

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:

516-467-0223

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

iTutor is a privately-owned for-profit c-corp headquartered in New York governed by a Board of Directors. iTutor is a teacher-led, live, virtual tutoring solution with over 1,500 state certified educators available to teach and tutor. Like many grant and K-16 programs and institutions across the U.S., we are committed to increasing the number of low-income and underserved students prepared for success in college and future careers. We believe that all students deserve the best education, regardless of where they live or learn. We believe in high quality educators (certified and specialized), with regular frequency sessions, strong data measurement (with school educators and districts), aligned curriculum (with state and federal), smaller settings (1:1 – 1:2-8), highly focused, and establishing a “known” relationship with learners. Essentially, our model easily serves as the poster child for Secretary Cardona’s call for intensive tutoring to close the gap, created by the COVID-19 Pandemic, of 15 months across all grade levels. For the past eight (8) years, iTutor has been providing online teaching and learning services for public schools, GEAR UP, and TRiO programs nationwide, and is an approved vendor for NYS statewide consortium through BOCES. Cognia (formerly known as AdvancED) most recently recognized iTutor’s organizational maturation when conducting their independent review of iTutor and accredited iTutor as a Digital Learning Institute in 2019.

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.

iTutor is prepared to provide high-dosage math tutoring to priority students in Grades 6-9. Tutoring will be delivered by certified educators who are consistently with the same group of students. Tutoring sessions can be held before, during or after school. Sessions can be held 3 times per week for a minimum of 30 minutes in a small group ratio of 1:4. All iTutor sessions are virtual and take place on our whiteboard with live, two way audio and visual. Our approach to teaching and learning is based on research-based learning models and theories, including Carol Dweck’s theory of Growth Mindset. Student growth and effort is valued as educators provide a safe, personalized space to learn. Lessons are structured to incorporate research-backed practices including building relationships, setting clear learning objectives, targeted instruction and checks for understanding. iTutor educators engage in data driven instruction by utilizing data collected during each session through Exit Tickets. Exit Tickets are created by educators to measure student progress and are aligned to learning objectives and standards. Sessions are monitored to ensure that adequate engagement is provided through opportunities to respond to different question types aligned to various levels of Bloom’s Taxonomy. In 2019, iTutor completed the evaluation process and was awarded accreditation as a Digital Learning Institute from Cognia.

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.

iTutor is curriculum agnostic. We prefer to use district-provided pacing guides that our educators can use in their development of lessons that are also aligned to Connecticut State Standards and that match the unique needs of their assigned students. This ensures that tutoring is a seamless extension of what’s being taught in the Connecticut Public School classroom. Students log into the iTutor Learning Management System to access their classes. All classes take place on our live, two-way audio/video whiteboard.

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?

All iTutor classes/tutoring sessions are taught by state-certified educators. All iTutor Educators are fully licensed teachers with an average of five years or more of classroom teaching experience. As part of their onboarding to teach for iTutor, they must demonstrate proficiency to teach online, complete our proprietary Educator training and show mastery of our instructional methods. Actual sessions are recorded and reviewed by our instructional coaches periodically throughout the year to ensure the quality of our Educators. PD is provided as appropriate. All instruction is individualized both in content and in consideration of any IEPs, Section 504 Plans, or other learning accommodations for the student. We are able to accommodate IEPs by providing teachers with students with disabilities [SWD] or special education certifications. iTutor is also able to accommodate multilingual learners by providing bilingual educators. If unable to find a bilingual subject certified educator, we can provide translators for an additional fee. Our tutors are experienced in leading tutoring sessions without the supervision of school staff. Typically, for sessions that take place during the school day- there is a paraprofessional or supervisor within the classroom to monitor classroom behavior as a whole- but the iTutor educators are responsible and capable of running the sessions.

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.

iTutor is happy to utilize student performance data to provide data-driven instruction and rigorously evaluate student growth in relation to iTutor services. To evaluate growth on district-relevant metrics, we recommend submitting district-wide performance data on benchmark assessments (i.e., NWEA® MAP® Growth™, Renaissance® Star™). Our educators use a variety of informal and formal assessments. These include but are not limited to multiple-choice exams, project-based learning, short and extended responses, and research projects. Our educators monitor student achievement throughout each session and use individual student data to drive instruction. After every iTutor session, our educators customize an exit ticket question for the student, identifying the theme of the session and an associated standard to assess student understanding of instruction and to inform their next lesson. Student responses and educator feedback and grading are recorded and available for viewing in our Learning Management System. District administrators can view student performance on different subject areas and academic standards across time.

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.

Schools iTutor has eight years of experience partnering with school districts across the county to support their students' varying needs. Our planning and design process begins with an iTutor Program Planning Call. The goal of this meeting is to gather information so that we can create a successful program that will positively impact student outcomes and increase the student's confidence in learning and motivation for continual learning. Important details covered: # of students, subjects, grades, attendance reporting frequency, IEPs, assessment data, measures of success, curriculum. iTutor is happy to connect with the supervisors that will be in person in the classrooms to ensure they are familiar with our login process (students enter username and password) so that they know what to expect on the first day. Classroom Teachers iTutor Educators will reach out to the classroom teachers directly to obtain syllabus/curriculum, OR that communication can go through the program administrator. Parents/Families iTutor will collaborate with the district/school to determine the best way to communicate with families. In our experience working with districts since 2014, communication plans have included: Parent Webinars to introduce them to iTutor -What is iTutor -How does it work -How does my child login? -What does the whiteboard look like? -How often will they have classes? -Backpack Flyers or Email Templates -Brief summary of what iTutor is -When tutoring will be offered

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

Over the past several years, iTutor has run a handful of programs in Connecticut including tutoring and test prep services.

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.

Across multiple districts, programs, and populations, students have demonstrated significant growth on standardized measures of academic achievement, after receiving instruction from iTutor. In one district, students experiencing barriers to educational services, received virtual, supplemental instruction from iTutor's certified educators. Analyzing gains from pre- to post-tests, students demonstrated significant growth on a standardized math test, $p < .001$, and made gains toward grade level content, progressing faster than their national peers. Further, use of iTutor was significantly associated with gains on test scores, $p < .05$. For each additional hour of instruction, students were projected to increase their test score by 5.5 points. In another, urban district, students made significant gains on standardized test scores, after receiving iTutor services. Students showed gains in both math and reading performance, $p < .001$, and $p < 0.5$, respectively. Students made larger growth in the spring semester—when iTutor services were in place—compared to the fall semester. In math specifically, students exceeded their expected growth by 38.5% in the Spring semester. Please see iTutor's whitepapers here: <https://itutor.com/white-papers/>

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

The cost per pupil for a small group of 4 students is \$31.25/student. (\$125 for the group of 4) This is for live, virtual tutoring provided by a subject certified educator on iTutor's whiteboard. Unique characteristics and educators -All iTutor educators are experienced state certified teachers. -iTutor Educators will be working consistently with students throughout the length of the program. -The first 5-10 minutes of each lesson focuses on social emotional learning and rapport building. -All sessions include live-two way audio/video. -Our certified special educators can implement accommodations and modifications outlined in 504 Plans and IEPs. -iTutor can support multilingual learners by providing bilingual tutors or an interpreter to be present in the session. -Every iTutor session is recorded and available 24/7 for students to re-play and refresh their learning. These recordings also serve to protect both the teacher and the student, and serve as a quality assurance tool for teacher improvement. -iTutor lessons are developed in coordination with the District's curriculum and/or pacing guides to ensure that tutoring is a seamless extension of the efforts of the classroom teachers.

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

No.

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.

[Alaska - Research Brief.pdf](#)

3.5MB

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: ([40.8108, -73.3667](#))

Source: GeolIP Estimation

