

Working Group 4 Version

Element Detail 3c (jointly considered with Working Group 3)

Element: Tutoring for all K–3rd grade students identified as struggling learners. Transition this role to school teachers as time is freed up and training is added to teacher prep; students who continue to need tutoring beyond third grade should be provided with this support.

Design Assumptions:

1. Identify interventions that are working and learn how those programs are designed and delivered; this will form basis of the groups design assumptions.
2. All K–3rd grade students identified by teachers as needing literacy support should be provided with intervention in small groups of students (a successful design will indicate proper ratios to effectively deliver to students). Because students in K–2 do not take the PARCC exam, grade 3 PARCC levels will be used as a proxy for estimating resources needed to serve all K–3 students needing additional reading support.
3. The aim of the tutoring is to get the students on grade level by the end of 3rd grade.
4. Students can transition out of tutoring support as soon as it is determined they are ready.
5. Tutoring in reading will also impact math skills as the ability to read is directly related to math ability.
6. As other building blocks recommended by the Commission are implemented (particularly developing teachers to have expertise in diagnosing and supporting learning difficulties), the number of students needing tutoring outside of the regular classroom time will decline. It is anticipated that a decrease will begin 2–3 years after those building block recommendations are implemented and will level off after 6–8 years.
7. The need for tutoring outside of the regular classroom time will not diminish to zero as there will always be some number of students in need of this resource, but after 6–8 years these students will be tutored by their regular teachers and resources for at-risk students through the at-risk formulas will provide funding for additional supports and services.
8. Overall, through a combination of the compensatory education funds and categorical tutoring funds, resources would be provided so that one tutor would be able to serve up to 125 students needing additional reading support.
9. One tutoring coordinator would coordinate the work of up to 11 tutors.

10. While sufficient resources would be available to provide tutoring in these ratios, a school would have flexibility to establish their own evidence based tutoring models that work for their students.
11. The special education system will remain in place for students with disabilities, but as more students are supported early, fewer students will be referred for special-education services

Implementation Considerations

1. HB 1415, which authorizes funding for evidence-based early literacy intervention in grades K-8 with a priority for K-3rd graders, in a school with a high concentration of students living in poverty has been enacted, so implementation of reading tutors will likely begin this year. The bill mandates \$2.5 million in each of fiscal 2019 through 2022 for the program.
2. HB 1415 funding for these interventions expires after fiscal 2022, with a requirement to evaluate the effectiveness of the program at that time. Because tutors are considered a transitional program, needed until teachers have time and capacity to provide this support themselves, HB 1415 funding will have to continue in order to cover the full 6 to 8 years required to fully implement the new forms of school organization and professional development that will make it possible for regular teachers to take over the tutoring function
3. Should the funding amount be recalculated every year based on most recent 3rd grade reading proficiency or should the program amount phase-down according to a set schedule (sunset after 8 years)?

Tutoring