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& SECONDARY EDUCATION

High-Impact Tutoring Instructional Coherence Toolkit

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Purpose

This document is intended for district and school leaders to use to focus their academic programming on achieving outcomes for students through an instructionally coherent system. In particular, this document focuses on in-school, high-impact tutoring (HIT) programs and provides guidance on how these programs can align with Tier I instruction, along with any additional academic supports offered in the school or district. This document outlines strategies and specific practices that district and school leaders can use to achieve this goal.

To conduct ongoing tutoring observations to identify programmatic and instructional strengths and opportunities for continuous improvement, district and school leaders should utilize the "Look Fors" tool for high-impact tutoring, found in the appendix of this document.

While this toolkit is specifically designed for tutoring programs, district and school leaders should consider how the strategies outlined in this guidebook may apply to other academic supports to work towards an instructionally coherent student support framework.

Instructional Coherence in Arkansas

The Arkansas Division of Elementary and Secondary Education (DESE) is committed to supporting local educational agencies to develop systems in which students are supported from early childhood through graduation to grow the skills necessary to pursue the college or career option of their choice. The LEARNS Act (2023) has redefined how the state can achieve this.

An instructionally coherent school system ensures that student needs are accurately identified to provide key stakeholders (e.g., teachers, tutors/interventionists, families) with the tools to ensure students receive the support they need.

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Introduction: High-Impact Tutoring in Arkansas

Since the passage of the LEARNS Act in 2023, Arkansas has undergone significant advancements in regard to its curriculum, assessment, professional learning, and student support frameworks to work towards achieving a system in which students are supported from early childhood through graduation, including the launch of the **High-Impact Tutoring Grant program**. When implemented well, high-impact tutoring provides students in need of additional support with opportunities to make significant academic progress towards mastering grade-level standards.

> ### *What is High-Impact Tutoring?*
>
> Research shows that high-impact tutoring is one of the most effective interventions to advance student learning. As defined by the Arkansas State Board of Education, high-impact tutoring means tutoring that is aligned with the following tutoring quality standards:
>
> - Data-driven with student results, characteristics, and progress guiding decision-making;
> - Provided in groups of four or fewer students or one-on-one (1-1);
> - Provided for a minimum of three times per week, at least 30 minutes a session, or a comparable model that provides direct tutoring based on specific skills needed;
> - Provided by a consistent tutor or consistent set of tutors that sustain strong relationships with students;
> - Implemented during the school day; and
> - Supplemental to Tier I academic instruction and not a replacement for such instruction. Supplemental instruction may include small group instructional time where students might otherwise be working independently

To maximize the impact on student learning, district and school implementation of high-impact tutoring programs must contribute to an instructionally coherent system. Most importantly, this means aligning tutoring with Tier I instruction and the implementation of other key academic supports. For example, DESE has worked with school districts around the state to implement policies that ensure every student has strong daily instruction and receives data-driven supports based on curriculum-embedded assessments and ATLAS results, including:

- Ensuring teachers are using **high-quality instructional materials** (HQIM) and the corresponding **high-quality professional learning** to implement HQIM in classrooms.
- Placing **Literacy Coaches** into all K-3 schools with "D" and "F" ratings across the state.
- Expanding the functionality of the **ATLAS Reporting System** to enhance reporting and expand the ways in which the Classroom Tool can be used to support the implementation of HQIM.
- Developing **Individualized Reading Plans** for every student in K-2 at risk of reading difficulties and **Math Intervention Plans** for every student in grades 3-8 below proficient in math to ensure students receive the support they need to master grade-level standards.
- Establishing a **system for academic acceleration** beginning in the early grades leading up through high school and postsecondary for students to pursue higher levels of skill development.

- **Rewarding highly effective teachers with merit pay** to incentivize the best instruction for Arkansas students.
- Building **data literacy** across educators to increase capacity for using results to drive data-informed instruction.
- Revising the **accountability formula** to use the new ATLAS results to set a new baseline for measuring Arkansas school performance alongside student performance and **support growth for all students with strong systems of intervention** for students who need the most support.

DESE has developed this instructional coherence toolkit for high-impact tutoring to equip district and school leaders with the tools they need to implement a high-impact tutoring program that is coherent and aligned with Tier I instruction to ensure all students in Arkansas continue to demonstrate growth to meet or exceed grade-level standards.

Instructional Coherence in High-Impact Tutoring

In an instructionally coherent system of high-impact tutoring, the following is true:

Students experience an instructionally coherent set of learning opportunities that result in improved academic outcomes.

Tutors provide high-impact tutoring using materials and instructional practices aligned with what tutored students use in Tier I instruction. **Tutors** connect with **teachers or building leaders** to ensure alignment of instruction and tutoring.

Teachers report student academic progress in Individualized Reading Plans and Math Intervention Plans (if applicable). **Teachers** and **tutors** establish a communication/feedback loop to ensure alignment of instruction and tutoring.

Building leaders accurately identify students to receive high-impact tutoring based on curriculum-embedded assessments and ATLAS results and establish structures for tutoring to be embedded in students' multi-tiered systems of support. **Building leaders** regularly engage with **teachers** and **tutors** to ensure alignment of instruction and tutoring.

District leaders create systems to allow **teachers** and **tutors** to coordinate on who is eligible to receive tutoring services; what materials and/or content they will cover in tutoring sessions; and how student data will drive district and school decision-making.

Education Service Cooperatives (ESC) provide technical assistance to **district** and **building leaders** on how to implement strategies for achieving instructional coherence in tutoring, leveraging the "Look For" tool to guide implementation.

Strategies for Achieving Instructional Coherence

To achieve instructional coherence in a high-impact tutoring program, district and school leaders can utilize the following strategies:

1. **Align with High-Quality Instructional Materials (HQIM) and Instruction**

2. **Leverage Existing Policies and Structures**

3. **Use Data to Inform Instruction**

4. **Foster Collaboration Among Key Stakeholders**

For each of these strategies, this toolkit provides a series of resources for districts and schools leaders, including reflection questions to self-assess their current programs, opportunities for increased coherence, and tangible strategies and next steps for achieving coherence within their own programs. Additionally, DESE has created a "Look Fors" tool for leaders to continuously monitor the success and implementation of their tutoring programs.

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Strategy 1: Align with High-Quality Instructional Materials (HQIM) and Instruction

Arkansas districts have invested in the adoption of HQIM and the training of teachers to appropriately use those materials to ensure academic standards are met by all learners. **To support the implementation of HQIM in Tier I instruction, district high-impact tutoring programs should use materials aligned with those already adopted by the district.** Aligned materials should reflect the learning strategies, scope and sequence, and grade-level standards captured in Tier I instruction.

In many districts that hold strategic partnerships with tutoring vendors, the materials used during tutoring sessions will not be exactly the same as those used in Tier I instruction. These districts can still achieve instructional coherence by establishing systems with these vendor partners to ensure tutoring materials are aligned with the learning strategies, scope and sequence, and grade-level standards captured in Tier I instruction.

For more information on high-quality instructional materials in Arkansas, see the resources below:

- [Arkansas Initiative for Instructional Materials (AIIM)](#)
- [Targeting Foundational Literacy Skills Instruction: Key Levers for Instructional Leaders](#)

Questions for District and School Leaders to Ask

1. How are tutors informed of and trained on the Tier I curriculum that the school is using?

2. How are teachers informed of and/or trained on the materials used in tutoring?

3. How is the school ensuring tutoring provides access to grade-level instruction to advance through the curriculum versus just remediating skill gaps?

4. How are tutors, teachers, and building leaders able to communicate and collaborate on student needs and progress? What feedback loops exist to allow this communication between those who are supporting the student?

Practices for Achieving Coherence

- ☐ Tutors make explicit connections between the tutoring lesson's goal and the classroom learning goals that reflect the scope and sequence of standards progression for Tier I instruction.
- ☐ Tutors use content specific learning strategies used by the teacher in Tier I curriculum (e.g., base 10 representation, sentence frames).
- ☐ Tutors observe Tier I grade level instruction across relevant grade bands and content areas at least once per semester.
- ☐ Tutors use formative assessments and/or tasks that are embedded within the Tier I curriculum to monitor student progress.
- ☐ Tutors use scaffold or extension materials provided within the Tier I curriculum and, if appropriate, successful Tier II interventions that require additional time.

Strategy 2: Leverage Existing Policies and Structures

District and school leaders should embed HIT into existing structures and policies in their school building designed to support student learning. Most prominently, district and school leaders should consider how tutoring can fit into the school's Multi-Tiered Systems of Support (MTSS). Existing MTSS structures may provide time slots for tutoring to occur during the school day, streamline how students are identified for intervention and what instruction they receive during time dedicated for tiered supports, and ultimately reduce costs for the school and district by integrating high-impact tutoring into MTSS rather than implementing both MTSS and high-impact tutoring separately.

As part of the planning process for setting up tutoring programming, districts should reflect on how tutoring advances and/or contributes to district goals outlined in the AR App, in addition to other core and supplemental student supports.

District and school leaders should also look to existing structures where tutoring should be embedded into academic support and conversations with key stakeholders. For example, students scoring at-risk of reading difficulties on ATLAS in grades K-3 receive Individualized Reading Plans (IRPs). IRPs outline specific reading deficits and a tailored plan for students to achieve proficient reading levels. Educators should collaborate to develop IRPs, including:

- General education teachers provide insights on classroom performance;
- Special education teachers offer expertise on accommodations and modifications;
- Interventionists contribute targeted strategies to address specific skill gaps; and
- **Tutors provide insight into progress made in tutoring sessions and are informed on where to focus tutoring sessions to address student needs.**

Tutoring programs should leverage the same collaborative process used to develop IRPs among key stakeholders for students with Math Intervention Plans (MIPs) in grades 3-8, Individualized Education Plans (IEP), 504 Plans, and/or English Language Learners Language Placement and Assessment Committee (LPAC) to ensure student academic supports are aligned and targeted towards student needs.

For more information on how districts and schools can leverage existing policies to advance tutoring initiatives, see the resources below:

- [AR App Resources](#)
- [BOY K-3 Literacy Guidance](#)
- [BOY K-3 Math Guidance](#)
- [Math Intervention Plans (3-8)](#)

Questions for District and School Leaders to Ask

1. What MTSS structures is the district currently using to respond to student learning needs?

2. How do tutoring initiatives fit into the district's strategic plan and goals submitted in the AR App?

3. How are considerations for individual student needs determined, regardless of programming or accommodations? Who is determining those considerations?

4. What evidence is there regarding the effectiveness of tiered interventions in helping students reach grade level expectations?

   a. How many students exit tiered support structures each quarter, semester, annually?

5. Are existing written policies and structures adhered to consistently? If not, why not?

   a. Are the existing written policies supporting student learning outcomes? If not, what needs to happen to change them?

6. Do the appropriate stakeholders have access to the same information (e.g., does the special education teacher have access to data, the ATLAS portal, etc., in addition to the general education teacher or tutor)?

Practices for Achieving Coherence

☐ The district has an established written policy and structures to determine when the frequency and duration of the intervention is to be adjusted to meet student learning needs.

☐ Building level student support teams determine who will receive tutoring and/or alternative interventions based on individual student needs.

☐ School leaders avoid duplicating efforts by embedding tutoring into established student supports (e.g., as a Tier II and/or Tier III resource) rather than creating new standalone interventions.

☐ Attendance and dosage of tutoring sessions are tracked at the individual student level to ensure instructional time and intensity is met based on Tier II or Tier III expectations.

☐ Tutors have access to student plans and documented progress/test scores as allowable by state and district policy (e.g., IRP, MIP, IEP, LPAC).

☐ Tutors engage in relevant high-quality professional learning opportunities with district and school staff, when possible, on individual student supports.

☐ Tutors document HIT interventions within other existing support structures for individual students (e.g., IRP, MIP, IEP, LPAC).

Strategy 3: Use Data to Inform Instruction

Tutoring programs should be informed by assessment data, particularly from curriculum-embedded assessments and ATLAS results. Through data literacy initiatives, educators are equipped to use ATLAS and other assessment results effectively to inform instruction, leading to improved student outcomes and strategic student identification for HIT.

Teachers use curriculum-embedded assessments, which are often built into high-quality instructional materials (HQIM), to monitor student progress toward mastery of grade-level standards. When this data is shared with tutors, tutoring sessions can be more responsive to each student's needs. Tutors, in turn, can provide feedback and data from their sessions to teachers, contributing to a continuous feedback loop.

School and district leaders can use ATLAS results to identify students in need of high-impact tutoring (HIT) and to monitor their academic growth over time. Additionally, this data is essential to evaluate the effectiveness of HIT programs at both the district and state levels.

To learn more about how educators can leverage assessments to drive coherence in their tutoring programs, see the resources below:

- [Educator Assessment Toolkit](#)

Questions for District and School Leaders to Ask

1. How will data be used to inform needs-based interventions for learners?
2. How is the school or district utilizing all relevant data and resources to inform instruction?
3. Beyond the HIT tutor(s), who from the district, school, and classroom level forms part of the data analysis team?
4. What training and support are needed to ensure tutors understand and know how to respond to student academic data?
5. Does the district have the necessary data sharing agreement (DSA) in place to share data between necessary stakeholders (e.g., teacher, tutors, and tutoring coordinators)?
6. Are there any barriers preventing student academic data from being shared between teachers, tutors, and administrators?

Practices for Achieving Coherence

- ☐ School leaders and/or tutoring coordinators consider all pertinent available data and supports for individual students in the development of tutoring programming.
- ☐ School leaders and/or tutoring coordinators have established cycles of review for data to ensure that interventions are provided with attention to current student data.

☐ Data from formative assessments used in tutoring is included as part of screening and progress monitoring for continuing tiered support structures.

☐ Tutors have access to formative assessment data from Tier I instruction (e.g., bell ringers/exit tickets) to customize/tailor lessons.

☐ Building leaders, including principals, grade level or content lead teachers, instructional coaches, and other instructional support personnel participate in regular data-informed instructional meetings where all staff and tutors contribute to reviewing assessment data, interpreting student performance, planning tiered supports, and aligning educator actions to support them.

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Strategy 4: Foster Collaboration Among Key Stakeholders

District and school leaders must create systems of collaboration among teachers, tutors, and families to create a coherent experience for a student. For example, in order for tutors to align instruction and materials with Tier I instruction, they must be informed on what that student is learning in Tier I instruction and where there are opportunities for targeted instruction with that student. Additionally, the teacher should know what tutoring students receive to understand what instruction students are receiving outside of the classroom. In order for this exchange of information to occur, the district or school must have established structures for aligning Tier I and high-impact tutoring instruction. Moreover, these systems must be set in place throughout the school-year to ensure key stakeholders can exchange information regarding the student's academic progress, challenges, and success.

District and building leaders should play a role in establishing structures and norms for teachers and tutors to collaborate. These can range from written communications (e.g., documented in student plans, emails, shared resources) to more intensive planning sessions in which tutors and teachers dedicate time as needed to plan for student learning collaboratively.

Additionally, it is essential that families are informed about the tutoring services their student is receiving during the day and how this has impacted their student's progress. Schools can leverage existing structures that teachers use to inform families about student academic progress to communicate about the tutoring program.

To learn more about the key stakeholder involved in achieving an instructionally coherent system, see below:

- Unlocking the How: Designing Family Engagement Strategies that Lead to School Success (Learning Heroes)

Questions for District and School Leaders to Ask

1. How have collaboration structures been implemented to include all relevant staff (including support staff like tutors)?
2. In what ways are collaborative structures fostering shared responsibility for student outcomes?
3. Are tutoring goals appropriately aligned and building on Tier I instruction?
4. How are families informed of student goals and involved in supporting students in meeting these goals?

Practices for Achieving Coherence

- ☐ Families are notified of tutoring support and informed on student data as part of existing structures that inform them about student academic progress.
- ☐ School leaders and/or tutoring coordinators implement structured digital communication tools (e.g., spreadsheet, form, app) that facilitate two-way updates between staff and tutor.

☐ Tutors and teachers utilize shared data platforms to see the same information on student progress.

☐ School leaders, tutoring coordinators, and/or teachers foster family engagement to ensure families are actively involved in establishing, monitoring, and adjusting student goals through parent-teacher-tutor check-ins.

☐ Tutors and teachers establish systems for student-led discussions on personal learning needs to build agency and ownership in academic growth.

☐ Schools align and potentially coordinate in-school tutoring with resources that families may utilize with Literacy Tutoring Grant Program funds.

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LEADERSHIP SUPPORT SERVICE

Case Studies: Instructionally Coherent Systems in Action

Hamburg School District: Leveraging Virtual Tutoring to Support Rural Students

Fast Facts:

Tutoring Subjects	ELA & Math			
Tier I Curriculum	*ELA:*	Core Knowledge Language Arts (CKLA)	*Math:*	Ready Mathematics
Tutoring Vendor	[Air Reading](#)			
Delivery	Virtual			
Ratio	4:1			

> **"We've had a very positive reception from the school community to the tutoring program. Teachers are excited about these programs, and families are thankful for the resources provided by our vendor."** – Hamburg Tutoring Lead

Hamburg School District is a rural district located in Southeast Arkansas. With limited options to hire in-person tutors locally, the district **strategically leveraged a virtual tutoring vendor**, Air Reading, to meet their tutoring needs. The district integrated tutoring into its **daily Response to Intervention (RTI) block**, ensuring high-impact tutoring did not disrupt Tier I core instruction ([Strategy 2](#)).

Hamburg prioritized student eligibility for tutoring beginning with **English Learners (ELs) based on performance on ELPA21** assessments ([Strategy 3](#)), then expanding to additional students as capacity allowed—particularly **targeting second graders to mitigate risks of third-grade retention** ([Strategy 2](#) and [Strategy 3](#)).

To coordinate between core instruction and tutoring, ADE literacy coaches created a **curriculum mapping guide** ([Strategy 1](#)) that Air Reading then used to align tutoring with classroom instruction, with clear guidance that **no new skills should be introduced by tutors.**

Hamburg and Air Reading established a **two-week feedback cycle** where the vendor provided individual student reports on student progress ([Strategy 3](#)). These reports are directly shared with classroom teachers, providing them access to timely data mapped to what students are learning in Tier I instruction to guide classroom planning and respond quickly to student needs ([Strategy 1](#) and [Strategy 4](#)).

To help foster transparency and collaboration with families, the tutoring vendor produced **family reports**, including translated versions for EL families, **mirroring the expectations typically placed on curriculum providers for family engagement** ([Strategy 4](#)).

Moving forward, Hamburg is pursuing outcomes-based contracts with tutoring vendors by establishing systems of mutual accountability for both the district and vendor to reinforce a focus on achieving outcomes for students through an instructionally coherent system.

Lakeside School District (Garland County): *Leveraging Local Community Resources to Drive Student Outcomes*

Fast Facts:

Tutoring Subjects	ELA & Math			
Tier I Curriculum	*ELA:*	Fundations Arts & Letters	*Math:*	Bridges in Mathematics
Tutoring Vendor	In-District Retired Teachers and Student Interns			
Delivery	In-Person			
Ratio	4:1			

> **"It's worth the work."** – Lakeside Tutoring Lead

Lakeside School District has built a locally driven tutoring model – with retired teachers and student interns serving as tutors – that **leverages intervention resources embedded within the district's Tier I high-quality instructional materials** (Strategy 1) during tutoring. Identified Lakeside students attend high-impact tutoring sessions during **"What I Need" (WIN) time**, a time block already embedded within the master schedule (Strategy 2), in small groups of no more than four students.

To identify students for tutoring, Lakeside prioritized the **lowest performing 25% as determined by ATLAS assessments**, followed by formative assessments, screeners, and progress monitoring measures used by the district (Strategy 3).

District-based academic coaches serve as the bridge between classroom teachers and tutors, preparing materials in advance for tutoring sessions and providing training on intervention components within the district's core programs (Strategy 4). This structure and coaching allows tutors to adequately **scaffold student supports** without introducing new content outside of core instruction (Strategy 1).

Every Wednesday morning, Lakeside leverages **Professional Learning Community (PLC) time to analyze data, plan instruction, and address gaps** related to both core instruction and tutoring sessions (Strategy 3 and Strategy 4)**.**

Since tutoring materials are directly taken from the Tier I curriculum, **family engagement is prioritized through curriculum newsletters previewing upcoming learning goals, documenting tutoring in individualized student intervention plans in the ATLAS portal** (Strategy 2)**, and academic family nights** (Strategy 4)**.**

By intentionally leveraging Tier I curricular resources as tutoring materials, Lakeside has worked to create an instructionally coherent tutoring program that fits their local context and is responsive to individual student learning needs.
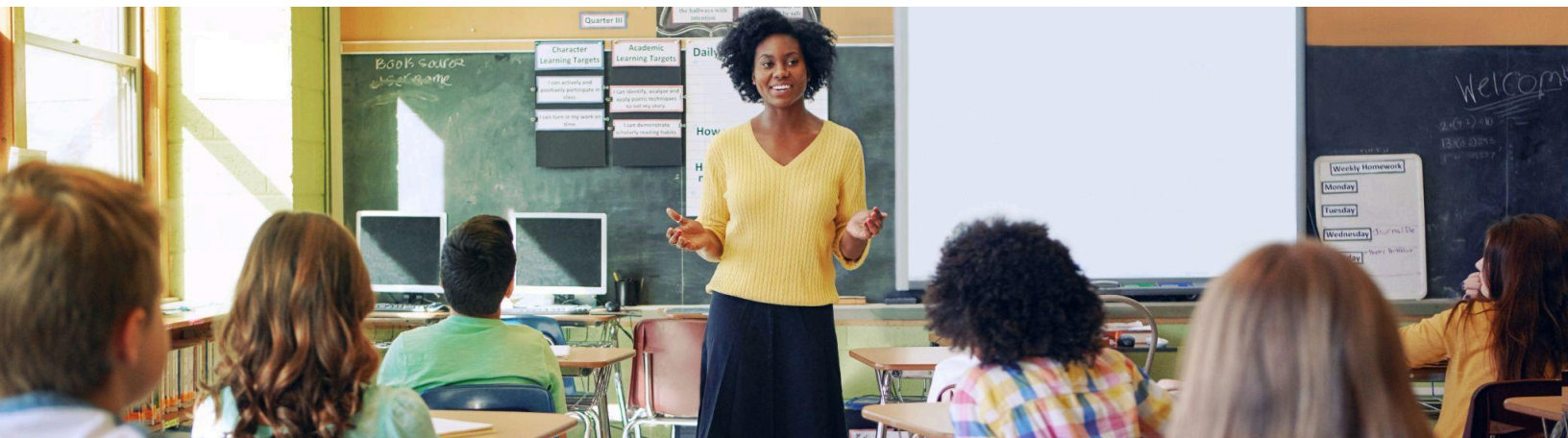
Conclusion

Arkansas's approach to instructional coherence ensures that high-impact tutoring is fully integrated with Tier I instruction, assessment, and intervention systems to support student mastery of grade-level math and literacy standards.

This Instructional Coherence Toolkit provides school and district leaders with strategies to:

1. **Align with High-Quality Instructional Materials (HQIM) and Instruction;**

2. **Leverage Existing Policies and Structures;**

3. **Use Data to Inform Instruction; and**

4. **Foster Collaboration Among Key Stakeholders.**

By embedding high-impact tutoring into Arkansas's systems of student support, Arkansas ensures coordinated efforts between students, tutors, teachers, administrators, and families, ultimately creating a learning ecosystem where students are supported academically and prepared for future success.

Appendix: Resources

"Look Fors" Observation Tool

This tool is designed for co-op, district, and school leaders to conduct ongoing tutoring observations to identify the extent to which there is instructional coherence between tutoring programming and the core instruction a student receives. In addition to observing tutoring sessions, co-op, district, and school leaders may need to consult school personnel involved in tutoring programming, such as coordinators, tutors, and teachers, to learn more about how a tutoring program does or does not align with Tier I instruction. For additional information on academic coherence in the context of tutoring, consult the resources in DESE's High-Impact Tutoring Instructional Coherence Toolkit.

4 Strategies for Achieving Instructional Coherence in HIT:
- Align with High Quality Instructional Materials (HQIM) and Instruction
- Leverage Existing Policies and Structures
- Use Data to Inform Instruction
- Foster Collaboration Among Key Stakeholders

Ratings:
- *Strong Evidence:* Most look-fors are observed with skillful application (4+).
- *Partial Evidence:* Some look-fors are observed with skillful application (3-4).
- *Little Evidence:* Little evidence of look-fors are observed or inconsistent application (1-2).
- *No Evidence:* No evidence of look-fors are observed (0).

Strategy	Indicators *Involves consultation with school personnel to confirm if the "look for" indicator is met.
Align with High Quality Instructional Materials (HQIM) and Instruction	1. To support the implementation of HQIM in Tier 1 instruction, district high-impact tutoring programs should use materials and instructional practices aligned with those already adopted by the district. **Look Fors:** ☐ Tutors make explicit connections between the tutoring lesson's goal and the classroom learning goals that reflect the scope and sequence of standards progression for Tier I instruction. ☐ Tutors use content specific learning strategies used by the teacher in Tier I curriculum (e.g., base 10 representation, sentence frames). ☐ Tutors observe Tier I grade level instruction across relevant grade bands and content areas at least once per semester.* ☐ Tutors use formative assessments and/or tasks that are embedded within the Tier I curriculum to monitor student progress. ☐ Tutors use scaffold or extension materials provided within the Tier I curriculum and, if appropriate, successful Tier II interventions that require additional time.

Rating:	Strong Evidence	Partial Evidence	Little Evidence	No Evidence

Strategy	Indicators
Leverage Existing Policies and Structures	2. District and school leaders should embed HIT into existing structures and policies in their school building designed to support student learning. **Look Fors:** ☐ The district has an established written policy and structures to determine when the frequency and duration of the intervention is to be adjusted to meet student learning needs.* ☐ Building level student support teams determine who will receive tutoring and/or alternative interventions based on individual student needs.* ☐ School leaders avoid duplicating efforts by embedding tutoring into established student supports (e.g., as a Tier II and/or Tier III resource) rather than creating new standalone interventions.* ☐ Attendance and dosage of tutoring sessions are tracked at the individual student level to ensure instructional time and intensity is met based on Tier II or Tier III expectations.*

Strategy	Indicators *Involves consultation with school personnel to confirm if the "look for" indicator is met.			
	☐ Tutors have access to student plans and documented progress/test scores as allowable by state and district policy (e.g., IRP, MIP, IEP, LPAC).* ☐ Tutors engage in relevant high-quality professional learning opportunities with district and school staff, when possible, on individual student supports.* ☐ Tutors document HIT interventions within other existing support structures for individual students (e.g., IRP, MIP, IEP, LPAC).*			
Rating:	Strong Evidence	Partial Evidence	Little Evidence	No Evidence
Use Data to Inform Instruction	3. Tutoring programs should be informed by assessment data, particularly from curriculum-embedded assessments and ATLAS results. **Look Fors:** ☐ School leaders and/or tutoring coordinators consider all pertinent available data and supports for individual students in the development of tutoring programming.* ☐ School leaders and/or tutoring coordinators have established cycles of review for data to ensure that interventions are provided with attention to current student data.* ☐ Data from formative assessments used in tutoring is included as part of screening and progress monitoring for continuing tiered support structures.* ☐ Tutors have access to formative assessment data from Tier I instruction (e.g., bell ringers/exit tickets) to customize/tailor lessons.* ☐ Building leaders, including principals, grade level or content lead teachers, instructional coaches, and other instructional support personnel participate in regular data-informed instructional meetings where all staff and tutors contribute to reviewing assessment data, interpreting student performance, planning tiered supports, and aligning educator actions to support them.*			
Rating:	Strong Evidence	Partial Evidence	Little Evidence	No Evidence
Foster Collaboration Among Key Stakeholders	4. District and school leaders must create systems of collaboration among teachers, tutors, and parents to create a coherent experience for a student. **Look Fors:** ☐ Families are notified of tutoring support and informed on student data as part of existing structures that inform them about student academic progress.* ☐ School leaders and/or tutoring coordinators implement structured digital communication tools (e.g., spreadsheet, form, app) that facilitate two-way updates between staff and tutor.* ☐ Tutors and teachers utilize shared data platforms to see the same information on student progress.* ☐ School leaders, tutoring coordinators, and/or teachers foster family engagement to ensure families are actively involved in establishing, monitoring, and adjusting student goals through parent-teacher-tutor check-ins.* ☐ Tutors and teachers establish systems for student-led discussions on personal learning needs to build agency and ownership in academic growth.* ☐ Schools align and potentially coordinate in-school tutoring with resources that families may utilize with Literacy Tutoring Grant Program funds.*			
Rating:	Strong Evidence	Partial Evidence	Little Evidence	No Evidence