High-Impact Tutoring Phases of Implementation Tool

TNTP has organized significant learnings about implementation into the three phases – Designing, Launching, and Scaling. Stakeholders may use this tool to review considerations for each phase and inform how they could possibly provide support to High Impact Tutoring Sites.

High Impact Tutoring Phases of Implementation

	Phase 1 - Designing	Phase 2 - Launching	Phase 3 - Scaling
What is this phase?	*Designing* is the phase of work prior to the initial launch of tutoring. During this phase, tutoring providers will spend time making decisions and building systems to support tutoring. These decisions may include decisions about structures to support or build- out tutor pipelines, tutor training, and data systems.	*Launching* is the phase that includes the span of time that tutoring providers have initially started a tutoring program. During this time, the program is being monitored for effectiveness. Once the program has met the provider's goal of a robust prototype, the program is ready to expand.	*Scaling* is the phase in which the tutor provider considers factors to expand the high-impact tutoring prototype. During this phase, program monitoring continues and decisions that support increased participation are made.
How long does this take?	Time needed varies and highly depends on the rate of scale that programs intend for an initial launch. For programs intended to reach multiple schools and build external tutor pipelines, a minimum of three months of intensive work is recommended.	Time varies; however, some programs can complete the launching phase within one school year.	Time varies; however, this stage could begin after year one. This phase occurs immediately after the launch phase. To ensure success, tutoring providers should ensure that they have addressed each consideration of both the *designing* and *launching* phase.

| What is important to know about it? | Decisions made during the design phase will determine the success of the program. When planning for strong program implementation, tutoring providers should include structures to ensure that the design teams are diverse and inclusive and seek guidance when making critical decisions that will impact the foundation of the program. | During the launching phase, tutoring teams should dedicate structured and consistent time to focusing on managing, and continuously improving, the program. This phase provides the flexibility to adjust and make modifications that ensure a strong protype is built. | Once a solid prototype exists, school systems can focus on preparing the program for sustainability. Considerations for sustainability include program funding, the student experience, community engagement, vision setting, and stronger integration into academic programming. |

Essential Actions for High Impact Tutoring Implementation Phases

Below are essential actions that should occur during the first phase of program launch. Guidelines provided by The National Student Support Accelerator and Chiefs for Change provide additional insight into considerations for this phase. The considerations we highlight below are those that we learned had the most impact on progress.

Phase I: Designing

Essential Area of Focus	Considerations for Action During Designing Phase
Goal Setting	High-impact tutoring, while a proven approach for advancing student learning, is too complex to be immediately introduced at scale. • Set initial goals based on an informed understanding of how many tutors can be feasibly recruited before launch and supported after launch. • Consider how many tutors your program will have to support tutoring during the initial launch, when setting goals.
Program Focus	High-impact tutoring program providers should decide upon a manageable number of subjects and grade levels and set specific criteria for which students to support within those specific subjects and grade levels. • Consult the most recent research prior to planning. • Consider starting in grades and subjects where opportunity gaps are widest. • Determine where high-impact tutoring could have the greatest impact.

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Develop a Tutor Pipeline	Tutor pipeline development for programs of even moderate size may take months to build. Once providers have selected a program focus, developing a strong tutor pipeline and systems (or external partners) to support it should be prioritized. • Consider current teaching staff (certified and support staff members). • Collaborate with colleges and universities. • Activate relationships and support from community organizations and caregivers.
Curriculum Selection	Instructional Coherence for high-impact tutoring programs is critical to ensure strong student outcomes. Therefore, curriculum decisions about tutoring curriculum should be made available before tutor training begins. • Proactively start these conversations early in the design stage. • Find curriculum aligned to the school system's core instructional • curriculum. • Map out tutoring-design to ensure that there is enough content to cover at least 10 to 20 weeks (about 4 and a half months) of high-impact tutoring. • Lessons are tailored to fit, or can be easily adapted to fit, the 30-minute lesson format. • Lessons can be delivered effectively by a non-certified tutor. • Ensure all tutoring materials are accessible to tutors who work internally and externally to the organization. • Select curriculum that includes embedded instructional supports for diverse learners including, but not limited to, students with multi-lingual • needs or with learning disabilities.
Support Schools and Leadership	High-impact tutoring providers must work with transparency and clear communication efforts so that school leaders understand why there is an emphasis on this strategy. • Ask for school leader input during the design phase. • Identify and recognize success stories of schools and leadership. • Consider what works for differently and best for schools from the leadership perspective.
Vision Setting: Positioning the Program for Success	Tutoring involves collaboration across a wide variety of internal and external partners. • Place the tutoring program in a department within the school system that will have the influence to coordinate across departments and external partners. • Be clear and define the roles and responsibilities of each stakeholder that is involved with the tutoring program.

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Data Collection	High-impact tutoring requires unique data solutions to capture critical information about all tutoring sessions.
	• Decide early if a separate data system is needed to have tracking systems ready to monitor progress before tutoring launch.
	• Considerations developing unique IDs for tutors and students.
	• Ensure the development of clear systems, structures, and processes to track quantitative data from tutoring sessions.
	Additional considerations:
	• Develop a process that allows stakeholders to provide on-going qualitative feedback (e.g., experience surveys).
	• Integrate communication structures that will provide capabilities for frequent and ongoing communication of key messages.
	• Ensure a universal platform to store training materials and tutoring content.
Technology Infrastructure	Technology is critical to the success of high-impact tutoring programs.
	• Assign the role of technology-monitoring, and support, to a person or persons so that they may eliminate challenges or address challenges as they arise.
	• Identify and communicate critical steps to address technology challenges early.

Phase II: Launching

Essential Area of Focus	Considerations for Action During Designing Phase
Invest your community in goals, learnings, and successes	The impact of your program will be known when knowledge of program goals and learnings, and successes are shared.
	• Establish clear channels to engage community members early about the purpose and progress of the program.
	• Establish clear channels to share program successes
Stakeholder Feedback	Stakeholder feedback can help to support program refining during the launch phase.
	• Establish a cadence for central team feedback.
	• Establish milestone dates to check in on progress toward goals and allow space for creativity.
	• Determine a method to observe and give feedback on the planning and execution of tutoring and processes for using that feedback to inform decision modifications and improvements.
Maintain weekly calls with the central team to address needs	Feedback from stakeholders will spark questions regarding practice and implementation.
	• Plan a team approach to addressing questions and challenges as they arise; determine consistent key messages that will be communicated to
	• ensure consistent messaging.
	• Proactively plan for challenges with attendance, student engagement, and technology management.

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Aligned Content	Ensure content during tutoring is instructionally coherent and aligned with core instruction. During the launch phase, tutoring providers can set and test goals for curriculum implementation.
	• Be sure to include enough content for a robust tutoring program, 10-20 weeks (about 4 and a half months) is recommended.
	• Build content to use when, and if students, are repeating content taught during tier 1 instruction. Having more content may avoid repetition and
	• allow for a more effective use of tutoring sessions.
Schedule several touchpoints with school leaders	Important questions will emerge from the field that will be best advised by school leaders.
	• Set planning or implementation committees that include school leaders to receive their input regularly.
	• Assign the responsibility of ensuring tight connections between district and central office to a particular person, or department, to encourage follow up and follow through on important action items.
Develop a way to communicate directly with tutors	There will be a need to provide updates to tutors regularly.
	• Create a process for providing updates and sharing essential information by establishing a weekly or bi-weekly newsletter.
	• Develop systems that allow pipeline partners to assist with communication efforts by directly communicating with tutors they recruited.
Tutor Retention	Tutors who start the program early may be the ones who are easily retained. The need to recruit and attract more tutors and retain existing tutors will be significant when establishing successful high-impact tutoring programs.
	• Design clear channels for tutor communication.
	• Establish systems that will allow for 2-way communication to be responsive to tutor needs.
	• Express appreciation for tutors. Examples include sending thank you
	• messages or soliciting feedback on program design from tutors.
	• Send surveys to determine their interests and desire to continue supporting the program.
Continuous Improvement	The first few weeks or even months may be focused on immediate needs of the program.
	• Set a process to identify program challenges.
	• Soon after implementation (but not necessarily immediately) introduce a
	• process to identify and develop solutions for challenges that warrant more discussion and strategizing.

Phase III: Scaling

Essential Area of Focus	Considerations for Action During Designing Phase
Reassess goals based on new information about tutor pipeline	After the launching phase, tutor providers will know much more about what is working with their initial goals. • After building your initial tutoring pipeline, tutor providers can be innovative with expanding existing pipelines and establishing new pipelines. • Set realistic expectations about how many tutors can be found and retained. • Ensure that school leaders are included in the tutor pipeline retention process. • Be sure to include teachers and let them know that they are an important part of establishing and cultivating tutor pipelines.
Select grades and subjects to expand	Using data from student outcomes, plan to expand your programs into the areas that will garner the most impact. • Consider historical student achievement data. • Consider current grade levels. • Review the availability of tutors.
Pilot approaches that make tutoring more financially sustainable	To sustain high-impact tutoring resources, providers should consider new ways to deliver tutoring. • Explore all options for funding. • Keep fidelity of high-impact tutoring structures. • Consider the use of Title I funds (when applicable). • Ensure school leaders are involved in allocating program funding options.
Address curriculum alignment challenges:	During the scaling phase, the curriculum and instructional strategies used may need to be improved to meet the needs of all students. • Review data sources and make decisions based on quantitative and qualitative factors. • Implement changes before the program gets significantly larger.
Make tutor training more robust:	Tutor training may have been limited to preservice training and communications throughout the launch phase year. • Work to provide additional ongoing support for tutors. • Consider training that includes topics such as meeting the needs of multilingual learners, students with disabilities, and supporting student's social-emotional wellbeing.
Determine whether you need a data upgrade	Reflect on whether the current data system is sufficient to meet the needs of the tutoring program. • Factor in the short and long-term needs that come with a larger program. • Ensure that team members are in place to support the vision for expansion and sustainability.

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