



**SETTING UP YOUR PROGRAM
FOR SUCCESS GUIDE**

Part 1- District

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Introduction

Congratulations, you're launching high impact tutoring in your district!

Saga Education is here to help you plan and answer questions that arise. This document is your guide for planning. If you have already started, use it as a checklist to see what you might be missing or ideas for improvement. If you're looking at a blank whiteboard and trying to figure out the who, the what, and the timeline, this should help.

Seasoned experts agree that it is the people on the ground, in the schools, who will make implementation successful, and the people in central office who will enable smooth school operations. A key to their success is effective communication to know what each is doing, why they're doing it, and what the time frame is.

Core Components for High Touch & High Fidelity

Saga has such impressive results because we have figured out what the core components are to ensure students' success via tutoring. We know you want those results too; below are the "must haves" for your program.¹ Plan on including them in every meeting as you orient people to the program. There are many things going on in every district, and you need the whole team's vigilance to guard against eroding these components.

- 1. Dosage:** Students should receive a minimum of tutoring support for 50% of the school year. Tutoring is typically everyday or every other day (i.e. 5 tutoring sessions every 10 school days).
- 2. Ratio:** Students should be tutored in groups of 2 or 3. Tutors can have caseloads each period as large as 6 students if they work with 3 students at a time and rotate between the two groups every other day. When students are not working with the Tutor directly, they can be working on an adaptive practice tool, receiving another elective course credit, in study hall, etc. A 1:1 ratio is not the optimal use of a Tutor's time; a 1:4 ratio is possible for experienced Tutors but a stretch for rookie Tutors.
- 3. Grade Level:** Focus on later math and early literacy.
- 4. When does tutoring occur:** Tutoring occurs during the school day with students. It is a part of their regular school schedule, and they receive either math or elective credit for the course, or the grade is added to their current math class as a percentage of their final grade.
- 5. Tutor Coach:** A dedicated staff member who is physically present during all tutoring periods; partners with the school math teachers and department leaders; provides professional development and regular coaching to Tutors; reviews lesson plans and ensures alignment with core content; assesses data for continuous program, teaching, and learning improvements. This person can be an established teacher in the building, a new hire, or a position that is contracted with another organization, etc.
- 6. Saga Curriculum:** If the Saga curriculum is used, it is implemented with fidelity, including silent Do Now and Ticket to Leave to start and end each class period to assess mastery of content.

¹ Program must-haves

The Steering Committee

One of the first steps is to compose a steering committee of implementers and district supporters. This is for a few reasons:

1. People are more invested when they have a voice
2. Programs are better when the doers collaborate to help design implementation
3. Everyone at the table working functionally together increases the likelihood of success

We recommend 6 to 8 people, including you: two to three Principals, and managers from the district including HR, academics, professional development, and technology. Depending on the size and organization of your district, the superintendent may also choose to serve on the Steering Committee. We recommend they or the Chief Academic Officer (CAO) be the ultimate decider and the supervisor of the Tutoring Program Manager.

Below is an example of who's in charge of what. This is needed to set a baseline of transparency, clarity, and accountability. Customize this Roles and Responsibilities table to share with everyone involved.

Steering Committee Roles and Responsibilities

Program Set-up Pillars	Team Members	Responsibilities
All	District Tutoring Program Manager	Coordinates all aspects of the tutoring program, including <ul style="list-style-type: none"> ▶ Engages Steering Committee members and secures decisions at the district level ▶ Supports Principals in their role to champion the program and supervise their Tutor Coach ▶ Supports Tutor Coaches in Tutor professional development and management and all aspects of implementing the tutoring program
Program Design Communications	Principals; with Tutor Coaches if preferred	<ul style="list-style-type: none"> ▶ Ultimate leaders of the Tutoring Program in their schools; supervisors of Tutor Coaches, the school-based program managers ▶ Represent the implementation experience to the Steering Committee to help with problem solving and continuous improvement ▶ Main communicators to school Stakeholders: staff, students, and family members

Program Set-up Pillars	Team Members	Responsibilities
Program Design Curriculum Measures of Success Communication	Academics, including math and assessments	<ul style="list-style-type: none"> ▶ Decides and explains how tutoring integrates into and supports the overall academic program and strategy ▶ Enacts moves to leverage tutoring to support student achievement ▶ Evaluates and chooses tutoring curriculum ▶ Decides how tutoring aligns and interacts with core curriculum ▶ Decides how the tutoring program will be assessed ▶ Connects Tutor Coach with other academic providers, including for math, special education, English Learners (ELs), and assessments ▶ CAO supervises the Tutor Program Manager (if the Superintendent is not the supervisor) ▶ Builds Tutor training into central program design (PD) calendar and provides associated personnel and logistical support (for Tutor Coaches and tutors) ▶ Coordinates with PD department, if separate
Program Design Professional Development	Professional Development	<ul style="list-style-type: none"> ▶ Builds Tutor training into central PD calendar and provides associated personnel and logistical supports (for Tutor Coaches and tutors) ▶ Coordinates with academics department, if separate
Program Design Curriculum	Special Education and/or English Language Learning	<ul style="list-style-type: none"> ▶ Determines the student Individualized Education Program (IEP) and 504 plan information access sufficient for Tutors to provide appropriate accommodations ▶ Shares PD on special education and ELs, and/or empowers Tutor Coach to replicate PD for Tutors ▶ Communicates to school Special Education directors and language facilitators about the tutoring program and their roles to support it through access to student information, PD, and Tutor observation and feedback support to the Tutor Coach
Human Capital	Human Capital	<ul style="list-style-type: none"> ▶ Determines employee category, requirements, and job description for Tutor Coaches, and supports Principals hiring Tutor Coaches ▶ Determines the employee category for tutors ▶ Recruits, hires, and onboards tutors for schools ▶ Supports Principals and Tutor Coaches in all aspects of Tutor Program staff supervision (evaluation, promotion, discipline, termination, etc.)

Program Set-up Pillars	Team Members	Responsibilities
Operations	Operations, including student data and schedules, and facilities (may be multiple people)	<ul style="list-style-type: none"> ▶ Determines where tutoring occurs and sets up Tutor Coaches to orient tutors on appropriate use of space ▶ Manages any changes to the school schedule to accommodate tutoring ▶ Ensures that Tutors have sufficient PD on health, safety, emergency, and other procedures ▶ Determines course coding, guidelines for the teacher of record, etc. ▶ Connects Tutor Coach with other providers, including for student information, assessment data (if not covered by academics), and technology <ul style="list-style-type: none"> ▶ With Tutor Coach, Principal, Director of Instruction, and Math Dept. Chair determines best presentation of relevant data to track tutoring impact ▶ Provides data in timely manner to Tutor Coach ▶ Provides student family contact info to Tutor Coach and Tutors, as part of a coherent communication strategy with students and families
Operations	Technology	<ul style="list-style-type: none"> ▶ Provides and maintains devices ▶ Enables access to Saga Connect Tutoring platform, including adding program and accounts to student homepages ▶ Adds tutoring program staff to school listserv; enables access to school calendars ▶ Troubleshoots tech problems as they arise

District Steering Committee Launch Meeting Preparation and Agenda

Prep for the District/LEA Steering Committee Launch Meeting

There is a lot to figure out before your district launches Tutoring. For the Steering Committee Launch meeting, you will not have everything resolved - that's why you have a Steering Committee.

Prior to the Launch Meeting, we recommend you meet with as many Steering Committee members as possible, individually, to do the planning. The full list of what to discuss is on the following pages.

On this page and the next we suggest an agenda for your meeting and the preparation you and the CAO or Superintendent will want to do for it.

1. The Why and Vision for the Tutor program (CAO/Supt)
 - ▶ Student performance – decline of xx due to Covid, comparison of math performance to state or other districts generally
 - ▶ Saga's data on impact in other (add/ link to sources)
 - ▶ Our vision is that, with small group tutoring, our students will....
2. Core components of a successful tutoring program (District Mang)
 - ▶ Share the list of Core Components and anticipate answering questions people have
3. Steering Committee members' responsibilities (CAO/Supt)
 - ▶ Share the Roles and Responsibilities table, clarify and answer questions people have
4. How it works/what we know: key components and logistics (District Manager)

Examples include the following:

- ▶ The schools involved, target grades, target subjects, total number of students, frequency for and total hours of tutoring per student
 - ▶ The role of the Tutor Coach (distribute job description); review which schools have theirs and plans for hiring if not
 - ▶ The profile and employee category of Tutors, how they are being recruited, how they will be screened and hired (are schools involved?), how they will be assigned (distribute job description)
 - ▶ The tutoring curriculum and how it aligns with district/school curricula. The tutoring curriculum and how it aligns with district/school curricula (we recommend having team members walk through the student experience by demoing it for the group on a monitor or having this as pre-work for the meeting)
 - ▶ Plans for training Tutors so they all are ready to work with students on day 1
 - ▶ When tutoring happens and for how long (in the day, and in the year/term)
 - ▶ The metrics you'll use to measure effectiveness
 - ▶ The role of operations, at central office and in the schools
 - ▶ Thinking about communications roll-out to Stakeholders, including the Board of Education
5. What we still need to figure out: key components and logistics (District Mang)
 - ▶ Examples include anything from the above not resolved, as well as select items from the detailed checklist questions in the following pages
 6. Communication to Stakeholders

As a group, think about how and when your Stakeholders need to learn and have the chance to ask questions about Tutoring.

- ▶ Board of Education
- ▶ The media
- ▶ Staff members
- ▶ Students
- ▶ Family members
- ▶ Other partners to the school

Sample Agenda

Participant names and titles:

Objectives: Tutor Team Members will be able to...

1. Describe the why and vision for the Tutor program to Stakeholders in our community (staff, students, family members)
2. Recognize and support the core components of a successful tutoring program
3. Name their own responsibilities in its operation and success
4. Cue up, resolve, and determine next steps for key components and logistics of the tutoring program
5. Identify best ways to communicate the new program to Stakeholders in their own spheres of influence

Agenda

- ▶ Ice breaker activity (Team member (asked in advance))
- ▶ The Why and Vision for the Tutor program (CAO/Supt)
- ▶ Review and discuss the core components of a successful tutoring program Team members' responsibilities (CAO/Supt)
- ▶ Share what has been decided, and cue up decisions and implementation questions (District Mang)
- ▶ Questions and problem solving (All)
- ▶ Close: sum up next steps, agree to date for next meeting

Questions to Consider for Pre-Meetings with Steering Committee Members, OR to Discuss as the Whole Steering Committee

Districts are designed differently from one another. For instance, some have professional development embedded in academics, and others have it as a separate department. Because we don't know your particular set up (yet), the below key questions and considerations for your planning are grouped under pillars so you can pick and choose what you need for your different meetings and leaders.

The pillars are:

1. Program Design
2. Human Capital
3. Tutoring Curriculum
4. Measurements of Success
5. Professional Development
6. Operations
7. Communication with Stakeholders

Program Design

1. What grades or subjects should be tutored?

If you have unlimited funds and unlimited Tutors, you could envision providing tutoring to each student in your school or district. All students can benefit from personalization; whether a student is behind or ahead, teaching students at their level is a critical component of effective education. But you don't have unlimited time, space, and resources. So where should you focus?

Here are some factors to consider:

- ▶ What are the neediest grades? Subjects?
- ▶ In what grade and content area will you see the greatest gains as a result of tutoring specifically?
- ▶ What are you already doing or planning to do in particular grades and subjects?
- ▶ What subject is easiest to use with tutoring?

We recommend two strategic areas for tutoring: early literacy and later math. Research suggests these are the key leverage points in preK-12 education:

- ▶ Students who are proficient readers by Grade 3 have a 4-times greater likelihood of graduating than students who are not proficient in reading by grade 3.
- ▶ Students who pass grade 9 Algebra 1 are 4-times more likely to graduate from HS than those who fail grade 9 Algebra 1.

A 2016 Harvard [meta-study of 196 randomized controlled trials](#) highlighted these leverage points, showing that early grade interventions in reading were more effective than late grade interventions in reading, and late grade interventions in math were more effective than early grade interventions in math.

In addition to the academic data, practitioners (you) can also appreciate that math in 9th grade is a strong choice for tutoring because of the following reasons:

- ▶ Two-thirds of students enter high school without having the background to succeed in Algebra I, which is the gateway to higher-level math courses. If students catch up freshman year so that they are at grade-level, their high school math experience opens up.²
- ▶ Beyond subject-specific advantages, the experience of building competence in math builds confidence, which translates to other content areas. Students see that they can do math (sometimes for the first time) and that creates energy to tackle other subjects.
- ▶ First year success or failure affects high school graduation rates: according to a 2017 report by the University of Chicago Consortium on School Research, the odds of graduating decrease by a staggering 30% for students who fail just one full-year course in 9th grade.³
- ▶ Many schools have Freshmen or 9th Grade Academy, and fitting math tutoring into that special array of more intensive supports makes sense as the point is to help students avoid failure in their first year of high school.

2. Which students should be tutored?

Equity driven programs mean all students can benefit from tutoring. Most districts Saga partners with opt to have all students in a specific grade level or core course receive tutoring. There are two primary reasons to assign all students in a grade:

1. There will be no stigma associated with tutoring. You're doing it because all students need individual support to be at or above grade-level and to afford them the maximum options as they progress in their high school math courses.⁴
2. It's easier to schedule. When students are with their Tutors, you have the option of a planning block for teachers in the same grade or subject area.

3. Will tutoring happen during the school day, or outside of regular school time?

We recommend having tutoring as part of the regular school day schedule because it enables consistent access to the students by the tutors, and it's easier to align it with their core classes to reinforce content. In the different grade levels, scheduling school-day tutoring will look different. For high school students, it can be built in as an elective course, double blocked content-area course, intervention period, or additional core course for credit. For middle school students, scheduling cohorts that all travel together to each class throughout the day allows flexibility to build tutoring into the schedule. For elementary school students, splitting the core course period or using time like guided reading time for tutoring are big pluses; children are with their Tutors in one room or space and teachers pull their groups for targeted instruction in another.

2 According to NAEP 66% of U.S. 8th graders score at or below Basic in mathematics, leaving students inadequately prepared for success in Algebra I, a foundational math class and high school graduation requirement.

3 This setback is more striking for 9th graders who fail both semesters of Algebra I: only 13% will likely graduate in 4 years.

4 The testing data provides some support for this hypothesis, as lower-performing students within the sample were found to improve more on easier assessment items, while their relatively higher-performing peers saw bigger jumps on the harder questions.

[Report on Saga Education by National Bureau of Econ Research](#)

4. How frequently will students receive tutoring? What is the amount of additional learning support provided?

We recommend that, at minimum, students receive tutoring every other day, getting at least 60 hours of additional learning support. You're probably already doing the math:

$$180 \text{ school days} / 2 = 90 \times 45 \text{ mins} = 67.5 \text{ hours}$$

For the early learners, the tutoring period may be 30 mins, which would be only 45 hours if every other day. Programs that provide tutoring every day, in large part to keep regularity for the children, can achieve 90 hours per child per year.

5. What will be the ratio of tutor-to-student, and what will be the caseload of a Tutor throughout the day?

Some people recommend 1:1 tutoring. With very few exceptions, we do not recommend this. The reasons may surprise you.

- ▶ 1:1 tutoring is not an optimal use of the Tutor's time. In an excellent tutorial, a Tutor should do no more than 30% of the cognitive lift, and the student should do no less than 70%. That means nearly 3/4 of the time, the student is working silently or working with a classmate, and the Tutor is just watching. In tutorials of 1:2, 1:3, or possibly 1:4, the Tutor can use their time to work actively with a student while the other students work independently.
- ▶ We asked students, "Do you like 1:1 time?" They resoundingly said "no" because they feel pressured and uncomfortable if all the attention is toward them for the whole period. They prefer tutorials with 1, 2, or even 3 other students.
- ▶ Peer-to-peer learning is an essential element of learning. In a tutorial, students can collaborate, instruct each other, read to each other, and look at each other's work to find errors or to make suggestions. This dynamic is a very useful part of a well structured tutorial.
- ▶ As for an individual Tutor's caseload, we recommend 2-3 students per period (not 1, and rarely 4), so over 6 periods of a typical 8 period day (or six 45-minute blocks out of a 5-6 hour school day), a Tutor can manage a caseload of 12 to 24.
- ▶ There are models where Tutors can support 36 students – 6 students per period. In such cases, the Tutor is tutoring 3 students live, and the other 3 students are working on a technology platform under the supervision of another staff. The students switch every other day.

6. How should you pair students with Tutors?

Kids don't care about how much you know, until they know how much you care. This guides Tutor assignments. Relationships are primary, so...

- ▶ Tutorial pairings should remain consistent through the year so the Tutor can build ongoing, strong, trusting relationships with the students they tutor
- ▶ If you know or suspect that certain staff connect with certain kids, or a student really needs a male Tutor, or a quiet Tutor, or a Tutor of color, then by all means make those connections!

Human Capital

The human capital department is responsible for one of the biggest parts of launching the Tutoring Program: the Tutors themselves. If each full-time Tutor has a caseload of 24 students and your high school has 600 freshmen, all of whom will be receiving tutoring, then 25 Tutors need to be recruited and hired for that school.

1. Will Tutors be part-time or full-time?

Benefits and tradeoffs of full-time vs. part-time Tutors (some districts will have a combination of both):

Full-Time

- ▶ Consistent schedules and only one group for their supervisor to manage
- ▶ District may have concerns about the cost of benefits and other obligations associated with full-time employees

Part-Time

- ▶ Tutors have different schedules and their supervisors have to juggle multiple staff groups based on the day or time, which increases management challenges
- ▶ Another factor to consider is pace of development
 - ▶ If Tutors are part-time, they'll have fewer "at bats," will receive less feedback, and will grow more slowly than full-time Tutors
- ▶ An upside is that part-time Tutors allow schools to be more flexible in recruitment, and offer opportunities to people who cannot make the full-time commitment, such as older family members and volunteers

2. From where will we source and recruit Tutors?

You're likely wondering, from where will I recruit these wonderful tutors? Here are some questions to help you figure that out...

- ▶ Do you have internal staff such as teachers or paraprofessionals that can be used during specific periods of the day to provide tutoring to students?
- ▶ Are there AmeriCorps or other programs that you currently partner with that can shift to provide tutoring to students?
- ▶ Do you have a list of retired teachers and school staff that want to stay involved with the kids in a different capacity?

A lot of people ask us about how to find full-time tutors. We've been at this work for 17 years, in small cities and large, in good economic conditions and bad, and we have always – city after city and year after year – had 8 to 23 applicants for every Tutor position. We did that on a small recruitment budget and with a small but mighty recruiting team.

The key is to frame this work as service. It can be a high paying service opportunity, even while it is not a highly paid salaried job. If possible, your state and district leadership should issue a call for service, and from that pool, you will find your tutors.

If you're thinking beyond recent grads as your target market, let's do some brainstorming. The idea of being a Tutor as an *act of service* is very appealing to many people.

- ▶ Retired teachers have enormous experience and skill and often want to keep working with kids – just not so many or full-time.
- ▶ Parents or grandparents similarly may want to contribute to the life of the school and the success of their kids, and tutoring may be just the way to do it.

3. How do we select and hire Tutors?

Here is the [Saga Tutor Job Description](#). Historically, Saga markets tutoring positions to people who have completed an Associate's degree or higher in any discipline, who are taking a gap year, or who might want to enter the education field but are not sure yet. Our Tutors go through a rigorous application process in which we assess their content knowledge, ability to receive feedback, and ability to address student misconceptions through a math talk. We also look for their ability to connect with students as we have learned that it is easier to coach a Tutor on the content than it is to coach them on human connection.

In terms of the application, review, interview, and hiring process, you'll decide if that is all centralized and if you will involve staff from your implementing schools. Also, applicants may have preferences for particular schools, which you'll have to balance with equity concerns. Often, the most experienced and effective teachers opt to work in higher performing schools, while in fact, it's exactly those professionals who are required to support our neediest students and schools; the situation is similar as you're thinking about assessing and deploying Tutors.

In preparing for selection and hiring, have your team do the following until you are normed as a group:

- ▶ Articulate the knowledge, skills, and mindsets necessary for Tutors to be effective and successful in their role
- ▶ Identify skills that are coachable and skills that are required for Tutors as they enter the first day
- ▶ Design an application and vetting process to evaluate eligibility criteria and ensure a diverse set of Tutors
- ▶ Design a clear task for Tutors to assess their content knowledge and ability to receive and implement feedback

4. Who will be the Tutor Coaches for each school?

Here is the [Saga Tutor Coach Job Description](#). The Tutor Coach is responsible for the entire program at their school, including in-service coaching and support and serving as the teacher of record or room supervisor while tutorials are happening. This can be a full time position that is created (such as our Saga Site Directors), or it can be a blended position for a teacher who is seeking more leadership.

In the latter option, be sure that you and the principal(s) are realistic about the scope of the person's responsibilities and the bandwidth that it will take to execute the program well. If you are running tutorials most periods or blocks of the day, there is a tremendous load for supervising and coaching Tutors and ensuring that culture and learning is strong. Additionally, the Tutor Coach is managing the interface with teachers, the data and continuous improvement with curriculum, and more. Crafting this position is a moment when you can really set the person and position up for success.

Curriculum

1. What should we consider when selecting the tutoring curriculum?

As stated in the Steering Committee section, the Tutoring Program sits with Academics. The CAO will decide what curriculum is best taught in tutoring, based on an evaluation of curriculum adaptable for tutoring, and its alignment with other core district curricula. They will also connect with district experts in math, ELA, special education, and language learning. The below criteria are to guide or function as a checklist for your research and decision-making.

- ▶ Tutoring sessions have high-quality materials and curriculum that maintain rigor
- ▶ Session content complements and aligns with classroom materials to support student mastery
- ▶ Sessions focus on grade-level material that is informed by standards and assessment data
- ▶ Sessions have a consistent structure with space for relationship-building, independent practice time, and formative assessment to evaluate student mastery

- ▶ High-quality research-based software is used to accompany session facilitation in a blended learning environment
- ▶ Adaptive software provides Tutors with concise, actionable data that informs future sessions in a blended learning environment
- ▶ Tutors and teachers can select content for student practice sessions in a blended learning environment

Saga Math Curriculum for 6th and 9th Grades. Here is an overview of the Saga [6th grade math resources](#) and [9th grade math resources](#)

If your district is going to focus tutoring on K-3 literacy, we recommend foundational literacy. Research demonstrates that systematic phonics instruction is the most critical use of instructional time for young readers, and phonics instruction can be taught in discrete chunks. Strong, scripted curricula are available and well-suited for educators relatively new to teaching, ie. tutors. EdReports has excellent reviews of curricula [here](#). You can consider a curriculum for tutoring that is exclusively for foundational skills, such as Foundations (mid-level EdReports rating), or parse out the foundational skills portion of a comprehensive early ELA curricula, such as Core Knowledge Language Arts or Bookworms.

2. What platform will you purchase for tutoring to happen virtually?

We recommend using our Saga Connect tutoring platform, [demo linked here](#). This platform was created and designed to make virtual tutorials feel as close to in person as possible. You can upload your own curriculum or have the Saga curriculum already embedded. There is shared whiteboard space for students to show their work and collaborate. The platform has function keys, expression keys, math manipulatives, equation builders, a group and private chat, a calculator, and more helpful features.

3. What will be our grading and credit policy and process for Tutoring?

We recommend that what happens in tutoring be credit-bearing and graded. This can be as an elective or as a portion of the overall course grade. Given that tutoring is a time to ask all questions, try repeatedly, and make mistakes, we recommend participation grading rather than assessment-based grades. You will want to determine the criteria for grading and the process for Tutors and the Tutor Coaches to determine them.

4. How will we generate leader understanding and buy-in?

When you've decided on the curriculum, this triggers many other tasks, including helping leaders understand the why and enough of the actual content and operations to be strong managers and advocates. If you're using the Saga Connect platform for online tutoring, there is an easy demo for leaders to watch [here for Saga Connect](#). Every leader involved with the program should watch this; if possible, it's helpful to also create test accounts so that they can interact with the software as a student or Tutor does.

Subject Leaders (Math, ELA)

Following the introduction to the big picture of tutoring, Saga curriculum, and school vision for implementation and impact (if needed), key questions for department leaders in your target subject areas include the following:

- ▶ How do they see tutoring and the tutoring curriculum supporting the academic strategy for student achievement?
- ▶ How is it best to connect the core curriculum and tutoring – both the activity and the curriculum?
- ▶ How is it best to inform and engage school-level academic staff so that they know enough and are excited to enlist their teachers?
- ▶ What assessments, from interim to exit tickets, will best assess progress in tutoring?

Special Education Director

Following the introduction to the big picture of tutoring, Saga curriculum, and school vision for implementation and impact (if needed), key questions include the following:

- ▶ What is the IEP and 504 plan information sufficient for Tutors to provide appropriate accommodations?
- ▶ How is best to enlist school-level special education staff so that they can share and support?
- ▶ Can Tutors be included in staff PD on special education? Can you allow Tutor Coaches to replicate PD for Tutors?
- ▶ Is it possible for school-level special education staff to observe Tutors periodically and provide feedback on their work with students with special needs? If so, what is the best way to make that happen?

ESL Department Director

Following the introduction to the big picture of tutoring, Saga curriculum, and school vision for implementation and impact (if needed), key questions include the following

- ▶ What is the WIDA/ACCESS information sufficient for Tutors to provide appropriate strategies and accommodations, particularly for newcomers?
- ▶ How is best to enlist school-level ESL/EL staff so that they can share and support?
- ▶ Can Tutors be included in staff PD on working with newcomers and other ELs, or allow Tutor Coaches to replicate PD for Tutors?
- ▶ Is it possible for school-level ESL/EL staff to observe Tutors periodically and provide feedback on their work with ELs? If so, what is the best way to help make that happen?

Measures of Success

If you're thinking about curriculum and instruction, you're thinking about assessing impact. Many districts have their evaluation of tutoring baked into their existing assessments. They will look at their interim assessments, unit tests, exit ticket, and other progress monitoring data to see how tutoring is affecting learning relative to past years or against schools that are not using tutoring.

1. How will we measure drivers of academic performance?

To support holistic student success, Saga provides beginning-of-year and end-of-year surveys to track engagement and confidence. Tutors are trained to closely track student engagement in the program. Saga's theory is that tutoring improves student engagement, and that increased engagement drives improved performance.

2. How will we measure academic performance?

Saga's Academics team created a Foundational Skills Assessment (FSA) to accurately measure student skill growth; baseline scores are analyzed against several intra-year results. Saga will support Tutor Coaches to lead data dives where they, and Tutors, examine FSA results in combination with student course grades, progress reports, and standardized test scores, to identify trends and devise improvement plans specific to each student, as well as to inform areas needing improvement programmatically.

Questions include the following:

- ▶ What are the metrics you'd like to use to measure effectiveness? Consider summative and interim assessments, as well as unit tests, exit tickets, and progress monitoring for foundational skills development.
- ▶ When are these assessments? What is the comprehensive calendar for them?
- ▶ Do you have data study time scheduled for staff following the times when new data are available? Ideally, Tutor Coaches, and possibly Tutors, would participate in those reflection and planning sessions.

- ▶ Who manages the data? Who has access to it? You will want your Tutor Coaches, and possibly the Tutors themselves, to have access to the data.

3. How will you measure the overall success of the program?

Saga has focused on how to measure student dosage vs. overall attendance. Attendance can be a measure of accountability for students, whereas dosage is used to produce valid analyses of our effectiveness. It is not reasonable to evaluate the effectiveness of a program based on the performance of students who have received little tutoring dosage.

So, when we are looking at data internally and trying to determine how well we're doing with the students in our program, we look at students who have received at least 80% of tutoring dosage. More details here:

- ▶ Attendance = the % of tutoring dosage a particular student *actually* received out of the dosage they *could* have received
 - ▶ The denominator is unique to each student, and is based on when they enrolled and takes into account excused absences
 - ▶ Numerator is number of days present for tutoring
 - ▶ Late enrollment and excused absences DO NOT lower a student's Year-to-Date Attendance
- ▶ Dosage = the % of *possible* tutoring dosage a student received
 - ▶ Denominator is the same for all students at a site, and equals the maximum number of minutes of tutoring any student at the site could have received up to a given point
 - ▶ Numerator is the number of minutes of tutoring a student has *actually* received

Dosage/Attendance Example

		9/5 <- Day One	9/6	9/7	9/8	9/11	9/12	9/13	9/14	9/15	9/18	9/19	9/20	9/21	9/22	9/25	9/26	9/27 <- Today		
Isabel	Attendance	ex	p	p	p	p	ex	p	p	p	p	ex	p	p	p	p	ex	p	Denominator: 13	100% Attendance
	Dosage	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	Denominator: 17
Jacob	Attendance	NE	NE	NE	NE	NE	p	p	p	p	p	p	p	p	p	p	p	p	Denominator: 12	100% Attendance
	Dosage	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	Denominator: 17
Steven	Attendance	p	p	p	p	abs	abs	abs	abs	abs	p	p	p	p	p	p	p	p	Denominator: 17	71% Attendance
	Dosage	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	Denominator: 17
Valerie	Attendance	NE	NE	NE	NE	NE	NE	NE	p	p	abs	abs	abs	abs	abs	p	p	p	Denominator: 10	50% Attendance
	Dosage	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	Denominator: 17

Key:

- ▶ "ex" = excused absence
- ▶ "p" = present
- ▶ "abs" = unexcused absence, and
- ▶ "NE" = Not Enrolled
- ▶ "d" = days that are being counted toward the dosage denominator (all of them) for that site

Note that students with low dosage percentages can still have a high or perfect attendance. A low dosage percentage can be indicative of excused absences or late enrollment into the program.

Assessment Resource

If you're feeling that your assessment systems need a boost, the Louisiana Department of Education's reviews of curricula and assessments [here](#) can be helpful as you're conducting your research.

Professional Development

If you're onboarding one or more Tutor Coaches and 15-25 new Tutors for each school, you're blocking out time, physical space, and staff capacity to train them for their new jobs. Here is an overview of what Tutor Coach and Tutor professional development will look like and some things to be thinking about.

1. What are the components of Tutor Coach Professional Development?

In Saga's professional development, we are practicing a "flipped" learning model where learners consume content on their own time, at their own pace, and then use time with their Saga facilitators to put it all together, solve problems, and do real time planning. The overall scope and sequence combines asynchronous (independent) and synchronous learning. Some of the time, staff are at their computers learning through modules independently, and some of the time, they're all together with Saga facilitators and their peers via computers or in person.

Below are components of Tutor Coach Training. This will be guided by the Director of District Partnership (DDP) and Client Relationship Managers (CRMs). It is adapted from the professional learning that Saga has been facilitating and evolving for the last decade in its direct service model.

Program Design	Blended
Setting up the Year for Success Part 1 - District/LEA Level	Blended
Setting up the Year for Success Part 2 - School Level	Blended
Role of the Tutor Coach	Synchronous
Maintaining Relationships with Key Stakeholders	Blended

Logistics for the Tutor Coaches are minor as they just require a computer and a room large enough for the number of Tutor Coaches you have. If you desire to have members of the Academics or Human Capital teams participate, adjust accordingly.

Saga will help leadership staff consider what success looks like for Tutors at different parts of the year by identifying fidelity checkpoints for implementation, actionable feedback, and sharing additional resources or training.

One thing to keep in mind is that the initial professional development is just the beginning of the support that Tutor Coaches receive. DDPs and CRMS are thinking about their ongoing development and adapting Tutor Training to the context of their program, incorporating changes such as language, culture, style, and content. Once the program starts, CRMs meet weekly in the beginning with Tutor Coaches and then bi-monthly to provide tactical resources for program implementation such as frameworks, mindsets, materials, etc. During the year, Saga will continue to provide leadership capacity-building with 5-7 more PD Sessions on key areas such as Stakeholder engagement and relationship management with people in their buildings: Tutor supervision, observation and coaching, and building team culture. Just as in-service coaching is critical for Tutors' success throughout the year, ongoing professional development is critical for the success of the Tutor Coach.

Using a Prep Period Effectively	Asynchronous
How to Coach Through a Fixed Mindset	Asynchronous
Coaching Tutors Through Difficult Situations	Blended
Academic Coaching - How to Debrief	Asynchronous

2. Tutor Professional Development

In their professional development, Tutor Coaches are taught how to use Saga's virtual tutoring platform, **Saga Coach (demo)**, to teach Tutors how to lead high quality tutorials. In thinking about the big picture of Tutor training, we will work with you to make sure the following points are included:

- ▶ Create an arc of development for the Tutor to determine the skills they need before working with students and skills they can refine after working with students
- ▶ Create a variety of trainings that center around rigor, ratio, and relationship building.
- ▶ Determine when and how tutors need to be trained whether it is virtual or in-person, asynchronous, or synchronous
- ▶ Identify format and facilitation for training sessions
- ▶ Determine the frequency for in-service coaching of tutors to provide actionable feedback to improve tutorial instruction

Examples of modules for Tutors:

High Quality Tutorials

Intro to Saga Curriculum

Right Relationships

Behavior Management

Positive & Professional Communication

Operations

Figuring out the students, staff, curriculum, and assessment criteria is critical. We know that none of this can happen without a deep partnership with operations for facilities, safety, schedules, student information, and technology. Some districts have assistant superintendents who supervise the above-mentioned functions. Others have directors of these areas who report to a range of leaders. The questions below are organized by topic area so you can review them with the appropriate managers.

1. What are some things to consider regarding facilities?

- ▶ Where and how tutoring will occur in school?
- ▶ What should Principals, their administrators for operations, and their Tutor Coaches know about Tutors using the space?
 - ▶ Will they need keys? What are the policies or procedures for Tutoring staff entering/exiting the building? Any staff badge or cards needed?
 - ▶ Parking lot: do Tutors need parking passes? Stickers?

2. What are some things to consider regarding safety?

- ▶ What should Principals, their administrators for operations, and their Tutor Coaches know about Tutors in respect to staff and student safety?
- ▶ What will be the process for fingerprinting Tutors and completing CORIs and SORIs?
- ▶ Does it make sense to invite Tutors to staff PD on health, safety, mandated reporting, emergency, and other procedures, or empower the Tutor Coach to replicate the PD for Tutors?
- ▶ What are expectations for Tutors in managing student behavior, and how will we organize PD to ensure they can meet those expectations?

3. What are some things to consider regarding scheduling?

- ▶ What should Principals, their administrators for operations, and their Tutor Coaches know about Tutors in respect to scheduling?
 - ▶ How should the tutoring period be entered into the student information system?
 - ▶ What should be the communication to school staff in charge of scheduling on how to enter the tutoring “class”?
 - ▶ When will rosters be ready and how should they be accessed and shared? How will we know about any changes to the schedule or students?

- ▶ How should courses be listed and coded? Semester versus full-year? Elective or core course, or a portion of a core course?
- ▶ Who should be listed as the Teacher of Record? Saga's sites usually have the Tutor Coach listed.

4. What are some things to consider regarding student information, assessment, and data management?

- ▶ What student information can the Tutor Coach have access to?
 - ▶ How can we enable access for the Tutor Coach and orient them to navigate the system(s)?
- ▶ What data are Tutors responsible for (e.g. attendance)?
 - ▶ How is that data entered?

5. What are some things to consider regarding technology?

- ▶ What technology do we have access to?
 - ▶ Who can help us set up accounts?
 - ▶ Software we should be aware of?
- ▶ If the program is virtual:
 - ▶ What programs does the school use for remote learning?
 - ▶ How and where is attendance tracked?
- ▶ If the school does not have 1:1 devices:
 - ▶ Are computers or tablets in a computer room or on a cart?
- ▶ How do we deal with tech issues?
- ▶ Internet accessibility?
- ▶ How do we get on the school listserv? School calendars? Website?
- ▶ What is the best way to connect with other operations leaders, including for student information, assessment data (if not covered by academics), and technology? Group meetings, 1:1s?

Communications

How many times have you seen a great idea get off to a bumpy start because of inadequate communication? We've all seen it, and most have been part of those learning experiences. What have they taught us? That people care and want to know what's happening, why it's happening, and how it will happen.

At the beginning of Program Design, you listed all the people to serve on your Steering Committee, and the following pages have detailed all the questions you need to ask all the people in academics, human capital, operations, and more who are involved with making the Tutoring Program a success. Here we're going to review the other Stakeholders involved so that you can start thinking about when and how best to communicate with them.

1. Who are likely Stakeholders who need communication?

- ▶ Board of Education/ School Board members
- ▶ Central office staff (listed in prior pages)
- ▶ Principals, both of participating schools and generally
- ▶ School-based academics staff, particularly those who report to district departments (ie. coaches)
- ▶ Family members, especially of those students who will be participating in tutoring
- ▶ Students who will be participating in tutoring
- ▶ Community groups that have potential staff to serve as tutors
- ▶ Academic partners to the school

2. Communication planning

Below is a table for you to list your Stakeholders, think about what kind and to what level of detail they need communication, who should message it, and by when they should be reached. Figuring out and doing this is a big job. You may want to have it on the agenda, depending on how long it already is, of your first Steering Committee meeting, or keep it for the second meeting.

This exploration of Stakeholders will be revisited in detail during the Relationships with Key Stakeholders Session, so you can determine who, besides the Tutor Coach, you want to attend.

Stakeholder	What form and to what level of detail do they need?	Who should manage the communication?	By when?

