

High Dosage Tutoring in Union County, NC

Evaluation Report Summary

A team from UNC Chapel Hill evaluated a 4th grade math tutoring program that began in 2017-18 in four chronically underperforming schools. The program assigned *all* 4th graders to tutoring that took place throughout the entire school year. These sessions were 30 minutes in length during the school day with 3-4 students per tutoring group. Tutors worked with a total of 9-18 students per day and were employed for up to 29.5 hours per week. The district provided tutors with robust professional development and detailed scripted lesson plans aligned with the state curriculum and the scope and sequence of 4th grade math.



The impact of whole grade tutoring was positive and robust

The average effect across six years of the program was 0.31 standard deviations, equivalent to a 12 percentile point increase in math test scores.

This effect is comparable to the effect of two years in a smaller class size in the Tennessee class size experiment.

Positive effects lasted into 5th grade, boosting both math and science test scores.



Test score impacts were in line with other tutoring programs



Tutoring was implemented with high fidelity



Costs were lower than many other reported studies

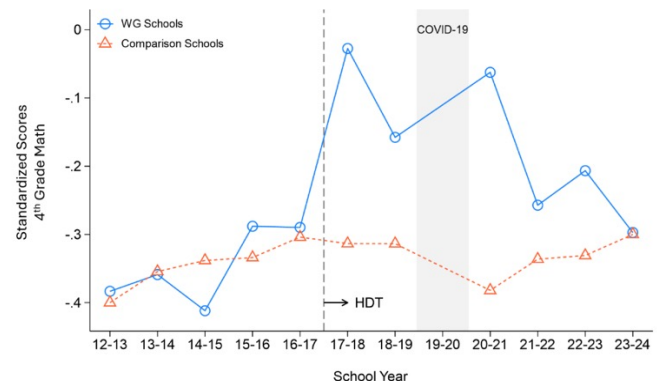


The whole grade tutoring program was cost effective.

Annual costs were \$750-\$2,500 per pupil depending on assumptions.

Cost-effectiveness ratios are comparable or superior to many interventions including lengthening the school day, increasing teacher salaries, and class size reduction.

Impact of Whole Grade Tutoring Model



“The UPCS daily intensive tutoring model clearly has a high return on investment and is beneficial to all students in targeted grade levels. When implemented with fidelity, this strategy can assist greatly with school improvement and school turnaround.”

Dr. Andrew Houlihan, Superintendent, UCPS

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For more details, see full research brief
<https://go.unc.edu/HDT-UNC>



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