

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.

First through Fourth Grade ELA and Mathematics

1. As part of the state's RTI² process, all K-4 students are screened in reading and mathematics using a state-approved universal screener three times a year.
2. If a student's composite is lower than the 40th percentile and the student is not being served in RTI², it is recommended that the student be considered for high-dosage, low-ratio tutoring interventions in reading and/or mathematics.
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. In accordance with the state's RTI² processes, students are screened using the universal screening process outlined in their district's RTI² plan. If the screening data shows a composite lower than the 40th percentile but above the 25th percentile, this student may also be considered for high-dosage, low-ratio tutoring interventions in reading and/or mathematics.
3. Additional data and school-based context such as attendance should always be considered in placing students for intervention support.

*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.

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. 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, ESL services, RTI² Tier II or RTI² 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 .

Students may receive multiple interventions in the same content area. For example, it may be appropriate to provide RTI² Tier II in math and high-dosage, low-ratio tutoring in math. It would not be appropriate to



provide RTI² Tier II in reading and high-dosage, low-ratio tutoring in math. As the research indicates, intervention should focus on one content area.

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.

A model letter to families can be found [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.