

Designed for Scale: New York City's Citywide High-Impact Tutoring Initiative



Initiative History



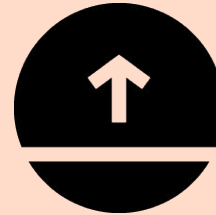
Winter/Spring 2022

TNTP conducted a landscape analysis and developed a blueprint scale effective tutoring citywide



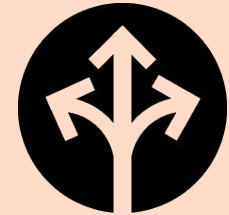
Fall 2022

Selection of ExpandedED as backbone organization, selection of Year One Schools, vet tutoring providers, and host tutoring design sessions



Winter 2023

Launch of Year One Tutoring Programs: 65 schools offering K-2 Literacy, 6-8 Math, or both



Spring 2023

Selection and Planning for Year Two Schools; revision of vetted tutor partners



TNTP learned from the New Yorkers closest to the opportunity we were trying to address.



Stakeholder engagement

Modes: Focus groups, interviews, & surveys

Translation: Spanish, Mandarin, & Haitian Creole

Reach: All 5 boroughs

Affiliations: DOE, charter & independent



Participants

Teachers: ~45

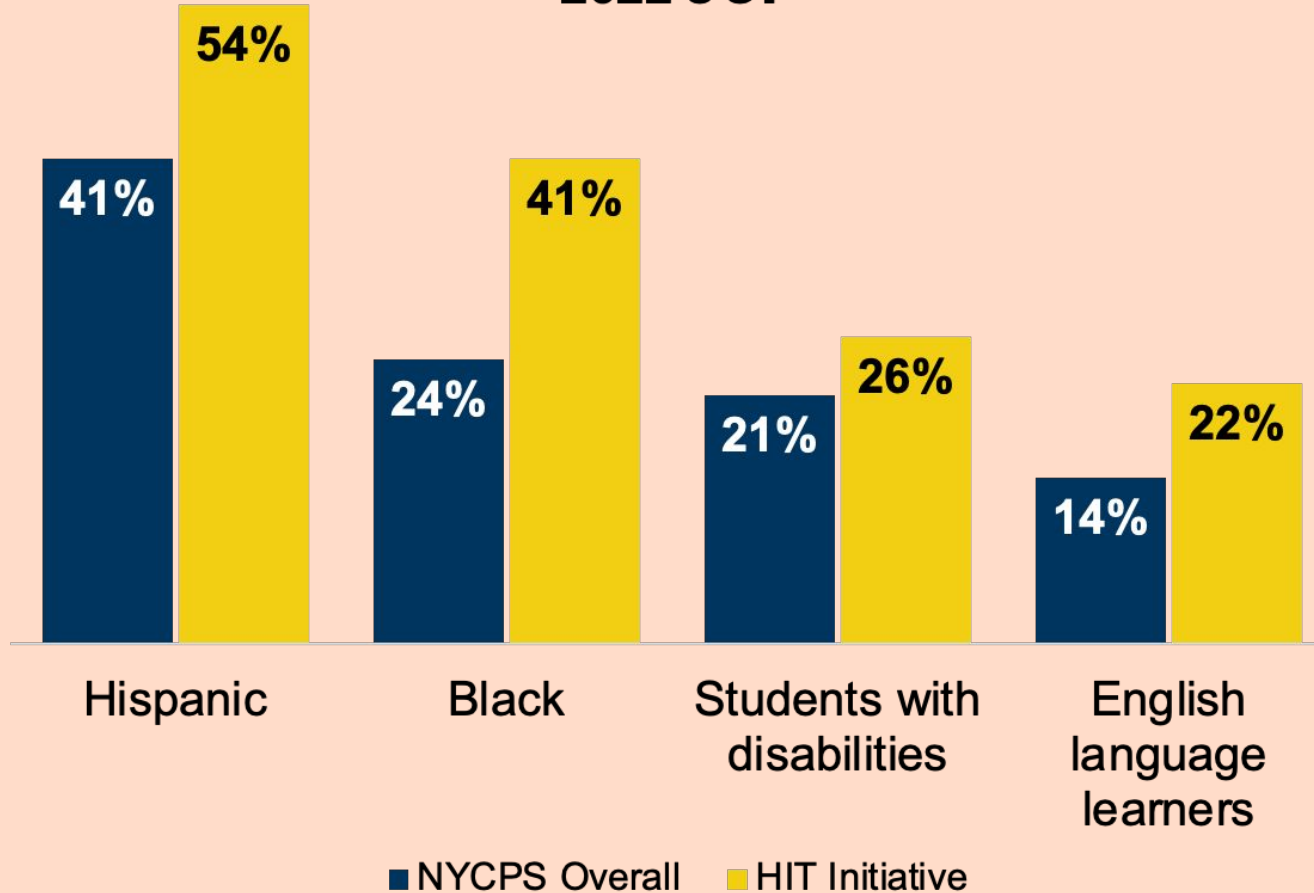
Tutors: ~45

Parents & Caregivers: ~145

Students: ~5



2022-3 SY

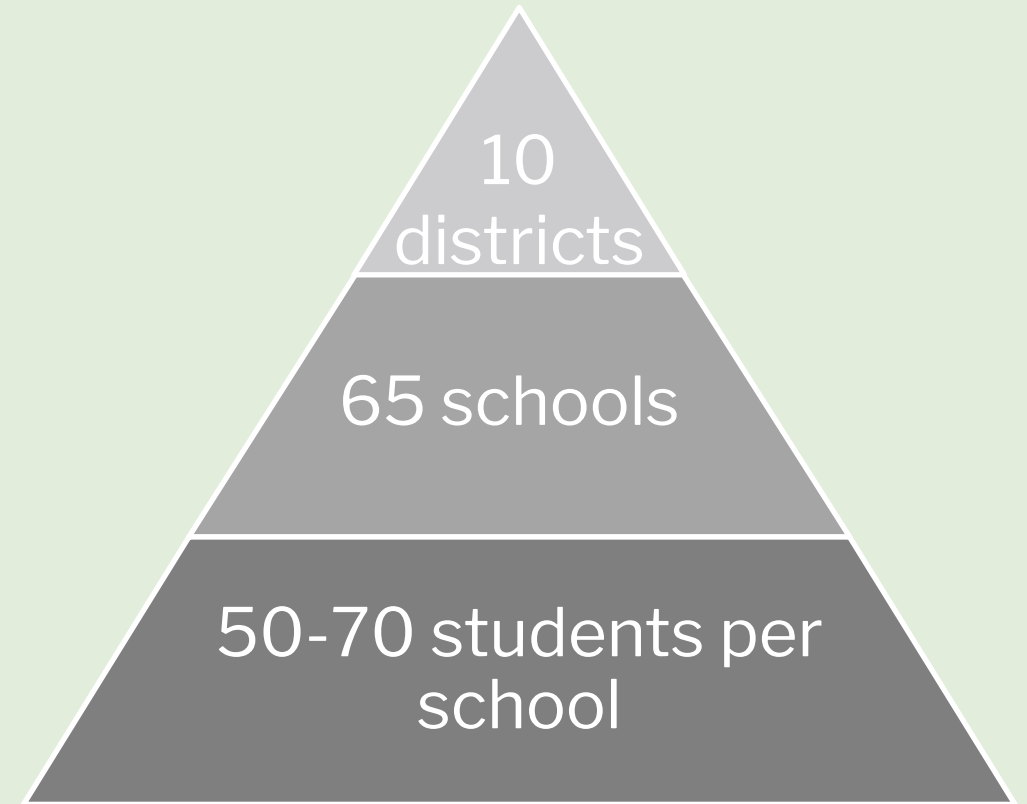
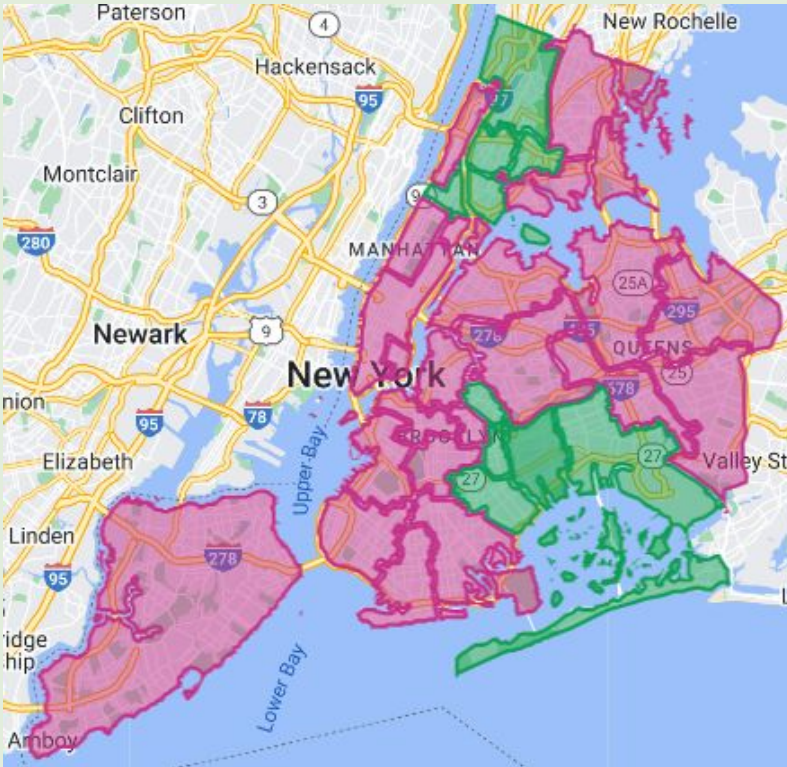


Demographic Snapshot

- Districts with more students from historically marginalized backgrounds were prioritized
- 90%+ are from households experiencing poverty
- 15% living in temporary housing (8-10% is typically NYCPS average, but data not yet available)

Reaching 3,500 students in Year 1, 10 districts in 4 boroughs

Districts selected based on need, interest, and capacity: 5 in Manhattan, 7, 9, 10, and 12 in the Bronx, 18, 19, 23, and 32 in Brooklyn, and 27 in Queens.



Chancellor's Pillar: Reimagine the Student Experience

Every child must have a high-quality academic experience that leads to deeper learning.

- **Lever #1:** Schools will facilitate mastery of core academic skills and content expertise.
- **Lever #2:** Schools will facilitate pedagogy that prioritizes critical thinking and problem-solving skills.
- **Lever #3:** Schools will facilitate a sense of belonging and inclusivity for all learners.

NYC READS is...

- Comprehensive approach to literacy backed by evidence and grounded in the science of reading
- It includes:
 - Core and foundational skills curricula
 - Job-embedded coaching for ECE and K-5 ELA educators
 - Universal screening for student in grades K-9
 - Intensive intervention for struggling readers

Roles & Responsibilities

Superintendents

1. Select 8 schools to participate.
2. Receive regular updates about the initiative.
3. Support central NYCPS and ExpandedED by encouraging and holding schools accountable.
4. Participate in an annual survey to support continuous improvement efforts.

School leaders

1. Assemble a school-based tutoring team.
2. Attend a one-day design sprint & complete a tutoring plan.
3. Select tutoring provider(s) from a vetted list.
4. Identify at least 50 students to receive tutoring.
5. Enable conditions for high-impact tutoring.
6. Meet regularly with tutoring program manager.
7. Participate in data collection and other research & evaluation efforts related to the initiative

NYCPS Central

1. Allocate funding for tutoring providers and support with procurement of tutoring services.
2. Coordinate communications among central NYCPS offices, districts, and ExpandedED Schools.
3. Support with problem-solving and resolution of implementation barriers.
4. Support data collection and research efforts.

ExpandedED

1. Vet and create directory of tutoring providers.
2. Facilitate design sprints and support school with program development.
3. Coordinate data collection and analysis for continuous improvement.
4. Provide ongoing coaching and support for school-based implementation, including site visits/observations and virtual meetings.
5. Communicate regularly with updates for all stakeholders.





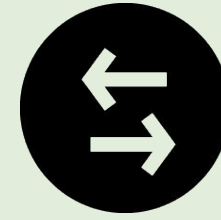
Selection Factors

1. Interest
2. Demographics
3. Student achievement data
4. Participation in other city and district initiatives
5. School leadership capacity to engage in and support this work



Non-negotiables

1. Consistent, well-trained tutors
2. High-quality materials aligned to state standards & local curriculum
3. Affirms student identity and supports student well-being
4. Occurs at least 90 minutes per week, at least 3 x per week
5. Use of data to drive instruction and assess learning



Flexibility

1. School day or out-of-school time
2. In-person or virtual
3. Who serves as tutors
4. Student selection
5. Three models:
 - *Full-service*: Curriculum, training, + talent
 - *Curriculum*: Train building's educators
 - *Talent*: Integrate into existing high-quality curriculum, plus training



Our Year 1 impact from 2022-3



65

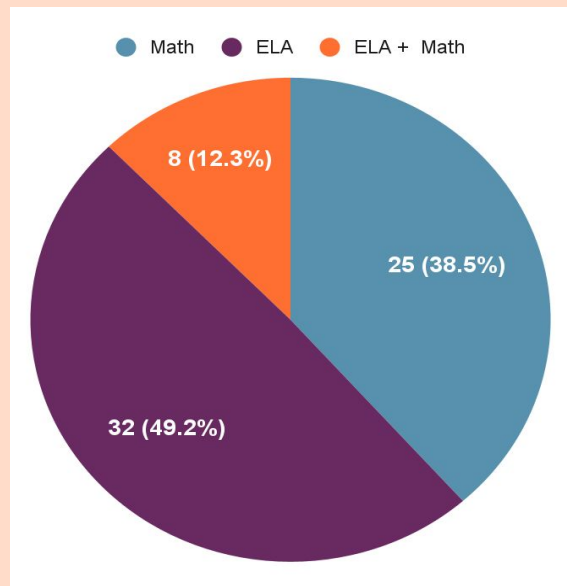
Schools



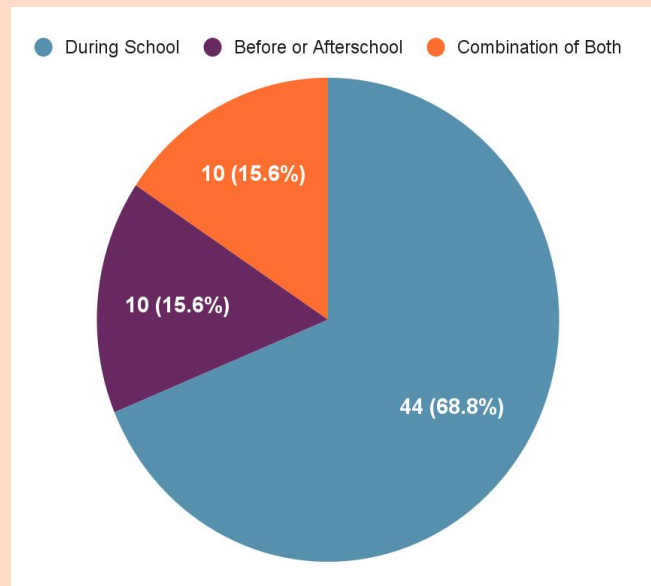
~3300

Students

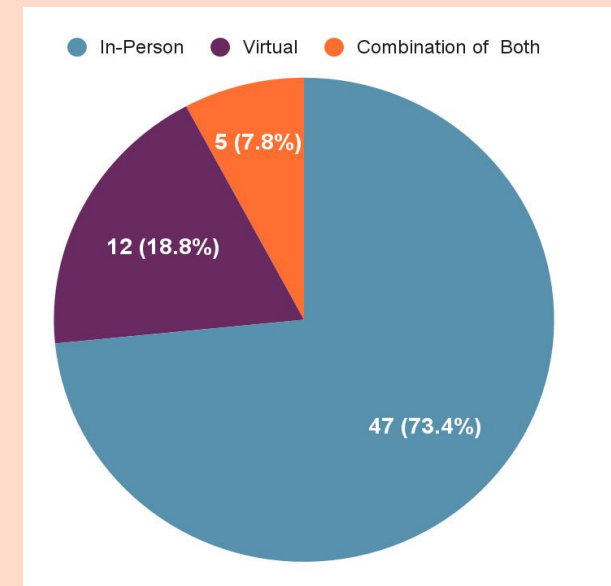
Content Area



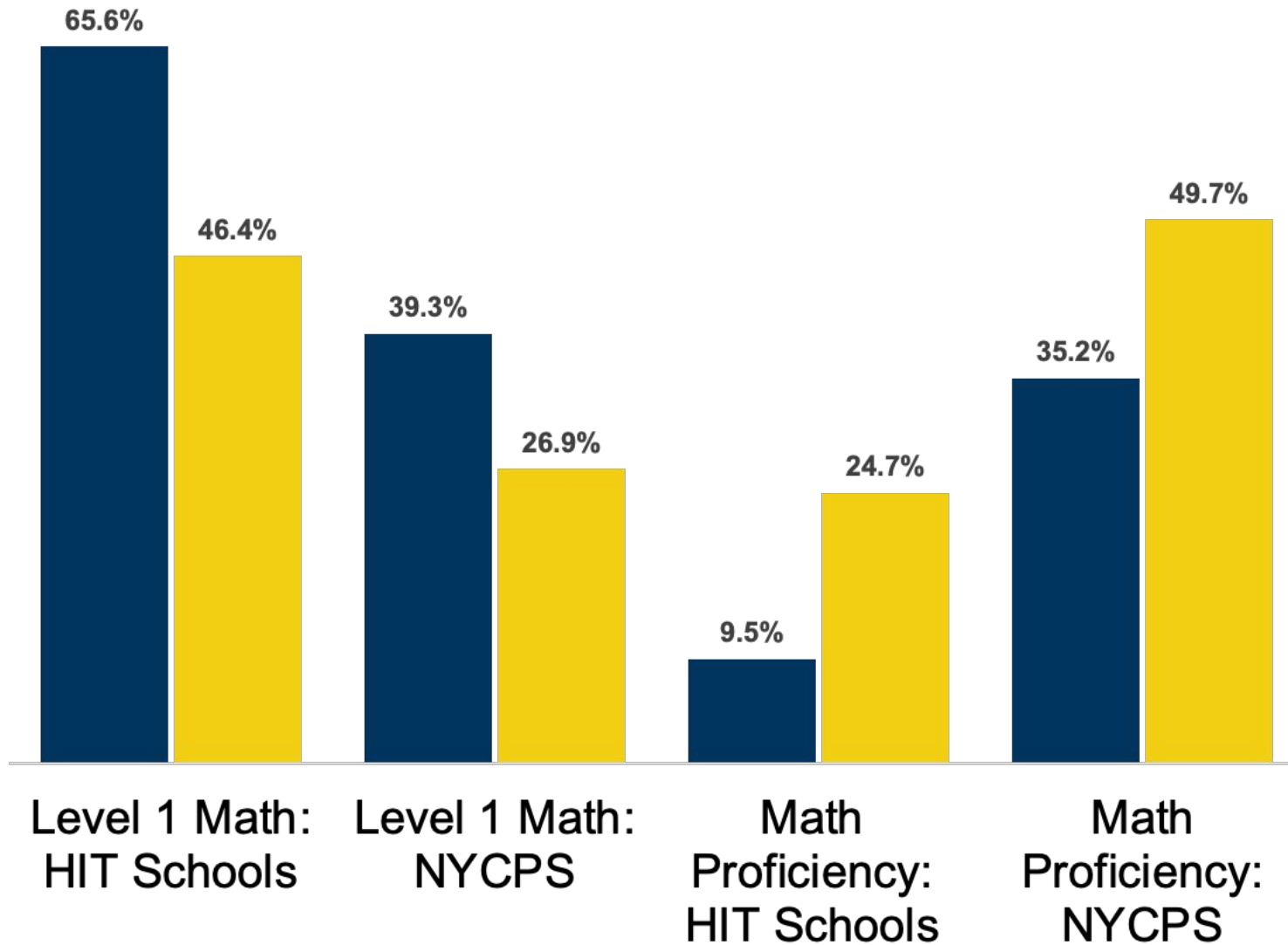
Time



Model



HIT made a big difference academically

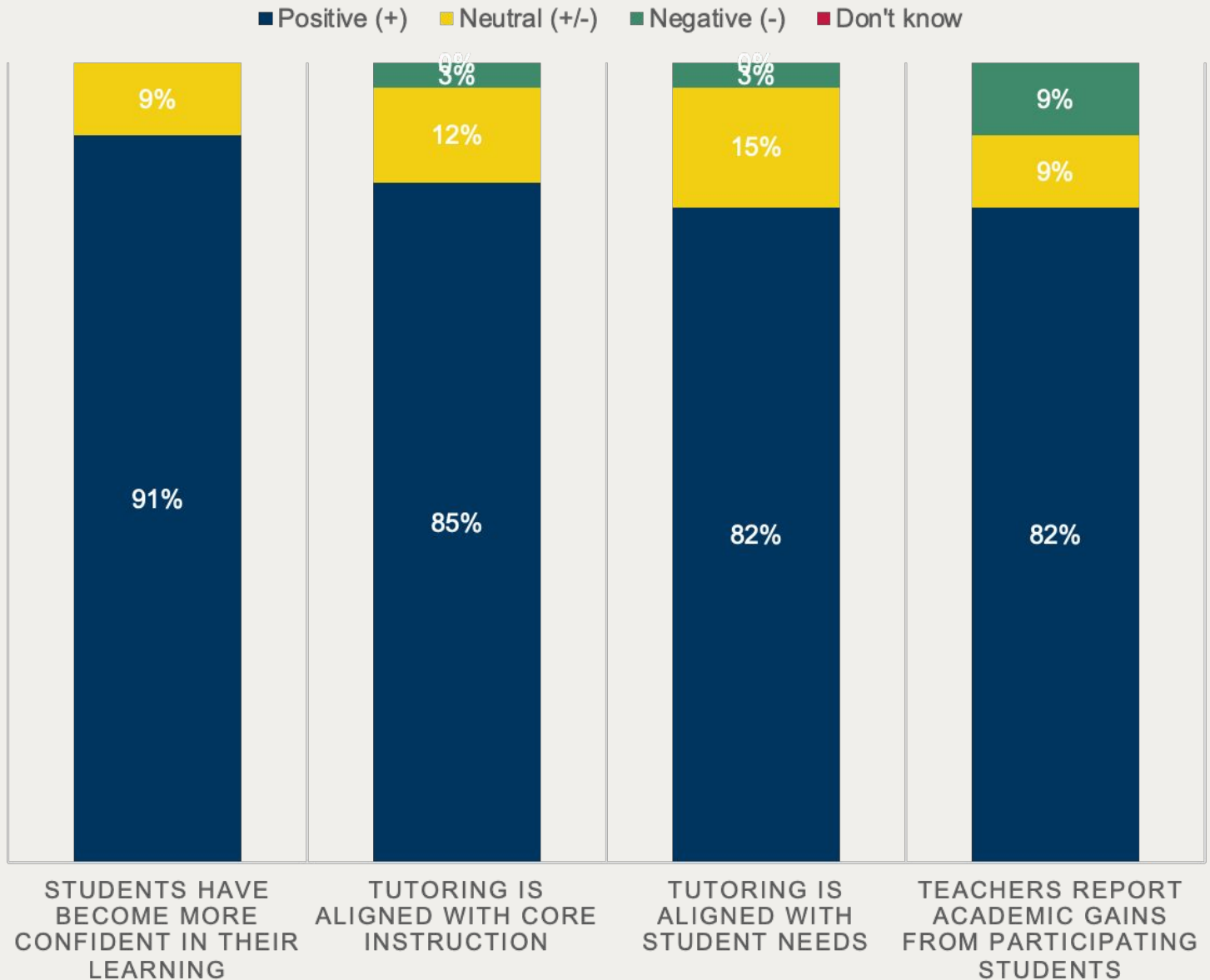


1. Students in grades 6-8 scoring Level 1 went down more percentage points than the system (-19.2% vs. 12.3%)
2. Students in grades 6-8 earning proficiency was similar and slightly higher than the system (+15.2% vs. 14.4%)

HIT made a big difference in student confidence

School staff felt HIT was aligned with student needs and core instruction and that students made academic and social emotional gains.

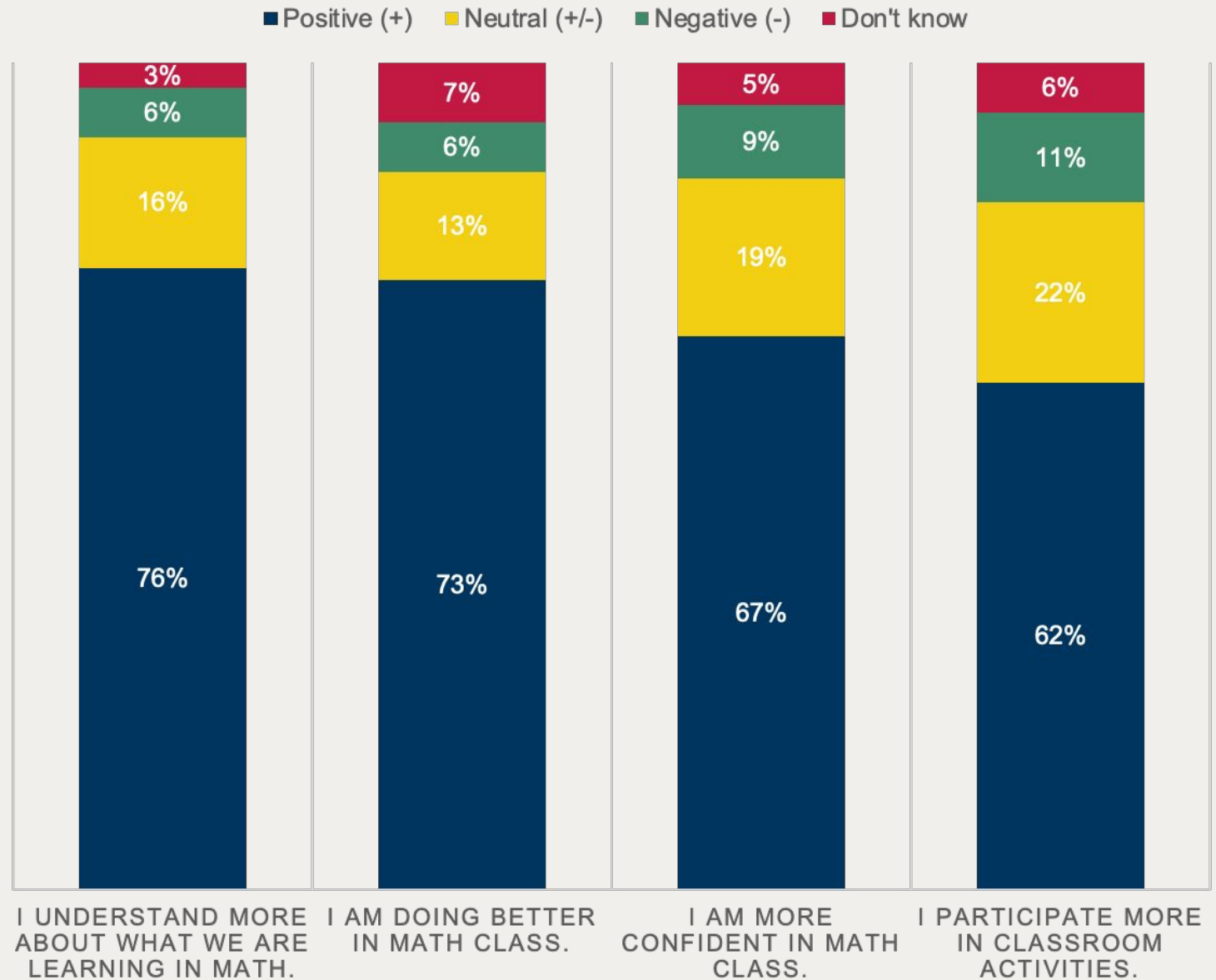
(Source: Metis Associates, N = 33)



Student perception

Students also reported improvements around their understanding, confidence, and performance in math.

(Source: Metis Associates, N = 219)





A New York City Public School student with an educator from St. Nick's Alliance at PS 147 in Brooklyn.



“What I also saw was the level of confidence in the students. Before, you know, [there was a] hesitancy to participate in discussions and reading in the classroom. And I found that walking into the classroom now, at the end of the year, there's not a child whose hand was not raised.”

– Principal, NYC Public Schools

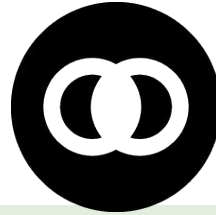


Year 1 Early Outcomes + Learnings



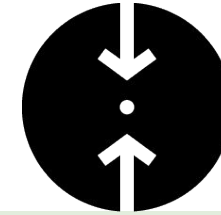
Site-level anecdotes

At one site, by the end of year, just 6/27 students in 1st grade were still performing below grade level on Acadience, down from 27 at the start of HIT.



Chronic absenteeism

Students enrolled in HIT improved their attendance from the previous year at a faster rate than their same-school peers who were not enrolled (2.4 vs 1.7 percentage points, respectively).

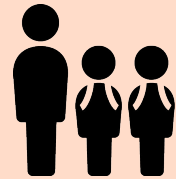


Data limitations

In addition to academic outcomes, dosage data for SY22-23 were difficult to collect at a system level. We are working with partners to ensure more effective and efficient data collection.

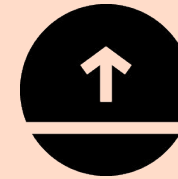


We are building an educator pipeline and creating the conditions for HIT to be permanent in NYCPS



Career Pathways for Tutors

- Professional Development
- Career Coaching
- Networking Events
- Resource Hub



Policy + Sustainability



THANK YOU

