



A SELF-CHECK FOR SCHOOL AND DISTRICT LEADERS

Is Your Tutoring Reaching the Students Furthest From Grade Level?

Most tutoring helps the students who are already close to passing. The students sitting years below grade level need support built for them.

This two-minute self-check shows where your current intervention holds, and where your furthest-behind students quietly slip through.



THE FURTHEST-BEHIND SELF-CHECK

Answer Yes or No for the Tutoring You Run Today

Be honest. Score the intervention as it actually runs, not as it is meant to run.

- | | | |
|---|---|---|
| 1 | The same trained tutor works with the same students every session, for the whole program. | ☐ Y ☐ N |
| 2 | Sessions follow your curriculum and pacing, not a separate program running on the side. | ☐ Y ☐ N |
| 3 | Students meet consistently and often, on a set schedule, not drop-in when they ask for help. | ☐ Y ☐ N |
| 4 | The program targets your lowest-performing students on purpose, not whoever signs up. | ☐ Y ☐ N |
| 5 | You can see growth against grade-level standards, not just attendance or screen time. | ☐ Y ☐ N |
| 6 | Someone outside your staff owns scheduling, tutor quality, and reporting, so it does not land on your teachers. | ☐ Y ☐ N |
| 7 | The program is measurably moving students who are multiple grade levels behind. | ☐ Y ☐ N |

Mostly Yes

Your intervention has the conditions that move students who are behind. Protect them as you grow.

A Few No's

Those are the gaps where your furthest-behind students fall through. They are hardest to close when tutors rotate or sessions run apart from the classroom.

Mostly No

Your current support is likely reaching students near grade level, not the ones furthest from it.

Every No is a condition high-impact tutoring is built to hold.

How to Build High-Impact Tutoring for Your Furthest-Behind Students

What makes tutoring high-impact?

Four conditions, working together: the same trained tutor over time, small groups, sessions aligned to your classroom and pacing, and enough frequency to build momentum. Miss one and the results fade.

Can tutoring really move students who are years behind?

Yes, when it is built for them. In one 4th and 5th grade program, proficiency rose from 4 percent to 17 percent and the share of students three or more grade levels behind dropped sharply. In a middle-school math program for multilingual students, students gained an average of nearly 18 i-Ready points.

Is virtual tutoring just another piece of software?

No. This is live instruction with a real tutor who knows your students, delivered online so you can reach every school without recruiting and managing staff on site. The technology carries the session. The teaching stays human.

Will this add to my teachers' plates?

No. Paper runs the program: tutor staffing, scheduling, session content aligned to your pacing, progress monitoring, and reporting. Teachers stay focused on their classrooms while their furthest-behind students get targeted support.

How do districts pay for it?

Most districts fund high-impact tutoring through budgets they already hold for intervention, Title I, or academic support. We help you match the program to the funding you have.

4% → 17%

4th grade proficiency gain in a 12-week ELA program. Prairie Hills ESD 144, IL.

+17.9 pts

Average i-Ready gain, 6th grade multilingual math. Harnett County Schools, NC.

See What This Could Look Like in Your Schools

We will walk your team through a plan built around the students furthest from grade level, using your standards and pacing.

paper.co/clarkcountyschooldistrict