HIGH IMPACT TUTORING by ExpandED Schools

Theory of Action for High Impact Tutoring (HIT) in New York City Public Schools

NYC Public Schools — Division of Teaching and Learning, Deputy Chancellor Carolyne Quintana
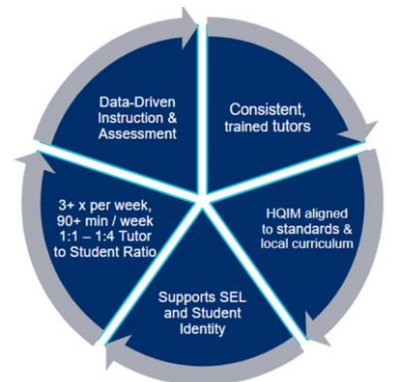
HIT Initiative Strategies

System level partnerships including a backbone organization

Focus on K-2 literacy & 6-8 math as evidence-based high impact areas to close academic gaps

Flexibility and resources (e.g., tools, funding, partnerships) for schools to create their ideal HIT model, aligned with standards

Community of Practice to elevate promising practices and support with and advocate for shared challenges

Career development support for tutors who aspire to be teachers

HIT definition and standards grounded in research

(Circular diagram: 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)

Strategies set expectations for HIT as a core element of the literacy and math ecosystem

System Level Backbone Supports

HIT Infrastructure

Allocate funding

Coordinate communication among all stakeholders

Establish policies and procedures that enable HIT (e.g., procurement, clearances)

Support data infrastructure

Partnerships

Establish pathways from tutoring to teaching through partnerships (e.g., alternative certification programs, schools of education)

Recruit & vet tutoring partners with strong youth development & pedagogical practices

Create resources to facilitate school & tutoring partner matches

Support relationships between tutoring provider & school HIT team

Coaching and Support

Support principals to create conditions for HIT

Facilitate school HIT design decisions

Implement Community of Practice for HIT teams

Provide support through routine site visits

Facilitate continuous improvement grounded in HIT standards

System supports create conditions for school HIT implementation

School HIT Implementation

HIT Teams

Establish a school HIT team

Develop a tailored HIT plan aligned to the school's literacy/math curricula and strategies

Select and procure tutoring provider or establish internal tutoring team

Enable conditions for HIT to be embedded in school community

Identify the HIT participants, schedule, and modality

Develop system for sharing and receiving data about student needs and progress

Ensure transparent communication between schools, tutors, and families

Tutors

Use high quality instructional materials

Receive support to work with students with varying needs (e.g., ELL & SWD)

Are trained in youth development, pedagogy, and culturally responsive teaching practices

Share data collected with schools/students' teachers

Engage in continuous improvement

Receive mentorship for career development

Students

Are matched with a consistent tutor throughout HIT

Receive responsive HIT tailored to needs & instruction

School HIT design leads to implementation of high-quality HIT

HIT Outputs

Schools & families advocate for sustained HIT

Schools create a strong HIT model aligned to the community's unique needs & vision

Schools & tutoring partners leverage data to inform HIT enrollment/content

Schools implement HIT aligned to school curricular materials & HIT standards

Tutors gain knowledge & skills grounded in developmental needs

Students receive standards-aligned HIT to address academic gaps

Student identities are affirmed by HIT resources

Students develop a relationship with a consistent tutor

HIT leads to longer-term student and tutor outcomes and system sustainability

HIT Outcomes

System Level

Funding is sustained for HIT in NYCPS

System has increased capacity to deliver HIT to all priority students

Implementation of effective HIT models is institutionalized in all NYC Public Schools

Tutor Level

Tutors have the experience & support to navigate a pathway to teaching

Student Level

All students/families have equitable access to tutoring supports

Students receiving tutoring are on track to grade level proficiency in K-2 literacy & 6-8 math

Students receiving tutoring have increased self-efficacy, resilience, self-advocacy, & confidence

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Students have the resources and supports they need to succeed