

Additional Support (Tutoring) in High-Performing Systems

Note: Supports exclusively for students with special educational needs are not included here

Jurisdiction	Program Name	Program Details	Pupil-Tutor Ratio	Cost
Singapore	Learning Support Programme (LSP) & Learning Support for Maths (LSM) ¹	<ul style="list-style-type: none"> Screening process at the end of grade 1 identifies students who will need additional support to develop their English language and literacy and/or mathematics skills. These students receive support through LSP and/or LSM during the lower primary grades. LSP is run by teachers who have been appointed by their schools as Learning Support Coordinators (LSC). These teachers receive additional training from the Ministry of Education to implement LSP. Students in LSP receive support for 30 minutes daily. LSM teachers also receive special training and teaching resources. Students in LSM receive support for two to three hours per week.² 	LSP and LSM students receive support in groups of 8-10 students.	Cost information is not available.
Taiwan	Elementary/Junior High School Remedial Education Implementation Project ³	<ul style="list-style-type: none"> Primary (except grade 1) and lower secondary school students are identified for support based on scores on an online screening test administered to students who have shown low performance in Chinese, English and mathematics on school-based assessments Eligible students receive additional support after school and/or during summer or winter breaks. The Ministry of Education recommends that students receive support for 4-8 hours per week. Instructors are teachers or retired teachers (who complete 8 hours of special training) 	The Ministry of Education recommends that students receive support in groups of no more than 6-12 students.	In 2014, the government spent NT\$1.5 billion (US\$48.6 million) on remedial education. In the same year, 339,656 students (about 15 percent of students) were served in these programs, for a total cost of about US\$143 per student.
Ontario	Literacy and Numeracy Strategy ⁴	<ul style="list-style-type: none"> Ontario's Literacy and Numeracy Strategy supports two tutoring initiatives: <ul style="list-style-type: none"> Tutors in the Classroom: School boards receive support to hire college and university students to work as tutors in classrooms during the school day for students up to grade 6 Ontario Focused Intervention Partnership (OFIP) Tutoring: School boards receive support 	Ratio information is not available.	<ul style="list-style-type: none"> Tutors in the Classroom is a cost-sharing program between school boards and the Literacy and Numeracy Secretariat of the Ministry of Education. The Ministry provides

		<p>to initiate or extend programs to support students up to grade 6 in strengthening their literacy and numeracy skills outside the classroom and beyond the regular school day (e.g., before and after school tutoring, homework clubs, partnerships with community-based programs)⁵</p> <ul style="list-style-type: none"> In 2015-16, 30 percent of primary schools and 2 percent of secondary schools participated in Tutors in the Classroom, and 41 percent of primary schools and 1 percent of secondary schools participated in OFIP Tutoring.⁶ 		<p>50 percent of salary and benefits for tutors up to a maximum grant of CAN\$1,000 (US\$765) per tutor.⁷</p> <ul style="list-style-type: none"> Boards receive funding for OFIP Tutoring⁸
	Student Success Strategy ⁹	<ul style="list-style-type: none"> Student Success Teachers and Student Success Teams (generally made up of the principal, Student Success Teacher, guidance counselor, special education teacher and other educators) in secondary schools aim to raise student achievement and increase the high school graduation rate¹⁰ Student Success Teachers generally have at least half-time release from classroom teaching. Responsibilities include: direct student advocacy and mentoring; student monitoring; school-wide staff development; and student instruction (e.g., credit recovery or other intervention).^{11,12} The structure of the role varies at the local level, but it appears that in at least some cases it involves working one-on-one with students on assignment completion.¹³ 	Each secondary school has one Student Success Teacher position, although the role may be spread across more than one teacher.	Phase 2 of the Student Success Strategy, launched in 2005, included placing a Student Success Teacher in each secondary school. Funding for Phase 2 included CAN\$89 million (US\$68 million) for 1,300 additional high school teachers, including 800 Student Support Teachers. Funding was expected to increase to CAN\$143 million (US\$109 million) for 1,900 teachers by 2007-08. ¹⁴
Hong Kong ¹⁵	Learning Support Grants (LSGs) (primary schools) ¹⁶	<ul style="list-style-type: none"> Academically low-achieving students are identified for support based on their performance in Chinese, English and mathematics LSGs are awarded to primary schools based on the number of academically low-achieving students and students with special educational needs, and the level of support each student needs on a Three-Tier Intervention Model. Tier 1 is quality teaching in the regular classroom, Tier 2 is “add-on” interventions (e.g., small group instruction or pull-outs) and Tier 3 is intensive individualized supports. Teachers provide this additional support. 	Ratio information is not available.	In 2017-18, schools received HK\$167,832 (US\$21,380) total for the first six students requiring Tier 3 support, and \$27,972 (US\$3,563) additional per student for each additional student requiring Tier 3 support. Schools received HK\$13,986 (US\$1,782) per student requiring Tier 2

				support. The maximum total grant per school was HK\$1,613,705 (US\$205,566). ¹⁷
	Intensive Remedial Teaching Program (IRTP) (primary schools) ¹⁸	<ul style="list-style-type: none"> Students are identified for support based on their performance in Chinese, English and mathematics. The program serves academically low-achieving students as well as students with special educational needs. IRTP support typically begins in grade 2 with the goal of “graduating” from the program by grade 5 Schools identify teachers to serve as resource teachers in the IRTP. Resource teachers support groups of students, either co-teaching in the regular classroom or supporting students in small-group settings 	Resource teachers typically work with groups of about 8-15 students.	Resource teachers teach the same number of classes per week as other teachers and are considered part of school staffing. In addition, each IRTP receives an annual class allowance to purchase instructional resources.
	Additional teachers for academically low-achieving students (secondary schools) ¹⁹	<ul style="list-style-type: none"> Secondary schools receive additional teachers to support academically low-achieving students. The number of additional teachers is based on the number of students each school enrolls from the bottom 10 percent and bottom third of each cohort.²⁰ Schools can “flexibly and strategically deploy” these teachers to support students, including in small-group instruction or pull-out remedial programs²¹ 	Schools receive: <ul style="list-style-type: none"> 0.7 additional teachers for each class of students in the bottom 10 percent of the cohort 0.3 additional teachers for each class of students in approximately the bottom third, but not the bottom 10 percent, of the cohort 	In 2011-12, secondary schools meeting these criteria received funding for between one and seven additional teachers.

¹ <https://www.moe.gov.sg/education/programmes/learning-support>

² *Empowered Educators: How High-Performing Systems Shape Teaching Quality Around the World* (Darling-Hammond, 2017)

³ <https://link.springer.com/article/10.1007%2Fs12564-016-9440-y>

⁴ <http://www.edu.gov.on.ca/eng/literacynumeracy/effectiveness.html>

⁵ <http://www.edu.gov.on.ca/eng/students/tutoring.html>

⁶ <http://thelearningexchange.ca/wp-content/uploads/2017/02/Student-Achievement-Division-Elementary-Initiatives-Year-in-Review-Report-2014-2016.pdf>

⁷ <http://www.edu.gov.on.ca/eng/policyfunding/memos/april2018/tutors-class-calls-for-proposals-2018.html>

⁸ <http://www.edu.gov.on.ca/eng/policyfunding/memos/june2008/TutorsintheClassroom.pdf>

⁹ <http://ncee.org/wp-content/uploads/2017/02/CanadaCountryBrief.pdf>

¹⁰ <http://ontarioyouthcan.org/wp-content/uploads/2012/12/tipsandsuccess12oct30.pdf>

¹¹ <http://www.edu.gov.on.ca/eng/policyfunding/memos/SSTMar2.pdf>

¹² <http://www.edu.gov.on.ca/eng/policyfunding/memos/DMSST.pdf>

¹³ <https://studentsuccess.hcdsb.org/support-my-child/how-student-success-helps/>

¹⁴ https://www.researchgate.net/publication/268326587_Evaluation_of_the_Ontario_Ministry_of_Education's_Student_Success_Learning_to_18_Strategy_Stage_1_Report

¹⁵ Schools vary in their implementation of these different support models

¹⁶ <https://applications.edb.gov.hk/circular/upload/EDBC/EDBC17008E.pdf>

¹⁷ https://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/secondary/allocation_e.pdf

¹⁸ <https://www.edb.gov.hk/tc/edu-system/special/resources/serc/irtp/book-2.html>

¹⁹ <https://applications.edb.gov.hk/circular/upload/EDBC/EDBC17008E.pdf>

²⁰ This is determined by placing students' scores on school-based assessments in primary school on a common scale so they can be compared to the rest of the cohort entering secondary school

²¹ https://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/ie%20guide_en.pdf