HIGH-INTENSITY ACADEMIC TUTORING DIVISION PLAYBOOK

Recommendations and Best Practices for High-Impact Tutoring

September 2023

Virginia Department of Education

ALL In Tutoring – Best in Class Practices

Accelerating Learning

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As we released the 2023 statewide data this week, we saw that students continue to suffer from persistent learning loss as a result of the COVID-19 pandemic. Third through eighth grade mathematics students are still 13-19 points behind their 2018-19 peers and 3-9 points behind their 2018-19 peers in reading. While some improvements were seen in the 2021-22 school year, students are not accelerating at a pace to be on track with their pre-pandemic peers. Our data shows that 1 in 2 students are at risk of not meeting grade level expectations in Grade 3 through 8 reading and 2 in 3 students are at risk in mathematics.

Our educators have put extra effort and time into helping students re-acclimate after the pandemic and support diverse learning loss through a variety of interventions throughout the state. Despite these efforts, it is time for an intensive statewide focus on learning recovery.

In Virginia, school divisions are working hard to ensure students attend school and have strong learning experiences. It is imperative that we partner with our school divisions and provide a statewide strategy to recover the persistent learning loss from the pandemic. We must choose to be ALL In - our families, our educators, our communities, and our businesses must work collaboratively to accelerate learning for our children.

The ALL In Tutoring focus complements the new 2023 Mathematics Standards of Learning and implementation of the Virginia Literacy Act. In addition, students need more support and more time to recover the learning they have lost. Today, the Virginia Department of Education will roll out ALL In Tutoring, a high-intensity academic tutoring model to support the additional time our students need to accelerate their learning to match and surpass the learning of their pre pandemic peers.

ALL In Tutoring is an evidence-based approach that has proven success in multiple states and allows the department to work alongside local school divisions to provide resources, supports and guidance to ensure effective implementation of this statewide strategy occurs. We are seeing statewide tutoring strategies across the country that are helping students keep pace and accelerate past their pre-pandemic peers.

We look forward to seeing the same success in Virginia and working together to be “All In” for the students across the Commonwealth.

Dr. Lisa Coons,
State Superintendent of Public Instruction

Overview

ALL In Tutoring, Virginia's high-intensity academic tutoring, is a research-based approach to accelerating at-risk students to grade level. Pulling from effective models of high-intensity tutoring, Virginia's Playbook provides structures to support school divisions in designing their tutoring program while allowing school divisions to flexibly implement effective, academic tutoring programs to ensure that they are meeting the needs of their students, families, and communities.

Research on tutoring shows that, on average, high-intensity academic tutoring increased student achievement by *an additional three to 15 months of learning*. In addition, tutoring also resulted in greater student engagement and higher grades in across all classes.

Note that throughout this document, ALL In Tutoring, Virginia's high-intensity academic tutoring, will be referred to as "tutoring."

Virginia's ALL In Guiding Principles:

1. ***High-dosage:*** Tutoring is most effective when offered in a high-dosage five days per week over a sustained period. A high-dosage of tutoring means students receive additional support in a targeted way beyond what a student receives in the classroom. A review of almost 200 studies found that tutoring, when given at a high-dosage, is one of the few interventions with demonstrated large positive effects on both mathematics and reading achievement. "ALL In" tutoring requires 18 weeks of tutoring for at-risk (students who scored low proficient) third through eighth graders and 36 weeks of tutoring for those third through eighth graders that did not pass the 2023 reading and/or mathematics SOL assessment.

   [evidence drawn from the National Student Support Accelerator and the National Bureau of Economic Research]

2. ***Low Tutor/Student Ratio:*** Tutoring is most effective if offered in small groups of students. In small groups, tutors can customize teaching to the specific content gaps a student has missed or the prerequire skills a student needs to practice. While research encourages groups of three to five students, this model recommends 1:10 because research also shows that it takes time to build a strong tutor pool. The Virginia Department of Education (VDOE) recommends that tutors use digital software to reduce group size and spend dedicated 1:5 small group time and rotate two groups of students within an hour; and thus, one tutor will serve ten students in an hour of tutoring.

   [evidence drawn from the National Student Support Accelerator and EdResearch for Action/Annenberg]

3. ***Acceleration Approach:*** Tutoring is most effective when using an acceleration approach or teaching on grade-level material while attending to prior grade level gaps within grade level small group instruction. In the learning acceleration approach, tutors connect gaps in learning to the grade-level new learning. Remediation based intervention focuses on reteaching prior-grade material prior to moving on to allowing a student practice grade-level material. Extensive studies in post-pandemic settings have shown that students who received an acceleration approach struggled less and learned more than students who were placed in remediation intervention settings.

Acceleration based tutoring may look like a tutor assigning five grade 4 students with digital practice on a 4th grade level; and then, tutoring five students in a small group practice both 4th grade content and the underlying concepts that struggling to master.

Often the tutor uses the digital practice to determine where the student is struggling and how to teach both the on-grade level content and the underlying concepts. Free tutoring software and tutor resources will be provided so that school divisions can track student progress, use as an attending reporting tool and assist tutors and schools in designing these personalized academic tutoring sessions.

As noted earlier, this tutoring design is counter to the remediation approach in which a 4th grade student with gaps would be assigned 2nd grade work, working to gain full understanding of 2nd grade work prior to moving to 3rd, and then 4th grade work.

[evidence drawn from TNTP and the Institute for Education Policy]

4. ***Grade-Level Materials:*** Using grade-level materials allows tutors to reinforce and support what students are learning in the classroom. These materials ensure that tutors use an acceleration approach and don't fall into the habit of remediating students. Tutoring programs with the highest impact use materials that are aligned to grade-level standards, while programs that give students simpler, previous grade-level materials, have found to result only in students falling further behind.

   The VDOE will provide digital tutoring materials and grade level practice at no cost to school divisions and families across the state in both reading and mathematics. These digital materials will be the basis for personalized tutoring that help students stay on an acceleration pathway and will be paired with strong grade level instruction grounded in high-quality curriculum for grade-level classroom instruction.

   [evidence drawn from TNTP and EdResearch for Action/Annenberg]

5. ***Trained and Supported Tutors:*** Tutors from a variety of backgrounds can be effective tutors with the right supports put in place. Tutors can have a wide variety of experiences and training. The skills required for tutors to be effective are different from what is required of a classroom teacher. When tutors have strong materials that guide personalized tutoring sessions, tutors can be teachers with busy schedules, retired teachers who want to serve in a part time setting, or a large variety of volunteers with limited teaching or training. Materials should include digital practice, tutor lesson plans, and background knowledge and resources to help tutors provide personalized tutoring.

   [evidence drawn from the National Student Support Accelerator and EdResearch for Action/Annenberg]

6. ***Relationships:*** Tutors that meet regularly with the same group of students facilitate strong, positive relationships and result in a stronger understanding of students' learning needs. Positive relationships have also shown positive impacts on students' confidence in the classroom.

   [evidence drawn from the National Student Support Accelerator and EdResearch for Action/Annenberg]

7. ***Progress Monitoring:*** Tutoring programs that embed progress monitoring in digital materials allow for personalized tutoring without extensive planning. Progress monitoring does not have to be completed

with a separate tool or resources and should be incorporated into tutoring sessions so that the tutor can track progress closely. In addition, personalized tutoring that uses progress data ensures students accelerate at their own pace.

[evidence drawn from the National Student Support Accelerator and EdResearch for Action/Annenberg]

Using the Tutoring Playbook for Implementation

School divisions should use the information from this playbook to implement tutoring by ***October 16, 2023***. The playbook is written to support school division and school leaders to schedule tutoring sessions that fit effectively into the context of the school, select tutors that meet the staffing needs within the community, and determine how to fit materials into the overarching instructional plan of the school division.

This playbook is broken out into sections, walking through tutoring requirements, best practices, and potential models for implementation.

School division leaders should read and review tutoring program requirements, then plan for implementation with key division personnel. School division leaders should utilize the resources in this playbook as a planning guide, given their own local context. Once a general tutoring framework has been established, school division leaders should begin to operationalize each aspect of tutoring.

Implementation Timeline

This timeline should be used to plan an accelerated and customized launch of ALL In Tutoring.

Schedule

- Review Master Schedules for scheduling flexibility
- Assess whether transportation availability supports before/after school models
- Determine when tutoring will occur
- Revision of master schedule to meet before/after and/or during the day scheduling models

Staffing

- Review student needs and determine who is best suited to tutor
- Survey staff and determine capacity
- Work with retired and exited teachers to determine if interest to tutor exists
- Use staffing toolkit provided by VDOE to recruit and train non-licensed tutors
- Train non-licensed tutors on tutoring strategy using VDDE or school division resources

Identify Students

- Determine which students qualify
- Assess student performance and schedules to determine student groupings
- Match student groupings to tutoring scheduling decisions

Family Communciation

- Use VDOE family communications toolkit to develop customized letters home
- Ensure families understand the importance of tutoring (use optional VDOE promotional videos, social media and parent-teacher conference templates
- Reinforce communication with famllles by providing frequent student reports

Materials

- Establish plan for using VDOE digital content, tutor resources, and progress monitoring tool
- Determine attendance tracking protocol and how attendance will be tracked
- Ensure training for digital content, attendance, and school division specific resources is scheduled and completed. (VDOE will offer virtual, asynchronous training on digital content so that school divisions can use flexibly)

Tutoring Requirements and School Division Flexibilities

Tutoring will look different in each school division across the state, as divisions should design and implement programs that best serve their students and local communities. School divisions must implement programs that meet the key components of VDOE tutoring.

Key Components of ALL In High-dosage Academic Tutoring:

Students to Serve	• All 3–8 grade students that are "at risk" or "not proficient" based on statewide assessment results.
Subject	• Reading and/or mathematics • *Students are to receive tutoring in subject(s) they are "at risk" or "not proficient".*
Dosage	• 3-5 hours each week • *May be 5 hours of mathematics, 5 hours of reading, or 5 hours of a combination of reading and mathematics.*
Maximum Ratio	• 1 tutor to 10 students
Duration	• 18 weeks for "at risk" • 36 weeks for "not proficient"
Tutors	• Trained tutors • *This includes licensed teachers, retired teachers, part-time teachers, and trained tutors.* • *Tutoring must be delivered in person.*
Materials and Data Tracking	• Personalized sessions grounded in grade-level instruction and based on recommendations from the digital platform.
Attendance	• Submitted monthly

Tutoring Reimbursements:

Funding for tutoring will be provided bi-monthly in regular distributions based on the funding allocation amounts determined by the General Assembly. Seventy percent of school division allotments will be placed in a learning loss line item for tracking purposes. The budget requires both school divisions and the state department to track expenditures by purpose.

Student Placement

The first step of designing and implementing tutoring is to determine the students that are required to receive tutoring. VDOE requires all "non proficient" and "at risk" students to receive tutoring. "At risk" students are defined as current 3-8 students who score in the low proficient range on their grade 3-7 reading and/or mathematic assessment.

Student Placement for Grade 3:

Students are given the Virginia Growth Assessment (VGA) in the fall and winter in both reading and mathematics annually. Students in grade 3 are required to be placed in tutoring based on their scores on the fall administration of the VGA in reading and mathematics.

The VGA scores for students that require tutoring for students in grade 3 are:

Mathematics				Reading		
	Low Proficient or "At Risk" *18 weeks required*	**"At Significant Risk" or Not Proficient*** *36 weeks required*			**Low Proficient or "At Risk"** *18 weeks required*	**"At Significant Risk" or Not Proficient*** *36 weeks required*
Grade 3	1367-1477	900-1366		Grade 3	1407-1550	900-1406

*The VGA does not provide achievement levels based on student performance; instead, the FALL VGA provides academic data on where a student should be at the entry of the third-grade school year.

Student Placement for Grades 4 – 8:

Students are annually evaluated through the Standards of Assessment (SOL) assessment at the end of each academic year. Any student in grades 4-8 who is "not proficient" or "at risk" on their previous year's Reading SOL must receive reading tutoring. Any student in grades 4-8 who is "not proficient" or "at risk" on their previous year's Mathematic SOL must receive mathematic tutoring.

The SOL scores for students that require tutoring in grades 4-8 for 2023-24 are:

Mathematics				Reading		
2022-23 Grade	**Low Proficient or "At Risk"** *18 weeks required*	**Not Proficient** *36 weeks required*		**2022-23 Grade**	**Low Proficient or "At Risk"** *18 weeks required*	**Not Proficient** *36 weeks required*
Grade 3	400 – 447	0 - 399		Grade 3	400 – 446	0 - 399
Grade 4	400 – 448	0 - 399		Grade 4	400 – 448	0 - 399
Grade 5	400 – 443	0 - 399		Grade 5	400 – 445	0 - 399
Grade 6	400 – 442	0 - 399		Grade 6	400 – 447	0 - 399
Grade 7	400 – 440	0 - 399		Grade 7	400 – 447	0 - 399

**Note that the grade level represents the previous year's score. For example, the grade 3 SOL score will be used to determine if a current grade 4 student is required to receive tutoring.*

Special Education & English Language Learners

ALL In means all students who need tutoring should receive tutoring services, including students with special needs who take the general education SOL assessment. Individualized Education Program (IEP) of the students receiving special education services already have clear accommodations and modifications outlined in their IEPs. Tutoring services are meant to complement IEP services and not replace any services outlined in the IEP as that is a legal and binding document. In addition, school divisions should make appropriate determinations on how tutoring should be coordinated through the division's tutoring program.

Given the dramatic gaps with our English Language Learners, this student group should also be provided support in both reading and/or mathematics to ensure that they are receiving tutoring along with the required language acquisition support. Evidence-based practices are being provided through the digital platforms to ensure that language acquisition strategies are embedded into the platforms for English language support.

Planning for Tutoring

School divisions should serve all "at risk" and "not proficient" students in grades 3–8. School divisions may choose to serve additional grades, but students who failed reading and/or mathematics should be prioritized in scheduling and service.

Once the students to serve has been determined, school divisions can now begin planning the best tutoring design to support each individual student.

Scheduling

School divisions must consider how to best develop a tutoring schedule that both compliments the existing schedule and ensures students are able to receive five hours of tutoring weekly. There are three primary models that a school division may select to use:

1. During school
2. Out of school (before/after school)
3. Blend of during and out of school

In addition, school divisions may choose to offer intersessions, or multi-hour tutoring sessions on non-school days.

During the Day Tutoring

During the day tutoring provides an opportunity to accelerate students to grade level within the existing school day by making some schedule modifications. During the day tutoring tends to result in higher gains than programs held out of school time. During the day tutoring should take place in existing blocks of time, such as Virginia Tiered Systems of Support (VTSS) and cannot replace core classroom instruction.

Tutoring should not be provided during a student's recess or elective courses like music, art, physical education, library, etc.

School divisions should consider where remediation support is provided to students and how remediation support can be reworked to provide an acceleration opportunity through tutoring. While remediation drops students back to previous grade content, acceleration provides supports so that students are working on grade-level content by providing just-in-time instruction.

School divisions should consider making small changes to schedules in order to replace remediation support with tutoring.

Sample During the Day Grade 3 Schedule: During the day tutoring should take place during existing blocks of intervention time. For example, a 3rd grade schedule could look like the following. In this sample schedule, the existing resource time was replaced by tutoring time. Note that some students may need to continue to receive intervention supports such as special education supports during this time. This school division may choose to schedule some students into tutoring during this time while others receive special education or EL supports and complete tutoring after school.

8:00 – 9:00 Elective	8:00 – 9:00 Elective	8:00 – 9:00 Elective	8:00 – 9:00 Elective	8:00 – 9:00 Elective
9:00 – 10:00 Tutoring	9:00 – 10:00 Tutoring	9:00 – 10:00 Tutoring	9:00 – 10:00 Tutoring	9:00 – 10:00 Tutoring
10:00 – 11:20 Reading	10:00 – 11:20 Reading	10:00 – 11:20 Reading	10:00 – 11:20 Reading	10:00 – 11:20 Reading
11:20 – 11:55 Science	11:20 – 11:55 Social Studies	11:20 – 11:55 Science	11:20 – 11:55 Social Studies	11:20 – 11:55 Science
11:55 – 12:25 Lunch	11:55 – 12:25 Lunch	11:55 – 12:25 Lunch	11:55 – 12:25 Lunch	11:55 – 12:25 Lunch
12:25 – 12:45 Recess	12:25 – 12:45 Recess	12:25 – 12:45 Recess	12:25 – 12:45 Recess	12:25 – 12:45 Recess
12:45 – 2:15 Math	12:45 – 2:15 Math	12:45 – 2:15 Math	12:45 – 2:15 Math	12:45 – 2:15 Math
2:15 – 2:35 ELA/Literacy	2:15 – 2:35 ELA/Literacy	2:15 – 2:35 ELA/Literacy	2:15 – 2:35 ELA/Literacy	2:15 – 2:35 ELA/Literacy

modeled after a Virginia Elementary School

Sample During the Day Grade 6 Schedule: In this 6th grade schedule, this school has an A/B schedule with a 90-minute block of time daily for lunch and one class period. Tutoring was placed in the existing 60 minutes after lunch. This school had two flexible, 45-minute classes at 9:00 each day. This schedule was modified to place academic classes that used to exist after lunch within the two 9:00 flexible blocks and moving tutoring to after lunch.

A Day	B Day	A Day	B Day	A Day
7:30 – 8:55 ELA	7:30 – 8:55 Physical Education	7:30 – 8:55 ELA	7:30 – 8:55 Physical Education	7:30 – 8:55 ELA

A Day	B Day	A Day	B Day	A Day
9:00 – 9:45 Math Small Group	9:00 – 9:45 World Languages	9:00 – 9:45 Math Small Group	9:00 – 9:45 World Languages	9:00 – 9:45 Math Small Group
9:50 – 10:35 Music	9:50 – 10:35 Social Studies	9:50 – 10:35 Music	9:50 – 10:35 Social Studies	9:50 – 10:35 Music
10:40 – 11:10 Lunch	10:40 – 11:10 Lunch	10:40 – 11:10 Lunch	10:40 – 11:10 Lunch	10:40 – 11:10 Lunch
11:10 – 12:10 Tutoring	11:10 – 12:10 Tutoring	11:10 – 12:10 Tutoring	11:10 – 12:10 Tutoring	11:10 – 12:10 Tutoring
12:10-1:30 Mathematics	12:10-1:30 Mathematics	12:10-1:30 Mathematics	12:10-1:30 Mathematics	12:10-1:30 Mathematics
1:30 – 2:15 Science/HSS	1:30 – 2:15 Science/HSS	1:30 – 2:15 Science/HSS	1:30 – 2:15 Science/HSS	1:30 – 2:15 Science/HSS

modeled after a Virginia Middle School

Before/After School Tutoring

Out of school tutoring can be powerful, as students receive support in addition to their school day. Before or after school tutoring is most effective when students can consistently be present, which happens when families are dedicated to tutoring and drop off/pick up students daily, bus schedules allow for students to come early/stay late, or students receive other interventions within the day and must receive tutoring out of school time.

Sample 1 Modified Bus Schedule: Elementary School A has 4th grade students present daily from 7:50 to 2:40. Elementary School A runs four daily bus routes leaving school at 2:40. Elementary School A worked with families and bus drivers to run two of the daily busses twice. Busses leave at 2:40 and complete a bus run, coming back to Elementary School A by 3:45 to pick up students who stayed after school for tutoring.

Sample 2 Utilizing Existing Bus Schedules: Middle School B runs multiple bus schedules each day and offers breakfast for all middle school students before school starts. School starts at 8:30, but busses begin dropping off as early as 7:15 and many students are at school by 7:30. Middle School B identifies the students who are dropped off or arrive by 7:30 daily, identifies which students need tutoring, and places them into tutoring groups to receive additional support. Additional parents are asked if their students can be dropped off by 7:30 daily. Existing teachers at Middle School B provide this before school tutoring. Middle School B decided to not provide after school tutoring, as sports and music meets after school.

Blend of During School and Out of School Tutoring

Blending during school and out of school tutoring allows for more flexibilities in staffing and allows students who receive other interventions, such as English Language Learner support, to receive both support during the day and out of school.

In a blended model, some students receive support during the school day while others receive support out of school. School divisions should prioritize the during the school day tutoring seats for students who cannot attend tutoring out of school time. Some families are unable to drop off or pick up students outside of the standard school day. If this is the case, those students should be prioritized within the school day.

Students who must receive additional supports, such as EL supports, during the day should be prioritized for out of school tutoring.

School divisions have the flexibility to determine how many groups to run during the day and out of school.

Student A No additional services required	**Student B** Special Education Services	**Student C** English Learner Supports
		7:40 – 8:00 Tutoring
8:00 – 9:00 ELA	8:00 – 9:00 ELA	8:00 – 9:00 ELA
9:00 – 10:00 Tutoring	9:00 – 10:00 Special Education Supports	9:00 – 9:20 EL Supports
		9:20 – 10:00 Tutoring
10:00 – 11:20 Reading	10:00 – 11:20 Reading	10:00 – 11:20 Reading
11:20 – 11:55 Science	11:20 – 11:55 Science	11:20 – 11:55 Science
11:55 – 12:25 Lunch	11:55 – 12:25 Lunch	11:55 – 12:25 Lunch
12:25 – 12:45 Recess	12:25 – 12:45 Recess	12:25 – 12:45 Recess
12:45 – 2:15 Mathematics	12:45 – 2:15 Mathematics	12:45 – 2:15 Mathematics
2:15 – 2:35 Elective	2:15 – 2:35 Elective	2:15 – 2:35 Elective
	2:40 – 3:40 Tutoring	

Adding Opportunities: Intersession

School divisions may choose to offer additional "intercession" tutoring for students. Intercession should be held when school is not in session, such as during weekends, holiday breaks, or summer. Research from Annenberg has found that week-long intensive intercessions generate positive results. However, intercession is not as effective as tutoring embedded in the week.

School divisions must offer tutoring embedded into the week but may use intercession as an opportunity for students to make up any missed hours of tutoring during the month or receive additional support. Intercession can be multiple hours in length and the length of the session should be appropriate for the given grade.

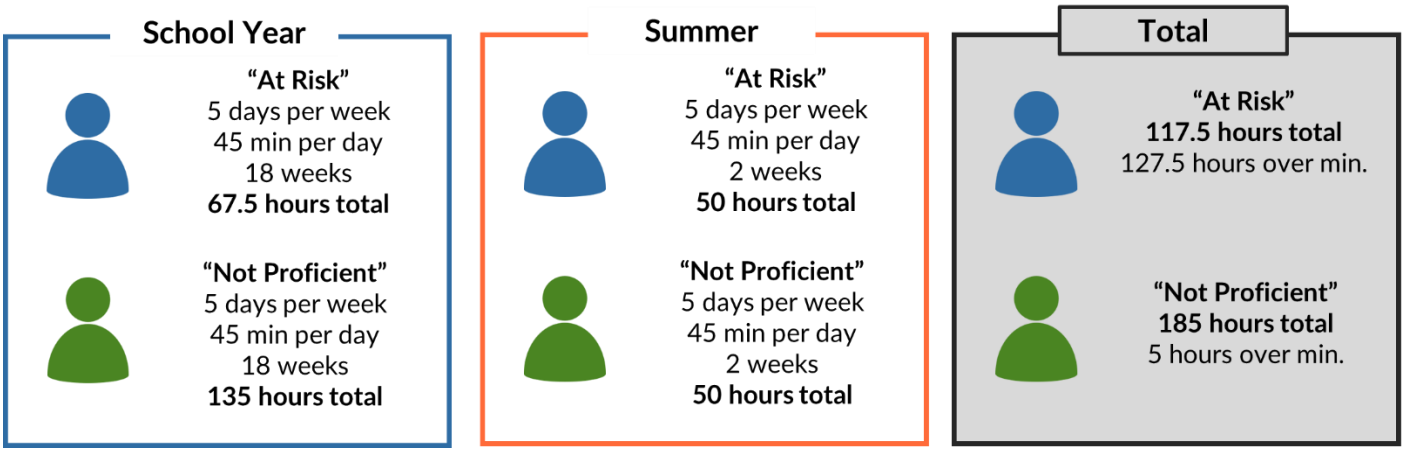
- Intercession Sample School division one: Sample School division one offers weekly intercession for students on Saturday mornings from 8 am to 12 pm. Sample School division one alternates intercession weekends of mathematics and reading and has one tutor for each grade level each Saturday. Sample School division one invites students who missed sessions during the week and students who need additional support to the sessions.
- Intercession Sample School division two: Sample School division two runs intercession for students during Winter break and Spring break. Sample School division two uses intercession to accelerate students in need of additional support. Sample School division two runs intercession for the entire week, supporting students and families who do not have at-home support. Sample School division two partners with a local community partner to offer four hours of tutoring and four hours of fun enrichment daily.

Summer Intercession

Divisions may consider offering summer intercession in addition to offering tutoring throughout the school year. Summer can offer required hours or provide an additional opportunity for students to accelerate learning.

Summer Intercession Sample School division one: Sample School division one had an existing VTSS block of 45 daily minutes. Rather than extending the VTSS block in the master schedule, Sample School division one has all "at risk" and "not proficient" students attend a summer acceleration program.

Sample School division one offers a two-week summer acceleration academy immediately following the school year. During the summer acceleration academy, students receive five hours of daily tutoring, lunch, and two hours of STEM enrichment provided by a local community partner.



Sample School division one's breakdown of tutoring provided during the school year and in the summer. In total, all students receive more than the minimum amount of tutoring required and Sample School division one did not make any changes to the master schedule.

Daily Summer Schedule – Reading	*Daily Summer Schedule – Mathematics*	*Daily Summer Schedule – Reading and Mathematics*
8:00 – 10:00 Reading Tutoring	8:00 – 10:00 Math Tutoring	8:00 – 10:00 Reading Tutoring
10:00 – 10:15 Break	10:00 – 10:15 Break	10:00 – 10:15 Break
10:15 – 12:15 Reading Tutoring	10:15 – 12:15 Math Tutoring	10:15 – 12:15 Math Tutoring
12:15 – 12:45 Lunch	12:15 – 12:45 Lunch	12:15 – 12:45 Lunch
12:45 – 1:45 Reading Tutoring	12:45 – 1:45 Math Tutoring	12:45 – 1:45 Reading Tutoring
1:45 – 3:45 STEM Enrichment	1:45 – 3:45 STEM Enrichment	1:45 – 3:45 STEM Enrichment

Summer Intercession Sample School division two: Sample School division two provides daily tutoring for one hour each day and offers a four-week summer program in order to accelerate students. Research from RAND Education shows that on average, every year students end summer breaks one month behind where they were going into summer, and this disproportionately impacts low-income students. Sample School division two created an academic summer program to counter the impacts of summer learning loss, especially for at risk or not proficient students.

Sample School division two developed a schedule that provided time for larger group instruction in reading and mathematics, targeted tutoring time, and enrichment daily. Class sizes were kept to a maximum of 15 students in order to ensure that students had small groups for both instruction and tutoring. Tutoring groups were developed based on student gaps and were kept to a maximum of five students per group.

Sample School division provides all attending students with an additional 7.5 hours of tutoring per week of camp they attend. Students must attend camp for a full week of reading or mathematics. Students choose an enrichment pathway (theater, art, or coding) to spend two hours on daily.

Daily Schedule Reading-focused Summer Program	**Daily Schedule Math-focused Summer Program**
8:30 – 10:00 Reading Instruction *15 students with one teacher receiving instruction aligned to grade-level and previewing key concepts for the upcoming year*	8:30 – 10:00 Mathematics Instruction *15 students with one teacher receiving instruction aligned to grade-level and previewing key concepts for the upcoming year*
10:30 – 12:00 Reading Tutoring *Students grouped into groups of five and receive 30 minutes with the tutor and 60 minutes on digital platform working on daily instruction-aligned practice*	10:30 – 12:00 Mathematic Tutoring *Students grouped into groups of five and receive 30 minutes with the tutor and 60 minutes on digital platform working on daily instruction-aligned practice*
12:00 – 1:00 Lunch	12:00 – 1:00 Lunch
1:00 – 3:00 Enrichment	1:00 – 3:00 Enrichment

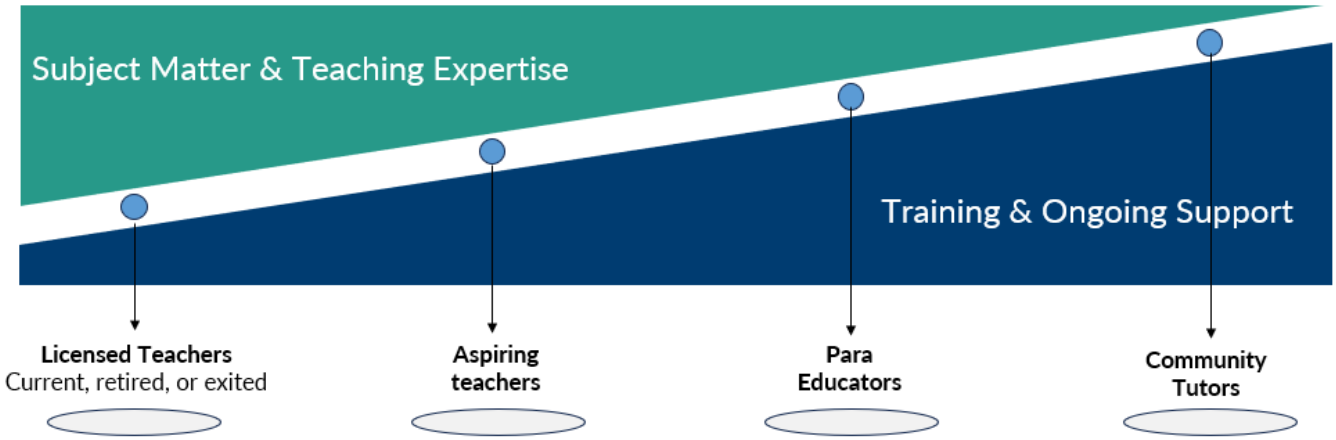
Students choose between art, theater, or coding for the week	*Students choose between art, theater, or coding for the week*

Tutor Recruitment, Training, Hiring, and Support

Once the students to serve have been determined and a school division has thought through the best model to serve students, school divisions should begin to develop a staffing, recruitment, and support plan.

There is a wide range of subject-matter expertise and knowledge of teaching practices between various groups that school divisions may hire. Currently licensed teachers, as well as retired and exited teachers, often have extensive subject-matter expertise and knowledge of effective teaching practices, requiring less training upfront and less intensive ongoing support.

Interested individuals without a background in education need launch training upfront as well as ongoing support. The level of ongoing training and support should be considered during hiring, as a dedicated support staff member may be needed.



Tutor Recruitment

School divisions should use a variety of methods to identify and recruit tutors. School divisions should begin this process by evaluating available staffing options available. Tutors could include licensed teachers, retired teachers, aspiring teachers, paraprofessionals, and other interested individuals.

Existing or current Licensed Teachers: School divisions should consider using existing staff or current staff to serve some tutor needs. School divisions may consider using existing licensed teachers or their currently licensed teachers in any of the following ways:

- Out of School/Intercession: Stipend teachers to provide tutoring out of school time, either before/after or teaching intercession.
- During School: Following local board policies, ask teachers if they would be willing to take required planning time outside of the school day to provide tutoring during their scheduled planning time.
- Repurpose Time: Repurpose VTSS or resource time to be used as tutoring time and use existing staff scheduled during that block of time.

School divisions should use licensed tutors licensed in EL to tutor English Learners and use licensed tutors licensed in special education to support students with learning disabilities that impact accessing tutoring content.

Hiring existing licensed teachers as tutors will require conversations with local existing teachers.

- ***Retired Teachers*:** Retired teachers hold a wealth of expertise and knowledge that could be applied to supporting small groups of students. EdWeek notes that many teachers retired younger than some other professions. Retired teachers may be willing to come back to tutor, as tutoring requires less planning and can allow for a more flexible work schedule while allowing retired teachers to continue to see students grow. School divisions should allow retired teachers to teach half days, as scheduling and human resource policies allow, as often retired teachers are not ready to take on a full-time tutoring job. School divisions should reach out to recently retired teachers as a start and use their local community networks to share the tutor job description and job information. School divisions may also reach out to the Virginia Retired Teacher Association to support with locating additional retired teachers or receive support with outreach.

- ***New Licensed Teachers*:** Some school divisions may have local licensed teachers that are not yet hired. School divisions should post open tutor positions for licensed teachers.

- ***Aspiring Teachers*:** School divisions should consider partnering or recruiting from Education Preparation Programs (EPPs) or their own Teachers for Tomorrow programs There are many colleges and universities across Virginia with teaching programs. School divisions may partner with a local EPP to have EPP candidates provide tutoring as part of student teaching. Alternatively, EPPs may have a network of newly graduated licensed educators that a school division may want to contact. School divisions with EPPs in their area should reach out to see how a partnership could be formed. Note that EPP candidates may be at various stages in their education and licensure. EPP candidates may need a significant amount of tutor support.

- ***Paraprofessionals*:** School divisions that have paraprofessionals with additional capacity may consider training paraprofessionals to serve as tutors. While paraprofessionals do not have the deep subject matter expertise that licensed educators have, paraprofessionals often know school building routines and students. Paraprofessionals will need a significant amount of tutor training and support to be successful at delivering academic tutoring. Paraprofessionals should be given scripted lesson plans to deliver in tutoring sessions.

- ***Community Tutors*:** School divisions may need to hire additional tutors that do not have an education background. School divisions may also need to collaborate with volunteers as well as hire additional tutors who may not have an education background. School divisions should develop a job description to post online, share with the Parent Teacher Association (PTA,) share with community partners, and make publicly available. New tutors may be parents, individuals looking for a break or career change, or those interested in working in schools. School divisions should consider allowing new tutors to be full-time or half-time, as some tutors may be willing to work a limited number of daily hours. For example, a school division could hire three parents to work from student drop-off at 8:00 to 12:00 daily. New tutors will need a significant amount of tutor training and support to be successful at delivering academic tutoring. New tutors should be given scripted lesson plans to deliver in tutoring sessions. In addition, school

divisions should consider partnerships with community partners. Many community partners offer after school programs where students receive support. With small changes to some community partner models, community partners could provide tutoring in partnership with a school division.

Tutor Training

School divisions should develop a tutor training plan once the type of staff to hire has been determined. The amount of tutor training will vary greatly based on the level of subject-matter expertise and teaching expertise.

All tutors must receive a background check in accordance with school division policy. All tutors must receive training on school building safety, the Family Educational Rights and Privacy Act (FERPA), and applicable school division policies/procedures.

Non-licensed tutors must complete the ALL In Tutoring online training that will be available on the ALL In Tutoring website for school divisions to use beginning ***September 18, 2023***.

School divisions may choose to provide additional training to tutors on best practices in teaching or reading/mathematics and should include trainings in professional development opportunities.

Ongoing Support

School divisions should develop a plan for ongoing training support in addition to tutor training. Like with tutor training, less experienced tutors will need more support. School divisions may consider a few ways to ensure that tutors are receiving ongoing support, implementing the support systems that work best in each community. For school divisions to have successful tutoring programs, consistent monitoring of the effectiveness of the tutors will be part of the role of the school division leads.

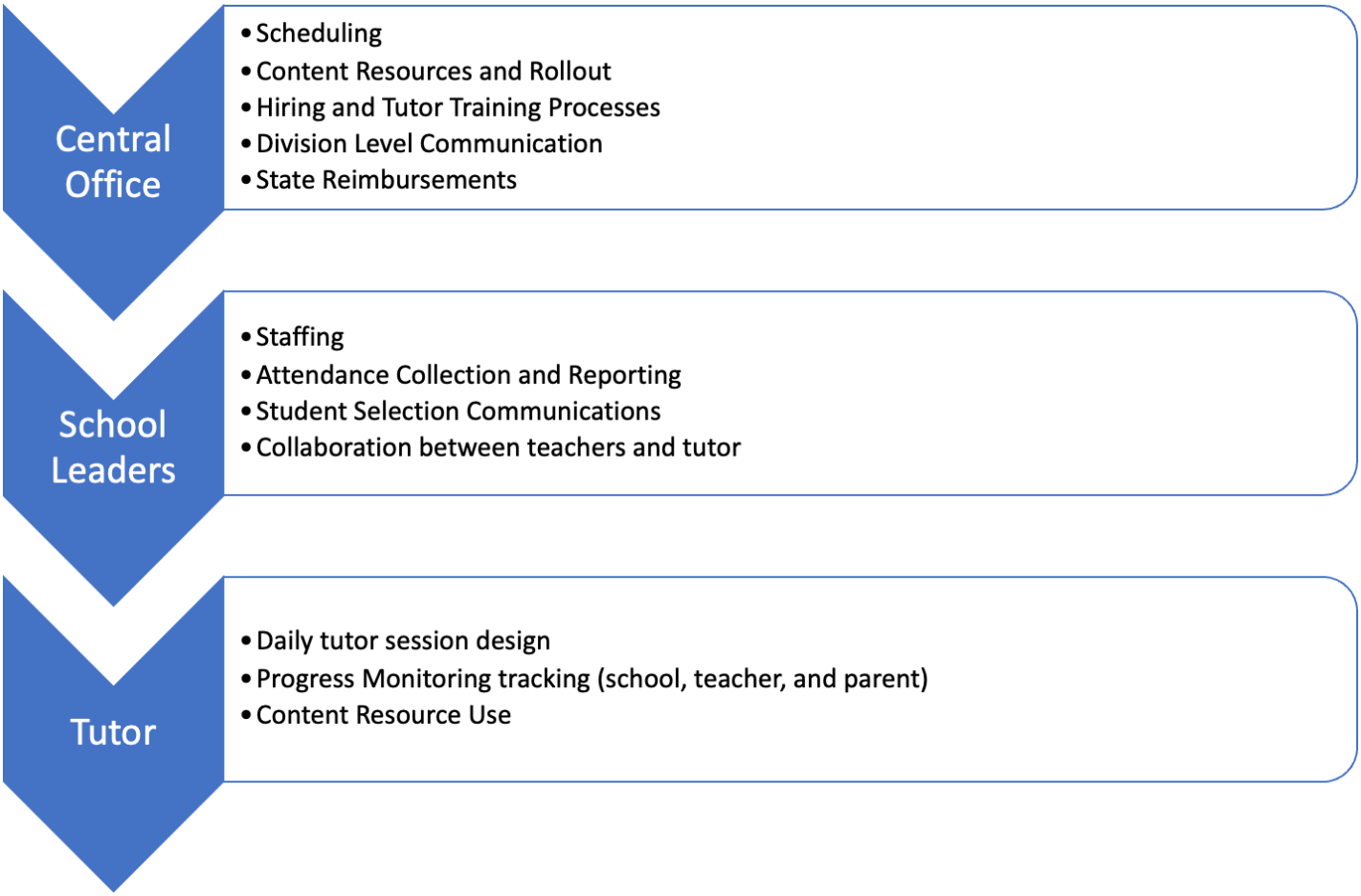
Support should include monitoring tutoring sessions, supporting tutors with delivering lessons, supporting tutors with accessing platforms and data, ensuring expectations for sessions are met, and coaching struggling tutors. There will also be opportunities for additional professional learning from the digital platforms and videos provided by VDOE as ALL In continues throughout the year.

Dedicated Staff: School divisions should consider utilizing support structures in place such as instructional coaches, instructional technology coaches, or instructional specialists to support the launch of tutoring and the ongoing support of tutors. School divisions may choose to have an individual support tutoring full time or may have multiple individuals support part-time. More staffing capacity will be needed for less experienced educators.

Partnering: School divisions may consider pairing an inexperienced tutor with a licensed teacher providing tutoring. The licensed teacher can support the growth and development of the tutor throughout the year, review tutoring plans, and help implement best practices.

Lead Tutors: Similar to partnering, school divisions may consider compensating a licensed teacher providing tutoring to serve in a lead tutor role. In a lead tutor role, the licensed teacher could be responsible for coaching, mapping out weekly lessons, and support tutors with implementing best practices in each session.

Professional Development: School divisions should include tutors in professional development days and sessions in order to support tutors with learning how to implement best practices, align tutoring practices to classroom instruction, and build background knowledge in reading and mathematics.



Curricular Resources

Reading and Mathematics Digital Platforms

The VDOE is in process of procuring two digital platforms for all school divisions across Virginia to utilize for tutoring. There will be one reading platform and one math platform. The reading and math platforms will be available for all school divisions to use free of cost for high-dosage academic tutoring and will be available to all school divisions **by the first week in October**. The platforms will be aligned to Virginia's Standard of Learning, will support the evidence-based practices and will provide tutor lesson plans and student progress monitoring guidance. This will allow for students to independently work on grade-level materials while providing comprehensive progress monitoring for tutors, teachers, and parents to have real-time information on student progress so that all stakeholders can be assured that students are growing academically. **These platforms are not designed to replace your school division curriculum in literacy and math. These are intended to provide additional support for the students who need it the most in targeted areas, in alignment with the state standards.**

In addition, platforms will provide printable, scripted lessons that tutors may utilize during class that are aligned to the standards and skills where students are receiving their tutoring support according to the assessments and assignments being given to students throughout the time spent. Tutors, especially tutors that are not licensed teachers, should use the platform-provided lessons to support effective personalized planning.

Designing Tutoring Sessions

Tutoring sessions are required to have a ratio of no more than ten students per tutor. Research-based best practices show that students receive the most benefit from tutoring when they are in very small groups of five students. There are multiple ways school divisions may choose to structure tutoring sessions to provide each student with direct support in small groups.

School divisions should consider structuring each tutoring session in a way that students get time with the tutor working in a small group daily and time applying their learning and practicing on the digital platform. There are multiple ways this can be done within a session.

Tutor Session Sample 1 – Daily Flip Flop:

In this schedule, all ten students come to tutoring and students are placed in groups based on level of understanding. Five students are placed in one group and five students are placed in another group. Halfway through each tutoring session, students swap what they are working on, allowing each student to spend half of each session face-to face with the tutor in a small group and half of each session applying their learning on the digital platform.

Tutor Session Sample 2 – Flip Flop with Additional Friday Support:

This model is identical to the above daily Flip Flop model Monday – Thursday. In this model, Friday is reserved for providing additional support to students in a specific area. As the week goes, the tutor is collecting data about how students are progressing. Students who need additional time with the concept are pulled on Friday in small groups. A tutor may pull a group of three students with similar understanding for 20 minutes, then pull one student who is struggling for 20 minutes for 1:1 support. The tutor will finish the session by reinforcing a concept with the remaining six students.

Monday - Thursday	Friday
10:00 – 10:30 Group 1 on digital platform Group 2 with tutor	10:00 – 11:00 All students start on the digital platform, tutor pulls smaller groups for specific support
10:30 – 11:00	

Group 1 with tutor Group 2 on digital platform	

Tutor Session Sample 2 – Group Warmup:

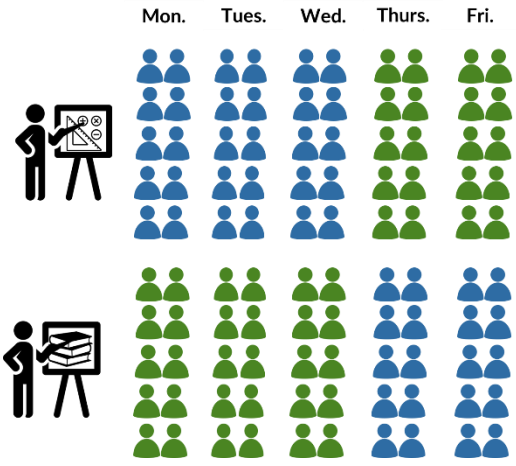
In this model, the tutor has all students start together with a daily lesson-aligned warmup. While students are completing the warmup, the tutor is noting where students struggle. At the conclusion of the warmup, the tutor places students into two groups, sending one group to go work on the aligned digital lesson while the tutor works with the other group. After about 30 minutes, the groups switch places.

	Group A	Group B
10:00 – 10:05	Warm Up	
10:05 – 10:35	With Tutor	On digital platform
10:35 – 11:00	On digital platform	With Tutor

Grouping Students

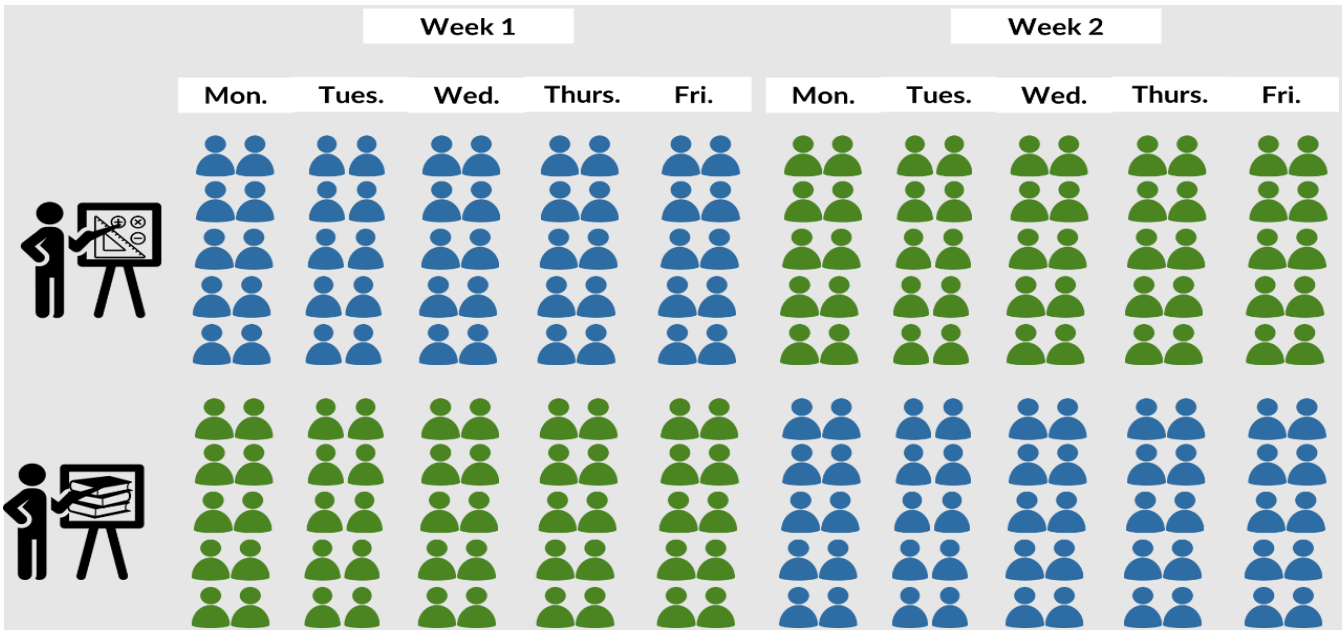
Students are best served when in small groups of others at similar levels or with similar gaps in learning. To the extent possible, school divisions should design student groups to allow for students to be in a peer group with similar gaps, allowing for tutors to best target gaps during sessions.

School divisions may consider using VGA and SOL data, as well as other data sources to group students. For example, students scoring on the high end of "at risk" on the SOL are placed in a group together while students scoring on the low end of "not proficient" are placed in a group.



School divisions should also consider groupings for students receiving both reading and math tutoring. Some students must receive tutoring in reading, some in math, and some in both reading and math. To effectively serve as many students as possible, students receiving both reading and math tutoring should be placed in the same group.

School divisions may have students switch from reading to math tutoring halfway through each week, or vice versa, or may have students switch content weekly. School divisions may consider having one tutor provide both subjects, or pairing one reading and one math teacher together to have students receive tutoring from a single-subject tutor. School divisions that pair reading and math tutors should consider having students receive tutoring in the same room, creating consistency on where students go for tutoring daily.



Fine Arts, Social Studies, Science, Physical Education, Recess, and other Content Areas: Students should **not** be pulled out of content areas in order to receive additional support. Ensure students are receiving high-quality instruction in all required content areas during the school day and throughout the school year and meeting daily requirements for recess. School divisions should **not** remove these areas from student schedules to meet these guidelines.

Progress Monitoring and Data-Based Decision Making

Examining student data and making decisions based on student data are essential to tutoring. School divisions must consider how progress will be monitored, how tutoring software that monitors progress will be used, and how the digital practice data will inform future student support decisions.

Both the reading and math tutoring platform will constantly track student progress as well as provide data reports that tutors, schools, and school divisions can use to evaluate the effectiveness of programming.

At minimum, data must be examined and used to drive decisions on how to serve students a few times per year. School division and school leaders should obtain access to data reports to understand student growth and provide ongoing support to tutors on delivering lessons based on student data.

- ***Student Placement:*** VGA data must be used to place students in grade 3 into tutoring and SOL data must be used to place students in grades 4 – 8 in tutoring. School divisions may bring in other data sources to support with grouping students.
- ***Weekly Lessons:*** Each platform will collect data as students complete digital lessons and assignment and generate reports for each student. Tutors must use the platform-generated data to inform lessons at least weekly, examining the areas students have gaps and delivering lessons that address the identified gaps. Each digital platform will have the option of printing lessons to deliver based on student gaps.
- ***End of Semester and End of Year:*** Data must be examined at the end of the semester to evaluate student progress throughout the semester. While "at risk" students must only complete 18 weeks of tutoring, "at risk" students should continue to receive tutoring supports if capacity allows.

School divisions should consider how other regular progress monitoring can be used to inform tutoring. For example, a math benchmark may be used to supplement the data from the math platform. A tutor could look at missed concepts or gaps identified through the math benchmark and deliver tutoring lessons to address the gaps.

Teacher/Tutor Communication & Collaborative Planning Time

School divisions must develop and embed system to ensure that teachers and tutors are collaborating regularly to serve students. When teachers and tutors can work together to serve students, tutors can ensure that the gaps a teacher is seeing in the classroom are being closed during tutoring sessions.

Dedicated planning time or collaborative time provides the most benefit, as teachers and tutors can look at data together, review lesson plans for the week and ensure alignment, talk through how to serve individual students, and review progress to date.

School divisions must ensure that teachers and tutors are able to share written communication and work towards creating collaborative time. In addition, school divisions should consider including all tutors in professional development or department meetings. Embedding tutors into existing development structures strengthens tutors while aligning tutors to the school division and school vision.

Written Communication: At minimum, all teachers and tutors must communicate about students in writing. This may take many forms including email, sharing of data reports, sharing of lesson plans, or putting information into a shared place such as a digital folder. Written communication allows tutors to have information about what is being covered in classes to ensure alignment to daily lessons. Written communications also allow teachers to share where they are seeing gaps, to see student progress through tutoring, and ensure two-way communication can flexibly occur with families.

Verbal Communication: Verbal communication provides all the benefits of written communication, while also allowing teachers and tutors to have an opportunity to ask questions and get real-time answers.

Transportation

School divisions should consider innovative transportation solutions that reduce cost barriers for tutoring.

Food & Nutrition Services

School divisions should consider innovative solutions that assist in providing students access to healthy food and snacks if they are participating in before or after school programming.