Webinar: High-Quality Tutoring to Accelerate Learning: Research Evidence and Best Practices
Supporting students in need of learning acceleration, grades K–12

A recent meta-analysis examined outcomes from 96 randomized controlled trials (RCTs) 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.\(^1\)

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?
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.

This material was prepared under Contract ED-IES-17-C-0012 by Regional Educational Laboratory West, administered by WestEd. The content of the publication does not necessarily reflect the views or policies of the Institute of Education Sciences (IES) or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

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**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](#)