

Webinar: High-Quality Tutoring to Accelerate Learning: Research Evidence and Best Practices

Supporting students in need of learning acceleration, grades K-12

A Publication From Regional Educational Laboratory West at IES

To access the RELs' evidence-based COVID-19 response resources, visit <https://ies.ed.gov/ncee/edlabs/projects/covid-19>.



View Webinar

Primary Audiences: State and District Leaders

Secondary Audiences: School Administrators, Instructional Coaches, and Intervention Coordinators

This webinar, hosted by Regional Educational Laboratory West, offers practical information and research-based guidance about implementing high-quality tutoring as a way to address the impact of lost instructional time due to COVID-19. This is timely as states and districts use their federal recovery American Rescue Plan funds to accelerate learning. A recent meta-analysis examined outcomes from tutoring programs prekindergarten to grade 12, identifying specific features of effective programs.¹ Presenters discuss research findings and questions to consider when launching a tutoring program and one example nonprofit tutoring program shares how it enacts evidence-based practices.



Evidence-Based Recommendations

A [recent meta-analysis](#) examined outcomes from 96 randomized controlled trials (RCTs)¹ of various tutoring approaches. While the RCTs varied in their focus—with a larger number of studies focused on early grades and literacy approaches and a smaller number focused on older grades and on math—taken together, the pooled effect size of tutoring was 0.37, indicating that tutoring has consistently positive outcomes. Specific features of tutoring programs and their outcomes provide guidance to the field. Key takeaways include the following:

1. Tutoring is most effective when conducted one-on-one for younger students and in small groups for grades 2-5, at school, during the school day, and three or more times per week.
2. Tutoring is more effective when conducted by a tutor who is well trained, supervised, and paid.
3. Tutoring programs tend to have the strongest effects in earlier grades; however, programs for secondary students have also been found effective, such as a high school math tutoring program.²

Questions to Consider



Program Delivery:

- What needs to be in place for schools to implement tutoring programs that follow evidence-based guidelines?
- Do schools have the space or scheduling capacity to implement tutoring during the school day?
- Are there sufficient tutors to meet the demand while keeping appropriate group sizes?

Tutors:

- Do schools or districts have the capacity to hire and train their own tutors?
- Do schools or districts have the capacity to contract with tutoring providers?

Grades and Subjects:

- Can state test scores help determine which students are at risk?
- Do schools have the capacity to administer additional assessments to help identify students in need of extra support?
- Are there foundational skills that need to be supported?
- Are tutoring providers aligned with district curriculum?

Using Data and Measuring Progress:

- Do districts have reliable systems to collect data on student progress and achievement? Are these data accessible?
- What outcomes do you care about, and how will you measure them?
- How will you coordinate with tutoring providers to measure impact?
- Are school and district staff adequately trained to collect and maintain these data? Who will analyze the data to understand program impact?



Related Resources

- Abdul Latif Jameel Poverty Action Lab: [The transformative potential of tutoring for Pre K-12 learning outcomes: Lessons from randomized evaluations](#)
- Abdul Latif Jameel Poverty Action Lab: [Designing an evidence-based tutoring program: A guide to core principles](#)
- National Bureau of Economic Research: [Not too late: Improving academic outcomes among adolescents](#)
- National Student Support Accelerator: [Using the American Rescue Plan Act funding for high-impact tutoring](#)
- National Student Support Accelerator: [Toolkit for tutoring programs](#)
- EdResearch for Recovery: [Accelerating student learning with high-dosage tutoring](#)
- U.S. Department of Education: [ED COVID-19 handbook, Volume 2: Roadmap to reopening safely and meeting all students' needs](#)

1 Nickow, A., Oreopoulos, P., & Quan, V. (2020). *The impressive effects of tutoring on preK-12 learning: A systematic review and meta-analysis of the experimental evidence* (Working Paper 27476). National Bureau of Economic Research.

2 Guryan, J., Ludwig, J., Bhatt, M. P., Cook, P. J., Davis, J. M. V., Dodge, K., Farkas, G., Fryer, R. G., Mayer, S., Pollack, H., & Steinberg, L. (2021). *Not too late: Improving academic outcomes among adolescents* (Working Paper 28531). National Bureau of Economic Research.

The U.S. Department of Education's Institute of Education Sciences funds a network of 10 Regional Educational Laboratories (RELs). Each REL serves a designated region of the country and works in partnership with educators and policymakers with a mission of supporting a more evidence-based education system to improve outcomes for students. In response to the impact of COVID-19 on education systems, the RELs collaborated to produce evidence-based resources and guidance.

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