The Opportunity Trust | Bellwether

St. Louis Early Literacy Tutoring Landscape Analysis | **Final Report**

October 25, 2024

Executive Summary: St. Louis has significant opportunity to increase access to high-impact early literacy tutoring

- Of 47,000 K-3 students in the STL metro area, only 40% are reading on grade-level. We thus estimate that **over 16,000 Promise Zone students in grades K-3 could benefit from early literacy supports** such as high-impact tutoring.
- A **reliable research base** shows the impact of programs aligned to **5 key practices of high-impact tutoring**: (1) At least 3 small-group sessions weekly, (2) led by a consistent, well-supported tutor who (3) uses high-quality materials, and (4) data to drive program choices, all of which is (5) integrated into the school day.
- With **only 600 high-impact tutoring seats** (of ~4100 total), the supply of high-impact tutoring seats falls far short of demand in St. Louis. **The program models and scale of providers will need to evolve substantially** to begin to meet the full need of the districts and charters in the metro area.
- High-impact tutoring is expensive, but there are **methods to increase cost-effectiveness while promoting quality**, such as leveraging volunteers, implementing hybrid models, and targeting the highest need students.
- Targeted investments could increase access to tutoring for STL students by **catalyzing the growth of high quality providers**. We've surfaced and prioritized a potential portfolio of investments that could help to achieve this vision.
- Specifically, **we propose two major near-term investments**: the launch of **1-2 district-wide literacy tutoring pilots** and standing up a **dedicated organization to coordinate tutoring** efforts in St. Louis.

Our three-part report shares findings from our St. Louis tutoring landscape analysis

1. Section one focuses on the **definition and landscape of high-quality, high-impact (HQHI) tutoring**. We outline the characteristics of HQHI programs and assess the regional supply and demand for tutoring.

2. The second section focuses on the **landscape of national providers and funding sources**. We compare models for scaling HQHI tutoring and examine the public and private funding models for scaling programs.

3. The third section focuses on potential **implications of this analysis**, with a focus on identifying the specific local challenges and barriers to scaling tutoring programs and laying out recommendations for how to increase access in the St. Louis.

The **purpose** of this landscape scan is to highlight the potential of tutoring as a literacy intervention in STL

- To identify the most promising opportunities for coordination and investment, The Opportunity Trust and Turn the Page STL commissioned a **landscape analysis of tutoring supply and demand in St. Louis.**
- While urban districts nationwide are using high-impact tutoring to improve early literacy, **St. Louis has seen limited public investment** . Still, smaller nonprofits and some larger organizations are working to expand tutoring opportunities to address the significant need in the city and county.
- **This report is meant to be accessible to a broad audience** — particularly those with basic knowledge of education in STL who have interest in tutoring as a support for early literacy. **Specific stakeholders we anticipate will find value include:** school districts and charter schools in STL and STL County; families and community members of those schools; Turn the Page STL and its STL Tutoring Collaborative network of providers; The Opportunity Trust and its funder network; and policymakers and other stakeholders across the state of Missouri.

Methodology: We estimate demand for K-3 literacy tutoring, compare to current supply, and identify opportunities

- **This analysis compares the number of provider-funded K-3 literacy tutoring seats in STL to an estimate of total need,** and shares insights on what it would take to build a strong tutoring ecosystem that could meet this need
- There are no rigorous studies of tutor impacts in STL. Given that, **we rely on a mix of national studies and insights interviews, surveys, and group discussions with the STL tutoring collaborative**
- To assess tutoring provider quality, we rely on publicly available data and responses to a brief survey of organizations contacted by the STL Tutoring Collaborative. **Our program quality ratings reflect degree of alignment to 5 key practices**; they are not an assessment of program outcomes — it is possible that lower rated programs are still achieving strong results and/or that (in spite of strong design) better rated programs are not achieving results
- **Preliminary recommendations in this report should be seen as a *starting* point for further exploration and analysis**. In addition to ecosystem building investments, St. Louis would benefit from deeper research into the impact of specific programs as well as more nuanced analysis of the current distribution of tutoring seats.

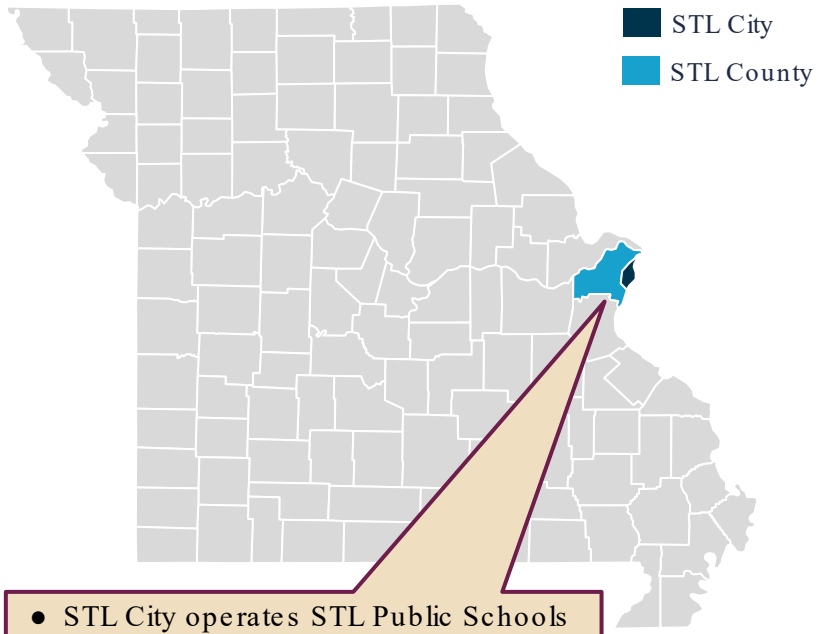
Contents

Contents

Today, the St. Louis Metro is home to over 150,000 school-age children

STL City and County within Missouri

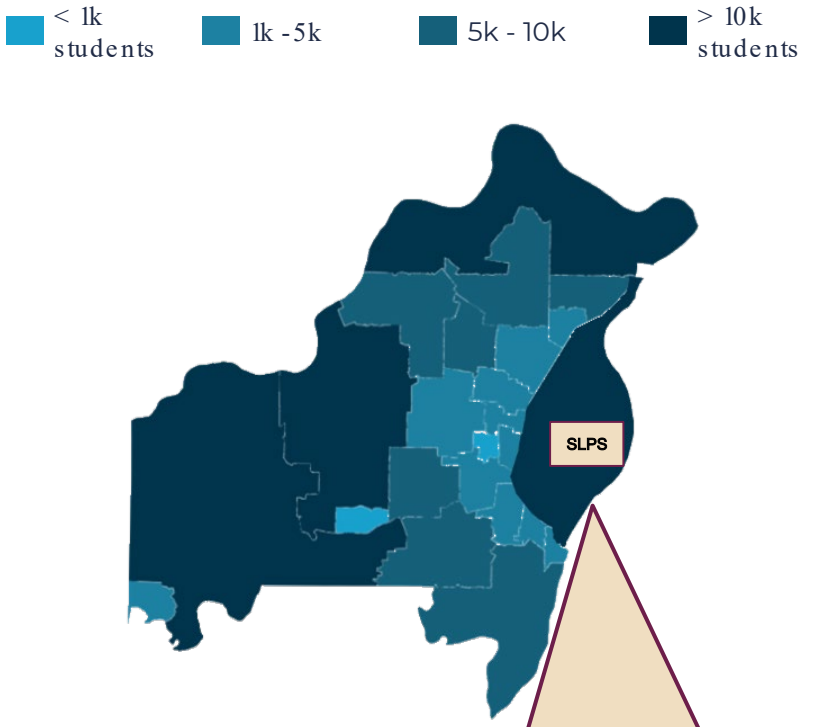
County Map



- STL City operates STL Public Schools (SLPS)
- The city is bordered by STL County, which contains over 20 school districts

STL Metro Districts by Population

School Year 2022 -23



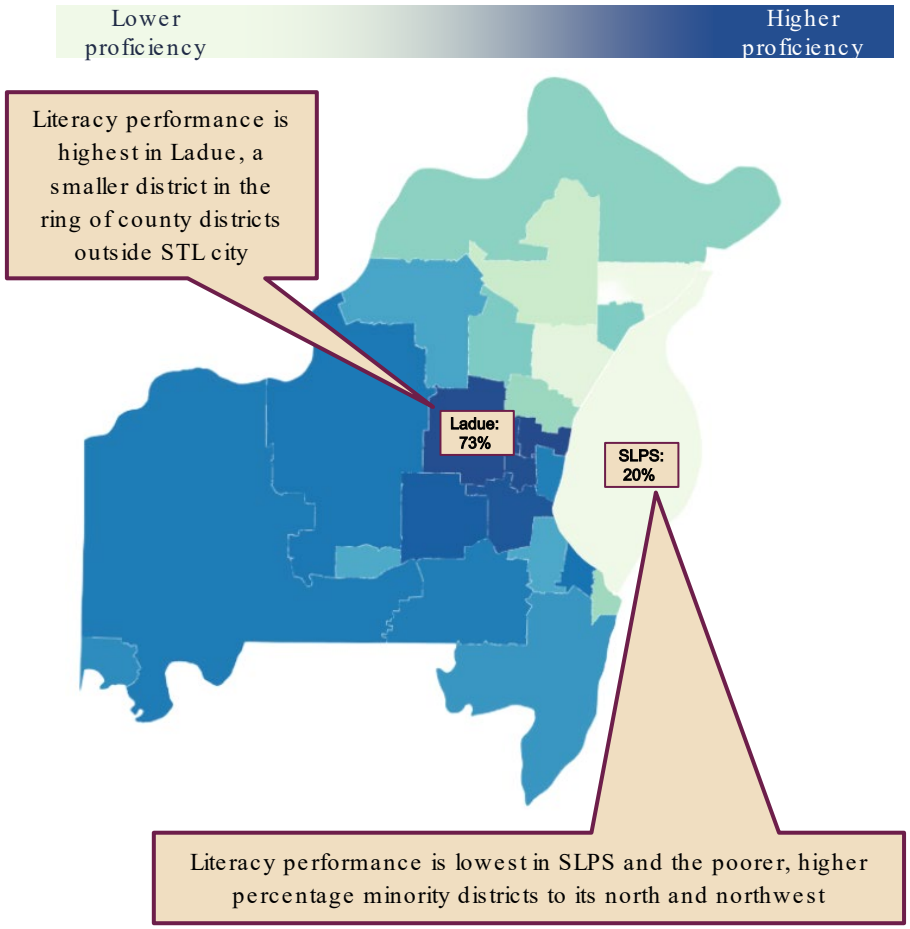
- SLPS is bordered by a ring of smaller districts that serve municipalities in the county, which themselves border larger suburban distries

Source : Enrollment data from MO DESE. Map generated by Datawrapper using STL Regional Data Exchange files.

Of the 47,000 public school students in grades K-3, only 40% are reading on grade-level; 35% are below basic

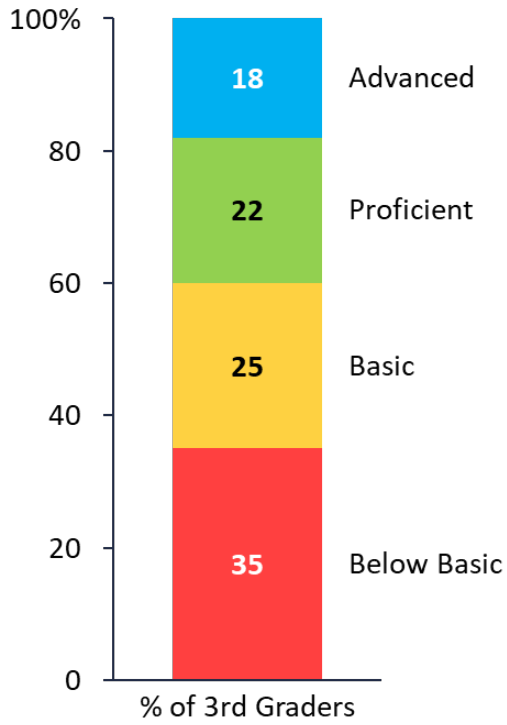
STL Metro Districts by % Proficient + Advanced

3rd Grade ELA MAP Proficiency (%)



3rd Grade ELA MAP Proficiency (%)

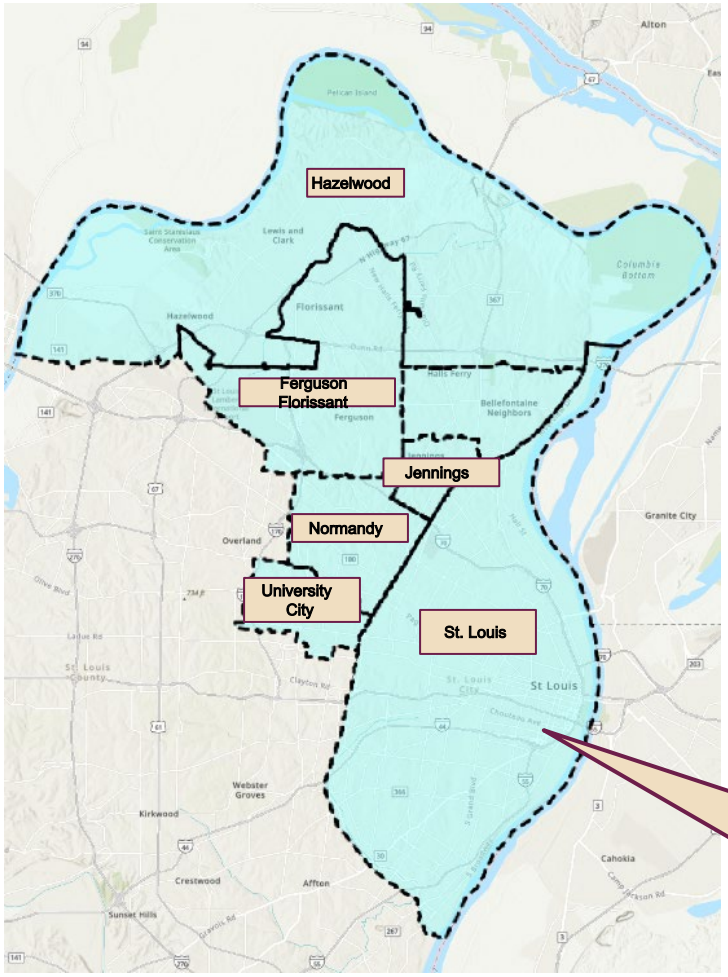
STL Districts and Charters, 2023



Source : 'Public schools' schools refers to district and charter enrollment data from MO DESE. Map generated by Datawrapper using STL Regional Data Exchange files. MAP results based on data shared by STL Tutoring Collaborative– proficiency % is sum of % of students scoring 'Proficient' or 'Advanced'.

Our analysis focuses on the districts and charters in the St. Louis Promise Zone, which are seen as "highest-need"

STL Promise Zone School Districts
Promise Zone Districts



- Established as a federal program in 2015, **the STL Promise Zone spans parts of North St. Louis City and North St. Louis County** , aiming to combat poverty by improving educational opportunities and economic activity
- The Promise Zone initiative leverages grants and tax incentives to attract investment and **support projects aiming to improve high school graduation rates, college readiness, and early childhood access**

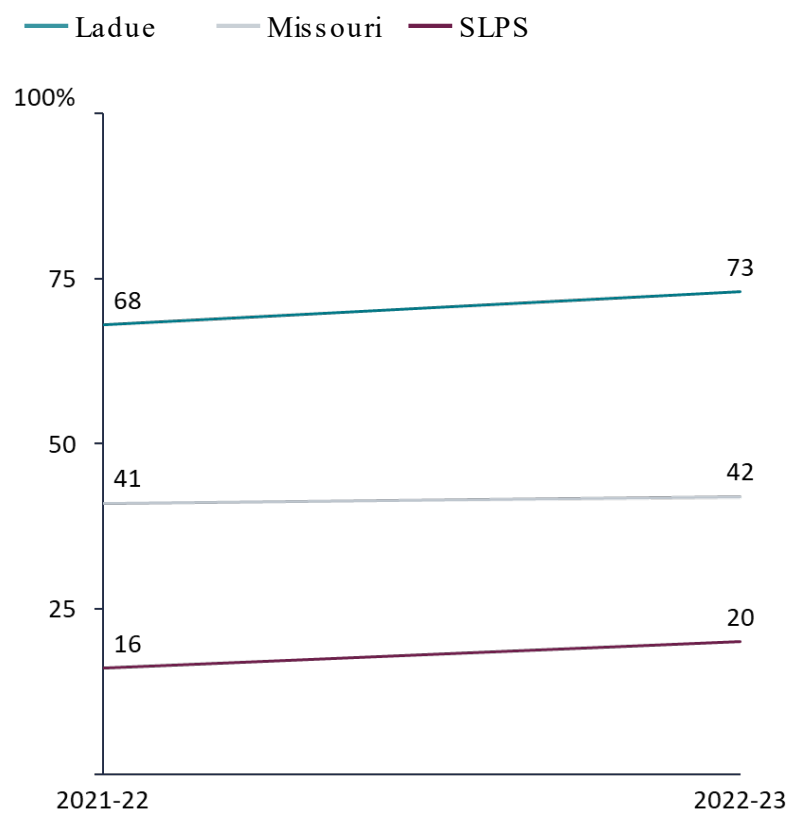
All charter schools in the St. Louis metro area are located within the boundaries of the St. Louis City school district.

Source : Map generated by ArcGIS web viewer. The STL Promise Zone formally only covers the northern regions of STL, but this analysis pulls in data for the entire STL Public Schools city district.

The pandemic has exacerbated existing early literacy gaps in the STL metro area

Literacy proficiency rates over time

SY2021-2023, Grade 3 ELA



Schools in the STL Metro have faced similar challenges since the pandemic as other urban school districts:

- Increased need for tutoring and intervention
- Difficulty recruiting and placing instructional staff
- High staff turnover
- Chronic absenteeism
- Limited budgets post-ESSER

Source : Historical MAP results from MO DESE.

There are bright spots around early literacy that St. Louis can build on

STL policymakers recognize that **early literacy is a high priority**

"The Literacy for the Lou campaign will partner with STL Public Libraries to offer literacy activities for children and free literacy workshops for parents and caregivers." - St. Louis Public Radio

"There is a concerted effort in STL to make a dent in early literacy. The funder community is researching which nonprofits have done this well, and exploring how to scale." - Foundation staff

There are **pockets of growth for the highest needs** students in STL

"97% of the students we tutored in St. Louis increased their reading scores to being on grade level." - Tutoring provider

"Momentum Academy and the University City district both improved reading proficiency rates for Black students in 2022 - 23." - The Opportunity Trust

Source : Bellwether interviews and desk research

A growing number of local institutions have coalesced around early literacy as a fruitful area for future investment

- The St. Louis NAACP's Right to Read campaign is designed to **close the literacy gap between Black students and the state average by 2030** by **partnering with school districts, parents, and community organizations** .
- The program **focuses on 3rd grade** because research has found that **1 in 6 children who aren't reading proficiently by then won't graduate from high school on time** .

This report **focuses on addressing the potential for tutoring to address the specific gaps in early literacy we see across schools in STL** and will **highlight research and best practices aligned to that grade and subject** . We also recognize that there is a need for additional tutoring and other academic supports in all grade levels and subjects that is outside the scope of this analysis.

Outside of St. Louis, high-quality, high-impact tutoring has been a bright spot for other cities investing in early literacy

- A pilot study of the **Try Once tutoring program** in a large urban school district found that students randomly assigned to receive high-impact tutoring performed better on end-of-year early literacy assessments compared to the control group, suggesting promise for larger-scale evaluations.
- AmeriCorps' **Reading Corps program**, which provides one-on-one, 20-minute daily tutoring sessions for K-3 students, has shown that participants make more than a year's progress during a single school year, with 77% of K-3 students exceeding target growth.
- **The public and private sectors have a growing interest in supporting tutoring as part of their portfolio of investments in early literacy.** Federal funding streams (e.g. Title I, workforce development) are available to expand tutoring programs. Private funders like the Overdeck Family Foundation are also investing in implementation studies of high-impact tutoring models.

Sources : NSSA. (2024). Effects of High-Impact Tutoring on Early Literacy Outcomes: A Pilot Study of a 1:1 Program With Existing Staff. NCSSLE. (2022). AmeriCorps + High Impact Tutoring = Student Success. Overdeck Family Foundation. (2024). Investing in Innovative Tutoring Approaches To Boost Student Achievement

Contents

Our analysis draws on evidence that tutoring program design affects impact on early literacy development

This analysis defines **high quality, high impact (HQHI) tutoring** as part of a larger spectrum of tutoring models with varying evidence for effectiveness, including:

1. *High quality, high impact (HQHI) tutoring*: This type of tutoring is characterized by its research-backed effectiveness in addressing learning gaps. It focuses on regular in-person sessions with a tutor 1:1 or in small groups, supplementing those sessions with online tools, training tutors to use high-quality materials and data on student performance, and careful consideration of student-tutor matching and family engagement to boost attendance.
2. *High-dosage tutoring*: This type focuses on frequency and intensity, requiring at least 30-minute sessions, three or more times per week, in small groups or one-on-one settings. It emphasizes the use of well-trained tutors and alignment with an evidence-based curriculum. It overlaps with HQHI tutoring but does not emphasize flexibility on how to supplement in-person sessions with other methods.
3. *Standard tutoring*: A less intensive counterpart to high-dosage tutoring, it may involve various group sizes and occur less frequently than three times per week. Tutor training might not be as rigorous as in high-dosage or HQHI models. The evidence for this type of tutoring shows less consistent positive results than higher intensity models
4. *Self-paced tutoring*: This mode allows students to learn independently, often through online platforms. It features guided instruction and enables students to progress at their own pace. While the evidence for the effectiveness of this type of tutoring on its own is scarce, there are studies showing that it can be an effective supplement in a blended model with high dosage tutoring when 1:1 tutoring is not consistently available three or more times a week.

Source: *NSSA, 'What is High-Impact Tutoring?'*, *Institute of education sciences (IES)* *December 2022 School Pulse Panel*, *NBER, 'Can technology facilitate scale?'*

NSSA has identified 5 research-based practices that enable tutoring programs to consistently deliver high-impact

5 key practices of high-quality, high-impact (HQHI) tutoring programs

3+ sessions a week in small groups

Tutoring sessions include a **minimum of three sessions per week in small groups**.

Consistent, well-supported tutors

Students work with a **consistent** tutor who is supported by **ongoing oversight and coaching**.

High quality instructional materials

Materials are high quality and **aligned with state standards.**

Data-driven instruction

Tutors consistently use data to **understand student needs and assess their effectiveness**.

Integration into the school day

High-impact tutoring is embedded in schools **either during the school day or immediately before or after the school day**.

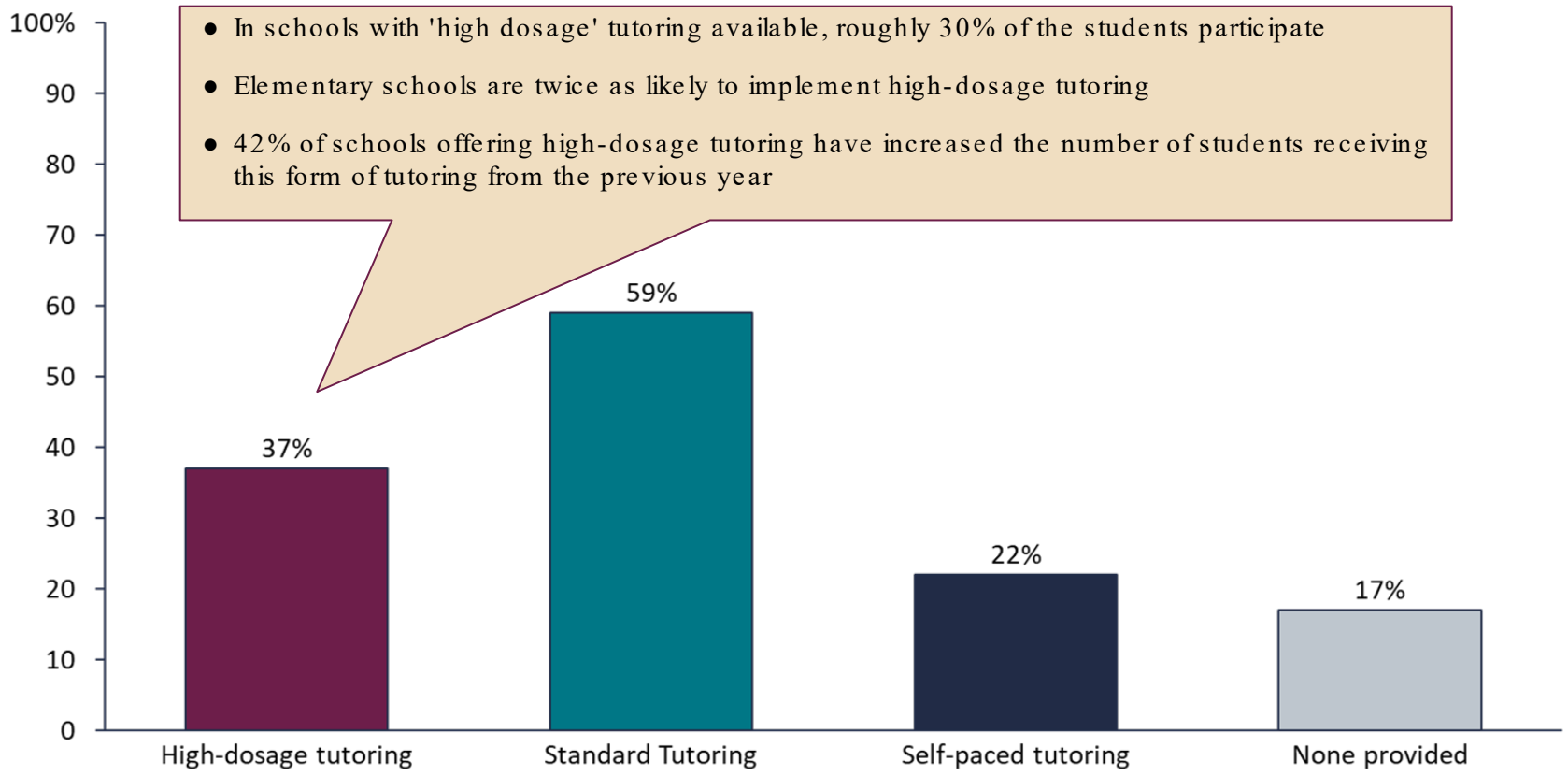
Additional research on effectiveness of different tutoring models can be found in the appendix.

Source: NSSA TQIS Quality Standards

Nationwide, tutoring is an increasingly widespread intervention to accelerate student progress…

% of public schools by type of tutoring provided
SY23 School Pulse Panel

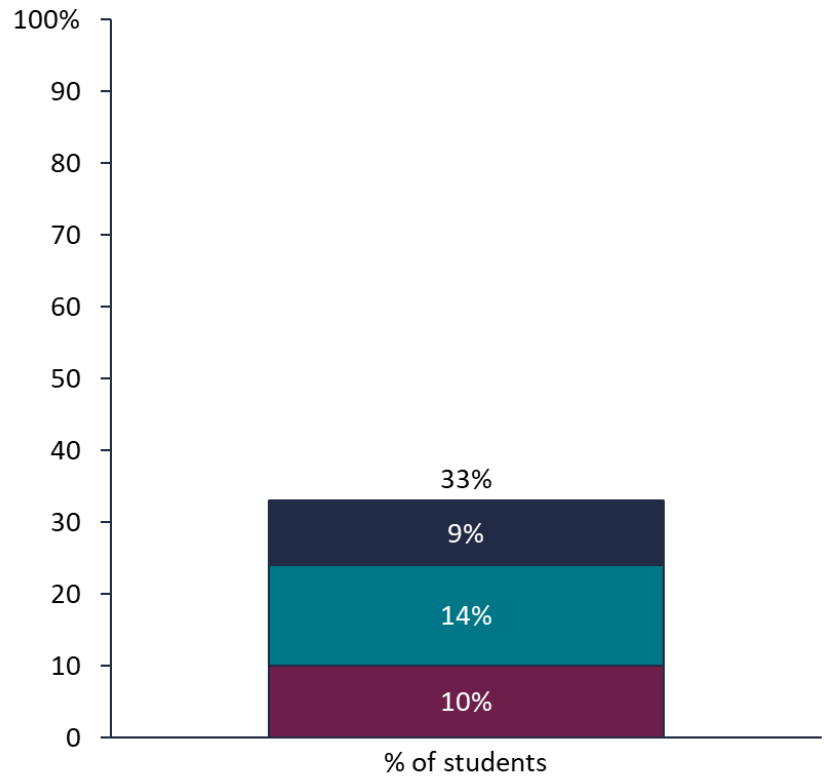
These %s represent the # of schools offering each type of tutoring



Source: Institute of education sciences (IES) December 2022 School Pulse Panel. Note: Percentages do not sum to 100% because schools could respond that they offer multiple types of tutoring.

… but access to the high-quality, high-impact tutoring that aligns to best practice is limited

Average % of public - school students participating in tutoring by type
SY23 School Pulse Panel



Self-paced tutoring: Independent online learning with guided instruction, allowing students to progress at their own pace after mastering content.

Standard tutoring: Less intensive, one-on-one or group-based, less than three times per week, by educators who may or may not have tutoring training.

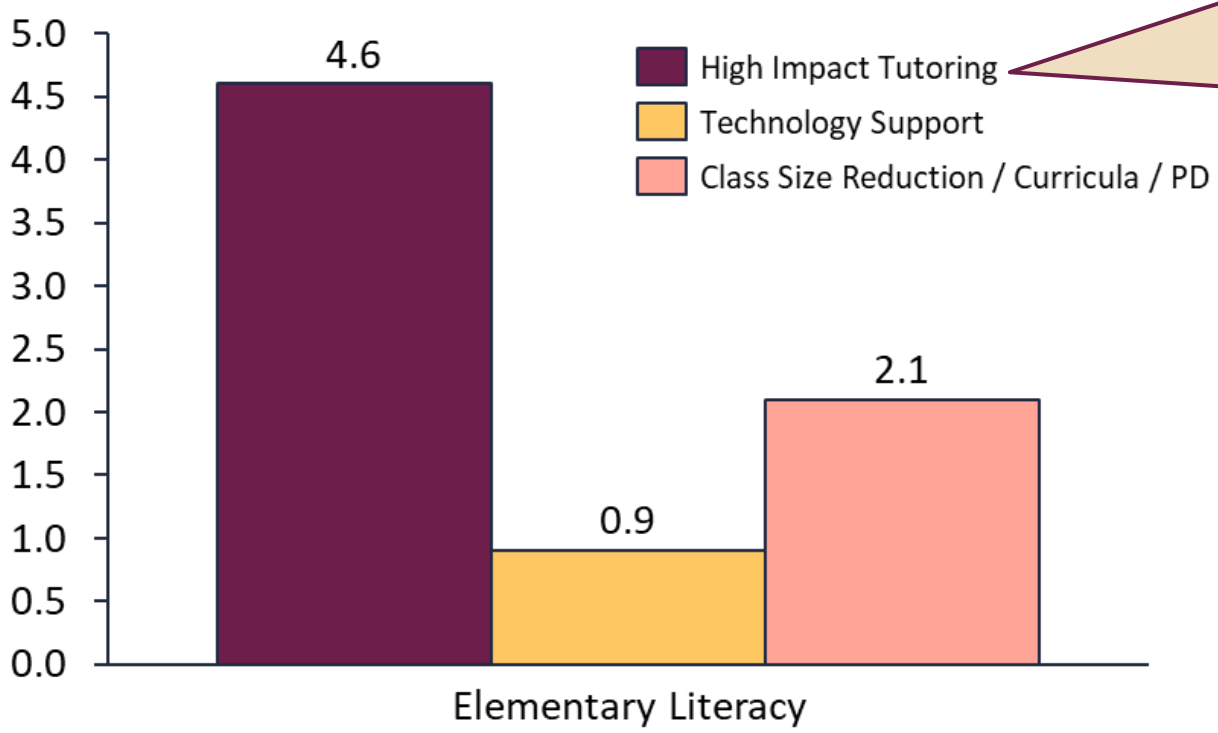
High-dosage tutoring: 30+ minute sessions, 1:1 or in small groups, three or more times per week, by trained tutors, aligned with an evidence-based curriculum. Also known as Evidence-based or High-quality tutoring.

Source: Institute of education sciences (IES) December 2022 School Pulse Panel

There is strong evidence that high impact tutoring has an outsized impact on student learning

Average Months of Additional Learning

National Student Support Accelerator



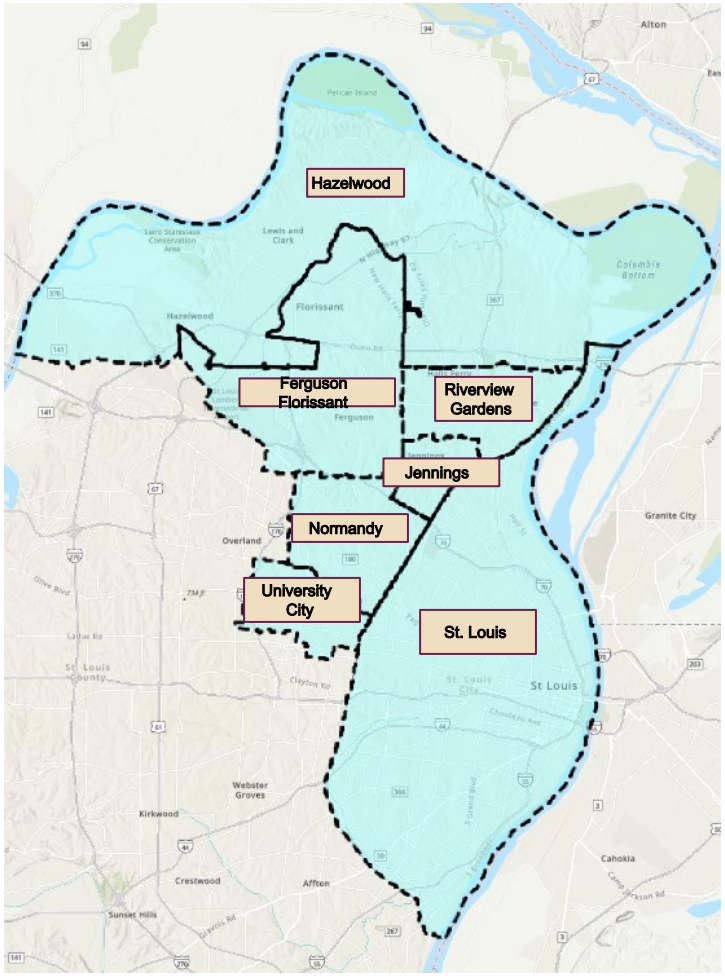
A meta-analysis of intervention outcomes for low-income students found that tutoring's positive impact for low-income students was similar to that of high-income students.

Source : NSSA, 'High-Impact Tutoring: An Equitable, Proven Approach to Addressing Pandemic Learning Loss and Accelerating Learning'. Dietrichson, et al. (2017). 'Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta-Analysis'

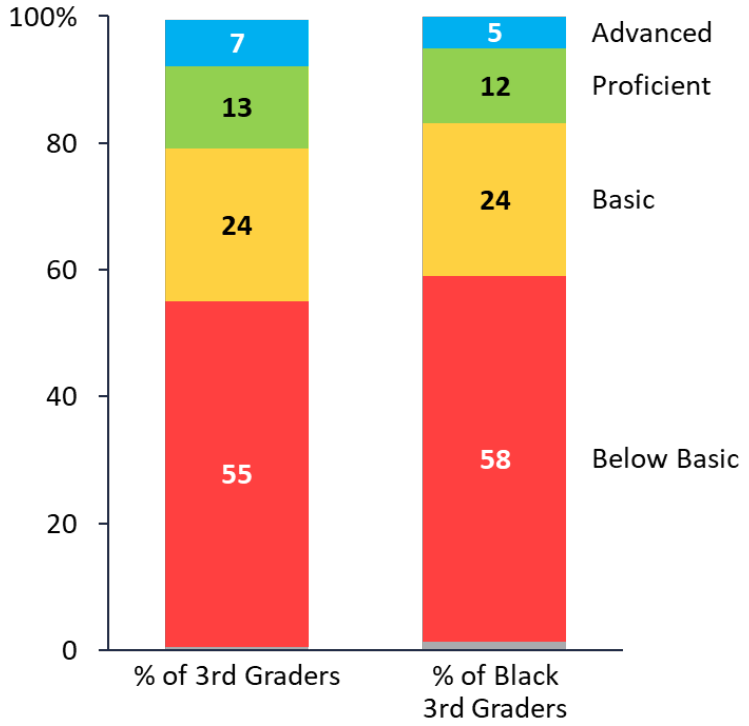
Contents

Demand: 80% of students in the STL Promise Zone (PZ) are not proficient readers by the end of 3rd grade

STL Promise Zone School Districts
Promise Zone Districts



3rd Grade ELA MAP Proficiency (%)
Promise Zone Districts and STL Charters, 2023



Within Promise Zone districts and charters, we estimate that ~80% of students (those not-yet-proficient) could benefit from high-impact early literacy tutoring.

Source : Map generated by ArcGIS web viewer. Enrollment data from MO DESE. MAP results based on data shared by STL Tutoring Collaborative– proficiency % is sum of % of students scoring 'Proficient' or 'Advanced'. The STL Promise Zone formally only covers the northern regions of STL, but this analysis pulls in data for the entire STL Public Schools city district.

Demand: This equates to over 16,000 emerging readers spread across Promise Zone schools and districts

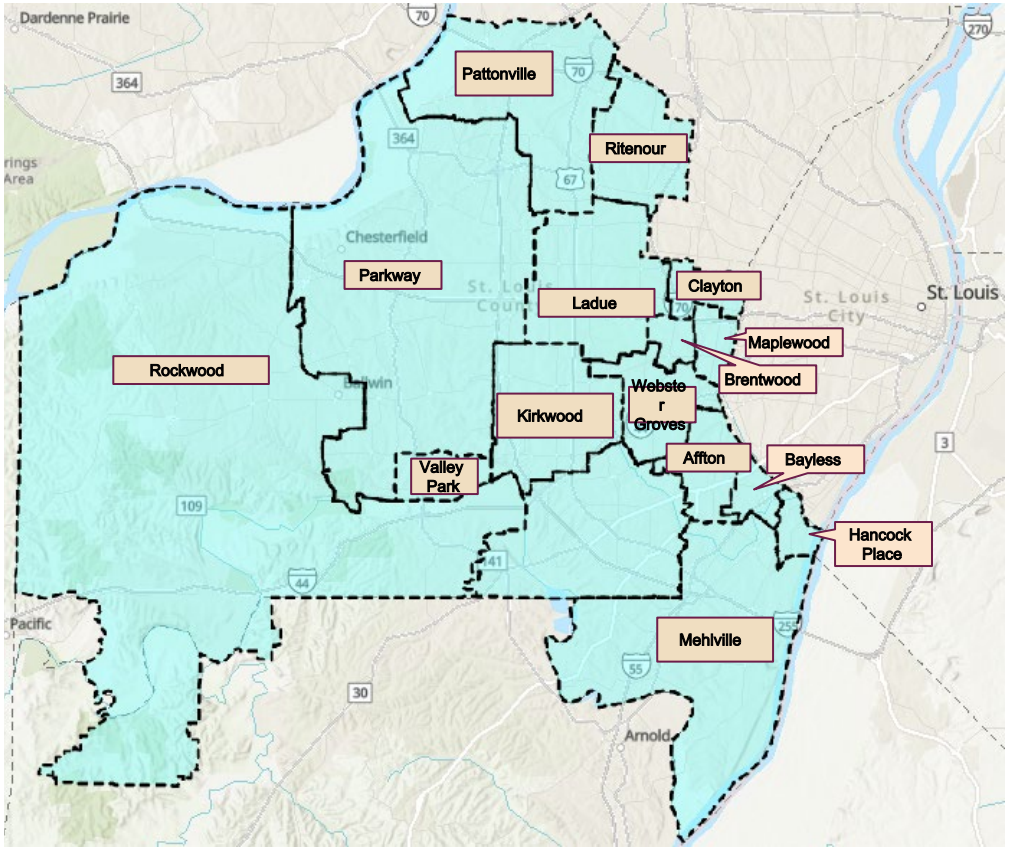
STL Promise Zone Districts and Charters			
LEA	K-3 enrollment (2023)	% of 3rd graders scoring basic or below	# of K-3 students in need
STL Public Schools District	5,498	80%	4,376
Hazelwood	4,587	73%	3,339
STL Charter Schools	3,538	76%	2,676
Ferguson Florissant	2,621	84%	2,202
Riverview Gardens	1,744	91%	1,584
Normandy	872	89%	773
University City	799	75%	601
Jennings	724	70%	512
Total	**20,476**	**79%**	**16,062**

- **District and charter schools alike in the STL Promise Zone have high levels of need for early literacy tutoring** , with the # of students who stand to benefit closely tracking the size of the LEA in which they're enrolled
- Despite individual schools bucking the trend (e.g. Lafayette Prep has only 29% of students scoring basic or below), **the overall need is spread widely across the districts and schools in the Promise Zone.** More district and school-level literacy detail is available in the appendix.

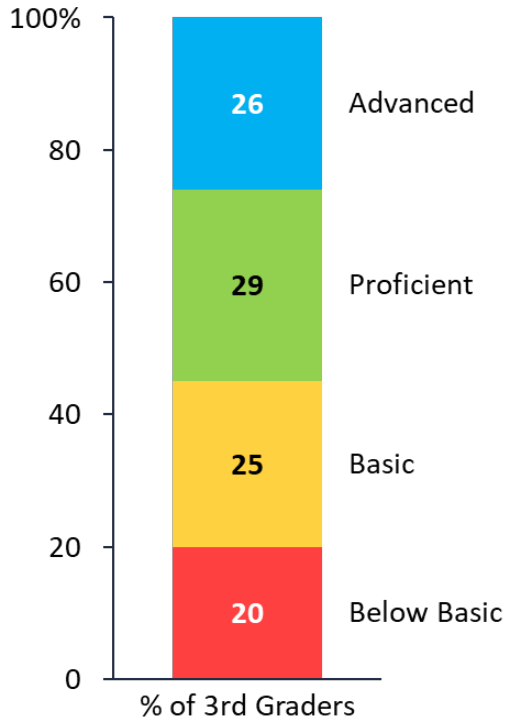
Source : Enrollment data from MO DESE. MAP results based on data shared by STL Tutoring Collaborative– proficiency % is sum of % of students scoring 'Proficient' or 'Advanced'. '# of students in need' is calculated as (# of K-3 students) * (% of 3rd graders scoring basic or below)

The Promise Zone is not unique — nearly half of 3rd graders in the other STL county districts are also struggling readers

STL Non-Promise Zone School Districts
Districts in the county outside the Promise Zone



3rd Grade ELA MAP Proficiency (%)
Non-Promise Zone Districts, 2023



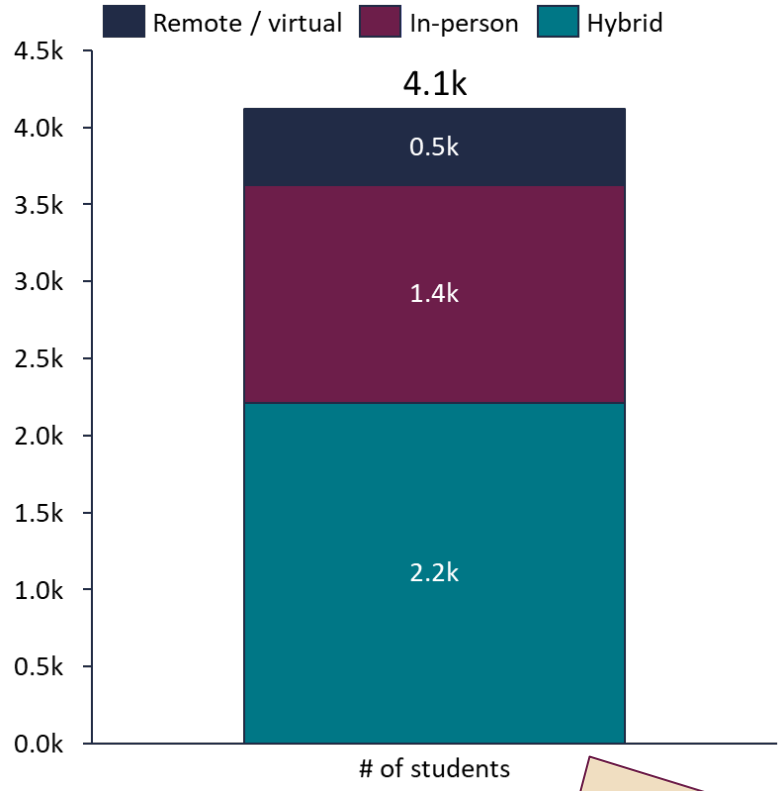
In the other STL County districts, we estimate that ~45% of students (those not-yet-proficient) could benefit from high-impact early literacy tutoring.

Source : Map generated by ArcGIS web viewer. Enrollment data from MO DESE. MAP results based on data shared by STL Tutoring Collaborative– proficiency % is sum of % of students scoring 'Proficient' or 'Advanced'.

On the **supply side**, we estimate that around 4,100 students currently access tutoring via the STL Tutoring Collaborative

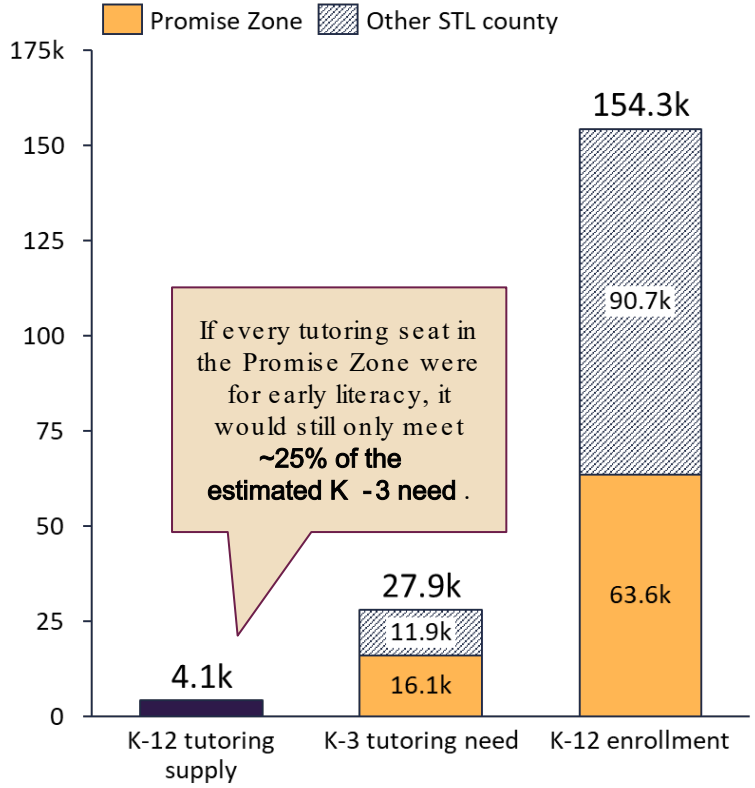
K-12 tutoring seats in the Promise Zone

All subjects and grade levels



of K-3 students reading below grade level

Based on 3rd grade ELA MAP, 2022 -23



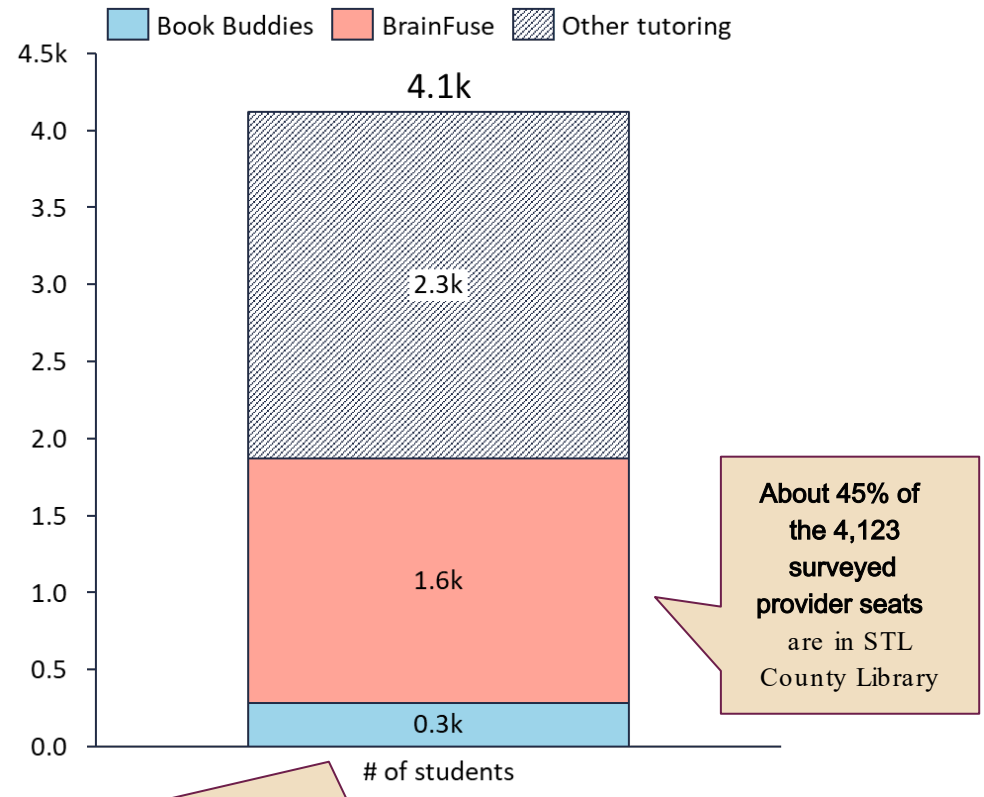
All of the programs we surveyed had K-3 literacy tutors, but **most providers also served other grade levels and subjects depending on student needs**

Source : September 2024 provider survey administered by Bellwether. Further information about the distribution of the tutoring supply in the Promise Zone is available in the appendix.

However, almost half of the overall free tutoring seats are offered by lower-intensity STL County Library programs

Portion of tutoring seats offered by SLCL

By STL County Library service vs all other tutoring



About 45% of the 4,123 surveyed provider seats are in STL County Library

Book Buddies is a strictly K-3 literacy tutoring program. About 9% of unique visits to BrainFuse were for K-3 ELA tutoring.

STL County Library Tutoring

- **Book Buddies** is a six-week program where students in grades K-3 practice reading one-on-one with a teen buddy. STL County Library **trains the teens on how to help younger students practice reading** and do other literacy activities.
- **Brainfuse is an online tutoring platform** the library subscribes to and **makes available to patrons** . Brainfuse hires and trains the tutors, and **patrons self -select when to seek tutoring and in what subjects** .
- Both programs are oriented to **helping patrons access 1:1 help** , but **neither program is designed according to the best practice principles** suggested by the research-backed standards, pointing towards a challenge and **opportunity for the sector to leverage widespread interest in lower -intensity tutoring to grow higher -intensity programs**

Source : September 2024 provider survey administered by Bellwether

Providers vary in their degree of alignment to NSSA's Tutoring Quality Improvement System (TQIS) standards

To gauge provider quality, we rated provider alignment to the TQIS standards.

The TQIS standards provide a framework for understanding where providers have the greatest opportunities to to grow their capacity to implement HQHI tutoring:

- **Comprehensive Evaluation** : The TQIS framework allows a thorough assessment of tutoring providers across dimensions shown to improve student learning
- **Research - Informed Standards** : The standards are grounded in research and provide a reliable basis for evaluation
- **Continuous Improvement** : The standards are regularly updated to reflect new learnings in the field, ensuring that the evaluation process remains current and relevant

The rubric for how we rated each element is in the appendix.

Provider	Location	Reach	Elements				
			Frequency and group size	Tutor consistency and prep	High quality materials	Data driven instruction	School day integration
Sample STL Tutoring Provider	Hazelwood	60 students	●	◑	◑	○	●

● This element is consistently present ◑ This element is sometimes present ○ This element is not present

Source : NSSA TQIS Quality Standards

We then used these provider ratings to estimate the number of high-quality, high-impact tutoring seats in the STL metro

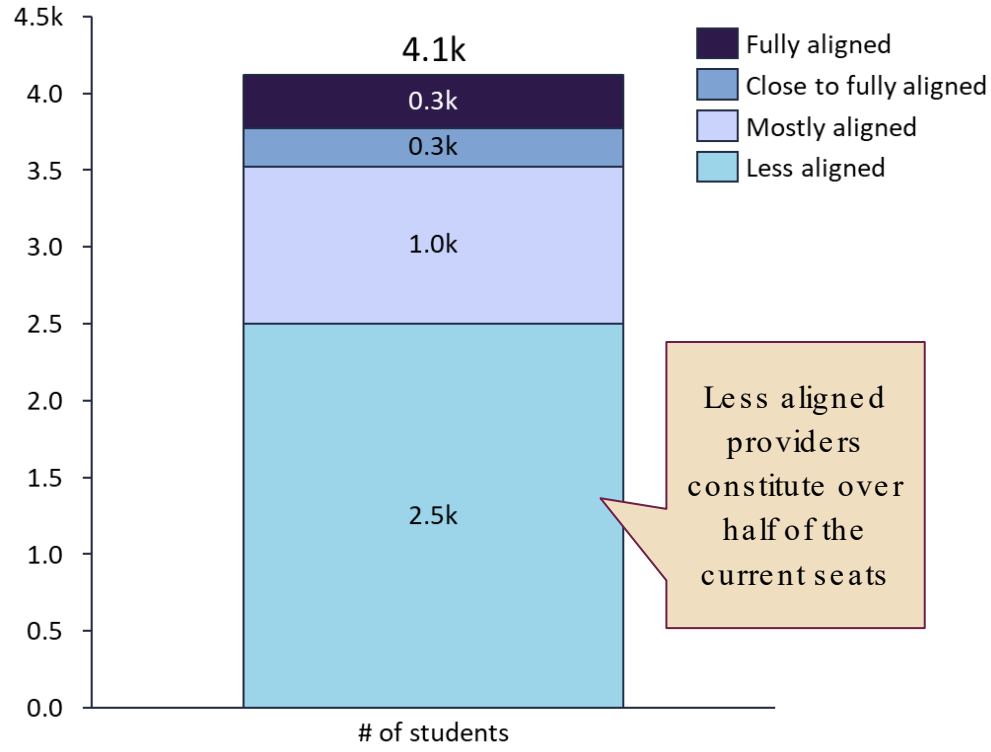
We grouped providers into four quality tiers based on their degree of alignment to best practices.

Fully aligned	All elements are consistently present
Close to fully aligned	Four elements are consistently present and the remaining element is sometimes present
Mostly aligned	Four elements are consistently present and the remaining element is not present, or three elements are consistently present and the remaining two are sometimes present
Less aligned	Fewer elements are present than described in 'Mostly aligned'

St. Louis has only ~600 seats in programs fully or closely aligned to NSSA's 5 key practices of HQHI tutoring

Portion of K -12 tutoring seats by provider rating

Based on BW analysis of Sept 2024 provider survey



- The **supply of tutoring seats falls short of the demand** at all levels of quality, pointing to **plentiful opportunities to grow the number and quality of existing seats**
- One goal of this analysis is to **pinpoint common areas where providers need support to grow** by identifying the most fruitful areas for trainings and capacity building
- More information on the ratings we assigned providers is available in the appendix.

Source : September 2024 provider survey administered by Bellwether

Contents

We have profiled a handful of national HQHI tutoring providers to show what is possible with increased scale

These case studies surface **three key strategies** providers are using to deliver HQHI at scale

1. **Build stronger and wider pipelines of tutor talent** : Online providers are able to draw from nationwide networks of tutors, while community-based tutors offered various supports (e.g. stipends, transportation assistance, childcare) to ensure community members with diverse obligations could be trained as effective tutors
2. **Help schools reimagine how tutoring fits into the school day** : Across different types of tutoring, strong school-based tutoring implementation managers helped school leaders design their schedules and facilities to incorporate tutoring into a cohesive schoolwide literacy strategy
3. **Use data to inform instruction and strengthen fidelity of implementation** : Providers reported that additional funding and support helped them solve for issues with poor communication about student progress and scheduling constraints that had hindered their ability to implement the high impact model

There are many national providers of HQHI tutoring

Virtual tutoring	IGNITE TEACHFORAMERICA; ON YOUR MARK
Blended tutoring and technology	saga EDUCATION
Community-driven tutoring	THE Oakland REACH; Oasis Tutoring
Coalition-based tutoring	CITYTUTOR DC
District-run tutoring programs	BALTIMORE CITY PUBLIC SCHOOLS

These examples are **not meant to be an exhaustive list or an endorsement** of specific providers – we picked illustrative examples of organizations using different models to **solve for the issues that arise when serving systems at scale**.

We profiled five providers that align to the high-impact standard, but have very different models

Benchmark Organization	Characteristics of this archetype
• OnYourMark • TFA Ignite	**Online programs that adhere to tutoring best practices** : small groups, frequent and consistent sessions, well-trained tutors, and data-driven instruction.
• Saga Education	Models that combine in-person tutoring and computer-assisted learning. They offer comparable learning gains with **reduced tutor-student ratios and greater cost effectiveness.**
• Oakland REACH	Organizations that **recruit and train community members to serve as tutors and advocates** , focusing on empowering them to address systemic inequities.
• CityTutor DC	Efforts to **build multi-sector coalitions of providers, schools, and government stakeholders** to direct funding and build out backbone support and infrastructure to sustain HQHI tutoring standards
• Baltimore City Public Schools	**District-led in-house tutoring** initiatives that embed high-impact tutoring within the school day and **integrate it into existing intervention blocks as part of an overall Multi-Tiered System of Supports (MTSS) framework** .

OnYourMark provides virtual early literacy tutoring to 3,000 students and hopes to serve 40,000 by 2027

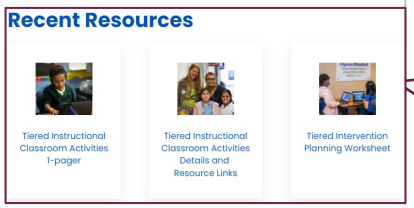
Founded	Model	Cost	Grades	Distinctions	Reach	Size
2021	Virtual early literacy tutoring	$1,500 - $2,000 per ???	K-2	Subject of a 2023 NSSA study showing positive impacts for virtual tutoring	15 schools and districts in CA, CO, ID, LA, MA, TN, TX, WA, WI	3,000 students (2024)

Model overview and evidence of impact:

The National Student Support Accelerator's 2023 study found significant positive effects from **OnYourMark's model:**

- **Small-group** (1:1 or 2:1) sessions embedded into the school day;
- **A consistent tutor** assignment for each student;
- Initial **tutor training and ongoing professional development** focused on content knowledge, building relationships, and effective delivery of the intervention;
- **High dosage and frequency** of sessions (20-minute sessions, four times per week);
- **A high-quality curriculum** informed by the science of reading with a focus on phonics, phonological awareness, and fluency;
- **Regular progress monitoring and leveraging DIBELS data** to target specific early literacy skills via two-week lesson sprints.

These effects were found in the program's 2nd year of operation, as it expanded to serve more than seven times the number of students from the prior school year.



OnYourMark also publishes resources tutors can use for tiered instructional classroom activities

Considerations and drawbacks:

Online models have the potential to address some of the challenges with scaling access to HQHI tutoring if the local tutoring supply is constrained, but come with their own tradeoffs:

- **Partnering with larger districts or charters is the fastest path to scale:** The study covered OnYourMark's partnership with a TX CMO with over 2,000 students
- **The number of online tutoring seats stands to grow in the next few years:** OnYourMark has grown from 60 to 3,000 students in 2 years and set a goal to reach 40,000 by 2026-27, citing huge unmet demand
- **These models still require significant planning investment by teachers:** Even in a randomized treatment study, the implementation still began with teachers actively coming to consensus on a list of highest-priority students to receive tutoring
- **The study found the effects of virtual tutoring were less than in-person tutoring:** The effect of 1:1 tutoring was also found to be more effective compared to 2:1 tutoring

Source : NSSA. (2023) "The Effects of Virtually Tutoring on Young Readers", NSSA Tutoring Database, BW interviews. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills widely used to evaluate early reading progress.

TFA Ignite plans to scale its virtual option in STL from 270 students to 600 by 2030

Founded	Model	Cost	Grades	Distinctions	Reach	Size
2020	Virtual tutoring	$1,500 per tutor	K-12	NSSA Tutoring Program Design badge; large scale with well-documented roles	Over the next two years, growing to ~7,000 students across 30 states	4,000 students (2024)

Model overview and evidence of impact:

The Ignite model emphasizes **co-designing implementation alongside school leaders** and is based in **NSSA's research on best practices**:

- **Integration into the schools' existing goals and strategies** by leveraging school-based staff, curriculum, and assessments
- Tutoring designed is aligned to NSSA's TQIS tutoring quality standards, with **one fellow working consistently with 2-3 students to provide 2-3 hours of virtual tutoring over 12 weeks**
- **Schools partners customize the Ignite program** to support their vision and goals, leveraging **school-based veteran educators as site leaders**
- Teach for America leverages its **nationwide college recruiting** network to both **match talented college students from around the country to students** and to also **build a pipeline of future TFA Corps members** who will serve in schools

TFA has gathered **evidence of significant impacts on early literacy, including 4th-5th grade students making 3-5x the expected growth on the iReady reading assessment**.

Considerations and drawbacks:

The size and reach of the TFA network makes it an attractive option for schools who may struggle to find local tutors:

- **In STL, TFA Ignite is already serving 270 students** in 2023-24 and aiming to **expand to 600 students by 2030**
- **Achieving the scale necessary to dramatically impact the ecosystem will require partnering with larger charters or districts** – TFA Ignite is working on a promising study of its systemwide impact in Phoenix schools that was enabled by **securing funding to cover the costs of serving all district schools for 3 years**
- The impact of the tutoring in schools hinges significantly on **strong relationships with school-based site leaders** who are **paid a stipend** and responsible for **executing the school's strategy to leverage the tutoring program** by selecting students, aligning tutors to the materials, sharing data, and owning the operational support and communication needed to ensure quality
- Given STL's focus on **early literacy,** TFA experts suggested it may be helpful to **increase frequency but decrease length** of sessions for the youngest students

The TFA Ignite Fellowship **had more tutors than match placements in 2023-24** and actively recruits schools to find more high-need placements, suggesting **schools' capacity and willingness** are also primary constraints alongside tutor supply

Source: TFA Ignite Overview, Teach for America. (2024) TFA Ignite Fellowship 2023-24 Impact, TFA Ignite Site Leader Role, How Ignite Recruits, Admits, and Matches Fellows, NSSA Tutoring Database, Bellwether interviews of St. Louis tutoring providers, funders, and schools, conducted August-September 2024.

Saga Education's investments in scale include research on hybrid models and a deliberate widespread impact model

Founded	Model	Cost	Grades	Distinctions	Reach	Size
2014	In-person, hybrid, and virtual math tutoring	Depends on model	K-12	Hybrid model highlighted by NBER as an option for scaling tutoring access	Active in Chicago, NYC, Washington DC, and Charleston, SC	4,000 students (2024)

Model overview and evidence of impact:

Saga's model follows many of the common HQHI elements with an **emphasis on high fidelity of implementation** and **strengthening the wider tutoring ecosystem, serving an additional 12,000 students through technical assistance to districts and charters:**

- **High-Dosage, In-School Tutoring**: Americorps member tutors work with consistent groups of 2-3 students for 2-3 hours per week over 12 weeks, conducted during the school day
- **Relationship-Building**: Tutor training emphasizes the importance of supportive, engaging relationships with students; Saga Education also thoughtfully approaches change management with partners when implementing the program
- **Data-Driven Instruction**: Tutors are trained on the use of data to inform instructional decisions, and Saga Education uses observations and data to monitor implementation and guide conversations with partners
- **Planning for Widespread Impact:** Saga Education shares free resources and engages in intensive consulting with school and district partners to raise the quality of tutoring programs across the sector and create credibility to advocate for systemic investments

Multiple randomized control trials have demonstrated that **Saga students achieve up to 2.5 additional years of math learning in an academic year** and improving measures of student engagement.

Considerations and drawbacks:

A National Bureau of Economic Research (NBER) study investigated the **impact of a blended in-person and computer-assisted learning (CAL) tutoring model** that **reduced per-pupil costs by 30%**, finding:

- **Selective incorporation of technology reduced costs and staffing without compromising impact:** By alternating 2:1 tutoring groups between days working with the tutor and days on the CAL ALEKS platform, the per-pupil costs of tutoring decreased by 30% and the number of tutors needed decreased by 50%, **with comparable effects on learning**
- **Incorporating CAL elements requires the same investments into what makes high dosage tutoring effective:** personal and sustained relationships, sessions during the school day, and daily sessions to ensure engagement
- **Using CAL elements introduces new equity considerations:** The study found that students with higher baseline scores used the CAL platform more intensively, raising concerns about accessibility of the intervention for students who are struggling or less motivated

Notably, **Saga offers a choice of in-person, blended, and virtual tutoring models** to school partners with the hybrid and virtual options offering higher pupil:tutor ratios and lower per-pupil costs, **allowing schools and districts to choose and design an implementation that fits their needs and capacity.**

Source: Bellwether. (2022). "A Pragmatic Playbook for Impact: Saga Education Case Study". National Bureau of Economic Research. (2024). "Can Technology Facilitate Scale? Evidence from a Randomized Evaluation of High Dosage Tutoring", Saga Education 2023 Annual Report.

Oakland REACH has built community-based talent pipelines for citywide tutoring programs

Founded	Model	Funding	Grades	Distinctions	Geography	Size
2016	Community-driven tutoring	District funding and grants	K-2	Recruits and trains community members, particularly parents and caregivers, to become literacy tutors and advocates	Oakland, CA	90 early literacy tutors in 38 schools (2023)

Model overview and evidence of impact:

Oakland REACH's Literacy Liberator program aims to empower community members to become effective literacy tutors and advocates for the needs of students. The program emphasizes intensive, tailored tutor training, community leadership, and addressing systemic educational inequities:

- **Community-driven recruitment**: REACH recruits community members who have personally experienced the shortcomings of literacy instruction in local schools, recognizing the valuable insights and level of commitment they bring as tutors
- **Comprehensive training:** Tutors are trained in the science of reading, strategies to support diverse learners, discussions of struggles with literacy in Oakland and nationally, and leadership.
- **Leadership and advocacy:** Beyond becoming effective tutors, the Liberator model is also meant to help the tutors themselves pursue advancements in their careers and advocacy for their communities

Oakland Unified School District's (OUSD) early literacy program is managed in partnership with FluentSeeds and Oakland REACH to recruit, train, and support tutors. Research showed the program several positive outcomes including **accelerated literacy gains** in KG, **comparable effectiveness between** community **tutors and classroom teachers** offering small group instruction, **and development of new talent pipelines to fill tutor vacancies.**

Considerations and drawbacks:

The experience of partnering with OUSD pointed to a range of implementation challenges when scaling:

- **Tutoring works best when tutors are well-integrated into a schoolwide literacy strategy:** Communication about student progress among teachers, tutors, and instructional leaders helped them adjust their approach to fit student needs
- **Staffing, facilities, and schedule constraints make it difficult to optimize the work of tutors:** Differences in the number of matched tutors, size of groups, space dedicated, and scheduling allocated to tutoring contributed to wide variation in the effect size of tutoring at different sizes, ranging from 79% to 188% of expected annual growth
- **Community members are an underutilized talent pipeline for tutor vacancies:** After beginning the partnership with Oakland REACH, OUSD reduced its tutor position vacancy rate from 20% to 3% in 2022-23

In addition to funding drawn from district grants and philanthropy, Oakland REACH parents were among the plaintiffs in an educational inequity lawsuit that the **state settled for $2 billion in funding for learning recovery efforts for low-income students and other groups facing educational disparities**

Source: CRPE. (2023). "Communities in the driver's seat: Intensive training, deep investment power parent-led literacy programs in Oakland", CRPE. (2023). "Teachers and tutors together: Reimagining literacy instruction in Oakland"

CityTutor DC built a citywide ecosystem of high impact tutoring providers

Founded	Model	Funding	Grades	Distinctions	Geography	Size
2021	Coalition-based supports	Public grants, private gifts	K-12	CityTutor DC led a government-backed coalition of tutoring providers, schools, and universities to expand access to high-impact tutoring	Washington, DC	15,000 students and 2,000 tutors (2023)

Model overview and evidence of impact:

As part of DC's $33M investment in the High Impact Tutoring (HIT) Initiative, CityTutor DC directed strategic program support grants to incubate HIT providers and support community-based tutoring hubs:

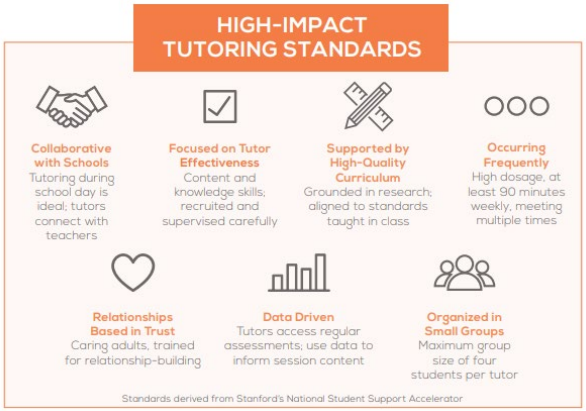
- **Coalition Building :** The program used awarded grants to 14 organizations, funded an additional 13 tutoring providers, hired 10 school-based HIT managers, provided tutoring design sprints, and ran communities of practice for Office of the State Superintendent of Education (OSSE) schools to support implementation of HIT
- **Creating a Shared Definition of High Impact:** CityTutor DC coordinates providers and leaders around 7 research-backed standards aligned with the NSSA-defined characteristics of HQHI tutoring
- **School Capacity Building:** The program supports school leads in redesigning schedules and structures to effectively implement tutoring

The HIT Initiative's reach has been wide, serving **over 15,000 students** in 90 schools and deploying **more than 2,000 tutors** . Students receiving tutoring had **better attendance on days tutoring was scheduled** and **had faster academic growth than other eligible students not receiving tutoring.** Research estimates showed that if DC scaled HIT to most students not currently meeting grade level standards, **the Initiative could double the city's annual proficiency gains.**

Considerations and drawbacks:

CityTutor surveyed their grantees onto the biggest facilitators and barriers to implementing tutoring at scale:

- **Greater funding and support gave them greater flexibility to innovate how they met student needs:** HIT managers played crucial roles as liaisons between tutoring providers and schools, improving their responsiveness to student needs (e.g. having a Spanish-speaking tutor)
- **Scheduling challenges were an impediment to the ability to implement best practices:** Tutoring providers reported group sizes growing to 5-8 students as the only way to accommodate the volume of students tutored in the scheduled time



The HIT Initiative helped standardize a robust definition of program quality used to guide its grantmaking

Source : CityTutor DC 2024 Impact Report, NSSA. (2024). "Implementation of the OSSE High Impact Tutoring Initiative"

Baltimore Public Schools built an in-house tutoring program as a dedicated Tier 2 early literacy support

Founded	Model	Funding	Grades	Distinctions	Geography	Size
2020	District run tutoring as an MTSS intervention	District funds	K-2	Baltimore integrated tutoring into its MTSS profile, using tutoring as a Tier 2 early literacy support for small group instruction	Baltimore, MD	1,000+ students (~20% of K-2 enrollment)

Model overview and evidence of impact:

The Baltimore City Public Schools System (BCPSS) implemented a **high-dosage literacy tutoring program for K-2 students needing Tier 2 early literacy support**:

- **Tutor Training and Program Design:** The program utilized paraprofessionals trained in the district's Fundations early literacy curriculum to deliver in-person tutoring in small groups of no more than four students. Tutoring sessions were 30 minutes long and occurred five times per week.
- **Multiple Tutoring Programs for Different Needs:** The in-house design of the K-2 literacy program contrasted with BCPSS' multi-subject tutoring, which partnered with 14 vendors to tutor students who are behind grade level with a range of learning needs. The diversity of vendors and specializations allowed BCPSS to target its efforts based on the unique needs profile of each school.

BCPSS found that **students participating in at least six weeks of high-dosage tutoring demonstrated higher growth than those who did not**. The district is conducting **further analysis to identify the most effective program structures and plans to invest $25M to expand its tutoring initiatives** based on these findings.

Considerations and drawbacks:

BCPSS's Coordinator of Academic Tutoring shared several **best practices** for deploying tutoring programs at a scale sufficient to serve all the students qualifying for escalated literacy intervention in early grades:

- **Establish a system to collect and monitor attendance:** Visibility into which schools and programs consistently get students into tutoring sessions and which ones do not is the first step for monitoring implementation and targeting additional supports
- **Learn district procurement and invoicing processes:** Clear coordination and communication between district financial staff and vendor partners can avoid implementation or invoicing delays that are disruptive to schools and vendors
- **Invest in a management and implementation team:** Districts need multiple roles to grow their own internal tutoring initiatives, from design and strategic planning roles at the district level to dedicated tutoring implementation support staffing provided directly to schools to effectively manage roadblocks

Scaling programs in a district as large as BCPSS (~75k students) to support a narrowly defined category of student need (i.e. tier 2 ELA in K-2) requires a substantial investment, reaching tens of millions of dollars. This underscores the importance of long-term public and private investments to address the needs identified in this report.

Source: Center for Education and Market Dynamics. (2023). Tutoring Case Study: Baltimore City Public Schools. FEV Tutor. (2021). Boosting Proficiency in Baltimore City Public Schools.

Contents

Generally speaking, tutoring is funded by federal, state, local, or philanthropic dollars

Type of funding	Examples	Description	Sample amounts
Federal funds for schools	Title I, Title IV	Schools may use Title funds for personalized learning and other activities that complement and reinforce Tier I instruction, including tutoring	SLPS' FY24 budget includes $7M in Title I funding and $1M in Title IV funding
Federal funds to pay tutors	AmeriCorps, Work Study	Schools, providers, and colleges can access AmeriCorps and work study funding to cover costs of tutors and supporting staff.	Varies, but AmeriCorps grants for STL orgs ranged from $100k-$500k in 2024
Federal funds to build preservice programs	US Dept of Education Teacher Preparation Funds, US Dept of Labor Teacher Preparation Funds	LEAs and nonprofits can partner with local colleges to design tutor-to-teacher pathways and teacher apprenticeship programs	Federal grantees received $1M-$5M for new teacher programs and education development grants
Local school budgets	MTSS programs that include tutoring as a tiered support	LEAs can include tutoring as part of their tiered supports for students, including leveraging budgeted Title I, IDEA, or Title II funds	Ferguson Florissant's FY24 budget includes $5.3M for combined Title program spending
Philanthropy	Accelerate, Mott Foundation, Walton Family Foundation, and the Overdeck Foundation are national organizations supporting tutoring initiatives	Philanthropic funders often prioritize programs with clear evidence for impact on student success	Varies

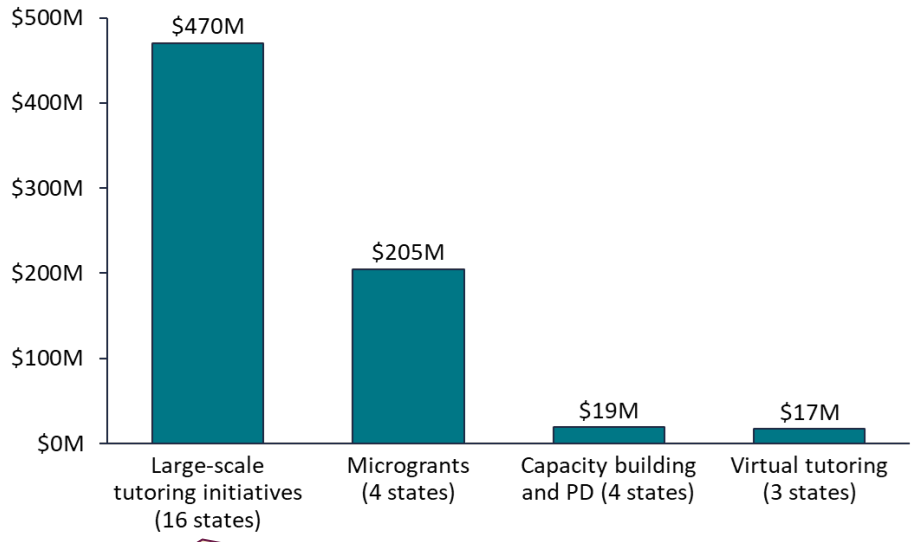
More detail on these funding types is available in the appendix.

Source : NSSA. (2024). How Districts Can Keep High-Impact Tutoring Going After ESSER Money Expires, Tutor.com (2024). High-Dosage Tutoring Funding Guide, AmeriCorps. (2024). 2024 AmeriCorps State and National Grants. SLPS 2023-24 Budget. Ferguson-Florissant 2023-24 Budget. NSSA. (2023.) Integrating High-Impact Tutoring with Multi-tiered Systems of Support (MTSS)

So far, Missouri has not invested in statewide tutoring supports or grants for tutoring programs

State ESSER Spending Trends: Tutoring

Dedicated ESSER funding



Other states spent large sums of ESSER funds to set up tutoring programs (see table at left), Missouri has not created any specific statewide tutoring programs.

Tutoring funding in Missouri

- The state used $25M in ESSER funds to establish **the "Close the Gap" program, providing $1,500 grants to families** of K-12 students to spend on educational enrichment activities, including tutoring. Research suggests that these kinds of opt-in programs have limited effectiveness for students.
- However, the rollout of the program was beset by problems, and **the governor vetoed an additional $10M in funding for the program in the FY25 budget**
- Through the statewide **Comprehensive Literacy State Development (CLSD) program** , the state is distributing $18M in grant funding to programs including pre-service professional development, which could potentially be leveraged in support of tutoring

Source : CCSSO. (2023). How State are Using Federal Relief Funding to Scale High-Impact Tutoring. Missouri Independent. (2024). Missouri governor slashes $1 billion from state budget approved by lawmakers, NSSA. (2023). Types of Tutoring: Effectiveness and Equity, MO DESE CLSD Program Grant

Providers in St Louis are blending different sources of funding to provide tutoring services

Federal funding

- STL providers are currently using **AmeriCorps and AmeriCorps Senior grants** to pay tutors
- College-based programs are using **federal work study** funds to hire tutors

Local funding

- In interviews, local schools and providers shared that **comprehensive and turnaround schools receive specific funding** that can be used for tutoring as an intervention
- We heard from district leaders that **they prioritize funding their MTSS programs over tutoring**, in part due to a lack of providers with the necessary scale and reliability

Philanthropy

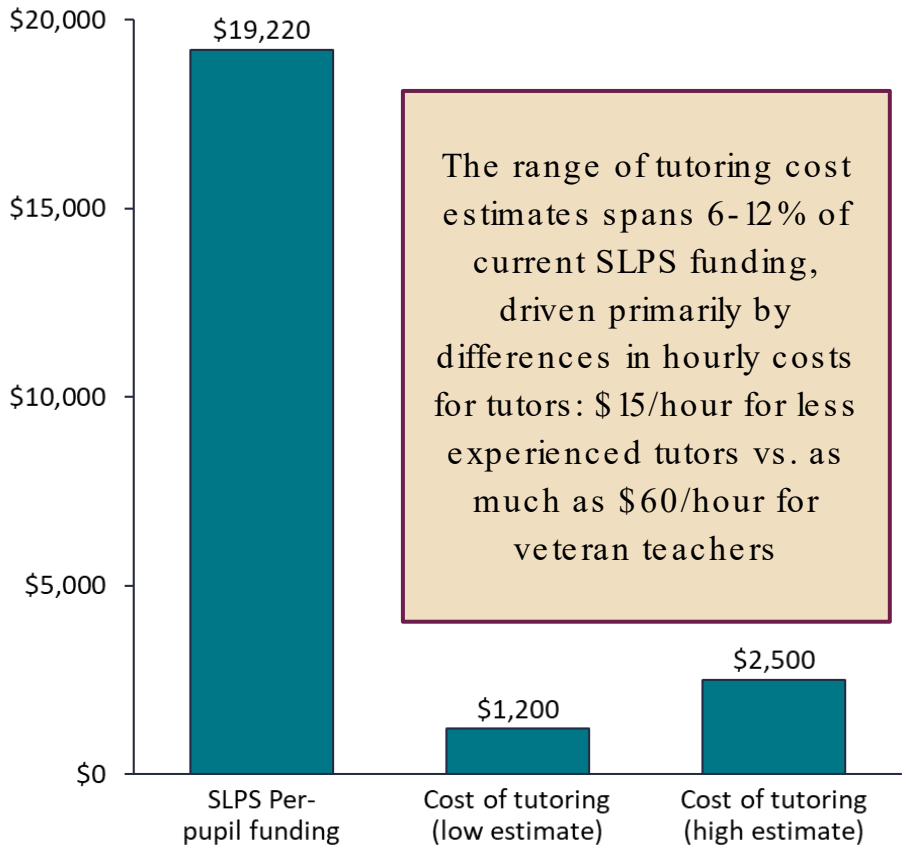
- Funders and providers noted that **philanthropy currently plays a "mid-level" and growing role in expanding tutoring access**
- Most larger providers receive funds from **a mix of corporate and individual foundations** alongside individual donors
- Depending on the grant or funder, funds may be **restricted to paying only for tutoring services**, leaving providers to seek other sources of funding to cover administrative costs

Source: Bellwether interviews of St. Louis tutoring providers, funders, and schools, conducted August-September 2024. Additional reflections on the potential and challenges of using AmeriCorps funding to support tutoring can be found in the appendix.

High-impact tutoring is expensive, but there are methods to increase cost-effectiveness while promoting quality

Per pupil costs ($), SLPS and range of HQHI costs

Funding per pupil per year



The range of tutoring cost estimates spans 6-12% of current SLPS funding, driven primarily by differences in hourly costs for tutors: $15/hour for less experienced tutors vs. as much as $60/hour for veteran teachers

Several program model dimensions can be flexibility designed to maximize the impact for a given level of spending:

- **Targeting a narrow, well-defined set of students** for tutoring
- Using a **higher student:tutor ratio** — though this may require more experienced tutors and more training
- Implementing **hybrid or virtual tutoring models** with lower costs
- **Shifting cost of tutors to other institutions** (e.g. federal work study, AmeriCorps)

Source : NSSA, 'High Impact Tutoring District Playbook: Developing a Budget, SLPS District Profile: Our Budget

Bottom line: To sustain scale and impact, tutoring providers need to solve program and funding model challenges

To ensure impactful and sustainable tutoring programs, **STL providers need to address common, complex challenges faced across the national tutoring landscape**, including strategies to:

- **Position tutoring as part of a comprehensive early literacy funding strategy:** Create new literacy program models that integrate tutoring as part of a comprehensive strategy to effectively leverage work-study funds or state literacy resources
- **Demonstrate effectiveness:** Develop robust research and data systems to attract future funding and public investment
- **Prioritize cost-effectiveness**: Incorporate strategies like hybrid or virtual tutoring and into public funding streams (e.g., work-study programs, state literacy initiatives)
- **Compete for funder interest and vendor capacity:** Contextualize growth efforts within the recognition that as more states and localities prioritize high-impact tutoring pilots, vendors already anticipate 10% annual growth in district demand and competition for talent, funding, etc. will increase

To thrive, **St. Louis tutoring programs must adopt or develop effective techniques to overcome these barriers** and build the support ecosystem they need to increase their capacity and help secure sustainable funding

Source: EdWeek Market Brief. (2024). How School Districts Are Building Tutoring Programs 'For the Long Run'. Additional research on how providers and policymakers have sourced tutoring funding can be found in the appendix.

Contents

Most tutoring ecosystems are fragmented markets where a range of nonprofits and LEAs serve the same communities

Economic challenges hinder organic growth

- High-impact tutoring, while effective, is expensive. The $1k-$3k annual cost per student makes it **difficult to sustain programs at scale without dedicated funding**
- The **funding landscape is complex and fragmented** . Navigating the requirements and timeframes of federal, local, and philanthropic sources creates administrative overhead for providers as they constantly search for new funding sources

Provider infrastructure and coordination are difficult to do well

- Most tutoring ecosystems lack a dedicated entity to coordinate efforts, resulting in **duplication of services, gaps in coverage, and difficulty in matching students to the right programs**
- The absence of a shared data infrastructure **hinders effective communication with schools about student progress and the ability to conduct data -driven evaluations** of program effectiveness and return on investment

Operational and logistical barriers

- Tutor recruitment and retention is a challenge for providers in high need urban areas, where **tutors require intensive supports to meet individual student needs** and where **tutors often have other job options providing competitive compensation**
- Integrating tutoring into the school day boosts attendance and engagement, but requires careful, deliberate planning well in advance of the school year to to ensure **dedicated schedule time, appropriate physical space, and effective communication with teachers and administration**

Source : Bellwether knowledge base

Stakeholders highlighted the challenges that fragmentation creates at all levels of the tutoring ecosystem in St. Louis

Most providers in the STL ecosystem serve small numbers of students

"**Most providers in St. Louis are small and not equipped to serve the needs of individual schools, much less districts**. It makes it difficult to know which programs are good or would be effective at scale." - Foundation staff

"Even if your program is really effective with our kids in St. Louis, **if you rely on volunteers your size will always be limited. You need funding to pay tutors to attract more people**." - Tutoring provider director

Of the surveyed tutoring providers, **roughly half serve fewer than 100 students**. - September 2024 Bellwether Tutoring Survey

Larger providers exist but face challenges scaling their programs with quality in high-need schools

"Even if we say we can expand quickly, **the school partnership determines the success of the program at a specific site**. You have to get on their Title I budgets and get them onboarded." - Tutoring provider

"We have over 1,000 tutors in St. Louis City and County, but **if we follow word of mouth and who is excited to work with us we end up primarily serving richer districts and private schools**." - Tutoring provider

"**Scheduling challenges were an impediment to the ability to implement best practices**: Tutoring providers reported group sizes growing to 5-8 students as the only way to accommodate the volume of students tutored in the scheduled time." - NSSA. (2024). "Implementation of the OSSE High Impact Tutoring Initiative"

Source: Bellwether interviews, September 2024 provider survey, and desk research

The profiles of three city-based we shared earlier surface **lessons that might apply to St. Louis**

Baltimore Public Schools built an in-house tutoring program as a dedicated Tier 2 early literacy support (details here)

- Existing staff (paraprofessionals) can be trained and used to deliver or augment tutoring programs
- Partnering with 14 different tutoring providers enabled schools to meet students with a broad range of needs
- Reliable attendance monitoring is essential to gauging program effectiveness

Oakland REACH has built community-based talent pipelines for citywide tutoring programs (details here)

- Community members are an underutilized talent pipeline to fill tutor vacancies
- Scheduling and facility constraints can make it difficult to optimize the impact of tutors
- By enlisting parents and caregivers as tutors, tutoring programs can drive impact both at home and in school

CityTutor DC built a citywide ecosystem of high impact tutoring providers (details here)

- Aligning around a shared definition of quality helps to identify and incentivize high-quality providers
- School-based managers play a critical role in coordinating programs at the site level
- Scale is expensive — DC has invested over $33M in the HIT program to reach over 15k students

But there's hope — national examples highlight strategies for building coherent ecosystems of LEAs and providers

Role

State Legislatures and Agencies

Establish new funding streams, quality standards, and performance expectations for tutoring programs

Supporting factors

- **Flexible funding streams** : Tennessee's ALL Corps uses a matching-grant approach that incubates local district programs tailored to their specific needs
- **Provider incubation** : In DC, OSSE funded CityTutorDC to incubate and coordinate providers through pass-through grants, allowing for more rapid expansion than directly hiring tutors centrally

Role

School Districts and School Leaders

Tutoring program design and implementation; selecting and supporting partner organizations

Supporting factors

- **Community -based tutor programs:** In Oakland, the district partnered with long-standing credible community partners to recruit tutors, creating a new talent pipeline
- **Integration into district academic frameworks and MTSS strategies:** In Baltimore, the district trained paraprofessionals on the Fundations early literacy curriculum in order to directly implement tutoring as a Tier 2 support for K-2 reading

Role

Providers and School Staff

Selected students for tutoring, recruited tutors, and providing coordination for the program

Supporting factors

- **School -based tutor leads:** In DC, tutoring managers in middle and high schools acted as liaisons between tutoring providers and schools to facilitate communication and smooth operations
- **Dedicated spaces:** CityTutor DC established community-based tutoring hubs to make programs more accessible to students
- **Shared sense of success:** In Oakland, common assessment and curriculum facilitated a shared responsibility for student success between tutors and teachers

Source : Annenberg Institute. (2024). The Scaling Dynamics and Causal Effects of a District-Operated Tutoring Program

At the same time, policymakers should learn from the hurdles that limited the effectiveness of scaling tutoring in Nashville

Role

TN Legislature and State Agencies

Established new funding streams, quality standards, and performance expectations for tutoring programs

Complications

- **Mandated Curriculum and Platform** : State requirements to use specific curricula and platforms, like Zearn for math, limited the districts' flexibility
- **One-Size-Fits-All Approach** : Stipulated student-tutor ratios and tutoring duration were not optimal for all students or contexts, hindering the ability to address the diverse learning needs of students.

Role

Metro Nashville Public Schools

Designed and implemented the Accelerating Scholars tutoring program, bringing operations in-house

Complications

- **Limited tutor supply:** Challenges in recruiting enough tutors led to a mid-program shift to relying on MNPS teachers
- **Scheduling challenges:** Conflicts with other student services led to another shift mid-stream to before and after school hours
- **Data and communication:** External tutors often lacked access to data about students' needs

Role

Schools and Staff

Selected students for tutoring, recruited tutors, and providing logistical and technology support

Complications

- **Teacher burnout:** The reliance on MNPS teachers added to their workload before and after school and limited their planning time
- **Curricular alignment:** Matching tutoring materials to classroom materials was an ongoing challenge
- **Resource allocation:** Many schools lacked appropriate physical spaces for 1:1 or small group tutoring at scale

Source : Annenberg Institute. (2024). The Scaling Dynamics and Causal Effects of a District-Operated Tutoring Program

STL tutoring providers underscored national trends that could strengthen the local ecosystem of providers

Strategies to mitigate challenges associated with scale

- **Coordinated Provider:School Matching:** Connecting schools to vetted providers would reduce the burden on individual schools and streamline how tutors are placed where they are most needed. This would require collaboration among providers on a shared systems infrastructure.
- **Onboarding and Funding for School Site Leaders:** On-site coordinators are crucial for successful tutoring implementation. Dedicated staffing and funding support for vetting, hiring, and funding these positions would streamline the process and enable schools to focus on their core educational mission.

Collaboration between tutors, teachers, and administrators

- **Working Alongside MTSS:** On-site coordinators should foster strong relationships between tutors, teachers, and interventionists to ensure access to tutoring is leveraged as part of the school's overall tiered student support strategy. At the school-wide level, they should secure buy-in from administrators who can allocate resources and streamline processes.
- **Cultivation of Long-Term School Partnerships**: Providers can set goals around school partner satisfaction and retention as a key indicator for success. Consistent working relationships allow providers to strengthen impact through continuous improvement of the alignment between tutoring and a school's curriculum and schedule and open lines of communication between tutors and staff

More information on specific design considerations for district schools can be found in the appendix.

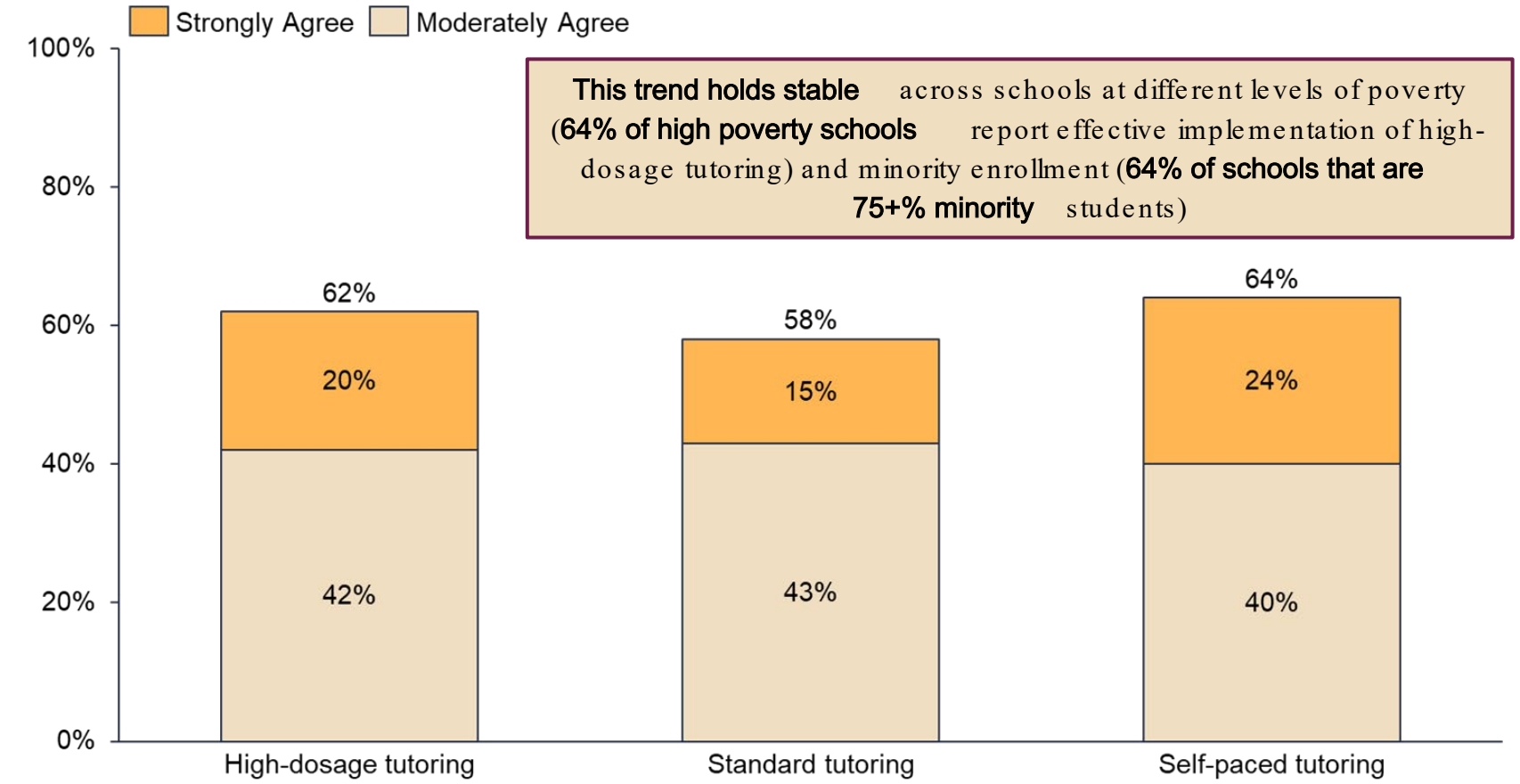
Source : Bellwether interviews and working sessions with collaborative providers.

Contents

Nationally, schools providing high dosage tutoring report mixed program effectiveness

Agreement that schools effectively provide tutoring to all students in need (%)

% of all schools providing each type of tutoring, December 2022



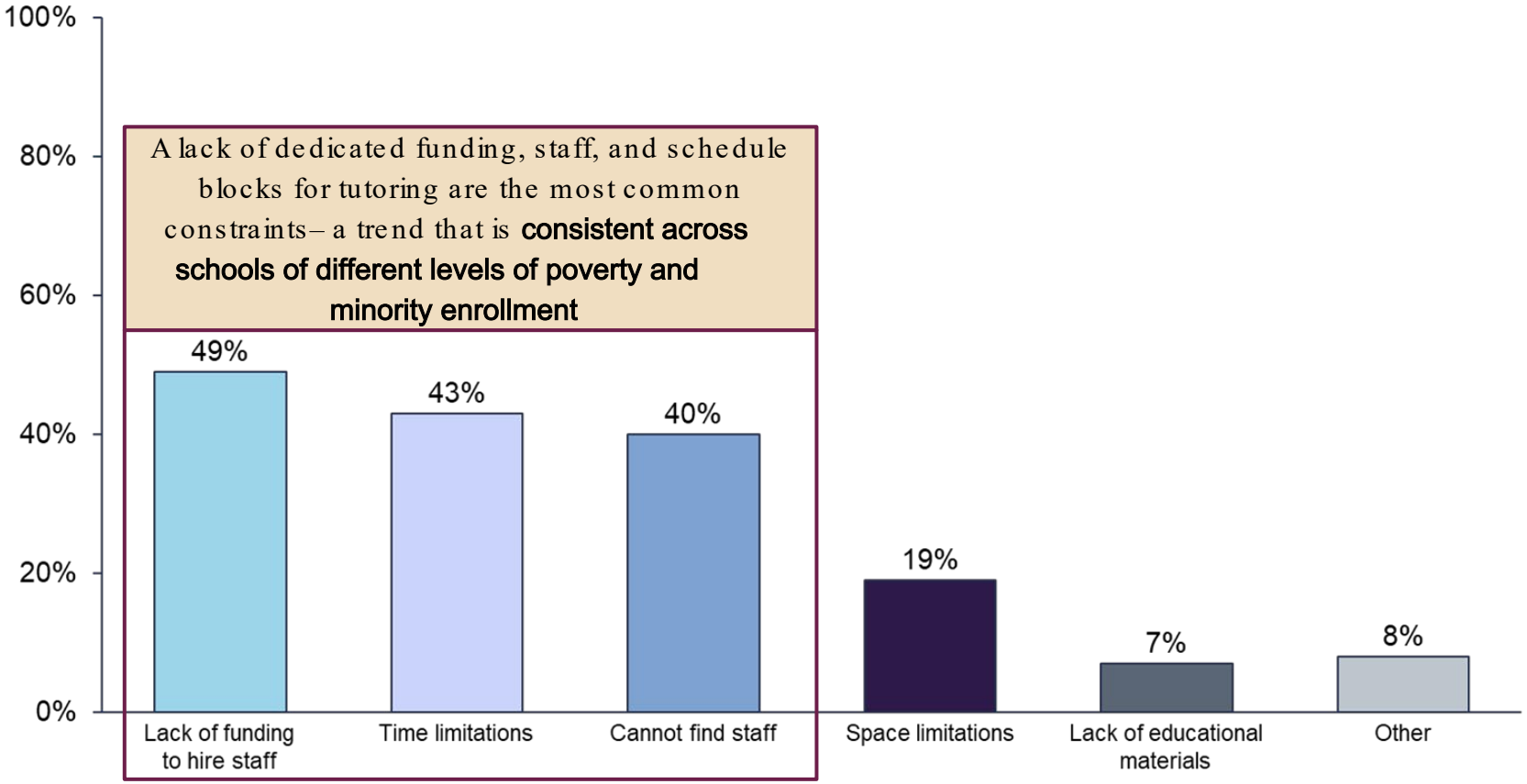
This trend holds stable across schools at different levels of poverty (**64% of high poverty schools** report effective implementation of high-dosage tutoring) and minority enrollment (**64% of schools that are 75+% minority** students)

Source: Institute of education sciences (IES) December 2022 School Pulse Panel

These districts cite funding, time limitations, and staffing challenges as primary constraints to their tutoring programs

Factors cited as limiting efforts to effectively provide tutoring (%)

% of all schools providing high dosage of tutoring, December 2022

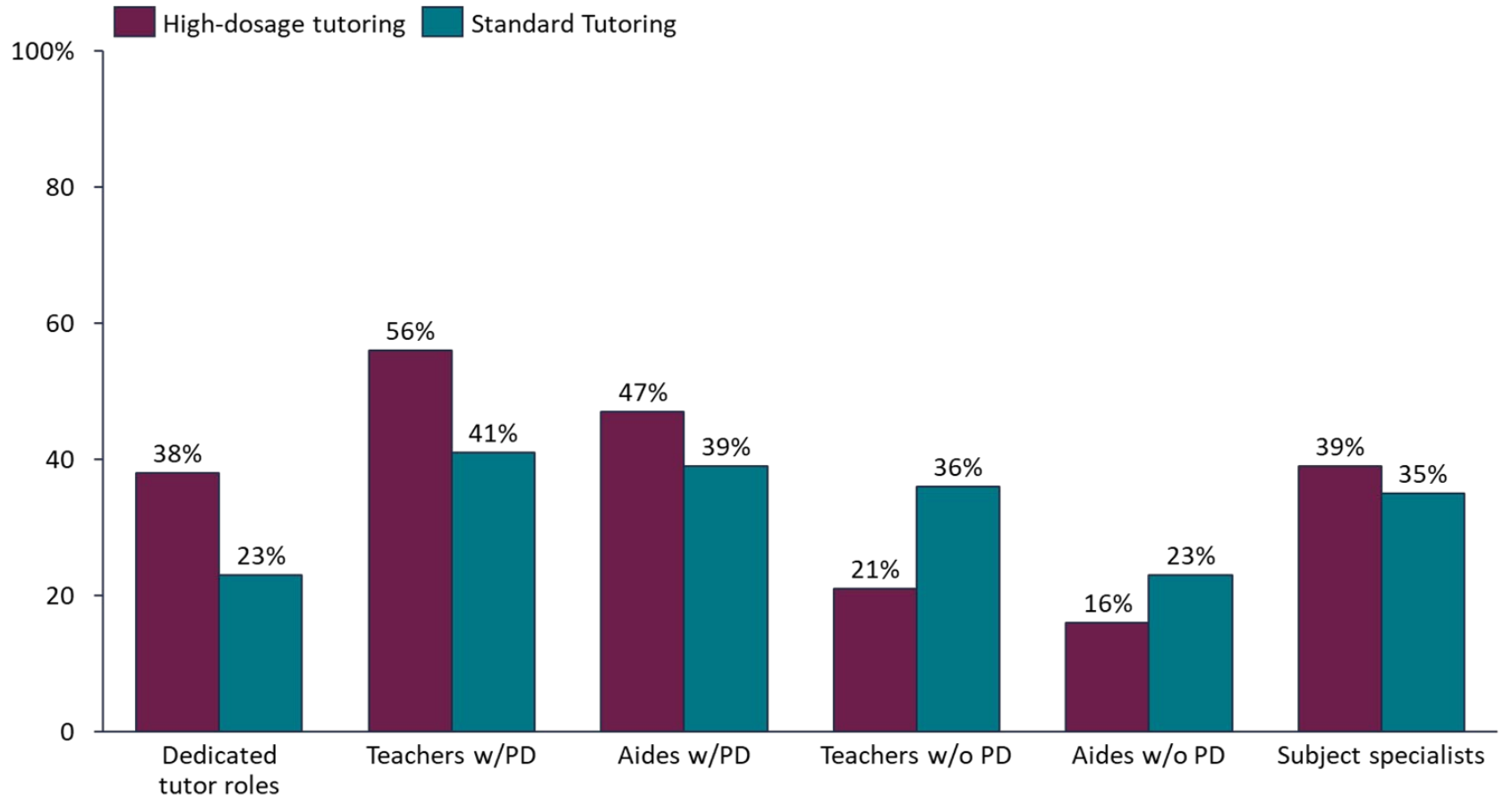


Source: Institute of education sciences (IES) December 2022 School Pulse Panel

Schools providing high dosage tutoring are also more likely to dedicate specialized roles and PD to support implementation

Public schools by the individual administering the tutoring (%)

% of all schools providing each type of tutoring, December 2022



Source: Institute of education sciences (IES) December 2022 School Pulse Panel

In St. Louis, schools and providers voice similar challenges

It is a heavy lift on schools to partner with a tutoring provider

"Ignite is built on a close school partnership model. TFA pays $5k a year for an Ignite Site Leader to manage fellows onsite. **It takes a real lift to partner with Ignite** when there are other programs that are more hands-off."

"Our biggest gap in implementation is because **districts differ in how difficult it is to get accurate assessment data** with beginning and ending dates. **We know where kids are at when we finish with them, but we don't always know where they started** ."

Most providers say there is limited high-impact tutoring in the schools they serve

"I'm not aware of a lot of other providers in our schools. **Before we started in 2022, the schools we serve had been relying on teachers receiving inconsistent training to deliver tutoring that was not aligned to the science of reading** and had limited attendance."

"**The majority of organizations that are meeting the needs of the population we work with are limited by the number of volunteers** , including us. Hazelwood's Reading Heroes don't have as many people as they need. Oasis is large and still limited by number of tutors and which districts will open the doors and work with them."

The ecosystem is not set up to support the scale of tutoring needed to meet the need in St. Louis

"**The need is really vast, so with under 100 students we're just scratching the surface** . We tell tutors not to dwell on the fact that they'll likely see other students who could use the help."

"**Developing the current pool of tutoring providers is just the tip of the iceberg** of the systemwide supports and capacity you would need to have to increase quality and scale."

Source : Bellwether interviews of St. Louis tutoring providers, funders, and schools, conducted August-September 2024.

St. Louis providers highlight similar themes about constraints on their ability to grow to fit the need of schools …

Scale

- "**Most of our sites would prefer we pulled up with a busload of tutors rather than 1 or 2** . The Collaborative is helpful because we can refer schools to other organizations to find tutors and tutor training."
- "**Even with over 1,000 tutors in St. Louis, we are still limited** in the number of schools we can get into and the number of students we can serve in each school."
- "**Even if we say we can expand quickly, the school partnership determines the success of the program at a specific site** . You have to get on their Title I budgets and get them onboarded."

Funding

- "**Some of the hold up on bringing in additional programming is funding** ."
- "You need **a track record of evidence with a long time horizon** to justify larger investments in hiring and supporting tutors."
- "**It's a challenge to find the right funder for larger programs** . You need a committed funder and the right evidence."

Source : Bellwether interviews of St. Louis tutoring providers, funders, and schools, conducted August-September 2024.

… and highlighted the roadblocks they navigate when attempting to grow their programs

Common roadblocks	Solutions and mitigating strategies
Recruiting and training tutors	• **Leverage existing networks and word-of-mouth**: Large and small providers both shared that the best recruiters are happy tutors and strong school relationships • **Compensating tutors**: TFA Ignite provides tutor stipends and bonuses for perfect attendance and renewals to attract and retrain qualified and experienced tutors • **Share tutor training materials with schools**: Webster University's Student Literacy Corps shares tutor trainings and materials with other providers and with schools who recruit their own tutors in order to impact more students.
Funding tutoring programs	• **Exploring federal funding opportunities**: Multiple providers shared that they work with schools to have their services included in their Title I budgets, which can pay for tutoring. • **Diversifying private funding strategies and relationships**: While smaller providers often rely on single donors and grants, larger tutoring providers highlighted the availability and importance of funding from a combination of corporate foundations, individual foundations, and individual donors
Integration into the school day	• **Flexibility and adaptability to school schedules:** Interviewees said providers needed additional resources to be flexible enough adapt to different school schedules and variable school day events • **Close collaboration with school leaders**: Providers highlighted that clear communication and a strong relationship with an instructional coach is crucial to the successful implementation and scheduling of tutoring sessions

Source: Bellwether interviews of St. Louis tutoring providers, funders, and schools, conducted August-September 2024.

St. Louis providers have ideas for how to address these ecosystem challenges (1 of 2)

Topic	Potential strategies
Recruiting and training tutors	• **Diversify Recruitment Pipelines:** New sources of tutors could include **training local community members,** requiring work to build trust with families and create a sense of community ownership. Another source could be **volunteers from local corporations** with volunteer programs to contribute some of their paid hours to tutoring, which could help partners take advantage of tax and financial incentives for corporate social responsibility programs. Further ideas included **incorporating tutoring into existing service programs** and leveraging **programs like Ready Readers that pay neighborhood 'reading captains'.** • **Ecosystem Building Partnerships:** Providers named a need for **a shared approach to tutor sourcing across the collaborative** to build scale and adaptability– for example by referring tutors to providers that best match their schedule. On the far end of what's possible, providers envisioned **an ecosystem where individual tutoring organizations could specialize in just specific parts of the tutoring process** (e.g selection, training, matching, etc.).
Funding tutoring programs	• **Communication and Advocacy:** Providers shared that **advocacy** would be necessary to **create policy momentum to create sustainable funding for tutoring** . Funders will need to be educated about the **strengths and needs of existing tutoring programs** to invest in **smart, sustainable growth** that will create consistent results. • **Innovative Funding Mechanisms:** Some providers voiced support for advocating for **special purpose -designed sales taxes** to support tutoring as a **directed investment** in communities harmed by racial discrimination and pandemic-related education disruptions.

Source : Bellwether working sessions with STL area providers.

St. Louis providers have ideas for how to address these ecosystem challenges (2 of 2)

Topic	Potential strategies
Strong school partnerships	• **Quality assurance:** Providers shared that successfully operating school day programs would require widespread access to high quality PD and evaluation for tutors and school-based site managers • **Shared data cycles:** Shared training with school staff on how to align tutoring data cycles to school calendars could help schools and providers match tutors to students based on their needs and strengthen impact
Data and evaluation	• **Create capacity for evidence -based evaluation:** Robust shared systems for data collection and analysis will enable convening organizations like the STL Tutoring Collaborative and The Opportunity Trust to demonstrate program effectiveness and secure funding
Collaboration and knowledge sharing	• **Facilitate the exchange of practices and referrals** : Providers highlighted the benefits they already saw in opportunities to collaborate with other providers and share information about their networks of tutors and schools

Source : Bellwether working sessions with STL area providers.

Contents

This analysis points to a need for infrastructure investments that will enable the STL tutoring sector to grow its impact

Significant Need, Limited Access	A large number of St. Louis students are struggling with early literacy, but **access to high-quality tutoring remains limited, especially in high-need areas**.
Quality and Cost Barriers	**Most existing providers are not yet fully aligned with best practices**, and the **cost of high-quality tutoring is a significant barrier to scaling** programs effectively.
Fragmented Ecosystem	**The current tutoring ecosystem in St. Louis is fragmented**, lacking a central coordinating body to support providers, ensure efficient matching of students to programs, and build ecosystem capacity.
Sustainability Challenges	Securing **sustainable funding for tutoring programs is a major challenge**. Providers compete for limited resources and **struggle to navigate a complex funding landscape**.
School Partnership Hurdles	Strong school partnerships are critical for successful tutoring implementation, but **providers face challenges integrating into school schedules and collaborating with teachers.**

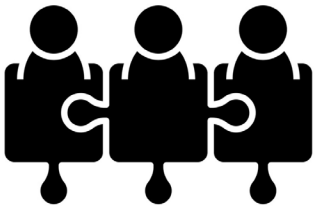
Additionally, more-targeted investments can increase tutoring access by catalyzing the growth of high-quality providers

- Investments to **recruit and retain tutors** are needed to **accelerate the growth in seats** while mechanisms to **match students to tutoring using data** are necessary for programs to be effective. **Close collaboration between schools and tutoring providers**, with **dedicated school staff to manage tutors**, will help providers effectively partner with **both district and charter schools**
- **There are sources of tutors that programs may not have fully tapped** (e.g., work study programs in local colleges) and **sources of funding for the STL Promise Zone's school demographics** (e.g. Title I, teacher apprenticeship funding) that could be tapped **if districts and schools choose to prioritize tutoring as a student support strategy in their budgets**
- Funders and convening organizations have the opportunity to **build a robust ecosystem** of tutoring providers and school programs by supporting the **growth and capacity building of existing providers**, **attracting proven high-quality national providers** to the region, and **advocating for policies and funding mechanisms** that enable greater coordination and quality assurance across the sector

Coordination and support across all ecosystem actors will be key to scaling access to high impact tutoring in STL

Tutoring providers

Schools and families



Coordinating organizations

Funders

Each stakeholder group has specific, intertwined needs to progress towards a successful tutoring ecosystem (1 of 2)

Tutoring providers

Questions to Consider

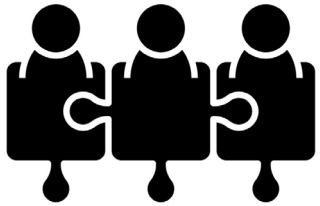
- Do we have effective strategies for recruiting, training, and supporting tutors from diverse backgrounds?
- Do we have the capacity to collect and utilize student-level data to inform instructional decisions, track student progress, and evaluate program effectiveness?
- Have we established strong relationships with schools in order to understand each student's individual needs and reading progress?
- Do we have diversified funding sources to ensure long-term viability?

Schools and families

Questions to Consider

- Do we have an clear, efficient way for families to learn about and access tutoring programs?
- Are schools communicating with families about their students' progress towards reading on grade level, beginning in KG and 1st grade?
- Do we have the capacity to integrate tutoring into our school day and share information about our curriculum and instructional practices with tutors?

Each stakeholder group has specific, intertwined needs to progress towards a successful tutoring ecosystem (2 of 2)



Coordinating organizations

Questions to Consider

- Do tutoring providers have the quality standards, PD opportunities, and advocates they need to grow high-quality tutoring seats?
- Are providers and schools able to make data-informed decisions about the impact of tutoring in STL?
- Is the progress of the sector well-communicated to funders and policymakers?

Funders

Questions to Consider

- Are our partners sustainable programmatically and financially over the long term?
- Do we have the data and shared evaluation frameworks needed to target investment in programs that demonstrate impact?
- Does the local tutoring ecosystem have the capacity for providers to find the tutors and partners they need to grow?
- Is knowledge shared effectively across tutoring providers, schools, and other stakeholders?

Funders should consider a portfolio of mutually supportive investments to increase access to tutoring (1 of 3)

Large, systemic investments	Rationale	Rough estimate of minimum scale of investment needed	Anticipated impact (ROI)
F1. **Collaborate with districts to launch 1-2 district-wide tutoring pilots** in smaller school districts (e.g. University City) $$$$$	Demonstrate the feasibility and impact of high-impact tutoring in a smaller district setting, potentially influencing adoption in other districts	**$1.5M-$3M to serve 600 students** (size of the need in University City): ● $900k in per-pupil costs of materials, training, and administration @ $1.5k / student ● $1.5M in tutor salaries @ $30k / tutor with caseloads of 12 students / tutor	● Evidence of successful implementation and positive student outcomes in a smaller district context
F2. Invest in significantly **scaling up 3-5 existing** providers in St. Louis $$$$$	Expand the reach and impact of high-quality tutoring programs by investing in the growth of existing providers	Depends on scale over time, but **$1M-$2M annually at launch, growing to $6M-$8M to serve 2000 students** (roughly doubling # of tutoring seats): ● $3M in per-pupil costs of materials, training, and administration @ $1.5k / student ● $18M in tutor salaries @ $30k / tutor with caseloads of 12 students / tutor	● Increased number of students served by high-impact tutoring programs.

This section focuses on actions the funder community can take to support the growth of the ecosystem in partnership with the other stakeholder groups. Further examples of actions the Tutoring Collaborative and other stakeholders can take to grow their impact are laid out in the appendix.

Source: Bellwether desk research, NSSA tutoring costs calculator, Annenberg Institute. (2024). The Scaling Dynamics and Causal Effects of a District-Operated Tutoring Program

Funders should consider a portfolio of mutually supportive investments to increase access to tutoring (2 of 3)

Advocacy investments	Rationale	Rough estimate of minimum scale of investment needed	Anticipated impact (ROI)
F3. **Collaborate with schools to mobilize parent groups and staff associations** to advocate for tutoring funding **$$$**	Empower parents and educators to advocate for increased funding for tutoring programs at the local and state levels	● $50k-250k annually for a focused multi-year campaign (depending on investments in staff, media, training, organizing, events, and travel)	• Increased grassroots support for tutoring, potentially leading to increased funding allocations
F4. **Advocate for increased DESE literacy dollars** dedicated to high-impact tutoring **$$$**	Secure sustainable funding for tutoring programs by advocating for dedicated funding streams at the state level		• Increased state funding for high-impact tutoring programs
F5. Working alongside local convening organizations, advocate for local districts to **allocate DESE literacy dollars for high-impact tutoring** **$$$**	Ensure that available state funding for literacy is utilized effectively to support high-impact tutoring programs		• Increased allocation of state literacy funds towards evidence-based tutoring interventions

Source: Bellwether desk research, NSSA tutoring costs calculator, Annenberg Institute. (2024). The Scaling Dynamics and Causal Effects of a District-Operated Tutoring Program

Funders should consider a portfolio of mutually supportive investments to increase access to tutoring (3 of 3)

Smaller, targeted investments	Rationale	Rough estimate of minimum scale of investment needed	Anticipated impact (ROI)
F6. Fund ($5-10k) **stipends for tutoring coordinators** in a handful of schools willing to launch tutoring programs **$$**	Support schools in establishing and managing tutoring programs	● $50k-$100k for 10 tutoring coordinators	● Improved program implementation within schools
F7. Develop **matchmaking site to pair providers with schools** / classrooms **$$**	Eliminate duplicate work for providers and enable tutors to get plugged in more quickly	● $50-100k for site design and build ● $10-20k annually for maintenance and enhancements	● Saved dollars from redundant efforts from providers ● Increased tutor pool could yield benefits
F8. Stand up a **dedicated coordinating organization for tutoring** efforts **$$$$**	This organization will be needed to maximize many of the investments described above and help to address ecosystem challenges	● $100-200k to develop initial business plan ● $200-300k annually for launch and first 3 years of operation	● Greater impact from other investments ● Potential to attract additional state funding through coordinated advocacy efforts

Source: Bellwether desk research, NSSA tutoring costs calculator, Annenberg Institute. (2024). The Scaling Dynamics and Causal Effects of a District-Operated Tutoring Program

At minimum, there are two moves that the funder community should strongly consider pursuing in the near term

	Major investment	Rationale and considerations
1	Launch 1-2 district-wide literacy tutoring pilots (investment F1)	● Will help to demonstrate the feasibility and impact of high-impact tutoring in a smaller district setting, potentially influencing adoption in other districts ● **See next slide for additional considerations**
2	Stand up a **dedicated coordinating organization for tutoring** efforts (investment F8)	● As outlined on slide 73, a more centralized effort to address common pain points could help to address challenges inherent in a fragmented system ● Responsibilities of the organization would include connecting providers, schools, and funders; facilitating provider convenings and shared quality improvement initiatives; gathering and sharing data on program impact; and raising awareness of HQHI tutoring in St. Louis and beyond ● This could be a new organization or a dedicated program incubated within an existing organization

1

Implementing a major initiative like a district-wide tutoring pilot would require a thoughtful, multi-year strategy

Below, we outline an **illustrative timeline for launching a district-wide pilot** — this is intended as a *starting point* for more rigorous implementation planning

Timing	Key milestones	Potential supporting investments
Before launching a pilot	• Create strategy on how to partner with schools, universities, and providers • Collaborate on program design and strategies to address key challenges • Create an evaluation framework • Strengthen capacity of existing providers to implement best practices	• Mobilize parent groups and staff associations to advocate for tutoring funding • Invest in significantly scaling up 3-5 existing providers in St. Louis • Develop matchmaking site to pair providers with schools / classrooms
During a pilot	• Build pipeline of tutor candidates • Support and evaluate tutoring providers	• Provide support to grow and diversify recruitment pipelines for providers • Fund ($5-10k) stipends for tutoring coordinators in a handful of schools willing to launch tutoring program
After a pilot	• Ensure sustainable funding • Refine program design • Facilitate effective knowledge sharing	• Targeted program improvement / enhancement efforts for individual providers • Advocate for increase in state literacy funding dedicated to high-impact tutoring

2

Much of the feedback from STL stakeholders points towards more centralization to address shared pain points

Following the example set by CityTutor DC, St. Louis could **create a dedicated coordinating organization to increase tutor quality and access** by coordinating across the legislature, schools, and providers

A centralized model would help to ensure:

- **Coordination across providers and schools** to help broker partnerships in St. Louis
- Provision of **additional supports to schools** looking to integrate tutoring into their academic strategy
- Access to **quality standards, PD opportunities, and advocates** that providers need to increase their program quality and capacity
- Access to student- or organization-level **data to evaluate program effectiveness**
- Sufficient **institutional funding commitments** to make this a viable multi-year option for schools and families

An analogous model, the STL Pre-K Cooperative, has successfully aligned early childhood providers around common assessments and classroom observation standards

Source : Bellwether knowledge base, STL Pre-K Cooperative webpage, STLPR. (2023). Early childhood educators are celebrating increased funding in Missouri budget

Regardless of specific investment choices, the collaborative and funders should sustain momentum and interest

Below, we outline **illustrative timelines** for each group

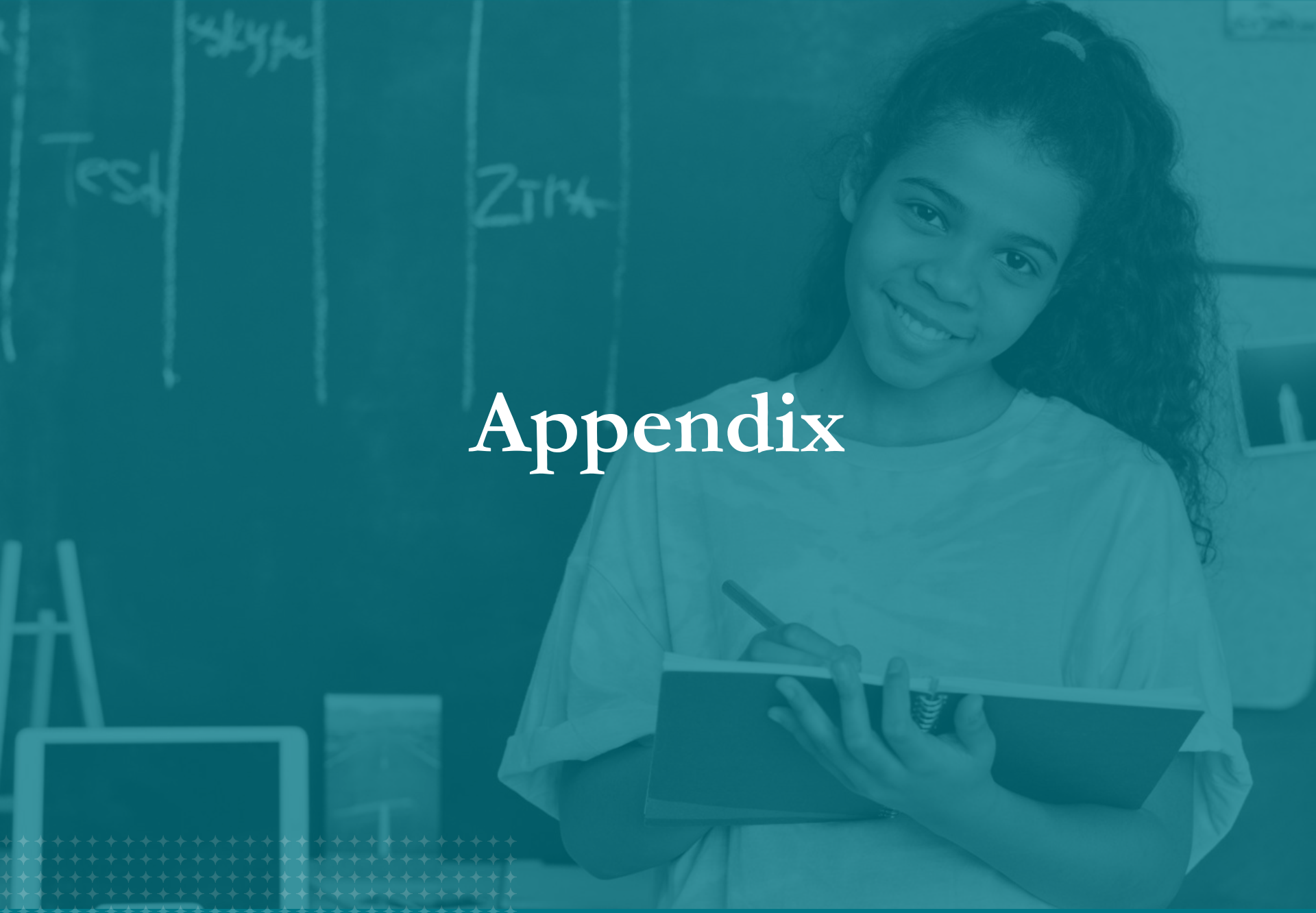
Timing	Sample key activities for providers and the STL Tutoring Collaborative	Sample key activities for The Opportunity Trust and funder community
Oct	Disseminate findings and recommendations	Disseminate findings and recommendations
Nov - Dec	Conduct assessment of current practices	Convene stakeholder meetings with providers and funders
	Identify strengths to share and areas for improvement regarding impact of tutoring practice	Develop short-term action plans
	Explore potential improvements to data collection and sharing	Identify potential pilot projects
Jan	Create a calendar of peer learning visits	Develop program evaluation framework
Feb	Conduct peer learning visits	Secure funding and budget commitments
Mar		Select pilot projects
Apr	Evaluate peer learning experience and set goals for how to collaborate more close ahead of 25-26 school year	Develop long-term project plans to launch selected pilots for 25-26 school year

In the long run, partnerships and investments should track progress on a mix of implementation and outcome goals

	Area of impact	Potential indicators
1	Program quality	Increase in the number of tutoring providers in the STL Tutoring Collaborative achieving a "mostly aligned" or "fully aligned" rating on the Tutoring Quality Improvement System (TQIS) standards
2	Scale and reach	Increase in the number of tutoring seats available in Promise Zone schools, with a focus on early literacy intervention for K-3 students
3	Tutor capacity and quality	Increase in the number of tutors trained in the science of reading or other evidence-based tutoring practices, and improvement in tutor retention rates across participating organizations
4	School partnerships	Increase in the number of schools integrating tutoring into their MTSS systems, or the number of schools with dedicated tutoring coordinators to manage partnerships and implementation
5	Student outcomes	Improvement in early literacy assessment scores (e.g., DIBELS, MAP) for students participating in high-impact tutoring programs, or increase in the percentage of students reading on grade level by the end of 3rd grade

Thank You

Appendix



Appendix Contents

Over the past 10 years, the research base on what constitutes "high-impact" tutoring has strengthened (1 of 2)

Study (linked)	Conclusions
Robinson, Carly D., and Susanna Loeb. (2021). High-Impact Tutoring: State of the Research and Priorities for Future Learning	The majority of **high-impact tutoring programs share common characteristics** — high dosage, cultivation of tutor-student relationships, the use of data to monitor learning, alignment with the school curriculum, and formalized tutor training.
NSSA. (2023). Types of Tutoring: Effectiveness and Equity	Differences across schools may lead to different optimal choices for programs, based on the availability of HQIM at the school, age of students, and mix of in-person and online tutoring. However, **programs that don't meet the characteristics of high-impact tutoring or that students don't show up for will not be effective.**
NSSA. (2023). Tutoring Quality Improvement System (TQIS) Quality Standards	**NSSA provides standards to evaluate tutoring programs** according to their tutor recruitment and preparation, use of data to drive improvement, instructional design, and integration into the school setting and schedule.
Robinson, Carly D., Cynthia Pollard, Sarah Novicoff, Sara White, and Susanna Loeb. (2024). The Effects of Virtual Tutoring on Young Readers: Results from a Randomized Controlled Trial Readers	**Online virtual tutoring programs can be effective for young readers** . The effective sizes are smaller than for in-person tutoring but still significant, particularly for lower-performing students, and provide an implementation option in contexts with barriers to implementing in-person tutoring.
Bhatt, Monica P., Jonathan Guryan, Salman A. Khan, Michael LaForest-Tucker, Bhavya Mishra. (2024). Can Technology Facilitate Scale?	**A blended model tutoring study** alternated in-person high-impact tutoring sessions with computer-assisted self-paced tutoring sessions lowered per-pupil costs 30% without substantially decreasing the impact of the intervention on math scores.

Source : Desk research and document review of research shared by the STL Tutoring Collaborative.

Over the past 10 years, the research base on what constitutes "high-impact" tutoring has strengthened (2 of 2)

Study (linked)	Conclusions
NSSA. (2023.) Integrating High-Impact Tutoring with Multi-tiered Systems of Support (MTSS)	**Districts that institutionalize tutoring as part of their broaden MTSS approach reduce implementation changes and improve the coherence** of their instructional strategy. Doing so requires collaboration between state-level guidance (e.g. to ensure personnel requirements for tutoring and MTSS don't conflict) and implementation support at the district and school level.
NSSA. (2023). Challenges and Solutions to Implementing Tutoring at Scale	**Barriers remain in tutor recruitment and training, availability of instructional data, integration into the school day, and buy -in from staff and students** . Potential solutions include broadening the pool of potential tutors, investing in coaching and curriculum, incorporating tutoring blocks into master schedules, and creating systems for ongoing evaluation and communication about successes.
Dietrichson, et al. (2017). Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta-Analysis	Tutoring interventions consistently show substantial positive impacts on learning, **with stronger effects associated with programs with design elements aligned with other research studies** : • Use teachers or paraprofessionals as tutors • Target earlier grades • Occur at least three days per week • Are held during school hours Further, tutoring was found to be a more effective intervention for low-income students specifically than , to enhance student learning outcomes across diverse contexts.

Source : Desk research and document review of research shared by the STL Tutoring Collaborative.

Over 16,000 not-yet-proficient students are spread across traditional and charter schools across the PZ

STL Promise Zone Districts and Charters					
LEA	K-3 enrollment (2023)	% basic or below (grade 3)	# of students in need	% minority	% IEP
STL Public Schools District	5,498	80%	4,376	88%	14%
Hazelwood	4,587	73%	3,339	90%	16%
STL Charter Schools	3,538	76%	2,676	83%	10%
Ferguson Florissant	2,621	84%	2,202	94%	15%
Riverview Gardens	1,744	91%	1,584	99%	15%
Normandy	872	89%	773	99%	15%
University City	799	75%	601	89%	15%
Jennings	724	70%	512	99%	17%
Total	**20,476**	**79%**	**16,062**	**90%**	**14%**

- **District and charter schools alike in the STL Promise Zone have high levels of need for early literacy tutoring** , with the # of students who stand to benefit closely tracking the size of the LEA in which they're enrolled
- Despite individual schools bucking the trend (e.g. Lafayette Prep has only 29% of students scoring basic or below), **the overall need is spread widely across the districts and schools in the Promise Zone**

Source : Enrollment data from MO DESE. MAP results based on data shared by STL Tutoring Collaborative– proficiency % is sum of % of students scoring 'Proficient' or 'Advanced'. '# of students in need' is calculated as (# of K-3 students) * (% of 3rd graders scoring basic or below)

While rates of need are lower in most other STL County districts, Hancock and Ritenour are comparable to the PZ

STL County Districts Outside the Promise Zone					
LEA	K-3 enrollment (2023)	% basic or below (grade 3)	# of students in need	% minority	% IEP
Rockwood	5289	43%	2269	26%	13%
Parkway	5042	41%	2087	42%	15%
Mehlville	2854	52%	1484	21%	15%
Lindbergh	2117	44%	921	18%	16%
Ritenour	**1939**	**70%**	**1365**	**80%**	**17%**
Kirkwood	1855	33%	612	22%	13%
Pattonville	1666	57%	951	63%	15%
Webster Groves	1255	30%	382	22%	13%
Ladue	1217	27%	329	45%	12%
Affton	745	59%	436	28%	16%
Clayton	611	26%	158	39%	11%
Bayless	530	40%	214	37%	14%
Maplewood Richmond Heights	441	44%	195	36%	16%
Hancock Place	**357**	**76%**	**272**	**44%**	**15%**
Brentwood	234	27%	64	36%	13%
Valley Park	222	59%	131	33%	14%
Total	**26,374**	**45%**	**11,869**	**35%**	**14%**

Source : Enrollment data from MO DESE. MAP results based on data shared by STL Tutoring Collaborative– proficiency % is sum of % of students scoring 'Proficient' or 'Advanced'. '# of students in need' is calculated as (# of K-3 students) * (% of 3rd graders scoring basic or below)

Building-level seat need: SLPS (1)

District: St. Louis Public Schools			
School	K-3 enrollment (2023)	% of 3rd graders scoring basic or below	# of students in need
Adams Elem.	72	N/A	N/A
Ames Visual/Perf. Arts	80	N/A	N/A
Ashland Elem. And Br.	106	96.9	103
Betty Wheeler Classical Jr. Ac	118	N/A	N/A
Bryan Hill Elem.	87	76.5	67
Buder Elem.	215	70	151
Cole Elem.	139	N/A	N/A
Columbia Elem. Comm. Ed. Ctr.	112	90.9	102
Dewey Sch.-Internat'L. Studies	200	71	142
Earl Nance, Sr. Elem.	163	81.3	133

Magnet school

Many schools have **masked scores** if the # of students being scored is small

Source : Enrollment data from MO DESE. MAP results based on data shared by STL Tutoring Collaborative– proficiency % is sum of % of students scoring 'Proficient' or 'Advanced'. '# of students in need' is calculated as (# of K-3 students) * (% of 3rd graders scoring basic or below)

Building-level seat need: SLPS (2)

District: St. Louis Public Schools			
School	K-3 enrollment (2023)	% of 3rd graders scoring basic or below	# of students in need
Elias Michael Elem.	18	N/A	N/A
Froebel Elem.	74	95	70
Gateway Elem.	250	80	199
George Washington Carver Elem	63	89	56
Hamilton Elem. Community Ed.	128	N/A	N/A
Henry Elem.	77	N/A	N/A
Herzog Elem.	132	N/A	N/A
Hickey Elem.	154	95	146
Hodgen Elem.	109	88	95
Humboldt Acad Of Higher Lrning	40	78	31

Source : Enrollment data from MO DESE. MAP results based on data shared by STL Tutoring Collaborative– proficiency % is sum of % of students scoring 'Proficient' or 'Advanced'. '# of students in need' is calculated as (# of K-3 students) * (% of 3rd graders scoring basic or below)

Building-level seat need: SLPS (3)

District: St. Louis Public Schools			
School	K-3 enrollment (2023)	% of 3rd graders scoring basic or below	# of students in need
Jefferson Elem.	72	N/A	N/A
Laclede Elem.	108	N/A	N/A
Lexington Elem.	133	N/A	N/A
Lyon At Blow Elem.	62	95	59
Mallinckrodt A.B.I. Elem.	164	N/A	N/A
Mann Elem.	145	74	108
Mason Elem.	204	N/A	N/A
Meramec Elem.	100	N/A	N/A
Monroe Elem.	118	N/A	N/A
Mullanphy Botanical Gardens	219	91	200
Nahed Chapman New American Academy	187	N/A	N/A

Source : Enrollment data from MO DESE. MAP results based on data shared by STL Tutoring Collaborative– proficiency % is sum of % of students scoring 'Proficient' or 'Advanced'. '# of students in need' is calculated as (# of K-3 students) * (% of 3rd graders scoring basic or below)

Building-level seat need: SLPS (4)

District: St. Louis Public Schools			
School	K-3 enrollment (2023)	% of 3rd graders scoring basic or below	# of students in need
Oak Hill Elem.	126	93	117
Peabody Elem.	95	N/A	N/A
Shaw Visual/Perf. Arts Ctr.	145	79	114
Shenandoah Elem.	73	N/A	N/A
Sigel Elem. Comm. Ed. Ctr.	96	N/A	N/A
Stix Early Childhood Ctr.	312	N/A	N/A
Walbridge Elem. Community Ed.	67	N/A	N/A
Washington Montessori	133	91	122
Wilkinson Early Childhood Ctr.	152	N/A	N/A
Woerner Elem	201	80	161
Woodward Elem.	167	N/A	N/A

Source : Enrollment data from MO DESE. MAP results based on data shared by STL Tutoring Collaborative– proficiency % is sum of % of students scoring 'Proficient' or 'Advanced'. '# of students in need' is calculated as (# of K-3 students) * (% of 3rd graders scoring basic or below)

Building-level seat need: Ferguson-Florissant

District: Ferguson -Florissant			
School	K-3 enrollment (2023)	% of 3rd graders scoring basic or below	# of students in need
Berkeley Elementary School	120	92	111
Bermuda Elementary	159	N/A	N/A
Central Elementary	264	N/A	N/A
Combs Elementary	115	78	89
Commons Lane Elementary	338	N/A	N/A
Duchesne Elementary	272	N/A	N/A
Griffith Elementary	91	89	81
Halls Ferry Elementary	131	76	100
Holman Elementary	207	N/A	N/A
Lee Hamilton Elementary	97	88	85
Parker Road Elementary	364	N/A	N/A
Robinwood Elementary	115	81	93
Walnut Grove Elem.	378	N/A	N/A

Source : Enrollment data from MO DESE. MAP results based on data shared by STL Tutoring Collaborative– proficiency % is sum of % of students scoring 'Proficient' or 'Advanced'. '# of students in need' is calculated as (# of K-3 students) * (% of 3rd graders scoring basic or below)

Building-level seat need: Hazelwood (1)

District: Hazelwood			
School	K-3 enrollment (2023)	% of 3rd graders scoring basic or below	# of students in need
Armstrong Elem.	246	70	171
Arrowpoint Elem.	213	92	197
Barrington Elem.	321	67	214
Brown Elem.	279	68	190
Cold Water Elem.	240	67	161
Garrett Elem.	171	58	99
Grannemann Elem.	296	90	265
Jamestown Elem.	198	66	131
Jury Elem.	271	84	227
Keeven Elem.	181	68	122

Source : Enrollment data from MO DESE. MAP results based on data shared by STL Tutoring Collaborative– proficiency % is sum of % of students scoring 'Proficient' or 'Advanced'. '# of students in need' is calculated as (# of K-3 students) * (% of 3rd graders scoring basic or below)

Building-level seat need: Hazelwood (2)

District: Hazelwood			
School	K-3 enrollment (2023)	% of 3rd graders scoring basic or below	# of students in need
Larimore Elem.	210	95	198
Lawson Elem.	220	64	141
Lusher Elem.	206	80	164
Mccurdy Elem.	325	80	259
Mcnair Elem.	271	51	137
Russell Elem.	245	71	173
Townsend Elem.	207	78	161
Twillman Elem.	157	88	138
Walker Elem.	329	57	188

Source : Enrollment data from MO DESE. MAP results based on data shared by STL Tutoring Collaborative– proficiency % is sum of % of students scoring 'Proficient' or 'Advanced'. '# of students in need' is calculated as (# of K-3 students) * (% of 3rd graders scoring basic or below)

Building-level seat need: Jennings

District: Jennings			
School	K-3 enrollment (2023)	% of 3rd graders scoring basic or below	# of students in need
Fairview Primary	215	49	105
Northview Elem.	288	74	213
Woodland Elem.	217	84	181

Source : Enrollment data from MO DESE. MAP results based on data shared by STL Tutoring Collaborative– proficiency % is sum of % of students scoring 'Proficient' or 'Advanced'. '# of students in need' is calculated as (# of K-3 students) * (% of 3rd graders scoring basic or below)

Building-level seat need: Normandy

District: Normandy Schools Collaborative			
School	K-3 enrollment (2023)	% of 3rd graders scoring basic or below	# of students in need
Barack Obama Elementary School	162	93	150
Bel-Nor	160	87	138
Jefferson Elem.	155	85	132
Normandy Early Learning Center	210	N/A	N/A
Washington Elem.	150	71	106

Source : Enrollment data from MO DESE. MAP results based on data shared by STL Tutoring Collaborative– proficiency % is sum of % of students scoring 'Proficient' or 'Advanced'. '# of students in need' is calculated as (# of K-3 students) * (% of 3rd graders scoring basic or below)

Building-level seat need: Riverview Gardens

District: Riverview Gardens			
School	K-3 enrollment (2023)	% of 3rd graders scoring basic or below	# of students in need
Danforth Elem.	163	96	156
Gibson Elem.	254	96	245
Glasgow Elem.	180	89	160
Highland Elem.	169	93	158
Koch Elem.	211	92	195
Lemasters Elem.	190	98	186
Lewis And Clark Elem.	88	84	74
Meadows Elem.	195	86	167
Moline Elem.	190	80	151

Source : Enrollment data from MO DESE. MAP results based on data shared by STL Tutoring Collaborative– proficiency % is sum of % of students scoring 'Proficient' or 'Advanced'. '# of students in need' is calculated as (# of K-3 students) * (% of 3rd graders scoring basic or below)

Building-level seat need: University City

District: University City			
School	K-3 enrollment (2023)	% of 3rd graders scoring basic or below	# of students in need
Barbara Jordan Elem.	254	77	197
Flynn Park Elem.	230	65	149
Jackson Park Elem.	179	69	124
Pershing Elem.	190	86	163

Source : Enrollment data from MO DESE. MAP results based on data shared by STL Tutoring Collaborative– proficiency % is sum of % of students scoring 'Proficient' or 'Advanced'. '# of students in need' is calculated as (# of K-3 students) * (% of 3rd graders scoring basic or below)

Building-level seat need: Charters (1)

STL Charters			
School	K-3 enrollment (2023)	% of 3rd graders scoring basic or below	# of students in need
The Biome	122	78	95
City Garden Montessori	306	53	161
Confluence: Aspire Academy	92	N/A	N/A
Confluence: Old North Academy	169	91	153
Confluence: South City	353	83	292
Gateway Science Academy - South	246	65	161
Gateway Science Academy - Smiley	217	54	118
KIPP Victory Academy	384	93	356
KIPP Wisdom Academy	303	77	234
KIPP Wonder Academy	198	96	190

Source : Enrollment data from MO DESE. MAP results based on data shared by STL Tutoring Collaborative– proficiency % is sum of % of students scoring 'Proficient' or 'Advanced'. '# of students in need' is calculated as (# of K-3 students) * (% of 3rd graders scoring basic or below)

Building-level seat need: Charters (2)

STL Charters			
School	K-3 enrollment (2023)	% of 3rd graders scoring basic or below	# of students in need
Lafayette Preparatory Academy	186	29	54
Lift For Life Academy Elem.	160	93	148
Momentum Academy: Gravois Park	69	N/A	N/A
Momentum Academy: Tower Grove East	68	N/A	N/A
Momentum Academy: Tower Grove South	91	85	78
Momentum Academy: Fox Park	48	N/A	N/A
North Side Community School	184	78	143
The Soulard School	95	N/A	N/A
STL Language Immersion School	233	64	149

Source : Enrollment data from MO DESE. MAP results based on data shared by STL Tutoring Collaborative– proficiency % is sum of % of students scoring 'Proficient' or 'Advanced'. '# of students in need' is calculated as (# of K-3 students) * (% of 3rd graders scoring basic or below)

Tutoring providers and seats are unevenly distributed across districts and LEAs

of surveyed providers serving each district

Responses to Sept 2024 provider survey

Estimates are rounded to the nearest 100

District	# of surveyed providers	# of K-12 tutoring seats (estimated)	# of K-3 students in need	# of K-12 students
Ferguson Florissant	8	700	2,202	9,072
STL Charter Schools	8	500	2,676	9,663
Hazelwood	5	500	3,339	15,665
Normandy	5	400	773	2,792
Jennings	4	400	512	2,291
Riverview Gardens	4	400	1,744	5,146
St. Louis Public Schools	9	300*	5,498	16,529
University City	4	100	601	2,431

Source : September 2024 provider survey administered by Bellwether. Estimates assume that providers split their seats evenly across the districts they serve– this may undercount the seats available in larger districts like SLPS.

We segmented individual providers into four levels of quality based on their alignment to standards

Bucket	Provider	Reach
Fully aligned	Teach For America St. Louis	348
Close to fully aligned	UMSL Literacy Clinics	160
	Hope Education	90
Mostly aligned	Oasis Intergenerational Tutoring	400
	Mission: St. Louis	300
	Lolly's Place	125
	Smart Kids, Inc.	90
	The Crossing Church/Reading Champions	36
	The Literacy Partnership (at The Gathering)	32
	Black Men Read	30
	Literacy and Hope Foundation	10
Less aligned	St. Louis County Library	1870
	Gateway Region YMCA	150
	The Village	150
	A Red Circle	110
	Restored For More	100
	Firm Foundation Tutoring (part of New City Fellowship)	90
	St Louis Public Library	32

Our rating in each key practice is based on the surveyed providers' descriptions of their programs

Rating	Icon	Elements				
		Frequency and group size	Tutor consistency and prep	High quality materials	Data driven instruction	School day integration
This element is consistently present	●	Tutoring groups meet **3 or more times a week, AND in groups of 4 or fewer students**	Students work with the **same consistent tutor over at least a semester**	Tutors **always receive session plans** and materials	Data is used for **all 3 of the following purposes** : • To assess impact • To inform session plans • To inform overall program design	Tutoring **primarily occurs during the school day** , in addition to any other times
This element is sometimes present	◑	Tutoring groups meet **2 or more times a week, OR in groups of 5 or fewer students**	**n/a**	Tutors **sometimes receive session plans** and materials	Data is used for **1 of the purposes named above**	Tutoring **primarily occurs before or after school** but not during the school day
This element is not present	○	Tutoring groups meet **once a week in groups of 6 or mor** e	Students **do not work with the same consistent tutor** over at least a semester	Tutors **do not receive session plans** and materials	Data is **not used**	Tutoring **does not occur during the school day, or before or after school**

The 'High Quality' materials rating is based on whether tutors regularly received materials– given the limits of the survey format, we did not assess if any specific materials were high quality.

Source : NSSA TQIS Quality Standards, September 2024 provider survey administered by Bellwether

Surveyed providers' models vary widely in scale and program design (1 of 3)

Provider	Reach	Elements				
		Frequency and group size	Tutor consistency and prep	High quality materials	Data driven instruction	School day integration
St. Louis County Library	1870	◑	○	●	○	○
Oasis Intergenerational Tutoring	400	◑	●	●	◑	●
Teach For America St. Louis	348	●	●	●	●	●
Mission: St. Louis	300	◑	●	●	●	◑
UMSL Literacy Clinics	160	◑	●	●	●	●
Gateway Region YMCA	150	◑	●	●	◑	◑
The Village	150	◑	○	○	◑	○
Lolly Place's	125	◑	●	●	◑	●

● This element is consistently present ◑ This element is sometimes present ○ This element is not present

Source : September 2024 provider survey administered by Bellwether. A copy of the survey results is available here.

Surveyed providers' models vary widely in scale and program design (2 of 3)

Provider	Reach	Elements				
		Frequency and group size	Tutor consistency and prep	High quality materials	Data driven instruction	School day integration
A Red Circle	110	◑	●	◑	◑	●
Restored For More	100	◑	●	◑	◑	●
Hope Education	90	◑	●	●	●	●
Firm Foundation Tutoring	90	◑	●	●	●	◑
Smart Kids, Inc.	90	◑	●	●	◑	●
The Crossing Church - Reading Champions	36	◑	●	●	◑	●
The Literacy Partnership	32	◑	●	●	◑	●
St. Louis Public Library	32	◑	●	●	◑	◑

● This element is consistently present ◑ This element is sometimes present ○ This element is not present

Source : September 2024 provider survey administered by Bellwether. A copy of the survey results is available here.The Literacy Partnership program was a tutoring model in 23-24, but is transitioning to a 'READY for KG' model this with more limited buddy reading that may not reflect the program design reflected here.

Surveyed providers' models vary widely in scale and program design (3 of 3)

Provider	Reach	Elements				
		Frequency and group size	Tutor consistency and prep	High quality materials	Data driven instruction	School day integration
Black Men Read	30	◑	●	●	◑	●
Literacy and Hope Foundation	10	◑	●	●	●	◑

● This element is consistently present

◑ This element is sometimes present

○ This element is not present

Source : September 2024 provider survey administered by Bellwether. A copy of the survey results is available here.

Generally speaking, tutoring is funded by federal, state, local, or philanthropic dollars (1 of 2)

Funding Source	Type	Eligibility	Amount	Considerations
Title I	Federal	Title I-eligible schools may use funds for personalized learning, including high-quality academic tutoring	$7M in SLPS in FY24	LEAs Title I dollars are likely already allocated to other priorities. LEAs can look at reallocating funds to tutoring programs with demonstrable return on investment, based on their overall student support goals.
Title IV	Federal	Schools can use Title IV funds to provide activities that complement and reinforce the regular school-day program	$1.2M in SLPS in FY24	Embedding high-dosage tutoring within the school day not only supports learning, but improves attendance and engagement for served students.
AmeriCorps	Federal	LEAs can apply directly for 3-year grants through the State AmeriCorps commission to cover largely cover the costs of tutors and supervisory staff. They can also seek vendors that are AmeriCorps partners to provide tutoring.	In 2024, grants of $100k - $500k awarded to STL orgs	AmeriCorps tutor recruitment can be challenging, as the individual award amounts can be low enough (<$20k) that Corps members must rely on savings or other income
Federal work-study	Federal	Grantee colleges can partner with LEAs as community partners for work-study funding to provide tutoring, with the program subsidizing up to 100% of a tutor's wages	Varies by institution	Federal guidance calls for 15% of work study funds to be spent on community jobs like tutoring– however, colleges differ in how they prioritize tutoring among their limited work study slots.

Source : NSSA. (2024). How Districts Can Keep High-Impact Tutoring Going After ESSER Money Expires, Tutor.com (2024). High-Dosage Tutoring Funding Guide, AmeriCorps. (2024). 2024 AmeriCorps State and National Grants. SLPS 2023-24 Budget. Ferguson-Florissant 2023-24 Budget. NSSA. (2023.) Integrating High-Impact Tutoring with Multi-tiered Systems of Support (MTSS)

Generally speaking, tutoring is funded by federal, state, local, or philanthropic dollars (2 of 2)

Funding Source	Type	Eligibility	Amount	Considerations
US Dept of Education Teacher Preparation Funds (Hawkins Program)	Federal	LEAs can partner with local colleges to design a tutor-to-teacher pathway that takes advantage of funds for programs creating pre-service experiences for teacher candidates, including paraprofessionals.	FY23 grantees received from $1.1M to $1.6M for new teacher programs	Hawkins grants are specifically designed to support programs meant to diversify the teacher workforce and serve underserved schools– however, the grant process is competitive and fewer than 10 are awarded each year.
US Dept of Labor Teacher Preparation Funds	Federal	Nonprofits can apply to become federal apprenticeship providers to address teacher shortages by strengthening the pathway to the classroom through the real-world experience of tutoring	UNC Chapel Hill received $4.8M for an education development grant	The federal grant process is complex and competitive– most recipients are large state universities or state education agencies that then partner with or spin off nonprofits to recruit tutors and match them with students.
MTSS programs	Local	LEAs can include tutoring as an effective research-backed tutoring practices as part of their tiered supports for students, leveraging Title I, IDEA, or Title II funds	Ferguson Florissant's FY24 budget includes $5.3M for combined Title program spending	Integration of high impact tutoring into an MTSS program can increase instructional coherence and streamline operations, but requires a deliberate multi-year plan from states, districts, and schools to properly implement.
Philanthropy	Varies	Philanthropic funders often prioritize programs with clear evidence for impact on student success.	Varies	Accelerate, Mott Foundation, Walton Family Foundation, and the Overdeck Foundation are national organizations supporting tutoring initiatives.

Source : NSSA. (2024). How Districts Can Keep High-Impact Tutoring Going After ESSER Money Expires, Tutor.com (2024). High-Dosage Tutoring Funding Guide, AmeriCorps. (2024). 2024 AmeriCorps State and National Grants. SLPS 2023-24 Budget. Ferguson-Florissant 2023-24 Budget. NSSA. (2023.) Integrating High-Impact Tutoring with Multi-tiered Systems of Support (MTSS)

The research base on how to fund tutoring is evolving in the wake of expiring ESSER funds (1 of 2)

Study (linked)	Conclusions
NSSA. (2024). How Districts Can Keep High-Impact Tutoring Going After ESSER Money Expires	There are six funding streams to replace ESSER dollars to sustain tutoring programs. • **Title I funding** for high-need schools is the largest and best known. It is recommended that districts consider tutoring as one evidence-based strategy to target students not on track for proficiency for reading by the end of third grade. • **MTSS programs** are used by districts to target interventions for students with learning difficulties. By using a high-impact tutoring approach, educators can target students' growth areas and improve outcomes. • **AmeriCorps programs** award grants to schools for tutoring and mentorship. Programs can apply for federal AmeriCorps funds and recruit AmeriCorps fellows as tutors. • **The federal work - study program** uses federal funds to subsidize work by college students for community-based jobs, including tutoring. Programs can partner with colleges to subsidize up to 100% of a tutor's wages. • **U.S. Department of Education teacher preparation funds** are designed to increase the number of well-prepared teachers from diverse backgrounds. Programs could partner with local colleges to design a tutor-to-teacher pathway. • **U.S. Department of Labor apprenticeship funds** can support programs to train tutors to become teachers, which helps districts address teacher shortages
CCSSO. (2023). The Road to Recovery: How States are Using Federal Relief Funding to Scale High-Impact Tutoring	**States have used federal funds in various ways to support tutoring:** providing grant funding tied to minimum quality standards for the tutoring program design (e.g. TN ALL Corps), mobilizing a portfolio of student teachers, college students, and volunteers to serve as tutors (AR Tutoring Corps), and leveraging vendors (e.g. NE's use of Zearn as a statewide math vendor). MO is not highlighted.
Brookings. (2024). Recruiting College Students for Enriching Tutoring Jobs	**Emphasizing monetary benefits of tutoring positions increased applications and hiring by 200%** compared to other benefits (e.g. career, prosociality, socialization)-- the study focused on a university where work study tutoring positions paid $17 / hour, more than other work-study or minimum wage jobs.

Source: Desk research and document review of research shared by the STL Tutoring Collaborative.

The research base on how to fund tutoring is evolving in the wake of expiring ESSER funds (2 of 2)

Study (linked)	Conclusions
Washington Monthly. (2024). Public Education's Reinforcements	**Policymakers in states across political spectrum** from Tennessee to New Jersey have pledged funding to continue tutoring programs once federal relief ends. While the research indicates that a wide range of people can be effective tutors, **college students have high potential as a tutoring pool** – fewer than 10% of the country's undergraduates could offer small-group support to 25% of the nation's elementary students. **The Biden administration has encouraged colleges to target work study funding at tutoring**, but colleges have limited work study slots and **federal legislation to expand the program is unlikely** in the short term.
EdWeek Market Brief. (2024). How School Districts Are Building Tutoring Programs 'For the Long Run'	**More districts are offering high-dosage tutoring** in May 2024 than October 2023 (46% vs 39%). Providers believe district demands for tutoring will continue to fuel growth: while the market spiked to 40 percent growth year-over-year during the pandemic, **growth in tutoring demand from districts has returned to 10 percent growth — roughly what it was, pre-COVID**. With the end of federal stimulus aid, **school districts are tapping into other funding streams — particularly federal title programs, and new sources of state funding — to sustain programs**. They also said they're carving out local general fund money to pay for the high-impact tutoring they think is valuable, **and moving on from less effective, self-driven tutoring products.**

Source: Desk research and document review of research shared by the STL Tutoring Collaborative.

Our interviews and research highlighted advantages and challenges when leveraging AmeriCorps fellows

AmeriCorps is a cost-effective source of dedicated tutors who evidence shows can be effective tutoring in small groups

- **Cost Effectiveness:** AmeriCorps members typically receive a stipend and education award in exchange for their service, making them a more affordable option compared to hiring full-time tutors.
- **Dedicated Tutors:** AmeriCorps members are often driven by a sense of service and a desire to make a difference in their communities, making them motivated tutors who can be trained to respond to the specific needs of students in those communities
- **Research Backed Practice** : Research suggests that AmeriCorps members can be just as effective tutors as teachers when working with small groups or individuals

AmeriCorps tutors are typically less experienced and have higher turnover rates, and come with with significant compliance overhead

- **Short-term service:** AmeriCorps members typically serve for a limited term (e.g., 10-12 months), requiring intensive ongoing recruitment and training efforts to create a stable population of tutors year over year
- **Limited Availability:** There are a finite amount of AmeriCorps fellows who sign up to serve in the St. Louis metro area, so if the sector grows substantially then providers relying on AmeriCorps tutors may have issues all trying to draw on the same limited set of tutors
- **Compliance Requirements:** Providers or districts need proper policies to manage funds, resources to meet matching requirements, and systems for data reporting
- **Political Uncertainty:** AmeriCorps funding is subject to political decisions at the federal level. There's always a potential risk that Congress could cut or reduce the budget for the program

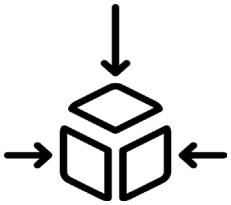
Source : BW interviews, EdResearch in Action. (2024). Design principles for accelerating student learning with high-impact tutoring. NSSA. (2023). Funding for high-impact tutoring. AmeriCorps. (2021). Leveraging national service in your schools.

Most students are enrolled in district schools, and reaching them requires programs tailored to district needs and scale

Districts have larger budgets and greater compliance requirements than other schools. This gives them additional options and challenges when designing a tutoring program, including:

1. Ability to build an internal program vs. partnering with external providers
2. Greater capacity to choose a broad group of students to prioritize for tutoring
3. Deeper engagement needed to generate necessary buy-in (e.g. budgeting, scheduling, etc.)

Options for District Implementation



Build and execute internal tutoring program

- Program design and cohesiveness
- Tutor hiring and training
- Learning integration and curriculum alignment
- Securing funding, budgeting and resource management
- Data usage and assessments
- Progress monitoring and continuous improvement

Districts are increasingly relying on **outcomes-based contracting** to tie vendor compensation directly to measurable student outcomes or increased attendance rates

Partner with external tutoring providers

- Vendor selection and management
- Vendor evaluation and renegotiation
- Learning integration and curriculum alignment
- Securing funding, budgeting and resource management
- Data sharing and data security
- Progress monitoring and continuous improvement

Source : EdWeek. (2024). Backers of Outcomes-Based Contracting Eye Professional Development Next

Beyond the priority investments, there are a mix of low-risk and larger investments that can grow ecosystem capacity (1 of 4)

Stakeholder	No regrets moves	Small bets	Big bets
Tutoring providers	• T1. Continue convening the tutoring collaborative to share best practices • T2. Enable easy sharing of referrals between tutoring providers outside of formal collaborative meetings • T3. Share landscape analysis with providers, particularly high-impact tutoring standards and profiles of high-impact providers	• T4. Improve access to high quality PD and evaluation for tutors on the science of reading and for school-based tutoring site managers on best practices (e.g. scheduling) • T5. Facilitate partnerships with local post-secondary institutions to provide tutors	• T6. Implement shared data systems for progress monitoring

Source : Framing from Harvard Business Review. (1997). Strategy Under Uncertainty.

Beyond the priority investments, there are a mix of low-risk and larger investments that can grow ecosystem capacity (2 of 4)

Stakeholder	No regrets moves	Small bets	Big bets
Schools and families	● S1. Host informational session for district leaders and parents to learn more about high-impact tutoring to drive demand ● S2. Equip parents who have benefitted from tutoring programs to share more about their experience with peers and communities	● S3. Provide small-scale incentives to encourage families to participate in school-based or outside tutoring programs ● S4. Update school and district MTSS support plans to integrate high-impact tutoring or tutoring best practices (e.g. frequency, consistency, data use) where appropriate	● See funder priorities

Source : Framing from Harvard Business Review. (1997). Strategy Under Uncertainty.

Beyond the priority investments, there are a mix of low-risk and larger investments that can grow ecosystem capacity (3 of 4)

Stakeholder	No regrets moves	Small bets	Big bets
Coordinating organizations	• C1. Share landscape analysis and case studies with districts and schools • C2. Develop and share evergreen list of providers with simple program overview, locations, and contact info	• C3. Provide support to grow and diversify recruitment pipelines for providers • C4. Launch capacity building cohort for schools with underutilized programs (e.g. TFA Ignite) to accelerate process of identifying students and matching to tutors • C5. Offer accelerator programs to help existing tutoring providers improve their services (like using data to inform instruction), and create incubator programs to support new providers in areas with limited tutoring access	• See funder priorities

Source : Framing from Harvard Business Review. (1997). Strategy Under Uncertainty.

Stakeholders should identify the right mix of low-risk actions and larger investments to grow ecosystem capacity (4 of 4)

Stakeholder	No regrets moves	Small bets	Big bets
Funders	● F8. Host high-impact tutoring briefing with DESE and/or state lawmakers	● F9. Fund a shared marketing effort to attract tutors for 1-3 providers looking to scale ● F10. Fund targeted program improvement / enhancement efforts for individual providers ● F11. Invest in developmental evaluation of existing tutoring programs	● F12. Bring in an outside provider that complements existing models (e.g., Saga)

Source : Framing from Harvard Business Review. (1997). Strategy Under Uncertainty.