

Back on Track

Lessons Learned from High-Dosage Tutoring

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Agenda

- Welcome and introductions
- Research on high-dosage tutoring
- Panel discussion
- Small-group activity
- Whole-group discussion and wrap-up



Introductions

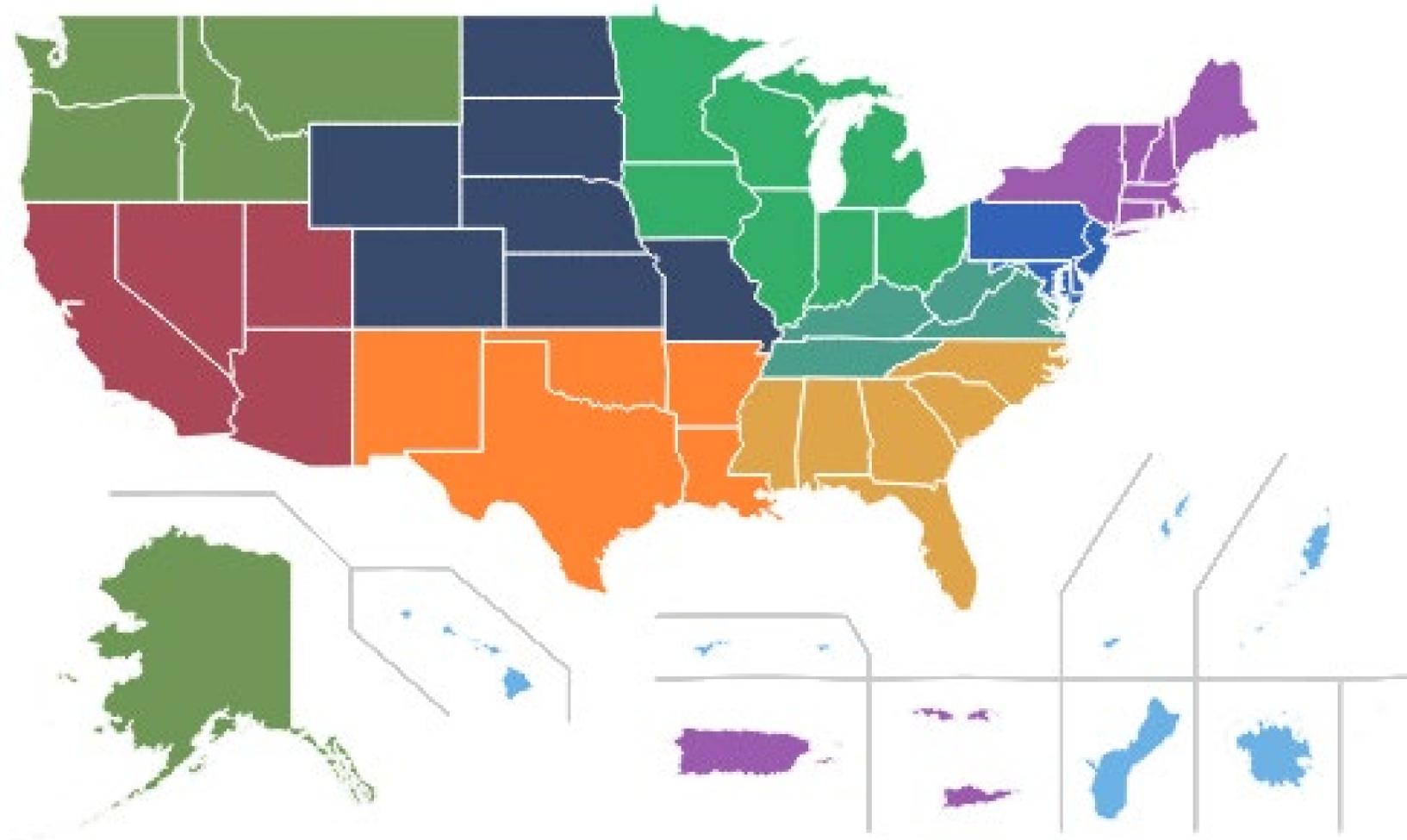


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**To improve student
outcomes through use of
evidence-based practices**

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Features of Project On-Track



- Started as a high-dosage literacy tutoring program for students in grades K–4, that features:
 - Small-group tutoring
 - Amplify system
 - Progress monitoring
- Starting this year, Project On-Track will be providing both reading and math tutoring to students in elementary and middle schools.

Research on high-dosage tutoring

How effective is tutoring?

- One recent meta-analysis on studies conducted before the pandemic demonstrates that tutoring is an effective approach to support struggling students.
- The pooled effect size for studies examining literacy tutoring was 0.35.
 - For a student at the 50th percentile, an effect size of 0.35 is equivalent to about a 14-point percentile gain.
 - This means that students scoring at the 50th percentile would be predicted to score at the 64th percentile after participating in literacy tutoring.



(Lipsey et al., 2012; Nickow et al., 2020)

Not all tutoring programs are equally effective



What are some characteristics of tutoring programs that might make them more or less effective?

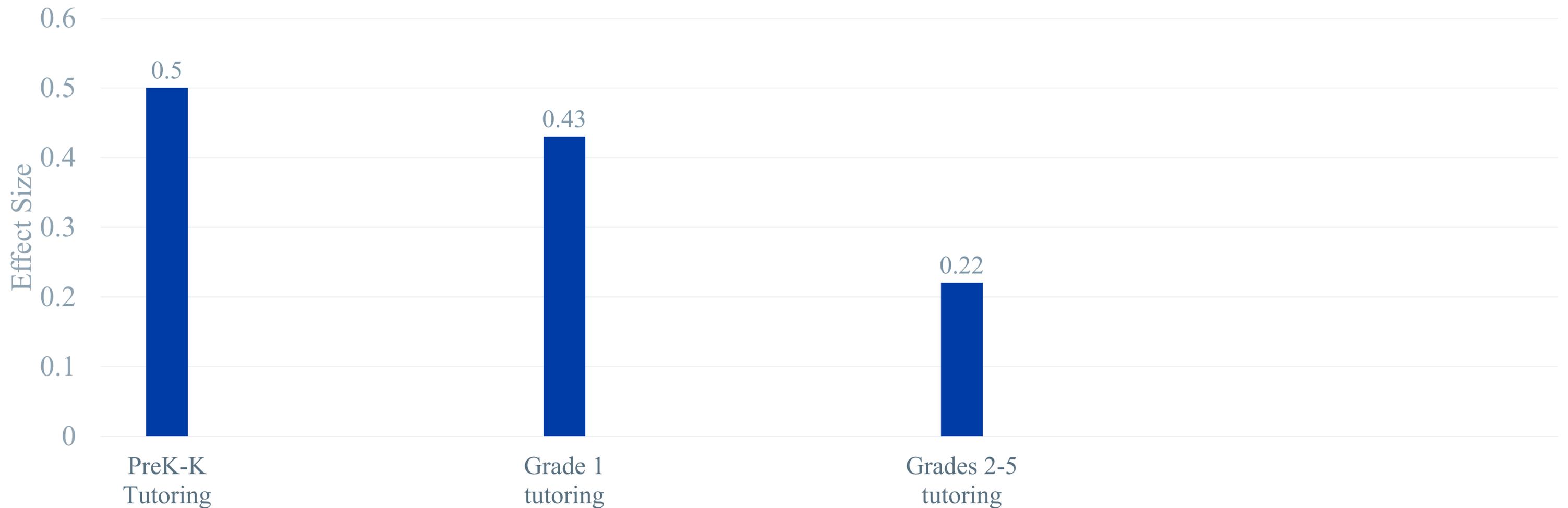
Grade level

- Researchers who conducted the meta-analysis found 89 studies examining literacy tutoring programs included students in preschool, kindergarten, and grades 1–5.
- For which grades do you think they found the strongest impact?
 - a) Preschool and kindergarten
 - b) Grade 1
 - c) Grades 2–5
 - d) No difference by grade level



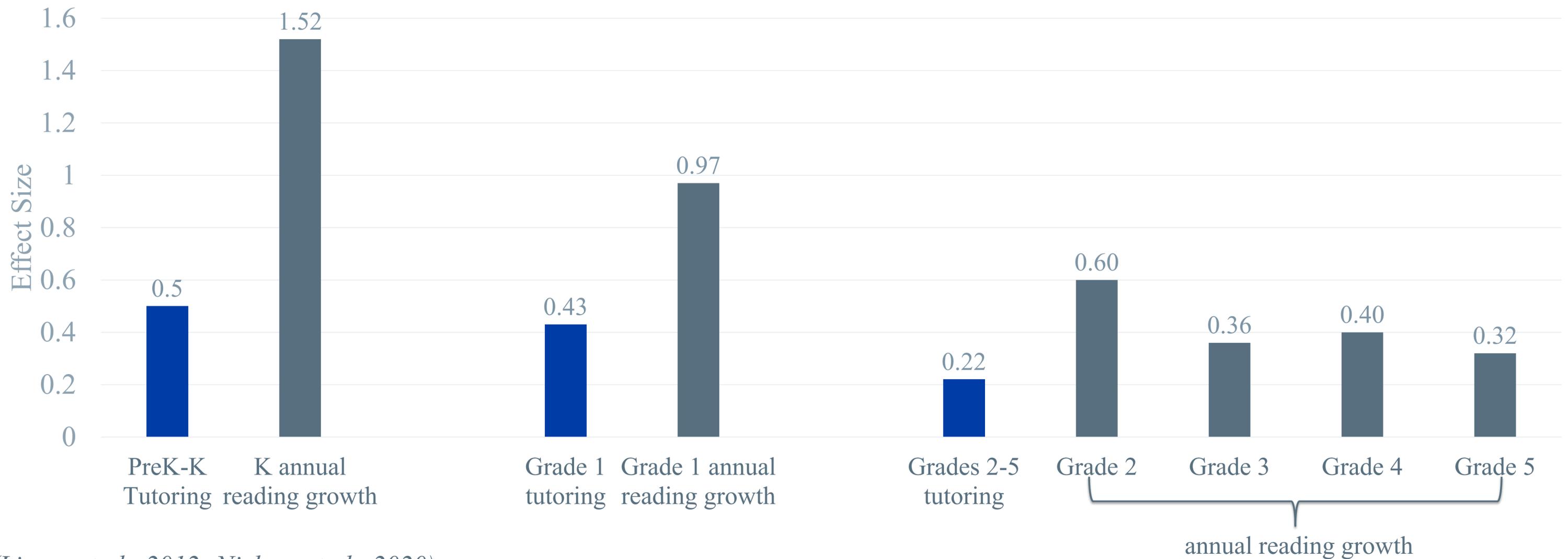
(Nickow et al., 2020)

Literacy tutoring programs serving **younger students** tend to have **larger effects** than those that serve older students



(Nickow et al., 2020)

Literacy tutoring programs serving **younger students** tend to have **larger effects** than those that serve older students



(Lipsey et al., 2012; Nickow et al., 2020)

Tutor qualifications

- Studies of tutoring have included tutors with a wide variety of qualifications.
- Do you think that tutoring is most effective when delivered by:
 - a) Certified teachers
 - b) Teaching assistants or paraprofessionals
 - c) Non-professional tutors, such as volunteers or parents
 - d) No difference



Tutoring effectiveness varies according to teacher qualifications

- Tutoring is **more effective** when delivered by **teachers, teaching assistants, or paraprofessionals** than when delivered by non-professional tutors, such as volunteers or parents.
- There's little evidence of a difference in effectiveness between programs using teachers and those using teaching assistants or paraprofessionals.



(Neitzel et al., 2022; Nickow et al., 2020)

Timing of tutoring

- Researchers have examined the effectiveness of tutoring offered during the school day and after school.
- Which do you think is more effective?
 - a) Tutoring during the school day
 - b) Tutoring after school
 - c) No difference



Tutoring effectiveness varies according to when tutoring is delivered

- The effect size for in-school tutoring was **nearly twice as large** as the effect size for afterschool tutoring.
- This applies only when tutors are paraprofessionals and teaching assistants.



(Nickow et al., 2020)

Frequency of tutoring

- Tutoring programs that have been studied have varied in terms of how often they offer tutoring.
- Which frequency do you think is most effective?
 - a) One or two days per week
 - b) Three days per week
 - c) Four or five days per week
 - d) No difference



Tutoring effectiveness varies according to tutoring frequency

- Across all grades, tutoring effectiveness **increased with more sessions.**
- Extra tutoring sessions may matter more for younger students:
 - For preschool, kindergarten, and grade 1 students, 4–5 days per week is more effective than 3 days per week.
 - For students in grades 2 through 5, 3 days per week was more effective than 4–5 days per week.



(Nickow et al., 2020)

Panel discussion

Small-group activity

Breakout groups

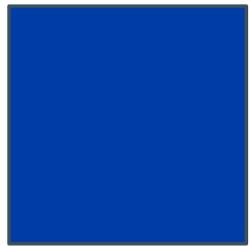
- In your groups, consider the following questions:
 - How might your school use tutoring to support students' literacy development?
 - What choices would you make when designing your tutoring program? Think about:
 - Grade levels
 - Tutor qualifications
 - Timing of tutoring (during or outside of the school day)
 - Frequency of tutoring
- Select a reporter to share out when we come back together.

Whole group discussion and wrap-up

Full-group share out

- How might your school use tutoring to support students' literacy development?
- What choices would you make when designing your tutoring program?
Think about:
 - Grade levels
 - Tutor qualifications
 - Timing of tutoring (during or outside of the school day)
 - Frequency of tutoring

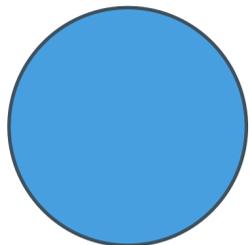
Reflecting on the day



What is something we discussed that **squared** with your experience?



What are **three points** you want to remember?



What is a lingering question still going **around** in your mind?

For our growth...

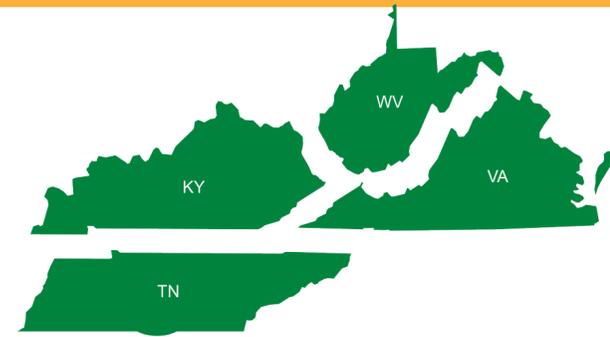
We appreciate your feedback as we continue to improve our work to meet your needs!



Questions?



Thank you!



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<https://tinyurl.com/RELAPnews>



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References

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