



HIGH-IMPACT TUTORING EVALUATION TOOL OVERVIEW

WHAT IS THIS TOOL?

In partnership with the Office of the State Superintendent for Education (OSSE), CitySchools Collaborative has developed this High-Impact Tutoring Evaluation Tool to support implementation and improvement of high-impact tutoring (HIT) programs in Washington, DC. This tool is aligned to the following standards drawn from national and local research on HIT:

- Relationships Based in Trust
- Focused on Tutor Effectiveness
- Supported by a High-Quality Curriculum
- Occurring Frequently
- Organized in Small Groups
- Data Driven
- Collaborative with Schools

HOW SHOULD I USE THE DIFFERENT PARTS OF THIS TOOL?

The purpose of this tool is to support the continuous and ongoing improvement of HIT programs. HIT implementation garners better results by increasing tutor effectiveness and by continuously assessing and improving program design. With that in mind, this tool has three core components:

- **HIT Observation Tool (1a):** This tool focuses on observable tutor actions that are aligned to the HIT standards. This tool is intended to be used to support session observations on site and deliver targeted feedback for tutors in order to improve tutor practice.
- **HIT Interview Tool (1b):** This tool focuses on standards-aligned probing questions for the program team in order to gain insight into program design and key programmatic elements that should be in place to ensure program success. These interview questions can be used internally or externally.
- **HIT Scoring Tool (1c):** This component is designed to give a snapshot of a HIT program's performance against the HIT standards using aggregated data from both 1a and 1b. This scoring system will highlight program strengths and specific, actionable areas of improvement to deepen HIT impact.

MY SCHOOL/SITE IS DESIGNING OUR HIT PROGRAM. HOW CAN I USE THIS TOOL BEFORE LAUNCH?

If you are still designing your program, we suggest using the HIT Interview Tool (1b) as a self-assessment before the program launches. The program indicators in the HIT Interview Tool will help make sure your program is aligned to national research and the HIT standards mentioned above.

WHO SHOULD USE THIS TOOL?

While these tools can be useful to many stakeholders, the intended audience are school and program leaders in Washington, DC who want to improve the quality and impact of their HIT programs. This tool is best for users that are able to enact improvement by making programmatic changes and delivering actionable feedback, but sharing the HIT Observation Tool (1a) with tutors can also be a transparent way to collaborate and set goals.

HOW OFTEN SHOULD I USE THIS TOOL?

This tool is intended to improve HIT outcomes over time. We recommend frequent observations and feedback paired with regular reflection meetings to assess program design. Additionally, CitySchools Collaborative recommends that school/site leaders use this tool to set and track improvement goals for individual tutors along with longer term programmatic goals.

1a. HIGH-IMPACT TUTORING OBSERVATION TOOL

This **OBSERVATION TOOL** is intended to be used to capture specific tutor actions during a session observation. Program leaders should have regular pathways to provide ongoing feedback and support for improving tutor practice. Observers should join at the beginning of the tutoring session so established routines, systems, or structures are evident and expect to observe the session for a minimum of 30 minutes.

Relationships Based in Trust – Evidence of caring adults, trained for relationship-building.



Tutor Actions:

- ☐ Tutor builds rapport with students (evidence of existing relationships exists i.e. student hobbies, likes/dislikes, common interests).
- ☐ Tutor has clear routines and systems aimed at building relationships (opening/greeting, incentive system, individualized check-ins).
- ☐ Tutor builds a joy of learning (conversational, prompting progress over perfection, praising effort).
- ☐ Tutor's tone is respectful/empathetic/encouraging.
- ☐ Tutor employs culturally relevant practices (e.g. centering student voice, using affirming language, connecting content to students' experiences).

Focused on Tutor Effectiveness – Evidence of deep content knowledge and dynamic learning facilitation skills.



Tutor Actions:

- ☐ Tutor explains the content clearly and/or provides re-framing to ensure student understanding.
- ☐ Tutor explains the content correctly.
- ☐ Tutor identifies and addresses potential student misconceptions or confusions.
- ☐ Tutor effectively employs **at least 2** different facilitation strategies (e.g. asking guiding questions, using repetition, prompting students with questions).
- ☐ Tutor connects daily skill back to previous learning (from prior tutoring session or from class).

Supported by a High-Quality Curriculum – Evidence of standards-based, aligned curricular materials.



Tutor Actions:

- ☐ Tutor is using a lesson plan and program materials as intended with a clear objective.
- ☐ Tutor leverages a curriculum that balances independent student practice with opportunities for the tutor to guide and support learning as needed.
- ☐ Tutor gives feedback that is appropriate and aligned to curricular resources.

Occurring Frequently, Appropriate Group Size – Evidence of high dosage and appropriate group size.



Tutoring Session Structure:

- ☐ Tutor starts and ends the session on time.
- ☐ Tutor has a group size that does not exceed four students, or the prescribed group size.
- ☐ Tutor has developed strong structures to begin tutoring sessions as scheduled and maximize learning time (e.g. students sit down in a timely manner, log into learning platforms quickly, access learning materials)

Collaborative with/Integrated in Schools – Evidence of partnership and integration with school community



Tutoring Session Structure:

- ☐ **Pull-out model:** Tutor has a reserved and designated space in the school building conducive to delivering HIT.
- ☐ **Push-in model:** Tutor has established groups, a dedicated space, and demonstrated understanding of classroom expectations in collaboration with classroom teacher(s).
- ☐ Tutor has access to school-based resources needed for sessions (e.g. technology, internet, manipulatives, text, books or choice of readings, etc.).

Data-Driven – Evidence of leveraging data to inform enrollment, content and program evaluation.



Tutor Actions and Student Groups:

- ☐ Tutor uses multiple checks for understanding throughout the lesson and adjusts pacing when necessary.
- ☐ Students are grouped appropriately based on skill-level **or** tutors differentiate instruction to meet student needs

1b. HIGH-IMPACT TUTORING INTERVIEW TOOL

This **INTERVIEW TOOL** is intended to be used to interview members of the program team in order to gain insight into program design and for determining next steps for program support.

Relationships Based in Trust – Evidence of caring adults, trained for relationship-building.



Interview Questions:

1. How does your program support tutors with specific skills to help them build relationships with the students they're working with in DC?
2. How do you support tutors in getting better? What specific skills does your program give feedback on? How do you evaluate tutor effectiveness?

Tutoring Program Indicators:

- ☐ Program has specific training to support tutors with relationship-building skills.
- ☐ Program has specific training to build tutors' cultural competence.
- ☐ Program has systems to ensure consistent tutor attendance and that students are paired with the same tutor from session-to-session.
- ☐ Program has systems for feedback and/or evaluation tools that include indicators for relationship-building.

Focused on Tutor Effectiveness – Evidence of deep content knowledge and dynamic learning facilitation skills.



Interview Questions:

1. How does your program support tutors with specific skills to help them build content knowledge?
2. How does your program support tutors with specific skills to help them effectively facilitate tutoring sessions?
3. How do you support tutors in getting better? What specific skills does your program give feedback on? How do you evaluate tutor effectiveness?

Tutoring Program Indicators:

- ☐ Program has materials, trainings, or systems that support tutors with building content knowledge.
- ☐ Program has materials, trainings, or systems that support tutors with building effective facilitation skills and understanding of differentiated instruction.

Supported by a High-Quality Curriculum – Evidence of standards-based, aligned curricular materials.



Interview Questions:

1. How do tutors know what to teach on any given day?
2. How is your curriculum aligned to and grounded in the state standards?
3. How do your curricular materials align to research-based practices (ie. Science of Reading) to support student learning?
4. How are curricular resources adapted or adjusted to ensure alignment between classroom learning and tutoring session?

Tutoring Program Indicators:

- ☐ Curricular resources encourage and support high leverage practices such as conceptual understanding, repetition, read-aloud, informed guesses/estimation. When appropriate, any online curricular resources track accuracy and not just completion.
- ☐ Curricular resources are aligned to standards and lessons have clear daily objectives. If tutoring in ELA, curricular resources are aligned with Science of Reading (phonemic awareness, vocabulary, fluency).
- ☐ When necessary, curricular resources are adapted or adjusted to ensure alignment between classroom learning and tutoring sessions.

Occurring Frequently, Appropriate Group Size – Evidence of high dosage and appropriate group size.



Interview Questions:

1. What is the weekly tutoring schedule and what are current tutor and student attendance rates?
2. What dosage are you targeting over the course of the year and how do you ensure students meet it?
3. If a tutor or student is absent, how does your program account for make-up sessions?
4. What is the tutor-student ratio?

Tutoring Program Indicators:

- ☐ Tutoring sessions are scheduled for at least a total of 90 minutes per week (60 minutes for K-2 for programs); program provides opportunities for make-up sessions
- ☐ Program has a **student attendance** rate of **80%** or higher: (percentage is: ___)
- ☐ Program has a **tutor attendance** rate of **80%** or higher: (percentage is: ___)
- ☐ Program has a maximum group size of 1:4.

Collaborative with/Integrated in Schools – Evidence of partnership and integration with school community.



Interview Questions:

1. How do program staff, or tutors, adjust content to make sure it complements, reinforces, or supplements what students are doing in class?
2. What are some ways program staff and school-based staff have worked together to ensure HIT programming is successful and accelerate student learning?
3. How do tutors engage with or have access to school-based professional development (PD) to ensure tutoring alignment?
4. How do tutors or program staff communicate with teachers to discuss student progress and needs?
5. How do program staff communicate with families?

Tutoring Program Indicators:

- ☐ Program staff and school-based staff have ongoing communication systems (e.g. using the WebApp, email check-ins, populating a report for the teacher, anecdotes or survey results from teachers).
- ☐ Program staff and school-based staff have established systems to ensure tutors know where/how rostered students should be picked up/dropped off.
- ☐ Program has a systematic way to communicate student progress and participation in tutoring with families.
- ☐ Program's staff (site coordinators, tutors, program managers) attend school PD, trainings, data meetings, or team meetings.

Data-Driven – Evidence of leveraging data to inform enrollment, content and program evaluation.



Interview Questions:

1. How do tutors collect and analyze student-level data? How does that data inform their practice?
2. What student data is shared between program staff, school leadership, and teachers? At what cadence? How is it used to inform tutoring sessions?
3. How does your program ensure that students are grouped most effectively? How are groups adjusted based on student progress?
4. How do you determine whether your program is having the intended impact in accelerating student learning?

Tutoring Program Indicators:

- ☐ Program has systems to assess and track student mastery.
- ☐ Program leaders and school staff share student data to inform programming.
- ☐ Program supports tutors in using formative assessment data from sessions to inform future sessions (i.e. checks in with the hosting teacher or leader on content, uses embedded content checks, uses school's assessment, progress monitoring).

1c. HIGH-IMPACT TUTORING SCORING RUBRIC

This scoring rubric compiles actions and indicators from the HIT Observation Tool (1a) and the HIT Interview Tool (1b).

Relationships Based in Trust – Evidence of caring adults, trained for relationship-building.



Score:

Program Indicators (from INTERVIEW TOOL) :

- ☐ Program has specific training to support tutors with relationship-building skills.
- ☐ Program has specific training to build tutors' cultural competence.
- ☐ Program has systems to ensure consistent tutor attendance and that students are paired with the same tutor from session-to-session.
- ☐ Program has systems for feedback and/or evaluation tools that include indicators for relationship-building.

Tutor Actions (from OBSERVATION TOOL):

- ☐ Tutor builds rapport with students (evidence of existing relationships exists i.e. student hobbies, likes/dislikes, common interests).
- ☐ Tutor has clear routines and systems aimed at building relationships (opening/greeting, incentive system, individualized check-ins).
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- ☐ Tutor's tone is respectful/empathetic/encouraging.
- ☐ Tutor employs culturally relevant practices (e.g. centering student voice, using affirming language, connecting content to students' experiences).

Lacking (0)

0–2 indicators selected above.

Attempting (1)

3–4 indicators selected above.

Foundational (2)

5 indicators selected above.

Proficient (3)

6–7 indicators selected above.

Exemplary (4)

8+ indicators selected above.

Focused on Tutor Effectiveness – Evidence of deep content knowledge and dynamic learning facilitation skills.



Score:

Program Indicators (from INTERVIEW TOOL) :

- ☐ Program has materials, trainings, or systems that support tutors with building content knowledge.
- ☐ Program has materials, trainings, or systems that support tutors with building effective facilitation skills and understanding of differentiated instruction.

Tutor Actions (from OBSERVATION TOOL):

- ☐ Tutor explains the content clearly and/or provides re-framing to ensure student understanding.
- ☐ Tutor explains the content correctly.
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- ☐ Tutor connects daily skill back to previous learning (from prior tutoring session or from class).

Lacking (0)

0–2 indicators selected above.

Attempting (1)

3 indicators selected above.

Foundational (2)

4 indicators selected above.

Proficient (3)

5 indicators selected above.

Exemplary (4)

6+ indicators selected above.

Supported by a High-Quality Curriculum – Evidence of standards-based, aligned curricular materials.



Score:

Program Indicators (from INTERVIEW TOOL) :

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- ☐ Tutor leverages a curriculum that balances independent student practice with opportunities for the tutor to guide and support learning as needed.
- ☐ Tutor gives feedback that is appropriate and aligned to curricular resources.

Lacking (0)

0–1 indicators selected above.

Attempting (1)

2 indicators selected above.

Foundational (2)

3 indicators selected above.

Proficient (3)

4 indicators selected above.

Exemplary (4)

5+ indicators selected above.

Occurring Frequently, Appropriate Group Size – Evidence of high dosage and appropriate group size.



Score:

Program Indicators (from INTERVIEW TOOL) :

- ☐ Tutoring sessions are scheduled for at least a total of 90 minutes per week (60 minutes for K-2 for programs); program provides opportunities for make-up sessions
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Lacking (0)

0–1 indicators selected above.

Attempting (1)

2 indicators selected above.

Foundational (2)

3 indicators selected above.

Proficient (3)

4–5 indicators selected above.

Exemplary (4)

6+ indicators selected above.

Collaborative with/Integrated in Schools – Evidence of partnership and integration with school community



Score:

Program Indicators (from INTERVIEW TOOL) :

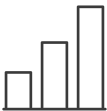
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Tutoring Session Structure (from OBSERVATION TOOL):

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	☐ Push-in model: Tutor has established groups, a dedicated space, and demonstrated understanding of classroom expectations in collaboration with classroom teacher(s). ☐ Tutor has access to school-based resources needed for sessions (e.g. technology, internet, manipulatives, text, books or choice of readings, etc.).				
	Lacking (0) <i>0–1 indicators selected above.</i>	Attempting (1) <i>2 indicators selected above.</i>	Foundational (2) <i>3–4 indicators selected above.</i>	Proficient (3) <i>5 indicators selected above.</i>	Exemplary (4) <i>6 indicators selected above.</i>

Data-Driven – Evidence of leveraging data to inform enrollment, content and program evaluation.

 Score: -----	Program Indicators (from INTERVIEW TOOL) : ☐ Program has systems to assess and track student mastery. ☐ Program leaders and school staff share student data to inform programming. ☐ Program supports tutors in using formative assessment data from sessions to inform future sessions (i.e. checks in with the hosting teacher or leader on content, uses embedded content checks, uses school’s assessment, progress monitoring). Tutor Actions (from OBSERVATION TOOL): ☐ Tutor uses multiple checks for understanding throughout the lesson and adjusts pacing when necessary. ☐ Students are grouped appropriately based on skill-level or tutors differentiate instruction to meet student needs				
	Lacking (0) <i>0–1 indicators selected above.</i>	Attempting (1) <i>2 indicators selected above.</i>	Foundational (2) <i>3 indicators selected above.</i>	Proficient (3) <i>4 indicators selected above.</i>	Exemplary (4) <i>5 indicators selected above.</i>