

Q17. Connecticut High-Dosage Tutoring Program: Approved Tutor Provider Survey

The purpose of this survey is to build a list of 3-5 high-quality tutor providers to support Connecticut's High-Dosage Tutoring (HDT) program. The HDT program is a new state initiative that aims to implement a research-based model to accelerate mathematics recovery for priority students in Grades 6-9 in SY2023. Recognizing the challenge of recruiting and training individuals to provide tutoring services in middle- and high-school math, the Connecticut State Department of Education (CSDE) invites organizations to submit information that can be shared with local education agencies participating in the HDT program.

Please refer to the associated [HDT Vendor Survey Guidance Document](#) for more information regarding this program and the assessment process. The application questions in this Qualtrics survey can also be found in this Document.

Survey responses for each question should be limited to a max of 200 words. Submissions will be accepted until April 7, 2023 at 5:00PM.

Q1. Organization Name:

Tutored by Teachers, Inc.

Q2. Organization Address:

2093 Philadelphia Pike #7265 Claymont, DE 19703

Q3. Organization Website:

www.tutored.live

Q4. Organization Point of Contact Name:

Rahul Kalita

Q18. Organization Point of Contact Role:

Co-founder

Q19. Organization Point of Contact Email:

rahul@tutored.live

Q20. Organization Point of Contact Phone Number:

(424) 337-1549

Q6. Briefly describe your organization, including its mission, leadership, years of operation, number of students served, and other notable points.

Tutored by Teachers (TbT) seeks to close the opportunity gap in education by providing high-quality, targeted tutoring to historically underserved K-12 students. TbT provides virtual high-dosage tutoring in Math and English Language Arts (ELA), delivered exclusively by credentialed, experienced teachers. TbT focuses on measurable outcomes, and our programs consistently deliver double-digit gains on pre- and post-tutoring standards-aligned assessments. Since 2020, we have served thousands of students across the country with a community of 3,000+ Teacher Tutors. TbT's Virtual Intervention Model (VIM) of high-impact tutoring is a standards-aligned skill-based approach to instruction delivering customized 60-minute lessons to leveled small groups (one-to-five students) several times per week. The tutoring sessions are pre-scheduled and delivered by the same teacher, which helps ensure meaningful academic growth, high attendance and engagement, and relationship building within small groups. We plan all programs with school leaders using student data to form leveled small groups and select priority skills, and we progress monitor to ensure growth and impact. We appreciate the opportunity to apply to become an AccelerateCT partner, and we hope to build out custom programs aligned to Connecticut Core Standards to serve students in Connecticut for the 2023-2024 school year and beyond.

Q6. Provide an overview of the tutoring services your organization provides, including grade levels, time of day, content areas, frequency, teacher-student ratio, and instructional model, including in-person or virtual.

TbT's programs are delivered by credentialed, experienced teachers who work with consistent small groups of up to five students to promote effective instruction. Lessons are pre-scheduled (during or after school), typically 60-minutes long, and focus on key skills aligned with school curricula. This prioritizes the acceleration and enrichment of skills that students will need most and boosts academic success and confidence. TbT analyzes student data to measure results, and all lessons occur synchronously via familiar video chat platforms. TbT specializes in developing custom programs and will work directly with schools to design programming that best meets Connecticut schools' needs. Here is an overview of TbT's most popular program offerings: Skills-Based Virtual Intervention Model (Math and/or ELA) 60-minute teacher-led sessions Grades K-12 Standards-aligned Focused on remediating key skills (phonics, math fluency, etc.) identified by school leaders, student data, and pre-assessments Summer Academy (Math and/or ELA) 60-minute teacher-led sessions 40 sessions: 2 sessions per day for 20 days Common Core State Standards-aligned curriculum emphasizing key skills and standards Core Academy (Math and ELA) 60-minute teacher-led sessions for small groups 2 sessions per day, 5 days per week Core academic instruction in Math and ELA that fulfills mandatory instruction hours

Q22. Briefly describe the curriculum, digital tools/online platforms (including how students access the platform), and instructional materials your organization uses and how they align to Tier 1 instruction and Connecticut Core Standards. Please also include middle and high school math programs your organization/tutors are familiar with.

TbT's traditional school year programs do not include a self-contained curriculum, but instead provide a unique scope and sequence for each program. Programs begin with a 4-8 week consultative planning process. TbT collaborates with schools to select schedules, grade levels, and subject areas while forming student groups and ensuring lessons align with state and local standards. For Connecticut programs, lessons will align with the Connecticut Core Standards and Connecticut Model Curriculum. TbT's Summer Academy is a Common Core State Standards-aligned 20-day solution. Summer Academy standards align with the Connecticut Core Standards. For example, TbT's Summer Academy Math curriculum for rising 8th grade students prioritizes Common Core State Standard 7.EE.B.4: Use variables in expressions and equations. This covers the same content as the Connecticut Model Curriculum's third 7th grade Math unit: Expressions and Equations. TbT selected this standard as it is a foundational building block of middle level math. Please review TbT 2023 Summer Academy standards for more information: <http://info.tutored.live/rs/929-VYW-112/images/TbTSummerAcademyInteractive.pdf> TbT lessons occur synchronously via familiar platforms (e.g., Zoom), which students can access from tablets or computers. Lastly, our Teacher Tutor community is nationwide with experience successfully delivering secondary math instruction with partners like Denver Public Schools and KIPP Jacksonville.

Q8. Describe the tutors your organization employs, the training they receive (including pre-service and in-service training, cultural-competency training, and bilingual competencies, especially related to supporting Spanish-speaking students), and their experience working with high-needs students (students with disabilities, students receiving Free- or Reduced-Priced Meals, and English Language Learners). Are your tutors experienced in leading tutoring sessions without the supervision of school staff?

TbT's community of over 3,000 Teacher Tutors are U.S.-based, credentialed teachers with an average of 12 years of classroom experience, over 50% of whom hold an additional Special Education and/or ELL license. We select Teacher Tutors through a rigorous process emphasizing excellence, years of service, and cultural competency. Teacher Tutors are equipped with years of training, substantial classroom experience, and four-year and often advanced degrees, and receive pre-program training in virtual learning, small group pedagogy, and content coaching. To serve students with unique learning needs, TbT staffs Teacher Tutors whose expertise matches the student groups they will serve (e.g., teachers with ELL certification/experience serve English Language Learners). TbT has multilingual staff and Teacher Tutors, translation services, and experience delivering programs and producing family communications in multiple languages, particularly in Spanish. For tutoring sessions, students meet with their Teacher Tutor via a tablet or computer, and instruction is fully monitored by TbT's instructional leaders, Mentor Teachers, who review Teacher Tutor lesson plans, observe sessions, and remain on-call to address any issues. This reporting and support structure is modeled after a school leadership team and is designed to provide similar accountability measures.

Q9. Describe how your organization uses data-driven instruction, formative assessments, formative assessment practices during the tutoring sessions, and other tools to gauge student learning and growth.

TbT uses data to deliver programming tailored to student needs and provides data to schools to share progress and outcomes. Program planning includes analyzing school-provided data to form student small groups with similar academic needs and identify priority skills. TbT works with NWEA MAP, STAR, iReady, standardized test results, and other progress monitoring tools for identifying student skill gaps. Once we form small groups and identify focus standards, we develop a formative assessment aligned with selected standards. We administer pre-program assessments to provide a benchmark, and a mid-point assessment to track progress and adjust course as necessary. All lessons include progress checks, and most include formal exit tickets. We administer a final assessment and Social Emotional Learning survey to measure growth on the selected standards and improvements in student confidence levels. We provide a clear view into program progress to district and school personnel through comprehensive data reports, check-ins, and ongoing communication. TbT tracks attendance, academic progress, and student feedback by session, by student, by groups of students, and by Teacher Tutor. TbT can customize reports to meet the needs of each school and provide administrators with a thorough understanding of each student's progress in the TbT tutoring program.

Q10. Describe how your tutors collaborate and communicate with teachers, families, and school officials to maximize the impact of tutoring and student learning outside of regular tutoring sessions.

TbT collaborates with school staff at every stage of partnership, from program planning to tutoring delivery. TbT's curriculum team spends several weeks collaborating with school and/or district personnel to develop a scope and sequence that aligns to preferred skills and standards. Once programs launch, TbT continues to collaborate with on-site leaders by providing program updates, soliciting feedback, and remaining on call for troubleshooting and questions. TbT assigns an Engagement Manager to each school site who serves as a personal point-of-contact for all tutoring program needs. TbT also prioritizes family communication before and during programming. TbT provides schools with informational letters in multiple languages (English, Spanish and additional languages as needed). TbT provides school personnel with progress reports that track attendance, skill mastery, and observational notes. If permitted by the school, TbT can also provide direct reporting to parents, including communication about student progress and outreach to encourage attendance. We are proud of our partnership with Indianapolis Public Schools which started with a small and successful pilot and culminated in the "Tutoring for All" program offered to all IPS families this year. We have experience conducting wide scale family outreach for this parent opt-in program that we can leverage with Connecticut schools.

Q11. Describe any relevant experience working in Connecticut public school districts.

TbT has yet to have the opportunity to partner with Connecticut schools and seeks to begin building meaningful collaborations in Connecticut via AccelerateCT. TbT has experience serving large, urban school districts and rural school districts. TbT's partners include Indianapolis Public Schools, Charlotte-Mecklenburg Schools, Gwinnett County Public Schools, Denver Public Schools, Las Cruces Public Schools, and Los Angeles Unified School District. TbT has also served smaller districts, independent charter schools, and charter management organizations, including KIPP New Jersey, KIPP Jacksonville, KIPP Metro Atlanta, Para Los Niños, and Distinctive Schools. Additionally, we were recently selected to provide tutoring services via RFP process by Broward County Public Schools, Winston-Salem/Forsyth County Schools, Southwest Independent School District, and Anchorage School District. We have included a short list of client references below. Additional references are available upon request. Indianapolis Public Schools John Isaacson IPS Strategy Analyst (812) 369-9264 isaacsonj@myips.org Charlotte-Mecklenburg Schools Doris Chisolm Federal Programs Specialist - ARP/ESSER III (980) 343-0063 doris.chisolm@cms.k12.nc.us Denver Public Schools Nadriene Jackson Executive Director, Secondary (720) 423-3307 nadriene_jackson@dpsk12.net

Q13. If available, please provide any data or evaluations of your tutoring model as evidence of the program's overall effectiveness. Data showcasing progress made in middle and/or high school math is of particular value to this project.

TbT evaluates all programs; sample program outcomes are provided below: Indianapolis Public Schools (IPS) - TbT's virtual programs with IPS in Spring 2022, "saw K-11 students improve their math scores by 12-26%." <https://in.chalkbeat.org/2022/6/29/23188320/ips-tutoring-pilot-program-math-reading-intervention-academic-gains> As a result, IPS expanded our programming this year. In Fall 2022, we delivered an in-school program to 1,600+ students primarily attending Emerging Schools. Independent third-party psychometrician, Lyons Consulting (LC), conducted descriptive analyses of NWEA data, and the average Math growth from fall to winter of students in TbT tutoring was 52nd percentile (above national average), while non-participating students' average growth was 42nd percentile. These are significant results for students attending schools that are at the bottom of NWEA metrics per IPS. In addition, IPS offers our high-dosage tutoring to 20,000+ students through the family opt-in "Tutoring for All" program. Denver Public Schools (DPS) - TbT is currently offering math programming to five secondary schools in a Spring 2023 pilot. While these programs will report outcomes in May, due to the pilot's success thus far, DPS has invited TbT to serve more students next year. Los Angeles Unified School District (LAUSD) - In the 2021-22 school year, our LAUSD pilot boasted an average of 17.4% average growth across five schools on standards-aligned Math assessments.

Q14. Please provide an estimate of your organization's cost per pupil.

TbT charges \$85 per 60-minute tutoring session and a \$60 per student Program Development and Platform Fee. TbT charges on a per session basis, resulting in a per student cost dependent on the number of students per small group and the total number of sessions (e.g., the fewer the number of students per Teacher Tutor and the greater the number of sessions, the larger the cost). Please see below for a sample price calculation: Tutoring for 75 students in groups of three (25 groups), two times per week for 30 weeks (60 sessions) costs \$85 per session x 25 groups x 60 sessions = \$127,500 + the Program Development and Platform fee of \$60 x 75 students = \$4,500, totaling \$132,000. We are open to discussing program fees and program customizations with interested schools to help ensure our tutoring program meets the needs of schools and students.

Q15. Is your organization currently under contract with a Connecticut district?

No, but we have current contracts with many schools and districts across the country. Please review our response to question 14 for a short list of some of our school partners. At the state level, TbT is currently approved by the Texas Education Agency as a direct services provider through the Vetted Texas Tutor Corps Program. TbT serves many large school districts, Charter Management Organizations, and single-site schools, but we do not currently hold any state-level contracts. Please contact us if you would like more information about our school partners and contracts with school partners.

Q16. Is your organization currently under contract with another state? If yes, please upload the current contract.

Q25. Please use this space to upload any relevant data or evaluations you would like to include for consideration.

Q23. Click the button below to submit your application. Be sure to retain a copy of your application for your records!

Location Data

Location: ([39.8295, -105.0632](#))

Source: GeolIP Estimation

