

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

Welcome! Please write into the chat:

- Where are you joining from?
- What is the biggest barrier to sustaining tutoring in your context?



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

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



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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.

5 TOPICS

10+ SPEAKERS



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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.

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GET READY!

 HIGH-IMPACT TUTORING
WEBINAR SERIES

Join us for a five-part webinar series exploring the research, evidence, and effective practices behind high-impact tutoring. Wednesdays at 3:00 p.m. Eastern Time.

- Sept 30, 2026 | Tutoring That Fits: Aligning High-Impact Models with Your District's Priorities
- October 14, 2026 | Tutor coaching research and practice: How to get the most from your tutors
- October 28, 2026 | From a Moment to a Movement in California: Lessons for High-Impact Tutoring in States
- November 18, 2026 | Scaling High-Impact Tutoring with Fidelity: District Case Studies
- December 9, 2026 | Designing High-Impact Tutoring for Multilingual Learners: Lessons Learned

Session Objective(s):

1. **Identify which high-impact tutoring model fits** a given student need and context.
2. **Learn about three districts in very different contexts** who **integrated virtual high-impact tutoring** into an existing intervention system.
3. **Take away concrete practices** for securing school-level buy-in, protecting instructional time, and using implementation and outcome data to sustain a program past its initial funding.

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.

Who is in the room?





Chayne Turano (moderator)
Quality Improvement Manager,
National Student Support Accelerator



Guirlande Zetrenne
Assistant Principal, District 13
(Brooklyn), NYCPS



Dr. Sheila Barnhart Womack
Director,
GEAR UP Southern West Virginia



Chenin Northgrave
Assistant Director of Student Services,
Sage Oak Charter Schools



Kara Hall
Senior Director of Customer Success,
Tutor.com



Dave Stevenson
CEO, Reading Futures



Who we are



Chenin Northgrave

Assistant Director of
Student Services, Sage
Oak Charter Schools

Chenin Northgrave is the Assistant Director of Student Services at Sage Oak Charter Schools, a public personalized learning charter school serving 6 California Counties. Chenin brings a wealth of practical experience in designing and scaling research-based interventions in a virtual setting. Rather than treating tutoring as a separate add-on, her work focuses on seamlessly integrating high-impact virtual tutoring into existing district intervention systems—protecting instructional time, securing buy-in, and driving measurable student growth.

Who we are

Sheila Barnhart Womack is the Director of GEAR UP Southwest Virginia, a federally funded program dedicated to preparing students for success in college and careers. Throughout her career, she has championed educational access, student engagement, and strategic partnerships that create meaningful opportunities for young people. Sheila is recognized for her collaborative leadership style and commitment to supporting students, families, educators, and communities.



Dr. Sheila Barnhart Womack
Director, GEAR UP
Southern West Virginia

Who we are

Guirlande Zetrenne served for four years as the District 13 Academic Intervention Services Coordinator, supporting schools in the design and implementation of academic intervention and high-impact tutoring systems. Her work focused on using student data to identify needs, align evidence-based interventions with school and district priorities, and strengthen progress monitoring and instructional practice. She currently serves as Assistant Principal at P.S. 256 Benjamin Banneker Magnet School.



Guirlande Zetrenne
Assistant Principal, District
13 (Brooklyn), NYCPS

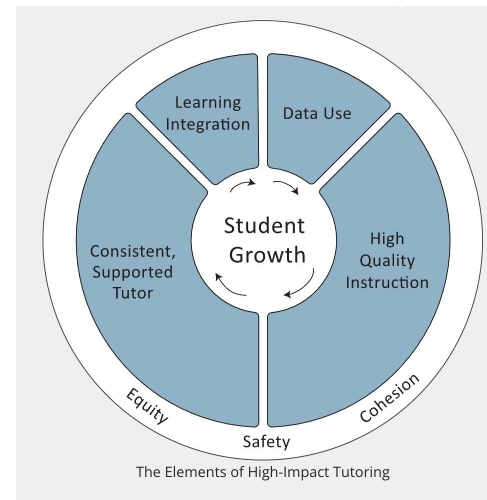
What is “High-Impact” Tutoring?



What is high-impact tutoring?



- Regular sessions (3+ times per week for 10+ weeks)
- Small-group formats (one-to-one is optimal; no greater than one-to-four)
- Consistent, well-trained tutors
- Data-driven instruction
- School-day implementation
- Vetted, structured instructional materials that complement core classroom instruction

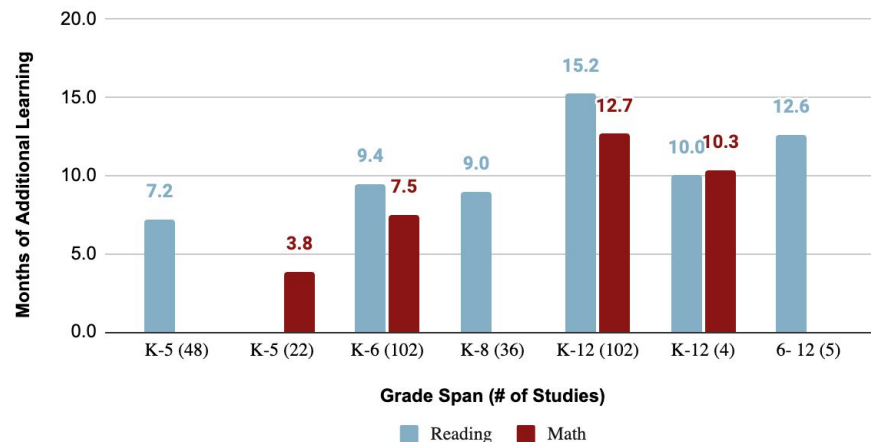


For more information, see [High-Impact Tutoring One-Pager](#)

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.

Months of Additional Learning for Students in the Median Grade Level



Sources

Choosing the Model



Secondary Literacy: Ladder of Intervention

The ladder of intervention is a structured guide that outlines reading support options for secondary students, helping educators place learners in the most appropriate intervention programs based on their individual needs and skill levels. Below is guidance for commonly implemented interventions in NYCPS secondary schools.

Program	Summary	Components	Instructional Level & Group Size
 STARI Strategic Adolescent Reading Intervention Grades 6 - 10	The STARI curriculum is standards-infused and targets students in grades 6-9 who are reading at a third or fourth grade level and exhibit comprehension and fluency deficits.	Fluency Teacher guidance is provided	Grades 5-6 Recommended group size: 16:1
 REWARDS Plus Science & Social Studies Grades 6 - 12	Rewards Plus: Social Studies and Science is a reading intervention program designed for middle and high school students who can decode but struggle with comprehension. It supports learners by using content-rich texts in social studies and science to build vocabulary, background knowledge, and reading strategies for improved understanding.	- Multisyllabic word reading - Morphology and Word Components - Fluency Program is scripted	Grade 5-6 Recommended group size: 16:1 Note: Students must have already completed Rewards Intermediate/Secondary to be placed in Rewards Plus.
 REWARDS Secondary Grades 6 - 12	REWARDS Intermediate and Secondary are designed for students with struggles decoding multisyllabic words. Students learn transferable word attack strategies that extend from ELA to other content areas. Students placed in REWARDS need to read at approximately a third grade instructional level or higher.	- Multisyllabic word reading - Morphology and Word Components - Fluency Program is scripted	Grades 3-5 Recommended group size: 12:1
 REWARDS Intermediate Grades 4 - 6			
 Wilson Just Words Grades 4 - 12	Wilson Just Words supports students to master foundational skills, including automatic decoding and spelling, by learning how English works. Just Words offers strategies to allow students to read and spell words in order to master grade-level standards.	- Decoding and Encoding Monosyllabic and Multisyllabic Words - Vowel Sounds and Spellings Program is scripted	Grades K-3 Recommended group size 15:1
 Phonics for Reading Level C / Level 3 Grades 6 - 12			Grade 3 Recommended group size: 12:1
 Phonics for Reading Level B / Level 2 Grades 6 - 12	Phonics for Reading relies on easy-to-follow teacher scripts that enable a wide range of educators to provide effective intervention. Each lesson provides a consistent routine that allows students to apply each concept in increasingly challenging situations to build accuracy, automaticity, and fluency.	- Phonemic Awareness - Decoding and encoding of basic to multisyllabic words - Fluency Program is scripted	Grade 2 Recommended group size: 12:1
 Phonics for Reading Level A / Level 1 Grades 6 - 12			Grades K-1 Recommended group size: 6:1
 Wilson Wilson Reading System Grades 2 - 12	Wilson Reading Systems is designed to help those who have word-level deficits and are not progressing with other interventions, need more support, or need more intensive support due to disabilities like dyslexia.	- Decoding and Encoding Monosyllabic and Multisyllabic Words - Vowel Sounds and Spellings - Phrasing and fluency Comprehension Program is scripted	Grades K-3 Recommended group size: 6:1

GEAR UP Southern West Virginia

Scaling in Rural Areas



- Rural
- Geographic spread
- Need to scale - quickly

Sage Oak Charter Schools

Personalized Learning & The Virtual Learning Community



Honestly, the amount of growth surprised me. I saw students develop greater confidence and resilience when approaching challenging math problems. For them to go from late 3rd grade to early 5th grade performance levels was more growth than I anticipated.”

— Kimi Smith, Personalized Learning Teacher, Sage Oak Charter Schools

The student that was in my intervention class and HDT scored out of intervention the next year. HDT helped her build confidence and realize she could be successful in math.”

— Brandyn Nelson, Math Intervention Teacher, Sage Oak Charter Schools



Dave Stevenson
CEO, Reading Futures

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Implementation and School-Level Buy-In



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Leading with Evidence and Training

High Dosage Tutoring with Tutor.com and GEAR UP SWV



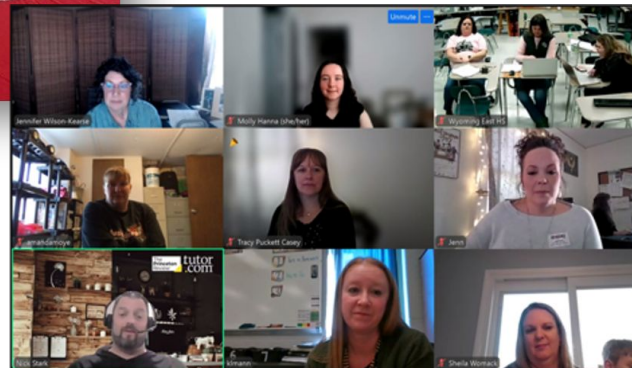
Hello! My name is Katie Mann and I am the Algebra 1 teacher at James Monroe High School in Lindsade, WV. I recently had the opportunity to integrate the High Dosage Tutoring Program through Tutor.com into one of my algebra classes. This program offers a unique opportunity for students to improve their mathematical skills and address learning gaps, particularly those that have emerged due to disruptions caused by the COVID-19 pandemic. I have created this review to share my experience using the high dosage tutoring program with my students, how I implemented it, and the results that I had.



Implementation

Due to the limited number of students able to participate in the high dosage tutoring I chose to implement the tutoring program into one of my smaller classes. This particular class had 12 students enrolled in it and the majority of those students were well below grade level. I thought this would be a great opportunity for them to practice skills that they were currently struggling with and needed in order to succeed moving forward throughout their high school math courses. I grouped this class into groups of 3-4 students. Those students would work with the same tutor throughout the program. I tried to group students together who I thought would be needing the same skill sets. So my 3 or 4 high level students were in a group together and then the others grouped according to ability.

I began implementing the tutoring program in November and it was scheduled to run for a 10 week period. The week before the actual tutoring began, I had the students log into their accounts and take a "tour" of the program platform. They were able to practice using the



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Personalized Learning & Facilitation





Guirlande Zetrenne
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Kara Hall

Senior Director of Customer Success,
Tutor.com

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A Difference that Lasts



D13

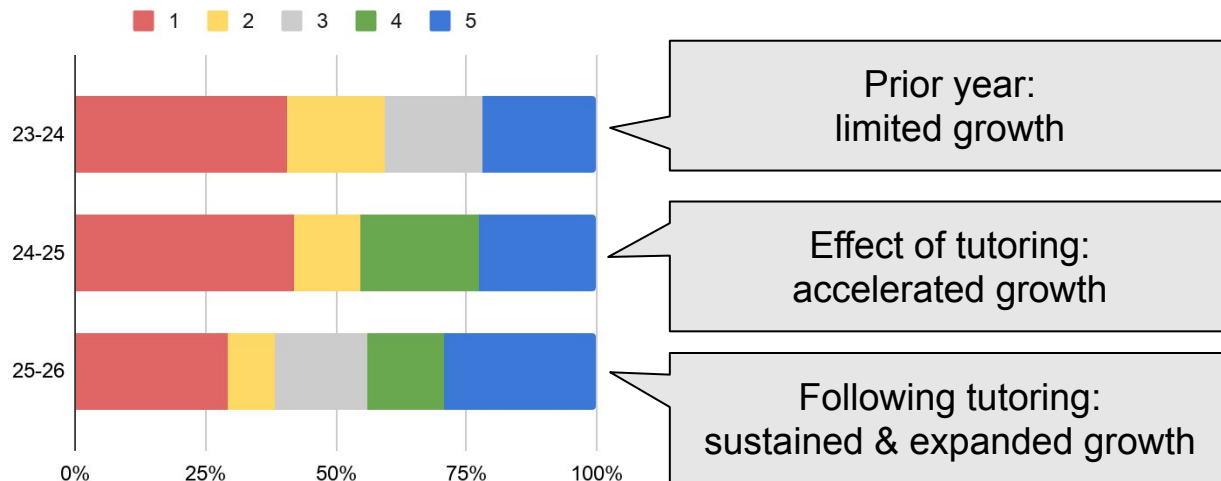
Adolescent Reading Improvement

Serving students “Far Below Expectations: 3+ years below grade level on iReady, similar levels on MAP.

From that population, selecting students with specific “word reading difficulties,” struggling with common spelling patterns and multisyllabic words.

Grades 4-8.

24-25 tutoring cohort - growth categories by year



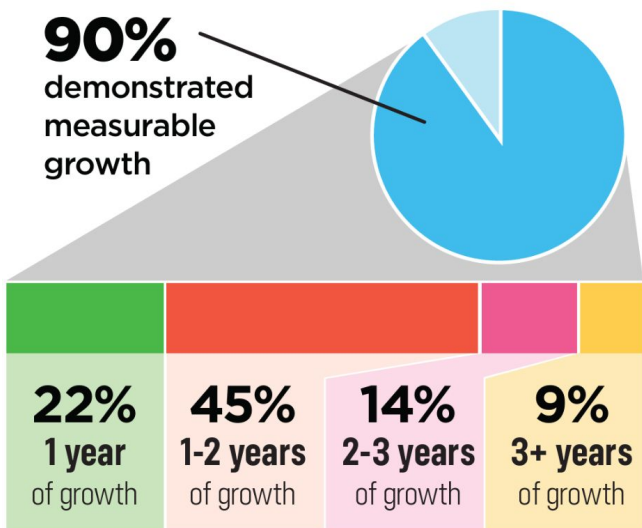
“Growth Categories” determined by iReady % of expected growth and MAP conditional growth percentile.

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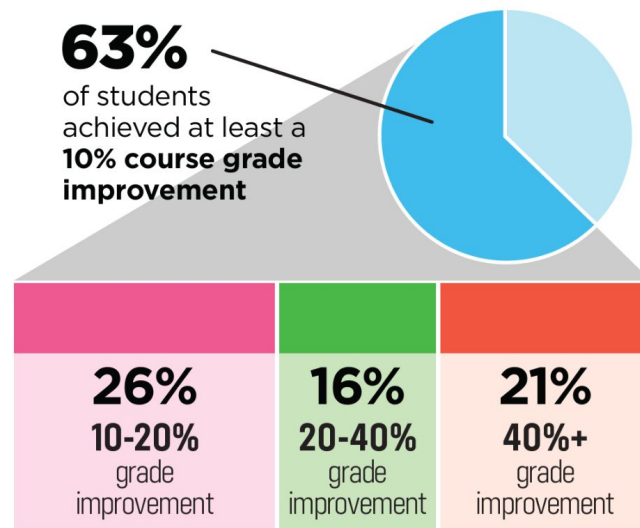
Personalized Learning & The Metrics



HDT Accelerated Academic Growth: Elementary and Middle School



HDT Accelerated Academic Growth: High School



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Evidence-Based Problem-Solving and Data

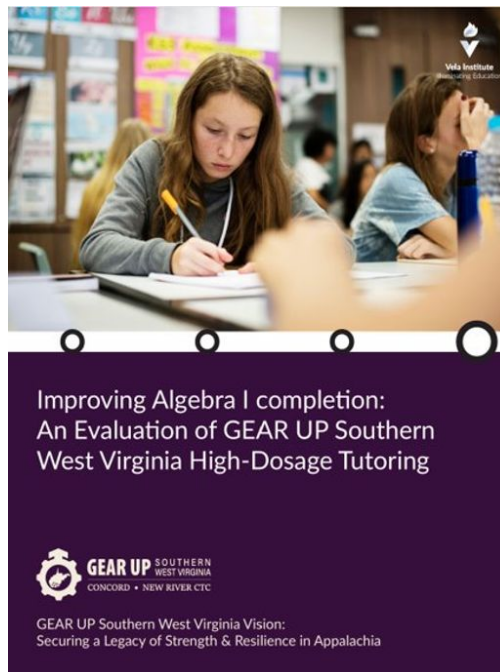
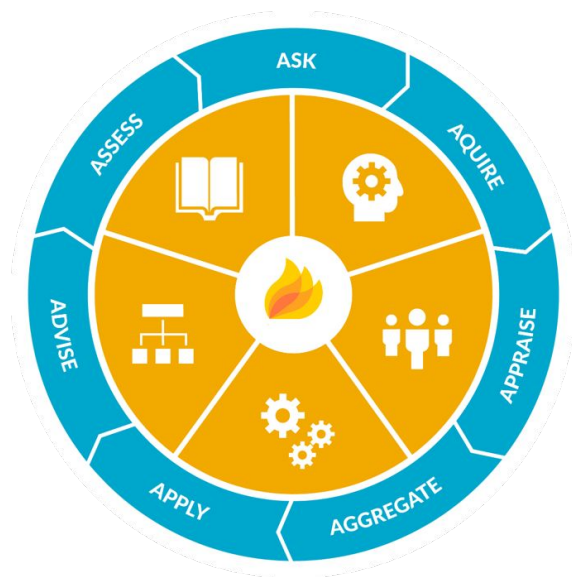
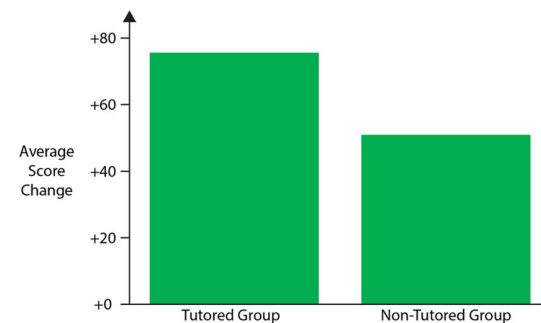


Figure 2: Change in Standardized Test Scores Among Tutored vs. Non-Tutored Students



Q&A Time



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
RESEARCH SUMMARY

Virtual tutoring can improve student outcomes.
Most research has focused on in-person tutoring programs, which have shown the greatest impacts on student achievement. However, emerging evidence indicates that virtual tutoring by a live tutor or through a blended model can also be effective. Note: Color and text are used to represent relevant resources.

What the Research Says:

- Comprehensive to be personal:** A study of the CISEL Reading Corps, students achieved similar literacy gains whether tutoring was in-person or virtual.
- Early literacy:** Evaluations of multiple online tutoring programs show that virtual tutoring can accelerate reading growth for elementary students.
- Wide grade math:** Studies from Italy, Spain, and the U.S. find that live online tutoring can meaningfully improve math performance.

Strategies to improve Virtual Tutoring:

- Be consistent:** Students should meet with the same tutor multiple times per week to build strong relationships.
- Plan for tech issues:** Schedule buffer time for logins or connection problems, and have an adult available to assist.
- Choose a quiet space:** Reduce distractions by hosting tutoring in libraries or designated tutoring rooms.
- Keep it personal:** One-on-one sessions are often most effective. Two-on-one and three-on-one formats can work if carefully designed to maintain engagement.

Key findings: Virtual Tutoring helped young readers sound out 58 more letter sounds per minute.

Scan for more information and inspiration. www.stanford.edu www.stanford.edu

How Schools Can Build Effective Virtual Tutoring

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

District spending is under the microscope—contracts have potential to better align with student outcomes.
An analysis of 120 contracts for services the tutoring, curriculum, and others showed that the vast majority do not address student outcomes. Their outcomes, or goals, are the metrics most often used to measure success. More than half of educational contracts lacked basic outcomes for vendor selection, and fewer than 1 in 5 had specific goals for results.

Outcomes-Based Contracts are more likely to center student outcomes:

But there's good news: outcomes-based contracts (OBCs) offer a path forward. 60% of OBCs included student goals and metrics, and all had parents to results according to the OBC's student outcomes.

Outcomes-Based Contracts are more likely to center student outcomes:

What this means:

- Districts can use their buying power: OBC contracts are a powerful way to help districts ensure that the tutoring they buy is aligned with their goals for student outcomes.
- Districts need support and resources: Although adoption of OBCs will require changes to procurement practices, capacity, and more policy.
- Students stand to benefit: Enhancing OBC contracts can help ensure that the services that districts buy are more aligned with their goals for student outcomes.

Scan for more information and inspiration. www.stanford.edu www.stanford.edu

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

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

For schools considering strategic initiatives like tutoring, master schedules are a common challenge.
Designing schedules that balance diverse student and teacher priorities is complex, often too intricate to manage manually. Better scheduling tools can boost productivity and help educators meet competing goals more effectively, benefiting the students they serve.

What has worked in other school districts:

- Maximize OBC (OBCs):** 100% of districts including OBCs in their master schedules.
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- Maximize OBC (OBCs):** 100% of districts including OBCs in their master schedules.

Helpful tips for master scheduling:

- Align with your strategic needs**
- Prioritize special populations**
- Leverage strong technology**
- Build flexibility**
- Re-evaluate every year**

At tools can cut scheduling time by up to 100 hours

What to keep in mind:

- Education leaders will need to make tradeoffs across goals when allocating the scarce resource of time.
- Creating or maintaining high-quality schedules from the data they need for the jobs of scheduling.
- Using a technology tool can help educators meet their needs for master schedules, requiring schedules to be able to handle the complexity of scheduling and the ability to make changes.
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How to Maximize Every Minute of Your School's Master Schedules

Data Overview of Washington, DC's High-Impact Tutoring Initiative
RESEARCH SUMMARY

How the High-Impact Tutoring Initiative in Washington, DC improved education outcomes for "at-risk" students
The DC Office of the Superintendent of Education (DOE) launched a three-year, \$10 million initiative to seek and support high-impact tutoring (HIT) across DC. The initiative sought to target students "at-risk" or "at-risk" by COVID-19 through the initiative. The National Student Support Accelerator conducted a first and second year to understand early results.

Key Findings:

- Broad Reach and Targeted Support:** The DOE HIT initiative served 2,200 students across DC, with 1,100 students in the first year and 1,100 in the second year. This accounted for the full range of student achievement in DC schools and

The Effect of High-Impact Tutoring on School Attendance
RESEARCH SUMMARY

Research shows high-impact tutoring reduces absenteeism
A study of the high-impact tutoring initiative in Washington, DC found that students who were less likely to miss school in the first year of the initiative were more likely to attend school in the second year. This finding underscores the potential of high-impact tutoring not only to improve student outcomes, but also to enhance student engagement.

Key findings: High-impact tutoring was more likely to be utilized when a student was absent in the first year of the initiative.

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High-Impact Tutoring
The Basics, Benefits, and Research

What is High-Impact Tutoring?
High-impact tutoring is a research-based, high-quality intervention that is one-on-one or small group settings that create positive relationships between tutors and students that are motivating and engaging. Numerous studies confirm its strong benefits. Importantly, "tutoring" can vary in its characteristics and the types of interventions.

The Benefits:

- Meets individual needs**
- Builds relationships**
- Supports well-being**
- Increases attendance**

The Characteristics:

- Regularly in time/space for 10+ weeks**
- Consistent, well-trained tutor**
- Aligns with high-quality curriculum**

Scan for more information and inspiration. www.stanford.edu www.stanford.edu





HIGH-IMPACT TUTORING WEBINAR SERIES

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TOPICS

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Strategic Advising



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