

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:

Q2. Organization Address:

Q3. Organization Website:

Q4. Organization Point of Contact Name:

Q18. Organization Point of Contact Role:

Q19. Organization Point of Contact Email:

Q20. Organization Point of Contact Phone Number:

209-271-7957

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

Air Tutors is your district's online partner in academic achievement. We have guided the Bill & Melinda Gates Foundation, Harvard and Brown Universities, as well as world renowned research organizations (eg., WestED and Mathematica) on tutoring best practices. With our extensive knowledge in the field we can customize dosage, scheduling, reporting, and learning outcomes to suit your needs, personalize our approach, and maximize our impact. Our organization was founded in 2016 with the mission to advance global learning by providing research-based digital tutoring opportunities to all students. We are now servicing approximately 20,000 students in diverse districts nationwide and partnering with institutions and philanthropic organizations to advance research in effective digital learning and tutoring. Our program is recognized for alignment to best practices in effective tutoring, such as sustained mentorships, alignment to district curriculum and classroom experiences, and targeted instruction based on students' individual needs and diagnostic assessments. Our tutors are highly experienced educators with Masters/PhDs in their area of study. With a deliberate and effective tutor to student pairing process, we provide students with a dedicated professional who has the experience and credentials to meet their instructional needs, including students with IEPs and English Learners.

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.

We employ tutors with deep experience in early childhood, primary, and secondary education settings. Due to the wide range of backgrounds of our tutoring team, we are able to provide targeted learning in grades K-12 across a wide range of content areas. Many implementations focus on mathematics, literacy instruction, and English Learners, but also support all other core courses and electives (ie., AP courses). After gathering initial information, we place students in 1:1 or small groups of up to 4 to maximize our impact. Groupings are determined based on proficiencies (including by not limited to diagnostic testing scores, academic grades, teacher feedback), personalities, and needs. All tutoring is provided in a virtual classroom on our proprietary live, interactive learning platform. Built using advanced technologies that have been shown to increase engagement and comprehension, it was designed to support various student learning styles through visual and kinesthetic engagement. Tutors are trained to use a gradual release instructional model to provide guided practice and increase student autonomy. We have tutors available seven days a week and offer flexible implementation models, including before, during (push-in intervention) and after school hours. Tutoring dosage (session length and frequency) and schedule are determined by district needs, availability, and budget.

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.

Air Tutors is unique in our ability and dedication to providing students a learning experience that mirrors what is taking place in their classrooms. Our tutors are trained to align instruction with district chosen curriculum and state learning standards for each unique and customized partnership. Research shows that tutoring which utilizes instructional materials that align to classroom content leads to greater gains in student achievement. Programs which are tightly aligned with the adopted curriculum reinforce classroom instruction, allow tutors and teachers to have more focused feedback loops, and lead to a direct impact on the mastery of grade level learning objectives. Students access our platform through any browser with a Single Sign On (SSO). Students and teachers can send tutors instructional goals, classroom notes, handouts, and homework. Our tutors will reinforce strategies used in the student's classroom and also introduce new and creative ways to approach content. We also regularly create individualized instructional plans and coursework for student groups that are aligned to district and state standards. Our tutors utilize Curriculum Associates (iReady) curricula and resources to supplement learning and create personalized learning plans when needed. These resources are aligned and utilized throughout the State of Connecticut.

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?

Our highly educated and engaging mentors are the cornerstone of the success of our programs. 70% of our tutors has 10+ years of teaching experience and all of our tutors come from distinguished academic backgrounds with 60% of them holding Masters/PhDs. As such, they are highly skilled in keeping students engaged and productive with or without supervision of school staff. In a Five-Phase Hiring Process with a 4.6% acceptance rate, we thoroughly vet and interview candidates to ensure each meets qualification requirements and are exemplary mentors with expertise, personality, passion for working with students, and ability to translate knowledge through digital learning formats. As an organization with a mission to advance global learning, we recognize the importance of representation and cultural humility in education. We actively seek educators of various racial, cultural, and linguistic backgrounds as we acknowledge that students who identify with their teachers and mentors are more likely to succeed and build intrinsic motivation and confidence. We also provide our tutors with training in culturally responsive teaching and social emotional support strategies so they are better equipped to provide learning environments that enable all students to succeed.

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.

Our team's hands-on approach ensures that each student advances beyond their personal goals and actively tracks student progress along the way. Tutors craft lessons that are directly aligned with student learning targets and classroom/standard achievement gaps. When applicable, tutors use a gradual release model of instruction to build confidence and increase student ownership of their learning. In order to build confidence and student autonomy, tutors strive to keep students in their Zone of Proximal Development - the space between what a student can do with guidance and/or collaboration and what a student can do independently without assistance. Tutors utilize various formative assessments within lessons to drive instruction and measure student progress. Tutors provide observations and notes about student engagement and mastery after each lesson. We also track group curriculum progress and monitor student mastery through classroom grade achievement and diagnostic assessments. Tutors also utilize the assessments within Associates Curriculum to evaluate student mastery, placement, and growth. The i-Ready Diagnostic Adaptive Assessment and i-Ready Standards Mastery help tutors make more informed decisions about small group and individual instructional needs.

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.

We value open communication as an integral part of our program success. We actively collaborate with district leaders to identify student needs and gather available data to ensure student groups and tutor pairing are intentional and effective, and continue with regular check-ins throughout the implementation. All stakeholders will be given partitioned accounts so that all stakeholders have access to all tutoring sessions and notes. We offer implementation support to districts and families with language support available. Institutional metrics are automatically recorded (i.e., attendance data, session dates/times, notes, audio, etc.) and specifically partitioned for easy access to all members of a student success team. Teacher/Administrator Accounts Can view student/tutor pairings, view session notes, download recordings, and even join live sessions at any time. Teachers are able to correspond with tutors and upload classroom material. Parents will also be able to login to their own accounts to see what their child is learning, who they are learning with, and how often they have had tutoring sessions. The Air Tutors executive team will provide scheduled and as needed meetings with school leadership to review student progress and program goals, ensuring open communication channels throughout the entire implementation.

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

Air Tutors is not currently serving students in Connecticut. We are, however, servicing many students in the greater New England area. We have a contract with the State of Rhode Island to tutoring services to interested LEAs without the need for an RFP process. We also serve hundreds of students in the Baltimore, Maryland area through an innovative tutoring intervention at NorthBay Adventures. The NorthBay Accelerated provides transformative educational and experiential opportunities designed for underserved middle grade students in Baltimore. A 2021-2022 summative report of NorthBay Accelerated indicated a notable improvement in both reading ability and students' self-efficacy and view of themselves as learners.

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.

With funding from the Bill & Melinda Gates Foundation, Air Tutors partnered with Mathematica, a public research firm, to evaluate Air Tutors' high dosage tutoring program for students in middle grades in the 2021-2022 school year. The organization conducted a randomized controlled trial (RCT) that found that students who participated in Air Tutors had a 93% chance of increasing MAP scores. The study also found that students reported a higher sense of belonging and confidence in mathematics after participating in the program. (Full study available at [Mathematica.org](https://www.mathematica.org) or upon request). With a grant from Accelerate, we scaled the size of the RCT to support up to ~1600 students with WestED as our evaluator. It is currently the largest RCT focusing on online high dosage tutoring and is supported by a number of major philanthropies and renown researchers and policymakers. Air Tutors constantly monitors the effectiveness of our programs. We strongly believe that the expected and consistent student learning outcomes that our program provides set us apart from other tutoring programs. More data on student growth in both grades K-5 and 6-12 is available from various implementations, including high dosage mathematics implementations wherein groups meet multiple times to accelerate learning outcomes.

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

The cost per pupil varied based on dosage and group size. The cost for one hour of tutoring is \$110/hour (with a 10% discount available scaled pricing available for large contracts). This pricing is the same for 1:1 and 1:4 tutor-to-student ratios, so the price per pupil goes down significantly when grouped with others of similar skill sets and instructional needs. Our goal is to form a partnership and support the students of Connecticut. We can craft a budget that fits your needs, maximizes our reach, and allows for growth.

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

No. ----- PS. We are currently partnered with two states, Rhode Island Department of Education and Hawaii DOE, however, the upload area will not let me send both files. Also, I am only uploading our randomized controlled trial's data funded by the Gates Foundation and we have plenty of other efficacy data to share if the upload would let me.

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

[AIR TUTORS Contract Purchase Agreement with Rhode Island.pdf](#)

41.2KB
application/pdf

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

[Air Tutors and Mathematica High Dosage Tutoring Randomized Controlled Trial Efficacy.pdf](#)

280.9KB
application/pdf

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

Location Data

Location: ([37.7852](#), [-122.3874](#))

Source: GeolIP Estimation

