HIGH IMPACT TUTORING
by ExpandED Schools
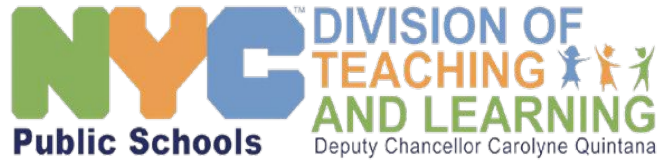
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Request a guest wi-fi account.

Design Sprint

May 16, 2023

ExpandEDSchools
Close the learning gap. Open the world.

Introductions

NYC Public Schools — **DIVISION OF TEACHING AND LEARNING** Deputy Chancellor Carolyne Quintana

ExpandEDSchools
Close the learning gap. Open the world.

Andrew Fletcher
Director, Strategic Partnerships

Melanie Gardner-Ojefua
VP, High-Impact Tutoring
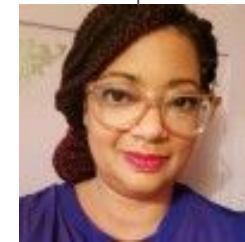
ExpandED High-Impact Tutoring Team

Melanie Gardner-Ojefua
VP, High-Impact Tutoring

Ava Lehner
Program Director,
Tutoring Policy and Sustainability

Jacquelyn Lekhraj
Director, Tutoring Implementation

Dana Wheeler
Tutor Career Pathways

Thelonious Scott
Program Manager
(Districts 5 + 9)

Leigh Yakubowski
Program Manager
(Districts 7 + 10)

Jackelyn (Jax) Aguirre
Program Manager
(Districts 12 + 19)

Talibah Lee Stigger
Program Manager
(Districts 23 + 27)

Atolani Ladipo
Program Manager
(Districts 18 + 32)

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Who's in the Room?

Go to
www.menti.com

Enter the code
4832 8137

Or use QR code

Agenda

TIME	ACTIVITY
9:00 - 9:15	Welcome, Introductions, + Updates
9:15 - 9:30	Icebreaker
9:30 - 10:00	HIT Panel Discussion
10:00 - 10:15	2023-24 HIT Expectations + Budget
10:15 - 10:30	Break + Transition to Breakout Rooms
10:30 - 12:00	Breakout Sessions
12:00 - 12:45	LUNCH
12:45 - 1:05	Deep Dive into NYC HIT Standards
1:05 - 1:25	Introduction to Provider Index + Fair
1:25 - 1:30	Next Steps
1:30 - 3:00	Provider Fair

Community Agreements

✔ Stay engaged

🚫 Expect and accept a lack of closure

Speak your Truth

Bring your identity

Bring a willingness to learn and unlearn

Adapted from Glenn E. Singleton & Curtis Linton, Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools. 2006. pp.58-65. Thousand Oaks, CA: Corwin.

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Initiative History

TNTP conducted a landscape analysis and developed a blueprint scale effective tutoring citywide

Selection of Year One Schools, Vet Tutoring Providers, and Tutoring Design Sessions

Launch of Year One Tutoring Programs

Selection and Planning for Year Two Schools

Winter/Spring 2022

Fall 2022

Winter 2023

Spring 2023

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Goals for NYC HIT Initiative

INCREASE ACADEMIC SUPPORT

Provide intensive, individualized academic support to students in K-2 Literacy and 6-8 Math to accelerate learning for students most impacted by COVID-19.

Year 1: Reach 3,500 NYC Students | Year 2: Reach 5,000 NYC Students | Year 3: Reach 6,500 NYC Students
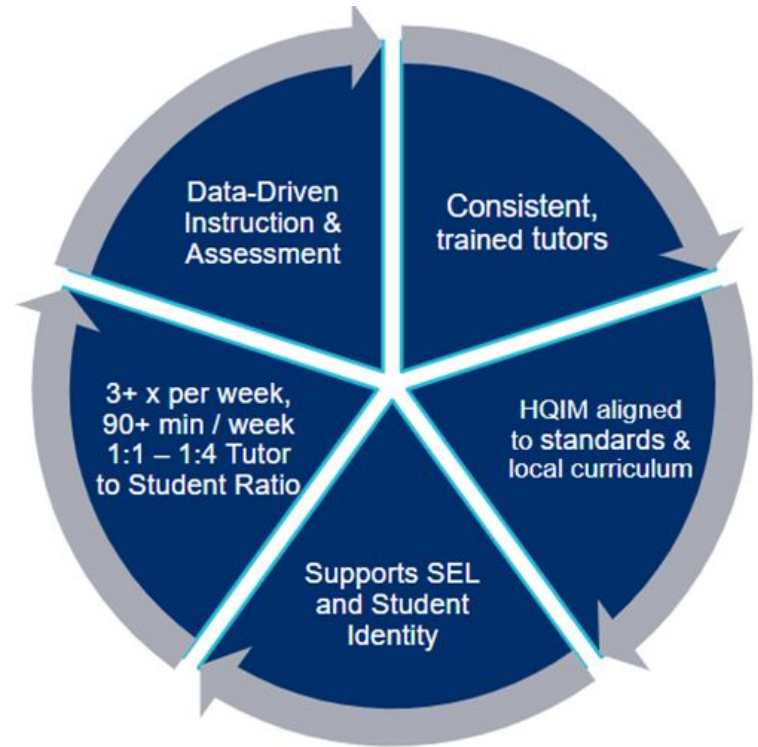
BUILD RELATIONSHIPS

Create opportunities for students to develop consistent, meaningful relationships with adults who know and care about them and support their social-emotional wellbeing.

STRENGTHEN TUTOR-TO-TEACHER PIPELINE

Build a tutor-to-teacher pipeline to address the NYC teacher shortage by building tutors' capacity and providing support to pursue careers as classroom teachers.

High-Impact Tutoring Definition

High-impact tutoring is a data-driven, research-backed practice that substantially improves academic outcomes and supports student wellbeing. High-impact tutoring is meant to supplement classroom learning, complement school curriculum, and be tailored to student needs. In a ratio of no more than one-to-four, a trained tutor builds a strong and trusting relationship with a student, meeting at least three times per week for a minimum of 90 minutes, with a typical focus on math or literacy. The cohesion of these elements is necessary for high-impact tutoring to be effective.

Data-Driven Instruction & Assessment

Consistent, trained tutors

HQIM aligned to standards & local curriculum

Supports SEL and Student Identity

3+ x per week, 90+ min / week 1:1 – 1:4 Tutor to Student Ratio

High-Impact Tutoring Standards

- **Relationships Based in Trust**
  - Evidence of caring adults, trained for relationship-building.

- **Focused on Tutor Effectiveness**
  - Evidence of deep content knowledge and dynamic learning facilitation skills.

- **Supported by a High-Quality Curriculum**
  - Evidence of standards-based, aligned curricular materials

- **Collaborative with/Integrated in Schools**
  - Evidence of partnership and integration with the school community.

- **Occurring Frequently, Appropriate Group Size**
  - Evidence of high dosage and appropriate group size.

- **Data-Driven**
  - Evidence of leveraging data to inform enrollment, content and program evaluation.

10
districts

65 schools

50-70 students
per school
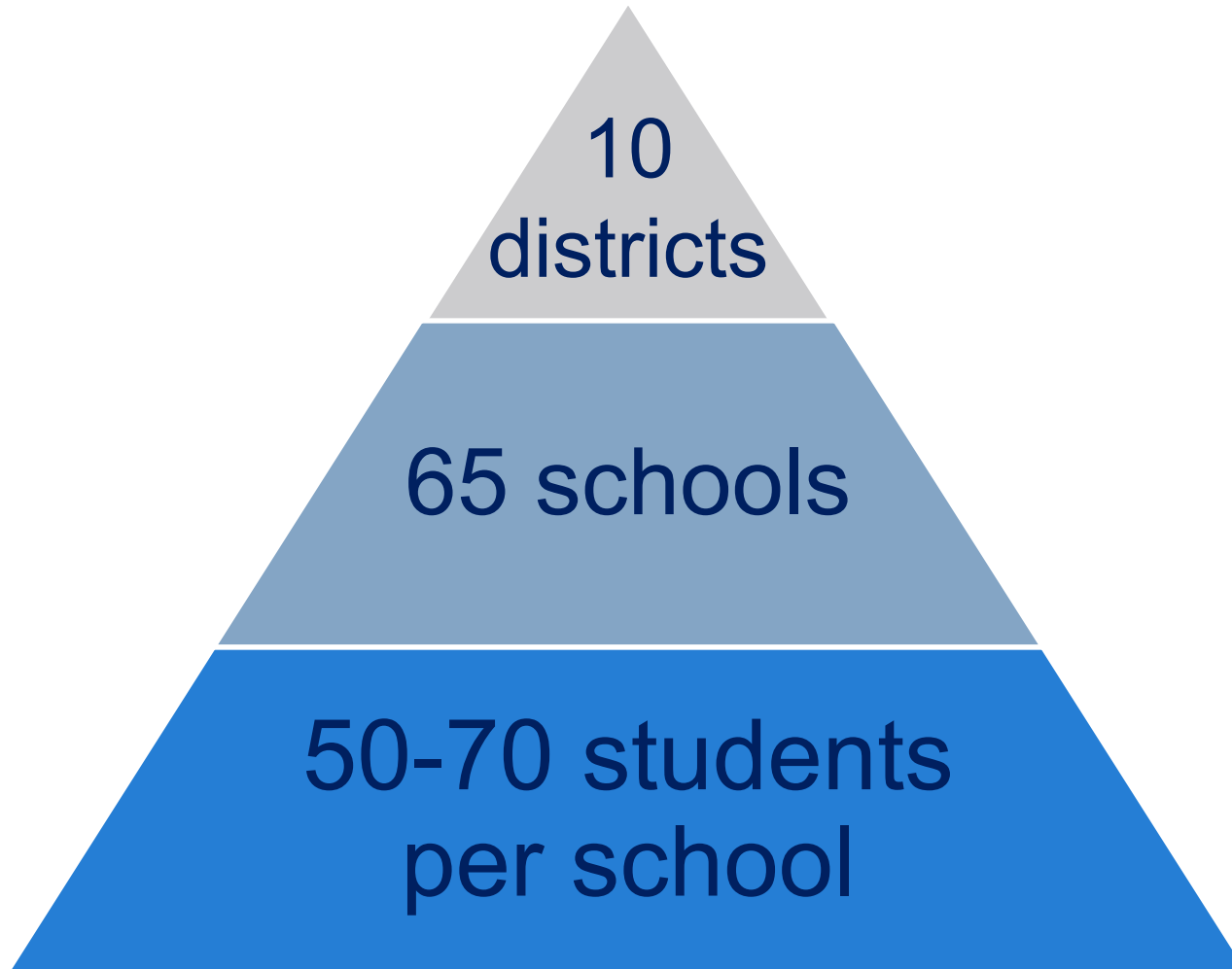
School Demographic Snapshot

65 schools from 10 community school districts

Race/Ethnicity

% Asian	1.80%	% Students with Disabilities	22.99%
% Black	41.46%	% English Language Learners	17.79%
% Hispanic	52.86%	% Poverty*	89.93% - 91.11%
% Multi-Racial	0.51%		
% Native American	1.16%		
% White	2.14%		

*Schools with 95%+ do not report exact values

Content Area Breakdown

Math
ELA
ELA + Math

8 (12.3%)
25 (38.5%)
32 (49.2%)
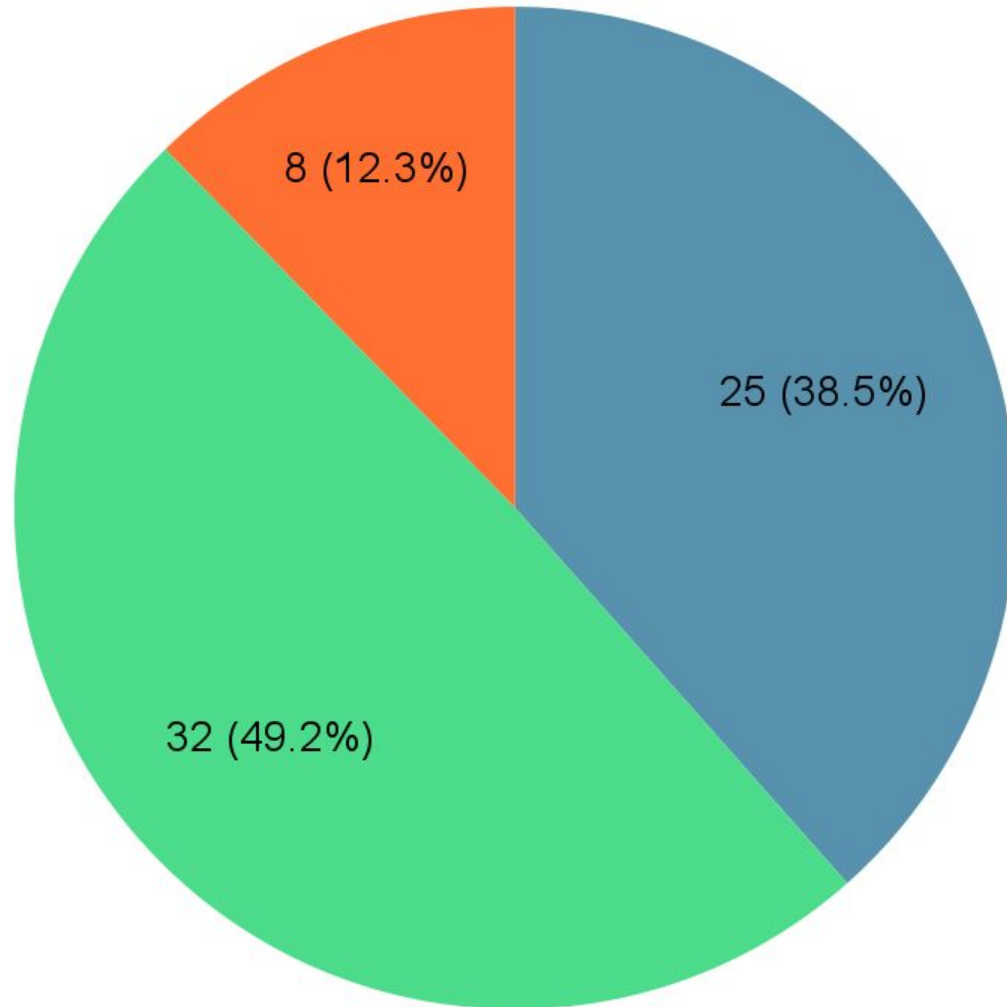
Tutoring Time

- In-School
- Before or After School
- Combination of Both
- Awaiting Confirmation

10 (15.4%)

10 (15.4%)

44 (67.7%)
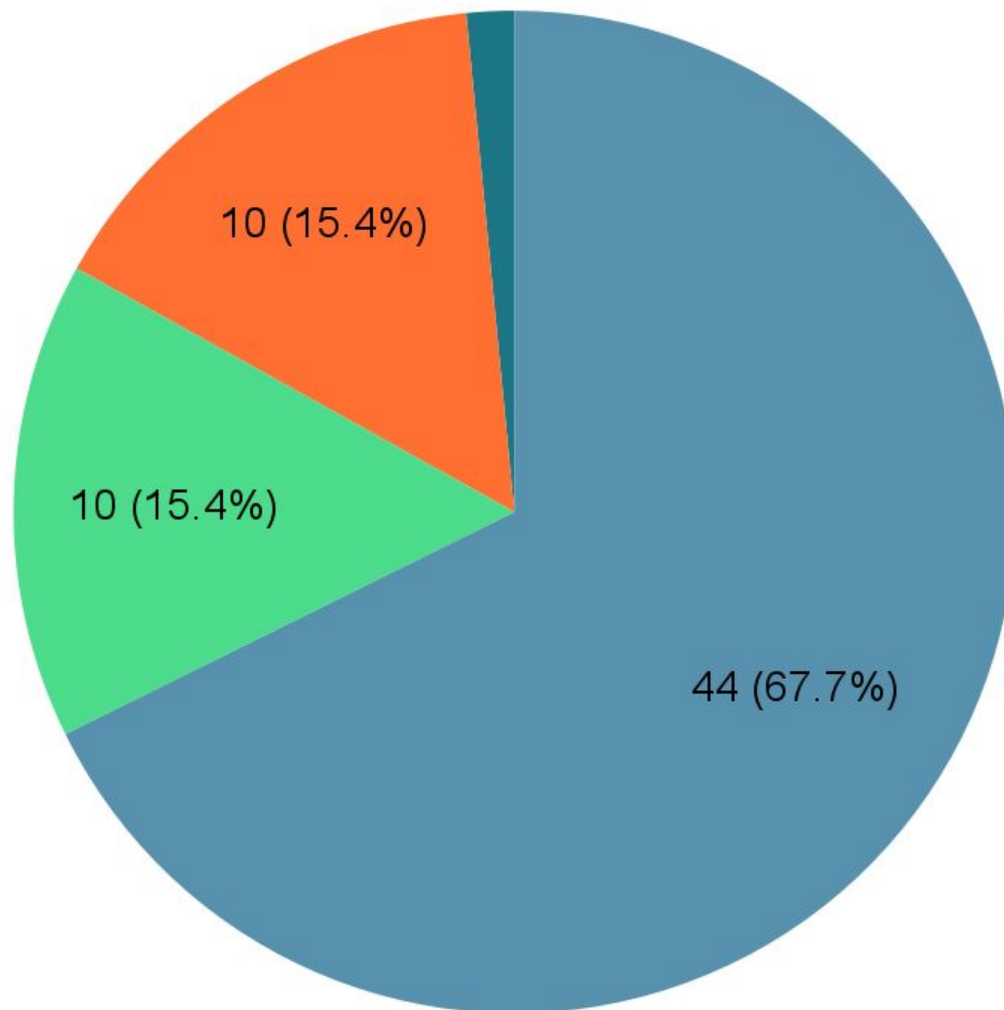
Tutoring Model

- In-Person
- Virtual
- Combination of Both
- Awaiting Confirmation

47 (72.3%)
12 (18.5%)
5 (7.7%)
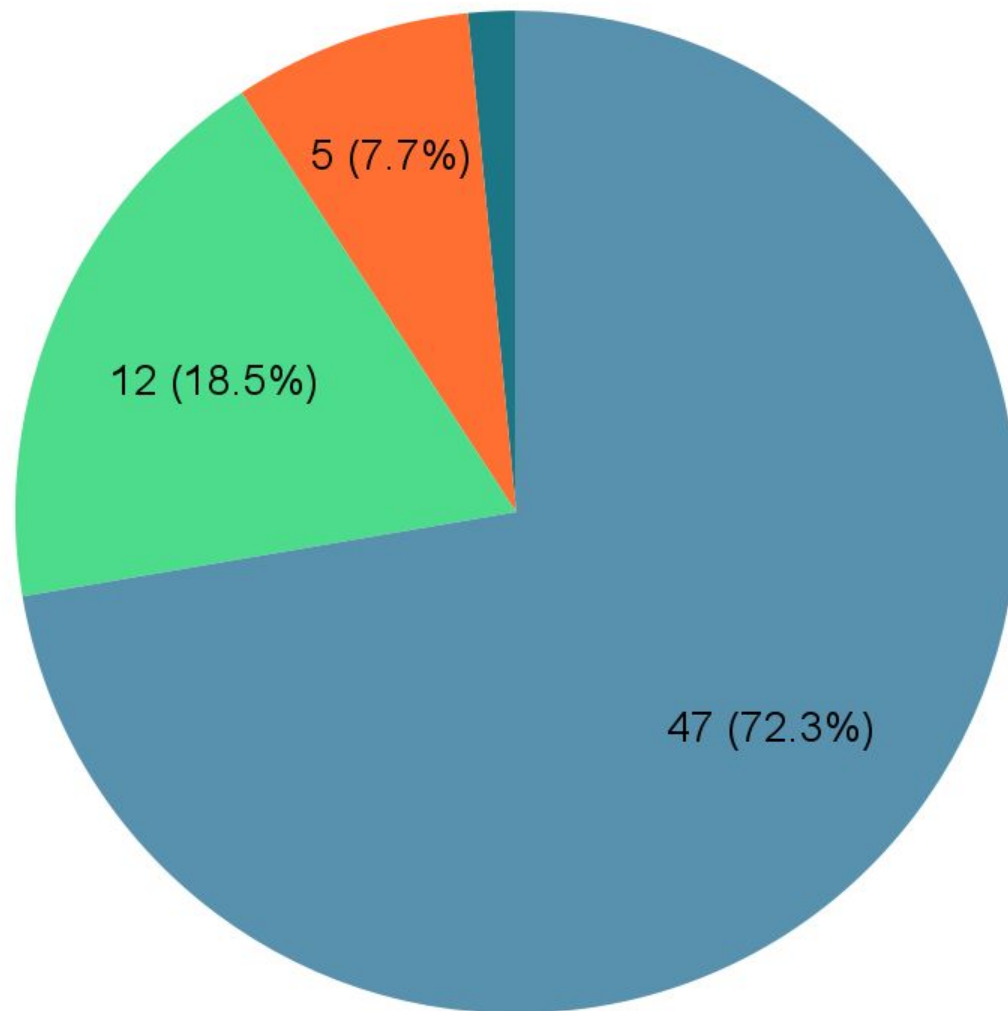
Tutoring Personnel

- School Staff
- Tutoring Provider
- Combination of Both

7 (10.8%)

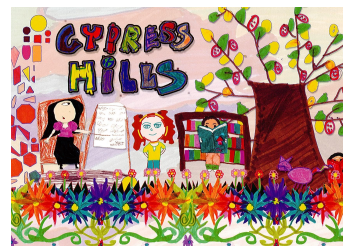14 (21.5%)

44 (67.7%)

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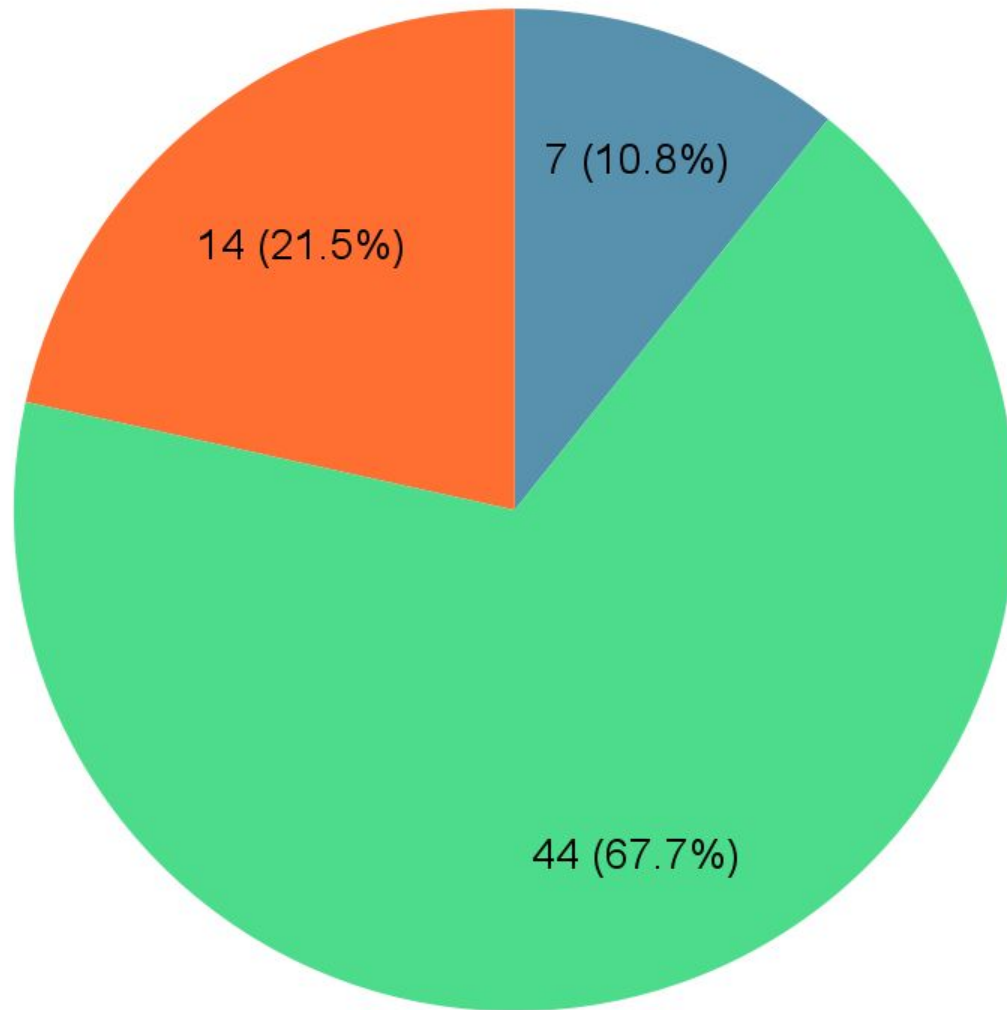
HIT Panel Discussion

Derricka Saunders
Literacy Lead
05M154

Michael Koenig
Teacher
18K272

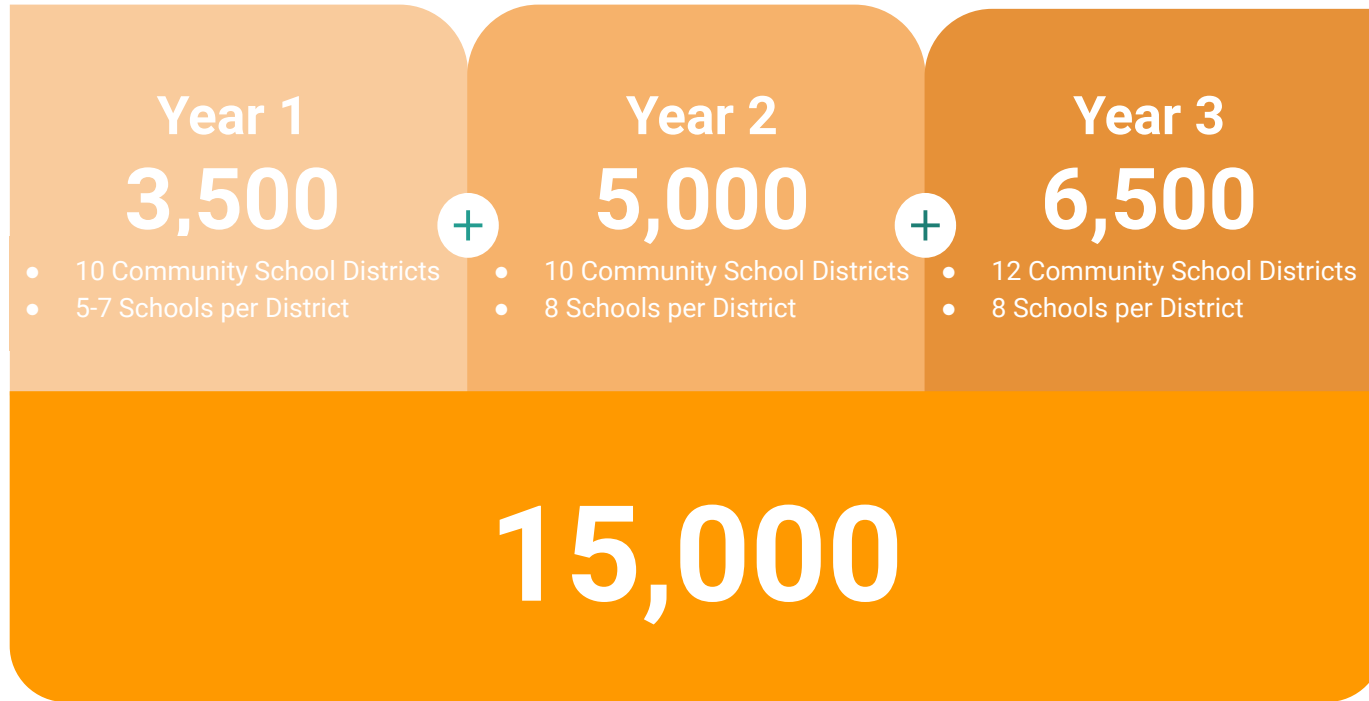**Ruby Sheets**
Bilingual Math Teacher
19K089

Elisabeth Silverberg
Assistant Principal
32K106

Plan for Year 2 and Beyond

Year 1
3,500
- 10 Community School Districts
- 5-7 Schools per District

+

Year 2
5,000
- 10 Community School Districts
- 8 Schools per District

+

Year 3
6,500
- 12 Community School Districts
- 8 Schools per District

15,000

10
districts

8 schools

50-70 students
per school
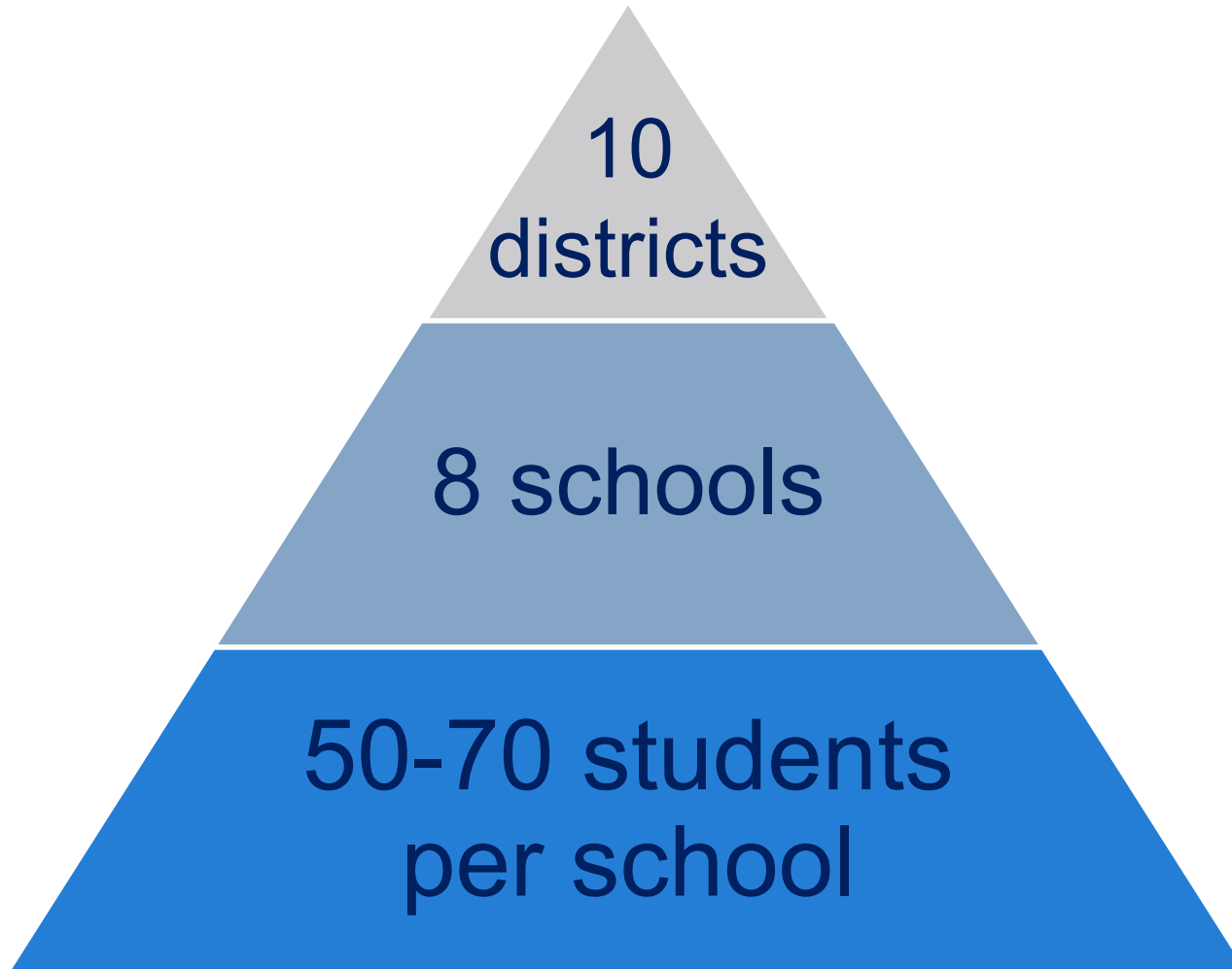
Year 2 (2023-24) School Design Timeline

Superintendent Meeting
ExpandED will brief superintendents on HIT this school year and plan for 23-24.
Superintendents will receive parameters for school selection and expansion (deadline 4/17)

Design Sprint + In-Person Provider Fair
- HIT School Panel
- Y1 schools will reflect on HIT program and begin planning for 23-24
- New schools learn about parameters and flexibility of school design

SAM Released
Schools have the opportunity to pay providers and have preliminary meetings ahead of launch

April 3

April 25

May 16th (St. John's)
May 25th (Lehman)

July 1

August

October

New Principal Orientation
Principals will receive initiative overview and guidance about forming a school-based HIT team.

Final Design + Budget Plans Due
Program Managers visit schools to continue to help schools finalize plans for 23-24. Schools must submit personalized quote obtained from vendor.

Tutoring Launches
HIT launches for the fall cohort.

Year 2 (2023-24) Provider Selection Process

Survey Submission
New and returning providers complete an updated survey to be considered for selection.
- Clear parameters for HIT
- More detailed efficacy, curriculum and cost data

Tutoring Provider Orientation
Selected providers learn about the HIT initiative, including key criteria and school matching process.

May 16th (St. Johns)
May 25th (Lehman)

March 15 - April 14

March 15 - 31

May 2
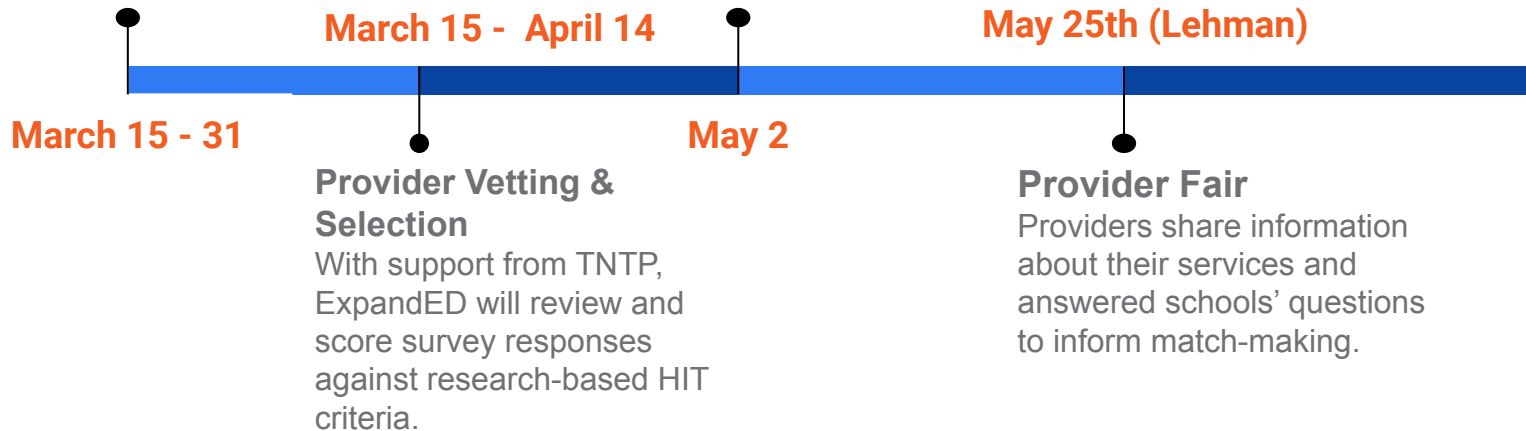
Provider Vetting & Selection
With support from TNTP, ExpandED will review and score survey responses against research-based HIT criteria.

Provider Fair
Providers share information about their services and answered schools' questions to inform match-making.

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Budget Breakdown

~$1,000 per student | **50-70 students** | **October - June**

EXAMPLE SCENARIOS

| Literacy	Math	Literacy + Math	Literacy
• **Provider A** provides materials, training/ support and in-person tutors for **30 K students** for **$20K** • **Provider B** provides materials, training/ support and in-person tutors for **12 first grade students** for **$25K** • **Provider C** provides materials, training/ support and tutors for virtual tutoring to **18 2nd grade students** for **$18K**	• **Provider D** provides materials and training/ support for **6K** and **Provider E** provides parallel training/support and tutors for **30K** to tutor **70 6th, 7th, and 8th grade students**	• **Provider E** provides materials,training/ support, and tutors for **13 2nd grade students** in literacy for **$25K** • **Provider D** provides materials and training/ support to math teachers who tutor **40 8th grade students** for **$5.5K**	• **Provider F** providers materials, training/ support and tutors to **24 1st grade students** for **$22K** in the **Fall** • **Provider G** provides materials, training/ support to **24 2nd grade students** for **$24K** in the **Spring**
60 Students for $63K	**70 Students for $36K**	**53 Students for $30.5K**	**48 Students for $46K**

New schools transition to Room 406

2022 - 23 HIT Reflection

- **Complete the general information regarding your HIT program.**
  - What was the intended plan for your HIT program?

- **What went well?**
  - What were the key indicators for success?

- **What could be improved?**
  - What are some recommendations for improvement?

- **Turn and Talk:**
  - What is one area where you feel like your school is well positioned to support HIT?
  - What is one area already on your mind from this list as a place you may need support to improve?
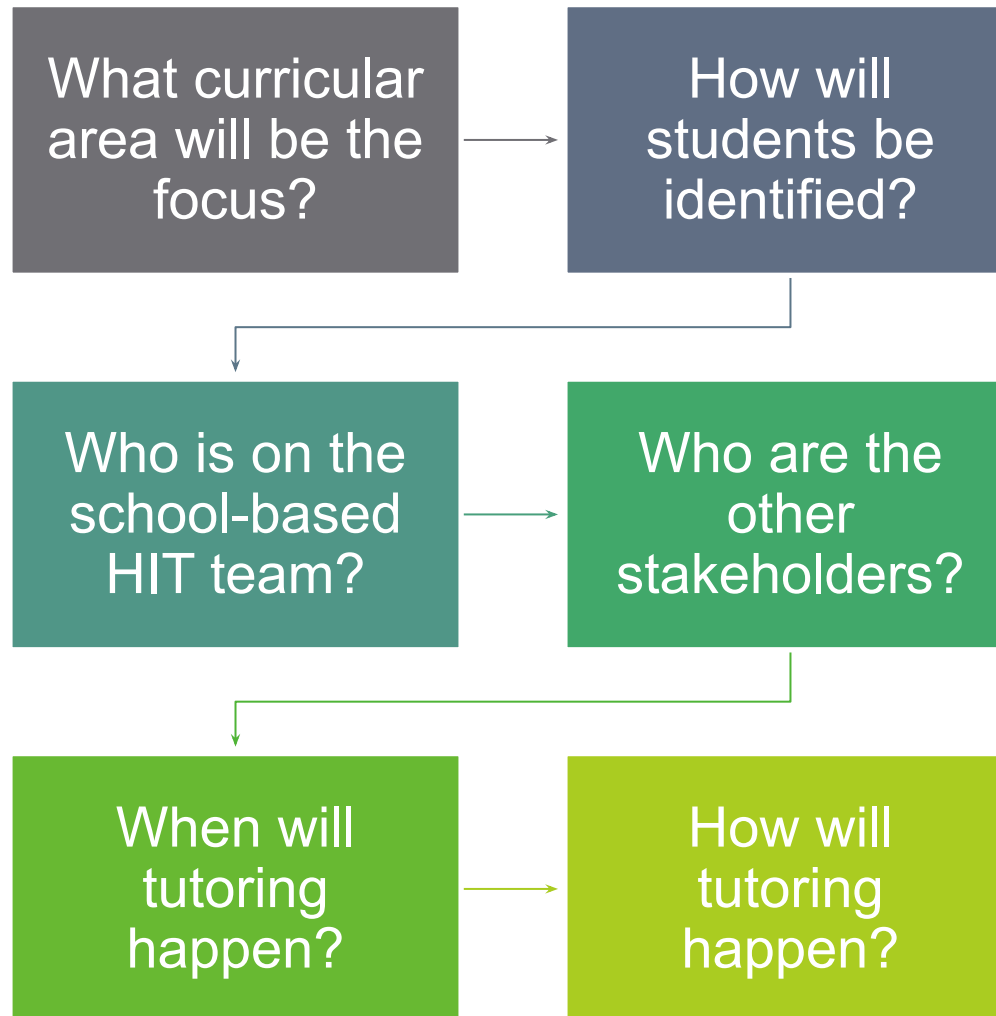
Committing to High-Impact Tutoring

FEATURE	REQUIREMENT	FLEXIBILITY
RELATIONSHIP-BASED	Adults trained in relationship-building and SEL support	**Personnel**: School Staff and/or external provider tutors
TUTOR EFFECTIVENESS	Prepared, trained, supervised and closely supported	**Tutor Support:** HIT Manager on-site or through external provider
SUPPORTED BY HQIM	Grounded in research, standards-aligned	**Materials:** Core HQIM, external provider curricular materials
OCCURS FREQUENTLY	At least 3x per week At least 90 min weekly	**Timing**: During School Day, After or Before School
ORGANIZED IN SMALL GROUPS	Max group size of 4 (1:1 ideal)	**Model:** In-Person, Virtual, Hybrid
COLLABORATIVE WITH SCHOOLS	Tutors connect with teachers	**Partnership:** Selection of vetted providers for best alignment
DATA DRIVEN	Tutors must use regular assessment data to inform session content, groupings	**Data Tools**: Schools determine data in use for progress monitoring and refinement
STUDENT REACH	50-70 Students	**Selection**: Data- and human-informed student selection
COST EFFECTIVE	Maximum cost per school: $70K	

Source: CityTutorDC

Instructional Coherence

Extended Time

Intervention
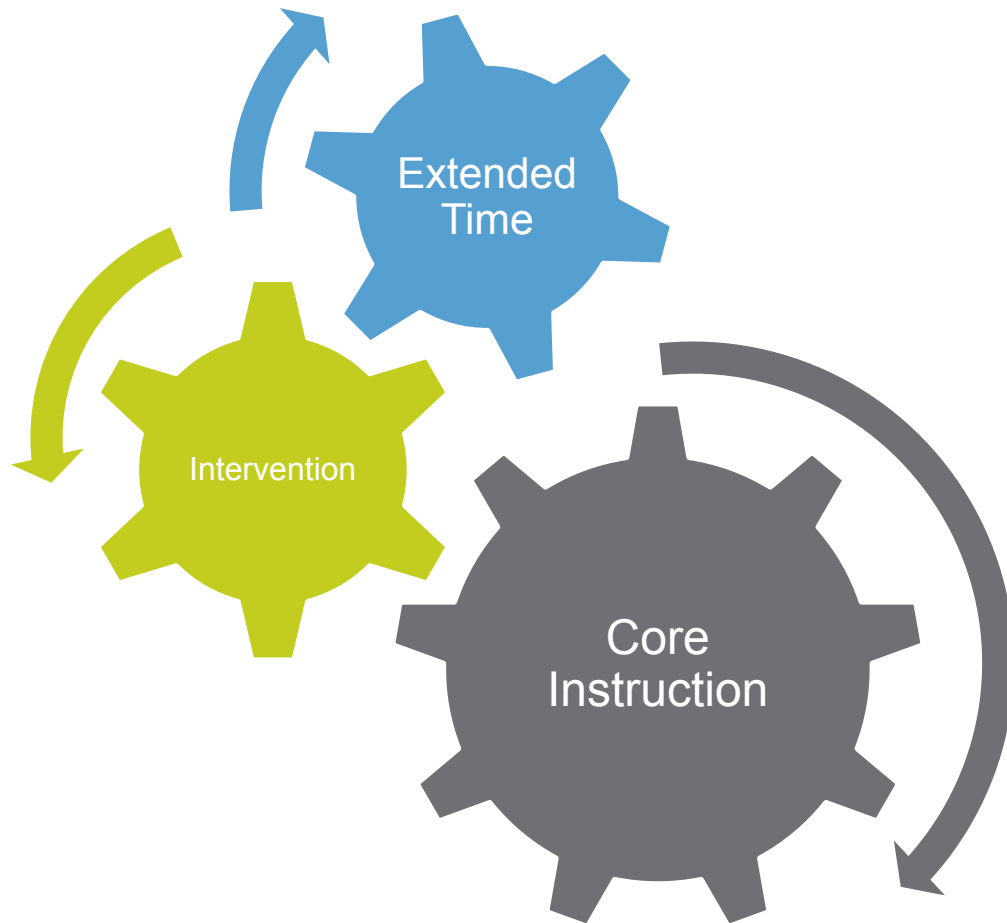
Core Instruction

Core instruction, intervention, and extended time must be aligned to maximize advancement of grade-level standards, so we can accelerate student learning

Making a Plan

What curricular area will be the focus? → How will students be identified?

Who is on the school-based HIT team? → Who are the other stakeholders?

When will tutoring happen? → How will tutoring happen?

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Identify Your Students

WHAT IS YOUR FOCUS?

K-2 ELA

and/or

6-8 Math

HOW WILL YOU IDENTIFY STUDENTS?

- *Assessment / Benchmark Data*

- Teacher Referral

- Attendance Data

- Grades

- Caregiver Input

Who is on the HIT School Team?

WHO IS ON THE SCHOOL-BASED HIT TEAM?

- Who will be responsible for identifying students?

- Who will coordinate and ensure curricular alignment?

- Who will be responsible for managing schedules, space and workforce?

- Who will be responsible for approving budgetary needs and procurement?

- Who else has a stake in HIT?

WHO ARE THE OTHER STAKEHOLDERS?

- Who else in your school do you need to engage with about HIT?

- Who do you anticipate being a challenge to engage with?

- How will you engage families and caregivers about HIT?

- What will communication look like when students are identified and throughout participation?

When will tutoring happen?

DURING SCHOOL DAY

Considerations:

- Schedule Constraints

- Location / Space Issues

- Staffing Capacity

- Virtual / In-Person

- Students Pulled from Classes v. Tutors Push Into Classes

OUTSIDE OF SCHOOL TIME

Considerations:

- Schedule Constraints

- Location / Space Issues

- Staffing Capacity

- Virtual / In-Person

- Attendance & Transportation

- Barriers to Participation

How will tutoring happen?

	INSTRUCTIONAL MATERIALS	PERSONNEL	TUTOR SUPPORT
School-based option	Use Intervention / Support Materials from School's Core HQIM Curriculum	Leverage school-based staff as tutors (teachers, paras, etc.)	Rely on school-based staff to support, coach and supervise tutors
Partnership option	Partner with **instructional material** tutoring provider whose Tutoring Curriculum HQIM aligns with school curriculum	Partner with **workforce solution** tutoring provider that supplies tutors on site or virtually	Partner with **implementation support** tutoring provider that provides support, coaching and supervision to tutors

For Your Consideration: Common Sticky Spots

	Personnel	Delays in fingerprinting, background checks
	Plan Clarity	Launch plan not specific enough to match with aligned providers
	Budget	Provider proposals are beyond what sites can afford
	Lead Time to Launch	Providers need lead time to launch; delays in decision-making directly result in delays in hiring for and starting program
	Student Selection	Focus on selecting students who consistently attend school for greatest impact; HIT requires frequency
	Emotions	School-site staff and caregivers often have feelings about pulling students out in particular time frames that must be addressed early

D'Angelo Ballroom

NYC HIT Standards (Roles + Responsibilities)

- **Individually, review the NYC HIT Standards document (10 min)**
  - Be sure to pay attention to the responsibilities of all stakeholders (tutoring provider, tutor and school)

- **As a school team discuss the implications for your HIT Launch Plan (10 min)**
  - Are there any adjustments that need to be made to your plan?
  - What questions do you have for prospective tutoring providers?

NYC HIT Provider Fair Details

- **Alphabetical Order**
  - A - K (outside ballroom)
  - L - W (416 C)

ELA		ELA + Math	Math
Amplify	Once	Brainfuse	CUNY Tutor Corps
Chapter One	On Your Mark Education	Braintrust Tutors	Saga Education
CUNY Reading Corps	Read Alliance	Club X Youthniversity	
Enhanced Core Reading Instruction	Reading Partners	Intervene K-12	
EnrichedNYC	Springboard Collaborative	K-12 Connect	
Helps Education Fund	Success for All	Lindamood-Bell Learning Processes	
LLI - NTP	TinyIvy	Littera Education	
Literacy Trust	Wilson Language	SmartStart Education	

Next Steps

- **Submit Final Launch Plan + Budget (Due 7/1)**
  - Program Managers will schedule in-person and virtual meetings to help finalize plans.
  - Budget Plans must include a quote from the tutoring provider for the services described in your plan.
  - For general questions reach out to your program manager.
  - For procurement questions reach out to Andrew Fletcher at afletcher2@schools.nyc.gov

- **Evaluation (by Metis Associates)**
  - Surveys
  - Focus Groups

- **Community of Practice**
  - June 6th: 9:30am - 11:00am (via Zoom)
    - Theory of Action + Sustainability

Exit Feedback

GLOWS

What worked well for you in today's session?

GROWS

What do you wish had happened in this session that didn't?

NEXT STEPS

What are you looking for immediate support to work through?