Using data to strengthen your high-dosage tutoring program: Lessons from a Rhode Island district

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Today's Agenda

Welcome & introductions

Design principles for effective tutoring

Using evidence and data to improve tutoring programs

Practitioner perspective

Facilitated Q&A

Wrap-up & evaluation

Who Are We?

REL Northeast & Islands is one of 10 Regional Educational Laboratories.

We work in partnership with educators and policymakers to develop/use research that improves academic outcomes for students.

What we do:

- Conduct research studies
- Disseminate research findings to those we serve
- Strategically engage with partners to use findings
- Design and deliver technical assistance focused on the use of data and research

Today's Objectives: Participants will gain:

An understanding of guiding principles for effective implementation of high-dosage tutoring programs

An increased understanding of progress monitoring and data use

Knowledge of resources to support data tracking and analysis

An understanding of how a principal used data to strengthen high-dosage tutoring programs

Today's Presenters

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Tiverton Public Schools

Design Principles for Effective Tutoring

EdResearch
For Recovery

High-Impact Tutoring:

An Equitable, Proven Approach to Addressing Pandemic Learning Loss and Accelerating Learning

RESULTS FOR AMERICA

ANNENBERG
BROWN UNIVERSITY

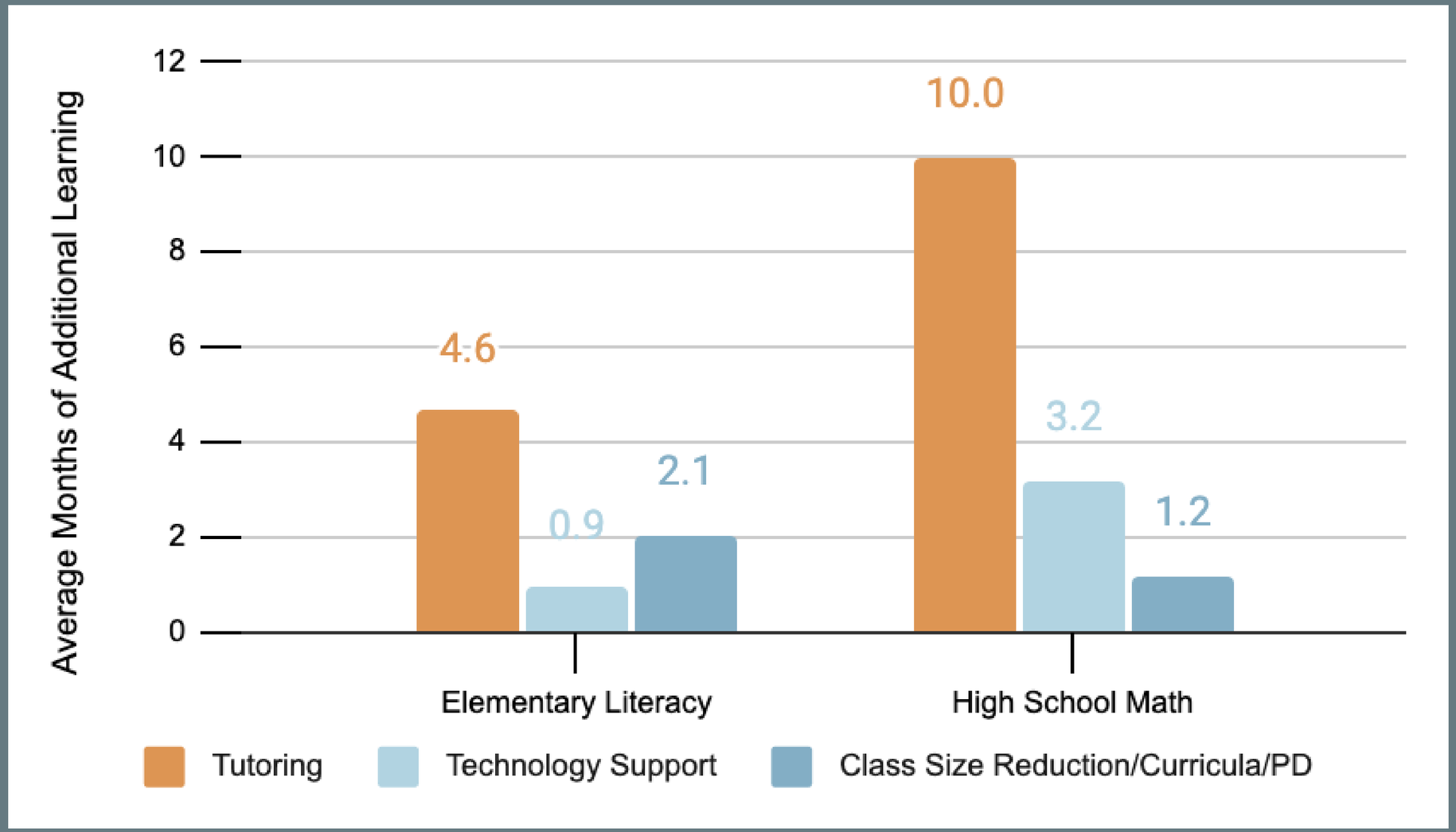
“I'd be hard pressed to find another intervention that has as wide and as rigorous a body of evidence for improving student performance in both math and reading than we have for tutoring” - Matt Kraft

What is high-dosage tutoring and what does it look like in practice?

- 3+ sessions per week, during school, high attendance
- Teachers, teacher assistants, or well-trained volunteers
- Consistent tutor who provides support in groups of 4 or less

- After-school drop-in homework help
- Volunteers who are not consistent or trained
- Focused solely on remedial skills; often unrelated content

The Evidence Base: How much credible evidence do we have and what are the findings?



The Design Principles: what is important to get right?

FREQUENCY
3+ sessions per week, younger students may benefit from shorter, more frequent sessions

GROUP SIZE
1:1 is optimal, but up to 4 students per tutor is also effective

PERSONNEL
Teachers, teacher assistants, and well-trained and supported volunteers

FOCUS
Researchers have found tutoring to be effective across subjects and grades

MEASUREMENT
Informal assessments allow tutors to tailor instruction

RELATIONSHIPS
Ensuring students have a consistent tutor facilitates positive tutor-student relationships

CURRICULUM
Tutoring should be aligned with classroom content, while building in remedial skills

SCHEDULING
Tutoring during the school day results in greater learning gains than after school

DELIVERY MODE
Most research has been on in-person, but there is evidence that virtual can be effective

PRIORITIZATION
Most studied models have targeted students who perform below a threshold

The importance of using evidence and data

- The design principles have largely come from efficacy trials; there are open questions about what this would look like at scale

- What works and for whom will vary across contexts, and there are important tradeoffs to make (i.e., who are the tutors, how many students should each tutor have at one time)

- Making sustainable change takes time requires constant adaptation, data collection, and learning

Using Evidence and Data to Monitor Progress and to Improve Tutoring Programs

Research Base for Data Use

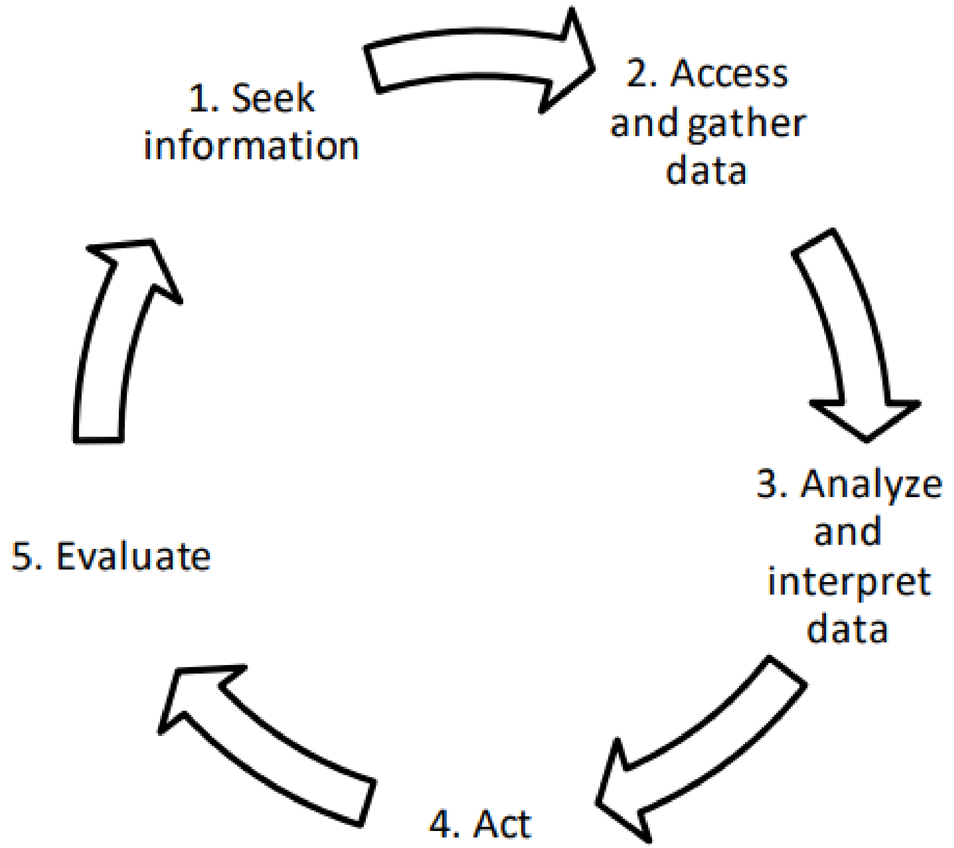
Many educational practitioners lack the time and expertise needed to locate and apply data and research.[1]

Change is context-specific and therefore requires constant adaptation, data collection, and learning.[3]

A structured inquiry process is helpful to engage practitioners in making data-based decisions for improving student outcomes.[2]

Focusing on a series of small changes, combined with ongoing evidence collection and review, can lead to large-scale change.[4]

A Data Inquiry Process



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The Continuous Improvement Cycle

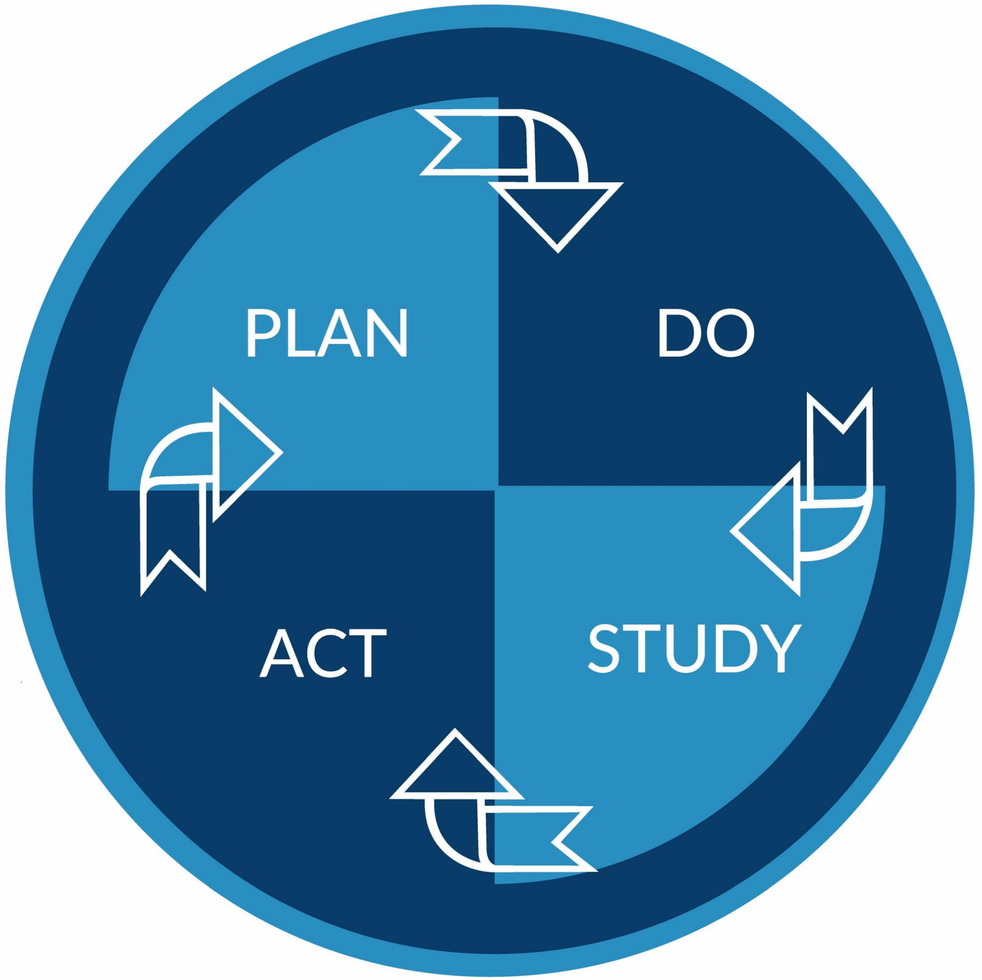
Plan: Select a change practice to test.

Do: Implement the change practice.

Study: Examine data to inform improvement.

Act: Based on data study, make improvements to the change practice, scale the change practice, or try another.

Plan-Do-Study-Act (PDSA) Cycle



Our Approach: Overview

- Combination of Continuous Improvement & Data Inquiry
- We worked with school leaders to:
  1. Plan, seek information, access & gather data:
     - Identify tutoring goals and articulate a theory of action
     - Make data collection decisions
     - Determine data collection tools & schedule
  2. Study: Analyze and interpret data
  3. Act: Make program adjustments
  4. Communicate progress

Tools We Created

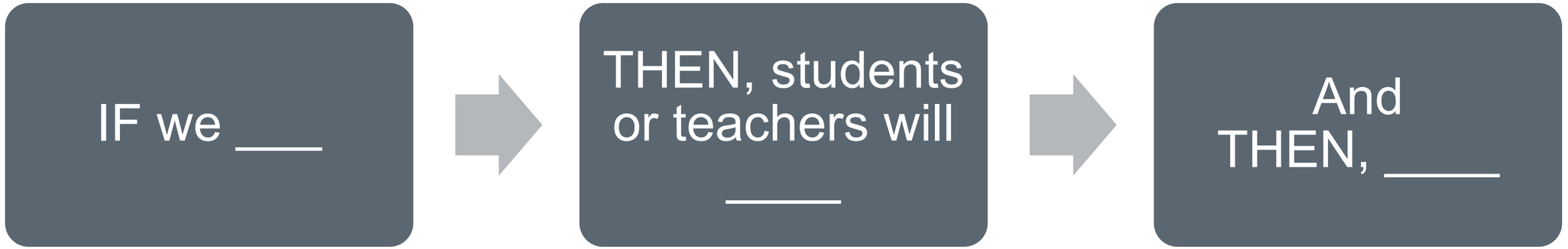
- Attendance tracking spreadsheet*
- Surveys
  - Students
  - Tutors
- Data collection and review schedule*
- Data displays*
  - Attendance across sessions/over time
- Best Practices for Data Collection*

Articulate a Theory of Action

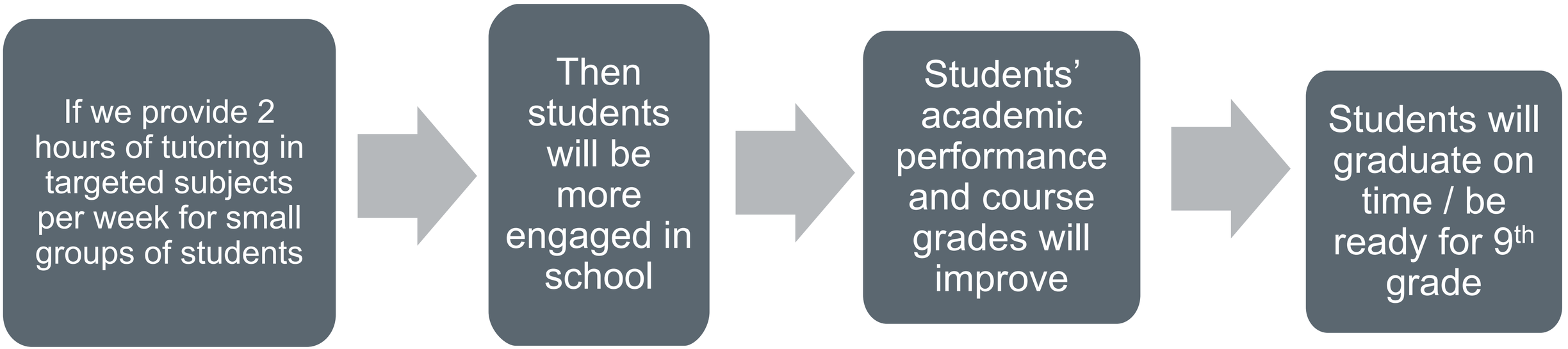
Drive program and policy

Express rationale for why programs will achieve goals

Help communicate about new programs or policies



Tiverton's Theory of Action



Data-Driven Dialogue

Step 1: Observe

- What do we notice?
- What seems surprising or unexpected?
- What are some patterns or trends that are emerging?

Step 2: Infer/Question

- What inferences and explanations can we draw?
- What additional data might we need to verify our explanations?

Q&A

Please enter any questions for the presenters into the chat.

Practitioner Perspective: Conversation with Susan Craven, Principal, Tiverton, Rhode Island

What **principles** from the EdResearch for Recovery brief on high-dosage tutoring were most relevant for your program's implementation?

What has been the biggest **benefit** of utilizing a progress monitoring and continuous improvement process during implementation?

What are your **lessons learned** that others may benefit from knowing as they implement and collect data on high-dosage tutoring?

Do you have any **advice** to share with others regarding implementation in elementary, middle and high schools?

Q&A

Please enter any questions for the presenters into the chat.

Thank you!

We Listen to You!

Your feedback is essential to our work.
Please take our survey to help us improve.

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