



NATIONAL STUDENT
SUPPORT ACCELERATOR

equalizing access to quality tutoring

Tutoring Quality Improvement System: Local Education Agency Self-Assessment Form

August 2024



Tutoring Quality Improvement System (TQIS) LEA Self-Assessment Form

The Tutoring Quality Improvement System (TQIS) Self-Assessment provides local education agencies and tutoring organizations with a rapid, free, and research-based assessment of their program's quality by comparing the tutoring program's characteristics and activities to the TQIS Quality Standards. Upon completion of the Self-Assessment, tutoring programs will receive an assessment report detailing how closely the program aligns with each standard and tailored recommendations and resources to support the tutoring program's continuous improvement. Below is a preview of the Self-Assessment questions to help tutoring programs prepare for using the Self-Assessment tool online.

Upon completion of the [Self Assessment](#), tutoring programs will receive an assessment report detailing how closely the program aligns with each standard and tailored recommendations and resources to support the tutoring program's continuous improvement.

Below is a preview of the Self Assessment questions to help tutoring programs prepare for using the [Self Assessment](#) tool online.

A Note about Equity: A true commitment to equitable outcomes requires individuals at all levels of a tutoring organization to 1) critically examine their own biases, 2) embed equity into program design, systems and structures, and 3) engage in constant reflection on program effectiveness. Throughout this assessment, you will answer questions designed to assess how well your tutoring program puts equity at the center of your practices. At the end of the self assessment, you will receive feedback on how well your program aligns with the quality standards most closely tied to equity. The work of striving for equity is never done, so we will keep updating this assessment and its recommendations to help programs embody equity in their decisions.

About LEA / Organization / Program Name

LEA/Organization/Program Name

Mailing Address

Primary Contact Person

Email Address

Phone Number

Grades Served (please check all that apply)

- Pre-K/early childhood
- Early elementary (K-2)
- Late elementary (3-5)
- Middle school (6-8)
- High school (9-12)

Tutoring Program Subject Area (please check all that apply)

- Literacy
- Math
- Science
- Writing
- Other

Primary Type of Tutor

- Certified teachers
- Classified staff/educational assistant/paraprofessional
- College graduate
- High school graduate
- Volunteers

Please choose an option below to indicate whether you are interested in sharing your tutoring program's information

- Yes - I agree that information from this assessment can be used for other research conducted by the Accelerator.
- No - I do not agree to the use of my information for this purpose.



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

Tutor Preservice Training Quality Standard: The tutoring program provides high-quality onboarding and training, tailored to program context.

How are your tutors initially trained and onboarded?

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

- 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 backgrounds of the population of students served
- 1b.5 | Initial training on implementing specific instructional practices that support ELLs and students with IEPs
- 1b.6 | Pre-service training in social and emotional learning
- 1b.7 | Surveys or other opportunities for tutors to provide feedback on supports and training
- None of the above

Tutor Coaching and Feedback Quality Standard: The tutoring program provides ongoing support to tutors through observations, coaching, and two way feedback between the tutor and their coach.

How does your tutoring program provide ongoing support to tutors?

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

- 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
- 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
- 1c.3 | Established routine for ongoing observation of tutors
- 1c.4 | Set times to debrief observations and provide feedback to tutors
- 1c.5 | Support for staff who support or coach tutors, including resources and training to deliver quality feedback
- 1c.6 | Ongoing training and follow-up on implementing DEI practices
- 1c.7 | Ongoing training and follow-up on implementing specific instructional practices that support multilingual learners (MLL) and students with IEPs
- 1c.8 | Ongoing training to support overall student well-being
- 1c.9 | Surveys or other opportunities for tutors to provide feedback on coaching supports
- None of the above



Element 2: Data Use

Program Effectiveness and Improvement Quality Standard: The tutoring program has demonstrated a commitment to understanding overall program effectiveness and processes for ongoing improvement.

How does your tutoring program demonstrate a commitment to understanding overall program effectiveness and processes for ongoing improvement?

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

- 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
- 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
- None of the above

Formative Assessment Quality Standard: The tutoring program provides tutors with support to collect, analyze, and use formative assessment data to inform design of future sessions.

How does your tutoring program provide tutors with support to collect, analyze, and use formative assessment data to inform the design of future sessions?

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

- 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.3 | Dedicated meeting time for tutors and coaches to analyze formative data
- 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
- None of the above

Student Progress Measure Quality Standard: The tutoring 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).

How does your tutoring program measure and respond to individual student progress over time?

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

- 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.3 | Defined timeline for collecting, analyzing, and responding to data
- 2c.4 | Defined protocols for collecting, analyzing, and responding to data
- 2c.5 | Disaggregated progress monitoring by race, gender, IEP status, home language, and other important indicators to ensure equity of services
- None of the above



Element 3: Instruction

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

How does your tutoring program group students to maximize the learning of all students?

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

- 3a.1 | Student groupings based on student needs, tutor skill sets, and program goals
- 3a.2 | Planning protocols to support adaptation of session design to address student and group needs
- None of the above

Tutor Consistency Quality Standard: Students receive consistent tutoring from the same tutor; any adjustments to groupings occur sparingly and strategically.

To what extent do students in your program receive consistent tutoring?

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

- 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
- None of the above

Student-Tutor Relationship Quality Standard: The tutoring program has an intentional strategy and supporting systems to build strong, positive relationships between students and tutors.

How does your tutoring program facilitate strong/positive student-tutor relationships?

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

- 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
- 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)
- 3c.3 | System for monitoring and responding to ongoing student-tutor relationship dynamics
- None of the above

High-Quality Instructional Materials (HQIM) Quality Standard: The tutoring program uses high-quality instructional materials that are user-friendly, rigorous and research-based.

How does your tutoring program ensure high quality instructional materials are available for and used by tutors?

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

- 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
- None of the above

Instructional Practices Quality Standard: Tutors receive explicit training, modeling, and coaching related to the use of effective instructional strategies (e.g., strong questioning, lesson pacing, and modeling).

How does your tutoring program ensure tutors implement effective instructional strategies to serve all students?

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

- 3e.1 | A set of clearly articulated instructional practices used by tutors and aligned with the program design
- 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
- 3e.3 | A system to ensure tutors consistently implement strategies that support overall student well-being in virtual and/or in-person sessions
- 3e.4 | A system of supports and interventions for meeting language needs of multilingual learners (MLL)
- 3e.5 | A system of supports and interventions for meeting the needs of students with IEPs
- 3e.6 | A system (minimum of a bi-weekly frequency) for instructional observation, coaching and feedback to support effective instruction
- None of the above



Routines & Structures Quality Standard: The program has consistent lesson structure, set instructional routines, and standard procedures to maximize learning; tutor-specific modifications are intentional and informed by student needs.

To what extent does your tutoring program ensure sessions have consistent routines and structures for tutors and students?

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

- 3f.1 | Consistent tutoring session structure with space for instructional delivery, relationship-building, independent practice time, and formative assessment
- 3f.2 | Set of consistent instructional routines
- 3f.3 | Routines and structures that are culturally responsive and relevant to the backgrounds and experiences of the students served were intentionally created and are consistently implemented
- None of the above

Dosage Quality Standard: The tutoring program provides each student with at least three 30-minute tutoring sessions per week.

Does your tutoring program's session dosage ensure students academic and developmental needs are met?

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

- 3g.1 | Dosage amounts that are consistent in each session for individual students
- 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
- 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)
- None of the above

Student-Tutor Ratio Quality Standard: The ratio of student to tutors in the program does not exceed 4:1.

Does your student-tutor ratio ensure all students' academic and developmental needs are met?

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

- 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
- None of the above

Element 4: Learning Integration

Setting (i.e., During School vs. Out of School) Quality Standard: The tutoring program occurs during the school day.

How does your tutoring program ensure that decisions about when and where students receive tutoring maximize student learning?

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

- 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
- None of the above

Integration with School Schedule Quality Standard: If occurring during the school day, the tutoring program strategically considers the tradeoffs of students attending tutoring vs. other components of the day.

How does your tutoring program integrate with the school's schedule to support the holistic-development of students?

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

- 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)
- None of the above



Curricular Alignment Quality Standard: If classroom instruction is based on rigorous and high quality materials, the tutoring program aligns to classroom curricula.

How does your tutoring program support classroom instruction?

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

- 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)
- None of the above

School/Teacher Engagement Quality Standard: The tutoring program regularly engages with school leaders and teachers regarding instructional alignment and student progress.

How does your tutoring program engage with the school community, including leaders and teachers, to ensure there is strong program- school alignment?

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

- 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
- None of the above

Caregiver Engagement Quality Standard: The tutoring program ensures regular engagement with caregivers and updates on student's progress.

How does your program engage with families and ensure they understand students' progress?

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

- 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
- None of the above

Student Enrollment/Retention Quality Standard: The tutoring program has a defined approach to enroll and retain students; particular attention is paid to reducing barriers to participation.

Does your tutoring program have a defined approach to enrolling and retaining students, with particular attention paid to reducing barriers to participation?

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

- 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.)
- 4f.2 | A clearly defined retention strategy for ensuring students attend tutoring sessions
- 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
- None of the above



Element 5: Safety

Safety Protocols Quality Standard: The tutoring program has all necessary protocols in place to keep students (and their data) safe and implements those protocols with fidelity.

Does your tutoring program have necessary protocols in place to keep students and their data safe and implement those protocols with fidelity?

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

- 5a.1 | Health protocols that meet all federal, state, and local legal guidance
- 5a.2 | Thorough background checks and professional reference checks of all tutors before they begin working with students
- 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
- None of the above

Data Privacy and Security Quality Standard: The tutoring program has all necessary protocols in place to keep student and tutor data safe and implements those protocols with fidelity.

Does your tutoring program have necessary protocols in place keep student and tutor data safe and implement those protocols with fidelity?

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

- 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
- None of the above

Element 6: Cohesion

Program Design Quality Standard: The tutoring program is designed to successfully meet the needs of the community it serves.

Is your tutoring program designed to successfully meet the needs of the community/district you serve?

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

- 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](#))
- None of the above

Leader Role Clarity Quality Standard: The tutoring program has clearly defined roles and responsibilities for the leadership team, with particular attention to clearly defining tutor coaching responsibilities.

Does your tutoring program have clearly defined roles and responsibilities for the leadership team?

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

- 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
- 6b.4 | A written plan with a timeline/schedule for tutor coaching and support
- 6b.5 | A clear performance management system that outlines expectations and processes for promotion and for performance issues
- None of the above



Leader Professional Development Quality Standard: Program leaders receive support to implement their roles with fidelity.

Do your tutoring program’s leaders receive support to implement their roles with fidelity?

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

- 6c.1 | Ongoing professional development/coaching for staff at all levels
- 6c.2 | Fidelity checklists to ensure alignment with roles and responsibilities
- None of the above

Organizational/Program Health and Culture Quality Standard: The tutoring program has a defined mission, vision, and set of organizational goals that are aligned with broader context and well understood by stakeholders.

To what extent are your tutoring program’s mission, vision, and set of organizational goals defined and understood by stakeholders?

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

- 6d.1 | A mission statement that is aligned with the context in which you operate
- 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
- 6d.4 | A functioning and diverse board of directors that meets regularly (for tutoring organizations only)
- 6d.5 | A clean annual audit or review of financial practices conducted by an independent accounting firm (for tutoring organizations only)
- None of the above