Required Tutoring
for Grades K-4 Promotion Pathways

In 2021, the Tennessee General Assembly updated state law to ensure all students have the support they need to become strong readers and to perform on grade level. Beginning in the 2023-24 school year, all districts and public charter schools in Tennessee must provide tutoring supports for students who were promoted to 4th grade through a tutoring promotion pathway and for any students who were retained in Kindergarten through 3rd grade. See T.C.A. § 49-6-3115.

Students to be Served

4th Grade Promotion Pathway (No Changes for 2024-25)

T.C.A. § 49-6-3115 outlines the pathways for a 3rd grade student to be promoted if the student scores "approaching expectations" or "below" expectations on the ELA section of the 3rd grade TCAP. More information on the pathways to 4th grade can be found here. Students who are promoted to 4th grade through a tutoring pathway must receive ELA tutoring for the entirety of 4th grade and, if required by the chosen pathway, show adequate growth on the 4th grade ELA portion of the TCAP in order to be promoted to 5th grade. If a student does not demonstrate adequate growth on the 4th grade ELA portion of the TCAP, the student may be promoted to the 5th grade through a conference committee pathway pursuant to Public Chapter 989 of the 2024 legislative session. Please refer to the Promotion and Retention Guidelines and Toolkit for additional information on this pathway.

Kindergarten – 3rd Grade Retained Students (No Changes for 2024-25)

T.C.A. § 49-6-3115(f) requires that tutoring be provided to students who are retained in any grades K–3 for the entirety of the school year.

As a best practice, districts should evaluate student needs and provide tutoring in addition to any other supports in which students may qualify.

Tutoring Requirements for High-Dosage, Low-Ratio Tutoring

Tennessee's high-dosage, low-ratio tutoring model is based on proven best practices for accelerating students to grade level proficiency. Tutoring uses a learning acceleration approach to provide just-in-time instruction, build background knowledge, pre-load knowledge, and ensure students are successful at accessing Tier I instruction.

Districts must develop and implement high-dosage, low-ratio tutoring programs that meet the following minimum requirements for students who are required to be assigned a tutor in grades K–4.

Minimum Requirements

Subject	Tutoring must be provided in ELA content and support students in meeting grade-level standards.
Staffing	Tutors may include certified teachers, retired educators, paraprofessionals, teacher candidates, tutors, and volunteers. Staff must be adequately trained.

Certified tutors must complete the TN ALL Corps Licensed Educator training and non-certified tutors must complete the TN All Corp Training for Aspiring and Alternative Educators as required by the Tennessee Learning Loss Remediation and Student Acceleration Act. |
Group Size	No more than 3 students per tutor in grades K–4.
Frequency	Two to three sessions per week with sessions lasting 30 – 45 minutes per session.
Durations	Tutoring must be provided for at least 12 weeks each semester for the entire year.
Format	Tutors deliver in-person, synchronous instruction as best practice. However, online delivery options can be used if other minimum requirements are met, and no in-person tutors are available.
Program Delivery	Tutoring may be provided during the school day, outside the school day, or through a combination.
Progress Monitoring	Use of monthly progress monitoring aligned to district-adopted materials and ongoing, informal assessments to target instruction.
Materials	Tier I-aligned high-quality materials aligned with classroom content should be used to reinforce classroom instruction.
Attendance	Attendance and make-up days are at the discretion of the LEA. A 90% attendance rate is recommended. Attendance must be documented for reporting purposes.

RTI² and Tutoring for ELA

Districts are to examine student data and place students into interventions that would best meet the needs of each individual student. Districts should use a variety of data points, including TCAP and universal reading screening data, to determine the best intervention pathway for students.

RTI² Tier II and Tier III may be used as tutoring as a promotion pathway as long as minimum tutoring requirements are met in addition to the Tier II or Tier III requirements. Although intensive skill interventions may be required to address deficits, opportunities to access Tier I instruction should also be provided.

A student may transition from tutoring to an RTI² model during the school year in order to ensure the student receives the most appropriate support. If a student is receiving tutoring as a promotion pathway and qualifies for RTI², the student must be served in a model that meets the minimum requirements of both RTI² and tutoring.

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Special Education and Tutoring

The guidance in this section pertains to students who are retained in grades K - 3 or promoted to 4th grade with tutoring as a promotion pathway, and then later meet special education eligibility requirements. These students will receive tutoring based on the requirements established by the department **unless** the student's IEP team determines tutoring does not meet the needs of the student. Upon eligibility, the student's IEP team should convene to determine the need for specialized instruction and other appropriate supports. Refer to State Board Rule 0520-01-03-.16 here. This rule does not supersede an LEA's or public charter school's obligation to comply with the Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.), and Section 504 of the Rehabilitation Act (29 U.S.C. § 794).

As a reminder, according to T.C.A. § 49-6-3115, an LEA or public charter school shall not retain a student with a disability or a suspected disability that impacts their ability to read.

Math Interventions and Tutoring

Students receiving RTI[2] math interventions or math special education support should also be scheduled to receive tutoring for ELA, if needed, to comply with the tutoring requirements outlined in T.C.A. § 49-6-3115. For example, a district may schedule a student to receive RTI[2] math support during the school day and receive ELA tutoring after school. Nothing in this section prevents the IEP team or 504 team from making decisions deemed most appropriate for students receiving special education services.

Demonstrating Adequate Growth

Students who are promoted to 4th grade through a tutoring pathway who do not demonstrate adequate growth on the 4th grade ELA portion of the TCAP may be promoted to the 5th grade through a conference committee pathway pursuant to Public Chapter 989 of the 2024 legislative session. More information on the measures for 4th grade promotion adequate growth and additional promotion pathways to 5th grade can be found on the Learning Acceleration website. As best practice, regular classroom instruction and high-dosage, low-ratio tutoring programs should always be designed to maximize student growth over the school year.

Online Options for Tutoring

Districts are strongly urged to provide high-dosage, low-ratio tutoring in-person for students required to be assigned a tutor due to retention or as a promotion pathway. However, online options can be utilized when in-person tutors are not available and other minimum requirements for tutoring are met. Districts may utilize the state's online tutoring providers contractor to provide required tutoring to students. Districts should carefully select which students would benefit most from tutoring in an in-person environment versus an online environment, placing only students who would benefit from tutoring in an online environment in an online tutoring program.

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Tools for Implementation

The department has a number of tools and resources available on the TN ALL Corps tutoring website [here](#) and RTI[2] website [here](#).

Reporting Requirements

LEAs and public charter schools are required to document and report information related to student attendance, the tutoring provider, the format of tutoring (online or in-person, during the school day or outside of the school day), the frequency of tutoring (how many days per week, how many minutes per day, and how many minutes per year), and the overall effectiveness of the tutoring program.

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