

THE MISSISSIPPI HIGH-DOSAGE TUTORING

PLAYBOOK



MISSISSIPPI
DEPARTMENT OF
EDUCATION

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MDE Disclaimer: The MDE would like to thank the people listed above for their expertise, commitment, and time devoted to the development of this guide. The members of this team have thoughtfully studied current intervention and tutoring research in order to develop a guide that will support teachers and administrators, as well as parents, with supporting all students.

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Considerations for providing high-dosage tutoring in Mississippi public schools

THE POTENTIAL IMPACT OF HIGH-DOSAGE TUTORING PROGRAMS

High-dosage tutoring has the potential to be one of the most effective tools available to K-12 education leaders. Impact delivered by gold-standard tutorial implementation has included the following (based on evidence from randomized controlled trials):

- 2.5 years of typical learning growth in one year in the tutored subject (in the case of this study, Algebra I)¹
- A 60% reduction in failure rate for the tutored course²



+2.5

Years of learning in one year of tutoring



60%

Reduction in course failure

HIGH-DOSAGE TUTORING AT A GLANCE: WHAT IT IS AND WHAT IT IS NOT

Most of the significant results observed in tutoring programs come from a specific approach, usually called *high-dosage tutoring* (or sometimes *high-impact tutoring*). Because the word *tutoring* carries different meanings in different contexts, it is exploring the characteristics of the high-dosage approaches that have been shown to be most likely to improve outcomes for students.

¹ “Boosting Academic Performance through Individualized Tutoring in Chicago Public High Schools,” Abdul Latif Jameel Poverty Action Lab (J-PAL), 2013–15.

² Ibid.

WHAT IS HIGH-DOSAGE TUTORING?

High-dosage tutoring programs that have delivered significant results for students — such as multiple years of learning in one year — share some commonalities. Namely, they provide tutoring that meets the following characteristics:

- **Ratio:** Tutoring takes place in groups of two to four students
- **Consistency:** Students meet with the same tutors over time
- **Tutor training:** Tutors receive regular coaching and professional development (research suggests tutors do not need to be certified teachers to be effective)²
- **Dosage:** Tutoring happens at least three times per week for at least 45 minutes per session (for a student in a specific subject area)
- **Scheduling:** Tutoring takes place as a regular part of the school day (vs. after school)
- **Content:** The focus is on grade-level content and just-in-time support to address relevant gaps (e.g., an optional section on reducing fractions as part of the Algebra I unit on simplifying expressions with numerator and denominator, or a mini-lesson on mood prior to reading a text where the skill is essential to understanding)
- **Emphasis:** Importance should be placed on both tutoring relationships (tutor-to-student and peer-to-peer) and rigor

To ensure tutoring is effective, district and/or school Tutoring Program Leads (e.g., tutoring program coordinators) may benefit from working closely with teachers. Teachers can contribute to the success of high-dosage tutoring in many ways by including the following:

- Ensuring strong and consistent communication among parents, tutors, and families
- Providing student-level information to support tutors (e.g., historical grades [with parent permission], strengths, current skill gaps, development areas)
- Advising on student-level need
- Advising program coordinators in selecting curricular materials
- Providing feedback on experience with the tutor
- Ensuring alignment with Tier I instruction

³ https://www.nber.org/system/files/working_papers/w27476/w27476.pdf

⁴ Andre Nickow, Philip Oreopoulos, and Vincent Quan, “The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence,” National Bureau of Economic Research working paper 27476, July 2020, <https://www.nber.org/papers/w27476>.

WHAT HIGH-DOSAGE TUTORING IS NOT

School and district leaders may find it helpful to distinguish among various types of programming called “tutoring.” High-dosage tutoring — the approach that is most likely to deliver significant impact for students — **is not:**

- After-school homework help
- Conducted on an opt-in basis for students (an approach that tends to have disproportionate benefits for families who have access to the most resources)
- Focused only on catch-up materials or below grade-level instruction
- Ad hoc (provided for students who need it on a particular day)
- A replacement for:
 - > Core instruction
 - > English-language development or special education services
 - > Tier II or Tier III interventions through MTSS (though in some cases it may serve as a vehicle for delivering those services; *see below*)

THE RELATIONSHIP OF HIGH-DOSAGE TUTORING TO TIER II AND TIER III INTERVENTIONS THROUGH A MULTI-TIERED SYSTEM OF SUPPORT

High-dosage tutoring is not a substitute for Tier II or Tier III interventions as identified through the multi-tiered system of support (MTSS) process. In fact, school and district leaders may wish to think of tutoring as a Tier I support for certain grade levels and content areas (see below for more detailed considerations for prioritizing which students receive tutoring).

On the other hand, tutoring may serve as the vehicle for delivering certain Tier II and III interventions:

- Tutoring Program Leads should review the full list of MDE-approved **Tier II and III interventions**.
- When identifying which interventions can be delivered through tutoring, districts may consider the following:

- > **Method:** Web-based interventions are unlikely to be delivered by tutors.
- > **Time:** Some interventions may have a recommended frequency or length that doesn't align with tutors' schedules.

- > **Personnel:** Different programs will likely have varying requirements around *who* is able to administer tutoring (for example, do tutors need to be credentialed?).

See the below chart for the difference between high-dosage tutoring and interventions:

| High-dosage Tutoring | Interventions |
|--|--|
| Method to provide support to students that focuses on specific, core academic standards | Target deficit skills that are the foundation of lifelong learning |
| Provided by school staff, retired teachers, community volunteers, college students, outside organizations | Provided by school staff that are highly experienced. <ul style="list-style-type: none"> • May include classroom teacher, school interventionist, or dyslexia therapist • The person providing the interventions should be the person in the school that is the most qualified to provide evidence-based strategies |
| Focuses on grade-level content and support to address gaps and may be carried out during the school day or in an after-school setting | Evidence-based strategies that are explicit, systematic, and are carried out during the school day |
| For any student who has been identified as needing additional support | For students with the most severe and persistent academic and/or behavior needs |
| Documentation should explain the following: <ul style="list-style-type: none"> • What skill/standard the student is developing • What approaches are being utilized • How they are progressing toward mastery of the skill/standard <p>Occurs at least three times per week for at least 45 minutes per session</p> | The MTSS Documentation Packet must be utilized to record the interventions and progress monitoring that are taking place along with additional supporting information. <p>Tier II Interventions are recommended to occur 3 to 5 days per week, 20 – 30 minutes for each session</p> <p>Tier III Interventions are recommended to occur 4 to 5 days per week, 30 – 60 minutes for each session</p> |
| Tutors communicate with those involved in providing classroom instruction to the students and adjust instruction as needed | A Documented Review Meeting must take place every 4 weeks for students in Tier II. <p>A Teacher Support Team meeting must take place no later than 8 weeks after implementation for students in Tier III.</p> |

KEY PARAMETERS OF HIGH DOSAGE TUTORING PROGRAMS

Content in this section draws heavily on the briefs [Accelerating Student Learning with High-Dosage Tutoring](#) (published February 2021) and [School Practices to Address Student Learning Loss](#), published June 2020 by EdResearch for Recovery, a project of the Annenberg Institute for School Reform at Brown University and Results for America.

| Dimension | Takeaways for system leaders | Supporting evidence from the research literature |
|--|---|--|
| Dosage (i.e., how much tutoring each student receives) | <p>Tutoring is most likely to accelerate results for a student who receives tutoring:</p> <ul style="list-style-type: none"> • 3+ times per week • 45+ minutes per session | <p>University of Wisconsin Education Week National Student Support Accelerator</p> |
| Group size | <ul style="list-style-type: none"> • Tutoring is most effective and efficient in groups of two to four students per tutor • Groups of five or larger likely require higher-skilled educators (e.g., certified teachers) • One-to-one tutoring is significantly more costly than small-group tutoring and is unlikely to be significantly more effective. | <p>The Hamilton Project</p> |
| Sources for tutor talent | <p>Given current human capital constraints, program leaders are likely to pay close attention to identifying effective tutors; considerations include:</p> <ul style="list-style-type: none"> • Tutors do not need to be certified educators to be effective • Some of the most effective programs studied have relied on full-time early-career tutors in AmeriCorps-style programs • Additional potential talent includes retired teachers; undergraduate and graduate students, including those enrolled in educator preparation programs; and volunteers • Regardless of talent source, the following components appear to be important factors in tutors' effectiveness: consistent time commitment, pre-service training, ongoing professional development, and on-the-job coaching | <p>Reading Research Quarterly J-PAL at MIT Chiefs for Change (see "Options for identifying potential tutors," pages 35-38)</p> |

| Dimension | Takeaways for system leaders | Supporting evidence from the research literature |
|--|--|---|
| Relationships | <ul style="list-style-type: none"> Tutoring programs that have delivered the strongest results have typically paired students with a consistent tutor over time One hypothesis for tutoring’s impact on school attendance and performance in tutored subjects is the power of the tutor-student relationship In general, a trust-based relationship with a caring adult at school is a powerful predictor of student success; tutoring may be an especially promising venue for developing such relationships | <p><u>J-PAL at MIT</u> <u>Psychological Science in the Public Interest</u> <u>Bill & Melinda Gates Foundation</u></p> |
| Scheduling | <ul style="list-style-type: none"> The most effective tutoring programs among those studied are delivered during the school day The after-school tutoring is likely to be easiest to access for students whose families have greater access to resources (e.g., transportation); previous experiments with out-of-school-time tutoring have yielded only limited results School and district leaders that wish to schedule tutoring during the school day may wish to avoid interfering with: <ul style="list-style-type: none"> > Core instruction > Activities that may play a significant role in students’ attendance (e.g., art, music, physical education) School and district leaders scheduling tutoring after school may wish to explore ways to sustain high attendance (e.g., providing transportation, participation incentives or after-school snacks or feeding programs) | <p><u>Annenberg Institute</u> <u>Educational Evaluation and Policy Analysis</u></p> |
| Prioritizing content areas and grade spans | <p>School and district leaders may want to consider prioritizing tutoring in these two areas:</p> <ul style="list-style-type: none"> Early literacy (pre-K through third grade) Secondary math (especially Algebra I) <p>The rationale for this is twofold:</p> <ul style="list-style-type: none"> Much of the evidence accumulated thus far shows the effectiveness of tutoring gathered from trials in the aforementioned two areas Reading on grade level by the end of third grade and passing Algebra I by the end of ninth grade have both been shown to predict desirable postsecondary outcomes <p>That said, well-designed tutoring programs are likely to be effective in other domains as well, and school and district leaders should consider the specific needs of their students when prioritizing</p> | <p><u>Education Next</u></p> |

| Dimension | Takeaways for system leaders | Supporting evidence from the research literature |
|---|---|--|
| Selecting students for participation (within content areas and grade spans) | <p>Most schools and districts are likely to have more students who could benefit from tutoring than they have capacity to serve. In fact, nearly every student is likely to be able to benefit from tutoring given its power as a vehicle for differentiation. With that in mind:</p> <ul style="list-style-type: none"> • School and district leaders may wish to prioritize students in certain “proficiency bands” (e.g., those who are furthest behind or those who are approaching content mastery); this is likely to stretch scarce tutoring capacity furthest, but in some cases has also led to a perceived stigma around tutoring • Alternatively, school and district leaders may wish to prioritize all students in a given grade span and subject area, either district-wide or in selected schools; this is likely to be costlier, but also reduces stigma and simplifies scheduling. It creates the opportunity for tutoring to become a normal part of the culture at participating schools (e.g., “All ninth graders at our school get whole-group Algebra I as well as Algebra I tutorial”) | <u>MDRC</u> |
| Modality | <ul style="list-style-type: none"> • Most evidence gathered to date focuses on in-person tutoring • Many districts, however, are now piloting various forms of virtual tutoring; early evidence is promising • Anecdotal experience suggests that the engagement gap between in-person and virtual instruction is smaller for tutoring than it is for whole-group instruction • Virtual tutoring may be an especially attractive option for districts experiencing staff shortages • Virtual tutoring is likely to be most effective when it occurs during the school day (e.g., students on Chromebooks with headphones in the classroom, with tutors joining remotely) vs. outside of school | <u>Online Tutoring by College Volunteers: Experimental Evidence from a Pilot Program</u> <u>Digital Promise</u> |

ADDITIONAL RESOURCES

School and district leaders may find the following resources helpful:

- [Accelerating Student Learning with High-Dosage Tutoring](#), EdResearch for Recovery
- [Toolkit for Tutoring Programs](#), National Student Support Accelerator
- [District Guidebook for Launching Tutoring Programs in Partnership with Community Organizations](#), Chiefs for Change (link generates direct download)
- [A Target Program Profile for Middle Years Math Tutoring](#), Bill & Melinda Gates Foundation and Intentional Futures



Considerations for recruiting and training tutors

INTRODUCTION TO TUTOR RECRUITMENT AND TRAINING

Given current human capital constraints, sourcing effective tutors is likely to be a top priority and potential concern for program leaders.

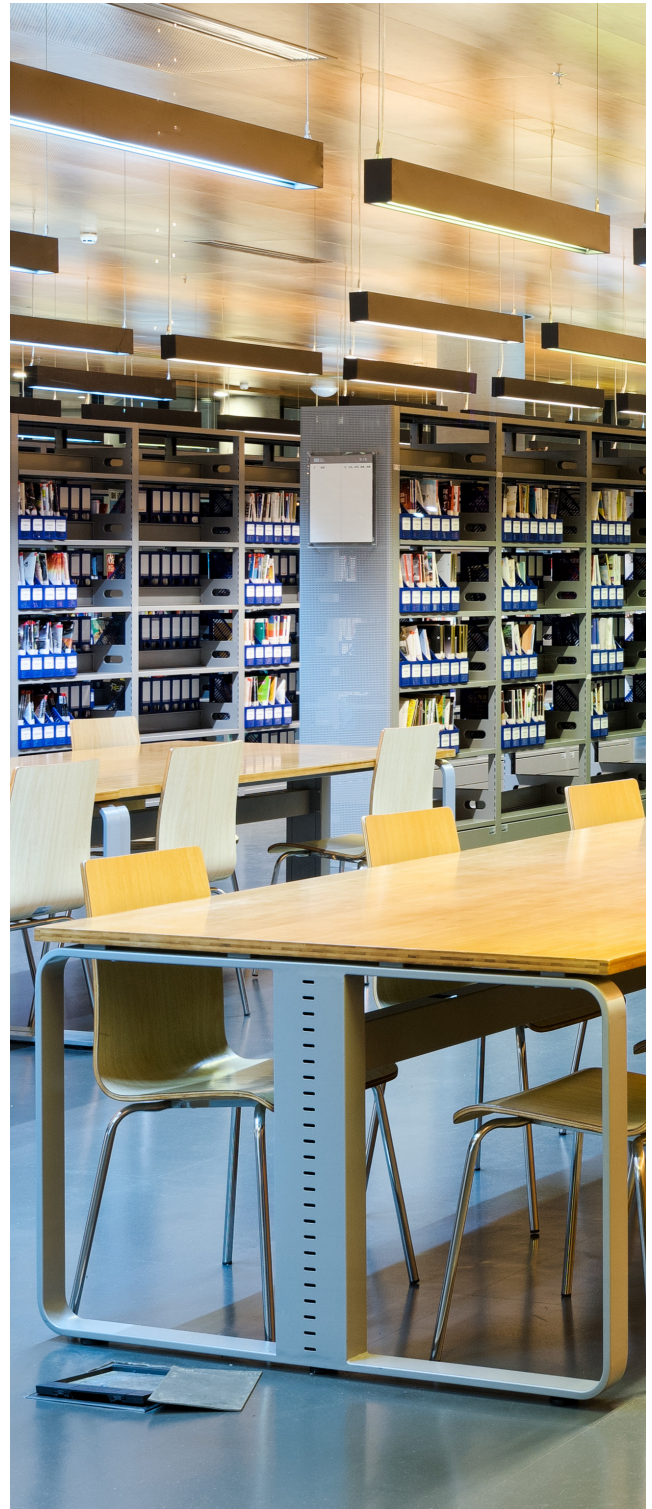
- When recruiting tutors, districts may want to consider the following:
- Tutors **do not need to be certified educators** to be effective.
 - > A **meta-analysis of 96 randomized controlled trials** found that tutoring programs generated positive outcomes even if tutors were not certified educators.
- Some of the most effective programs studied have **relied on full-time early-career tutors in AmeriCorps-style programs**.
 - > For example, **Chicago Public Schools partnered with Saga Education** to launch a tutoring program that decreased math failure rates by 49%; 5,000 students received tutoring through the program.
- Additional potential talent sources include **retired teachers; undergraduate and graduate students, including those enrolled in educator preparation programs; and volunteers.**

Regardless of talent source, the following elements appear to be **important factors in effectiveness**:

- A consistent time commitment from tutors
- Pre-service training for tutors, as well as ongoing coaching and professional development



Note: This section draws heavily from *Chiefs for Change's District Guidebook for Launching Tutoring Programs in Partnership with Community Organizations.*



CONSIDERATIONS FOR POTENTIAL SOURCES OF TALENT

Districts and partner organizations recruiting tutors generally consider one or more of the following sources of tutors:

- Full-time teachers
- Full-time teaching assistants, paraprofessionals, or other support staff
- Retired teachers, teaching assistants, paraprofessionals, or other support staff
- Recent college graduates
- Current graduate or undergraduate students preparing for careers in education or a related field
- Volunteers from the community

Each of these potential sources presents both advantages and potential challenges.

The table below reflects general patterns of those strengths and potential challenges, as well as potential considerations for program design. All of the patterns have exceptions, so these guidelines should be considered in the specific context of a given community and/or community partner organization or institution.

Separately from the considerations included below, **partners and districts should take note of potential differences in cost** across options.

Successful existing programs build different supports based on the initial experience of their tutors:

- A tutoring program in one district hires current college students of all backgrounds. Teachers coach tutors daily, and tutors must be supervised by a teacher or staff member at all times that they are with a student.
- A program in another district hires recent college graduates and current participants in teacher preparation programs. Tutors are observed one to two times per week and given weekly 1:1 coaching sessions.
- A program in another district hires retired teachers and more experienced graduate students in education and completes most training through asynchronous, online modules prior to the start of service.



Note: Federal funds such as Elementary and Secondary Education Act (ESEA), Elementary and Secondary School Emergency Relief Fund (ESSER I, ESSER II, and ARP ESSER), and Individuals with Disabilities Education Act (IDEA) funds may be used for tutoring, but special requirements or additional information may be needed. Salaries and fringe benefits or stipends related to special education instructional service may be used for students with disabilities only. Instruction must be provided by a licensed special education teacher, or an aide may provide services under the direction of a licensed special education teacher.

TUTOR RECRUITING

CONSIDERATIONS FOR CREATIVELY RECRUITING ADDITIONAL TUTORS

STRATEGY 1:

Districts may consider experimenting with **tutor role structure** (e.g., paid, full-time, part-time) to identify the model or blend of models that best meets their program structure and corresponding staffing needs.

| Practices | Examples and considerations |
|--|---|
| Creating part-time tutor positions could provide greater flexibility for tutors and can increase the pool of potential tutors to include people with other employment. | <p>Baltimore City Public Schools and Amplify ® partnered to create the Baltimore Tutoring Project, which provides virtual tutoring services in reading to select K-5 students at 25 participating schools. Amplify sources tutors for part-time roles; the job description states that tutors need to have high school-level proficiency and experience working with children.</p> <p>Johns Hopkins University also offers tutoring services through the YO! Baltimore Tutoring Project, which helps out-of-school youth (ages 16-22) with academic tutoring, GED prep, and job training.</p> |
| Creating full-time tutor positions could make it easier to offer tutoring during the day and increase the number of students each tutor can serve. | <p>A number of school districts (e.g., Rocky River City Schools) have created full-time tutoring roles as a way to increase the availability of tutoring during the day. Many part-time tutors work other jobs, making it challenging to schedule them during school hours.</p> |



| Practices | Examples and considerations |
|--|---|
| <p>Creating paid tutor positions could help attract additional qualified tutors while also providing tutors with incentives for reliability and high performance.</p> | <p><u>The Center for Excellence in Literature Instruction (CELL)</u> at the University of Mississippi manages Mission Acceleration, a program that piloted a program offering targeted reading tutoring to students in grades K-5. The program utilized Governors Emergency Education Relief funds (GEER) under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) to provide services and resources for parents and students to help positively impact academic outcomes. The program significantly increased the STAR Unified Scores of participating students by an average of 24.81 points (SD = 41.60). Mission Acceleration compensated students enrolled at Mississippi College/University to serve as skilled reading tutors called Academic guides (AGs). AGs underwent pre- and post-knowledge assessments, instructional training, and committed to serving at least 10 hours per week. AGs met with students at least three times a week, in small groups of three to four students for 45-60 minutes per session. The program has grown from 24 AGs in Summer 2021, to 102 AGs as of Spring 2022.</p> <p>School districts in <u>Chicago, Dallas, Denver, and the state of Oklahoma</u> have hired tutors at \$20 to \$50+ per hour depending on experience and certifications. Offering competitive pay can be a factor in recruiting tutoring staff, given the <u>existing labor shortage</u> and subsequent <u>pay increases</u> at many retail businesses. By correlating pay with skills and experience, districts may attract new high-quality tutors and encourage current tutors to pursue additional skill-building opportunities.</p> <p>Additionally, some districts have offered stipends of up to \$4,000 toward any degree in education with the goal of converting tutors into teachers or other school staff.</p> |
| <p>Creating unpaid tutor positions could increase the number of tutors that the program can afford to engage. While this source of tutors may be easier to access and allows for investment in other program areas, the lack of formal employment arrangements could reduce the effectiveness of management relationships or increase the risk of tutor turnover. Additionally, if tutors are chosen on an informal basis, it may increase the risk of variability in tutor quality or experience.</p> | <p>Evidence suggests that uncompensated tutors are generally less effective at driving student outcomes, as seen in reports by the <u>Learning Policy Institute</u> and the <u>National Bureau of Economic Research</u>.</p> <p>Districts may consider using strategic partnerships or leveraging federal, state, or local funds in order to compensate tutors.</p> <p>Districts considering offering unpaid tutor positions may consider offering other benefits, such as:</p> <ul style="list-style-type: none"> • Credit hours, if tutors are enrolled in higher education • Public recognition in the form of certificates or awards • Access to school infrastructure, such as recreational facilities or computers • Childcare at the tutoring site • Volunteer/service hours |

STRATEGY 2:

Districts may consider experimenting with **different methods of recruiting tutors** to expand potential talent pools.

| Practices | Examples and considerations |
|--|--|
| <p>Engaging teachers as tutors is likely to require less training than strategies relying on external tutors, because teachers are likely to have more skills and a better understanding of student needs than new tutors. Teachers can also deepen existing relationships with students.</p> <p>However, existing duties may limit teachers' availability for new tutoring efforts.</p> | <p>In the course of expanding the school year for students, districts in San Antonio, Texas, are paying teachers directly to work extra hours, doubling down on existing strategies of empowering teachers to spend more personalized time with their own students.</p> <p>Organizations (e.g., districts, LEAs) may want to consider using full-time teachers for models in which a relatively small number of students in a given school or grade band will be served.</p> <p>In order to increase teacher capacity for small-group engagement such as tutoring, districts may consider increasing the group size of "full group" experiences (e.g., shifting from six periods a day with 24 students to five periods with 28 students and one period with four students).</p> |
| <p>Leveraging teaching assistants, paraprofessionals, or other support staff can yield similar benefits to those described above. Additionally, paraprofessionals may be particularly well suited to tutoring students with different needs.</p> <p>Existing duties may limit staff availability for new tutoring efforts.</p> | <p>Through Roots, a math tutoring intervention for kindergartners, district-employed paraprofessionals received 10 hours of training and multiple feedback sessions with coaches before delivering daily math lessons to students. This program was found to have moderately large effects of .35 to .45 standard deviations on students' standardized test scores.</p> <p>Organizations may want to consider using current staff for models in which a relatively small number of students in a given school or grade band will be served. Additionally, districts may consider using elements of co-teaching models (e.g., Blue Engine), in which a teacher's aide partners with a teacher to provide small-group tutoring during independent practice in class on a rotating basis.</p> |



| Practices | Examples and considerations |
|--|--|
| <p>College and university students could be highly effective tutors, and local colleges offer a sizable pool of potential applicants. However, partnerships with colleges must be thoughtfully planned to ensure that tutors are effectively engaging with students.</p> | <p>Many Mississippi school districts may be able to leverage their existing partnerships with colleges to source tutors. For example, through the US Department of Education’s GEAR UP program, Mississippi State University and Delta State University received seven-year grants to provide college access and career planning supports to high schoolers across the state. Through such partnerships, district and university leaders have already established ways of collaborating and have the opportunity to expand the universities’ support to tutoring.</p> <p>Roosevelt University partnered with Chicago Public Schools to launch the Metropolitan Chicago Tutoring Corps (MCTC). Given that a large percentage of MCTC tutors are from marginalized populations, the program increases accessibility by providing tutors with stipends for childcare and transportation; additionally, tutors receive specialized training and credit toward their educator prep programs. Where possible, organizations may want to consider incorporating practica and/or other formal preparation structures into their tutoring programs.</p> <p>Structured programs that involve approximately 10 hours per week and that pay tutors and/or offer credit hours are generally considered to be an effective model for sourcing college students as tutors. Tennessee Tutoring Corps created a structured model to provide summertime tutoring and was able to recruit more than 400 college tutors who served more than 2,000 students.</p> <p>Ensuring that college tutors are committed and reliable is another consideration. Brown University’s Swearer Center, in partnership with Providence Public School District (PPSD), requires potential tutors to submit letters of recommendation from professors and sign a formal one-year commitment to their students. Additionally, Brown and PPSD actively plan their tutoring program around Brown’s vacation and exam periods.</p> |



| Practices | Examples and considerations |
|--|---|
| <p>Tutoring corps programs employing recent graduates could be a promising source of tutors (e.g., see this meta-analysis from the National Bureau of Economic Research). These programs handle tutor sourcing, vetting, and often training and funding, reducing the resource requirements for districts.</p> <p>Tutors with limited experience may require a “learning curve” period or longer or more intensive training to be as effective as more experienced tutors.</p> | <p>In partnership with Saga Education, Chicago Public Schools provided students with high-dosage math tutoring in school during the day. Tutors were recent college grads without teaching credentials, employed by Saga.</p> <p>Math scores of participating students increased by .56 points on a 4.00-point scale; math failure rates decreased by 49%. More than 5,000 students received tutoring through the program. Additionally, some districts eventually hired Saga tutors for full-time teaching positions, helping to address human capital challenges for schools. Similar successes have been seen in Broward County, Florida, and in Boston’s Match Education charter schools.</p> <p>Organizations may be especially likely to consider recent college graduates for programs that are at scale in a given community (e.g., 200+ students).</p> <p>Organizations may want to consider additional emphasis on pre-service training and ongoing coaching for tutors who are recent college graduates (given the likely value of coaching for full-time but novice educators).</p> <p>Districts may consider partnering with existing providers with experience recruiting, training, and onboarding tutors. They may also consider enrolling as an AmeriCorps member program to support funding sustainability.</p> |
| <p>Retired educators could offer a source of tutors that share the skills and experience of current school staff, and they may have more availability and flexibility in their schedules. They also may be more willing to engage as volunteers because they have already left the labor force.</p> <p>However, some districts may impose limits on the number of days retired teachers can work while still receiving retirement benefits, which could limit availability.</p> | <p>A replication study of the effects of the Number Rockets tutoring program found that retired teachers and substitutes were just as effective at tutoring as graduate students in educator prep programs. The tutoring program required tutors to undergo 10 hours of training and provided a scripted curriculum; after about four months of high-dosage tutoring, students’ math scores increased by .34 standard deviations, which is considered a substantial effect.</p> <p>Organizations may want to consider estimating the total number of tutoring sessions retired teachers can deliver.</p> |

| Practices | Examples and considerations |
|---|--|
| <p>Engaging high school students as tutors for primary students in an adult-supervised environment can provide an alternate staffing model. Note that high school students need proper training and oversight to serve as tutors.</p> | <p><u>Houston Independent School District launched a paid tutoring program</u> for high school students and alumni to tutor elementary students, in partnership with a nonprofit organization, <u>iEducate</u>. Tutoring is provided in person, both during and after school. Tutors are paired with a supervising teacher and provide up to 20 hours a week of support. The program is advertised to prospective tutors as an opportunity to gain experience toward a career in education.</p> <p>Mississippi school districts may be able to launch similar initiatives by engaging with high school students through programs such as <u>Teacher Academy</u>, “a high school course designed to attract students to the field of education ... [and] to provide information and field experiences relevant to pursuing a degree in education.” High school students participating in this program are uniquely prepared to provide tutoring services and can be encouraged to participate via course credits in addition to an hourly wage. Districts may also engage students through other K-12 career and technical education pathways by partnering with <u>Accelerate MS</u>, in line with <u>House Bill 1388</u>.</p> <p>Districts interested in engaging high school students as tutors may consider offering credit hours as an incentive for tutors. In Mississippi, educator preparation is an academic program in the education and training career cluster. It is a high school program with courses designed to attract students to the field of education, provide information and field experiences relevant to pursuing a degree in education, and prepare students for the rigors of a career in education in hopes they will remain long-term educators. The educator preparation program includes classroom and hands-on experiences that prepare students for employment or postsecondary education.</p> |
| <p>Partnering with nationwide volunteer organizations can allow districts to access an increased supply of adult volunteer tutors, while providing structure and logistical support to help curb challenges associated with volunteer tutors, such as low commitment and informal training processes. However, the lack of formal employment arrangements and potential use of informal selection mechanisms can lead to lower tutor reliability and performance.</p> | <p>While current research on this tutor sourcing strategy is limited, districts may consider forming partnerships with local chapters of nationwide organizations.</p> <p>Districts have partnered with organizations including the following:</p> <ul style="list-style-type: none"> • <u>YMCA</u> • <u>Boys & Girls Clubs</u> • <u>Lions clubs</u> • <u>Rotary clubs</u> <p>Districts may want to consider how to ensure volunteers are committed to providing high-quality, reliable tutoring. To this end, districts could encourage the partner organization to make the program a high priority and ask tutors to make a serious commitment.</p> <p>For example, if the volunteer program is designed for the employees of a specific company, tutors could log their time through timesheets.</p> |

STRATEGY 3:

Districts may consider providing **virtual tutoring during the day** to students while they are in school, expanding the pool of potential tutors (by not requiring the tutors to be in person).

| Practices | Examples and considerations |
|---|--|
| <p>Virtual tutoring could help overcome the scheduling challenges that can arise when sourcing college students as tutors. By connecting remotely with their students, tutors can hold sessions even when they are off campus during breaks, and districts will not have to arrange transportation.</p> <p>Additionally, if a district partners with a college to recruit tutors, the college may be able to offer support in setting up the infrastructure for virtual tutoring (e.g., web conferencing software).</p> | <p>Brown University’s Swearer Center and Annenberg Institute partnered with Tutor Matching Service in 2020 to launch the <u>K-12 Tutoring Initiative</u>, a free virtual tutoring program that matches Brown student tutors with students in the Providence Public School District. Some tutors are compensated through Federal Work-Study funds, while others volunteer. Tutoring is conducted in three one-on-one sessions per week, which students or parents can schedule through Tutor Matching Service’s online platform.</p> |
| <p>Virtual tutoring with US-based tutors could expand the pool of eligible tutors by removing the need for tutors to be located near the district. Eliminating the friction of commuting and thus increasing the flexibility of the role also could make the job more appealing to potential tutors.</p> <p>When recruiting virtual tutors, school districts may recruit individual tutors or consider partnering with a private company or nonprofit organization that can supply tutors.</p> | <p>The Mississippi Department of Education has launched a <u>statewide partnership</u> with tutoring provider PAPER® to provide free, unlimited on-demand tutoring support across grades 3-12 for English Language Arts and, math, with services available until September 30, 2024. Tutors are recruited by PAPER®. Districts interested in opting in to this program can contact PAPER® <u>here</u>.</p> <p>The <u>Ector County Independent School District in Texas has used a “portfolio approach,”</u> hiring multiple virtual tutoring companies including Braintrust, PAPER®, and FEV Tutor. Additionally, by offering competitive, <u>“outcomes-based”</u> pay for remote tutors, the district was able to successfully resolve its tutor shortages.</p> <p><u>Denver Public Schools</u> has engaged with a number of virtual tutoring providers and has also developed “outcomes-based” contracts.</p> |
| <p>Virtual tutoring with international tutors could allow for creative scheduling and provide an opportunity to tap into a labor market with less supply constraint.</p> | <p>Given the challenge of scheduling tutors for sessions during the day, districts may be able to leverage different time zones to enable qualified tutors within the United States to provide tutoring at times that work best for tutors and students. While evidence and reporting on this model is very limited, potential use cases could involve sourcing teachers, graduate students, or other qualified tutors from time zones.</p> |

CONSIDERATIONS FOR INCREASING THE NUMBER OF STUDENTS EACH TUTOR CAN SERVE

STRATEGY 1:

Districts could consider different program structures (e.g., mode, groupings, scheduling) to **expand the number of students each tutor can effectively serve** while maintaining the recommended tutor-to-student ratio for effective tutoring. Students should not be removed from their core classes in order to be placed into a tutoring block.

| Practices | Examples and considerations |
|--|--|
| Supplementing live instruction with online, self-paced learning programs could enable larger groups through creative approaches to scheduling. | Broward County, Florida, partnered with Saga Education to provide high-dosage tutoring in school during the day. Tutors served eight students in each tutoring block instead of four students. In each block, half of the students received direct instruction from the tutor, while the other half engaged with online, self-paced learning programs in the same room. The next day, the groups switched. |
| Adjusting group size by proficiency and engagement level could allow tutors to serve more students while still delivering powerful, high-dosage tutoring to students who need it most. | <p>While traditional high-dosage tutoring generally is offered in groups of two to four students, some programs have taken proficiency into account, grouping students by skill level or English learner status. When hiring tutors to serve students with specific needs such as English learners, gifted, students with dyslexia or students with special needs, tutors must also be provided with professional development on how to best serve these groups of students effectively.</p> <p>Proficiency alone does not fully determine how much a student may benefit from smaller group sizes; students' ability to stay focused and engaged can also be taken into account. Because this can be challenging to assess, program coordinators may want to take teachers' recommendations into account and conduct ongoing analyses of student performance data.</p> |
| Rotating tutoring blocks throughout the day could create more time for tutors to spend with students. | <p>Providing tutoring during the day gives tutors more time to engage with students, because while "after school" generally results in one time slot for tutoring to happen, during-the-day tutoring allows for as many tutoring sessions as there are blocks in the school day.</p> <p>It is important to recognize, however, that this approach relies on tutors having sufficient availability during the school day.</p> <p>For example: If a 1:3 ratio of tutoring is provided: after school for 36 students, 12 tutors must be hired. If a 1:3 ratio of tutoring is provided during the day for 36 students, two tutors must be hired.</p> |

| Practices | Examples and considerations |
|--|--|
| <p>Providing students with transportation to and from tutoring can increase student attendance and thus increase the number of students at each session.</p> | <p>Mississippi school districts are allowed to use federal funds to provide students with transportation to and from tutoring, as well as snacks during the time they are receiving tutorial services. Such supports can help make programs more equitable and accessible to all students. For example, Jackson Public Schools provides transportation and meals to all participating students in its after-school program.</p> |



CONSIDERATIONS FOR TUTOR SELECTION AND PRE-SERVICE TRAINING

QUALIFICATIONS FOR TUTOR SUCCESS

In defining how to select or train tutors, district and/or partner organizations can consider several factors. Outlined below are questions that can help program leaders determine whether tutors will be prepared for success in the tutoring program. For each question, the organization should consider selecting tutors who already have that skill or experience, training tutors in that skill, or both.



Note: *All tutors must complete a **background check** in accordance with MDE employment requirements.*

Will tutors be:

- Trained and able to provide the necessary content support to students and to meet the specific needs of those students (for example, considering grades served and/or subjects)?
- Trained and able to build meaningful relationships with students and families? Additional information and resources can be found on page 40 of the **Chiefs for Change Tutoring Guidebook**.
- Trained and able to provide language support beyond content delivery?
- Trained and able to provide behavioral and learning support beyond content delivery?
- Willing to be coached?
- Possess strong collaboration skills?
- Familiar with policy compliance and risk mitigation requirements for their role?
- Familiar with all logistical requirements of their role?
- Aligned with the tutoring program's mission?

High-quality tutoring programs include elements of training and support such as:

- One- to two-week part-time training session before service begins, covering overall expectations, basic instructional skills, curriculum, how to check for student understanding, and how to build student relationships (including community context)
- Professional development sessions throughout the service period, aligned to instructional materials and tailored to tutors' needs
- A physical or digital reference that offers tutoring best practices as well as scripted tutoring session protocols, exercises, and tools
- Role-played "mock tutoring" sessions with live feedback to support tutors
- Routine observation by administration or partner program staff—with dedicated weekly or biweekly time for feedback—to strengthen tutors' skills on an ongoing basis



Additional resources are available in [Appendix A: Worksheet to prioritize tutor skills—as a potential input to candidate screening](#). These resources include a detailed worksheet outlining potential needs, supporting skills, and potential indicators of those skills. Organizations may find this worksheet helpful in guiding the discussion about which skills to prioritize in candidate screening and in defining the need for a supplemental training program (if any).

CONSIDERATIONS FOR ONGOING COACHING AND PROFESSIONAL DEVELOPMENT

In addition to pre-service training (see above), successful tutoring programs generally include ongoing in-service coaching and professional development (PD) for tutors.

Potential opportunities for coaching and professional development for tutors

| Job-embedded professional learning | Potential participants | Example frequency and duration | Tips from experienced practitioners |
|---|---|--|---|
| <p>Tutorial observations: Program leader (or fellow tutor) observes one or more tutorials for each tutor and provides structured observation notes</p> | <ul style="list-style-type: none"> • Tutor • School tutor lead or program manager • Students | <ul style="list-style-type: none"> • Once per week or an entire tutoring session of at least 30 minutes once every two weeks | <p>Using a cell-phone camera⁵ to record observations can help tutors grow by seeing their own practices; it can also reduce the distraction to students, especially younger learners, of having the coach sitting close to the session to observe it.</p> |
| <p>Feedback and one-on-one coaching sessions: Regular touch points to provide feedback and to check in on each tutor’s overall experience</p> | <ul style="list-style-type: none"> • Tutor • School tutor lead or program manager | <ul style="list-style-type: none"> • 30 minutes • Once per week or every other week, ideally immediately after the observation to make sure concrete examples are easily recalled and accessible | <p>Starting each one-on-one session by asking how the tutor is doing overall can set sessions up for success by building rapport between coach and tutor.</p> <p>Feedback that begins with a concrete observation (e.g., “I heard you say …”) helps tutors learn faster.</p> <p>Ending each session with one or two focus areas for next time gives the coach “look-fors” for the following week’s observation.</p> |

⁵ Recording needs to be consistent with students’ and families’ release permissions at the local level, and data must be stored in a way that is compliant with all federal, state, and local laws and regulations.


| Job-embedded professional learning | Potential participants | Example frequency and duration | Tips from experienced practitioners |
|---|--|---|--|
| <p>Tutorial planning time: Structured independent or group work time to prepare for tutorials</p> | <ul style="list-style-type: none"> All tutors working in a given subject or grade level School tutor lead or program manager | <ul style="list-style-type: none"> 30 minutes or more About four times per week (will vary depending on the number of sections a tutor teaches per day) | <p>Providing protected planning time allows tutors to:</p> <ul style="list-style-type: none"> Identify upcoming needs, common student misconceptions, and the most important problems for demonstrating knowledge. Role-play relevant instructional moments. Share peer-to-peer lessons learned. |
| <p>Virtual resource library: Online portal with resources about tutoring best practices</p> | Any individual tutor | As needed | Providing tutors with digital lessons, videos, and tips and tricks allows them to coach themselves and find the most relevant content. |
| <p>As-needed coach support: Process allowing tutors to ask for coaching outside of formal opportunities (e.g., by email, survey)</p> | <ul style="list-style-type: none"> Any individual tutor School tutor lead or program manager | As needed, likely for questions that need <15 minutes to address | Sending a daily or weekly open-ended survey to tutors gives tutors the opportunity to voice anything on their mind outside of formal opportunities. |
| <p>Experienced ‘buddy’ program: Assigned teacher or experienced tutor meets daily with newer tutors to share tips and tricks for the day’s content</p> | <ul style="list-style-type: none"> A more experienced tutor or teacher A more junior or less experienced tutor | Daily, for 15-30 minutes | Aligning on daily objectives with a more experienced tutor or teacher can give younger tutors more confidence for the day’s lessons. |
| <p>Skills-focused PD sessions: Workshops to build tutors’ mastery of instructional and classroom culture-promoting techniques</p> | <ul style="list-style-type: none"> All tutors working in a given subject or grade level School tutor lead or program manager | 120 minutes; once per month | <p>Using observations data to inform skills sessions ensures the sessions cover what tutors need most.</p> <p>Including role-playing opportunities in sessions makes skills stick.</p> <p>Including skills from PD sessions as “look fors” in observations ensures continuity between dedicated PD time and day-to-day practice.</p> |

CONSIDERATIONS FOR TUTORING CONDUCTED UNDER ONE OR MORE MISSISSIPPI GRANT AGREEMENTS

In addition to programmatic choices dictating when students are tutored, grant agreements may also affect how tutors are sourced. Below is a non-exhaustive list of examples of how Mississippi grant agreements may influence program planning.

- The **21st Century Community Learning Centers Grant** and the **Learn More Grant** require applicants to submit a plan for recruiting and training volunteers in addition to paid staff, including senior citizens. Additionally, both grants recommend that the academic portion of the program have the support of certified teachers and maintain ratios that are no more than 15:1.
- As described in the **Multi-Tiered System of Supports (MTSS) guidance document**, “Tier II Interventions may be carried out within the classroom by the classroom teacher or other staff members who are highly trained in the intervention.” When considering how tutoring can be used to deliver approved interventions, districts should ensure that tutors have the appropriate qualifications to deliver supports.





Considerations for choosing which students, subjects, and grades to tutor

Many schools and districts are likely to have more students who could benefit from tutoring than they have capacity to serve. In fact, nearly every student could likely benefit from tutoring, given its effectiveness as a differentiation and learning acceleration tool. While these benefits may prompt some districts to consider taking a lower-dosage approach so they can serve more students, research suggests that such a strategy would be less beneficial to all students.⁶ This may cause some districts to face tough decisions about how to prioritize available tutoring capacity. These decisions can be considered along two dimensions:

- Prioritizing content areas and grade levels
- Selecting students for participation, within content areas and grade levels

DIMENSION 1:

PRIORITIZING CONTENT AREAS AND GRADE LEVELS

GENERAL CONSIDERATIONS

When deciding how to prioritize tutoring, school and district leaders may take the following factors into consideration:

- Much of the existing evidence showing the effectiveness of tutoring was gathered from trials in early literacy and secondary math.⁷
- Reading on grade level by the end of third grade and passing Algebra I by the end of ninth grade are predictive of positive postsecondary outcomes.⁸
- Each school has specific needs that should be taken into account.

School and district leaders may consider tutoring in the following areas across levels:

| | |
|-------------------|---|
| Elementary | Literacy (most evidence of impact in research to date) Math |
| Middle | Literacy Math (specifically Algebra I) Science (specifically Biology) |
| High | Literacy Math (specifically Algebra I) Science (specifically Biology) US History |


That said, well-designed tutoring programs are likely to be effective in other domains as well, and school and district leaders should consider the specific needs of their students when making decisions about tutoring priorities.


⁶ Carly D. Robinson et al., Accelerating student learning with high-dosage tutoring, EdResearch for Recovery, February 2021.


⁷ Ibid.


⁸ Early warning! Why reading by the end of third grade matters, Annie E. Casey Foundation, January 1, 2010; Predictors of postsecondary success, College and Career-Readiness and Success Center, American Institutes for Research, November 2013.


District leaders can discuss the following six key questions with their teams:


 Is there local data suggesting a need to prioritize a specific content area and grade level?

 What gateway courses will students enroll in at each grade level?

 Where have students been most affected by disrupted learning or learning loss?

 Which students stand to benefit the most from tutoring?

 How can tutoring provide Tier 1 support for certain grade levels and content areas?

 Where might tutoring be an appropriate vehicle for delivering certain Tier II and III interventions? (*See the first section titled “Considerations for providing high-dosage tutoring in Mississippi K-12 public schools” for further detail on the relationship between tutoring and MTSS.*)

One important source of insight may be proficiency data by grade level and year, which can help school and district leaders determine the following:

Content areas and grade levels where students have consistently (i.e., over a period of years) shown a need for more support; this is especially likely in the “transition years” of sixth (or seventh) and ninth grades⁹

Which students have experienced the greatest impacts on their learning trajectories; this could include demographic or needs groups, schools, or cohorts (e.g., those who were in second grade in the 2019-20 school year)



See **Appendix A** to access a planning worksheet to support analysis of student needs.

See **Seven Mississippi Schools Designated State’s First Science of Reading Schools.**



⁹ Martin West and Guido Schwerdt, “The Middle School Plunge,” *Education Next*, Volume 12, Number 2, 62–68, 2012.

Tutoring as a vehicle for literacy instruction

Mississippi has built a strong foundation of broad access to phonics instruction over the past few years as part of an evidence-based approach to the science of reading.¹⁰

For example, the Literacy-Based Promotion Act (LBPA), revised in 2016, requires that intensive reading instruction and intervention begin for students immediately following the identification of a reading deficiency. For information on developing Individualized Reading Plans, through which tutoring can be an effective vehicle for delivering phonics instruction, see Section 11 of the Mississippi Department of Education’s **Multi-Tiered System of Supports Guidance Document**.

Individual school and district leaders may consider data on their students’ early literacy skills when determining whether to prioritize this approach. Such data can be found through one or more of the **Mississippi Department of Education’s list of reading screeners that are approved for local school districts to use in grades K-3**.

Because these universal screeners are administered to students three times per year, they can provide a valuable source of information on students’ early literacy and how it has developed over the school year.



¹⁰ Catherine Gewertz, “States to Schools: Teach Reading the Right Way,” Education Week, February 20, 2020.

DIMENSION 2:

SELECTING STUDENTS FOR PARTICIPATION, WITHIN CONTENT AREAS AND GRADE SPANS

School and district leaders have taken a number of approaches to prioritizing students for participation in tutoring. Some may wish to prioritize students in certain proficiency “bands,” while others may wish to prioritize all students in a given grade span and subject area.

The table below outlines potential strengths and risks for each approach.

| Potential student selection approach | Potential strengths | Potential risks |
|--|--|---|
| <p>Prioritize students in certain proficiency “bands,” typically either:</p> <ul style="list-style-type: none"> • Those who are furthest behind • Those closer to proficiency where tutoring could result in content mastery | <p>May help stretch scarce tutoring capacity to serve students most severely affected by the pandemic</p> <p>Operating the program on a smaller scale could decrease complexity and allow for a higher-quality program</p> | <p>May create a stigma around tutoring</p> <p>May lead to scheduling challenges by requiring increased differentiation of student schedules</p> <p>Students who could greatly benefit from tutoring may not receive it due to not being identified as part of the targeted proficiency “band”</p> |
| <p>Prioritize all students in a given grade span and subject area — either district-wide or in selected schools</p> | <p>May reduce stigma</p> <p>May simplify scheduling for tutoring during the school day</p> <p>Taken together, these two factors can support the opportunity for tutoring to become a normal part of the culture at participating schools (e.g., “All ninth graders at our school get whole-group Algebra I as well as Algebra I tutorial”)</p> | <p>May require larger overall investment and broader tutor recruiting</p> <p>May raise questions of equity (e.g., “Why did struggling students at school X not receive tutoring, while students performing on grade level at school Y did?”)</p> |

See **Appendix B** to access a planning worksheet to support analysis of district needs, informed by data.

CONSIDERATIONS FOR TUTORING CONDUCTED UNDER MISSISSIPPI GRANT AGREEMENTS

In addition to programmatic choices dictating which students are tutored, grant agreements may affect how students are assigned to tutoring. Below is a non-exhaustive list outlining how Mississippi grant agreements and other programs may influence program planning.

- The **21st Century Community Learning Centers Grant** requires programming to be accessible to all non-public school students in the area served by the grant.
- The **Learn More Program Grant** requires that families also receive educational development; schools and districts may wish to explore opportunities to

extend learning opportunities to the families of students who participate in tutoring.

- The **Multi-Tiered System of Supports (MTSS)** offers a tiered approach to academic instruction. Schools may choose an evidence-based academic intervention from the **Mississippi Evidence-based Academic Interventions Approved List**. Tutoring can take place for students that need additional support to what they are receiving in the classroom. Tutoring can serve as an additional support that can be delivered during the school day or after school. Intervention programs can be used to provide the tutoring support. See below chart highlighting key differences between high-dosage tutoring and interventions.





Considerations for effective tutorial scheduling

INTRODUCTION TO TUTORIAL SCHEDULING

Schools and districts have a variety of approaches and factors to consider when scheduling high-dosage tutoring. A key question is whether to schedule tutoring during school hours or during non-school hours (e.g., before or after school or during vacations).

Most research to date has found school-day tutoring to be more effective in improving student outcomes. For instance, a 2020 meta-analysis of tutoring programs found that in aggregate, “the pooled effect size for during-school tutoring programs ... is nearly twice as large as that of after-school tutoring programs.”¹¹ This impact may be due to **higher levels of student attendance** and a **stronger connection to students’ school experiences** (i.e., relevance to classroom instruction).¹²

That being said, tutoring during the school day is not always feasible for school districts.

While the research basis is more limited for out-of-school tutoring, there are ways that systems can optimize their out-of-school programs in order to achieve greater impact.

Districts may consider four key elements when deciding whether to schedule tutoring during school or out of school—and they may find it challenging to get those elements right once they have made that decision. These elements are **tutor availability**, **student attendance**, **integration**, and **equity** into the school’s master schedule.

This document provides guidance on how Mississippi districts can optimize their tutoring program in the context of scheduling, including **guidance on assessing the four key elements**, **detailed sample schedules** and **Mississippi-specific considerations** that districts can use to inform their planning process.



¹¹ Andre Joshua Nickow, Philip Oreopoulos, and Vincent Quan, “The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence,” EdWorkingPaper No. 20-267, 2020, Annenberg Institute at Brown University.

¹² Carolyn J. Heinrich, Robert H. Meyer, and Greg Whitten, “Supplemental Education Services Under No Child Left Behind: Who Signs Up, and What Do They Gain?,” *Educational Evaluation and Policy Analysis*, June 2010, Volume 32, Number 2, 273–98.

See **Appendix D** for Sample Schedules.

CONSIDERATIONS FOR SCHEDULING DURING OR AFTER SCHOOL

As district and/or school leaders consult with their teams to determine how tutoring will be scheduled, they may start by deciding whether tutoring will be offered during the school day or outside of school hours. When determining the answer to this central question, planning teams may find it helpful to discuss the following four key questions:

Tutor availability: *When will the district best be able to secure the needed people to provide tutoring?*

- **During school:** Offering more tutoring blocks throughout the school day may reduce the number of tutors that need to be hired or increase the number of students who can be served by the same number of tutors. For example, if a district provides after-school tutoring for 36 students with a 1:3 tutor-student ratio, 12 tutors must be hired. If the same program is offered during the day with six tutoring periods per day, only two tutors must be hired.¹³ Districts may consider whether school staff have availability outside of their regular commitments to provide during-the-day tutoring.
- **Out of school,** many potential tutors (e.g., teachers, teaching assistants, paraprofessionals, non-school staff) have increased availability, though they may have limited willingness to work additional hours beyond their regular commitments. However, as described above, districts

will likely need to hire a greater number of tutors, because this approach provides a shorter window of time for each tutor to provide instruction. When hiring staff for out-of-school tutoring, districts have achieved successful outcomes by setting high standards for tutor quality, prioritizing current or former educators, or engaging students in educator preparation programs.

- **Further resources:** Tutor program leads may consult [Considerations for sourcing and training tutors](#) of this guidebook for detailed guidance on addressing staffing challenges. Common strategies include providing virtual tutoring, increasing group sizes, and using new methods to source tutors. See [Appendix C](#) for additional resources.

Student attendance: *How will the district ensure high levels of student attendance?*

- **During school,** student attendance is likely to be significantly higher, because students are already required to be in school, eliminating transportation challenges and conflicts with extracurricular activities. Additionally, when tutoring is scheduled during the day, students (and tutors) may be less likely to treat it as optional “homework help.”
- **Out of school,** maintaining high student attendance is likely to be more challenging, because students may have out-of-school commitments, be less willing to engage after a full day of school, or not have access

¹³ This example assumes one block of tutoring is scheduled after school and six blocks are scheduled throughout the school day.

to transportation if it is required. Districts have addressed this challenge by offering incentives such as opportunities to earn course credit (e.g., retaking key exams) to students who attend tutoring. Additionally, some districts have offered transportation assistance for all grade levels (e.g., late buses, reimbursement of public-transport costs) to increase student attendance. Districts may also consider offering tutoring before school, which could reduce the perception (and use) of tutoring as “after-school homework help.”

Integration into the school’s master schedule:

How will the district incorporate tutoring into schools’ master schedule of core classes, electives, and interventions?

- **During school** tutoring should not interfere with core classes or with classes such as art that may drive overall student attendance. Because of this, incorporating tutoring into the master schedule can be challenging and will likely require creativity on the part of program leads. To minimize conflicts with core classes and interventions, some districts incorporate tutoring into the master schedule during the planning process for the upcoming school year—rather than slotting it in after the schedule has been developed.
- **Out-of-school** tutoring is easier to incorporate into a school’s master schedule because it does not conflict with core classes and electives held during normal school hours. However, it also limits the range of time slots during which tutoring can be offered and affects which students are able to receive tutoring, as described above.

Equity: *How will the district ensure that tutoring is scheduled when every student is able to access it?*

- **During school**, standard instruction typically accounts for the bulk of students’ time. Moreover, existing “flex” blocks may be used for service delivery (e.g., students with special needs or English Language Learners) or additional interventions (e.g., Tier II and III interventions). Additionally, repurposing elective blocks (e.g., art or music) can create disparities in school experience for students who need additional academic support. In sum, the existing schedule can be constraining, and districts may need to create new flexibilities and solutions to deliver tutoring during school. Some districts have been creative in addressing this challenge. For example, some districts have repurposed existing whole-group class time into asynchronous, computer-based “lab”-style courses. This approach has the added benefit of reducing stigma by providing tutoring to all students during the same block, independent of their specific intervention needs.
- **Out-of-school** tutoring is likely to be most accessible for students with greater access to transportation and without responsibilities such as part-time work, caring for siblings, and household chores. Some districts have addressed this challenge by offering incentives, transportation support, and other methods as described in the previous section. Schools may also consider allowing students to receive tutoring on the same schedule as their siblings to minimize the logistical burden on parents and families.

Case study:

One district successfully provided high-dosage tutoring during the day by taking a creative approach to scheduling and teacher collaboration. Through this approach, students participated in both independent reading and high-dosage tutoring, and teachers integrated tutoring smoothly into class time with minimal disruption to the master schedule.

The program focused on a 90-minute independent reading period. Two teachers sent their students to one classroom—a total of 32 students—and one teacher (“Teacher A”) stayed in the classroom to supervise the independent reading.

During the session, the other teacher (“Teacher B”) and a paraprofessional each pulled four students out for small-group tutoring sessions in the other classroom. After 45 minutes, the students returned to the main group, and the teacher and paraprofessional each pulled four more students for tutoring for the remaining 45 minutes. By the end of the 90-minute session, 16 students had received 45 minutes of tutoring.

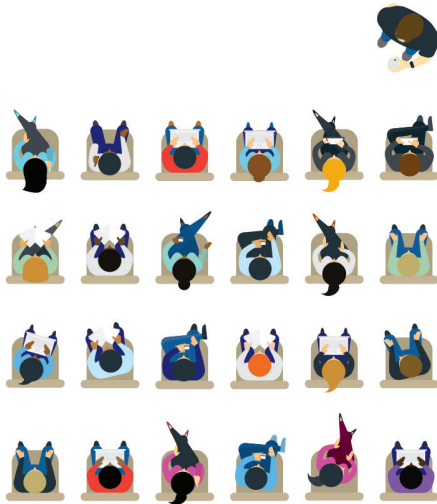
The next day, Teacher B supervised the independent reading while Teacher A and the paraprofessional provided tutoring to the 16 students who didn’t receive it the previous day, using the same approach. Thus, all students received 45 minutes of tutoring every other day.



Day 1:

CLASSROOM A

TEACHER A



CLASSROOM B

TEACHER B



PARAPROFESSIONAL



Day 2:

CLASSROOM A

TEACHER A



PARAPROFESSIONAL



CLASSROOM B

TEACHER B



ADDITIONAL RESOURCES FOR TUTORIAL SCHEDULING

Once districts have decided on their approach to tutorial scheduling, they will need to ensure students are enrolled in tutoring and assigned to tutors. To support this work, the MDE has prepared two planning templates for schools to use, based on the real materials used by a Mississippi school:

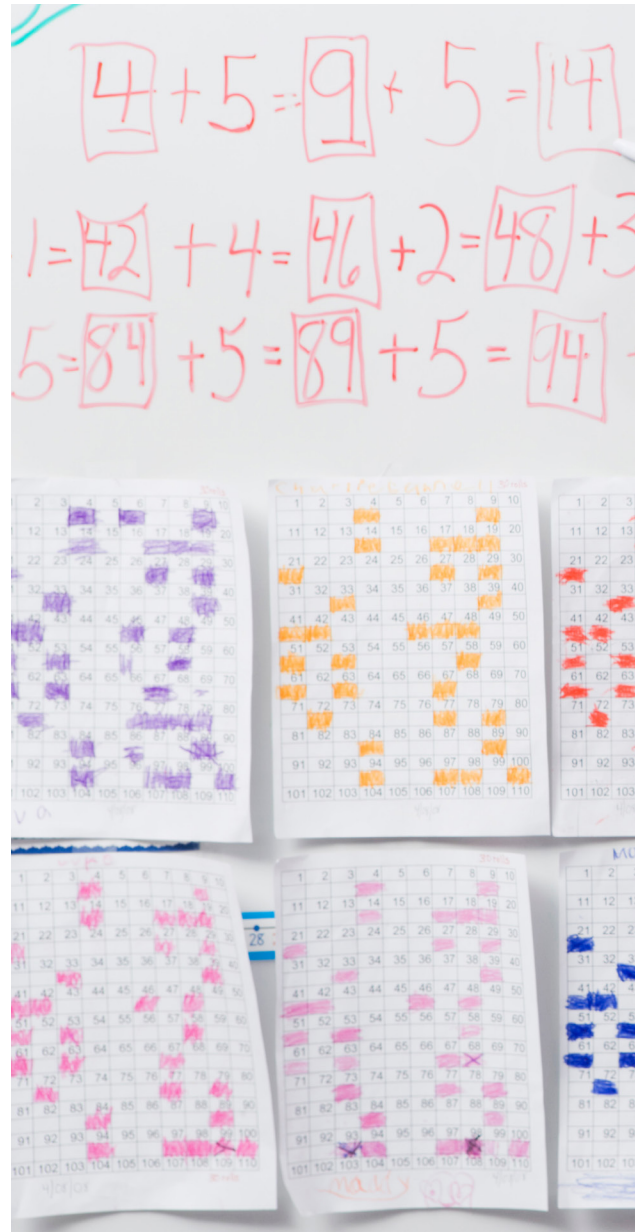
- 1** **Sample tutoring enrollment letter:** School districts may send a completed version of this template to parents, to explain the tutoring program and invite them to enroll their student. This sample letter is for an after-school tutoring program that is provided for select students; districts or schools making other programmatic choices will need to update the language. [Appendix E](#)
- 2** **Sample tool to assign students to tutors:** School districts may use this worksheet to record key details about students receiving tutoring, and sort students into tutoring groups. Districts or schools using this tool may consider adding, removing, or changing their copy of this worksheet as needed to suit their program.



CONSIDERATIONS FOR TUTORING CONDUCTED UNDER ONE OR MORE MISSISSIPPI GRANT AGREEMENTS

In addition to programmatic choices dictating when students are tutored, grant agreements may also affect how tutoring is scheduled. Below is an example list of how Mississippi grant agreements may influence program planning.

- The **21st Century Community Learning Centers Grant** is designed exclusively for programs that provide opportunities for academic enrichment activities during non-school hours or periods when school is not in session, indicating that tutoring must occur before or after school.
- The **Learn More Grant** requires that grantees offer each enrolled student “the opportunity to attend academic and enrichment activities a minimum of 9 hours each week and a minimum of 20 hours each week during the summer.”
- When evaluating whether tutoring may be a vehicle for delivering approved **Tier II and III supports of the Multi-Tiered System of Supports (MTSS) process**, districts may consider whether supports have scheduling requirements that would influence when tutoring is delivered (e.g., a Tier III intervention may require 30 minutes every day, while tutoring was originally planned to be 45 minutes every other day).



WORKSHEET TO PRIORITIZE TUTOR SKILLS

As a potential input to candidate screening, the worksheet below is designed to help districts and potential partner organizations prioritize the skills tutors should have or might need to develop to best serve the district's students. Note that these general guidelines can and should be adapted to meet the specific needs of the students the program will serve.

The district and/or partner organization may take the following steps:

- 1 Define the full set of tutor skills required to meet student needs.
- 2 Define which of these skills it already trains or selects for.
- 3 Use this tool to determine which skills to add to existing processes in candidate screening or training and professional development.
- 4 Use this tool to assess the skills profiles of potential tutors.

To use the worksheet, begin by determining whether each skill is critical for the district in question. Based on knowledge of district needs, mark a "yes" or check in the column "Is this skill critical for the district or program?" for each applicable row.

Next, fill in the column "Is this skill covered by existing training or selection processes?" with a "yes" or a check for each applicable row, based on knowledge of the partner's hiring and training processes.

If a skill is critical for the district, but it is not covered by existing training or selection processes, the district and/or partner organization will need to develop a plan to add to existing processes to select for this skill in the recruiting process or to offer supplemental coaching or training to new tutors as needed. Use the columns "Is this skill critical for the district or program?" and "Is this skill covered by existing training or selection processes?" to fill out "Will the district need to train or select for this skill" with a Yes or No in each cell.

When using the worksheet to evaluate individual candidates, use the final column to rate the candidate's skill level on a scale of 1-5.

Please note:



- 1 This worksheet does not include baseline eligibility requirements such as US work authorization and a successful background check.
- 2 While these skills are likely relevant for most districts, some districts may find certain skills more or less necessary based on student needs (e.g., multilingual fluency), and some districts may require additional skills not listed based on the specific needs of their program (e.g., for non-tutoring responsibilities).
- 3 Not all skills below will necessarily be prioritized by every district to the same degree.

| Essential components | Supporting tutor skills and potential indicators of skill (not exhaustive) | Is this skill critical for the program or district? | Candidate skill proficiency rating (1/5) 1: Not qualified 2: Low proficiency 3: Somewhat proficient 4: Proficient 5: Highly qualified |
|-----------------------|---|---|--|
| Content support | Subject-matter expertise (bachelor’s degree, major in relevant subject, relevant work experience, hiring or interview data) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Pedagogical skills such as guiding, scaffolding (experience teaching, tutoring, or mentoring; management role; mastery assessment at end of pre-service training) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Lesson planning and intellectual preparation (experience teaching or tutoring, relevant coursework; mastery assessment at end of pre-service training) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Relationship building | Behavior management strategies (experience working with children; mastery assessment at end of pre-service training) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Student communication (experience working with children; mastery assessment at end of pre-service training) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Family communication (experience working with children and engaging with families, interview or hiring data) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Cross-cultural fluency (experience working with people from different cultural backgrounds; interview or hiring data) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Trauma-informed teaching (experience working with youth who have experienced trauma; trainings or background in understanding trauma; mastery assessment at end of pre-service training) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Language support | Multilingual fluency (stated fluency level) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Language support strategies such as structured English immersion (SEI certification, relevant coursework, bilingual teaching or tutoring experience; mastery assessment at end of pre-service training) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

| Essential components | Supporting tutor skills and potential indicators of skill (not exhaustive) | Is this skill critical for the program or district? | Candidate skill proficiency rating (1/5) 1: Not qualified 2: Low proficiency 3: Somewhat proficient 4: Proficient 5: Highly qualified |
|---------------------------------|---|---|--|
| Behavioral and learning support | Fluency reading individual education plans (experience working with differently abled students; mastery assessment at end of pre-service training) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Executive-functioning pedagogical practices (experience working with students with varying levels of skills in attention, focus, or self-regulation; mastery assessment at end of pre-service training) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Coachability | Growth mindset (response in live coaching session indicative of growth (vs. fixed) mindset about learning) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Ability to give and receive feedback effectively (understanding of feedback strategies and pitfalls) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Resilience (experience overcoming personal or professional challenges) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Collaboration | Professional communication (experience in professional environment or demonstrated in interview) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Teamwork (experience in management role or role on competitive team) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Reliability (experience in professional environment and/or track record of reliable behavior on the job) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Work ethic (experience in fast-paced work or academic environment) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Risk and compliance | Understands mandated reporting requirements (current or prior organization employee; attestation during training) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Understands compliance to district policy (current or prior organization employee; attestation during training) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

| Essential components | Supporting tutor skills and potential indicators of skill (not exhaustive) | Is this skill critical for the program or district? | Candidate skill proficiency rating (1/5) 1: Not qualified 2: Low proficiency 3: Somewhat proficient 4: Proficient 5: Highly qualified |
|----------------------|---|---|--|
| Risk and compliance | Understands mandated reporting requirements (current or prior organization employee; attestation during training) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Understands compliance to district policy (current or prior organization employee; attestation during training) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Logistics | Understands academic calendar and daily schedule (current or prior organization employee; attestation during training) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Understands district or school physical layout (current or prior organization employee; tour or walk-through during training) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | Understands IT tools and systems, such as printers and copiers and student information systems (current or prior organization employee; IT orientation during training) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Mission alignment | TBD by individual districts and/or schools | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

APPENDIX B:

ANALYZE DISTRICT NEEDS, INFORMED BY DATA

Workbook for analyzing district needs



Note: If the district has already planned or started a tutoring program, this section can be used to reflect on whether the district could serve more students with a community partner.

What are the district's goals for tutoring?

How many students does the district want to tutor this year?

How many students does the district want to tutor by 2023?

[write here]

What academic outcomes is the district hoping to achieve for students receiving tutoring?

[write here]

Does the district have any other goals for its tutoring program?

[write here]

What criteria is the district using to prioritize students?

What data will the district use to prioritize students? Which students, grade levels, and subject areas will be prioritized based on that data?

[write here]

How many of those students will the district be able to tutor with existing teachers or staff?

Reminder: Research suggests that students should receive three or more 30- to 60-minute tutoring sessions each week.¹⁴

- Have any teachers or staff already offered their time to provide tutoring services?*
- What capacity may be available across schools?*

[write here]

¹⁴ "Accelerating student learning with high-dosage tutoring," 2021.

Looking at student data, consider the following to fill out the table below for the first semester of tutoring:

- Which students are most in need of tutoring?
- Which of those students does the district need support from a community partner to serve?

One illustrative row has been filled out as an example in green text below.

| | Subject | # of students needing tutoring | # of students to be tutored by partner | Names of schools that need tutoring from partner | Additional details (e.g., specific student needs) |
|------|---------|--------------------------------|--|--|---|
| 1st | Reading | 400 | 100 | _____ Elementary | 100% scoring below grade level on statewide exams |
| | Math | 100 | 100 | _____ Elementary, _____ Elementary | >80% English Language Learners, >50% students with IEPs |
| 1st | Reading | | | | |
| | Math | | | | |
| 2nd | Reading | | | | |
| | Math | | | | |
| 3rd | Reading | | | | |
| | Math | | | | |
| 4th | Reading | | | | |
| | Math | | | | |
| 5th | Reading | | | | |
| | Math | | | | |
| 6th | Reading | | | | |
| | Math | | | | |
| 7th | Reading | | | | |
| | Math | | | | |
| 8th | Reading | | | | |
| | Math | | | | |
| 9th | Reading | | | | |
| | Math | | | | |
| 10th | Reading | | | | |
| | Math | | | | |
| 11th | Reading | | | | |
| | Math | | | | |
| 12th | Reading | | | | |
| | Math | | | | |

APPENDIX C:

ADDITIONAL RESOURCES

| Title | Description | Link |
|--------------------------------------|---|---|
| The Family Guides to Student Success | The Family Guides for Student Success outlines what your child should learn at each grade level from pre-kindergarten through eighth grade. You can encourage your child’s academic growth by reinforcing classroom activities at home. The Family Guide for Student Success booklets represent what all students should know and be able to do at the end of each grade level. The achievement of the expectations will help your child meet the assessment standards established by our state. It is only through your support and active participation in your child’s education that we form a partnership for success for all the children in Mississippi. | <u>English Version</u> <u>Spanish Version</u> <u>Training Resources</u> |
| Strong Readers Strong Leaders | Families want to help their children become strong readers but do not always have the resources they need to start. At the Mississippi Department of Education, we provide the necessary resources, activities, and information, so you can help your children become strong readers and strong leaders The activities you will find are useful to all students at all levels. Families can move within the grades to provide their children with the activities that are on their level. | <u>Strong Readers Strong Leader</u> |
| Access for All Guide | The <u>Access For All (AFA) Guide</u> was developed by the Mississippi Department of Education in collaboration with educators across the state to help teachers address issues that impact learners with a wide variety of needs. This guide will aid in providing quality classroom instruction for all students, including general education students and students with disabilities who receive instruction in general education settings. To provide access for all, meaningful collaboration between administrators, general educators, special educators, parents, and the students themselves must take place. | <u>Access For All Guide</u> |
| MPB Classroom TV | As a PBS station, MPB can bring the rich content of PBS to Mississippians through our programs. MPB Education offers a variety of rigorous programs both face-to-face and digitally. Services that focus on parents, children, and families top the list of initiatives. The hands-on, consistent nurturing approach allows us to get to know those we serve and dedicate consistent time to programs that have a lasting impact. | <u>MPB classroom TV</u> |

SAMPLE SCHEDULES FOR TUTORING BLOCKS

Option 1: Tutoring during the school day.

Research shows that tutoring offered during the school day has a greater impact on student success than tutoring offered before or after school. Researchers believe that this greater impact is because students are more likely to attend tutoring sessions during the school day than before or after school.¹⁵ For this reason, when possible, districts should seek to provide tutoring services during the school day (*see*

Option 1 example below).

Option 2: Out-of-school tutoring. However, tutoring during the school day may not be possible in many districts. In addition to a potential in-school scheduling option, we outline three additional scheduling examples below:

A Before-school tutoring

B After-school tutoring

C Hybrid before-school/after-school tutoring



¹⁵ Andre Joshua Nickow, Philip Oreopoulos, and Vincent Quan, “The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence,” EdWorkingPaper No. 20-267, 2020, Annenberg Institute at Brown University.

EXAMPLE SCHEDULES

All examples below assume the school day runs from 8:08 a.m. to 2:25 p.m., with six 50-minute periods each day and one 77-minute period for lunch, recess, and differentiated instruction (DI). For more information on differentiated instruction, please refer to [this presentation](#) from Jackson Public Schools. The high-dosage tutoring time should not take place during core instruction. It can take place during non-core classes, and it can be used as a push-in during independent practice.

These sample schedules are based on the sample secondary schedules from the Mississippi Department of Education’s [Instructional Minutes Recommendations and Examples](#). Due to the greater level of variation and flexibility among primary school schedules, these schedules are based on secondary school schedules; however, primary school tutoring programs can still take inspiration from these examples.

Tutoring programs can also design their own schedules. As a reminder, [research suggests that students should receive three or more weekly tutoring sessions of 30-60 minutes each](#).¹⁶

OPTION 1: TUTORING DURING THE SCHOOL DAY

Offering tutoring during school has been shown to be linked to higher rates of attendance and increased impact on student outcomes. If school-day tutoring is possible, districts will tell partners which time blocks students will be available for tutoring in school (e.g., non-core classes, push-in during independent practice).

The example below shows a tutoring schedule with three 45-minute tutoring blocks per day Monday through Thursday and six blocks on Fridays. This example would allow tutors to serve six possible tutoring groups.

Option 1:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 08:08-08:58 | Period 1 (tutoring group 1) | Period 1 | Period 1 (tutoring group 1) | Period 1 | Period 2 (tutoring group 1) |
| 08:58-09:48 | Period 2 | Period 2 (tutoring group 4) | Period 2 | Period 2 (tutoring group 4) | Period 2 (tutoring group 4) |
| 09:48-10:38 | Period 3 (tutoring group 2) | Period 3 | Period 3 (tutoring group 2) | Period 3 | Period 3 (tutoring group 2) |
| 10:38-11:55 | Recess/Lunch/DI Block | Recess/Lunch/DI Block | Recess/Lunch/DI Block | Recess/Lunch/DI Block | Recess/Lunch/DI Block |
| 11:55-12:45 | Period 4 | Period 4 (tutoring group 5) | Period 4 | Period 4 (tutoring group 5) | Period 4 (tutoring group 5) |
| 12:45-01:35 | Period 5 (tutoring group 3) | Period 5 | Period 5 (tutoring group 3) | Period 5 | Period 5 (tutoring group 3) |
| 01:35-02:25 | Period 6 | Period 6 (tutoring group 6) | Period 6 | Period 6 (tutoring group 6) | Period 6 (tutoring group 6) |

¹⁶ Carly D. Robinson et al., Accelerating student learning with high-dosage tutoring, EdResearch for Recovery, February 2021.

OPTION 2: OUT-OF-SCHOOL TUTORING

There is no “right” model, but the scheduling options below show before- and after-school approaches that may increase student attendance.

Option 2a: Before-school tutoring

Some students, especially younger ones, may

be able to meet for tutoring before school. The example below shows a before-school tutoring schedule with 30-minute tutoring blocks on Monday, Wednesday, and Friday and 45-minute tutoring blocks on Tuesday and Thursday. This example would allow tutors to serve two tutoring groups, though group 2 would not meet the recommended three or more times per week.

Option 2a:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 07:15-08:08 | Tutoring group 1 (30 mins) | Tutoring group 2 (45 mins) | Tutoring group 1 (30 mins) | Tutoring group 2 (45 mins) | Tutoring group 1 (30 mins) |
| 08:08-08:58 | Period 1 | Period 1 | Period 1 | Period 1 | Period 1 |
| 08:58-09:48 | Period 2 | Period 2 | Period 2 | Period 2 | Period 2 |
| 09:48-10:38 | Period 3 | Period 3 | Period 3 | Period 3 | Period 3 |
| 10:38-11:55 | Recess/Lunch/DI Block | Recess/Lunch/DI Block | Recess/Lunch/DI Block | Recess/Lunch/DI Block | Recess/Lunch/DI Block |
| 11:55-12:45 | Period 4 | Period 4 | Period 4 | Period 4 | Period 4 |
| 12:45-01:35 | Period 5 | Period 5 | Period 5 | Period 5 | Period 5 |
| 01:35-02:25 | Period 6 | Period 6 | Period 6 | Period 6 | Period 6 |

Option 2b: After-school tutoring

Some students may be able to meet for tutoring after school. Furthermore, districts that have students in after-school care could repurposed care as tutoring time. But an after-school-only option may create conflicts with extracurricular or family commitments for other students.

The example below shows a tutoring schedule with 30-minute tutoring blocks offered Monday, Wednesday, and Friday after school and 45-minute tutoring blocks offered Tuesday and Thursday after school. This example would allow tutors to serve two tutoring groups.

Option 2b:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| 08:08-08:58 | Period 1 | Period 1 | Period 1 | Period 1 | Period 1 |
| 08:58-09:48 | Period 2 | Period 2 | Period 2 | Period 2 | Period 2 |
| 09:48-10:38 | Period 3 | Period 3 | Period 3 | Period 3 | Period 3 |
| 10:38-11:55 | Recess/Lunch/DI Block | Recess/Lunch/DI Block | Recess/Lunch/DI Block | Recess/Lunch/DI Block | Recess/Lunch/DI Block |
| 11:55-12:45 | Period 4 | Period 4 | Period 4 | Period 4 | Period 4 |
| 12:45-01:35 | Period 5 | Period 5 | Period 5 | Period 5 | Period 5 |
| 01:35-02:25 | Period 6 | Period 6 | Period 6 | Period 6 | Period 6 |
| 02:25 pm | Tutoring group 1 (30 mins) | Tutoring group 2 (45 mins) | Tutoring group 1 (30 mins) | Tutoring group 2 (45 mins) | Tutoring group 1 (30 mins) |

OPTION 2C: HYBRID BEFORE-SCHOOL/AFTER-SCHOOL TUTORING

A hybrid option may offer flexibility for individual students who need to alternate between before- and after-school tutoring on different days. It may also offer districts the flexibility to serve a

greater number of students who have different tutoring time preferences. The example below shows 30-minute tutoring blocks offered both before and after school on Monday, Wednesday, and Friday and 45-minute tutoring blocks offered both before and after school on Tuesday and Thursday. This example would allow tutors to serve four possible tutoring groups.

Option 2c:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| 07:15-08:08 | Tutoring group 1 (30 mins) | Tutoring group 3 (45 mins) | Tutoring group 2 (30 mins) | Tutoring group 4 (45 mins) | Tutoring group 1 (30 mins) |
| 08:08-08:58 | Period 1 | Period 1 | Period 1 | Period 1 | Period 1 |
| 08:58-09:48 | Period 2 | Period 2 | Period 2 | Period 2 | Period 2 |
| 09:48-10:38 | Period 3 | Period 3 | Period 3 | Period 3 | Period 3 |
| 10:38-11:55 | Recess/Lunch/DI Block | Recess/Lunch/DI Block | Recess/Lunch/DI Block | Recess/Lunch/DI Block | Recess/Lunch/DI Block |
| 11:55-12:45 | Period 4 | Period 4 | Period 4 | Period 4 | Period 4 |
| 12:45-01:35 | Period 5 | Period 5 | Period 5 | Period 5 | Period 5 |
| 01:35-02:25 | Period 6 | Period 6 | Period 6 | Period 6 | Period 6 |
| 07:15-08:08 | Tutoring group 2 (30 mins) | Tutoring group 4 (45 mins) | Tutoring group 1 (30 mins) | Tutoring group 3 (45 mins) | Tutoring group 2 (30 mins) |

APPENDIX E:

Name of School

Street address

Telephone:

Email:

Principal

Assistant Principal

Dear Parent/ Guardian:

As part of our school efforts to meet individual student needs and improve student achievement, **[SCHOOL NAME]** works to consistently monitor student progress toward their grade level goals.

We will be offering tutoring starting **[DATE]**. Your child’s teacher has closely reviewed available data (academic testing results, classroom performance, and teacher recommendations) and your child has been identified as a student who could benefit from an after-school tutoring program.

This is a free program, and the tutoring will occur in a one-on-one or small group setting with a **[TYPE OF TUTOR]**. Your child is welcome to bring a snack to have during tutoring (please send a snack and drink labelled “tutoring”). The tutoring session will occur **[TIME AND DAYS OF WEEK]**.

Please check below how your child will be picked up on the days of the tutoring program:

- [TRANSPORTATION TYPE 1]**
- [TRANSPORTATION TYPE 2]**
- Car Rider
- Walker
- My child needs to take a school bus home (bus to be provided by the district after tutoring sessions are over)

Please sign below acknowledging that you have received the letter and that you approve of this tutoring session for you child.

Parent Signature: _____ Date: _____

Please understand that our goal for providing the after-school tutoring to your child is to ensure that your child will be successful in meeting the Mississippi grade level expectations and requirements. If you have any questions, please email your child’s classroom teacher or counselor or feel free to contact us at **[PHONE NUMBER]**.

Sincerely,

THE MISSISSIPPI
**HIGH-DOSAGE
TUTORING**

PLAYBOOK