

From Grant to Growth

What High-Impact Tutoring Looks Like in Practice

*Translating high-impact tutoring guidance into daily practice —
scheduling, staffing, instructional alignment, and lessons from early implementation.*

Learning Services • Division of Elementary & Secondary Education

AR LAW Ark. Code Ann. §§ 6-16-1601 to -1604 (Arkansas High-Impact Tutoring Pilot Program, LEARNS Act, Act 237 of 2023); implemented by DESE Rule 6 CAR §§ 282-101 to -104

What we'll do in the next 60 minutes

1

Ground in the evidence

What actually makes tutoring “high-impact” — the non-negotiable design principles.

2

See it in daily practice

Real examples of scheduling, staffing, and instructional alignment in Arkansas classrooms.

3

Learn from early adopters

Common implementation challenges — and how districts worked through them.

4

Take it back

Practical strategies to strengthen an existing program or launch a new one.

You'll leave with a clearer picture of HIT in action — and a concrete next step.



DIVISION OF ELEMENTARY
& SECONDARY EDUCATION

PART ONE

The promise — and the fine print

High-impact tutoring is one of the most effective strategies we have. But the impact lives in the implementation.

01



Statewide HIT

13,635

students in HIT

82

districts

191,207

tutoring sessions

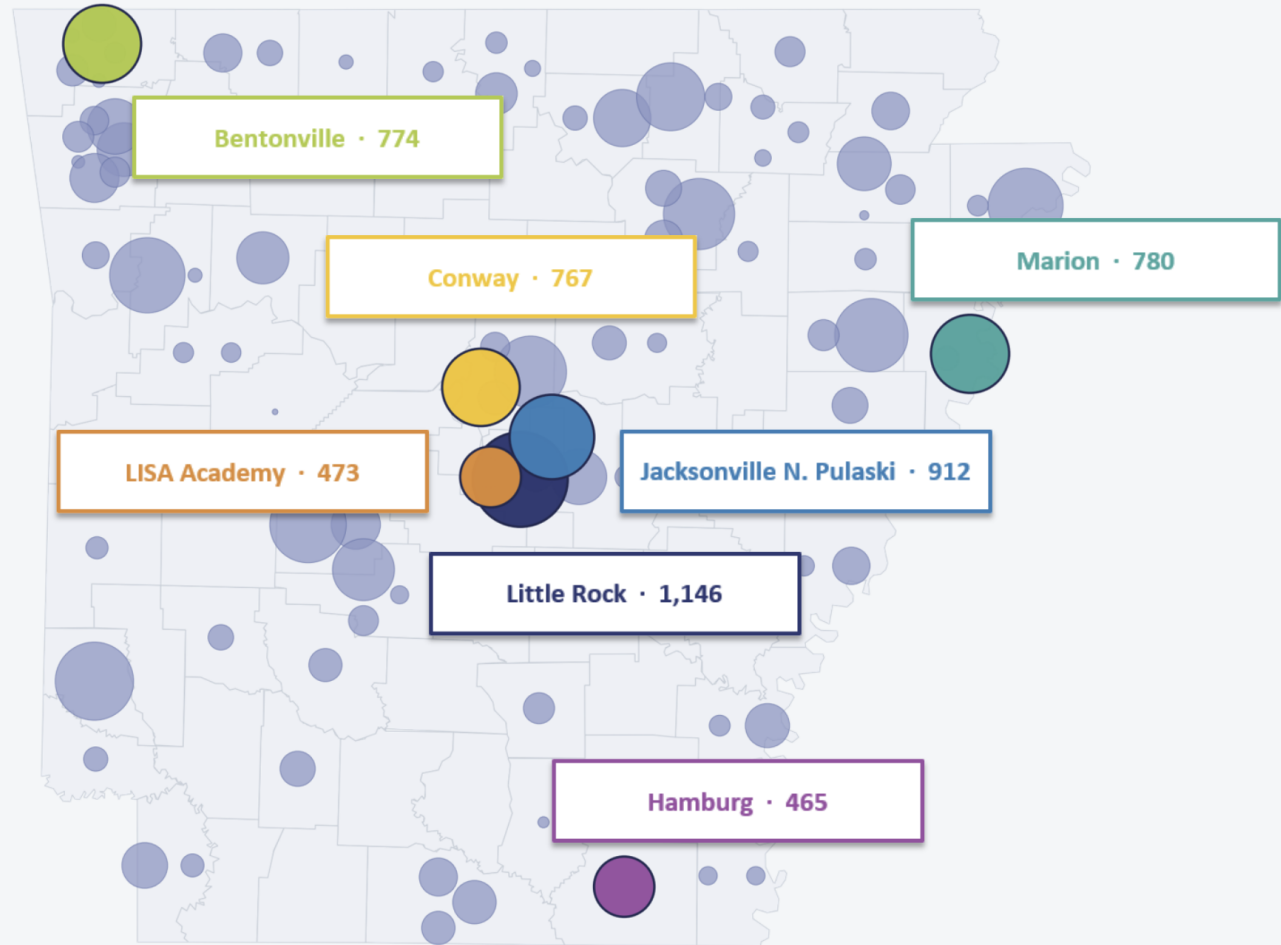
32

avg sessions / student

21%

in the OBC cohort

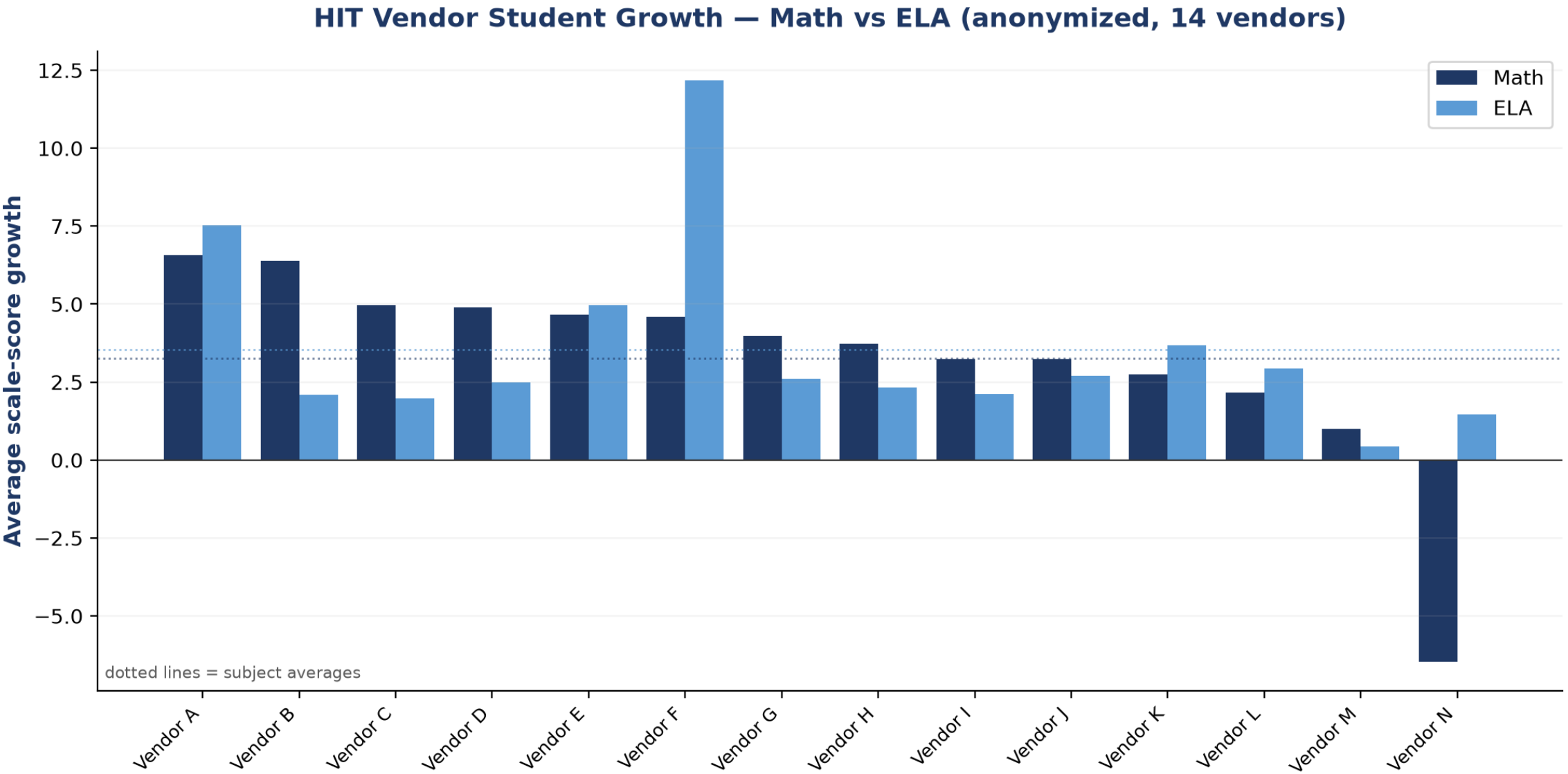
The Statewide High-Impact Tutoring Footprint



Largest district programs by HIT students (Combined State HIT file)

ATLAS HIT Vendor Student Growth — Math vs ELA (Anonymized)

Average scale-score growth per vendor, 14 vendors, all grade levels, SY 2025-26, Face-to-Face and Virtual Synchronous Vendors Only



Vendors anonymized (A–N, ordered by Math growth). Growth = average student scale-score change. Source: vendor growth file. Arkansas DESE — Learning Services.

Tutoring is one of the most effective interventions we have

Decades of rigorous research show that intensive, relationship-based tutoring produces some of the largest, most consistent gains in reading and math — especially for students who have fallen behind.

3+

sessions per week

for a minimum of 10 weeks — frequency is what separates HIT from occasional help.

≤4

students per tutor

one-to-one or small groups of four or fewer — Arkansas's HIT standard.

In-day

during the school day

consistently beats after-school or summer models on attendance and outcomes.

The catch: *these gains only show up when programs hold to the design principles. Watered-down tutoring produces watered-down results.*

What makes tutoring “high-impact”

Dosage & frequency

3+ sessions/week, 30–60 min,
10+ weeks.

Small group size

Four or fewer students per
tutor, or one-on-one.

In-day scheduling

Embedded in the school day,
not bolted on.

Consistent tutor

Same tutor builds the
relationship that drives
growth.

Trained & supported

Tutors get training and
ongoing coaching.

Curriculum alignment

Sessions reinforce classroom
content and skills.

Data-informed

Progress monitored;
instruction adjusts to it.

Right students

Need-, curriculum-, or
universal-based prioritization.

Research source: EdResearch for Action, Design Principles for Accelerating Student Learning with High-Impact Tutoring (June 2024).



PART TWO

What it looks like in practice

The same three levers decide whether a grant becomes growth: scheduling, staffing, and instructional alignment.

02



Four strategies for instructional coherence

Arkansas's HIT Instructional Coherence Toolkit frames every effective program around four strategies. The three levers we'll explore live inside them — tutoring works when it is coherent with Tier I instruction, not bolted on beside it.

1

Align with HQIM & instruction

Tutoring uses materials aligned to the district's adopted high-quality curriculum, scope, and standards — Lever 3.

2

Leverage existing policies & structures

Embed HIT in MTSS, IRPs/MIPs, and the master schedule rather than building a parallel system — Lever 1.

3

Use data to inform instruction

Curriculum-embedded assessments and ATLAS results drive identification, progress monitoring, and adjustment.

4

Foster collaboration among stakeholders

Tutors, teachers, leaders, and families share information in a two-way feedback loop — Lever 2 supports.

The through-line: coherence, not addition. The rest of this session shows the four strategies made concrete in scheduling, staffing, and alignment.

Protect the time — or the program erodes

Scheduling during the school day is the single hardest — and most decisive — implementation choice. When tutoring slips to after school, attendance and impact fall with it.

Common in-day models

■ Dedicated intervention/WIN block

A protected daily block (“What I Need”) so no student misses new core instruction.

■ Embedded in the RTI block

Tutoring runs inside the existing multi-tiered support time.

■ Rotational push-in / pull-out

Small groups cycle during literacy or math workshop.

Scheduling guardrails

- Put tutoring on the master schedule first, not last.
- Never pull students from the subject being tutored.
- Same time, same days — protect it like a core class.
- Plan groups for real attendance, not 100%.
- Build in make-up slots so missed dosage is recovered.

The tutor is the intervention

A wide range of people — and some approved digital programs — can deliver High-Impact Tutoring: paras, teachers, community members, college students, vetted vendor staff, or AI/asynchronous tools, **as long as delivery is trained, supported, consistent, and data-driven.**

District-employed

Teachers, paras, retirees. Deep alignment; capacity is the limit.

Community & college

Local talent and stipended near-peers extend reach affordably.

Vetted vendor / virtual

Approved providers add capacity fast, including live online tutors.

AI / asynchronous digital

Approved adaptive, self-paced programs — best blended with a responsible adult.

Whoever — or whatever — delivers it, the same supports apply:

✓ Initial training

on the model, materials, and routines

✓ Ongoing coaching

observation and feedback, not one-and-done

✓ A consistent caseload

same students, every session

For AI or asynchronous programs, “a consistent caseload” means consistent use plus a responsible adult who watches dosage and acts on the data.

Tie tutoring to the classroom, not around it

Tutoring accelerates learning when it uses high-quality materials that reinforce what students are missing while complementing grade-level classroom instruction. Disconnected tutoring — even a lot of it — moves the needle far less.

Aligned tutoring

- ✓ Uses HQIM tied to the district's core curriculum
- ✓ Targets specific missed skills from assessment data
- ✓ Tutors and teachers share progress on the same students
- ✓ Reinforces this week's content and prerequisite gaps

Disconnected tutoring

- ✗ Generic worksheets unrelated to the classroom
- ✗ No shared data between tutor and teacher
- ✗ Reteaches at random rather than to identified gaps
- ✗ Feels like “extra” instead of part of the system

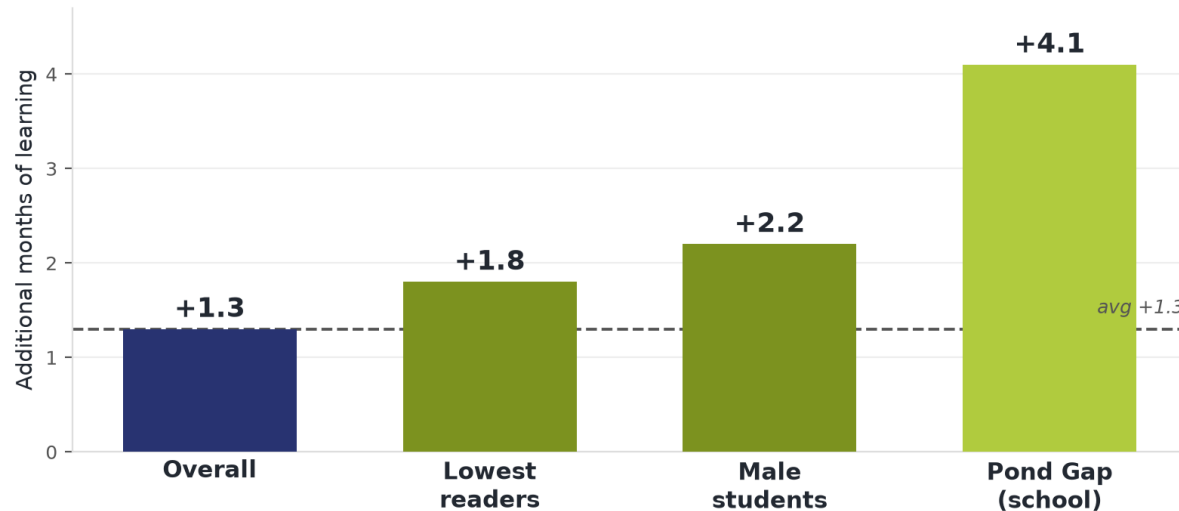
The proof — a 2025 randomized controlled trial (Knox County, TN): aligning intervention to core materials produced **+1.3 months more literacy growth** (up to +1.8 for the lowest readers) — with the **same time, staff, group size, and cost.**

4 of 5 teachers preferred the aligned approach; one pilot school (Pond Gap) reached +4.1 months and cut students needing intervention from 51% to 32%.

An RCT proves it: alignment beats add-ons

A 2025 randomized controlled trial in Knox County, TN put the coherence hypothesis to a rigorous test — **and the aligned approach won.**

Additional months of literacy learning from aligned intervention



Overall +1.3 and low-reader/male gains are statistically significant ($p < 0.05$).

Same everything but alignment.

296 K–3 students below the 40th percentile, randomly assigned. Both groups got the same dosage, group size, staff mix, and quality — only the **materials’ alignment to core** differed.

What the trial found

- **More growth, no new spending** — gains came with the same time, staff, and cost.
- **Biggest gains for the students furthest behind** (+1.8 mo near the 10th percentile).
- **4 of 5 teachers preferred it** — better Tier I alignment, easier to implement.
- **Curriculum efficiency** — reusing core HQIM across tiers can free ~\$530/student (~\$2M district-wide).

The takeaway: coherence isn’t a bigger investment — it’s a smarter one. Aligning tutoring to the classroom moved students more, helped those furthest behind most, and cost no more.

Data and relationships hold it together

Data-informed practice

Ongoing, low-stakes checks tell tutors where to focus and tell leaders what's working.

- Set a baseline and a growth target per student
- Monitor attendance AND dosage, not just enrollment
- Use brief progress checks every 2–3 weeks
- Review the data in a regular routine — and act on it
- Watch group size actually delivered vs. planned

Consistent relationships

The same tutor, every session, is not a nicety — it is a design principle that drives results.

- Assign a consistent tutor for the whole cycle
- Keep student caseloads stable week to week
- Small groups let tutors truly know each learner
- Relationships lift attendance, effort, and engagement
- Minimize the number of vendors per campus for coherence & actively monitor tutor consistency

Hamburg School District — from the HIT Coherence Toolkit

Hamburg, a rural southeast Arkansas district, is a case study in the Instructional Coherence Toolkit — showing how the levers come together in daily practice:

SETTING

Rural SE Arkansas district

DELIVERY

Live virtual tutoring (vetted vendor)

GROUP SIZE

Small groups — roughly 4:1

SUBJECTS & HQIM

ELA & Math, aligned to CKLA / Ready Mathematics

SCHEDULING

Embedded in the daily RTI block

DATA ROUTINE

Two-week feedback cycle; progress reports to teachers

The takeaway: *identification (ELPA21, then retention-risk 2nd graders), aligned materials, protected time, and a tight data loop — the design principles, made concrete.*

Activity — diagnose your three levers

Picture your program (or one you're planning). At your table, rate each lever **Green / Yellow / Red** — and name the one you'd fix first.

Scheduling	Staffing	Instructional alignment
Is tutoring on a protected, in-day block — or does it slip to after school and thin out?	Are tutors trained, supported, and consistent — or rotating and stretched?	Do sessions use HQIM tied to your core curriculum — or generic, disconnected material?
  	  	  

Shoulder Partner: Which lever is your reddest — and what's the one change that would move it? That's your highest-leverage next step.



PART THREE

Lessons learned from early implementation

Programs rarely stumble on the idea. They stumble on the logistics. Here's where — and what helped.

03



Five places programs get stuck

Challenge	What early adopters saw	What helped
In-day scheduling	Finding protected time is the toughest single challenge.	Build the block first; guard it; never pull from the tutored subject.
Attendance & dosage	Enrolled $\neq$ attending. Missed sessions quietly erode impact.	Track dosage delivered; add make-up slots; plan groups for real attendance.
Tutor recruitment & training	Enough trained, consistent tutors is hard to sustain.	Blend district, community, and vetted-vendor/virtual staff; invest in coaching.
Data use	Data gets collected but not acted on.	Set a simple routine; give tutors the data to personalize each session.
School-level buy-in	Without campus ownership, tutoring stays a side project.	Align to core curriculum; involve teachers; minimize vendors per campus.

Research sources: NSSA/Stanford & Annenberg Institute scaling-tutoring studies; Education Resource Strategies district cases.

What early implementers would tell you

Start here

- ✓ Start smaller and do it well before you scale.
- ✓ Name a district and a campus owner for tutoring.
- ✓ Decide who you'll serve and why — before you buy.
- ✓ Align materials to your core curriculum from day one.
- ✓ Set your data routine before the first session.

Watch out for

- ✗ After-school-only models with predictable low turnout.
- ✗ Rotating tutors and shifting group rosters.
- ✗ Groups larger than four “to make the math work.”
- ✗ Buying a service with no outcome you can measure.
- ✗ Collecting data no one reviews or acts on.

An Arkansas RCT shows why implementation is everything

A 2026 Harvard study randomly assigned 900+ K–8 students in two Arkansas HIT-grant districts to BookNook virtual tutoring or business-as-usual. The result: **no statistically significant effect on ELA achievement** (0.01 SD; 95% CI –0.08 to +0.10).

The study's own explanation: students did not receive enough of the intervention.

11.7 vs 5 hrs

Actual dosage per student (District A vs B) — against a design of 18 hours. Most sessions were missed, not delivered.

~4–6 tutors

Students saw 4–6 different tutors and met their primary tutor only 70–76% of the time — short of the consistent-tutor standard.

~20–24 min

Average minutes actually logged per session — below the 30-minute design.

The takeaway for us: *the design standards in Arkansas law only work if the dose is actually delivered. A funded program that thins out to 5 hours and rotating tutors is testing something other than high-impact tutoring.*

You get what you pay for — in implementation

Same vendor, same state policy, same funding stream — but the two districts' **true cost of implementation differed more than 3×**. The gap was almost entirely school-side staff time — and it tracked directly to how much tutoring students actually got.

	Higher-support district	Lighter-staffing district
Full cost per pupil	~\$1,600	~\$475
Cost per session	\$136	\$95
Dedicated login/engagement staff	4 instructional collaborators	None
Project management	District + school PMs (~25% FTE)	Light school-based time
Tutoring actually delivered	11.7 hours	~5 hours

The vendor fee is not the cost. Staff time to schedule, log students in, coordinate, and protect the block is what turns a grant into delivered dosage. Budget for the implementation, not just the subscription.

Gut check — would our program clear the bar?

The Arkansas study delivered ~5–11.7 hours against an 18-hour design — and saw no effect. Turn to a neighbor and be honest about your own program:

1

How many hours will our students actually receive — not what's scheduled, but what's delivered after absences and cancellations?

2

Who owns the login-to-learning handoff — the staff time that gets kids in their seats and on the platform, every session?

3

What would we cut to protect dosage — if we had to choose between serving more students and serving them fully?

No wrong answers — the point is to leave knowing your program's weakest number before someone else finds it.



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PART FOUR

Strengthening or launching your program

Whether you're refining or starting from the beginning, the same moves apply.

04



What every stakeholder should improve for 2026–2027

92 district evaluations · 78 districts · 27 vendors — **90.5% favorable overall, but the coherence “connective tissue” lags.**

Domain scores (1–5), strongest to weakest



The 5 lowest items are all people-to-people links: family engagement (3.44; 28 couldn’t even rate it), tutors using classroom-level data (3.68), tutor–teacher communication (3.81), shared data platforms (3.96), Tier I-aligned formatives (4.14).

What each stakeholder must improve

DISTRICTS & LEADERS

- › Sign a Data Sharing Agreement before day one — ATLAS access, data team, FERPA training.
- › Put the tutor–teacher loop and family updates on the schedule; don’t leave family comms to the vendor.

VENDORS / PROVIDERS

- › Deliver biweekly, standard-level, actionable data on a platform districts can see.
- › Get classroom data to tutors; guarantee staffing and reliable session times at award.

DESE / STATE

- › Scale Outcomes-Based Contracting — districts credited OBC for stronger accountability.
- › Set minimum data-reporting standards in the RFA; provide DSA + “Look Fors” templates.

The one thing: close the data-and-communication loop between tutor, teacher, and family — anchored by a signed DSA before tutoring begins.

High-Impact Tutoring: Instructional Coherence — Key Data Points

66 districts completing both Fall 2025 & Spring 2026 self-reflections • scale: Mastered 3 / Developing 2 / Beginning 1

2.43 → 2.45

Composite maturity (essentially flat)

30 / 25 / 11

Districts improved / declined / flat

+0.07

Instructional Coherence — top-moving domain

2.23 → 2.23

Family & student engagement — stuck lowest

What moved — Spring 2026 items (from Fall 2025)

Largest gains

- +0.16** Tier I scaffold/extension (69% Mastered)
- +0.13** Student-led goal discussions (27% Mastered)
- +0.12** Dosage tracked individually (80% Mastered)
- +0.11** Explicit lesson ↔ Tier I connections (62% Mastered)

Declined

- 0.20** Shared data platforms (43% Mastered)
- 0.14** Document HIT in structures (43% Mastered)

For 2026-27 planning

- › Sustain Tier I coherence — the fastest-growing practice area.
- › Make family & student engagement an explicit priority (stuck at lowest).
- › Fix the tutor ↔ teacher data-sharing layer (both regressed items).
- › Prioritize ELA supports; growth lags Math and is far more variable.

Does coherence track with increases? Weakly — but directionally yes

Top-coherence-quartile vs bottom-quartile districts, mean student growth:

Math % positive growth	60% → 64%
Math % moved up a level	26% → 32%
ELA avg scale-score increase	3.0 → 4.1
ELA % moved up a level	27% → 31%

Correlations are weak ($r = -0.03$ to $+0.18$): coherence is necessary infrastructure, not a guarantee.

Read the data with care

- 11 districts show a positive average but <50% of students grew (or vice-versa).
- Report % growing AND average increase together — alone, either can mislead.
- 7 districts reported no growth data; Math coverage is only 37 of 66.

HIT District Profile — Coherence & Student Growth

66 districts: dot POSITION shows coherence maturity & movement; dot COLOR shows student ELA growth

30 / 25 / 11

coherence: improved / declined / flat

2.45

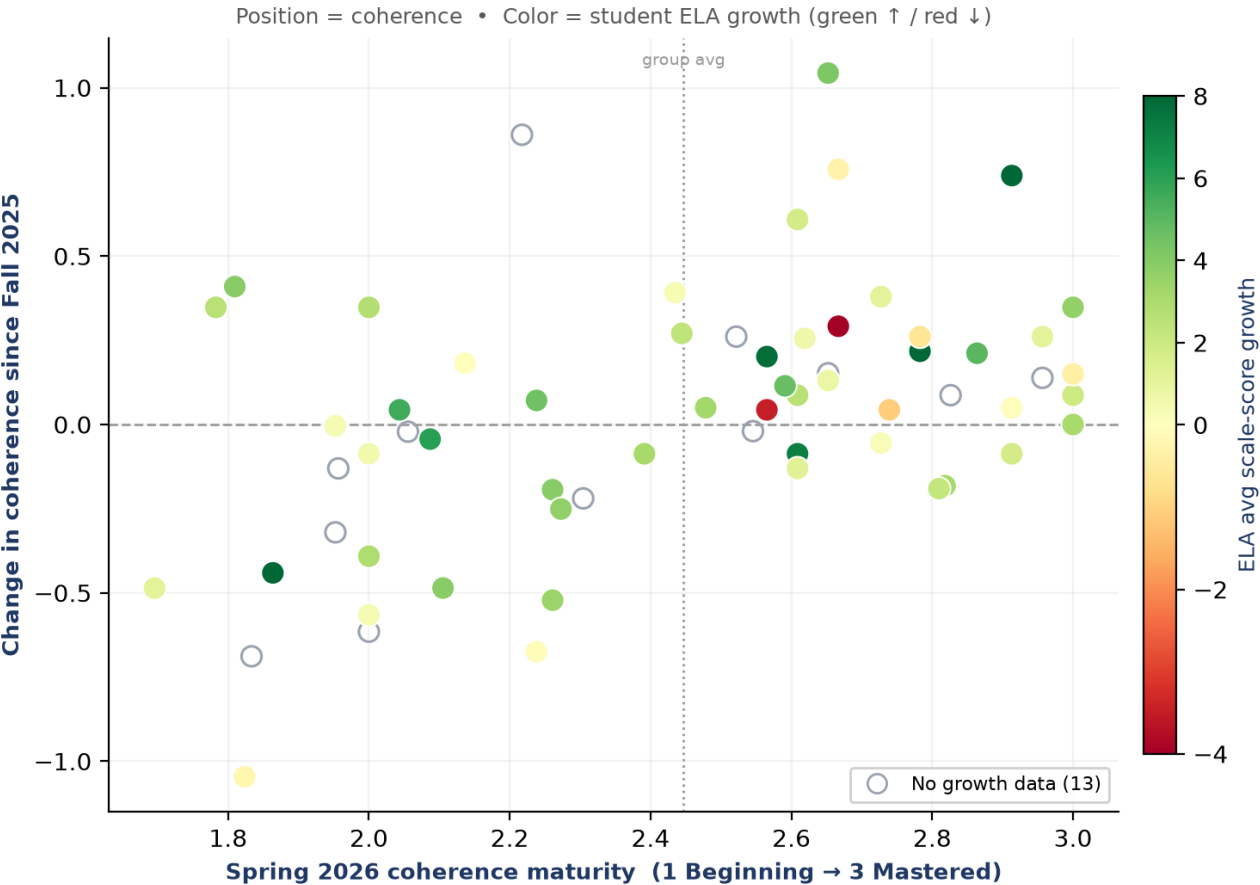
avg Spring maturity (of 3.0)

53 of 66

districts with ELA growth data

+2.6

avg ELA scale-score growth



How to read this chart

- Left–right = Spring coherence maturity (1→3).
- Up–down = change in coherence since Fall (above the dashed line = improved).
- Dot color = that district's ELA average scale-score growth — green is higher, red is negative.
- Hollow gray dots = the 13 districts with no growth data reported.

What it shows — and doesn't

- Green and red dots appear at both high and low coherence — visually, coherence and ELA growth are only weakly related ($r \approx -0.16$ to $+0.18$).
- Color scale clipped to $-4 \dots +8$; County Line's true ELA $+23.3$ is an outlier — verify.
- Coherence is self-reported; growth = average scale-score change, unweighted by student count.

A quick readiness self-check

Score your program on the levers that matter. Any “no” is your first improvement target.

- ☐ Tutoring is scheduled **during the school day** and protected on the master schedule.
- ☐ Groups are **four students or fewer** per tutor, or one-on-one.
- ☐ Students meet **3+ times a week** for at least **10 weeks**.
- ☐ Each student keeps the **same tutor** for the full cycle.
- ☐ Tutors are **trained** and receive **ongoing coaching**.
- ☐ Materials are **high-quality** and **aligned** to our core curriculum.
- ☐ We **monitor attendance, dosage, and progress** — and act on it.
- ☐ A **named person owns tutoring** at the district and each campus.

What districts and ADE expect from you

Districts just scored their own readiness. If you tutor Arkansas students, these are the commitments they are counting on from you.

- ☐ **Communicate** with classroom teachers on a set schedule about content taught, gaps, and shared students.
- ☐ **Monitor and report** your HIT metrics to ADE **and** district — attendance, dosage delivered vs. planned, and progress.
- ☐ Guarantee staffing and **reliable in-day session times** — and deliver the dosage contracted.
- ☐ Sign the **Data Sharing Agreement** before day one: ATLAS access, FERPA training, and a named data contact.
- ☐ **Align** sessions to the district's core curriculum and Tier 1 — high-quality materials, not generic content.
- ☐ Contract for outcomes, not hours — a clear quote up front and **Outcomes-Based Contracting** *where possible*.

A phased path — launch or strengthen



Preview: 2026–2027 High-Impact Tutoring Grant Application

Start gathering now.

1 Students by grade & content area

What to submit:

The number of students you plan to target at each grade level (K–12), entered separately for ELA and for Math.

Also required: the criteria used to identify and prioritize students.

Numbers should align with SY26 ATLAS Summative Level 1 percentages.

2 Budget — including vendor quotes

What to submit:

Requested amounts by category (Salaries/Benefits, Operating, Equipment, Contracts), the 30% district match, and totals.

A completed Budget Workbook and a vendor quote/estimate (Appendix A) if using a provider.

3 Priority areas for funding

What to submit:

Indicate the priority categories that apply —

- Grades/content areas flagged by SY26 ATLAS
- Outcomes-Based Contract (OBC)
- EIR pilot participant
- Districts providing matching funds from school funds (cash)

Funding: DESE funds 70% of estimated HIT cost; districts provide a 30% match (cash, in-kind, or both). SY26 average per-student cost was \$1,300. Submission deadline: TBD.

From application to final upload: 2026–27 timeline

One cycle, four phases. The dates are firm — build your local schedule **backward** from them.

1 · APPLY

Jul – Aug 2026

- Grant application **announced** — mid-July 2026 – via CM
- Applications **due** — mid-August 2026

2 · AWARD & SET UP

Sept 1 – Oct 15, 2026

- Award notification — September 1, 2026
- Contract negotiation & finalizing tutoring logistics — Sept 1–Oct 15

3 · LAUNCH

By Oct 16, 2026

- Tutoring starts **no later than October 16, 2026**
- *Every week after is dosage you can't get back.*

4 · DELIVER & REPORT

Nov 2026 – Jun 2027

- Data uploads — 1st & 3rd Tuesday each month
- K–2 and 4–12 data uploaded by May 31, 2027
- Grade 3 data uploaded by June 30, 2027

When scheduling tutoring, plan around:

- **Blackout dates** — days school is out or special events are happening.
- **The testing calendar** — Screener, Interim, and Summative ATLAS windows.
- **Inclement weather** — communicate with providers and keep a make-up plan for missed sessions.
- **On-time logins** — a routine that gets students on at the scheduled minute.

Report on a rhythm, not at year-end:

WEEKLY

tutor & teacher — Scan attendance & dosage; flag at-risk students.

EVERY 2–3 WKS

building team — Review progress checks; adjust groups; recover missed dosage.

MONTHLY

building leader — Trends by group; reallocate tutors/time; remove barriers.

QUARTER / EOY

district — Interim & outcome review; report to DESE; decide scale/renew.

Your 1st & 3rd-Tuesday uploads feed this loop — the same numbers you watch weekly.

Three things you can do Monday

1

Audit the schedule

Pull your master schedule and find the protected, in-day block tutoring will live in. If it isn't there, that's step one.

2

Pick your data loop

Choose one progress measure and a 2–3 week cadence to review it. Decide now who looks at it and what they'll change.

3

Name an owner

Assign one district lead and one campus lead for tutoring. Accountability is the difference between a program and a pile of sessions.

Two DESE tools that keep your program coherent

You don't have to build coherence from scratch. Two Office of Learning Services tools operationalize everything in this session — one to design and self-audit the program, one to make student data flow legally between partners.

HIT Instructional Coherence Toolkit - [Link](#)

- ✓ Four coherence strategies with reflection questions for district and school leaders.
- ✓ "Practices for Achieving Coherence" checklists for each strategy.
- ✓ Case studies — including Hamburg's rural virtual model featured earlier in this deck.
- ✓ The "Look Fors" Observation Tool — rate tutoring Strong / Partial / Little / No Evidence on each strategy.

Data Sharing Agreement (DSA) Guidance - [Link](#)

- ✓ Considerations for a DSA with your tutoring provider — purpose, data-analysis team, tutor training.
- ✓ Report required metrics via the ATLAS Portal and the standardized template (district) or Pearl (vendor).
- ✓ Recommend FERPA / Protecting Student Privacy training for tutors with data access.
- ✓ Build in DSA end protocols — remove portal access and destroy printed data at termination.

Start here: run the "Look Fors" tool on one program this month, and put a DSA in place before a vendor touches student data.



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FROM GRANT TO GROWTH

The grant funds the program.
Intentional implementation grows the students.

Protect the time. Support the tutors. Align to the classroom. Watch the data. That's what high-impact tutoring looks like in practice.

Questions & discussion

Learning Services · Division of Elementary & Secondary Education · ade.tutoring@ade.arkansas.gov

Q & A

Questions, reactions, and what you're taking back.

To get us started

- What resonated — and what would you push back on?
- What's the first thing you'll try in your district?
- Where do you still need support from DESE?

Thank you. Reach the HIT team anytime at DESE Office of Learning Services.

EIR High Impact Tutoring Grant - AIR READING



\$15,000,000 Awarded to Arkansas for Early Intervention in Reading

Districts Receive

- Foundational Reading Tutoring Services
- Districts will not carry financial burden or manage a grant
- Priority for High-Impact Tutoring Grant funds
- Technology needs for students receiving HIT services
- Ongoing Technical Assistance for implementation support
- IT Infrastructure Support
- Technical assistance in utilizing E-Rate funds
- Stipends for support staff



***Participation does not exclude districts from
applying for additional HIT funding for grades 3–12***

[AIR Reading HIT Grant Interest Survey – Fill out form](#)



High-Impact Tutoring sessions at a glance

Five tutoring-track sessions across two days. All times **Central (CDT)**.

WEDNESDAY • July 15

2:20 PM

From Grant to Growth: What High-Impact Tutoring Looks Like in Practice

3:40 PM

Outcomes-Based Tutoring Contracts: What Worked in District Pilots, **ROOM 208**

THURSDAY • July 16

10:20 AM

Buying Outcomes, Not Services: High-Impact Tutoring Contracts That Deliver Results, **ROOM 105**

11:40 AM

Aligning Tutoring With Tier I: Making Instructional Coherence Real, **ROOM 103**

1:00 PM

Using Data Without Drowning in It: Monitoring HIT for Continuous Improvement, **EXHIBIT HALL B**

Sources & further reading

- **Arkansas High-Impact Tutoring Pilot Program.** Ark. Code Ann. §§ 6-16-1601 to -1604 (Acts 2023, No. 237 — LEARNS Act, § 20); research-based tutoring criteria, § 6-15-3104 (Acts 2021, No. 912).
- **Arkansas DESE.** High-Impact Tutoring Pilot Program; Rules Governing Tutoring Grants; approved tutoring provider list; High-Impact Tutoring Instructional Coherence Toolkit (Sept. 2025), incl. the “Look Fors” Observation Tool; Considerations for Data Sharing Agreements with Tutoring Providers (Oct. 2025).
- **EdResearch for Action (2024).** Design Principles for Accelerating Student Learning with High-Impact Tutoring (Brief No. 30). Robinson, Kraft, Loeb & Schueler.
- **National Student Support Accelerator (Stanford).** Design principles and Challenges & Solutions to Implementing Tutoring at Scale.
- **Annenberg Institute at Brown University.** Early Lessons from Implementing High-Impact Tutoring at Scale.
- **Education Resource Strategies (ERS).** Building Toward Effective High-Dosage Tutoring: Lessons from Successful Districts (CMS, IPS, Dallas ISD).
- **Sanbonmatsu, Solowski, Sharp, Muroga, Staiger & Kane (2026).** Randomized Controlled Trial of BookNook Virtual ELA Tutoring (SY24–25). Harvard Center for Education Policy Research.
- **Kohlmoos, L. (2026).** You Get What You Pay For in Tutoring Implementation. Accelerate.