources
<ul style="list-style-type: none"> <input type="checkbox"/> Use a database of established providers such as NSSA's Tutoring Database or Proven Tutoring. <ul style="list-style-type: none"> ➔ Sort by type of service, state, grade level, content area, and setting. 	<p>Website: NSSA Tutoring Database</p> <p>Website: Proven Tutoring</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Look for providers that have received the NSSA Program Design Badge to ensure the tutoring program's design is aligned with the Tutoring Quality Standards. 	<p>Website: Tutoring Program Design Badge Awardees</p> <p>One-Pager: NSSA Tutoring Program Design Badge</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Consider forming a partnership with a higher education institution to source tutors. 	




<input type="checkbox"/> Consider providers already working in the district who may be able to extend their services to tutoring.	
<input type="checkbox"/> Determine if a potential provider is on a district's and/or state's approved vendor list . (<i>Note: Not all states have a list.</i>) <ul style="list-style-type: none"> → If approved, proceed through the RFP process or contract stage if an RFP is not required. → If not approved, request the provider to apply for vendor approval, noting that this process may take weeks or months. → For unapproved providers with tight timelines, consider a smaller-scale pilot contract that does not require vendor approval. Once approved, they can bid for larger contracts. 	<p><i>Reading:</i> 2024-25 Snapshot of State Tutoring Policies</p> <p><i>Reading:</i> Tips for Designing and Conducting a Pilot Program</p>

REQUEST FOR PROPOSAL DISTRICT REQUIREMENTS	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Determine if an RFP is required based on program size and cost projections aligned with district guidelines.	<p><i>Reflection Guide:</i> Tutoring Program Selection Toolkit-Needs Assessment</p>
<input type="checkbox"/> Follow district RFP guidelines for the RFP process: number of providers to consider, approval process to work in your district, etc. If a school-board approval needs to be scheduled, timelines may be extended.	
<input type="checkbox"/> Seek advice from school legal counsel to determine if there are any special considerations or pre-drafted formal agreements.	

REQUEST FOR PROPOSAL DESIGN	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Create the Request for Proposal . Utilize a district-specific template or Outcomes-Based Contracting High-Dosage Tutoring RFP Template.	<p><i>Template:</i> Outcomes-Based Contracting High-Dosage Tutoring RFP Template</p>

<input type="checkbox"/> Include partnership expectations .	<i>Checklist:</i> Partnership Expectations
<input type="checkbox"/> Include the selection criteria outlined previously, including requirements for: <ul style="list-style-type: none"> → Tutor → Instruction → Learning Integration → Data Use → Safety → Cohesion → Equity 	<i>Toolkit:</i> Tutoring Provider Selection Criteria <i>Example:</i> District of Columbia Office of the State Superintendent of Education <i>Example:</i> Example RFPs and Applications
<input type="checkbox"/> Define and include the provider “evidence” of effectiveness required in your RFP (e.g. student growth, attendance, teacher affirmation).	<i>Reading:</i> Incorporating Evidence into RFPs and Subsequent Contracts
<input type="checkbox"/> Host a pre-proposal call for providers to hear more about your expectations for selected programs.	<i>Example:</i> Playbook Profile-Uplift Education



PLANNING FOR THE LONG TERM

Establish a central repository for RFP templates and documentation. Make regular updates.

Aligned Standards

[All Tutoring Quality Standards](#) should be considered when selecting a provider.



4.3 Provider Comparison and Selection

With the growing emphasis on high-impact tutoring, more providers are aligning their offerings with research-based best practices. The optimal tutoring provider for your school will not only meet the rigorous standards of high-impact tutoring but also offer the resources and strengths you need, all while seamlessly integrating into your school’s culture. **Section 4.3 equips you with recommendations for provider comparison and selection.**



BEFORE YOU BEGIN

To confirm you are ready to compare and select a provider, ensure you have completed the following tasks:


- [Generate a list](#) of potential Tutoring Providers from trusted sources.

PROVIDER COMPARISON

Key Recommendations	Corresponding Resources
<ul style="list-style-type: none"> <input type="checkbox"/> Review evaluations conducted on the provider, i.e., Randomized Controlled Trial (RCT), impact report, or certifications if available. <ul style="list-style-type: none"> → Ask the provider if any impact reports or studies are available. → Confirm the provider’s program meets the Tutoring Quality Standards. If the provider does not have the NSSA Tutoring Program Design Badge, request that the provider take the NSSA Tutoring Quality Improvement System Self-Assessment and share the results. 	<p><i>Reading:</i> Tutoring Quality Standards</p> <p><i>Website:</i> NSSA Tutoring Program Design Badge</p> <p><i>Website:</i> Tutoring Organization Self-Assessment</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Research different providers’ models via their websites and promotional materials. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Meet with the provider and/or review provided artifacts (e.g., instructional materials, tutor training materials, and summary of tutor recruitment approach). 	
<ul style="list-style-type: none"> <input type="checkbox"/> Ask the provider for references to districts they have served with a similar district demographic. 	

<input type="checkbox"/> Conduct a site visit by visiting another district, virtually joining a session, or requesting a video of tutoring in action.	<i>Template:</i> High-Impact Tutoring Site Visit Checklist
<input type="checkbox"/> Request a detailed financial quote .	

PROVIDER SELECTION	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Conduct a rapid provider selection screen to narrow the potential pool.	<i>Reflection Guide:</i> Rapid Provider Selection Screen
<input type="checkbox"/> Create a comparison table to serve as a rubric to weigh the strengths and weaknesses of each provider.	<i>Template:</i> Tutoring Provider Comparison Table
<input type="checkbox"/> Reflect on comparisons using the rubric outlined in the RFP.	
<input type="checkbox"/> Discuss potential customizations for your district with the chosen provider(s). Record the discussion for later use in the contract.	
<input type="checkbox"/> Select one provider for partnership.	

PLANNING FOR THE LONG TERM	
	<input type="checkbox"/> Set up recurring review meetings that ensure the district's key impact metrics are reflected in provider impact metrics to support contract renewal. <input type="checkbox"/> Establish processes for ongoing provider evaluation and tutoring quality standards fidelity checks.


Aligned Standards

[All Tutoring Quality Standards](#) should be considered when issuing an RFP. The [Tutoring Provider Self-Assessment](#) can provide standards and characteristics you should look for in a provider.



4.4 Contracting with a Provider

Inspiring a large team to unite behind a common vision amidst numerous complexities is a considerable challenge. Establishing clear details and expectations for all parties involved from the outset encourages future decisions that align with the core values of both the school and the provider. **Section 4.4 has content related to district contract policies, development of a contract, agreement, or Memorandum of Understanding, and data-sharing agreements to help you create a contract with an external provider.**

	BEFORE YOU BEGIN
	<p><i>To establish an effective agreement with a provider, ensure you have completed the following tasks:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Select the provider(s) for delivery of high-impact tutoring services using the Selection Criteria and RFP process (if applicable). <input type="checkbox"/> Confirm that the provider meets the requirements outlined and is prepared to deliver services on the agreed-upon timeline. Requirements from the selection criteria rubric, RFP, or at minimum Foundational Elements of High-Impact Tutoring are used to build the contract.

DISTRICT CONTRACT POLICIES	
Key Recommendations	Corresponding Resources
<ul style="list-style-type: none"> <input type="checkbox"/> Review district policies on the following before drafting the contract: <ul style="list-style-type: none"> → Contract Length: Some districts permit multi-year contracts, while others allow only one-year agreements. → School vs. District Contracts: Requirements vary for school-based versus district-wide contracts, each with distinct procurement guidelines. Evaluate both to determine the best fit for the district. 	

DEVELOPMENT OF A CONTRACT, AGREEMENT, OR MEMORANDUM OF UNDERSTANDING

Key Recommendations	Corresponding Resources
<p><input type="checkbox"/> Draft an agreement using a template or previous agreement if available. Utilize Southern Education Foundation’s Template for Outcomes-Based Contracts (OBC). Utilize Accelerate’s Data Alignment and Tutoring Assessment Standards (DATAS) templates for data-sharing agreements, MoUs, model regulations, and analytics dashboards.</p>	<p><i>Template:</i> Memorandum of Understanding (MoU)</p> <p><i>Template:</i> OBC Contract Template</p> <p><i>Example:</i> OBC High-Dosage Tutoring Exemplar Contract</p> <p><i>Toolkit:</i> Accelerate DATAS Toolkit</p>
<p><input type="checkbox"/> Define and include the provider “evidence” of effectiveness required in your contract (e.g. student growth, attendance, teacher affirmation).</p>	<p><i>Reading:</i> Incorporating Evidence into RFPs and Subsequent Contracts</p>
<p><input type="checkbox"/> Review the agreement and draft questions or markups. Ensure expectations and opportunities for collaboration are outlined clearly.</p>	<p><i>Reading:</i> Outcomes-Based Contracting for Tutoring: Insights and Recommendations Brief</p>
<p><input type="checkbox"/> Discuss and negotiate the terms between both parties. Use specific language in the contract to define a shared vision for success.</p>	
<p><input type="checkbox"/> Finalize the agreement based on discussions and negotiations.</p>	
<p><input type="checkbox"/> Sign the agreement to initiate the partnership.</p>	



DATA-SHARING AGREEMENTS	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Create a separate data-sharing agreement distinct from the contract. Use the checklist and local district requirements to ensure student safety and data privacy .	<p><i>Checklist:</i> Data-Sharing Agreement</p> <p><i>Example:</i> Collaborative Data Transfer and Use Agreement</p>
<input type="checkbox"/> Create a data collection plan with the provider based on data-driven goals and selected student metrics. Outline responsibilities and tools to collect tutor and student data at both session-level and individual level.	<p><i>Playbook Section:</i> 2.2 Setting Data-Driven Goals</p>

PLANNING FOR THE LONG TERM	
	<ul style="list-style-type: none"> <input type="checkbox"/> Partner with legal counsel to review and refine contract language to enhance long-term procurement effectiveness. <input type="checkbox"/> Streamline processes by planning a routine contract review cycle that outlines the person(s) responsible, standards for review, and guidelines to improve clarity in the contract. <input type="checkbox"/> Provide explicit training to partners on data privacy standards.


Tutoring Quality Standards and Self-Assessment Indicators	
<p>Take the free, 15-minute, and research-based Local Education Agency (LEA) Self-Assessment. This subsection addresses these tutoring quality standards and Self-Assessment indicators.</p>	
<p>Data Use <i>Program Effectiveness and Improvement</i></p>	<p>The program has demonstrated a commitment to understanding overall program effectiveness and processes for ongoing improvement.</p>
<p>2a.1 Clearly defined performance measures that define success metrics with progress monitoring indicators</p> <p>2a.2 Clearly defined performance expectations that define benchmarks (directly aligned with performance measures) to be achieved by a certain date</p>	

Data Use <i>Formative Assessment</i>	<p>The program provides tutors with support to collect, analyze, and use formative assessment data to inform design of future sessions.</p>
<p>2b.1 Formative assessments aligned with the tutoring instructional program or integrated with the school’s assessment framework 2b.2 System and expectations for collecting formative assessment data during sessions 2b.4 Data-analysis tools/protocols to support tutors in analyzing formative assessment data, identifying trends or across student groups (race, gender, IEP status, home language and other important indicators), and making instructional decisions to provide personalized support for students</p>	
Data Use <i>Student Progress Measure</i>	<p>The program has a system for measuring individual student progress over time and responding to those results; measures of progress include both academic growth and adaptive indicators (i.e., student engagement; student confidence).</p>
<p>2c.1 Identified goals for individual academic achievement aligned with program measures or integrated with the school’s summative assessments 2c.2 Identified metrics for individual non-academic achievement aligned with program measures or integrated with the school’s summative assessments 2c.5 Disaggregated progress monitoring by race, gender, IEP status, home language, and other important indicators to ensure equity of services</p>	
Safety <i>Data Privacy and Security</i>	<p>The program has reasonable data security infrastructure and data privacy policies and practices in place in order to keep student information safe.</p>
<p>5b.1 Data privacy policies and practices to ensure confidentiality and security 5b.2 Data privacy features built into any online/blended platform 5b.3 System to ensure data privacy policies and practices are implemented with fidelity</p>	



4.5 Collaborating with a Provider


When two teams unite around a shared vision, time is needed to foster that relationship and synchronize efforts. The optimal environment for student success through high-impact tutoring is built on transparent, relationship-driven, and proactive collaboration. This collaborative foundation is dependent on a robust communication plan that prioritizes not just open dialogue, but targeted conversations on critical decisions that drive student impact. **Section 4.5 provides resources to facilitate a proactive and relationship-based collaboration between the district/school and provider(s).**

	BEFORE YOU BEGIN
	<p>To ensure a strong collaboration with a provider, complete the following task:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Confirm that a contract or other formal partnership agreement is in place with the provider to clearly define and understand the scope of work.

DISTRICT/SCHOOL AND PROVIDER COLLABORATION	
Key Recommendations	Corresponding Resources
<ul style="list-style-type: none"> <input type="checkbox"/> Conduct a kickoff meeting to introduce providers to the district and schools to clarify roles, expectations, and ongoing data meetings. 	<p>Template: District/Provider Kickoff Meeting Agenda</p> <p>Template: School/Provider Kickoff Meeting Agenda</p> <p>Template: School/Provider Ongoing Data Meeting Agenda</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Engage stakeholders to build investment in the partnership. 	<p>One-Pager: How to Use Student Data to Improve K-12 Tutoring</p> <p>Playbook Section: 3.3 Engaging Stakeholders</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Schedule a recurring district-level data meeting cadence and utilize continuous improvement recommendations. Include 	<p>Playbook Section: 6.5 Building in Continuous Improvement</p>

district collaborators in meetings as needed.	<i>Reading:</i> District Collaborator Considerations for Provider Meetings
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MULTIPLE PROVIDER COLLABORATION	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Consider facilitating meetings between providers to ensure cohesion and streamline across multiple programs.	<i>Template:</i> Multiple Provider Meetings: Collaboration Topics
<input type="checkbox"/> Identify strengths in each provider and encourage the adoption of processes across the organizations.	

	PLANNING FOR THE LONG TERM
	<input type="checkbox"/> Establish a communication framework that includes regular district and school-level meetings with providers. <input type="checkbox"/> Plan to provide continuous professional development for district and provider staff to take action on data as the program is implemented.

Tutoring Quality Standards and Self-Assessment Indicators	
<p><i>Take the free, 15-minute, and research-based Local Education Agency (LEA) Self-Assessment. This subsection addresses these tutoring quality standards and Self-Assessment indicators.</i></p>	
Cohesion <i>Leader Role Clarity</i>	The program has clearly defined roles and responsibilities for the leadership team, with particular attention to clearly defining tutor coaching responsibilities.
6b.5 A clear performance management system that outlines expectations and processes for promotion and for performance issues	
Data Use <i>Program Effectiveness and Improvement</i>	The program has demonstrated a commitment to understanding overall program effectiveness and processes for ongoing improvement.
2a.3 Process for continuous improvement using both qualitative and quantitative data 2a.4 Process for collecting, analyzing, and responding to feedback from a diverse group of	



stakeholders (families, students, tutors, and school faculty)

2a.5 | Process for making adjustments to program design and instructional design based on program and student achievement data

Data Use

Student Progress Measure

The program has a system for measuring individual student progress over time and responding to those results; measures of progress include academic growth and adaptive indicators (i.e., student engagement and confidence).

2c.3 | Defined timeline for collecting, analyzing, and responding to data

2c.4 | Defined protocols for collecting, analyzing, and responding to data

Section 5: Build Your Own Program

Building your own high-impact tutoring program from the ground up can create a sustainable, customized, and integrated experience. Creating an internal program by leaning on existing resources and school strengths can streamline the development process by eliminating the need to communicate with an external provider. This section explains essential elements required for district-led high-impact tutoring programs.

The content is organized into five components:

5.1 Developing a Plan to Build Your Own: This section guides you to assess pre-existing district characteristics and guide project plan development.

5.2 Designing Your Model and Pilot: This section provides the essential tools for districts to design a research-based tutoring model, check for instructional coherence and content alignment, and conduct a program pilot.

5.3 Selecting and Using High-Quality Instructional Materials: This section contains content about HQIM selection, implementation, and HQIM monitoring and adjustment.

5.4 Recruiting and Selecting Tutors: This section outlines recommendations to define clear tutor qualifications and utilize a clear recruitment and selection strategy to build a skilled tutoring workforce.

5.5 Training and Supporting Tutors: This section features recommendations and resources for tutor onboarding, pre-service training, ongoing coaching, and continuous program improvement to maintain robust tutor infrastructures.

Research Insights

Research provides the following guidance to create effective tutoring programs:

5.2 Designing Your Model and Pilot

- Successful tutoring programs follow structured [design principles](#) that ensure instructional coherence and maximize student achievement.
 - For older students, it is recommended to have [session lengths](#) of 30 to 60 minutes, while younger students may thrive with shorter sessions.
 - In terms of [session frequency](#), it is recommended to schedule three or more sessions per week for a minimum duration of ten weeks.
 - [Frequent assessments](#) of the program help tailor instruction to student needs.
 - Scalable support systems depend on [replicable tutoring structures](#) that produce lasting impacts.



5.3 Selecting and Using High-Quality Instructional Materials

- Aligning tutoring sessions with [high-quality instructional materials](#) enhances student learning by reinforcing key concepts and providing targeted support where students need it most.
 - Ensuring tutoring content [aligns with school curricula](#) improves instructional coherence and learning outcomes.
 - Vetted, [research-backed resources](#) enhance student comprehension and retention.
 - [High-quality instructional materials](#) support differentiated instruction and individualized learning paths.

5.4 Recruiting and Selecting Tutors

- A [diverse range of tutors](#), including paraprofessionals, community members, college students, and classroom teachers, can improve student outcomes with appropriate compensation, training, and ongoing support.
 - Recruiting individuals with [subject matter expertise and a strong instructional background](#) enhances program effectiveness.
 - [Diverse representation of tutors](#) positively impacts student engagement and learning outcomes.

5.5 Training and Supporting Tutors

- Comprehensive [training and ongoing coaching](#) ensure tutors implement best instructional practices and maintain student engagement.
 - High-quality [onboarding tailored to the program context](#) improves tutor effectiveness and retention.
 - Tutors benefit from continuous professional development that reinforces [research-based instructional strategies](#).
 - Research shows that [educators with adequate training](#) are more likely to remain in their roles and demonstrate higher instructional efficacy.
 - Assigning [consistent tutors](#) to students builds trust and improves learning continuity.

Read the Full Research

Bisht, B., LeClair, Z., Loeb, S., & Sun, M. (2021). Paraeducators: Growth, Diversity and a Dearth of Professional Supports. Annenberg Institute at Brown University. <https://doi.org/10.26300/nk1z-c164>

Cortes, K. E., Kortecamp, K., Loeb, S., & Robinson, C. D. (2025). A scalable approach to high-impact tutoring for young readers. *Learning and Instruction, 95*, 102021. <https://doi.org/10.1016>

Fryer, R. G., Jr. (2016). *The production of human capital in developed countries: Evidence from 196 randomized field experiments*. Harvard University and NBER. Retrieved from <https://scholar.harvard.edu/sites/scholar.harvard.edu/>

Makori, A., Burch, P., & Loeb, S. (2024). *Scaling high-impact tutoring: School-level perspectives on implementation challenges and strategies*. EdWorkingPaper No. 24-923. Annenberg Institute at Brown University. <https://doi.org/10.26300/h8z5-t461>

Nickow, A., Oreopoulos, P., & Quan, V. (2020). *The impressive effects of tutoring on PreK-12 learning: A systematic review and meta-analysis of the experimental evidence* (NBER Working Paper No. 27476). National Bureau of Economic Research. <https://doi.org/10.3386/w27476>

Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). *Solving the teacher shortage: How to attract and retain excellent educators*. Learning Policy Institute. <https://doi.org/10.54300/262.960>

Robinson, C. D., Kraft, M. A., Loeb, S., & Schueler, B. (2024). *Design principles for accelerating student learning with high-impact tutoring* (EdResearch for Action #30). <https://studentsupportaccelerator.org>

Schwartz, S. (2023, February 27). *Why connecting tutoring to curriculum could make it more effective*. *Education Week*. Retrieved from <https://www.edweek.org/teaching-learning>

White, S., Groom-Thomas, L., & Loeb, S. (2023). *A systematic review of research on tutoring implementation: Considerations when undertaking complex instructional supports for students* (EdWorkingPaper No. 22-652). <https://doi.org/10.26300/wztf-wj14>

Tutoring Quality Standards


High-quality tutoring programs align with key standards that support effective implementation and student success. Learn more about the research and application of the tutoring quality standards relevant to this section:

- [Program Design](#)
- [Tutor Preservice Training](#)
- [Tutor Recruitment and Selection](#)
- [Tutor Coaching and Feedback](#)
- [High-Quality Instructional Materials](#)
- [Student-Tutor Relationship](#)
- [Instructional Practices](#)
- [Ratio](#)
- [Curricular Alignment](#)
- [Safety Protocols](#)



5.1 Developing a Plan to Build Your Own

Given that high-impact tutoring is a relationship-based, individualized instruction model, it is sometimes best served by the people and resources closest to the student. Before you decide to build your own tutoring program, identify pre-existing characteristics of your district that can create a firm foundation for your program. Once you have affirmed your decision to build your own tutoring program, clearly allocating responsibilities and breaking down critical tasks can ease the transition into a high-impact tutoring initiative. **Section 5.1 guides you to assess pre-existing district characteristics and guide project plan development.**

	BEFORE YOU BEGIN
	<p><i>To build your own effective tutoring program, ensure you have completed the following tasks:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the existing district initiatives and agreed-upon focus areas and goals. <input type="checkbox"/> Complete the Determining a Tutoring Approach Decision-Making Guide. <input type="checkbox"/> Confirm that district leadership roles are established.

PRE-EXISTING DISTRICT CHARACTERISTICS THAT SUPPORT HIGH-IMPACT TUTORING	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Determine pre-existing district characteristics to leverage strengths and address areas that need development.	<p><i>Reflection Guide:</i> Deciding to Build Your Own Tutoring Program</p>
<input type="checkbox"/> Inform decision-makers of the core practice of high-impact tutoring to gain commitment to research-based practices.	<p><i>Reading:</i> Design Principles for Accelerating Student Learning With High-Impact Tutoring</p> <p><i>Reading:</i> The seven elements of high-impact tutoring</p>

PROJECT PLAN DEVELOPMENT

Key Recommendations	Corresponding Resources
<input type="checkbox"/> A central project manager should create a clear timeline that outlines major milestones and phases of program development and implementation.	<i>Template:</i> Program Development Simplified Project Plan
<input type="checkbox"/> Break down critical tasks into actionable, manageable steps , such as recruitment, training, curriculum selection, and evaluation.	
<input type="checkbox"/> Assign tasks and responsibilities among district staff.	



PLANNING FOR THE LONG TERM


- Continuously assess new internal expertise, instructional resources, and data systems that might support the tutoring program.
- After each milestone, break down the work into manageable steps needed to reach the next milestone.



5.2 Designing Your Model and Pilot

High-impact tutoring has the strongest impact when it works in tandem with the rest of the students’ educational efforts. While some decisions about tutoring program design are straightforward, others require finesse to ensure the tutoring amplifies and enhances student learning that is already taking place in Tier I instruction. Furthermore, pressure testing these decisions in a pilot can save the district money and prevent stakeholder frustration because changes can be made swiftly on a small-scale.

Section 5.2 provides the essential tools for districts to design a research-based tutoring model, check for instructional coherence and content alignment, and conduct a program pilot.

	BEFORE YOU BEGIN
	<p><i>To guarantee your program is designed for success, ensure you have completed the following tasks:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the existing district initiatives and agreed-upon focus areas and goals. <input type="checkbox"/> Engage with educators and caregivers in decision-making. <input type="checkbox"/> Clarify the available budget to inform decisions about staffing costs and program scale.

TUTORING MODEL DESIGN	
Key Recommendations	Tools to Implement
<ul style="list-style-type: none"> <input type="checkbox"/> Determine key tutoring model elements, including tutor type, instruction, scheduling, and tutor-student ratio. 	<p><i>Reflection Guide:</i> Building Your Own Program: Making Tutoring Model Decisions</p> <p><i>Reading:</i> The seven elements of high-impact tutoring</p> <p><i>Reading:</i> Guidance for Determining Tutor Type</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Develop ways to mitigate district limiting factors, such as scheduling and resource constraints. 	<p><i>Playbook Section:</i> 3.2 Funding and Budgeting</p>

INSTRUCTIONAL COHERENCE AND CONTENT ALIGNMENT


Key Recommendations	Corresponding Resources
<input type="checkbox"/> Integrate the tutoring approach with the district’s broader instructional framework .	<i>Example:</i> Haywood County Case Study <i>Reading:</i> Early Literacy Success for All Students: A Coherent Path Forward
<input type="checkbox"/> Craft a Logic Model to explain how the tutoring model, its supports, and all stakeholders will interact to produce the desired results.	<i>Template:</i> Building Your Own Program: Developing a Logic Model with Example <i>Example:</i> Guilford County Public Schools Tutoring Program Logic Model
<input type="checkbox"/> Determine if the program will use existing high-quality instructional materials (HQIM) or if a selection process is necessary to adopt HQIM.	<i>Playbook Section:</i> 5.3 Selecting and Using High-Quality Instructional Materials
<input type="checkbox"/> Align tutoring sessions with the curricula and instructional strategies to reinforce core concepts and accelerate learning during monthly reviews with curriculum team and educator engagement.	<i>Template:</i> Curriculum Alignment for Tutoring Materials <i>Toolkit:</i> Fostering Collaboration with Educators

PROGRAM PILOT

Key Recommendations	Corresponding Resources
<input type="checkbox"/> Invest time engaging with stakeholders involved in the pilot.	<i>Playbook Section:</i> 3.3 Engaging Stakeholders



<input type="checkbox"/> Launch a pilot phase to test the program’s design, operations, and instructional strategies.	<i>Reading:</i> Tips for Designing and Conducting a Pilot Program
<input type="checkbox"/> Use pilot data to identify areas for improvement and implement necessary adjustments.	
<input type="checkbox"/> Create a plan to scale the program gradually, ensuring sustainability.	
<input type="checkbox"/> Monitor evidence of the program’s impact to support ongoing improvement and funding efforts.	<i>Template:</i> City Bridge Pilot Plan



PLANNING FOR THE LONG TERM

<input type="checkbox"/> Review the Logic Model yearly to determine if adjustments need to be made.
<input type="checkbox"/> Implement strategies to ensure an ongoing process of continuous improvement .

Tutoring Quality Standards and Self-Assessment Indicators	
<i>Take the free, 15-minute, and research-based Local Education Agency (LEA) Self-Assessment. This subsection addresses these tutoring quality standards and Self-Assessment indicators.</i>	
Cohesion <i>Program Design</i>	The program is designed to successfully meet the needs of the community it serves.
6a.2 An understanding of the inputs and actions required for your program to produce its desired results 6a.3 A well-defined program model with intentional and consistent choices across various dimensions (Model Dimensions)	
Instruction <i>Ratio</i>	The ratio of students to tutor in the program is low and does not exceed 4:1.
3h.1 Staffing plan with student-tutor ratio that does not exceed 4:1 3h.2 Staffing plan with student-tutor ratio levels aligned with the skills of tutors	
Learning Integration <i>Curricular Alignment</i>	If classroom instruction is based on rigorous and high-quality materials, the tutoring program aligns to classroom curricula.


4c.1 | Access to and understanding of the school’s curriculum materials, including scope and sequence and unit timelines

4c.2 | A plan to ensure tutoring program complements and is responsive to the classroom instruction that students receive (e.g., the program uses the same vocabulary used in classroom instruction)



5.3 Selecting and Using High-Quality Instructional Materials (HQIM)

High-quality instruction can not occur without High-Quality Instructional Materials. High-quality instructional materials are defined by their focus on rigorous, grade-level skills that creates explicit connection between various standards. Strong high-quality instructional materials in tutoring can create a more consistent student learning experience that relies less on the individual experience of the tutor. **Section 5.3 contains content about HQIM selection, implementation, and HQIM monitoring and adjustment.**

	BEFORE YOU BEGIN
	<p><i>To effectively plan for the integration of high-quality instructional materials, ensure you have completed the following tasks:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize the Instructional Materials Implementation Tool from Rivet Education if planning to roll out high-quality instructional materials districtwide. <input type="checkbox"/> Review the district’s existing Tier 1 instructional materials for built-in supports that can be utilized for tutoring.

HQIM SELECTION	
Key Recommendations	Corresponding Resources
<ul style="list-style-type: none"> <input type="checkbox"/> Assemble a review team that includes leaders, content-area experts, educators, and community members in the curriculum selection process. 	<p><i>Playbook Section:</i> 3.3 Engaging Stakeholders</p> <p><i>Website:</i> Curriculum Support Guide-Develop the rubric</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Build understanding of high-quality instructional materials characteristics within the team. 	<p><i>Reading:</i> Guidance for Selecting and Implementing Early Literacy Instructional Materials</p> <ul style="list-style-type: none"> → Robust Process → Expedited Process → Implementation Planning Workbook
<ul style="list-style-type: none"> <input type="checkbox"/> Set criteria to ensure materials align with grade-level standards, rigor, foundational skills, and student goals. 	


<input type="checkbox"/> Prioritize resources that support equitable learning opportunities for all students , regardless of subject area.	<p><i>Website:</i> Tutor Training Library items on HQIM</p> <p><i>Website:</i> 4 Ways to Elevate Cultural Responsiveness in a Materials Adoption</p> <p><i>Template:</i> Culturally Responsive English Language Arts Curriculum Scorecard</p>
<input type="checkbox"/> Select instructional materials that are research-based, culturally responsive, and user-friendly .	<p><i>Website:</i> EdReports</p> <p><i>Example:</i> Math Resource Appendix</p> <p><i>Example:</i> Tennessee Foundational Skills Early Grades Literacy Supplemental Resources</p> <p><i>Example:</i> Saga Education Math Curriculum for Upper Grades</p>

HQIM IMPLEMENTATION	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Develop a rollout plan with clearly defined, timed milestones and assigned responsibilities .	<p><i>Checklist:</i> Implementation Planning and Responsibilities</p>
<input type="checkbox"/> Define goals around HQIM implementation that clearly define the data that will be collected to assess success. Integrate goals into a larger tutor performance rubric that is shared with the tutor.	<p><i>Template:</i> Data-Driven Goals for HQIM Implementation</p> <p><i>Checklist:</i> Tutor Performance</p>



<p><input type="checkbox"/> Train tutors adapt and modify HQIM without compromising the level of rigor necessary through content, process, or product to support the personalized needs of students (e.g., scaffold prerequisite knowledge, chunk material, provide culturally-relevant examples).</p>	<p><i>Reading:</i> Early Literacy Tutor Professional Learning Framework</p> <p><i>Example:</i> Deans for Impact Tutor Training</p>
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HQIM CONTINUOUS IMPROVEMENT	
Key Recommendations	Corresponding Resources
<p><input type="checkbox"/> Use student and tutor feedback to refine both materials and tutoring strategies.</p>	<p><i>Survey:</i> Tutoring Surveys for Students and Tutors</p>
<p><input type="checkbox"/> Collect data regularly to assess student progress and tutor effectiveness in literacy and math.</p>	<p><i>Template:</i> Assessment and Progress Monitoring Plan</p> <p><i>Template:</i> Standard Data Review Protocol</p>
<p><input type="checkbox"/> Track and address implementation challenges.</p>	<p><i>Reflection Guide:</i> Root-Cause Analysis</p>

PLANNING FOR THE LONG TERM	
	<p><input type="checkbox"/> Train and support tutors to implement the curriculum materials effectively.</p> <p><input type="checkbox"/> Collect data on material implementation to inform continuous improvement.</p> <p><input type="checkbox"/> Build in time to regularly align tutoring sessions with curricula and instructional strategies.</p>

Tutoring Quality Standards and Self-Assessment Indicators


Take the free, 15-minute, and research-based [Local Education Agency \(LEA\) Self-Assessment](#). This subsection addresses these tutoring quality standards and Self-Assessment indicators.

<p>Instruction <i>High-Quality Instructional Materials</i></p>	<p>The program uses high-quality instructional materials (HQIMs) that are user-friendly, rigorous, and research-based.</p>
<p>3d.1 Instructional materials that are aligned with state standards and/or the school’s curriculum 3d.2 Instructional materials that are easily modified without compromising the level of rigor necessary to support the personalized needs of students 3d.3 Instructional materials that are free from bias and culturally responsive - emphasizing the cultural capital, strengths, and resilience of students from diverse racial, ethnic, and linguistic groups 3d.4 Instructional materials that are integrated with the program’s assessment strategy and performance measures</p>	



5.4 Recruiting and Selecting Tutors

Student motivation and engagement thrive in a safe environment fostered by supportive adults, such as tutors. The strength of the tutor-student relationship is one of the core reasons high-impact tutoring is so effective. Your recruitment and selection processes should lead to tutors that will cultivate student safety, engagement, and academic growth. The skills and attributes specified in the tutor job description significantly influence the quality of candidates available for selection. **Section 5.4 outlines recommendations to define clear tutor qualifications and utilize a clear recruitment and selection strategy to build a skilled tutoring workforce.**

	BEFORE YOU BEGIN
	<p><i>To prepare for the tutor recruitment process, ensure you have completed the following tasks:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review focus areas, goals, and district priorities to ensure alignment with program objectives. <input type="checkbox"/> Examine the tutoring model design to confirm its feasibility and relevance to district needs.


TUTOR QUALIFICATIONS	
Key Recommendations	Corresponding Resources
<ul style="list-style-type: none"> <input type="checkbox"/> Identify potential tutor sources that align with program needs, such as paraprofessionals, retired teachers, college students, and paid volunteers. 	<p><i>Reading:</i> Guidance for Determining Tutor Type</p> <p><i>Reading:</i> Paraprofessionals as High-Impact Tutors</p> <p><i>Research One-Pager:</i> Implementing High-Impact Tutoring Using Paraprofessionals</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Decide on required qualifications, including any specific degrees, content knowledge, and previous experience, to align with program objectives. 	<p><i>Higher Education Institution Playbook:</i> Tutor Recruitment and Selection</p>

<input type="checkbox"/> Determine the required number of tutors and their qualifications , including specific degrees, content knowledge, spoken languages, and prior experience, to ensure alignment with program objectives.	<i>Reflection Guide:</i> Determining the Quantity of Tutors
<input type="checkbox"/> Develop a tutor job description that clearly defines attributes. Include tutor responsibilities (e.g., maintain safety, build relationships), knowledge (e.g., content knowledge, language proficiency), skills (e.g., strong communication) and mindset (e.g., believes every student can succeed with the right tools).	<i>Reading:</i> Components of a Tutor Job Description for a School District <i>Template:</i> Tutor Job Description <i>Examples:</i> → Oakland Unified School District Early Literacy Tutor → Baltimore City Public Schools Paraeducator- Early Literacy Tutor → Gwinnett County Student Assistant Tutor → Denver Math Fellow Job Description

RECRUITMENT AND SELECTION STRATEGY	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Plan a recruitment strategy to share your job description utilizing a variety of platforms and local organizations designed to reach a diverse pool of candidates. Highlight financial benefits or future employment opportunities to attract qualified candidates.	<i>Checklist:</i> Developing a Recruitment Strategy <i>Research One-Pager:</i> Recruiting College Students for Enriching Tutoring Jobs <i>Example:</i> Oakland Unified Tutor Prospectus



	<p><i>Example:</i> Guilford County Tutor Recruitment Poster</p> <p><i>Example:</i> Guilford County Tutor Recruitment Process</p>
<input type="checkbox"/> Establish selection criteria with observable measures.	<p><i>Reading:</i> Developing a Tutor Selection Strategy</p>
<input type="checkbox"/> Set expectations for selection committees to counter implicit biases and prioritize equal and shared opportunity to hire the candidate that fits the tutor responsibilities most accurately.	<p><i>Website:</i> Implicit Association Test</p> <p><i>Checklist:</i> Sustaining Institution-Wide Racial Equity</p> <p><i>Worksheet:</i> Embedding Equity Mindedness</p>



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- Implement systems that promote ongoing tutor skill development and effectiveness through coaching, feedback, and professional learning.
- Explore ways to motivate tutors through recognition and incentives, such as stipends or compensation tied to performance and retention.
- Leverage the program as a potential [apprenticeship model](#) to develop a pipeline of future teachers, address district staffing needs, and enhance tutor engagement and sustainability.

Tutoring Quality Standards and Self-Assessment Indicators	
<p><i>Take the free, 15-minute, and research-based Local Education Agency (LEA) Self-Assessment. This subsection addresses these tutoring quality standards and Self-Assessment indicators.</i></p>	
<p>Tutor <i>Tutor Recruitment and Selection</i></p>	<p>The program has a clear recruitment and selection process that results in tutors with the skills and mindsets necessary to be successful in that program.</p>
<p>1a.1 A recruitment strategy for recruiting tutors that are from diverse backgrounds and/or are representative of the identities of the students served by your program</p>	

- 1a.2 | Anti-bias training for talent/recruitment team to help counter implicit biases in the recruitment and hiring process
- 1a.3 | A tutor job description that is free from biased language and includes an Equal Opportunity Statement
- 1a.4 | A recruitment timeline with clear metrics and deadlines
- 1a.5 | A list of attributes (knowledge, skills, and mindsets) necessary for tutors to be effective and successful in their role with an emphasis on growth mindset and commitment to working with children
- 1a.6 | An interview process designed to gauge candidate attributes


<p>Safety <i>Safety Protocols</i></p>	<p>The program has health, physical safety, and emergency management protocols in place to provide an environment conducive to learning and fosters awareness and understanding of the protocols.</p> <p>Note: This standard, as all others, is applicable for both in-person and virtual tutoring programs.</p>
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5a.2 | Thorough background checks and professional reference checks of all tutors before they begin working with students



5.5 Training and Supporting Tutors

Every tutor needs to do more than just follow a curriculum; they must be trained to build strong relationships, create safe and supportive environments, manage distractions, implement effective interventions, analyze data, and leverage deep content knowledge. Comprehensive pre-service training lays a vital foundation, but ongoing coaching that continuously sharpens and revitalizes tutors' skills will not only enhance their quality and retention, but also significantly accelerate student growth. **Section 5.5 features recommendations and resources for tutor onboarding, pre-service training, ongoing coaching, and continuous program improvement to maintain robust tutor infrastructures.**

	BEFORE YOU BEGIN
	<p><i>To establish effective support for tutors, ensure you have completed the following tasks:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the agreed-upon focus areas, goals, district priorities, and tutoring design, as these will shape the training content. <input type="checkbox"/> Confirm your tutor type, which will influence the required amount and type of training.

ONBOARDING	
Key Recommendations	Corresponding Resources
<ul style="list-style-type: none"> <input type="checkbox"/> Clearly define the districts' expectations of tutors (e.g., professionalism, communication, technology) and commitment to tutors (e.g., legal protection, training, safety) before training begins. 	<p><i>Reading:</i> Setting Expectations with Tutors</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with district HR to create agreements that align with hiring regulations and program-specific needs. 	<p><i>Higher Education Institution Playbook:</i> Tutor: Screening and Expectations</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Use formal agreements to document expectations, including conducting reference and background checks. 	<p><i>Reading:</i> Tutor Background Check Guidance: Ensuring Student Safety</p>

PRE-SERVICE TRAINING	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Provide program-specific training that covers essential content knowledge, effective teaching strategies, and facilitation techniques. Utilize the Tutor Training Library to search for free tutor training modules.	<i>Database:</i> Tutor Training Library Highlighted training specific to diverse learning needs: → Supporting All Learners with HQIM → Avoiding Unconscious Assumptions
<input type="checkbox"/> Create reference materials and shared rubrics that summarize expectations of the tutor position, including instructional practices, safety expectations, session structure, and relationship-building.	<i>Checklist:</i> Designing and Planning Pre-Service Training <i>Template:</i> Planning for Pre-Service Training
<input type="checkbox"/> Train explicitly on approaches and interventions for supporting diverse learning needs and cultural competency.	<i>Example:</i> Metro Nashville Public Schools Tutor Pre-Service Training Modules
<input type="checkbox"/> Train tutors to accurately collect data to monitor student outcomes and use data effectively to adapt lesson plans to meet individual needs.	<i>Reading:</i> Early Literacy Tutor Training Recipe Book
<input type="checkbox"/> Train thoroughly on safety and data privacy policies . Have tutors sign that they have read and understood these policies. See Element 5 on the Local Education Agency (LEA) Self-Assessment.	<i>Reading:</i> LEA Self-Assessment (See Page 14)

ONGOING PROFESSIONAL DEVELOPMENT AND COACHING	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Establish routine coaching and observation sessions with consistent pairing to help tutors refine their instructional skills and teaching practices.	<i>Example:</i> Pre-Service and Ongoing Support Training from School Districts




	<i>Checklist:</i> Ongoing Tutor Training, Supervision, and Support
<input type="checkbox"/> Create opportunities for workshops and peer learning sessions where tutors can share challenges, exchange ideas, and refresh their understanding of social-emotional learning, interventions, and student well-being.	<i>Example:</i> Baltimore City Public Schools: Implementation Walk-Through
<input type="checkbox"/> Build a constructive feedback culture by incorporating regular debriefs and shared performance rubrics that provide clear guidance for improvement. Emphasize tutor practices that support social-emotional learning and special populations.	
<input type="checkbox"/> Provide tutors with resources and tools to establish and track personal improvement goals .	<i>Toolkit:</i> Early Literacy Tutor Continuous Learning Resource Bank <i>Template:</i> Tutor Goal Setting and Progress Tracking
<input type="checkbox"/> Create coaching materials and coach training that support practices that foster academic success and overall well-being in the tutors. Share observation/performance rubrics in advance with the tutor.	<i>Reading:</i> Tutor Coaching Feedback Guidance <i>Checklist:</i> Tutor Performance
<input type="checkbox"/> Encourage tutors to build awareness around the distribution of their attention between students of various genders, race, or language to mitigate any hidden bias.	<i>Reading:</i> Educator Attention: How computational tools can systematically identify the distribution of a key resource for students

STAKEHOLDER FEEDBACK AND CONTINUOUS PROGRAM IMPROVEMENT

Key Recommendations	Corresponding Resources
<input type="checkbox"/> Streamline data processing by utilizing a Data Analytics Dashboard such as Accelerate’s DATAS dashboard.	<i>Toolkit:</i> Accelerate’s DATAS Toolkit

<input type="checkbox"/> Collect feedback from tutors, teachers, administrators, students, and families to ensure training remains flexible and responsive to changing program goals and needs.	<p><i>Example:</i> Data Collection Tools</p> <p><i>Template:</i> Tutoring Survey Instruments</p>
<input type="checkbox"/> Conduct regular analysis of the student metrics collected to monitor success and make adjustments.	<p><i>Reading:</i> Recommended Student Data Metrics for High-Impact Tutoring Programs</p>
<input type="checkbox"/> Analyze student performance, tutor feedback, and training outcomes to conduct tutor training improvement analysis.	
<input type="checkbox"/> Create a plan to support and train tutor coaches , utilizing feedback to adjust tutor practices and provide additional training.	<p><i>Toolkit:</i> Fostering Collaboration With Educators</p> <p><i>Template:</i> Tutor Training Improvement Analysis</p>



PLANNING FOR THE LONG TERM

- Use tutor feedback to customize training materials and strategies.
- Routinely adapt coaching to fit data trends and student needs.

Tutoring Quality Standards and Self-Assessment Indicators

Take the free, 15-minute, and research-based [Local Education Agency \(LEA\) Self-Assessment](#). This subsection addresses these tutoring quality standards and Self-Assessment indicators.

Tutor <i>Tutor Preservice Training</i>	The program provides high-quality onboarding and training, tailored to program context.
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1b.1 | Accessible reference materials summarizing position expectations

1b.2 | Onboarding sessions for tutors that cover role expectations, program design, and general guidance

1b.3 | Initial professional development focused on tutoring program implementation including training on effective facilitation, implementing data practices, and building positive relationships

1b.4 | Initial training on implementing DEI practices including understanding the the experiences and



<p>backgrounds of the population of students served</p> <p>1b.5 Initial training on implementing specific instructional practices that support ELLs and students with IEPs</p> <p>1b.6 Pre-service training in social and emotional learning</p> <p>1b.7 Surveys or other opportunities for tutors to provide feedback on supports and training</p>	
<p>Tutor <i>Tutor Coaching and Feedback</i></p>	<p>The program provides ongoing support to tutors such as through coaching on the effective use of research-informed practices that foster academic success and overall student well-being.</p>
<p>1c.1 Assigned staff member (or coach) for each tutor to provide support on the effective use of research informed practices that foster academic success</p> <p>1c.2 Assigned staff member (or coach) for each tutor to provide support on the effective use of research informed practices that foster overall student well-being</p> <p>1c.3 Established routine for ongoing observation of tutors</p> <p>1c.4 Set times to debrief observations and provide feedback to tutors</p> <p>1c.5 Support for staff who support or coach tutors, including resources and training to deliver quality feedback</p> <p>1c.6 Ongoing training and follow-up on implementing DEI practices</p> <p>1c.7 Ongoing training and follow-up on implementing specific instructional practices that support multilingual learners (MLL) and students with IEPs</p> <p>1c.8 Ongoing training to support overall student well-being</p> <p>1c.9 Surveys or other opportunities for tutors to provide feedback on coaching supports</p>	
<p>Instruction <i>Student-Tutor Relationship</i></p>	<p>The program has an intentional strategy and supporting systems to build strong, positive relationships between students and tutors.</p>
<p>3c.1 Training and coaching for tutors on strategies to build positive student-tutor relationships during in-person or virtual sessions that are grounded in equity</p> <p>3c.2 Training and coaching for tutors on asset-based approaches to interacting with students (e.g., tutors reinforce a growth mindset when students struggle)</p> <p>3c.3 System for monitoring and responding to ongoing student-tutor relationship dynamics</p>	
<p>Instruction <i>Instructional Practices</i></p>	<p>Tutors use research-based instructional practices aimed at fostering academic success and overall student well-being.</p>
<p>3e.1 A set of clearly articulated instructional practices used by tutors and aligned with the program design</p> <p>3e.4 A system of supports and interventions for meeting language needs of multilingual learners (MLL)</p> <p>3e.5 A system of supports and interventions for meeting the needs of students with IEPs</p>	

<p>Safety <i>Safety Protocols</i></p>	<p>The program has health, physical safety, and emergency management protocols in place to provide an environment conducive to learning and fosters awareness and understanding of the protocols. Note: This standard, as all others, is applicable for both in-person and virtual tutoring programs.</p>
<p>5a.1 Health protocols that meet all federal, state, and local legal guidance 5a.3 Guidance for tutors on mandatory reporting laws in your state. Training for tutors on mandatory reporting laws in your state 5a.4 Protocols to protect student physical safety 5a.5 Protocols to protect students from bullying/cyberbullying 5a.6 Protocols for emergency management 5a.7 Resources for tutors and staff to foster awareness and understanding of social, emotional, and mental health 5a.8 Systems to ensure all safety protocols are implemented with fidelity 5a.9 Practices to assess and systematically address disparities in disciplinary measures</p>	



Section 6: Implementation and Continuous Improvement

Regardless of whether you chose to partner with an external provider or Build Your Own high-impact tutoring program, implementation decisions remain the same. High-impact tutoring can be widely customized while maintaining the pillar characteristics that create student impact. Conducting regular data reviews and making actionable, data-driven decisions based on the program's initial vision and goals will help embed your tutoring program as a vital and enduring part of your district.

The content is organized into five components:

6.1 Identifying Schools: This section provides considerations for school selection criteria and the creation of a school communication plan.

6.2 Selecting Students: This section guides difficult decisions regarding student population prioritization and student selection criteria to determine students who will benefit most from high-impact tutoring.

6.3 Scheduling Sessions: This section shares effective practices in scheduling, district-wide scheduling guidance, and integration with multi-tiered systems of support to set up high-impact tutoring within the school day.

6.4 Boosting Enrollment and Attendance: This section helps you set the groundwork for successful attendance, two-way communication, data tracking and analysis, and attendance initiatives to encourage students to receive the necessary support for success.

6.5 Building in Continuous Improvement: This section has recommendations and resources regarding data reviews and sustainability planning to produce desired outcomes ensure high-impact tutoring becomes an integrated intervention in your district.

Research Insights

Research provides the following guidance to create effective tutoring programs:

6.1 Identifying Schools

- Selecting schools with high-need populations and strong community engagement increases program success. [Tutoring interventions primarily aim to improve literacy and math outcomes, with similar effectiveness across both subjects.](#) The impact of tutoring varies by grade level, with one-to-one tutoring being particularly effective for elementary reading achievement. When led by trained personnel, small group tutoring also positively influences literacy and math performance. There is limited research on tutoring in other subjects, such as science and social studies, or on programs targeting overall learning rather than specific subjects.

6.2 Selecting Students

- **Student Prioritization:** Three main models for prioritizing students for tutoring are needs-driven, curriculum-driven, and universal. Decisions about which students to target should [vary depending on the needs of the students, schools, and communities](#).
- Prioritizing students based on academic performance, absenteeism, and teacher recommendations leads to better outcomes. A systematic selection process ensures [equitable access to high-impact tutoring](#).

6.3 Scheduling Sessions

- Scheduling tutoring sessions during the school day, particularly when integrated with [MTSS frameworks, enhances attendance and effectiveness](#). Paraprofessionals, when trained appropriately, are effective in delivering tutoring.

6.4 Boosting Enrollment and Attendance

- High-impact tutoring has the potential to enhance various student outcomes beyond academic improvement, [including attendance](#). Tutoring can lead to better attendance for the cohort of tutored students by increasing student engagement and motivation. Further research needs to be conducted to conclusively determine the impact of tutoring on attendance rates; however, [early studies](#) note an impact. Furthermore, opt-out models are recommended because [opt-in educational resources have been found to reduce the uptake of high-impact tutoring services and can increase inequity](#).

6.5 Building in Continuous Improvement

- Embedding continuous improvement practices [ensures program fidelity](#). Data collection, regular review cycles, and adaptive strategies based on performance outcomes are critical.

Read the Full Research

Kraft, M. A., & Falken, G. (2021). *Paraprofessionals as high-impact tutors: Opportunities and guidance*. EdWorkingPapers. Retrieved from <https://edworkingpapers.com/sites/default/files/ai21-490.pdf>

Lee, Monica G., Susanna Loeb, and Carly D. Robinson. (2024). Effects of High-Impact Tutoring on Student Attendance: Evidence from the OSSE HIT Initiative in the District of Columbia. (EdWorkingPaper: 24 -1107). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/wghb-4864>

National Student Support Accelerator. (n.d.). *Challenges and solutions implementing tutoring at scale*. Retrieved from https://studentsupportaccelerator.org/sites/default/files/Accelerator_Research_Agenda.pdf



National Student Support Accelerator. (n.d.). *Integrating high-impact tutoring with multi-tiered systems of support*. Retrieved from

<https://studentsupportaccelerator.org/sites/default/files/Integrating%20High-Impact%20Tutoring%20with%20MTSS.pdf>

Robinson, C. D., Kraft, M. A., Loeb, S., & Schueler, B. (2024). *Design principles for accelerating student learning with high-impact tutoring* (EdResearch for Action Brief No. 30). Annenberg Institute at Brown University.

<https://studentsupportaccelerator.org/sites/default/files/EdResearch%20Accelerating%20Student%20Learning%20With%20High-Impact%20Tutoring.pdf>

Robinson, Carly D., Biraj Bisht, and Susanna Loeb. (2022). The inequity of opt-in educational resources and an intervention to increase equitable access. (EdWorkingPaper: 22 -654). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/ja2n-ys82>

Robinson, C. D., & Loeb, S. (2021). *High-impact tutoring: State of the research and priorities for future learning*. (EdWorkingPaper: 21-384). Annenberg Institute at Brown University.

<https://doi.org/10.26300/qf76-rj21>

Include: **Example:** [Program Goal Tracker Template](#)- Lenoir City Schools


Tutoring Quality Standards

High-quality tutoring programs align with key standards that support effective implementation and student success. Learn more about the research and application of the tutoring quality standards relevant to this section:

- [Student Progress Measure](#)
- [Student Enrollment and Retention](#)
- [Student Grouping](#)
- [Tutor Consistency](#)
- [Setting](#)
- [Integration with School Schedule](#)

6.1 Identifying Schools

Launching your program in the right school can be the key to transforming a one-year initiative into a lasting educational movement. High-impact tutoring programs that showcase tangible results endure, serving as a powerful equalizer among diverse school populations. Selecting schools in high-need communities that are committed to fostering student change accelerates enthusiastic program adoption and collaborative problem-solving efforts. **Section 6.1 provides considerations for school selection criteria and the creation of a school communication plan.**

	BEFORE YOU BEGIN
	<p><i>To create the most impact with schools, ensure you have completed the following tasks:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Verify that your tutoring program is aligned with district strategy. <input type="checkbox"/> Review your program's data-driven goals. <input type="checkbox"/> Select your tutoring approach.

SCHOOL SELECTION CRITERIA	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Identify schools with the greatest need based on performance data and available support.	<i>Reflection Guide:</i> School Selection Criteria
<input type="checkbox"/> Evaluate each school's capacity for implementation, including scheduling, infrastructure, and leadership readiness.	
<input type="checkbox"/> Assess stakeholder enthusiasm and interest in adopting the program through surveys, meetings, or direct engagement.	
<input type="checkbox"/> If utilizing a provider, consider if there is synergy between the cultures of the school and provider.	

SCHOOL COMMUNICATION PLAN	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Plan modality and key messaging for each stakeholder to	<i>Template:</i> Communication



engage in frequent two-way communication.	Plan for Stakeholder Engagement around a High-Impact Tutoring Program <i>Toolkit:</i> Foster Collaboration with Educators
<input type="checkbox"/> Collaborate with school leaders and community members to ensure program goals align with their needs and expectations.	

PLANNING FOR THE LONG TERM

- Embed [School Selection Criteria](#) into annual planning cycles.
- Establish a feedback loop with early partner schools to refine the program and strengthen its impact before scaling.

Tutoring Quality Standards and Self-Assessment Indicators

Take the free, 15-minute, and research-based [Local Education Agency \(LEA\) Self-Assessment](#). This subsection addresses these tutoring quality standards and Self-Assessment indicators.


Learning Integration <i>School and Teacher Engagement</i>	The program regularly engages with school leaders and/or teachers regarding instructional alignment and student progress.
4d.2 Regularly scheduled times for the tutors and tutoring program leaders to meet with teachers and school leaders to share and discuss student progress 4d.3 Close-out meeting at completion of tutoring program to discuss program's impact and individual student progress	
Learning Integration <i>Caregiver Engagement</i>	The program ensures regular engagement with caregivers and updates on student progress.
4e.1 System for communicating individual academic and non-academic progress to caregivers (directly or in collaboration with school officials) 4e.2 System for providing caregivers with information about the tutoring program, goals, and objectives pre-implementation (directly or in collaboration with school officials) 4e.3 Communication systems that are responsive to the backgrounds, diverse needs, and linguistic needs of the caregivers served	
Cohesion <i>Organizational/Program Health and Culture</i>	The tutoring program has a defined mission, vision, and set of organizational goals that are aligned with broader context and well understood by stakeholders.

6d.3 | A system for regularly informing stakeholders about the program's/ organization's mission, vision, goals and progress



6.2 Selecting Students

All students can benefit from relationship-based, individualized instruction, but typically due to resource constraints, student participation in the program must be more targeted. High-impact tutoring can be a powerful solution for students in Tier II or Tier III instruction, and even to meet legal requirements for some students. Take sufficient time and care to prioritize the student population that will receive high-impact tutoring services. **Section 6.2 guides difficult decisions regarding student population prioritization and student selection criteria to determine students who will benefit most from high-impact tutoring.**

	BEFORE YOU BEGIN
	<p><i>To help select students for your program, ensure you have completed the following tasks:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify which schools will participate in the program using the School Selection Criteria. <input type="checkbox"/> Review the recommended student metrics or Accelerate's DATAS Toolkit determined during goal setting to determine which students meet the outlined criteria.

STUDENT POPULATION PRIORITIZATION	
Key Recommendations	Corresponding Resources
<ul style="list-style-type: none"> <input type="checkbox"/> Determine whether the program will support students based on needs, curriculum alignment, or universal inclusion. 	<p><i>Reading:</i> Student Population Prioritization Decision-Making Matrix</p> <p><i>Reading:</i> page 6, Design Principles for Accelerating Learning with High-Impact Tutoring</p>

STUDENT SELECTION CRITERIA

Key Recommendations	Corresponding Resources
<p><u>Focus Area</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Select students with the highest needs in the chosen grade levels and content areas, for whom tutoring will have the greatest impact. 	<p><i>Reflection Guide:</i> Selecting Students</p> <p><i>Template:</i> Letter Inviting Parent Participation in the Design of the Tutoring Program</p>
<p><u>Student Academic Performance</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify students with opportunities for grade improvement, test score growth, and skill development using pre-assessments and academic data. <input type="checkbox"/> Consider absenteeism patterns and consult with teachers for additional recommendations, prioritizing students without access to similar support programs. 	
<p><u>Special Populations</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure the program supports special populations (e.g., ELLs, Special Education) while maintaining compliance with other mandated supports. 	
<p><u>Logistics</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Cross-reference students' schedules with available tutoring sessions and address barriers like technology or language proficiency to ensure full participation. 	
<p><u>Provider Fit</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Match tutoring providers with schools and students based on their program model and capacity, regularly refining selection criteria based on student progress and feedback. 	

PLANNING FOR THE LONG TERM



- Develop automated data systems to identify eligible students based on defined metrics.
- Discuss students selected for high-impact tutoring with counselors and teachers at regular intervals to adapt students eligible for services.



Tutoring Quality Standards and Self-Assessment Indicators

Take the free, 15-minute, and research-based [Local Education Agency \(LEA\) Self-Assessment](#). This subsection addresses these tutoring quality standards and Self-Assessment indicators.

Instruction
Student Grouping

Students are strategically grouped by skill level or language need to allow the tutor to deliver relevant instruction to the full group.

3a.1 | Student groupings based on student needs, tutor skill sets, and program goals


Learning Integration
Student Enrollment and Retention

The program has a defined approach to enroll and retain students; particular attention is paid to reducing barriers to participation.

4f.1 | A clearly defined approach for enrolling students into the program. (This approach will differ depending on whether or not participation is required for all students in the school/district, required for a subset of students in the school/district, or if participation is optional for all students or a subset of students in the school/district or if enrollment is open to any student irrespective of the school/district they attend.)

6.3 Scheduling Sessions

An effective master schedule is essential for directing school operations that determine the course of the academic year. High-impact tutoring can be a solution to replace pull-out programs and optimize instructional time by providing differentiated instruction during small group learning. High-impact tutoring fits into the schedule best when integrated as a routine part of the school day, which also supports a strong student-tutor relationship. **Section 6.3 shares effective practices in scheduling, district-wide scheduling guidance, and integration with multi-tiered systems of support to set up high-impact tutoring within the school day.**

	BEFORE YOU BEGIN
	<ul style="list-style-type: none"> <input type="checkbox"/> To prepare for the process of scheduling sessions, ensure you have completed the following task: <input type="checkbox"/> Identify the schools where tutoring will take place and the students who will receive it.

EFFECTIVE PRACTICES IN SCHEDULING	
Key Recommendations	Corresponding Resources
<ul style="list-style-type: none"> <input type="checkbox"/> Schedule session lengths of 30 to 60 minutes for older students, while younger students may thrive with shorter sessions. 	<p><i>Video:</i> CityTutor DC/OSSE Toolkit: Planning for HIT in your Master Schedule with Slide Deck</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Schedule three or more sessions per week for a minimum duration of ten weeks. 	<p><i>Website:</i> Unlocking Time: Schedule Builder and Common Bell Schedules</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Build tutoring sessions into each school's master schedule. Utilize tools such as Unlocking Time's bell schedule builder and resources. 	<p><i>One-Pager:</i> How to Maximize Every Minute of Your School's Master Schedules</p> <p><i>Example:</i> Accelerated Instruction Texas Education Agency</p>



- Schedule tutoring sessions so that students can continue to participate in **Tier-1 instruction, non-core classes, and recess.**

Reading: [Amplify Scheduling Guidance](#) (for Texas)

DISTRICT-WIDE SCHEDULING GUIDANCE

Key Recommendations	Corresponding Resources
<ul style="list-style-type: none"> <input type="checkbox"/> Consider opportunities in collective bargaining agreements with teacher unions to support the integration of tutoring sessions into the master schedule. 	<p><i>Checklist:</i> Reviewing Educator Union Contracts</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Provide schools with a list of district-specific guidelines and project management guides that incorporate other district-wide initiatives (e.g., block scheduling for algebra). 	<p><i>Checklist:</i> Decision Protocol for Scheduling High-Impact Tutoring</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Utilize scheduling models such as push in, core instruction small-group learning, and during-school time windows to accommodate multiple priorities and minimize student stigmatization. 	<p><i>Example:</i> Schedule Types</p> <p><i>Website:</i> Unlocking Time: Common Bell Schedules</p> <p><i>Reading:</i> pages 9-13, Tennessee Score Scheduling Guidance</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Confirm tutoring session logistics, including space, supervision, and technology, are set up and well-communicated, with back-up plans in place. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Provide course credit information to middle and high schools to ensure schools have the necessary course codes for credit designations. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Dedicate time and resources to scheduling adjustments. If you have multiple locations participating in tutoring, consider staggering the start of the tutoring sessions so that leadership can provide on-site support in the first week. 	

DISTRICT-WIDE GUIDANCE FOR MTSS INTEGRATION

Key Recommendations	Corresponding Resources
<input type="checkbox"/> Define and set expectations for integration of high-impact tutoring and MTSS.	<i>Checklist: Integrating High-impact Tutoring with MTSS (district-wide)</i>
<input type="checkbox"/> Provide training and ongoing support for district staff and tutors around MTSS framework and instructional delivery.	
<input type="checkbox"/> Establish data collection structures, disaggregating students receiving MTSS .	
<input type="checkbox"/> Foster a culture of continuous improvement through auditing and communication .	
<input type="checkbox"/> Streamline funding and ensure sustainability by tapping into overlapping funding sources.	<i>Playbook Section: 3.2 Funding and Budgeting</i>

SCHOOL-FACING GUIDANCE FOR MTSS INTEGRATION

Key Recommendations	Corresponding Resources
<input type="checkbox"/> Establish clear communication and foster relationships .	<i>Checklist: Integrating High-impact Tutoring with MTSS (school-facing)</i>
<input type="checkbox"/> Implement high-impact tutoring with fidelity to district/vendor protocols .	
<input type="checkbox"/> Conduct regular data collection and analysis .	
<input type="checkbox"/> Assign dedicated personnel to oversee implementation and analyze data .	
<input type="checkbox"/> Provide training for staff, tutors, and teachers to enhance instructional skills .	
<input type="checkbox"/> Monitor program outcomes and adjust for continuous improvement .	<i>Playbook Section: 6.5 Building in Continuous Improvement</i>



PLANNING FOR THE LONG TERM

- Create standardized templates and protocols for session scheduling.
- Invest in scheduling software and train school staff to use it independently.

Tutoring Quality Standards and Self-Assessment Indicators

Take the free, 15-minute, and research-based [Local Education Agency \(LEA\) Self-Assessment](#). This subsection addresses these tutoring quality standards and Self-Assessment indicators.

Instruction

Tutor Consistency

Students receive consistent tutoring from the same tutor; any adjustments to groupings occur sparingly and strategically.

3b.1 | Staffing structure that ideally results in consistent tutoring experience from the same tutor in each session; students work with no more than 2 different tutors

3b.2 | Process to ensure changes to tutor-student pairing and student groupings are made in consultation with school partners and based on the needs of students and formative assessment data

Learning Integration

Setting

The program occurs during the school day.

4a.1 | Tutoring sessions occur during the school day; if not feasible, then sessions take place immediately before or after school

4a.2 | Systems and structures to ensure all identified students can participate in tutoring including transportation, meals, incentives, and parental communication

Learning Integration

Integration with School Schedule

If occurring during the school day, the program strategically considers the tradeoffs of students attending tutoring instead of alternative uses of time.


4b.1 | Tutoring schedule developed in partnership with the school community, including input from teachers and administrators

4b.2 | Tutoring schedule that ensures students still participate in Tier 1 instruction, non-core classes, and recess

4b.3 | System for communicating with the school to ensure program logistics and school operations are integrated (i.e., schedule changes, holidays, field trips, assemblies, student absences)

6.4 Boosting Attendance

Maintaining interest and attendance in a high-impact tutoring program requires deliberate action. A strong relationship between the tutor and student is built through regular attendance and becomes the foundation of the social-emotional benefits, increased motivation, and academic success experienced in high-impact tutoring. Attendance is most easily secured when students are tutored within the classroom environment, while other models may need to utilize more of these recommendations. **Section 6.4 helps you set the groundwork for successful attendance, two-way communication, data tracking and analysis, and attendance initiatives to encourage students to receive the necessary support for success.**

	BEFORE YOU BEGIN
	<p><i>To prepare for creating systems of attendance, ensure you have completed the following tasks:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the district goals for alignment in attendance. <input type="checkbox"/> Verify the target audience from student selection.

GROUNDWORK FOR SUCCESSFUL ATTENDANCE	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Designate a champion who will be responsible for ensuring student attendance.	
<input type="checkbox"/> Work with lead school staff on strategies to embed tutoring in the school culture (e.g., incentivizing attendance and preferred modes of community communication).	
<input type="checkbox"/> Understand and develop a plan to mitigate attendance concerns expressed by stakeholders.	
<input type="checkbox"/> Schedule tutoring sessions that are logistically manageable for both students and tutors and have back-up plans in place.	<i>Playbook Section:</i> 6.3 Scheduling Sessions
<input type="checkbox"/> Gather resources to incentivize student attendance through intrinsic motivation (e.g., increase in skill/confidence/ability) or extrinsic motivation (e.g., gamification/snacks).	<i>Checklist:</i> Incentivising Tutoring Attendance



<input type="checkbox"/> Generate excitement for tutoring by creating visual and interactive data displays in hallways or digital dashboards and developing a plan to share staff, student, and tutor testimonials.	
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TWO-WAY COMMUNICATION AROUND ATTENDANCE	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Connect your champion to caregivers, staff, and students to improve two-way communication targeted to tutored students.	
<input type="checkbox"/> Encourage tutors and staff to leverage strong relationships with the students and families to boost attendance.	<i>Toolkit:</i> Fostering Collaboration with Educators
<input type="checkbox"/> Communicate with caregivers regarding attendance expectations, benefits of tutoring, and ways to engage with their child about their tutoring.	<i>Toolkit:</i> Family & Caregiver Toolkit for School Districts <i>Template:</i> Understanding and Supporting Your Child's Academic Growth
<input type="checkbox"/> Develop a detailed communication plan with protocols and cadence for celebrating successes, regular progress updates, and tutoring session reminders to build awareness and sustain enthusiasm.	<i>Template:</i> Letter to Celebrate Academic Progress and How to Support at Home <i>Template:</i> Sample Parent/Guardian Text Message Reminders for Tutoring Sessions
<input type="checkbox"/> Utilize multiple modes, strategies, and languages in the communication plan to reach every family and staff member.	

ATTENDANCE DATA TRACKING AND ANALYSIS


Key Recommendations	Corresponding Resources
<input type="checkbox"/> Create a strong data collection system that takes a systematic, layered approach to collecting data about tutors and students at both session-level and individual level (e.g., overall attendance, late arrivals, early departures, engagement levels).	
<input type="checkbox"/> Conduct data analysis on student and tutor attendance to identify trends and patterns.	<i>Reflection Guide:</i> Boosting Student Enrollment and Attendance Root-Cause Analysis
<input type="checkbox"/> Conduct data analysis on correlations between attendance data and academic progress .	
<input type="checkbox"/> Conduct data analysis on disaggregated student groups .	
<input type="checkbox"/> Identify and understand the root causes of low attendance through regular stakeholder feedback.	<i>Example:</i> Snap Survey for Elementary School Students and Tutors <i>Example:</i> Snap Survey for Middle/High School Students and Tutors
<input type="checkbox"/> Regularly review data analysis and revise the tutoring program based on findings.	

DATA-BASED ATTENDANCE INITIATIVES

Key Recommendations	Corresponding Resources
<input type="checkbox"/> Designate responsibilities among tutoring program leaders and school staff such as who will oversee strategic efforts and who will recruit students.	<i>Reading:</i> Key Responsibilities for Boosting Attendance



<input type="checkbox"/> Implement proactive strategies for challenges, such as schedule adjustments. (e.g., scheduling tutoring sessions after lunch for a frequently late student.)	<i>Reflection Guide:</i> Addressing Enrollment and Attendance Challenges
<input type="checkbox"/> Provide interpretation services for any caregiver meetings, phone calls, celebrations, or events with spoken communication, if necessary.	
<input type="checkbox"/> Celebrate successes and provide regular updates to continuously engage all stakeholders , including students and caregivers.	
<input type="checkbox"/> Apply continuous improvement strategies to improve attendance.	<i>Playbook Section:</i> 6.5 Building in Continuous Improvement



PLANNING FOR THE LONG TERM

<input type="checkbox"/> Establish annual engagement campaigns that involve students, families, and educators. <input type="checkbox"/> Partner with community organizations to reinforce program visibility and provide logistical support for families, such as transportation and language services.
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Tutoring Quality Standards and Self-Assessment Indicators

Take the free, 15-minute, and research-based [Local Education Agency \(LEA\) Self-Assessment](#). This subsection addresses these tutoring quality standards and Self-Assessment indicators.


Data Use <i>Program Effectiveness and Improvement</i>	The program has demonstrated a commitment to understanding overall program effectiveness and processes for ongoing improvement.
2a.3 Process for continuous improvement using both qualitative and quantitative data 2a.4 Process for collecting, analyzing, and responding to feedback from a diverse group of stakeholders (families, students, tutors, and school faculty) 2a.5 Process for making adjustments to program design and instructional design based on program and student achievement data	

Learning Integration <i>School and Teacher Engagement</i>	<p>The program regularly engages with school leaders and/or teachers regarding instructional alignment and student progress.</p>
<p>4d.2 Regularly scheduled times for the tutors and tutoring program leaders to meet with teachers and school leaders to share and discuss student progress</p>	
Learning Integration <i>Caregiver Engagement</i>	<p>The program ensures regular engagement with caregivers and updates on student progress.</p>
<p>4e.1 System for communicating individual academic and non-academic progress to caregivers (directly or in collaboration with school officials)</p> <p>4e.2 System for providing caregivers with information about the tutoring program, goals, and objectives pre-implementation (directly or in collaboration with school officials)</p> <p>4e.3 Communication systems that are responsive to the backgrounds, diverse needs, and linguistic needs of the caregivers served</p>	
Learning Integration <i>Student Enrollment and Retention</i>	<p>The program has a defined approach to enroll and retain students; particular attention is paid to reducing barriers to participation.</p>
<p>4f.1 A clearly defined approach for enrolling students into the program. (This approach will differ depending on whether or not participation is required for all students in the school/district, required for a subset of students in the school/district, or if participation is optional for all students or a subset of students in the school/district or if enrollment is open to any student irrespective of the school/district they attend.)</p> <p>4f.2 A clearly defined retention strategy for ensuring students attend tutoring sessions</p> <p>4f.3 A suite of supports/interventions to reduce barriers to participation, including but not limited to: family communication strategy, transportation assistance, and convenient location/hours of operation</p>	



6.5 Building in Continuous Improvement

Continuous improvement is vital for school programs to become indispensable elements that stakeholders can rely on for long-term student success. There are many ways to customize high-impact tutoring to your context and school while maintaining the pillar characteristics that create student impact. Regular data review and actionable decisions grounded in the early vision and goals of the program will ensure your tutoring program becomes a valued, integrated part of the education system, rather than a fleeting, temporary initiative. **Section 6.5 has recommendations and resources regarding data reviews and sustainability planning to produce desired outcomes ensure high-impact tutoring becomes an integrated intervention in your district.**

	BEFORE YOU BEGIN
	<p><i>To prepare for continuous improvement, ensure you have completed the following task:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the program goals set during program development.


DATA REVIEWS	
Key Recommendations	Corresponding Resources
<ul style="list-style-type: none"> <input type="checkbox"/> Assign individuals or teams responsibility and accountability for data, specifying when, how, and how often the data should be collected and analyzed. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Provide guidance regarding what makes data valid and trustworthy (e.g., accuracy, reliability, completeness, timeliness, source credibility). 	<p><i>Reflection Guide:</i> Student Data Review Protocol for Tutors</p> <p><i>Toolkit:</i> High-Impact Tutoring: Family & Caregiver Toolkit for School Districts</p> <p><i>One-Pager:</i> How to Use Student Data to Improve K-12 Tutoring</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Create short data-review cycles (e.g., bi-weekly or monthly) for quick adjustments based on real-time data and 	<p><i>Template:</i> School/Provider Ongoing Data Meeting Agenda</p>

observations, particularly in the first year (e.g., weekly reviews of school-wide data or even daily reviews of class-wide data).	<i>Reflection Guide:</i> Root-Cause Analysis
<input type="checkbox"/> Conduct formal data reflections at a larger scale (e.g., monthly, quarterly, or annual analyses of district-wide data).	<i>Template:</i> Tutor Training Improvement Analysis
<input type="checkbox"/> Define how data insights inform the next steps that adjust tutoring strategies and tutor training and improve student outcomes in real-time.	
<input type="checkbox"/> Identify who will act on and/or support the next steps , outlining their specific responsibilities and establishing a timeline for action.	<i>Reflection Guide:</i> During Implementation: Collaboration with Provider <i>Reading:</i> Outcomes-Based Contracting Continuous Improvement Guide
<input type="checkbox"/> Inform relevant stakeholders about data, insights, and actions , assigning responsibility for communication and setting deadlines for updates.	<i>Playbook Section:</i> 3.3 Engaging Stakeholders

SUSTAINABILITY PLANNING	
Key Recommendations	Corresponding Resources
<input type="checkbox"/> Establish high standards for effectively implementing the tutoring model and attain and maintain these high standards over time . Conduct a fidelity check utilizing a tool such as the Local Education Agency Self-Assessment and reflect on areas of improvement.	<i>Reflection Guide:</i> LEA Self-Assessment - Tutoring Quality Improvement System
<input type="checkbox"/> Engage in comprehensive evaluations , such as on-site visits, to foster a deeper understanding and ability to provide appropriate support.	<i>Checklist:</i> High-Impact Tutoring Site Visit Checklist
<input type="checkbox"/> Ensure financial sustainability by analyzing long-term funding strategies, grant renewal cycles and management, and look for opportunities to integrate tutoring within core district	<i>Playbook Section:</i> 3.2 Funding and Budgeting



operations to ensure continuity beyond initial funding sources.	
<input type="checkbox"/> Generate new and/or continued demand for tutoring by demonstrating evidence of impact by regularly sharing program successes and next steps with school leaders, families, and community partners.	<i>Example: Data Overview of Washington, DC’s High Impact Tutoring Initiative</i>
<input type="checkbox"/> Reinforce tutoring as a core component of student success by directly tying efforts to district-wide academic and equity initiatives .	



PLANNING FOR THE LONG TERM

	<ul style="list-style-type: none"> <input type="checkbox"/> Create a cross-functional team to oversee program evaluation and implement an iterative improvement cycle. <input type="checkbox"/> Standardize data collection protocols and utilize technology platforms for real-time analysis. <input type="checkbox"/> Share successes with stakeholders to maintain funding and community support.
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Tutoring Quality Standards and Self-Assessment Indicators

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2a.3 Process for continuous improvement using both qualitative and quantitative data 2a.4 Process for collecting, analyzing, and responding to feedback from a diverse group of stakeholders (families, students, tutors, and school faculty) 2a.5 Process for making adjustments to program design and instructional design based on program and student achievement data	
Data Use <i>Student Progress Measure</i>	The program has a system for measuring individual student progress over time and responding to those results; measures of progress include both academic growth and adaptive indicators (i.e., student engagement; student confidence).

<p>2c.3 Defined timeline for collecting, analyzing, and responding to data</p> <p>2c.4 Defined protocols for collecting, analyzing, and responding to data</p> <p>2c.5 Disaggregated progress monitoring by race, gender, IEP status, home language, and other important indicators to ensure equity of services</p>	
<p>Instruction <i>Student-Tutor Relationship</i></p>	<p>The program has an intentional strategy and supporting systems to build strong, positive relationships between students and tutors.</p>
<p>3c.3 System for monitoring and responding to ongoing student-tutor relationship dynamics</p>	
<p>Instruction <i>Instructional Practices</i></p>	<p>Tutors use research-based instructional practices aimed at fostering academic success and overall student well-being.</p>
<p>3e.2 A system to ensure tutors consistently implement effective instructional strategies (e.g., explicit modeling, effective questioning, high quality student feedback, opportunities for productive struggle, etc.) in virtual and/or in-person sessions</p> <p>3e.3 A system to ensure tutors consistently implement strategies that support overall student well-being in virtual and/or in-person sessions</p> <p>3e.6 A system (minimum of a bi-weekly frequency) for instructional observation, coaching and feedback to support effective instruction</p>	
<p>Learning Integration <i>School and Teacher Engagement</i></p>	<p>The program regularly engages with school leaders and/or teachers regarding instructional alignment and student progress.</p>
<p>4d.3 Close-out meeting at completion of tutoring program to discuss program's impact and individual student progress</p>	



Closing Thoughts

Over the past several years, the field of high-impact tutoring has grown tremendously, with districts, states, and tutoring providers working together to expand access to evidence-based programs that drive student learning. Research consistently demonstrates that high-impact tutoring is one of the most effective interventions for accelerating academic achievement, and its successful implementation has become a cornerstone of student support nationwide.

This playbook is a testament to the collective efforts of education leaders, researchers, and practitioners who have contributed their expertise to advancing high-impact tutoring. The National Student Support Accelerator, a program of the SCALE initiative at Stanford, is deeply grateful for the invaluable insights, resources, and dedication shared by so many in the field. We hope this playbook makes it easier for districts, states, and providers to launch and sustain effective tutoring programs that support student success.

We welcome your feedback and suggestions for future updates and look forward to celebrating the continued growth of equitable, high-quality high-impact tutoring programs across the country.

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