



## Rapid Provider Selection Screen

**Purpose:** This tool helps districts solicit necessary information from potential partners and supports holistic decision-making based on the district's specific context and priorities. This tool can be adapted to the local context to create a tutoring provider evaluation rubric.

To select a provider, examine each provider through the four progressive screens below. The screens are in order of priority: if a provider fails a given screen, stop and move on to a different provider rather than progressing to the next screen.

### 1. General Fit/Experience in the Identified Focus Area

Consideration	Evidence
<p>The provider has <b>experience serving the identified focus area</b> (content area/grade level) <b>and student population</b>.</p> <p><input type="checkbox"/> If not, they have experience in an adjacent area and a practical plan for how to adapt their model to your focus area.</p>	
<p>The provider has <b>experience in similar schools/districts</b> (size, demographics, etc.) as your district.</p> <p><input type="checkbox"/> If not, do they have a plan for how they gain an understanding of your context?</p>	
<p>The provider ensures that the program structure meets <b>state guidelines</b> when using tutoring to fulfill MTSS/RTI requirements.</p>	
<p>The provider can meet the <b>scale requirements</b> based on the number of students your district plans to serve (supply of tutors, etc.).</p>	
<p><b>Cost is Affordable Based on District Budget:</b> Typically \$1,200-\$2,500 per pupil.</p>	
<p><b>Legal Requirements:</b> The provider can commit to all legal requirements for partnering with your district (e.g., data-sharing agreements).</p>	



## 2. Impact and the Elements of High-Impact Tutoring

Consideration	Evidence
<b>Results Proven by Rigorous Research Studies</b>	
An independent researcher (unaffiliated with the program) conducted a rigorous evaluation (RCT or Regression Discontinuity Design) of the provider and found significant positive effects.	
<b>Exemplifying Elements of High-Impact Tutoring</b>	
<b>Equity</b> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Equity</b> is at the center of the provider's systems, policies, and practices.</li><li><input type="checkbox"/> The provider actively recruits and employs tutors who are <b>representative of the students they serve</b>.</li><li><input type="checkbox"/> The tutoring program provides initial training and ongoing support to tutors in <b>culturally sustaining practices</b>.</li></ul>	
<b>Safety</b> <ul style="list-style-type: none"><li><input type="checkbox"/> The provider has the <b>necessary protocols</b> in place to keep students (and their data) safe and <b>implements those protocols with fidelity</b>.</li></ul>	
<b>Cohesion</b> <ul style="list-style-type: none"><li><input type="checkbox"/> The provider has a <b>defined mission, vision, and set of organizational goals</b> that are <b>codified and well-understood</b> throughout the program.</li><li><input type="checkbox"/> The provider has <b>strong organizational leadership</b> and effectiveness.</li></ul>	
<b>Tutor   Consistency</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Students work with a <b>consistent tutor</b>, and the program has a focus on cultivating tutor-student relationships.</li></ul>	
<b>Tutor   Recruitment</b> <ul style="list-style-type: none"><li><input type="checkbox"/> The provider is willing to <b>tailor recruitment needs to</b></li></ul>	



Consideration	Evidence
<p><b>the local context</b> if necessary (e.g., sourcing from local universities, community programs).</p> <p><input type="checkbox"/> The provider can source tutors who can meet any <b>special need areas</b> (i.e., special education experience, language abilities).</p>	
<p><b>Tutor   Training and Support</b></p> <p><input type="checkbox"/> Tutors have <b>initial training, ongoing coaching</b>, and clear lines of <b>accountability</b>.</p> <p><input type="checkbox"/> Tutors have training regarding the <b>legal and ethical considerations</b> surrounding student data.</p>	
<p><b>Instruction   Significant Time</b></p> <p><input type="checkbox"/> For older students, it is recommended to have <b>session lengths</b> of 30 to 60 minutes, while younger students may thrive with shorter sessions.</p> <p><input type="checkbox"/> In terms of <b>session frequency</b>, it is recommended to schedule three or more sessions per week for a minimum duration of ten weeks.</p>	
<p><b>Instruction   Small Groups</b></p> <p><input type="checkbox"/> Group size is <b>no more than three students</b> at a time per tutor.</p>	
<p><b>Instruction   High-Quality Materials</b></p> <p><input type="checkbox"/> Materials are <b>aligned</b> with state standards and research on teaching and learning.</p> <p><input type="checkbox"/> The provider ensures that program materials include a <b>consistent set of engaging instructional routines</b> for tutors to use with students in each session, to support students' self-regulation, focus, and risk-taking in learning and to lower the burden for tutor preparation.</p>	
<p><b>Learning Integration   Embedded in School Day</b></p> <p><input type="checkbox"/> The provider embeds tutoring <b>in the school day</b> or immediately before or after school to create equitable</p>	



Consideration	Evidence
access, ensure consistency for students, and coordinate with school efforts.	
<b>Data Use   Regularly uses data to inform instruction and program improvement</b> <input type="checkbox"/> Formative assessments are <b>used regularly</b> to understand students' strengths and needs and build sessions to focus on these needs. <input type="checkbox"/> Program data is used to assess <b>effectiveness at improving student learning</b> and make adjustments based on this data. <input type="checkbox"/> The provider plans to serve as a <b>thought partner</b> to the district/school to reflect on data and improve implementation.	

### 3. Level of Alignment with the District

Consideration	Evidence
The provider's <b>Instructional strategies &amp; pedagogy</b> align with the district's instructional philosophy.	
The provider's <b>data-collection plan</b> is (or can be) aligned with district data initiatives (This includes the provider's surveys, assessments, etc.) Additionally, if the district already has an effective assessment that can place students in the appropriate tutoring group, program, scope, and sequence, the provider is willing to use this assessment.	
The provider ensures that <b>required technology integrates easily</b> into district technology systems.	
The provider is able to <b>align their program with existing initiatives and programs</b> if required (e.g., leveraging a district's SEL curriculum).	



#### 4. Logistical and Operational Requirements

Consideration	Evidence
<p><b>Logistics:</b> Your district can develop <b>a plan for any operational requirements</b> outlined by the provider's model, such as:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Staffing responsibilities at school sites</li><li><input type="checkbox"/> Physical space needed at school sites</li><li><input type="checkbox"/> Scheduling/matching tutor availability to student schedules</li><li><input type="checkbox"/> Tutor/teacher collaboration and implications for teacher contracts</li><li><input type="checkbox"/> Data sharing and technology needs (particularly for virtual programs)</li></ul>	
<p><b>District Capacity:</b> Your district can <b>meet any capacity requirements</b> needed by the provider (e.g., time to meet with the provider, capacity for engagement and collaboration with different departments).</p>	
<p><b>Timeline:</b> The provider can meet your desired <b>timeline for implementation</b>.</p>	
<p><b>Point Person:</b> There is a <b>single point of contact</b> who will be assigned to be your point person at the provider.</p>	
<p><b>Joint Fundraising:</b> If needed, the provider is willing to <b>raise funds</b> for the program <b>jointly</b>.</p>	