



INTERVENTIONS

8.6

BACK TO ROADMAP

IMPLEMENT PROACTIVE AND HIGH LEVERAGE INTERVENTION STRATEGIES

- Provide high dosage tutoring to identified students

PROVIDE HIGH INTENSITY TUTORING TO ACCELERATE LEARNING

Predictably, research shows higher failure rates and lower GPAs in ninth grade math and English than in other courses. Moreover, struggles with reading, writing and math have spillover effects on other content areas that require the ability to calculate, communicate effectively, comprehend written texts and respond in writing. Addressing these skills gaps will require a higher-than-usual quantity of high-quality math and literacy learning supports.

High dosage tutoring (HDT), defined as tutoring that takes places in small groups of six or fewer students that meet at least three to four times per week, is a research-validated strategy that holds tremendous promise for undoing learning loss. Over 40 years of research supports the effectiveness of HDT in improving student achievement and closing racial and income achievement gaps across grade bands and grade levels. With an anticipated increase in ninth grade enrollment next year—due to higher proportions of ninth grade repeaters—districts will do well to provide HDT to targeted groups of students.

RESOURCES:

High Dosage Tutoring and Reading Achievement: Evidence from New York City (2017). https://scholar.harvard.edu/files/fryer/files/nyc_tutoring13_with_tables.pdf

Accelerating Student Learning with High Dosage Tutoring (Feb 2021). https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_1.pdf



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