

THE POWER OF ONE-TO-ONE AND SMALL-GROUP TUTORING

No matter how knowledgeable and skilled the teacher, class sizes of 20–30 children and limited time in the school day and year make it impossible to provide each child with the one-to-one and small-group instruction we wish we could. That is where tutoring comes in.

The most powerful form of tutoring is intervention provided by trained professional literacy specialists implementing evidence-based practices to support reading and writing development, particularly in K–2, where it has been found most impactful. Districts should do all possible to provide this high-quality intervention to children who most need it. Districts can supplement this form of intervention with other tutoring models that can reach additional children.

RESEARCH SUGGESTS EFFECTIVE TUTORING INVOLVES¹:

- ▶ **Three or more sessions per week**
- ▶ **30 to 60 minutes per session** (or 20 minutes per session if five days a week)
- ▶ **No more than four children at a time**, with **one-to-one tutoring** typically most likely to be effective
- ▶ Tutors who received **training and ongoing support** (and tutors who are either teachers or paraprofessionals are typically more effective)
- ▶ **Individualization** of tutoring based on assessments, including informal assessments
- ▶ **Consistency in which tutor a child sees** for at least 10 weeks but often a year
- ▶ **Detailed instructional materials that are developed by experts** for tutors' use
- ▶ **Alignment between the tutoring and classroom instruction** (if classroom instruction is research-aligned) **or standards**
- ▶ **A school-based model**, with school-based tutoring coordinators and with tutoring occurring during the school day or, in some studies, right after school

Tutoring programs that do not have these features are not likely to work. For example, there is little evidence that once-per-week tutoring programs have any impact.

¹ For example, please see summary and reviews cited by Robinson, C. D., Kraft, M. A., Loeb, S., & Schueler, B. E. (2021). *Accelerating student learning with high-dosage tutoring*. <https://files.eric.ed.gov/fulltext/ED613847.pdf> and https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_1.pdf and see Nickow, A., Oreopoulos, P., & Quan, V. (2023). The promise of tutoring for preK–12 learning: A systematic review and meta-analysis of the experimental evidence. *American Educational Research Journal*, 0(0) [online first]. <https://doi.org/10.3102/00028312231208687>

A NATIONAL TUTORING PROGRAM SHOWN TO BE EFFECTIVE IN RESEARCH

Reading Partners
readingpartners.org

Children randomly assigned to Reading Partners tutoring had higher literacy growth. Reading Partners is ready to expand to serve children in Oregon. The program comes at a cost of \$300/child.

NONHUMAN TUTOR OPTION SHOWN TO BE EFFECTIVE IN RESEARCH

Amira Learning
www.amiralearning.com

Amira has been found as effective as or more effective than some forms of human tutoring, although it has not been tested against tutoring fully aligned with all of the bullets above. Amira is ready to expand in Oregon. The program comes at a cost of \$20/child.

** Does not qualify as a high-dosage tutoring provider under Oregon's Early Literacy Success Initiative, but it does under 'literacy assessments, tools, curricula or digital resources.'*

A PROMISING APPROACH DEVELOPED IN OREGON

Reading Results
readingresultspdx.org

Reading Results has not been tested in rigorous research studies, but it seems promising in both alignment to research and results obtained. Reading Results is ready to serve a greater number of children in Oregon. The program comes at a cost of approximately \$1,500/child.

A COLLEGE/UNIVERSITY-BASED TUTORING PROGRAM

Reading Go!
www.readinggo.org

Reading Go! (formerly Reading Rescue) has been tested in research and shown to be effective at improving early literacy. It is ready to expand to communities in Oregon that have colleges or universities. There is likely to be no cost to districts.

Contact Dr. Katherine Pace Miles at katiepacemiles@gmail.com and KPMiles@brooklyn.cuny.edu.

A PROMISING NATIONAL PROGRAM

Ignite Reading
ignite-reading.com

Ignite Reading has not been tested in research, but it seems promising in alignment to research and is ready to expand to serve a greater number of children in Oregon. The program comes at a cost of \$2,500/child.