TN ALL Corps Student Selection Protocol

This resource provides districts with protocols and guidance to aid in the selection of students who should be prioritized for TN ALL Corps high-dosage, low-ratio tutoring. All students may be considered for TN ALL Corps tutoring; however, student support teams should review individual student needs when considering placement in a high-dosage, low-ratio tutoring program. These guidelines should not supplant information provided regarding students receiving tutoring that is required as part of a promotion plan. Information regarding tutoring as a pathway for promotion can be found [here](#).

First through Fourth Grade ELA and Mathematics

1. Students are screened in reading and mathematics using state-approved universal screeners three times a year.
2. Students with composite scores lower than the 50th percentile on the screeners demonstrate a need for support in reading and/or mathematics. Students who are not being served through Tier II or Tier III should be prioritized for receiving high-dosage, low-ratio tutoring to accelerate students to proficiency.
3. Additional data and school-based context such as attendance should always be considered in placing students for intervention support.

Fifth through Eighth Grade Literacy and Mathematics

1. If a student does not receive an "on-track" or "mastered" score on TCAP, a student should be considered for high-dosage, low-ratio tutoring interventions in reading and/or mathematics.
2. Students who receive an "below" or "approaching" score on TCAP demonstrate a need for support in reading and/or mathematics. Students who are not being served through Tier II or Tier III should be prioritized for receiving high-dosage, low-ratio tutoring to accelerate students to proficiency.
3. Additional data and school-based context such as attendance should always be considered in placing students for intervention support.

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Multiple Content Areas

Students may receive multiple interventions in the same or different content areas. For example, it may be appropriate to provide high-dosage, low-ratio tutoring in addition to EL services or Special Education supports. However, it would not be appropriate to provide tutoring support in reading for a special education student with a disability in reading as this student should receive a more intensive Special Education intervention.

Prioritized Scheduling

Student schedules should always be considered when determining student selection. For example, students who are not able to attend before or after school due to transportation, extra-curricular activities, or other responsibilities should be prioritized for during-the-day tutoring. Students who arrive early or are on site for after school care may benefit from before or after school tutoring.

Multiple Interventions and Supports

Data teams should ensure that TN ALL Corps tutoring complements the student's existing interventions and instructional supports. For example, students receiving special education services, EL services, RTI[2] Tier II, or RTI[2] Tier III interventions may require additional considerations when designing an appropriate tutoring program. English Learners with an ILP and students with disabilities who are provided services pursuant to a Section 504 plan or IEP, participating in TN ALL Corps tutoring must be provided the accommodations needed to enable them to access tutoring content (i.e., read aloud, supplying visuals and/or manipulatives) as noted in the IEP, ILP, or Section 504 plan.

Please note these are general guidelines, and districts should customize these general protocols to fit the specific needs and situations for the student, the school, and the district. TN ALL Corps Tutoring, however, should not replace any tiered interventions, ESL services, or special education services the student is receiving; therefore, tutoring supports should always be coordinated through the student support team. TN ALL Corps Tutoring is not a special education service, so it should not be included in the student's IEP.

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Maintaining a Wait List

Note: Districts could consider creating a "wait list" of students who may be invited to participate in the TN ALL Corps tutoring program. If a parent/guardian denies participation in the program, a student moves, drops out of the program, has poor attendance, or needs more intensive supports as the tutoring progresses, a student on the "wait list" should fill the open tutoring seat.

Family Communication

A model letter to families can be found here (Spanish Version here). As a district customizes these letters to meet the specific needs of students within their district, they should consider explaining the goals of the tutoring program, how the parent will be updated on tutoring progress, and how the home-tutoring-classroom connections will be maintained to support the overarching learning goals of the student.

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