

Landscape of high-impact tutoring in D.C.'s public schools, 2021-22



D.C. POLICY CENTER

Education Policy Initiative

Students in D.C.'s public schools fell behind because of COVID-19 and its interruptions to learning. High-impact tutoring emerged as one strategy to accelerate learning in D.C. and across the country.



PARCC scores, which measure the share of students who meet or exceed academic expectations, fell from **37 percent to 31 percent in English language arts**, and from **31 percent to 19 percent in math** (SY18-19 to SY21-22).

What is High-Impact Tutoring (HIT)?

Specific qualities differentiate HIT from other types of tutoring. In line with best practices,* OSSE's definition for school year 2021-22 defined the characteristics of HIT as:

90+ minutes

Sessions at least twice a week for a total of 90 or more minutes per week for **students in grades 2-12** (less for younger students).

3:1 ratio

Having at least a **3:1 student-to-tutor ratio**: that is, three or fewer students to every tutor.

ELA + math

A subject matter focus on either **English language arts (ELA)** or **math**.

**These characteristics align with best practices of HIT identified by the National Student Support Accelerator at the Annenberg Institute of Brown University.*

What did HIT look like in D.C. during school year 2021-22?

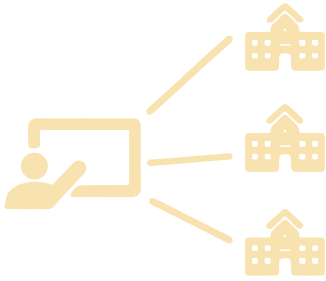
Systems-level actors supported HIT and aided its first year of implementation with intensive coordination:

- ➔ OSSE helped define, strengthen, and expand access to HIT.
- ➔ CityTutor DC launched quickly, to coordinate efforts across systems-level actors, schools, and providers.
- ➔ During its first year of implementation, SY21-22, OSSE and CityTutor DC invested **\$5 million of philanthropic and public funding** directly to 17 HIT providers and a subset of schools to provide tutoring services.

HIT was a common strategy that local education agencies (LEAs) used for learning acceleration as an intensive intervention.

- ➔ **HIT was in use by at least 20 LEAs** who responded to the D.C. Policy Center's questionnaire, representing 76 percent of public school enrollment.
- ➔ **HIT likely targeted at least 6 percent of students.** OSSE and CityTutor DC directly funded HIT for 5,000 to 7,200 students, which overlapped with LEA-funded efforts. DCPS, for example, planned to reach 5 to 10 percent of students.

Key takeaways about HIT



1. HIT requires a high degree of coordination between systems-level actors, LEAs, schools, and tutoring providers.

- Most providers worked with more than one school, and some schools partnered with more than one provider.
- Providers and schools also had to coordinate schedules, curriculum, and goals.

2. Provider descriptions of sessions mostly align with OSSE's HIT definition and CityTutor DC's standards.

- ✓ Most tutoring sessions are conducted in small groups of three or fewer students
- ✓ Half of providers held sessions during the school day
- ✓ The common tutor types included teachers and college or university students. More than half of LEAs responding to a questionnaire provided in-house tutoring mostly with their own staff
- ✓ All providers offered sessions more than once a week
- ✓ Almost all providers had sessions that lasted at least 30 minutes
- ✓ Tutor training was a component of HIT across providers with all providers offering a pre-service component and most offering in-service components and ongoing coaching



3. LEAs and providers both experienced challenges with tutor recruitment and COVID disruptions.

- Scheduling and student attendance were also common concerns.

Looking ahead, the District plans to continue expanding access to HIT in school year 2022-23 and evaluate results.

\$39 million

From FY22 through FY24, OSSE will invest \$39 million in scaling up and supporting HIT in D.C.

4,000

OSSE plans to serve 4,000 students during school year 2022-23.

4,000

CityTutorDC plans to serve 4,000 students, with some overlap in coverage with OSSE's efforts.

61%

61 percent of LEAs intend to provide HIT as well in school year 2022-23.

More information will be available on outcomes from a study commissioned by OSSE and, separately, a CityBridge Education white paper on data from school year 2021-22 in collaboration with EmpowerK12.



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Read the full report

Landscape of high-impact tutoring in D.C.'s public schools, 2021-22 is available online:

dcpolicycenter.org/publications/dc-high-impact-tutoring