



OESE Oversight of Tutoring Programs

Tutoring is a great pathway to improving student outcomes and learning loss, and we have over 17 years' worth of experience and data to back it up.

Stimulus dollars mark an opportunity for states to use additional learning loss dollars to document what tutoring outcomes can mean for students, including the long-term and lifetime gains.

In fact, there is a growing interest in tutoring from states and we are seeing nationwide traction. The following states have included at least some levels of tutoring in their ESSER State Plans:

Alabama, Alaska, Arkansas, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Missouri, Montana, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Washington, West Virginia, Wyoming

At Saga we have identified a tutoring bright spot worth federal investigation

- We have identified key markers that can be used to assess the impact of tutoring on student outcomes
- Implementing models in ways that we know will lead to success is not only an opportunity for innovation but will guarantee that we are making the most of federal investments in tutoring.
- The Federal government would be looking at how programs are being implemented, student academic gains, and the tradeoffs on high dosage tutoring vs other tutoring models to see what has the best success

Saga's Key Measures to Success Include:

- Tutoring as part of the school day. This encourages equitable access and addresses a fundamental challenge for attendance that we see with after-school tutoring programs.
 - In fact, after school hours should be meant for peer-to-peer connections, arts, activities, sports, etc.
 - When we limit tutoring to outside of the school day students lose this critical extracurricular time.
- Tutoring during the school day must count towards instructional time for youth.

Why is Measuring Tutoring Outcomes Critical to Success?

While we don't want to discourage innovation outside of data proven models, we do want districts to be required to share the rationale for the models with ESSA oversight role so that we can measure outcomes and success rates nationwide.

- We suggest this might be a Department within the Office of Elementary & Secondary Education or just one person in the OESE, but it would be ideal to see DoED request a carve out of funding for randomized research and encourage the use of funding for research purposes in FY2023 budget proposals.

Every State is Doing Something Different, Why Should We Care?

Tutoring is expensive but we already have the evidence to demonstrate what works. So, it is a fiscal responsibility concern for the Department to ensure that dollars going towards tutoring and learning loss are being spent as effectively and efficiently as possible.

The data we use at Saga includes local district standardized test scores, attendance, math class grades, a look at subjects that are or are not tutored for spillover effects, quantitative data on student connections to school, and parent connections to the school. Another piece could be looking at district high school graduation rates and from that data, you can extrapolate lifetime learning, college completion rates, etc.

Other longer-term impacts that can be studied are school suspension rates, incarceration rates (school to prison pipeline), and students' long-term connection to education.

Tutoring Directly Impacts a Diverse Teacher Pipeline

Another important data measure is the percentage of tutors becoming teachers. We want to ensure that programs being implemented in states and nationally are intentionally creating a tutor to teacher pipeline.

In fact, Saga goes one step further to leverage human capital to ensure that tutors reflect the diversity of students and communities. Because of the accessibility to train and become a tutor, it's a more diverse and inclusive way to ramp up and broaden the education pipeline.

- In order to ensure this at a national level, OESE should look for opportunities to incentivize a diverse tutoring pipeline and be supportive of broader initiatives to create representation in both tutoring and teachers.



OESE Oversight Recommendations

The disruptive impact of COVID-19 in education will be long-lasting and districts and states will utilize tutoring as an ongoing strategy to support youth. To ensure long-term accountability there must be a federal agency tasked with the oversight of such programs and permeating best practices or department recommendations.

Goal of OESE Oversight of National Tutoring Implementation:

We want to invest funding in smaller mom-and-pop organizations with existing traction. This will help us measure outcomes, data, and success rates on a variety of initiatives that will lead to Federal recommendations for success in tutoring.

Recommendations for OESE Oversight Priorities:

1. COVID guidelines have been a great start, however the Department should convene a set of permanent guidelines on evidence-based tutoring programs to be made available as a public resource on the ED website.
 - i. This resource should provide references for both technical support and program design and include data on the implementation of effective tutoring programs across the country.
2. ED should create a toolkit which OESE would share on a public facing webpage with resources linking to best practices and data back state programs. The Toolkit should cite implementation, existing coalitions, available guidance. This toolkit should include links to free training portals (Brown's student accelerator, tutoring.org launched by Stanford)
3. OESE should craft definitions with detailed descriptions and explanations of the most recent scientific literature on tutoring. The dedicated web page should include a place to hold the most up to date research and data.
4. OESE should also start its own internal database to collect data and outcomes of state programs and pilots, nonprofit programs and pilots, and federally funded nonprofits and pilots running tutoring programs of all kinds.
 - a. This data should be used to examine program outcomes following proven measures such as Math Test scores, Math class grades, and Math pass/fail rates. ED could apply this data collection to other subjects too. Other proven measures that should be collected are suspension rates, attendance rates, graduation rates, and other qualitative pieces of information that can be measured, including but not limited to student confidence, connectedness to peers and school, etc.
 - b. ED should also use this data to calculate federal return on investment of all tutoring programs, with the end goal of investing in the models with the highest rates of return and student outcomes.
5. ED Subsidize Data and Research on Tutoring
 - a. This is so important right now with so many states performing their own programs, etc., can you collect the data on this to help states and the federal government figure out what programs and models are most effective in this space?
 - b. Also collecting data on teacher pathways, how states and tutoring models are leveraging and leading tutors to become educators.