Scaling High-Impact Tutoring with Fidelity: District Case Studies

Welcome! Please write into the chat:

- What is your name and organization?
- Where are you joining from?



Scaling High-Impact Tutoring with Fidelity: District Case Studies

High-Impact Tutoring: Solutions from the Field Webinar Series - Fall 2026



NATIONAL STUDENT SUPPORT ACCELERATOR

Stanford | SCALE Initiative
Accelerator for Learning

National Student Support Accelerator



NSSA is devoted to translating promising research about how high-impact tutoring can benefit students, particularly those in underserved communities, into practical tools and guidance.

Our mission is to accelerate the growth of high-impact tutoring opportunities for K-12 students in need.

Learning Objective(s):

1. **Explore** what **scaling high-impact tutoring looks like** in three different district settings.

2. **Identify** the non-negotiables that **protect quality as a program grows** (time in the school day, group size, curriculum, space) and where districts can allow flexibility.

3. **Learn** how districts and outside tutoring partners **co-design programs and build buy-in** from school leaders and educators to sustain tutoring for the long term.

HouseKeeping

- **Recording:** This session is being recorded. The recording and slides will be emailed to all registrants.
- **Captions:** Live captions are available. Select the captions button at the bottom of your screen.
- **Questions:** Please submit questions in the Q&A box. We will answer as many as time allows.
- **Chat:** Use the chat to introduce yourself and share resources.
- **Technical help:** Message Zeisa Vieira in the chat
- **Follow-up:** Please complete the short survey at the end of the session.

What is “High-Impact” Tutoring?

What Is High-Impact Tutoring?

In short, high-impact tutoring is:

- ★ **Intensive** (3x/week, ~30 mins)
- ★ **Relationship-based** (Same well-trained tutor every time)
- ★ **Individualized** (Lessons match students' needs)

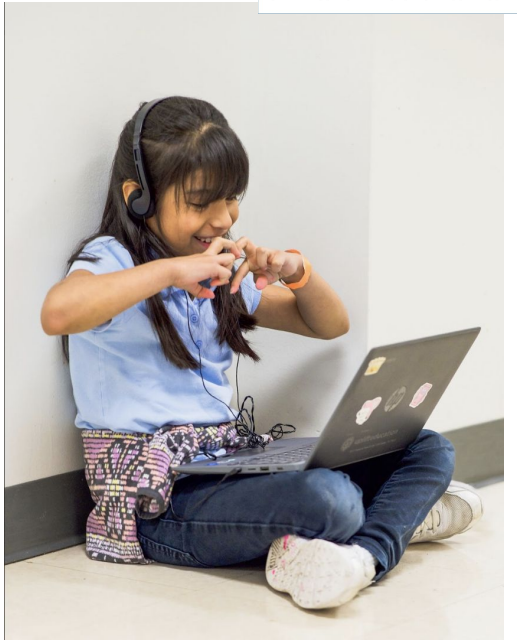
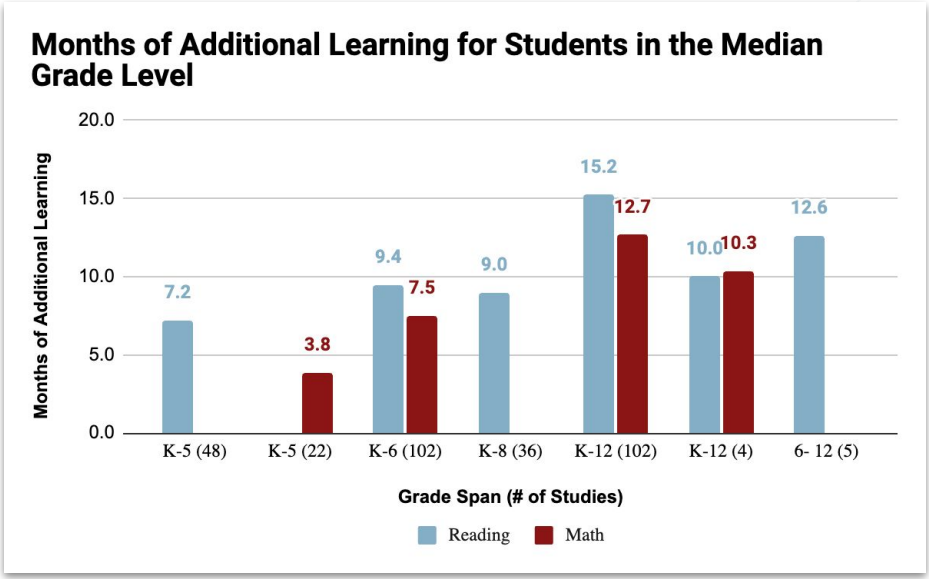


Photo credit: OnYourMark

Why do high-impact tutoring?

- Many research studies show that students who participate in one year of high-impact tutoring can gain an additional **3-15 months of learning** beyond what they typically learn in a school year.

- This means that **students who are behind grade level particularly benefit** from tutoring.



Sources

Scaling High-Impact Tutoring with Fidelity: District Case Studies



Leiah Groom Thomas (moderator)
Senior Manager
National Student Support Accelerator



Katherine Bassett
CEO
New Jersey Tutoring Corps



Gurkan Kose
Chief Academic Officer
iLearn Schools



Sydonie Maitland
Director of Curriculum & Instruction
Penns Grove-Carneys Point Regional SD



Susan Rodgers
Assistant Supt. of Academics
Union County Public Schools



Alan Safran
CEO
Saga Education

Who We Are



Gurkan Kose
Chief Academic Officer
iLearn Schools

Gurkan Kose, Ph.D., is Chief Academic Officer at iLearn Schools, a network of public charter schools in New Jersey and New York, where he leads academics for K–12 teachers and school leaders. A mathematics educator with 23 years in New York and New Jersey public schools, he also teaches mathematics education courses at Montclair State University.

Who We Are



Sydonie Maitland

Director of Curriculum and Instruction
Penns Grove-Carneys Point Regional School District

Dr. Sydonie S. Maitland serves as Director of Curriculum and Instruction for the Penns Grove-Carneys Point Regional School District, where she leads district-wide academic programming, professional development, and instructional improvement. An experienced principal and school administrator, she brings expertise in curriculum development, teacher leadership, and restorative practices to building inclusive, high-achieving school communities. She holds a Doctor of Education in Educational Leadership and Management from Drexel University.

Who We Are



Susan Rodgers

Assistant Superintendent of Academics
Union County Public Schools

Dr. Susan Rodgers serves as the Assistant Superintendent of Academics for Union County Public Schools (UCPS), which ranks first in North Carolina for overall End-of-Grade (EOG) and End-of-Course (EOC) grade-level proficiency for the second consecutive year. She oversees Curriculum and Instruction, Exceptional Children, College Readiness, and Career Readiness. With more than 20 years of experience in education, she has served as a classroom teacher, curriculum coordinator, assistant principal, principal, and district leader.

From Pilot to Scale

From 10 campuses to 12 and 800+ students

iLearn Schools · Round 1 · From pilot to scale

Who we serve

Public charter network in northern NJ: Bergen, Hudson, Passaic, Paterson

The problem

Achievement gaps in grades 3–9 and students who had lost confidence

The model

Groups of 4 · same tutor all year · during the school day · twice a week · students chosen by state test and i-Ready data

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27 so far
Campuses	10	10	12	12
Students tutored	893	796	885	814

Scaling meant fixing what we learned each year, not just doing more of the same.

High-Impact Math Tutoring Initiative

Penns Grove-Carneys Point Regional School District

Student Demographics

2,223 PK–12 students; ~75% economically disadvantaged.

Math Achievement Challenges

13% proficiency versus 40% NJ average.

District Initiative Goals

Accelerate mastery through targeted small-group support.

Diverse Community: Majority-minority district serving Hispanic, Black, and White families.

High Support Need: Elevated poverty rates requiring targeted academic intervention.



High-Impact Tutoring Rollout

The district began high-impact tutoring in pilot with our 6th grade students with a cohort of 30 students and then moved the next year to grades 1–8.



Susan Rodgers
Assistant Supt. of Academics,
Union County Public Schools

Scaling High-Impact Tutoring with Fidelity: District Case Studies

What Does it Take to Scale?

Implementation Challenges

Penns Grove-Carneys Point Regional School District

Establishing Buy-In

Aligning staff, families, and leadership around shared goals.

Scheduling & Program Design

Structuring high-dosage sessions within master school schedules.

Pull-Out vs. Push-In

Balancing targeted intervention with core classroom instruction.

Student Identification

Using assessment data to prioritize high-need cohorts.

Scaling High-Impact Tutoring with Fidelity: District Case Studies



Susan Rodgers

Assistant Superintendent of Academics

Union County Public Schools

Three hard parts, and what we learned

iLearn Schools · Round 2 · What it actually took

1 The schedule

2 of 8 ELA and math periods a week, around lunch, space and bell schedules, while filling each 29-hour tutor week with groups of 4.

What we learned: Schedule tutoring in the second block (centers) and protect core instruction as much as possible.

2 Tutors and teachers

Where tutors pulled during direct teaching, students missed core work and some teachers pushed back hard.

What we learned: Buy-in is the school leader's job. Where leaders welcomed tutors as staff, tutors became part of the school.

3 Staffing

We launched in 2023-24 at 10 campuses with about 40 tutors, coordinators and coaches. Some schools began the year with vacancies.

What we learned: Retention is still a challenge, but staffing is much more consistent now.

Holding the Line on Quality

Scaling High-Impact Tutoring with Fidelity: District Case Studies



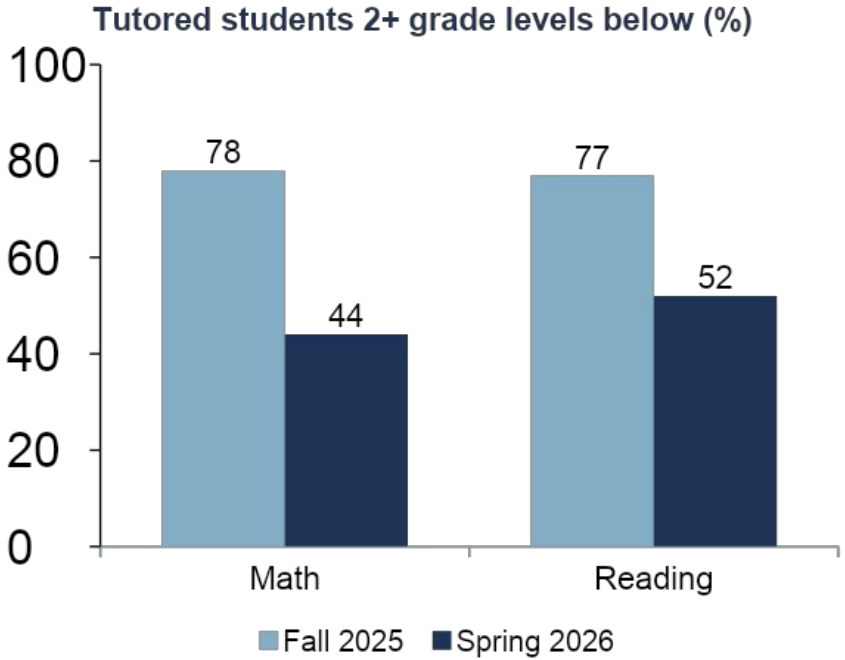
Susan Rodgers

Assistant Superintendent of Academics

Union County Public Schools

Students grew. What does tutoring add?

iLearn Schools · Round 3 · Holding the line on quality



117% / 133%

of a year's typical growth, math / reading, for students who started 3+ grade levels below

How we check ourselves

- Compare with similar students who were not tutored
- Clear eligibility rules; roster refresh after winter i-Ready
- Protect core instruction; link tutoring to the class unit
- One shared data file with our partner, every month
- Ongoing data review and improvement cycles

Key Math Takeaways

Penns Grove-Carneys Point Regional School District

+0.8%

VS. +0.6% STATEWIDE

Positive Trajectory Across All Grades

Combined Levels 4 & 5 proficiency rose from 2025 to 2026, outpacing statewide gains.

GRADE 4 PROFICIENCY

+7.9%

Largest standard grade jump vs. +0.1% statewide.

GRADE 7 PROFICIENCY

+6.8%

Outperformed -0.6% statewide decline in Levels 4 & 5.

GRADE 8 PROFICIENCY

+2.4%

Continued growth in students meeting or exceeding expectations.

Q&A



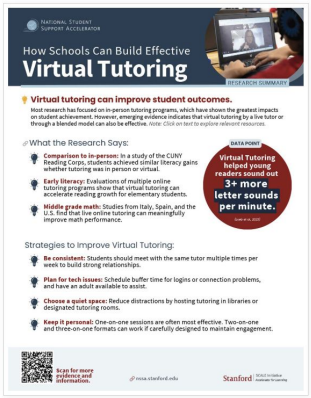
Resources



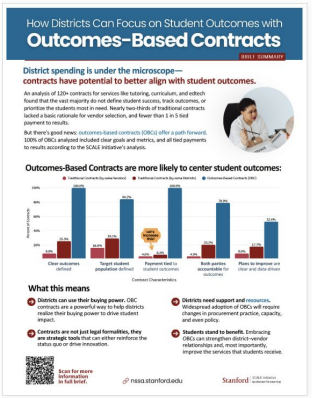
One-Pagers on Research and High-Impact Tutoring

Scan the QR Code to access all one-pagers!

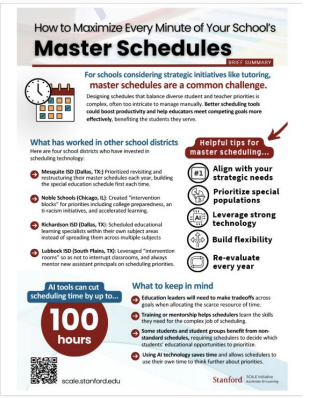
One-Pagers



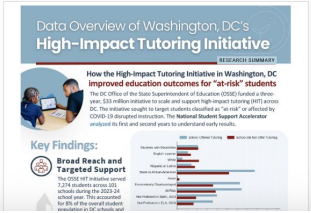
How Schools Can Build Effective Virtual Tutoring

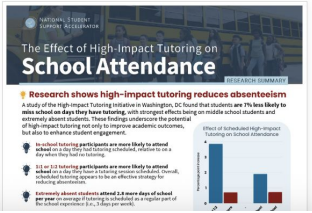


How Districts Can Focus on Student Outcomes with Outcomes-Based Contracts



How to Maximize Every Minute of Your School's Master Schedules







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HIGH IMPACT TUTORING WEBINARS

SEP 30 — Tutoring That Fits: Aligning High-Impact Models with Your District's Priorities

OCT 14 — Tutor coaching research and practice: How to get the most from your tutors

OCT 28 — From a Moment to a Movement in California: Lessons for High-Impact Tutoring in States

NOV 18 — Scaling High-Impact Tutoring with Fidelity: District Case Studies

DEC 9 — Designing High-Impact Tutoring for Multilingual Learners: Lessons Learned

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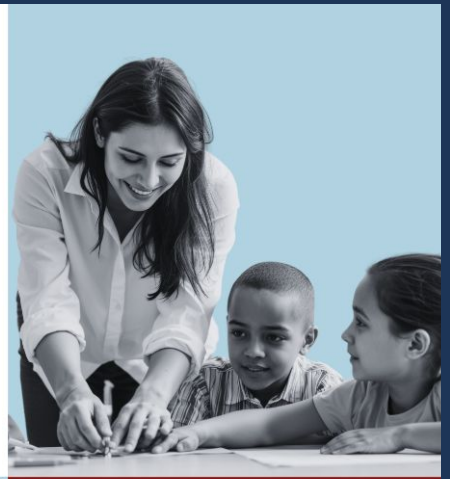
HIGH-IMPACT TUTORING

WEBINAR SERIES

5 TOPICS

10+ SPEAKERS

REGISTER!



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Stanford SCALE Initiative *Accelerator for Learning*

Join us this fall for a **monthly webinar series** discussing coaching tutors, supporting multilingual learners,Aligning models with your district's priorities, scaling with fidelity, and building CA movement for high-impact tutoring.

Let’s connect!

Strategic Advising



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THANK YOU!

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For additional information and resources, please visit **https://nssa.stanford.edu/**

Contact: info@studentsupportaccelerator.org



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