

## HIGH IMPACT TUTORING SCHOOL CONDITIONS WORKSHEET

There are factors that exist in your school that can make or break high-impact tutoring, HIT implementation is most successful when these conditions at a school are optimized, falling into three core categories:

**Resources, Mindset, and Structures.** Reflect on each condition to help identify opportunities and potential barriers to designing a HIT solution for your school.

RESOURCES	
Budget	<p><i>Rate your level of agreement: I have adequate funding for HIT.</i></p> <p><input type="checkbox"/> Strongly agree</p> <p><input type="checkbox"/> Agree</p> <p><input type="checkbox"/> Neutral / Don't know yet - need more info</p> <p><input type="checkbox"/> Disagree</p> <p><input type="checkbox"/> Strongly disagree</p>
<p><i>If you agreed, how much? When do you need to spend it by? If you <u>did not</u> agree, what could you reallocate? Are there grants or other funding sources you could pursue?</i></p>	
Space	<p><i>Rate your level of agreement: I have consistently available space for HIT.</i></p> <p><input type="checkbox"/> Strongly agree</p> <p><input type="checkbox"/> Agree</p> <p><input type="checkbox"/> Neutral / Don't know yet - need more info</p> <p><input type="checkbox"/> Disagree</p> <p><input type="checkbox"/> Strongly disagree</p>
<p><i>If you agreed, where? Will there be parameters on when it's available? How many students/groups can utilize the space at once? If you <u>did not</u> agree, what would it take to identify space?</i></p>	
Human Capital	<p><i>Rate your level of agreement: I have tutors already available to lead HIT.</i></p> <p><input type="checkbox"/> Strongly agree</p> <p><input type="checkbox"/> Agree</p> <p><input type="checkbox"/> Neutral / Don't know yet - need more info</p> <p><input type="checkbox"/> Disagree</p> <p><input type="checkbox"/> Strongly disagree</p>
<p><i>If you agreed, who? And when are they available? Will there be limitations on their availability? If you <u>did not</u> agree, what will you look for in the tutors you hire/partner with?</i></p>	

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MINDSET	
Beliefs	<p><i>Rate your level of agreement:</i> Our school has a commitment to equity. Our staff believes deeply in every students' potential.</p> <p> <input type="checkbox"/> Strongly agree  <input type="checkbox"/> Agree  <input type="checkbox"/> Neutral / Don't know yet - need more info  <input type="checkbox"/> Disagree  <input type="checkbox"/> Strongly disagree                 </p>
<p><i>If you agreed, what evidence do you have? How will you continue to foster these beliefs? If you <u>did not</u> agree, what steps are you taking to change this?</i></p>	
Past Experiences	<p><i>Rate your level of agreement:</i> Our school has prior experiences with HIT.</p> <p> <input type="checkbox"/> Strongly agree  <input type="checkbox"/> Agree  <input type="checkbox"/> Neutral / Don't know yet - need more info  <input type="checkbox"/> Disagree  <input type="checkbox"/> Strongly disagree                 </p>
<p><i>If you agreed, what are those prior experiences? How will they inform the work moving forward (consider if they have stigmatized tutoring or elevated it as a powerful intervention)? If you <u>did not</u> agree, what do you need to do to invest staff in HIT?</i></p>	
Flexibility	<p><i>Rate your level of agreement:</i> Our school staff are willing to think differently and flexibly; to change when it's needed.</p> <p> <input type="checkbox"/> Strongly agree  <input type="checkbox"/> Agree  <input type="checkbox"/> Neutral / Don't know yet - need more info  <input type="checkbox"/> Disagree  <input type="checkbox"/> Strongly disagree                 </p>
<p><i>If you agreed, what is an example of a time staff rose to the challenge of being flexible? How can that experience be applied to launching HIT? If you <u>did not</u> agree, what steps will you take to build staff capacity to accept change and think differently?</i></p>	

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STRUCTURES	
Master Schedules	<p><i>Rate your level of agreement:</i> Our school's master schedule is designed in a way that prioritizes HIT/intervention.</p> <p> <input type="checkbox"/> Strongly agree  <input type="checkbox"/> Agree  <input type="checkbox"/> Neutral / Don't know yet - need more info  <input type="checkbox"/> Disagree  <input type="checkbox"/> Strongly disagree                 </p>
<p><i>If you agreed, where in the day will HIT fit? If you <u>did not</u> agree, will HIT need to take place outside school hours or can there be space made within the master schedule? What would that take?</i></p>	
Curriculum/HQIM	<p><i>Rate your level of agreement:</i> Our K-2 ELA or 6-8 math curriculum is considered "high-quality" via <a href="#">EdReports</a>.</p> <p> <input type="checkbox"/> Strongly agree  <input type="checkbox"/> Agree  <input type="checkbox"/> Neutral / Don't know yet - need more info  <input type="checkbox"/> Disagree  <input type="checkbox"/> Strongly disagree                 </p>
<p><i>If you agreed, does your curriculum include an intervention component? If you <u>did not</u> agree, what are the biggest deficits in your curriculum? How will you mitigate them with HIT?</i></p>	
Data Systems	<p><i>Rate your level of agreement:</i> Our school collects student academic data (ELA in K-2 or math in 6-8) regularly and systematically.</p> <p> <input type="checkbox"/> Strongly agree  <input type="checkbox"/> Agree  <input type="checkbox"/> Neutral / Don't know yet - need more info  <input type="checkbox"/> Disagree  <input type="checkbox"/> Strongly disagree                 </p>
<p><i>If you agreed, when is the next collection cycle? Who has access to that data? If you <u>did not</u> agree, who will own putting that in place? What will it take to make that happen?</i></p>	

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\*Based on the results of your HIT School Conditions Reflection:

- What is a condition area(s) your site needs to focus on in order to best support HIT?
- How will you build your program to account for this challenge area?
- What steps can you take to strengthen this condition prior to launch?