The MS High-Dosage Tutoring

Playbook

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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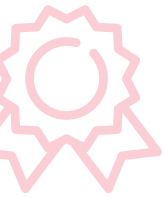
1 **ALL** Students Proficient and Showing Growth in All Assessed Areas

2 **EVERY** Student Graduates from High School and is Ready for College and Career

3 **EVERY** Child Has Access to a High-Quality Early Childhood Program

4 **EVERY** School Has Effective Teachers and Leaders

5 **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 **EVERY** School and District is Rated "C" or Higher

THE MISSISSIPPI
HIGH-DOSAGE TUTORING

PLAYBOOK

https://mdek12.org/OAE/OEER/InterventionServices

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Partnership between Chiefs for Change

Collaboration between academic offices within MDE

Incorporated research and best practices for schools and districts

Includes resources, suggestions, and strategies to support the implementation of effective tutoring practices

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Access to a tutoring calculator that can be used to determine the number of tutors needed and the costs associated with the program

Potential Impact

Potential to be one of the most effective tools available to K-12 educational leaders.

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

+2.5

Years of learning in one year of tutoring

60%

Reduction in course failure

What it is and what it is not

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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: groups of two to four students

Consistency: Students meet with the same tutors over time

Tutor training: Tutors receive regular coaching and professional development

Dosage: Tutoring happens at least three times per week for at least 45 minutes per session

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

Emphasis: Importance should be placed on both tutoring relationships (tutor-to-student and peer-to-peer) and rigor

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

• Focused only on catch-up materials or below grade-level instruction

• A replacement for: Core instruction

• English-language development or special education services

• Tier II or Tier III interventions through MTSS

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.

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. • 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: • What skill/standard the student is developing • What approaches are being utilized • How they are progressing toward mastery of the skill/standard Occurs at least three times per week for at least 45 minutes per session	The **MTSS Documentation Packet** must be utilized to record the interventions and progress monitoring that are taking place along with additional supporting information. Tier II Interventions are recommended to occur 3 to 5 days per week, 20 – 30 minutes for each session Tier III Interventions are recommended to occur 4 to 5 days per week, 30 – 60 minutes for each session
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. A Teacher Support Team meeting must take place no later than 8 weeks after implementation for students in Tier III.

Key Parameters

Review the Playbook for available research

Key Parameters

Dimension	Takeaways for system leaders
Dosage	• 3+ times per week • 45+ minutes per session
Group size	• 2 to 4 students per tutor • 1 to 1 tutoring is significantly more costly than small group tutoring and is unlikely to be more effective
Sources for tutor talent	• May or may not be certified teachers • Early-career tutors in AmeriCorps programs • Retired teachers, undergraduate and graduate students, volunteers

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Key Parameters

Dimension	Takeaways for system leaders
Relationships	• Students paired with a consistent tutor over time • Build student-tutor relationships • Strong relationships are a predictor for student success
Scheduling	• Most effective during the school day • After school tutoring is likely to be the easiest to access • Discover ways to sustain high attendance

Key Parameters

Dimension	Takeaways for system leaders
Prioritizing content areas and grades	• Early Literacy • Secondary Math
Student Selection	• Review proficiency bands (focusing on those students who are approaching content mastery or the furthest behind) • Prioritize all students in a given grade or subject area. (reduces stigma)
Modality	• Most evidence gathered focuses on in-person tutoring • Early evidence of virtual tutoring is promising • Virtual tutoring is likely to be more cost effective when it occurs during the school day

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Considerations for recruiting and training

Potential Sources of Talent

- 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
- Volunteers from the community

- Create part-time tutor positions to provide greater flexibility for tutors
- Create full-time tutor positions to make it easier to offer tutoring during the day and increase the number of students each tutor can serve

The Center for Excellence in Literature Instruction (CELI) 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 GEER funds under the 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.

- Engaging teachers as tutors

- Leveraging teaching assistants

- Encouraging college students

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.

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- Virtual Tutoring

The Mississippi Department of Education has launched a **statewide partnership** 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 into this program can contact PAPER® **here**.
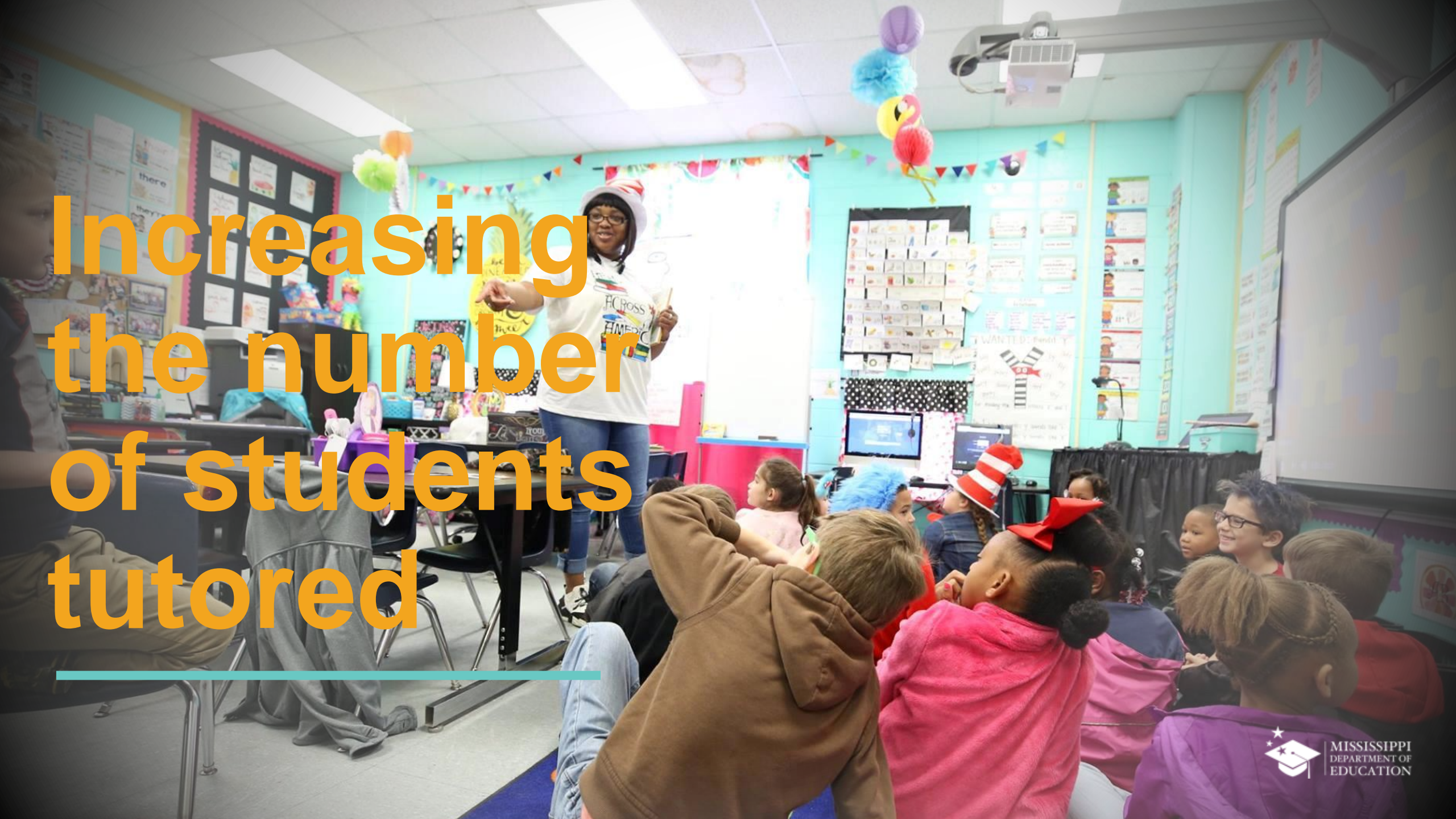
Increasing the number of students tutored

- Supplementing live instruction with online, self-paced learning programs
- Adjusting group size by proficiency and engagement level
- Rotating tutoring blocks throughout the day
- Providing transportation to and from tutoring

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.

Considerations for Tutor Selection
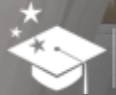
Guiding questions can be utilized to determine
whether tutors will be prepared for success
in the tutoring program.

Will tutors be:
Trained and able to provide the necessary content support to students?
Trained and able to build meaningful relationships with students and families?
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?
Aligned with the tutoring programs mission?

Considerations for Scheduling

Key questions to consider when making this decision:

1. When will the district best be able to secure the needed people to provide tutoring?

2. How will the district ensure high levels of student attendance?

3. How will the district incorporate tutoring into schools' master schedule of core classes, electives, or interventions?

4. How will the district ensure that tutoring is scheduled when every student is able to access it?

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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.

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Tutoring Calculator

This calculator is a tool that can help you to think about the drivers of tutor staffing needs, and that can help provide a starting point to staffing up a tutoring program.

The goal of this calculator is to support districts and/or schools in understanding how the goals and programmatic elements of their tutoring program could impact their personnel requirements

After using this calculator, you will have a high-level estimate of the amount of tutors needed to support your tutoring program and the cost of hiring those tutors. You can then use this high-level estimate to inform your decision-making in your unique context.

This calculator is best used by district or school level tutoring program coordinators; it may also be useful for principals or superintendents interested in tutoring. If this tool is being used to inform district-level planning, it is worth noting that it does not account for school-by-school variation across the different considerations.

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1.Click on the tab labelled "Worksheet (EDIT)"

2.Read through the Key Questions (Column A)

3. Answer the "Questions for input" (Column B) entering you answers under "Answers under here" (Column C). For some of the questions, you'll need to select your answer from a drop-down menu

4. Enter in Assumptions (Column C) that match the context of your program

5. Look at the Output table (Columns G-H) to see how your answers impact the estimated requirements for tutors

6. If a cell has a black mark in the upper right corner, you can click on the cell to view additional guidance

7. Adjust your answers to see how the estimated requirements may change

Legend

Inputs	(green)
Outputs	(yellow)
Context	(light blue)
Highlights	(orange)
Additional considerations	(light green)

Key Questions	Questions for Input	ENTER ANSWERS HERE
Question 1		
How many students will receive tutoring?	How many **students** are **in the district**?	500
	How many **students** will receive **tutoring**?	400
Question 2		
How will tutoring be scheduled?	Will students in the district receive **tutoring daily, or every other day**?	Daily
	What will be the **length of each tutoring session**?	30 min
	What will be the average **group size**?	4
	How many **tutoring blocks will be available each day** (including afterschool)? (*Note that this refers to the number of tutoring*	1
Question 3		
How many hours will tutors work?	How many **hours per week** do you expect your **tutors to commit to**, on average?	10
	Additionally, how many **hours per week of (paid) prep time** will be expected for tutors, on average? (*Note that current staff*	5
Question 4	*Optional:* Cost	
Who will be providing tutoring services?	What **percentage** of tutoring sessions will be provided by **current staff**?	
	What **percentage** of tutoring sessions will be provided by **new, paid tutors**?	
	What **percentage** of tutoring sessions will be provided by **unpaid volunteers**?	
Question 5		
How much will tutors be paid?	What **hourly wage** will **current staff** be paid? (*Enter 0 if tutoring commitment would not result in additional personnel costs for*	$ -
	What **hourly wage** will **new tutors** be paid?	$ -
Question 6		
What other costs will be incurred?	Will the program **include transportation support**?	Yes
	Will the program **include additional costs to support student attendance** (e.g., meals, toys, gift cards)?	Yes

Assumptions	
Tutor absenteeism frequency	
Tutor attrition rate	

Outputs	DO NOT EDIT
Percent of students to receive tutoring	80%
Minimum weekly commitment for part-time tutors (hours)	2.5
Total required hours of tutoring power	250
Estimated number of new hires	Value not yet calculated
Estimated number of volunteer tutors	Value not yet calculated
Estimated number of current staff to serve as tutors	Value not yet calculated
Estimated number of required tutors	25
Note that transportation will incur additional costs	
Note that supports such as meals will incur additional costs	
Estimated weekly personnel cost	Value not yet calculated

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Background: Principal Smith is using the Tutoring Capacity Calculator to plan the tutoring program needs for next year. She needs a high-level estimate of the number of tutors needed to support her school's program and the expected costs of the program. She answers the below questions and provides answers to the questions in the Tutoring Capacity Calculator to get a high-level estimate to use for planning purposes.

Question 1: How many students will receive tutoring?

Principal Smith leads Mississippi Elementary School, which serves **600 total students**. She and her team have identified **200 students that will receive tutoring**

Question 2: How will tutoring be scheduled?

Last year, **tutoring was offered every other day** and the plan is to continue with this scheduling model which consists of **45-minute-long sessions** with an **average group size of two students** per tutor. There will be **2 tutoring blocks available each day**

Question 3: How many hours will tutors work?

Principal Smith and tutoring coordinators expect that **tutors will commit to 5 hours per week on average.** In addition to tutoring hours, tutors will spend approximately 1 hour a week prepping, for which they will be compensated.

Question 4: Who will be providing tutoring services?

Principal Smith has estimated that **current staff can provide coverage for ~50% of the tutoring sessions** and **unpaid volunteers can provide coverage for ~10% of tutoring sessions**. This results in an estimated need for **new, paid tutors to provide coverage for ~40% of the tutoring sessions**.

- **Question 5**: How much will tutors be paid?

- **Current staff is paid $35/hr** for tutoring. Given the need for additional personnel to be hired to provide 40% of tutoring sessions, Principal Smith plans to pay **new tutors** (non-teaching staff) **$25/hr**.

- **Question 6**: What other costs will be incurred?

- Since tutoring will occur on school premises during the school day, there will be **no costs associated with transportation**, and **no additional costs to support student attendance**. So, Principal Smith does not anticipate any additional costs aside from paying for tutors.

High Dosage Tutoring Calculator

Appendices

Appendices

Appendix A

Worksheet to Prioritize Tutor Skills

Appendix B

Analyze District Needs, Informed by Data

Appendix C

Additional Resources

Appendix D

Sample Schedules for Tutoring Blocks

Appendix E

Sample Tutoring Enrollment Letter

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