EARLY LITERACY SUCCESS FOR ALL STUDENTS:
A COHERENT PATH FORWARD

K-3 LITERACY

INSTRUCTIONAL COHERENCE

TOOL KIT

OVERVIEW

Tennessee's commitment to research-based early literacy policy and practice has created a foundation for districts and schools to implement instructionally coherent academic support for K-3 literacy. In an instructionally coherent model of academic support in K-3 literacy:

- **Students** learn to read through deep, consistent support with materials aligned to core instruction including the same foundational skills practices routines, sequences of learning, topics, texts, discussion prompts, and writing tasks they need to achieve grade-level reading success.
- **Certified educators and support staff** collaborate on student progress by using the same materials and assessments to plan for student learning and to monitor progress.
- **Districts and schools** manage resources and staffing capacity around high-dosage tutoring (HDT) as the small-group structure for academic support outside of the core literacy block and RTI[2] as the process for student identification and progress monitoring.

Importantly, under the current RTI[2] Framework, educators have the discretion to make the student support placement decisions they believe are in the best interest of students based on data. According to the case study presented in SCORE's report *Early Literacy Success For All Students: A Coherent Path* it appears that more students would benefit from an academic support structure in K-3 literacy that leverages high-quality instructional materials (HQIM) aligned to core instruction in a setting that reflects the group size and frequency suggested by research on HDT. To support districts with making the necessary shifts to plan for and implement instructionally coherent HDT, this toolkit is divided into two major sections.

I. **INSTRUCTIONAL COHERENCE GUIDANCE.** This section offers guidance aligned to a theory of change that encourages districts and schools to systemically move through three steps of planning and implementation of instructionally coherent academic support, including:

   o **Step 1: Establish An Instructionally Coherent Vision For K-3 Literacy**
   o **Step 2: Schedule And Staff To Maximize HDT During The School Day**
   o **Step 3: Estimate And Refine The Cost Of HDT Programming Over Time**

II. **INSTRUCTIONAL COHERENCE TOOLS.** This section includes links to tools that districts and schools can use to reflect, plan, track data, and budget for instructionally coherent HDT academic support in K-3 literacy, including:
   o **Instructional Coherence Self-Assessment And Planning Guide**
   o **Foundational Skills Data Trackers**
   o **HDT Cost Estimator**

Step 1: Establish A Vision includes information intended to help districts and schools lay the foundation for a vision, framework, and implementation model for instructionally coherent K-3 literacy academic support. The content is divided into three sections:

I. **Defining Instructional Coherence In K-3 Literacy**
II. **Establishing An Instructionally Coherent Framework**
III. **Delivering Instructionally Coherent Academic Support**

I.   Defining Instructional Coherence In K-3 Literacy

The term **"instructional coherence"** describes an approach to teaching and learning where "every element of an instructional program and its strategies — from core instruction to interventions to extended time — work together to advance the same set of grade-level student experiences."[i] It is driven by decision-making guardrails that ensure the student experience outside of the core literacy block is:

» **Grounded in the research** on effective reading instruction, offering support through explicit and systematic foundational skills instruction and grade-level reading comprehension topics, texts, and tasks
» **Aligned to the content and assessments** from the high-quality instructional materials used in core instruction, such that:
  o Foundational skills support follows the same scope and sequence, whether those skills are below grade level or on grade level
  o Reading comprehension support focuses on the same grade-level topics, texts, discussion prompts, and writing tasks
» **Staffed to ensure** students receive support from someone who has received training on early literacy instruction and the HQIM and assessments being used
» **Prioritized for students** who demonstrate the greatest academic need

For K-3 literacy, a vision for instructionally coherent academic support should address both components of the simple view of reading: **foundational reading skills** and **knowledge-based competencies**. (*See SCORE's* The Science of Reading *for a summary of the research on effective reading instruction.*)

Instructional Coherence For Foundational Reading Skills
When students demonstrate gaps in foundational reading skills, they should receive targeted support to master them, even if those skills are below grade level. Familiar skills practice routines and materials are the foundation of this support. Because instruction in reading foundational skills follows a systematic and intentional sequence, it is critical to identify students' earliest point of code deficit to drive support decisions. From there, support should follow the same scope and sequence from the high-quality instructional materials used in the core literacy block to fill existing gaps in order.

Progression through an aligned scope and sequence ensures students' progress in their foundational reading skills without creating additional gaps. It also avoids a scenario where an academic support setting is inadvertently offering enrichment to the students who are furthest behind by introducing multiple skills in the same day. A systematic phonics program builds skills in an intentional order from most to least common sound-spelling patterns.

> **For Example: Students master /s/ as in "sat" before /s/ spelled like "sc" as in "scent."**

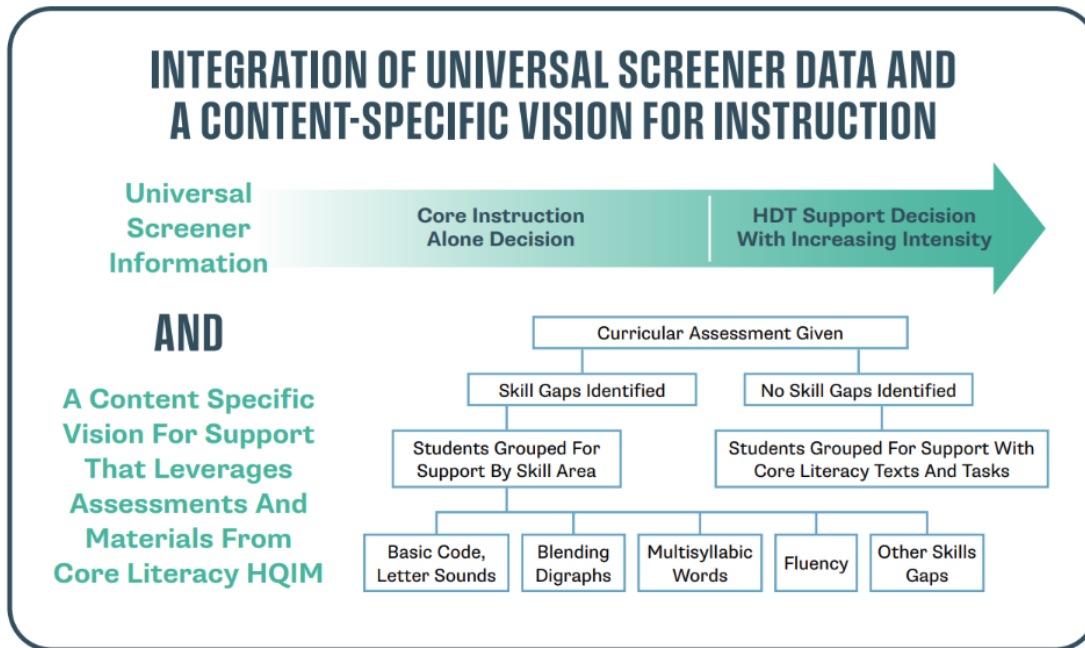*Instructional Coherence For Knowledge-Based Competencies*

When students do not demonstrate gaps in foundational skills but continue to struggle with grade-level literacy success, support focuses on knowledge building or reading comprehension (understanding the words on the page). In practice, this means students spend time and receive support with the following in academic support structures:

- Building background knowledge and vocabulary to understand core instructional texts
- Reading core texts or hearing them read aloud, depending on the age and skill level of the student
- Responding to text-based questions, discussion, and writing prompts from core instruction

> **For Example: Students are reading *The Grapes of Wrath* in their eighth-grade core literacy block. At the beginning of this unit, students should spend time building knowledge around the dust bowl more broadly. To address this, students in academic support could spend time *proactively* building this knowledge through use of related nonfiction texts (often provided directly in high-quality instructional materials) to engage with the core text with stronger schema and vocabulary.**

II.   Establishing An Instructionally Coherent Framework

Implementing an instructionally coherent vision in K-3 literacy requires the integration of policies and practices related to universal screeners, high-quality instructional materials, and ongoing assessment to accurately identify students for academic support, select content, and monitor progress over time. The graphic below highlights a decision-making framework for student academic support that takes into account the results from both universal screeners and curriculum embedded diagnostic assessments to group students in alignment with the simple view of reading. It integrates both HDT and RTI[2] by clarifying HDT as the structure used to support students outside of the core literacy block and RTI[2] as the decision-making process. This framework represents an approach that could be used for each administration window of the literacy universal screener at the beginning, middle, and end of the year.

INTEGRATION OF UNIVERSAL SCREENER DATA AND A CONTENT-SPECIFIC VISION FOR INSTRUCTION

Universal Screener Information

AND

A Content Specific Vision For Support That Leverages Assessments And Materials From Core Literacy HQIM

Core Instruction Alone Decision

HDT Support Decision With Increasing Intensity

Curricular Assessment Given

Skill Gaps Identified — No Skill Gaps Identified

Students Grouped For Support By Skill Area — Students Grouped For Support With Core Literacy Texts And Tasks

Basic Code, Letter Sounds | Blending Digraphs | Multisyllabic Words | Fluency | Other Skills Gaps

At the beginning, middle, and end of the year, K-3 students in Tennessee participate in a universal literacy screener and additional subtests as needed to identify characteristics of dyslexia. This information helps school teams prioritize students for additional support beyond core instruction.

However, what does or does not happen next is key to making sure students receive the right support in the right setting. Following administration of universal screeners, all students should be assessed with the diagnostic assessments from their aligned high-quality instructional materials to understand the specific skills gaps they may have and to consider those gaps in light of what they have been expected to master within the materials at that point in the year or in previous years. For example, if a universal screener assesses a student on letter names at a point in the year where these have not yet been taught in core instruction, the default should be to ensure students have access to core instruction to address those skills before assuming they need additional support to master them. Results from curriculum-based diagnostic assessments can be used to:

1. Understand the extent to which students are on track in mastering the content they have experienced up to that point in the year as aligned to the scope and sequence from their high-quality instructional materials and to guide ongoing core instruction and support
2. Determine if a student would benefit from HDT support outside of the core literacy block
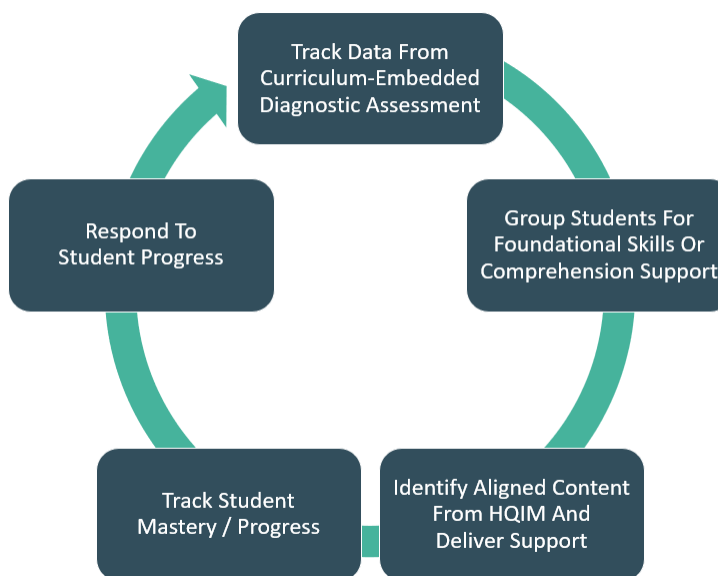3. Inform the specific content a student experiences in the HDT support

If it is determined that a student would benefit from HDT, results from the assessment would guide instructional teams to group students for foundational skills support aligned to their area of need or to group students for support with the high-quality texts and tasks being used in their grade-level core literacy block. In either case, aligned content from adopted high-quality instructional materials would be used in small-group HDT support. *Materials in many districts across Tennessee already contain embedded materials to provide support in both areas, including additional practice opportunities for foundational skills and supplemental, topically aligned texts for each comprehension unit.*

As students spend time in HDT, their progress should be monitored with daily notes following HDT sessions and weekly opportunities for collaboration where multiple staff are supporting the same student. As students demonstrate growth or ongoing needs for support, school teams should consider increasing or decreasing the intensity of the HDT support they receive. *This could include moving to daily support, increasing session length, or decreasing the size of their group to two students or individual HDT support.* Foundational Skills Data Trackers created by TNTP can support school teams with this process.

III.   Delivering Instructionally Coherent Academic Support

Once students are identified for academic support (HDT), having clear systems to track data, create student groups, and pull aligned content are all central to the process (RTI^2). The visual below highlights a five-step process school teams can follow to ensure all adults who support K-3 literacy understand what students need to advance toward grade-level success and can track student progress over time.

Step 1: Track data from curriculum-embedded diagnostic assessment. Once foundational skills assessments from high-quality instructional materials have been administered, results from this assessment should be tracked individually for each student to serve as a starting point for HDT support. Data trackers should be easily shareable among every adult who will be supporting a given student to ensure the most effective support possible. The *Foundational Skills Data Trackers* cover some of the frequently used materials in Tennessee. Districts and schools using materials other than the ones represented in these trackers can use these examples to build tools that align to their high-quality instructional materials.

Track Data From Curriculum-Embedded Diagnostic Assessment

Group Students For Foundational Skills Or Comprehension Support

Identify Aligned Content From HQIM And Deliver Support

Track Student Mastery / Progress

Respond To Student Progress

It is important to note that not every set of adopted materials in Tennessee has a foundational skills assessment that is detailed enough to support decision-making for students. Where this is the case, the Tennessee Foundational Skills Curriculum Supplement (TNFSCS) assessments can be used, with districts mapping back the skills students are missing to the scope and sequence from their adopted core instructional materials. Alternatively, districts may want to contact the publishers of their materials to request support or look for materials that offer these embedded assessments.

Step 2: Group students for foundational skills or reading comprehension support. Data from administered curricular assessments can help instructional teams strategically create groups for HDT based on common gaps. If students demonstrate gaps in foundational reading skills, then groups

should be created based on their earliest point of code deficit to ensure skills are built over time according to the foundational skills scope and sequence from core materials. Students without any identified skill gaps should be grouped to receive support with the topics, texts, and tasks from grade-level core instruction. A sample dataset is provided below with interpretation and grouping decisions made for student support.

	RF.1.4	RF.1.5, RI.1.10, RI.1.10	RF.1.3, RF.1.4		
Approximate Ending *Lesson a(s)*	Lessons 6-10 (October 6th by EOY)				
Rubric	18 out of 20 (excludes 21-25) Take Gwen's Hen 17 or less take Pseudoword	4+ no further 3 or less take Psuedoword	27+ take Gwen's Hen 26 or less take Code Knowledge	23+ no further 22 or less Letter Name (optional)	n/a
Student Name	**Word Recognition**	**Reading Comprehension**	**Word Reading & Code Knowledge**		
	Word Recognition	Story Reading: Gwen's Hen	Pseudoword Reading	Code Knowledge Diagnostic	Letter Naming Test (optional)
Michael	10		17	26	
Jenae	4		5	14	26
Sasha	20	5	29		
Chantel	18	3	26	25	
Devin	18	3	27		
Javier	19	3	29		

According to this data:
- Jenae knows her letter names but could only identify their correct sounds about half the time. She needs support with **basic code and letter sounds**.
- Michael and Chantel both understand basic code/letter sounds but struggle to blend those sounds together to varying degrees. They will be grouped together for support with **blending sounds**.
- Devin and Javier both blend sounds and recognize words well but struggle to do so fluently enough to support reading comprehension. They need support and practice to **build automaticity and fluency** to support their comprehension.
- Sasha is on grade level with foundational skills, so she would benefit from support **aligned to the reading comprehension** component of her core instructional block.

Step 3: Identify aligned content from high-quality instructional materials and deliver support. Once instructional needs have been identified and students have been grouped based on their specific needs, instructional teams identify and deliver content from high-quality instructional materials. Instructional staff should be able to reference foundational skills scope and sequences, embedded assessments, supplemental texts to build knowledge, and other materials directly from adopted curriculum to support students' needs.

Step 4: Track student mastery and progress. As certified educators, interventionists, paraprofessionals, and tutors deliver instruction in small groups, they should monitor student mastery both via formal assessment and informal monitoring, updating student data trackers as they go. Tracking data consistently will communicate to staff across settings how students are progressing within the scope and sequence and where they will need ongoing support. Data tracking student mastery *during* unit instruction by educators from core instructional blocks can also provide

information about student progress to inform academic support in HDT. The tracker sample below also offers space for more informal notes for each week in a unit, as well as the columns to track performance on unit assessments.

Student Name	Student Notes (area/s of struggle, specific sounds/words missed, etc.)	Week 1 Notes			Week 1 Assessment	
		New Skills/s	Review Skills	High-Frequency Words	New Skill/s	High-Frequency Words
		Short a	Consonants	He, see, go, she, and	Short a	He, see, go, she, and

Step 5: Respond to student progress. As students demonstrate mastery of new skills and content, instructional teams should respond to that data by either regrouping students to meet new needs or adjusting the support they receive. Regrouping students based on needs is critical for efficient and effective support. However, making these adjustments may shift logistics for scheduling or staffing. While these barriers may arise, consider the following when analyzing data and regrouping students.

» Consider screener data as an initial signal for student support identification but rely on curricular assessments to identify the specific content students need.
» Track data daily and create a meeting structure and cadence to reflect on data weekly.
» Start with student needs in mind. Do not wait to adjust groups if data indicates it should be done.
» Establish clear guidance for who makes decisions regarding both content and student grouping. Bring in critical input to address the needs of multilingual learners and students with Individualized Education Programs (IEPs).
» Consider a push-in model for academic support to increase flexibility for regrouping.
» Ensure all adults that will be asked to support literacy are trained on the high-quality instructional materials and data trackers to increase flexibility for grouping.
» Work to train all adults supporting literacy instruction on reading foundational skills *(Tennessee's* TeachALL Early Reading Training *is available as a resource to support this work.)*

Adjusting student support within the RTI[2] process should center on shifts in the HDT structure rather than a move away from aligned high-quality instructional materials. Based on student progress, changes may include either increasing or decreasing the number of sessions per week, increasing or decreasing the length of time, and increasing or decreasing the group size. It may also become appropriate to dial back HDT completely and choose to offer a student no additional academic support outside of core instruction.

TNTP reimagine teaching
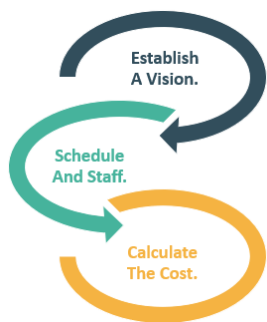
Step 2: Schedule And Staff offers a three-phase process to help schools identify opportunities to adjust master schedules and offers four scheduling design strategies, including:

I. **Phase 1: Take inventory of current capacity and needs for HDT support**
II. **Phase 2: Select a design strategy (or strategies) that will work best**
  » **Maximize** existing academic support time
  » **Add** common tutoring time schoolwide or by grade
  » **Integrate** a tutoring lab rotation for one or more grade levels
  » **Repurpose** existing instructional time for push-in or pull-out support
III. **Phase 3: Communicate changes with staff**

I.   Phase 1: Take Inventory

To best tailor individual strategies to school contexts, schools should first take inventory of their current HDT support efforts, level of student need, and staffing allocations. The tables below provide space for school reflections as well as space to create an inventory of current student and staff assignments to core instruction and student academic support structures. For districts or schools who may want to revisit the overall design of their HDT model, see SCORE's High-Dosage Tutoring Planning And Implementation Guide for guidance for student selection, scheduling, staffing, training, and other helpful resources to support overall program design thinking.

HDT Support Reflections
Consider your school's answers to the following questions to work toward a vison for K-3 literacy HDT design that can inform scheduling and staffing strategies.

Guiding Question	Reflections
Program Reflections: What are the strengths and successes of our HDT support? What are the challenges?	
Student Identification: Who are we currently serving with HDT? Are these the right students?	*For example, are our lowest-performing students receiving instructionally coherent HDT? Would some students we are currently serving benefit equally from strong core instruction using our adopted materials?*

Program Structure: How are we currently structuring HDT support? Should there be any variation in support intensity for some students?	*For example, would some students benefit from groups smaller than 1:4 or 1:3? Should some students receive support more than three times a week? How can we maximize learning for each student during sessions?*
Staff: How are we currently staffing early literacy HDT? Should certain students be assigned to specific staff?	*For example, given staff training, who could support a group of 1:4? Who has foundational skills expertise? What do the data show about who has been effective as a tutor? Do we currently have staff who want to support or could support tutoring but are not currently?*
Communication: How have we communicated to our staff the vision for instructionally coherent HDT in K-3 literacy? What more should be done?	*For example, are educators consistently using adopted high-quality instructional materials during the core literacy block to lay the foundation for coherent support beyond this block? How can we support educators and other instructional staff to implement these materials and assessments consistently and accurately?*

Student And Staff Inventory

Fill out the tables below to look for opportunities to increase HDT support during the school day based on current staff to student ratios. First, complete the **Full K-3 Inventory** to count all students and staff **i**n your building generally by grade level. Then complete the **Minimum HDT** and **Maximum HDT** model inventories to capture the total of students and staff **currently engaging** in any academic support setting (HDT, Tier 2, and Tier 3) in K-3 literacy. These tables are intended to offer space for schools who would like to offer HDT at two levels of intensity (though additional configurations could be added).

For example:
- Minimum HDT Model: Students receive HDT three times a week in 30-minute sessions.
- Maximum HDT Model: Students receive HDT five times a week in 30-minute sessions.

Note: To complete this process, you will need to have access to 1) a staff roster with grade-level assignments as well as 2) the current master schedule.

Full K-3 Inventory (All Students & Staff)					
Staff & Students	**No Grade**	**Kindergarten**	**First**	**Second**	**Third**
Total Administrators					
Total Certified Staff					
Total Paraprofessionals					
Total Other Staff					
Total Volunteers					
Staff Total					
Student Total	-				

Given your master schedule and the data above, are there any initial observations around your school's capacity for HDT support overall or in specific grade levels? What are your staff-to-student ratios? What about staff not assigned to specific grade levels?

Minimum HDT Model Inventory (Students & Staff Currently Supporting HDT and RTI[2])					
Staff Roles & Students	**No Grade**	**Kindergarten**	**First**	**Second**	**Third**
Total Administrators					
Total Certified Staff					
Total Paraprofessionals					
Total Other Staff					
Total Volunteers					
Staff Total					
Student Total	-				

Given your master schedule and the data above, are there any initial observations around how staff are allocated across grade levels that may create opportunities to maximize support?

Maximum HDT Model Inventory (Students & Staff Currently Supporting HDT and RTI[2])					
Staff Roles & Students	**No Grade**	**Kindergarten**	**First**	**Second**	**Third**
Total Administrators					
Total Certified Staff					
Total Paraprofessionals					
Total Other Staff					
Total Volunteers					
Staff Total					
Student Total	-				

Given your master schedule and the data above, are there any initial observations around how staff are allocated across grade levels that may create opportunities to maximize support?

II.   Phase 2: Select A Strategy

In this phase, schools should reflect on the inventory data collected during Phase 1 and consider which of the four scheduling strategies below may support them with maximizing HDT during the school day.

1 **Maximize existing academic support time.** Most elementary schools in Tennessee already have between 45 and 60 minutes built into master schedules to offer small-group support to students. Below are some strategies to consider for maximizing this already available time for HDT.

» Prioritize HDT for the lowest-performing students in ratios of no more than 1:4.
» Identify and train other adults in the building to lead an HDT group during this time.
» Commit to shared data trackers and weekly review at a minimum.
» Align tutor/educator planning time to maximize collaboration and student-facing support.
» Shift the common time block to a push-in model that immediately follows the core literacy block to minimize physical and mental transitions for students and educators.
» Create partnerships the school can leverage to create new tutor pipelines (e.g., with educator preparation programs or other organizations). See the report from Deans For Impact (DFI) on *Mobilizing Aspiring Teachers As Tutors*.
» Fund additional tutor roles from vacant nonclassroom positions.

2 **Add common tutoring time schoolwide or by grade.** Students and staff spend time every day transitioning between activities. It may be possible to consolidate this time to create more time for HDT. Reviewing the master or team-based schedule (i.e., grade-level or departmentalized) with a fresh and critical perspective could reveal tweaks that would free up time to add to the preexisting block. Below are some strategies to consider for identifying additional common time.

» Calculate how much transition time exists in the current master schedule each day by grade. Look for an additional 15 minutes that can be added to existing 45-minute common intervention blocks at least three days a week to allow for two, 30-minute HDT rotations instead of one during existing common time.
» Review lunch, recess, and elective transitions, and, wherever possible, stack those activities within a schedule to minimize transitions during core instruction.

3 **Integrate a tutoring lab rotation for one or more grade levels.** Schools have an opportunity to rethink their master schedules to integrate a "tutoring lab" for one or more grade levels. Schools that implement a tutoring lab often either: 1) Create an additional classroom rotation and completely redistribute students across the grade level through the lab, or 2) only pull a few students from a traditional class configuration for the tutoring lab rotation group. Below are some strategies as well as an example master schedule to support a literacy tutoring lab.

» Identify a physical space (unused classroom, media room, conference room, etc.) to house the tutoring lab rotation

» Identify two adults to support the lab — one adult to deliver tutoring during the hour and another to support students working independently in the lab.

Example: In the schedule below, four third-grade teachers and two paraprofessionals work as a team as five classes of students rotate between the four teachers and a tutoring lab each day. In this case, the tutoring lab could reach up to an additional 45 percent of a grade level with 2.5 hours of consistently scheduled small-group tutoring every week.

TEACHER Schedule by Class Period								
	8:00-9:00	9:05-10:05	10:10-10:55 Specials	10:55-11:40 Recess & Lunch		11:40-12:40	12:45-1:45	1:50-2:50
A	Class 1: ELA	Class 5: ELA	Planning Time 10:10-11:10		Lunch	Class 4: ELA	Class 3: ELA	Class 2: ELA
B	Class 2: ELA/SS	Class 1: ELA/SS	Planning Time 10:10-11:10		Lunch	Class 5: ELA/SS	Class 4: ELA/SS	Class 3: ELA/SS
C	Class 3: Math	Class 2: Math	Planning Time 10:10-11:10		Lunch	Class 1: Math	Class 5: Math	Class 4: Math
D	Class 4: Sci/Ma	Class 3: Sci/Ma	Planning Time 10:10-11:10		Lunch	Class 2: Sci/Ma	Class 1: Sci/Ma	Class 5: Sci/Ma
Para/TR	Class 5: Literacy Tutoring	Class 4: Literacy Tutoring	Planning Time	Recess Only	Lunch	Class 3: Literacy Tutoring	Class 2: Literacy Tutoring	Class 1: Literacy Tutoring

4 **Repurpose existing instructional time for push-in or pull-out support.** It is common for paraprofessionals or similar roles to push into rooms to support one or more students or to provide "release time" for teachers. It may be possible to repurpose this support for formal HDT small groups. Below are some strategies to consider for repurposing this existing support.

» Identify times that may exist in instructional schedules that would be highest leverage for a push-in or pull-out HDT group. For example, do classroom schedules have built-in skills practice or blended learning time?

» Identify a paraprofessional or other staff member to push into nondirect instructional time to tutor targeted students in the classroom or out of the classroom, or to release the classroom teacher to provide the HDT support.

» Identify paraprofessionals who are already supporting classrooms to understand how time may be maximized to support an HDT group with existing schedules.

III. Phase 3: Communicate The Change

Successful roll-out of scheduling and staffing changes should be accompanied by an intentional plan for change management to avoid misconceptions and generate buy-in within a school community. The Communication Action Planner below may support leaders with communicating about changes to master schedules and staff responsibilities related to HDT.

Communication Action Planner	
Step	**Notes On Next Steps**
Share the vision for instructionally coherent HDT with staff and how it fits into the overall vision for K-3 literacy core instruction and academic support.	
Identify who may be impacted by potential changes, how they will be impacted, and potential benefits they may experience with the change. Plan a meeting to gather their ideas to inform next steps.	
Identify the skills staff need to accomplish the vision. Identify staff who have these skills and communicate their leadership in the change.	
Identify the resources (e.g., *Foundational Skills Data Trackers*, *training, materials, etc.)* stakeholders will need to execute the vision — materials, space, training, etc.	
Communicate proposed schedule and staffing changes to the whole school, including the plan to build skills and ensure access to the resources needed to support HDT.	
Solicit feedback from all staff through a short online survey. Meet with concerned staff individually. Answer any lingering questions that come through the survey. Incorporate feedback where possible.	

Opportunity Culture schools design creative staffing models and employ scheduling strategies that:
- *Extend the reach of excellent teachers and their teams to more students*
- *Pay teachers more for extending their reach and fund pay within regular budgets*
- *Provide protected in-school time and clarity about how to use it for planning, collaboration, development, and small-group tutoring*
- *Match authority and accountability to each person's responsibilities*

OPPORTUNITY CULTURE
An Initiative of Public Impact
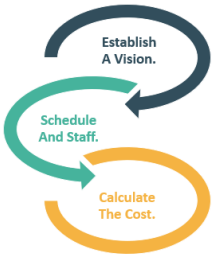
Step 3: Estimate The Cost offers an overview and navigation guide for the HDT Cost Estimator tool. The contents in this section include:

I.   **HDT Cost Estimator Tool Overview**
II. **HDT Program Design Considerations Guide**
III. **HDT Cost Estimator Tool Navigation Guide**

I.   HDT Cost Estimator Tool Overview

While there are many potential costs associated with implementing an HDT program, a simplified calculator that captures the most substantial cost driver — *tutor compensation* — can be useful for districts and schools. This simplified **HDT Cost Estimator** can:

» Facilitate collaboration between financial and instructional staff around program design and cost
» Offer quick testing of multiple design scenarios to support effective and sustainable design

To keep it simple, the HDT Cost Estimator assumes high-dosage tutoring will occur during the school day, so does not include additional travel costs in the calculation. It also does not include costs associated with central office staff, other school-based tutor "management" roles, equipment to support virtual tutoring, or program costs for potential tutoring vendors a district may choose to use. However, these costs could easily be added once the per-student cost is calculated with this tool.

II.   Guiding Program Design Questions

The questions below could be used to facilitate a meeting to design or refine an existing HDT program. Answers to the questions will support accurate data entry into the HDT Cost Estimator Tool.

Guiding Question	Initial Plan
Total Students: How many students do we plan to serve through HDT next school year?	*For example, would we most likely serve any student scoring below the 25th percentile on universal screeners and those who scored in the "Below Expectations" or "Approaching Expectations" performance categories?*
Tutoring Models: Do we want to offer multiple levels of support intensity?	*For example, what would a "Minimum HDT" and "Maximum HDT" model look like? Should students who score "Below Expectations" receive HDT five days a week instead of the minimum of three days a week? In smaller groups?*

Tutor Roles: What tutor roles will we use? How many of each are available? How will we assign them?	*For example, have we seen more effective results with certain types of tutors, indicating they should be assigned to lower-performing students (or students receiving the Maximum HDT model)?*
Tutor Costs: What are the hourly costs of different tutor types? Is there a certain "mix" of tutor type we want to achieve?	

III.   Tool Navigation Guidance

The tool navigation guidance below is intended to help users accurately input and interpret data from the tool to arrive at an overall cost and per-student cost estimate for a given HDT program design. The HDT Cost Estimator includes three overall sections defined below. The fields in each section are also defined below alongside screenshots from the HDT Estimator Tool to support users with data entry and interpretation of the results.

» **HDT Program Design:** This section of the tool includes the "inputs" to the program. This is the only section of the tool where users input data directly into the estimator.
   o   Values in blue font are meant to be changed by the user.
   o   Values in black font are calculated and should not be touched by the user.

» **HDT Program Total Hours & FTE Capacity:** This section of the tool calculates the "outputs" or number of total student hours, tutor hours, and total FTEs (full-time equivalent) needed based on the input values from the HDT Program Design section.

» **HDT Program Cost:** This section calculates the overall cost of the program as well as the cost per tutor type and per student for a week, month, semester, and full year of support.

Step 1: Fill in the "input" fields in the HDT PROGRAM DESIGN section.

HDT PROGRAM DESIGN

NUMBER OF STUDENTS

DESCRIPTION	UNIT	VALUE
Minimum HDT Students	(#)	200
Maximum HDT Students	(#)	100
Total	(#)	300

Number of Students. Adjust the numbers in the "VALUE" column to represent the number of students that will be served in HDT this year. The option to identify students for two levels of HDT intensity (Minimum and Maximum) is available.

FREQUENCY AND GROUP SIZE

MODELS	UNIT	VALUE
Minimum HDT Model Design		
Tutoring intensity	(hours/week)	1.50
Student:tutor ratio	(#)	3.0
Maximum HDT Model Design		
Tutoring intensity	(hours/week)	2.50
Student:tutor ratio	(#)	3.0

Frequency And Group Size. Adjust the total HDT hours per week for both the Minimum HDT and Maximum HDT models — *if planning for both levels of support*. For example, 1.5 hours a week would mean three sessions a week for 30-minutes each session. Then input the max number of students allowed per group in each model for Student:Tutor ratio.

TUTOR MAX CAPACITY ASSUMPTION

DESCRIPTION	UNIT	VALUE
Lead Tacher	(hours/week)	5
Paraprofessional	(hours/week)	25
Volunteer	(hours/week)	10
[Additional Role]	(hours/week)	-

Tutor Max Capacity Assumption. In this section you will enter the capacity of hours per week that a specific type of role would likely be able to contribute to high-dosage tutoring. For example, in this scenario, a "Lead Teacher" is assumed to have five hours a week available for tutoring, but a paraprofessional should have 25 hours a week available. A space for users to name an additional role with their estimated hours per week can also be edited here and added throughout the tool.

TUTOR ROLE COVERAGE AND COST

DESCRIPTION	% OF TUTOR WORKFORCE	FULLY LOADED COST PER HOUR
Lead Teacher	30%	$ 60.00
Paraprofessional	50%	$ 40.00
Volunteer	20%	$ 15.00
[Additional Role]	0%	$ -
Weighted Average Total	100%	$ 41.00

Tutor Role Coverage And Cost. In this section you will customize the percentage of the tutor workforce based on tutor type and their corresponding hourly wages, including all benefits. Enter the percentage breakdown of each tutor type in the "Percentage of Tutor Workforce" column and input their fully loaded hourly cost in the "Fully Loaded Cost Per Hour" column. The tool will automatically calculate the weighted average hourly cost, considering the blended cost of all tutors based on their percentages and hourly wages. *Note: You must check to make sure that the Weighted Average Total % is equal to exactly 100 percent to represent the full tutor workforce.

Step 2: Review and verify your work in the HDT PROGRAM DESIGN section.

Take a moment to review all the values you have entered. Double-check that all numbers and ratios are accurate as the tool will utilize these inputs to calculate the cost estimates.

Step 3: Explore the "output" in the HDT Program Total Hours & FTE Capacity section.

The next step is to examine the comprehensive results under the "HDT program total hours & FTE capacity" section. This section presents the calculated outputs, providing valuable high-level insights into various aspects of the HDT Program cost estimation. These outputs serve as vital metrics to assess the efficiency and effectiveness of an HDT program. By analyzing these breakdowns, teams can make informed decisions about staffing, resource allocation, and program budgeting. They also help optimize the tutoring program to meet the specific needs of students and enhance their academic outcomes. As you explore different scenarios and make adjustments to the input parameters, these outputs will adapt accordingly, allowing you to refine your cost estimates and strategies for an impactful HDT program.

HDT PROGRAM TOTAL HOURS & FTE CAPACITY

TOTAL STUDENT TUTORING HOURS

Description	Unit	Week	Month	Semester	Year
Minimum HDT Student Hours	(#)	300	1,200	3,600	7,200
Maximum HDT Student Hours	(#)	250	1,000	3,000	6,000
Total Student Hours	(#)	550	2,200	6,600	13,200

Total Student Tutoring Hours. This output displays the total number of tutoring hours required for students in the HDT program. This number represents the total academic support provided to students in the program.

TOTAL TUTOR HOURS

Description	Unit	Week	Month	Semester	Year
Minimum HDT Tutor Hours	(#)	100	400	1,200	2,400
Maximum HDT Tutor Hours	(#)	83	333	1,000	2,000
Total Tutor Hours	(#)	183	733	2,200	4,400

Total Tutor Hours. This output displays the total number of hours all tutor types combined will be actively engaged in tutoring activities. This provides an overview of the workload required for the program.

BASELINE TOTAL TUTOR FTE

Description	Unit	Week	Month	Semester	Year
Minimum HDT Tutor FTEs	(#)	6.3	6.3	6.3	6.3
Maximum HDT Tutor FTEs	(#)	5.2	5.2	5.2	5.2
Total Tutor FTE	(#)	11.5	11.5	11.5	11.5

Baseline Total Tutor FTEs. This output calculates the number of FTE tutors needed for the HDT program using the "tutor mix" and hour-per-week capacity estimates. It represents the total workforce needed for the program.

TUTOR FTE BREAKDOWN

Description	Unit	Week	Month	Semester	Year
LeadTeacher	(#)	3.4	3.4	3.4	3.4
Paraprofessional	(#)	5.7	5.7	5.7	5.7
Volunteer	(#)	2.3	2.3	2.3	2.3
[Additional Role]	(#)	-	-	-	-
Total		11.5	11.5	11.5	11.5

Tutor FTE Breakdown. This output provides a detailed view of the FTE requirements for each tutor type and allows you to gauge the number of specific roles needed in the HDT program work force.

TUTORING HOURS PER STAFF ROLE TYPE

Description	Unit	Week	Month	Semester	Year
Lead Teacher	hours	17	69	206	413
Paraprofessional	hours	143	573	1,719	3,438
Volunteer	hours	23	92	275	550
[Additional Role]	hours	-	-	-	-
Total	hours	183	733	2,200	4,400

Tutoring Hours Per Staff Role Type. This output displays the total number of hours that each tutor type will be actively engaged in tutoring activities.

Step 4: Explore the costs in the HDT PROGRAM COST section.

The HDT Program Cost output section is crucial for understanding the financial implications of a given HDT program design. The cost breakdowns by tutor type and per-student costs for two HDT model intensity levels can help users analyze and ultimately optimize resource allocation, assess program affordability, and support decision-making for an effective and financially sustainable HDT program.

HDT PROGRAM COST					
HDT PROGRAM STAFFING COST					
Description	Unit	Week	Month	Semester	Year
Lead Teacher	($)	$1,031	$ 4,125	$12,375	$ 24,750
Paraprofessional	($)	$5,729	$22,917	$68,750	$137,500
Volunteer	($)	$ 344	$ 1,375	$ 4,125	$ 8,250
[Additional Role]	($)	$ -	$ -	$ -	$ -
Total	($)	$7,104	$28,417	$85,250	$170,500

HDT Program Staffing Cost. This output displays the total staffing costs per tutor role type on a weekly, monthly, semester, and yearly basis.

HDT PROGRAM STAFFING COST PER STUDENT					
Description	Unit	Week	Month	Semester	Year
Minimum HDT Student	($/student)	$ 19	$ 78	$ 233	$ 465
Maximum HDT Student	($/student)	$ 32	$ 129	$ 388	$ 775

HDT Program Cost Per Student. This output displays the total program cost per student on a weekly, monthly, semester, and yearly basis for the two program intensity levels designed in the HDT Program Design section.

LEVELFIELD

INSTRUCTIONAL COHERENCE TOOLS

The tools in this section are intended to help districts and schools move through a process of self-reflection, planning, and implementation of a more instructionally coherent and financially sustainable approach to student academic support in K-3 literacy.

Links to the tools and a short description are included below:

- » **INSTRUCTIONAL COHERENCE SELF-ASSESSMENT AND PLANNING GUIDE.** District and school teams may want to start with this self-assessment and connect planning guide. It will ask staff to consider the "current state" of K-3 academic support, envision a shared "ideal state," and to turn that thinking into an implementation plan with specific actions, owners, resources, and timelines.
- » **FOUNDATIONAL SKILLS DATA TRACKERS.** TNTP has created foundational skills data trackers for CKLA (which closely align to TNFSCS), Expeditionary Learning (EL), and Benchmark Advance. Instructional teams can use these to collect data and monitor student mastery of foundational skills collaboratively across core instruction, HDT, and any other academic support setting.
- » **HDT COST ESTIMATOR.** Level Field Partners has created a simplified budgeting tool that allows districts and schools to understand the overall program cost and student-level cost associated with their chosen HDT program design. This tool contains value cells that can be edited, such that teams are able to explore multiple design scenarios and understand the impact on cost.

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[i] TNTP_Instructional_Coherence_Jun2022.pdf