

High Dosage Tutoring Model in UCPS

June 16, 2025

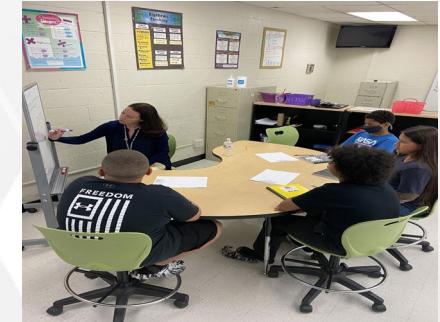
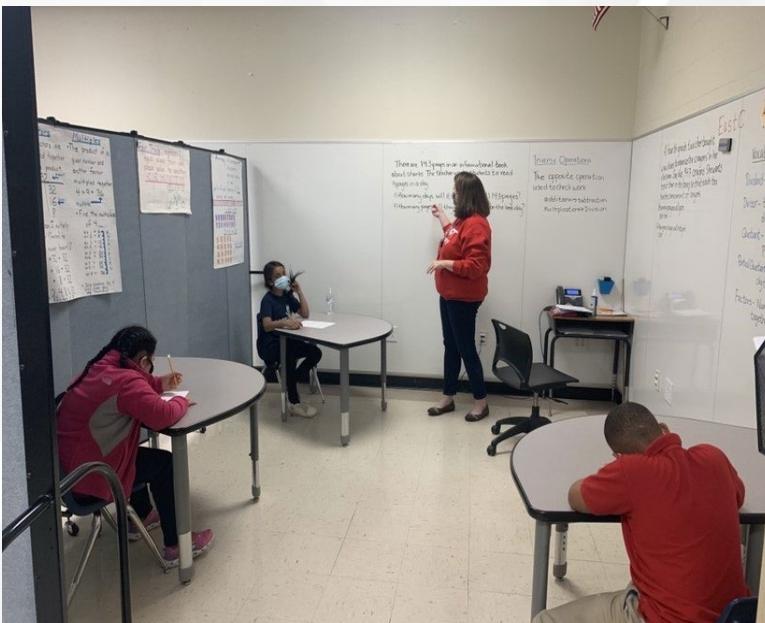
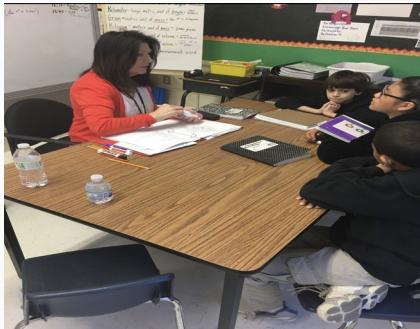
High Dosage Tutoring Model in UCPS

- 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

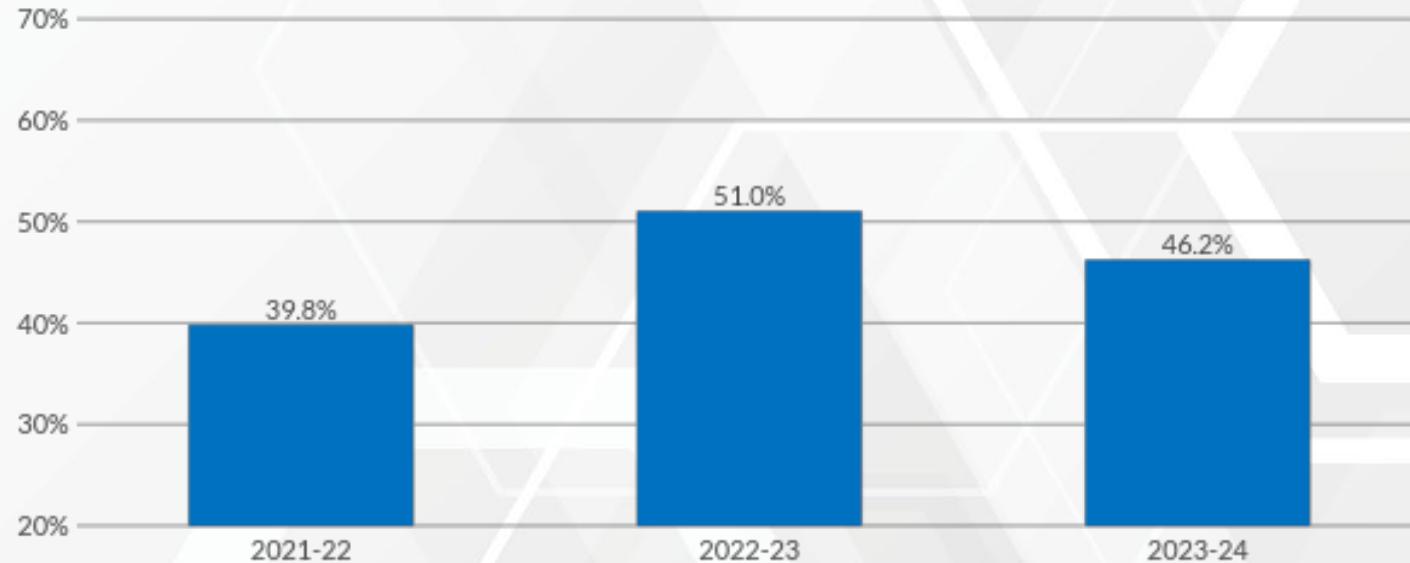


IN 7TH GRADE
INTENSIVE MATH TUTORING

- 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

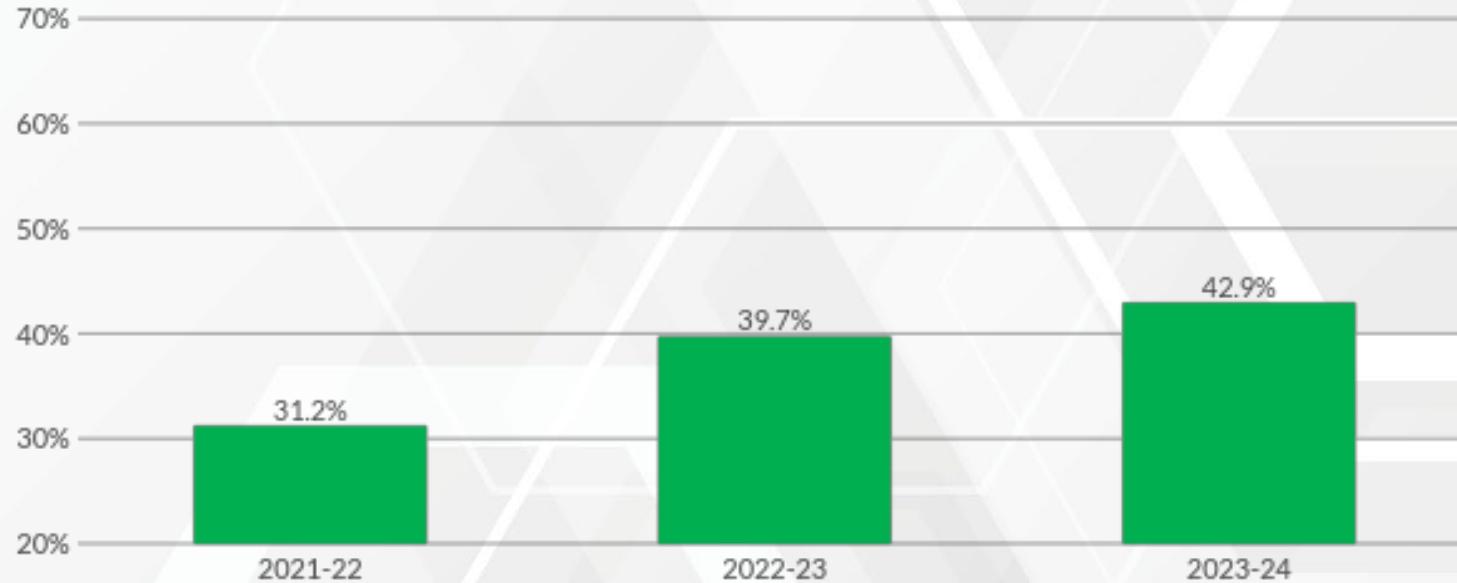
Post-Pandemic Impact

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 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. Tutors were minimally trained during the summer and tutored 1-2 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.

◆ 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 UCPS 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 Houlahan, Superintendent, UCPS

For more information, please contact
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For more details, see full research brief
<https://go.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

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.

Moving Forward

- Current implementation efforts
- Sustainability
- Additional funding



Thank You

UNION COUNTY PUBLIC SCHOOLS