



SUBMISSION FORM

All submission forms must include the following information. Separate submission forms must be turned in for each eligible program. **Deadline: July 1, 2024.** Please include this submission form with the electronic entry. If you do not receive an email confirming receipt of your entry within 3 days of submission, please contact [Gage Harter](#).

PROGRAM INFORMATION

County: _____

Program Title: _____

Program Category: _____

CONTACT INFORMATION

Name: _____

Title: _____

Department: _____

Telephone: _____ Website: _____

Email: _____

SIGNATURE OF COUNTY ADMINISTRATOR OR DEPUTY/ASSISTANT COUNTY ADMINISTRATOR

Name: _____

Title: _____

Signature: _____

Supporting Student Achievement Through High Dosage Tutoring
(Customer Service Category)

Executive Summary:

Chesterfield County Public Schools (CCPS) is employing effective strategies to support students and families as they combat pandemic-induced learning loss. One such strategy is our *Supporting Student Achievement Through High-Dosage Tutoring* initiative. High-dosage tutoring is a research-backed approach that prescribes individual or small group tutoring occurring a minimum of three times weekly. Like most divisions, CCPS is faced with the challenge of meeting the needs of large numbers of students that generally far exceed the capacity of available in-person tutors. In response, CCPS is providing students in grades 3-12 with a dedicated mentor, access to high-quality computer-adaptive instructional applications, and unlimited access to live synchronous tutoring via web-conferencing provided by a teacher licensed in their content area. By leveraging licensed teachers to meet regularly and provide support personalized to the unique needs of our students, CCPS aims to help students succeed as they recover from learning loss and master knowledge and skills on or above grade level.

Problem or need addressed by the program:

Performance data shows that CCPS students experienced significant learning loss during the pandemic. In September 2023, Governor Youngkin signed HB 60001/SB 6001 providing funding to divisions with the expectation that divisions prioritize and develop local plans to combat learning loss. To help students recover from learning loss and to reach or exceed grade level academic expectations requires intentionality in deployment of human and financial resources and the selection of instructional resources with proven track records of supporting the achievement of a diverse student population. CCPS was among the first divisions in the state to secure contracts for supplemental services and to submit and gain Virginia Department of Education (VDOE) approval on a local spending plan to address learning loss.

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Program Description:

Many students are still struggling to recover from learning loss that occurred during the pandemic.

Chesterfield County Public Schools (CCPS) is employing many strategies to combat this learning loss. As a part of our *Supporting Student Achievement Through High Dosage Tutoring* initiative, CCPS is providing students in grades 3-12 with unlimited access to live synchronous tutoring via web-conferencing provided by a teacher licensed in the content area. By leveraging licensed teachers to meet regularly and provide support personalized to the unique needs of our students, CCPS has the goal of helping students recover from learning loss and master knowledge and skills on or above grade level.

In February 2023, in advance of the legislation directing divisions to address learning loss, CCPS identified high-dosage tutoring as a local strategy for supporting students. High-dosage tutoring is a research-backed approach that prescribes individual or small group tutoring for a minimum of three times weekly. Like most divisions, CCPS is faced with the challenge of the needs of students far exceeding the capacity of available in-person tutors. There are currently several division and school-based tutoring efforts that employ face-to-face tutoring that occurs in the school building; however, there are not enough tutors to meet the demand. In September 2023, the VDOE established criteria based on student performance on the annual standards of learning (SOL) assessment that determined which students should receive tutoring support and with what frequency. Applying this criteria, CCPS has students across grades 3-12 that require high-dosage tutoring. The identification criteria exacerbated the existing problem of lack of tutors, prompted a new multi-faceted approach to addressing learning loss, and required a significant expansion of existing tutoring efforts.

As a result, CCPS collaborated with Chesterfield County purchasing to first secure immediate tutoring services to the specifications of the division, and subsequently to issue a request for proposals (RFP) to

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formally compete for tutoring services to support the division's students for periods including fiscal years 24-26. Through CCPS identifying the need for services and Chesterfield County Purchasing Department responding swiftly with both temporary and permanent purchasing vehicles, CCPS was able to obtain the high-dosage tutoring services from a Virginia-based company well in advance of other divisions around the state. Additionally, because we were able to act quickly, CCPS did not have to settle for providers that simply had capacity to serve, but instead could require a standard of service we believe to be essential to best serve students and families. Examples of this standard of service include all tutors holding valid teaching licenses, tutors based in the United States, live face-to face tutoring with a real person, and ability to customize the tutoring session based on what is being taught in the classroom. These qualities are critical to the success of the initiative and not available through many other tutoring service providers.

While CCPS identified high-dosage tutoring as a key strategy for addressing learning loss, division leadership also placed a high value on creating minimal disruption to the daily teaching and learning environment in schools. As such, students are largely participating in tutoring sessions after school or at specific times that families and teachers agree students can leverage during the school day, such as periodic elective or study periods. CCPS' expanded approach to addressing learning loss through high-dosage tutoring includes both CCPS building staff that serve in the newly created role of "tutor coach" and also third-party tutoring services secured contractually through formal competition under the direction of Chesterfield County Purchasing Department. Internal tutor coaches are responsible for regularly communicating with students and families, monitoring and supporting student progress in division-selected computer-adaptive instructional applications and reporting progress to central office staff that monitor the division effort. Third-party tutors work with individual or small groups of students during the school day and after school. Students, families, a teacher, or the tutor coach sign a student

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up for tutoring sessions online where they meet synchronously via web-conferencing. Students can select a tutor from a database of licensed teachers after previewing their unique endorsements, experiences, and style and can also return to a favorite tutor with whatever frequency they determine. Tutoring sessions are tailored to the specific content a student is struggling with and the content is provided to the tutor in advance so that they may prepare for the session. Upon completion of a session, the tutor provides feedback related to student engagement and progress and the student provides feedback related to the tutor's level of support.

Program Cost:

- **Personnel Services (\$4,106,000 annually)** A stipend is provided to 255 elementary and 245 middle school personnel @ \$5000/year and 53 with an additional \$2000 stipend to serve as building leads. While the coaching role provides a critical link between the student, parent, and school staff, the lead serves as a liaison with division staff. Coaching will include supporting students in using division instructional applications that meet the requirements (evidence-based and standards aligned), supporting teachers in monitoring student progress, communicating with parents about tutoring attendance and learning goals, and scheduling tutoring sessions. CCPS students and families will be able to take advantage of continued tutoring during the summer, and providing continued coach support will cost approximately 1.5M/year
- **Employee benefits (\$314,109)** Benefits/FICA related to personnel above
- **Purchased Contracted Services (\$1,231,000 annually)** CCPS recognizes there are limited minutes and teacher capacity in each school day for learning support. As a division, we have had great success in providing students an online synchronous on-demand tutoring service. Costs here are for the expansion of existing tutoring to all students identified by VDOE student

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performance criteria. \$1,000,000 annually for contracted online synchronous tutoring services.

\$231,000 annually for additional licenses for instructional applications.

- **Materials and Supplies (\$11,550 one-time cost)** As CCPS tutors work with students, earbuds are provided so that students can take advantage of learning time during and outside of the school day whether navigating their personalized learning path through the division provided instructional application or participating in on-demand tutoring sessions. (\$0.55 per earbud set x 21,000 students)

Program Results/Success:

The results of efforts to address student learning loss will be measured by student performance on Virginia Standards of Learning assessments over the next two school years. These tests are administered annually in the Spring. Shorter-term outcomes are measured in weekly topics mastered in the online instructional applications as reported by tutor coaches, usage data in the third-party tutoring platform, student rating of their tutoring sessions, and parent testimonials. Tutor coaches complete reports weekly on time spent in the online instructional applications and progress made for the students on their caseload. CCPS receives weekly reports from our third-party provider of tutoring service which includes participating students, school, grade level subject, course, session length, tutor rating on multiple criteria, and a tutor report on student engagement and progress. At the conclusion of each tutoring session, students rate their experience with their tutor. Students have consistently rated their online tutoring experience with 4.9 out of a possible 5 stars. CCPS leadership receives positive feedback from parents and students on the availability of free tutoring. A sample testimonial is below.

Sample parent testimonial to School Board member (parent name removed):

My name is (parent name removed), and my son is an 8th grader at Tomahawk middle. He is currently enrolled in Spanish 2 for the second year. After what started as yet another rocky year in that class, I

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decided to utilize the free tutoring through Stride tutoring. I wanted to tell you what a blessing this has been for my son. He went from a D in the first part of the first nine weeks to finishing with a B and having an A the second nine weeks. I am able to communicate with his tutor and provide current material from his class which she utilizes to make lessons for their sessions. I hope that many families are utilizing this amazing resource, and I hope it continues to be an option. Thank you for making this possible.

Sincerely,

(Parent name removed)

Worthiness of an award:

Performance data shows that CCPS students experienced significant learning loss during the pandemic.

The CCPS *Supporting Student Achievement Through High Dosage Tutoring* initiative is an innovative program aimed at addressing learning loss and raising student achievement to or beyond pre-pandemic levels. While all Virginia divisions are charged with developing local plans to address learning loss, CCPS has risen to the challenge with exceptional efficiency and innovation. Through partnership, good communication, and well-established workflows, CCPS and the Chesterfield County Purchasing Department were able to quickly establish contracts with Virginia-based tutoring services meeting our specific requirements and to be among the first divisions to gain VDOE approval on a spending plan.

Through an innovative and multi-faceted approach to providing tutoring services, CCPS is able to minimize disruption to the classroom, financially invest in our own internal employees to provide mentoring support, leverage research-based instructional applications already familiar to students and families, and provide on-demand, highly personalized individual tutoring. Upon approval of the spending plan, CCPS efficiently mobilized to establish contracts for instructional applications, create a communication plan, create position descriptions, advertise, hire, and onboard 500 internal staff

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members to serve as tutor coaches and leads, all in a period of 5 weeks. Additionally, central leadership quickly established a data collection and accountability system that allows those responsible for the initiative to monitor student usage, monitor student academic progress, and monitor the work of tutor coaches in real-time. Visibility into these critical aspects of the initiative has enabled division leadership to both showcase success and quickly make adjustments where needed. The number of families that have opted-in to the additional support speaks to the importance families place on reversing learning loss, and the supportive testimonials speak to their feelings about the quality of services the division is providing. Ultimately, the effectiveness of the initiative will be determined over a period of years by an evaluation of standardized test performance; however, weekly data collected showing student usage and progress confirms that the community is invested in the initiative and fully taking advantage of the services provided.

Supplemental Materials:

- Enclosed

Supplemental Materials:

Monday Message

from Dr. Merv Daugherty

Chesterfield County Public Schools | Feb. 27, 2023

Free online tutoring available for middle and high school students

Beginning today, Chesterfield County Public Schools is partnering with Stride Tutoring to provide free online tutoring services for middle and high school students.

- This will allow our students to receive help after school in any subject for free.
- It will also allow teachers to access tutoring services to provide supplemental instruction on an individual or small group basis (up to five students) during the school day.

How it works

For teachers: Teachers will receive an email from stridetutoring@k12.com. Once a teacher activates their account, they can schedule 1:1 or small group (up to 5 students) sessions during their class periods for students who need extra support. There are many tutors to choose from, and all are certified teachers.

For students: Families will receive a message this evening from CCPS with information about how to activate a Stride Tutoring student account. Once students have activated their account, they will be able to access the Stride Tutoring login page via an icon on their RapidIdentity dashboard to search for tutors based on the subject or specific need.

Here are resources for more information:

- oneCCPS.org/tutors
- [FAQ for educators](#)
- [Quick-start guide for educators](#)
- [FAQ for families/students](#)
- [Quick-start guide for families/students](#)

If you encounter students who need additional support on a concept or particular topic, this resource is available for you to use in the classroom. If a student needs extra help in a class, let them know they can receive free tutoring services after school at a time that fits their schedule.