

# High Dosage Tutoring Model in UCPS

June 16, 2025

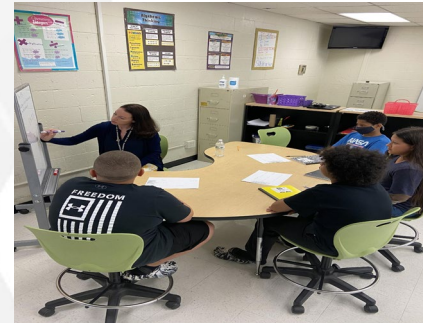
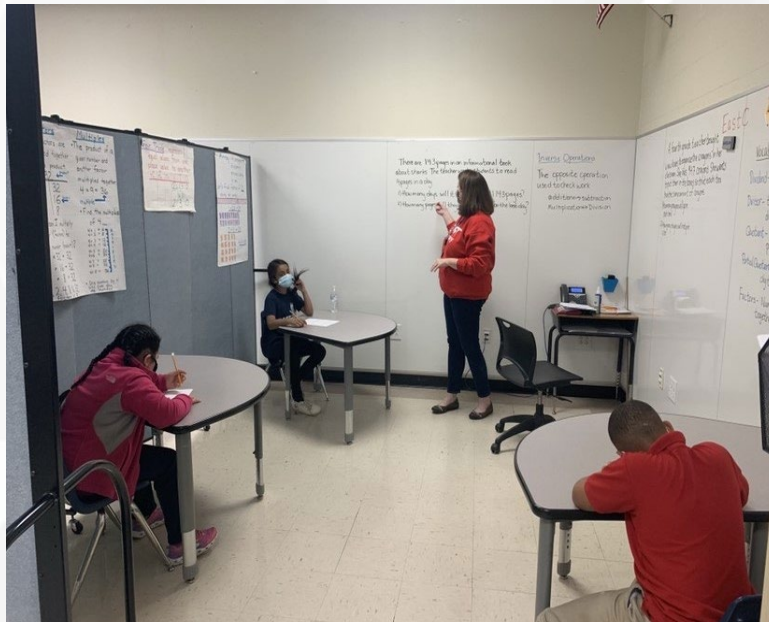
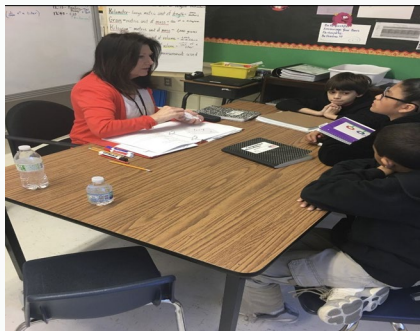
# High Dosage Tutoring Model in UCPS

- Began 2017 to support persistently low-performing schools.
- From 2020-2024, the model expanded to additional schools.
  - Post pandemic recovery strategy
  - Targeted Tutoring (TT) and Whole Grade (WG) models
- In 2022-2023, UNC-Chapel Hill commissioned to evaluate efforts of model as a General Assembly initiative.
- Current implementation is the WG model only.

# Criteria

- Identified grade levels in 4th and 7th
- Math focused only
- Daily, during the school day
- All students in a grade level
- Pull out model
- 3:1 ratio

# High Dosage Tutoring Model in UCPS



# Curriculum and Tutor Support

- UCPS created curriculum
- Prescriptive lessons
- Data driven
- Consistency in all schools

# Curriculum and Tutor Support

- Non-certified personnel
  - UCPS created math assessment
  - Robust onboarding
- Monthly training

# Non-Negotiables

- Use of the provided curriculum binders
- Each school must identify one “champion” to support the tutoring initiative
- Designate space for tutoring

# Non-Negotiables

- 30 minute session
- 3-4 students per group
- Schedule must not impact core instruction
- School provides tutors with instructional materials and resources



# Pre-Pandemic Results

## INTENSIVE MATH TUTORING IN 4TH GRADE



% OF STUDENTS  
PROFICIENT ON EOG

- Academic performance shows a 12.4 increase in the percent of students proficient from baseline year
- Student performance sustained in 2018-2019
- 4 out of the 6 schools exited low performing status

# Pre-Pandemic Results

**% OF STUDENTS**  
PROFICIENT ON EOG



2016-2017



2017-2018



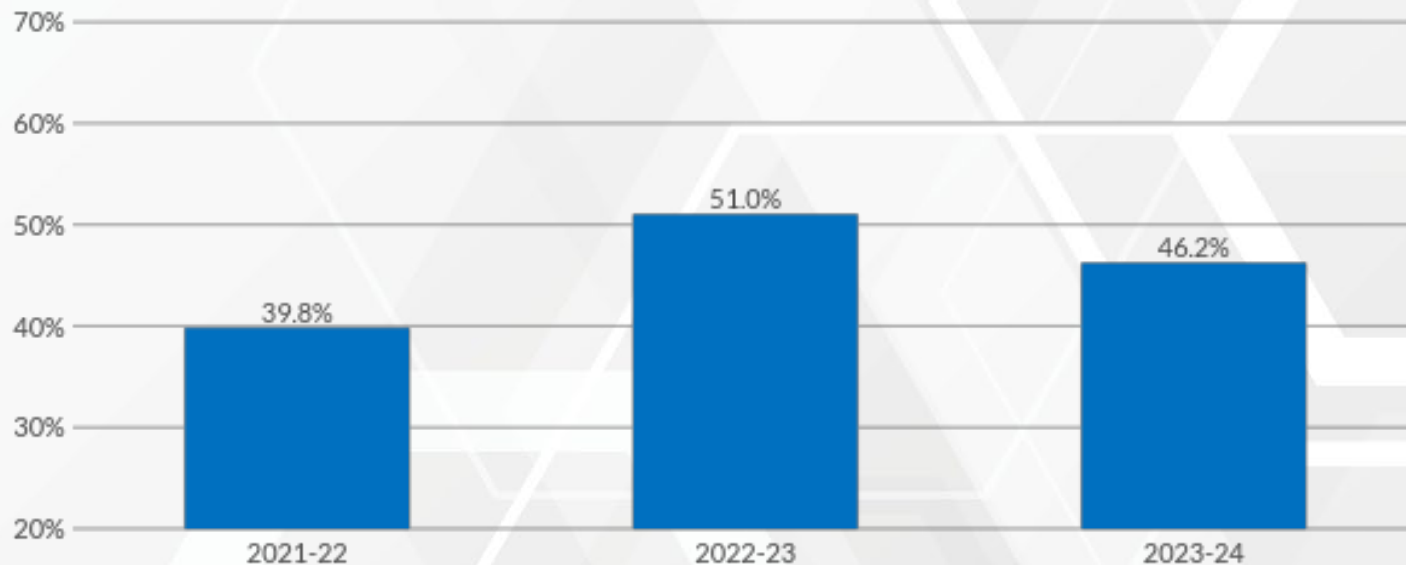
2018-2019

INTENSIVE MATH TUTORING  
IN 7TH GRADE

- Academic performance shows a 9.9 increase in the percent of students proficient from baseline year
- Academic performance shows a 16.2 increase in the percent of students proficient in the 2018-2019 school year

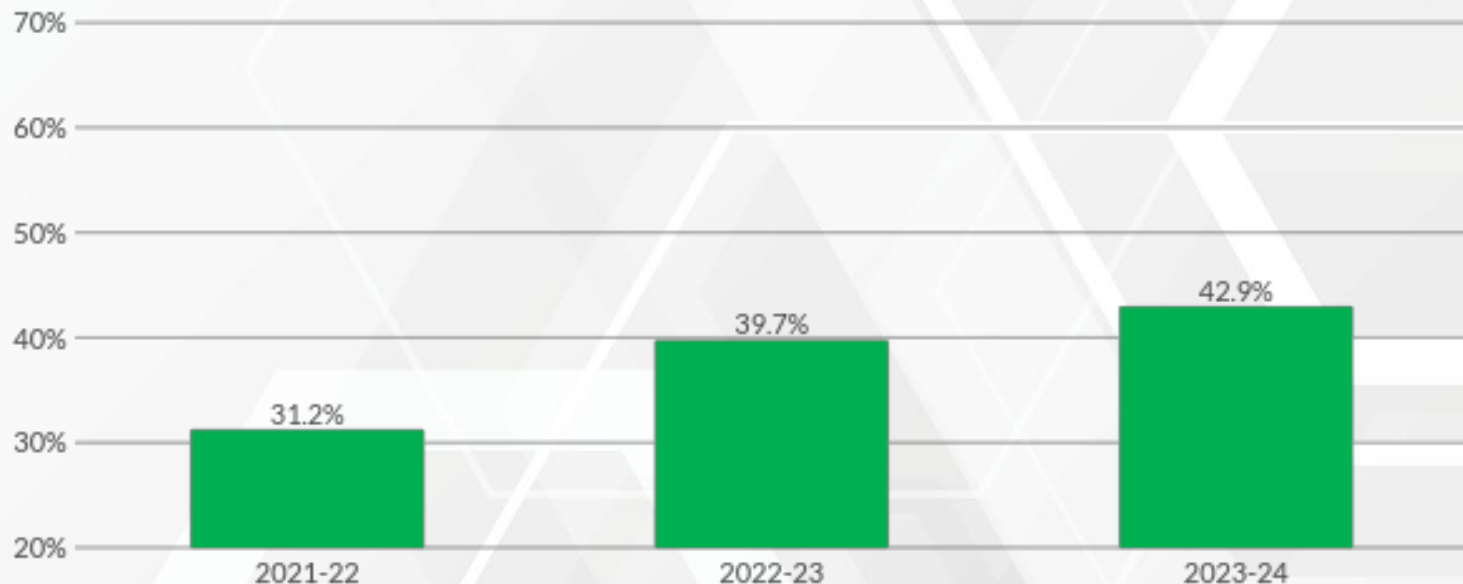
# Post-Pandemic Impact

## 4th Grade Math EOG Proficiency (GLP)



# Post-Pandemic Impact

## 7th Grade Math EOG Proficiency (GLP)



# UNC Chapel Hill Research

## High Dosage Tutoring in Union County, NC Evaluation Report Summary

A team from UNC Chapel Hill evaluated a 4<sup>th</sup> grade math tutoring program that began in 2017-18 in four chronically underperforming schools. The program assigned all 4<sup>th</sup> 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 4<sup>th</sup> 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.

### The whole grade tutoring program was cost effective.

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

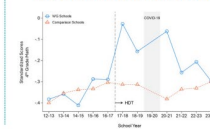
Cost-effectiveness ratios are comparable or superior to many interventions including lengthening the school day, increasing teacher salaries, and class size reduction.

Test score impacts were in line with other tutoring programs

Tutoring was implemented with high fidelity

Costs were lower than many other reported studies

Impact of Whole Grade Tutoring Model



"The UPSCS 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, UPSCS

For more information, please contact

Douglas Lauen, Professor, [dlauen@unc.edu](mailto:dlauen@unc.edu)

For more details, see full research brief

<https://pep.unc.edu/HDT-UNC>



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# Findings

1. The impact of the whole grade tutoring model was positive and robust.
2. The impact of the targeted tutoring model on 4th grade math EOG scores was weaker than the whole grade model and less robust.
3. The effects of whole grade program on 4th grade math scores are somewhat uniform across students of prior achievement levels. The effects of targeted tutoring program are concentrated in students at and below grade level.
4. Students with exceptionalities did not benefit from tutoring.
5. The tutoring program was cost effective relative to other tutoring programs and educational interventions.

# UNC Chapel Hill Research Summary

The impact of whole grade tutoring was positive and robust (indicating results that are statistically significant):

- 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.

# UNC Chapel Hill Research Summary

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# Moving Forward

- Current implementation efforts
- Sustainability
- Additional funding

The background features a light gray field with a pattern of overlapping white hexagons. On the left side, there is a vertical bar with a green outer edge and an orange inner edge. The text "Thank You" is written in a dark green, cursive script across the center.

Thank You

UNION COUNTY **PUBLIC SCHOOLS**