

High-Dosage Tutoring in Algebra I

High-Frequency, High-Impact Tutoring That Accelerates Student Achievement







To address learning loss, K-12 schools and districts need a trusted partner to help at-risk students achieve—and even surpass—grade-level understanding. The Princeton Review® and Tutor.com have been helping students realize ambitious goals for decades. Now, these two powerful partners have teamed up to provide best-in-class, high-quality, personalized instruction that gets results.

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Rigorous research provides strong evidence that high-dosage tutoring can produce large learning gains for a wide range of students, including those who have fallen behind academically.

—EdResearch for Recovery
Annenberg Institute at Brown University
and University of Virginia

WHAT IS HIGH-DOSAGE TUTORING?

-  3+ times/week frequency
-  Small-group instruction (up to 4 students)
-  Assessment-based, with custom learning plans
-  Tailored instruction aligned with state standards
-  Curriculum-driven and modular, with high-quality instructional materials—ours or yours
-  Consistent, relational learning

HOW DOES HIGH-DOSAGE TUTORING WORK?

- Group of up to 4 students with similar needs is formed
- Students take The Princeton Review's Algebra I Assessment
- Tutor creates Personalized Learning Plan for each student
- Students meet with the same tutor during school hours, 3+ times per week
- Tutor delivers tailored, interactive instruction and writes Lesson Reports after each session
- Teacher monitors topics covered, attendance, and student progress through the Teacher Dashboard

WHICH STUDENTS BENEFIT MOST FROM HIGH-DOSAGE TUTORING?

This program was purpose-built to meet the needs of students requiring supplemental, targeted academic support to address skill gaps with close monitoring.

WHICH INSTRUCTIONAL METHODS DO TUTORS USE?

Tutors are trained to deliver the four **“GEMS”** of high-dosage tutoring.

- G**row comprehension and independence
with scaffolding, Socratic questioning
- E**ngage students in learning
with constructive small-group interaction
- M**anage time effectively
with a clear agenda, identified student needs, and appropriate pacing
- S**trategize appropriately
with ongoing progress evaluation

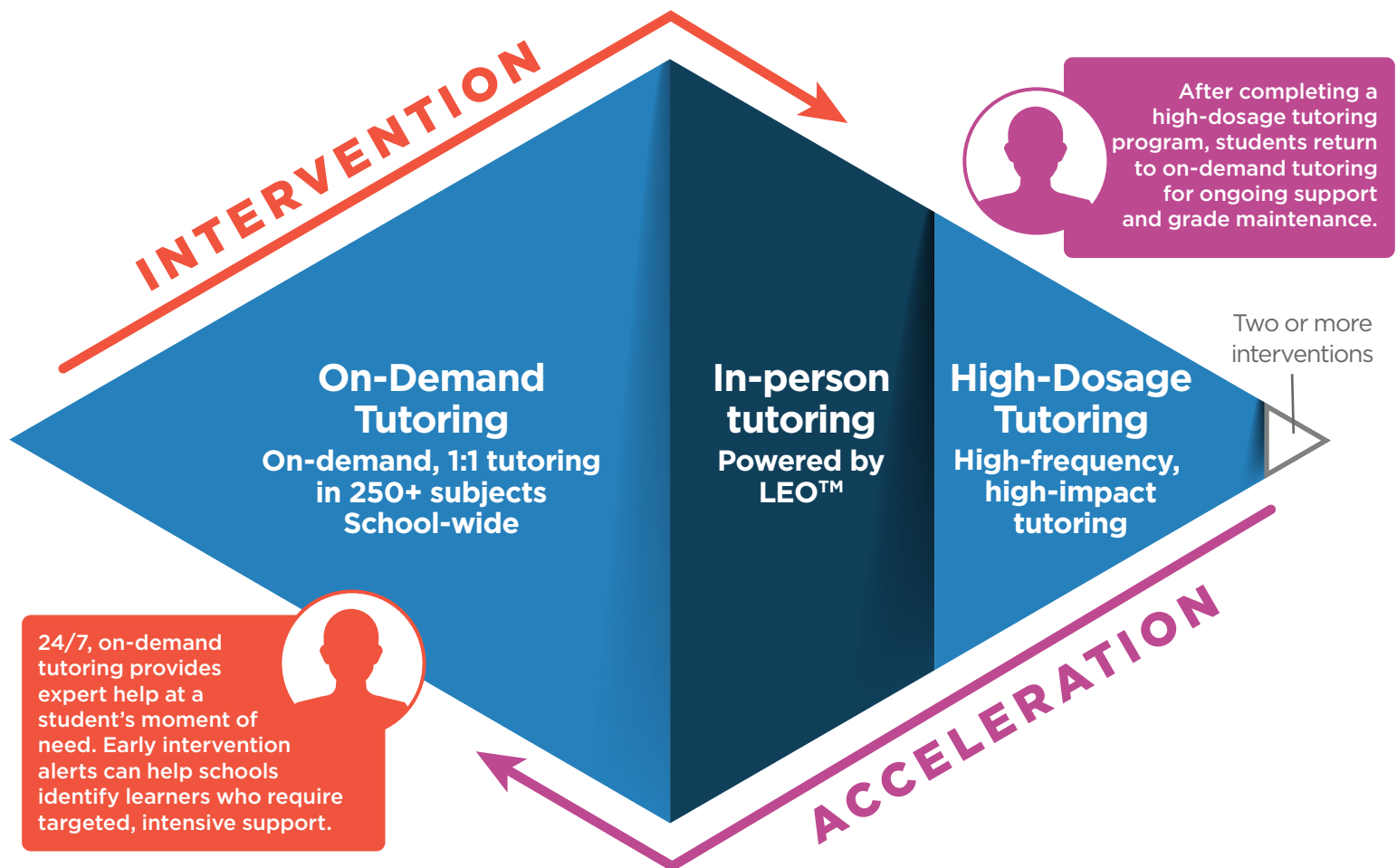
The Princeton Review® is not affiliated with Princeton University.

Questions? Email Dan.Howarth@review.com to learn more.

Multi-Tiered System of Supports with High-Dosage Tutoring

High-Frequency, High-Dosage Tutoring

At Tutor.com/The Princeton Review®, we are here every step of the way to support your students' learning needs—from school-wide, on-demand tutoring to targeted interventions, including high-dosage tutoring and in-person tutoring.



Academic Support Diamond Model

While MTSS is traditionally represented as a pyramid with hierarchical student support tiers, K-12 students need a range of non-linear intervention solutions to comprehensively support the diverse needs they encounter along their educational journeys.

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