

Selecting Students Reflection Guide

Purpose: This tool uses data-driven decision-making to guide student selection for a tutoring program. The following outlines potential ways to determine student groups you would like to target, with examples of the type of data used to generate a list of students selected for high-impact tutoring.

Important Note if participating in research: If [research is being conducted on the tutoring program](#), randomly select which students receive tutoring based on predetermined criteria (e.g., students who are more than one grade-level below standards or those receiving special services). This is done to ensure a systematic approach as opposed to other selection methods (e.g., time of day available, teacher selection, or students selecting in) that might unintentionally disadvantage some groups of students.

Use the template [below the table](#) to track your notes on the following:

- **If working with a provider:** Do you want to make any adaptations to their typical criteria for choosing students?
- **If building your own program:** Which criteria fit your context best? What will you add to it to make it more specific to your context?

Target	Potential Prioritization	Examples
Focus Area Select the students within the grade levels and content areas for whom tutoring will most support significant academic needs.	Content Areas: Identify students struggling the most for the chosen subject area.	Reading comprehension is an area with widespread low performance in the school. Data Source: State Tests
	District Program Need: Prioritize the group of students that do not have existing district program structures supporting them.	Tier II students that are just below proficient who could use additional support from high-impact tutoring. Data Source: Formative or Summative Tests
	Grade Levels: Identify students with the greatest needs in the chosen grade levels.	Grades 6 to 7 show a significant drop in math proficiency. Data Source: State Tests
	Student Need: Prioritize areas with the highest concentration of students who would benefit from tutoring.	First-grade students are in a critical year for developing foundational skills. Data Source: Reading Diagnostic



Student Academic Performance Identify students who need academic support based on performance data and other indicators.	Absenteeism: Determine if high-impact tutoring should be added to an existing attendance improvement plan.	A student who has missed more than 20% of school days this semester and already has several other support measures to encourage attendance. Data Source: Attendance Records
	Equity Considerations: Prioritize students who don't have access to additional support systems like private tutoring or after-school programs.	A student in a low-income household without access to private tutoring services. Data Source: School Counselor
	Growth Opportunities: Identify students who are working below grade level.	A student performing below grade level in reading fluency. Data Source: Reading Diagnostic
	Teacher Recommendations: Consult teachers for insights on students who may not be showing up in academic data but need support.	A student is not currently failing but struggling with class participation or understanding key concepts. Data Source: Teacher Recommendation
	Test Scores: Identify a threshold for success on state, interim, or unit assessments.	A student scoring below the 25th percentile on state math assessments. Data Source: Standardized Test
Special Populations Ensure the program supports special populations (ELLs, Special Education, etc.) without interfering with other mandated supports.	Compliance with Mandates: Ensure tutoring does not interfere with other required services (e.g., IEPs, 504 plans).	A student receiving speech therapy cannot conflict with tutoring sessions. Data Source: Individual Student Schedules
	English Language Learners (ELLs): Identify language barriers and provide appropriate support.	An ELL student struggling with reading and writing in English but has strong listening comprehension and speaking. Data Source: WIDA ACCESS or language equivalency data
	Special Education Needs: Ensure accommodations and support services are available for students with disabilities.	A student with a learning disability in math requires additional time and a differentiated curriculum. Data Source: Student IEP/504

Logistics Ensure that students can attend tutoring sessions and that any logistical barriers are addressed	Class Schedules: Cross-reference students' schedules with available tutoring times to ensure attendance.	A student with a conflict between tutoring sessions and an advanced band class. Data Source: School Primary Schedule; Class Rosters
	Language Proficiency: Consider language proficiency needs when scheduling sessions.	A student who speaks Spanish as their first language may require a bilingual tutor or specific language support during sessions. Data Source: WIDA ACCESS or language equivalency data
	Technology Access: Ensure that students access necessary technology (e.g., computers, internet) if virtual tutoring is available.	A student without 1:1 may need scheduling in a computer lab. Data Source: Technology distribution lists
Provider Fit Match tutoring providers with students and schools based on their expertise, capacity, and program model.	Capacity: Ensure providers can meet the needs of students, such as the availability of tutors and resources.	A provider with a proven track record of successfully supporting ELL students in language arts. Data Source: Tutor Evidence/Resume
	Program Model: Match the provider's program model with the school's specific tutoring needs (e.g., in-person vs. virtual, small group vs. one-on-one).	A provider specializing in one-on-one, in-person math tutoring for struggling middle school students. Data Source: Tutor Evidence/Resume
	Provider Expertise: Match tutors with appropriate subject knowledge and experience for the students' needs.	Assign a tutor with expertise in high school algebra to work with students struggling in that area. Data Source: Tutor Roster

Regardless of whether you are partnering with a provider or building your own, once you have selected the specific criteria you will use, consider the following:

- How can you best support school administrators to follow these guidelines in determining which students will receive tutoring services?
- What indicators of success can you use to determine the effectiveness of your guidelines and the student selection process?



Students Selected for High-Impact Tutoring

Helpful Hint! Copy/paste these headings into an excel sheet if utilizing a database for student groupings.

Target and Prioritization	Data Source	Score Bands	Students in this Grouping (Use Data and Teacher Recommendation)	Student Considerations/Needs