



## 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
<b>Focus Area</b>  Select the students within the grade levels and content areas for whom tutoring will most support significant academic needs.	<b>Content Areas:</b> Identify students struggling the most for the chosen subject area.	Reading comprehension is an area with widespread low performance in the school. <b>Data Source:</b> State Tests
	<b>District Program Need:</b> 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. <b>Data Source:</b> Formative or Summative Tests
	<b>Grade Levels:</b> Identify students with the greatest needs in the chosen grade levels.	Grades 6 to 7 show a significant drop in math proficiency. <b>Data Source:</b> State Tests
	<b>Student Need:</b> 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. <b>Data Source:</b> Reading Diagnostic



<b>Student Academic Performance</b>  Identify students who need academic support based on performance data and other indicators.	<b>Absenteeism:</b> 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. <b>Data Source:</b> Attendance Records
	<b>Equity Considerations:</b> 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. <b>Data Source:</b> School Counselor
	<b>Growth Opportunities:</b> Identify students who are working below grade level.	A student performing below grade level in reading fluency. <b>Data Source:</b> Reading Diagnostic
	<b>Teacher Recommendations:</b> 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. <b>Data Source:</b> Teacher Recommendation
	<b>Test Scores:</b> Identify a threshold for success on state, interim, or unit assessments.	A student scoring below the 25th percentile on state math assessments. <b>Data Source:</b> Standardized Test
<b>Special Populations</b>  Ensure the program supports special populations (ELLs, Special Education, etc.) without interfering with other mandated supports.	<b>Compliance with Mandates:</b> Ensure tutoring does not interfere with other required services (e.g., IEPs, 504 plans).	A student receiving speech therapy cannot conflict with tutoring sessions. <b>Data Source:</b> Individual Student Schedules
	<b>English Language Learners (ELLs):</b> Identify language barriers and provide appropriate support.	An ELL student struggling with reading and writing in English but has strong listening comprehension and speaking. <b>Data Source:</b> WIDA ACCESS or language equivalency data
	<b>Special Education Needs:</b> 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. <b>Data Source:</b> Student IEP/504



<b>Logistics</b>  Ensure that students can attend tutoring sessions and that any logistical barriers are addressed	<b>Class Schedules:</b> Cross-reference students' schedules with available tutoring times to ensure attendance.	A student with a conflict between tutoring sessions and an advanced band class. <b>Data Source:</b> School Primary Schedule; Class Rosters
	<b>Language Proficiency:</b> 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. <b>Data Source:</b> WIDA ACCESS or language equivalency data
	<b>Technology Access:</b> 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. <b>Data Source:</b> Technology distribution lists
<b>Provider Fit</b>  Match tutoring providers with students and schools based on their expertise, capacity, and program model.	<b>Capacity:</b> 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. <b>Data Source:</b> Tutor Evidence/Resume
	<b>Program Model:</b> 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. <b>Data Source:</b> Tutor Evidence/Resume
	<b>Provider Expertise:</b> 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. <b>Data Source:</b> 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