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**

*Rate your level of agreement: I have adequate funding for HIT.*

- [ ] Strongly agree
- [ ] Agree
- [ ] Neutral / Don’t know yet - need more info
- [ ] Disagree
- [ ] Strongly disagree

*If you agreed, how much? When do you need to spend it by? If you did not agree, what could you reallocate? Are there grants or other funding sources you could pursue?*

**Space**

*Rate your level of agreement: I have consistently available space for HIT.*

- [ ] Strongly agree
- [ ] Agree
- [ ] Neutral / Don’t know yet - need more info
- [ ] Disagree
- [ ] Strongly disagree

*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 did not agree, what would it take to identify space?*

**Human Capital**

*Rate your level of agreement: I have tutors already available to lead HIT.*

- [ ] Strongly agree
- [ ] Agree
- [ ] Neutral / Don’t know yet - need more info
- [ ] Disagree
- [ ] Strongly disagree

*If you agreed, who? And when are they available? Will there be limitations on their availability? If you did not agree, what will you look for in the tutors you hire/partner with?*
## MINDSET

**Beliefs**

*Rate your level of agreement:* Our school has a commitment to equity. Our staff believes deeply in every students’ potential.

- [ ] Strongly agree
- [ ] Agree
- [ ] Neutral / Don’t know yet - need more info
- [ ] Disagree
- [ ] Strongly disagree

*If you agreed, what evidence do you have? How will you continue to foster these beliefs? If you did not agree, what steps are you taking to change this?*

**Past Experiences**

*Rate your level of agreement:* Our school has prior experiences with HIT.

- [ ] Strongly agree
- [ ] Agree
- [ ] Neutral / Don’t know yet - need more info
- [ ] Disagree
- [ ] Strongly disagree

*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 did not agree, what do you need to do to invest staff in HIT?*

**Flexibility**

*Rate your level of agreement:* Our school staff are willing to think differently and flexibly; to change when it’s needed.

- [ ] Strongly agree
- [ ] Agree
- [ ] Neutral / Don’t know yet - need more info
- [ ] Disagree
- [ ] Strongly disagree

*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 did not agree, what steps will you take to build staff capacity to accept change and think differently?*

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**Source:** Modified from CityTutor DC’s [HIGH-IMPACT TUTORING EVALUATION CHECKLIST](https://example.com/checklist)
# HIGH IMPACT TUTORING SCHOOL CONDITIONS WORKSHEET

## STRUCTURES

<table>
<thead>
<tr>
<th>Master Schedules</th>
<th>Rate your level of agreement: Our school’s master schedule is designed in a way that prioritizes HIT/intervention.</th>
</tr>
</thead>
</table>
|                  | ☐ Strongly agree  
|                  | ☐ Agree  
|                  | ☐ Neutral / Don’t know yet - need more info  
|                  | ☐ Disagree  
|                  | ☐ Strongly disagree |

If you agreed, where in the day will HIT fit? If you did not agree, will HIT need to take place outside school hours or can there be space made within the master schedule? What would that take?

---

<table>
<thead>
<tr>
<th>Curriculum/HQIM</th>
<th>Rate your level of agreement: Our K-2 ELA or 6-8 math curriculum is considered “high-quality” via EdReports.</th>
</tr>
</thead>
</table>
|                 | ☐ Strongly agree  
|                 | ☐ Agree  
|                 | ☐ Neutral / Don’t know yet - need more info  
|                 | ☐ Disagree  
|                 | ☐ Strongly disagree |

If you agreed, does your curriculum include an intervention component? If you did not agree, what are the biggest deficits in your curriculum? How will you mitigate them with HIT?

---

<table>
<thead>
<tr>
<th>Data Systems</th>
<th>Rate your level of agreement: Our school collects student academic data (ELA in K-2 or math in 6-8) regularly and systematically.</th>
</tr>
</thead>
</table>
|              | ☐ Strongly agree  
|              | ☐ Agree  
|              | ☐ Neutral / Don’t know yet - need more info  
|              | ☐ Disagree  
|              | ☐ Strongly disagree |

If you agreed, when is the next collection cycle? Who has access to that data? If you did not agree, who will own putting that in place? What will it take to make that happen?

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Source: Modified from CityTutor DC’s HIGH-IMPACT TUTORING EVALUATION CHECKLIST
HIGH IMPACT TUTORING SCHOOL CONDITIONS WORKSHEET

*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?

Source: Modified from CityTutor DC’s HIGH-IMPACT TUTORING EVALUATION CHECKLIST