



Office of the State Superintendent of Education High-Impact Tutoring Vetted Program List 2026-27 School Year



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OSSE HIT Vetted Program List Inclusion Standards

A program included on the OSSE HIT Vetted Program List will:

1. Meet all application standards;
2. Meet all organization standards;
3. Meet all HIT program design standards;
4. Meet gold, silver, or bronze evidence standards; and
5. Serve students in the subject and grades represented in the studies that meet the evidence standards.

Standard	Evaluation (Meets Standards or Does Not Meet Standards)
Application Standards	
Section 4 - Application complete (all questions are answered)	
Section 5A - Evidence Study	
Section 5B - Curriculum	
Section 5C - Tutor Training	
Section 5D - Background Check Policy	
Section 5E - Family Communication	
Section 5F - Data Export	
Section 5G - Organizational Audit/Financial Statement	
Section 5H - Insurance Certificate	
Section 5I - W-9/Business Registration	
Section 6 - Certifications and Assurances (every line initialed)	
Section 7 - Authorized Signature (signed and dated by an authorized representative of the provider organization)	
Appendix A - Evidence Documentation Form (completed for each cited study)	
Application submitted to Sam.Angileri@dc.gov; Jessica.Sobin@dc.gov ; HIT.Grants@dc.gov by 1 p.m. ET on July 20, 2026	
No disclosed adverse action that, in OSSE's judgment, presents an unresolved risk to student safety or public funds.	
Organization Standards	
Legally established organization with capacity to contract with District of Columbia local education agencies (LEAs).	
At least one year of demonstrated experience delivering the proposed program to kindergarten–grade 12 students.	
Existing or credibly planned operational capacity to deliver in the District of Columbia for the 2026–27 school year.	
HIT Program Design Standards	
Group size does not exceed 1:4.	
Dosage meets minimums: 2–5 sessions/week; At least 90 min/week (grades 2–12) or 60 min/week (K–1); At least 10 weeks during the school year or 4 weeks summer.	
Students are assigned a consistent tutor, with a defined protocol for turnover and absence.	
Program includes a system for ongoing data collection and progress monitoring.	
Program design includes systems for collaboration with partner schools.	
Program uses consistent, structured curriculum or a defined approach to developing tutor curricula tailored to school and student needs.	
Curriculum aligned to District of Columbia Standards of learning.	



Evidence Standards	
Gold ☐ Randomized control trial (RCT) or quasi-experimental design (QED) ☐ Statistical significance (with clustering addressed as needed) ☐ Untreated comparison group ☐ Independent measure assessed ☐ Reported participant and setting details to assess community match ☐ Large (greater than 350 students) ☐ Multi-site ☐ Baseline equivalence demonstrated including QED selection mechanism explained ☐ Attrition reported and acceptable	
Silver ☐ RCT or QED ☐ Statistical significance (with clustering addressed as needed) ☐ Untreated comparison group ☐ Independent measure assessed ☐ Baseline equivalence demonstrated including QED selection mechanism explained, except for large RCT	
Bronze ☐ RCT or QED ☐ Statistical significance ☐ Untreated comparison group ☐ Independent measure assessed OR ☐ Correlational study with statistical controls for selection bias and no comparison groups and statistically significant positive effects ☐ Treatment on treated or dosage study of treated students with comparison group and statistically significant positive results	
Does Not Meet Evidence Standards ☐ Pre-post study with no statistical controls ☐ Foundational research ☐ Curriculum/adjacent research ☐ No outcome study of proposed program ☐ Logic model	
Program Scope Standards	
Subject offered	
Subject studied in evidence	
Student grades offered	
Student grades studied in evidence	



Summary of Grades Served by Subject

Legend:

Gold	Silver	Bronze
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Grades Served																
Programs		K	1	2	3	4	5	6	7	8	9	10	11	12		
ELA	Air Reading		Gold													
	Chapter One	Gold														
	Edmentum				Gold			Gold								
	Ignite Reading		Silver													
	Littera 3-5 Reading Comprehension				Bronze											
	Littera 3-5 Phonics				Bronze											
	Littera 6-12 ELD							Silver								
	Once	Bronze														
	OnYourMark	Gold														
	Open Literacy	Silver														
	Reading Corps	Gold														
	Tutored by Teachers			Bronze												
Math	Carnegie Learning							Bronze								
	Eurekii		Silver													
	GO Tutor Corps						Silver									
	Math Corps					Gold										
	One on One Learning					Silver										
	Saga 6-8							Bronze								
	Saga 9-10										Gold					
	Tutored by Teachers			Bronze												



English Language Arts (ELA)



AIR READING

Air Education, Inc.

OSSE EVIDENCE RATING **GOLD** applies to **Grades 1, 2, 3, 4, 5, 6 ELA**

AT A GLANCE

GROUP SIZE 1:2 1:3	TIME OF DAY Flexible	DELIVERY Virtual - school-based
PROGRAM LENGTH 10-20 weeks	SESSIONS / WEEK 3-4	MINUTES / SESSION 30
PRICE 10-week cycle total price per student: \$900 20-week cycle total price per student: \$1,700 Annual implementation fee per district: \$1,000 (<100 students); \$2,000 (<500 students), \$3,000 (>500 students)		OUTCOMES-BASED CONTRACTING Yes PILOT PROGRAM No

EVIDENCE OF EFFECTIVENESS

OSSE rating	Gold	Studies reviewed	2
ESSA tier	Tier 1 — Strong	Grades studied	1, 2, 3, 4, 5, 6

Evidence Summary

Air Reading has two independent randomized evaluations. A one semester study in a rural Texas district found a small but statistically significant positive effect on NWEA MAP reading. A later full year study pooling one Louisiana and one Texas district found a larger statistically significant positive effect on state and vendor reading measures including TPRI, STAAR, DIBELS and LEAP, with results broadly consistent across subgroups and no significant differences by race, English learner status, special education status or economic disadvantage.

CURRICULUM & INSTRUCTION

Curricular approach	Air Reading Systematic Curriculum is an internally developed structured literacy curriculum built on Orton-Gillingham principles including, systematic synthetic phonics covering 44 phonemes, 100+ graphemes, six syllable types, explicit morphology, precise phoneme articulation with no three-cueing, and Hi-Lo texts for older below-grade-level readers. Upon request before launch, Air Reading can build grade-level maps connecting each program phase and lesson to the school's core program and classroom learning objectives.
Assessment tools and frequency	Formative: 1:1 live, adaptive diagnostic at start, daily mastery checks on lessons skills with spiral review, bi-weekly curriculum-based measurement plus oral reading fluency (ORF) at reading and grade. Assessment also includes weekly grow and glow reports and monthly grade level assessment of word reading fluency, nonsense word fluency, and ORF.

TUTORS & IMPLEMENTATION SUPPORT

Tutor type	Certified teachers; Paraprofessionals or aides; Full-time dedicated tutors
Minimum qualifications	Bachelor's degree or higher in education or a related field; a minimum of two years of teaching or tutoring experience in reading, with preference for virtual instruction experience; and either a state teaching certification or a TESOL certification, the latter supporting multilingual learners.



Initial training	Initial and ongoing trainings through the Air Reading Teacher Academy, which is divided into four modules, each containing 12 segments.
Ongoing coaching	Ranges from weekly to monthly and as-needed. Includes a micro-training library with on-demand videos for just-in-time skill reinforcement, weekly teaching small-group workshops on specific instructional strategies, monthly teaching webinars on topics like differentiation, and 1:1 coaching interventions if performance issues arise.
Family communication	Air Reading provides family letters in multiple languages, informing families of their student's participation in the program and tailored to the specific preferences of each LEA. Air Reading also provides a take-home report for each student's family upon request at the end of the program, summarizing the student's progress and outlining targeted extension activities families can continue at home.
Data	Attendance is tracked through the proprietary Air Reading Platform, with an administrator dashboard in development.
School collaboration	Throughout the program's implementation, school leaders are sent weekly student skill reports, invited for monthly data check-ins to review student progress, share feedback, and discuss any concerns.

CONTACT INFORMATION

LEA contact	Xing Zhang CEO Xing@AirReading.com (650) 206-8423
Website	airreading.com

Program information is self-reported by each program through the Office of the State Superintendent of Education's (OSSE's) application process and consolidated by OSSE for ease of comparison. OSSE reviews each application against its inclusion standards and verifies the evidence submitted to determine a program's evidence rating but does not independently verify all program-reported details. Inclusion on the OSSE HIT Vetted Program List does not constitute an endorsement of any specific provider or program for any specific local education agency (LEA) or student population. LEAs are responsible for selecting the providers and program models that best match the needs of their students, and negotiate terms, pricing, scope, and data-sharing directly with the provider.



CHAPTER ONE

Chapter One NFP

OSSE EVIDENCE RATING **GOLD** applies to **Grades K, 1 ELA**

AT A GLANCE

GROUP SIZE 1:1	TIME OF DAY During the school day Summer programming	DELIVERY In-person
PROGRAM LENGTH 15-25 weeks	SESSIONS / WEEK Standard model: 2-4 Everyday model: 5	MINUTES / SESSION 12-20
PRICE Standard model: \$550/student Everyday model: \$1,100/student		OUTCOMES-BASED CONTRACTING Determined on a case-by-case basis with each LEA PILOT PROGRAM Chapter One is willing to engage in a no-cost pilot with an LEA, pending philanthropic support

EVIDENCE OF EFFECTIVENESS

OSSE rating	Gold	Studies reviewed	2
ESSA tier	Tier 1 — Strong	Grades studied	K, 1

Evidence Summary

A randomized study evaluated Chapter One with 818 kindergarten students in 13 Florida schools. Chapter One students showed statistically significant positive results on oral reading fluency and were substantially more likely to reach the program's targeted foundational reading level. A district's reading assessment showed a smaller positive result that was only marginally statistically significant.

A separate randomized study evaluated Chapter One with 313 kindergarten students in one urban Ohio school. Chapter One students showed statistically significant positive results on program-developed reading measures and outperformed the control group on the independently administered Fountas and Pinnell benchmark assessment.

CURRICULUM & INSTRUCTION

Curricular approach	Chapter One uses an internally developed curriculum with a proprietary instructor platform that progress through Reading Foundation Stages 0.1-9+ which include letter identification and phonemic awareness through complex vowel patterns, R-controlled vowels, and chapter book comprehension. Tutors assess students through decodable text reading to identify miscues, with specific skill tiles marked for reinforcement. The platform tracks mastery at 70 percent + thresholds before advancing.
Assessment tools and frequency	Formative: multi-tiered system from daily formative to every six to eight sessions, aligned to reading stages. Summative: benchmarking, summative oral reading fluency assessment modeled after DIBELS Next/Acadience.

TUTORS & IMPLEMENTATION SUPPORT

Tutor type	Various
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Minimum qualifications	Bachelor's degree from an accredited four year institution; experience using computer software and applications for word processing, email, internet searches and data organization; demonstrated knowledge of office equipment and computer skills such as Google Docs, Sheets, Slides, Gmail, or similar programs; strong interpersonal, oral presentation and writing skills; professional, positive, and approachable attitude/demeanor; ability to prioritize tasks and meet deadlines with minimal supervision; must have transportation and ability to work onsite Monday-Friday with flexible hours; intermediate computer and software skills; must pass Chapter One and District required background checks
Initial training	20 hours over one to two weeks, delivered asynchronously
Ongoing coaching	Ongoing coaching includes monthly in-person observations, monthly one-on-one meetings prepared in advance with the chief academic and services officer, and continuous classroom data review covering attendance, tutoring dosage, student growth, and assessment results.
Family communication	Family engagement includes tutors attending school open houses, hiring bilingual tutors to remove language barriers, and providing take-home activity notecards for parents to complete with their children.
Data	Attendance is tracked via Chapter One's proprietary web-based platform. Data sharing with LEA and school partners occurs through fully customizable data reports that include tutoring dosage, student notes, and growth data filtered by classroom, grade, and school, with quarterly and final impact report meetings also held with LEA leaders.
School collaboration	Tutors coordinate with classroom teachers by sharing student growth data, meet with teachers and literacy specialists to create tutoring plans, and send teacher weekly reports every Friday. Throughout the school year, Chapter One will work with school leaders to plan for program implementation, align instruction and literacy delivery practices with local school curriculum, provide monthly data reports, present a report that highlights key growth figures and impact, and host an end of year impact review meeting and help plan for the following year.

CONTACT INFORMATION

LEA contact	Melissa Perlman Director of K-12 NE Partnerships melissa.perlman@chapterone.org (443) 718-8975
Website	www.chapterone.org

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EDMENTUM TARGETED SKILLS INSTRUCTION (VIRTUAL HIGH-IMPACT LIVE TUTORING PROGRAM)

Edmentum Inc

OSSE EVIDENCE RATING **GOLD** applies to **Grades 3, 4, 6 ELA**

AT A GLANCE

GROUP SIZE	TIME OF DAY	DELIVERY
1:1	During the school day	Virtual – school-based
1:2	Before or after school	
1:3	Outside the school day	
1:4	Summer programming	
	Flexible	
PROGRAM LENGTH	SESSIONS / WEEK	MINUTES / SESSION
10 weeks minimum	2-5	Grades 3-4: 30 minutes on average Grade 6: 45 minutes on average
PRICE		OUTCOMES-BASED CONTRACTING
School-Year Program: \$872.50 per student		Yes
\$750 for required professional learning		PILOT PROGRAM
Additional cost for materials		No

EVIDENCE OF EFFECTIVENESS

OSSE rating	Gold	Studies reviewed	1
ESSA tier	Tier 1 — Strong	Grades studied	3, 4, 6

Evidence Summary

A provider-conducted regression discontinuity study evaluated Edmentum’s virtual, small-group ELA tutoring in grades 3, 4, and 6. Students near the 25th-percentile eligibility cutoff who participated in targeted skills instruction showed statistically significant positive results on the New Jersey state ELA assessment.

CURRICULUM & INSTRUCTION

Curricular approach	Edmentum uses Exact Path, an established, evidence-based curriculum grounded in the science of reading. The program combines adaptive diagnostic assessment with personalized learning pathways delivered through live, educator-led small-group tutoring (targeted skills instruction). ELA instruction addresses five pillars of reading plus language, writing, and comprehension. Tutoring is designed to complement core classroom instruction, with coordination informed by diagnostic assessment results, benchmark data, and teacher recommendations to support student identification, grouping, and instructional planning.
Assessment tools and frequency	Formative: Exact Path learning path data, skill mastery checks, lesson-based checks for understanding, tutor observations, student work products, embedded mastery checks, exit tickets via polls/quizzes, and in-session practice assessments. Summative: Exact Path Diagnostic Assessment at program start and end; mastery quizzes within Exact Path; comparison to district-administered assessments (i-Ready, NWEA MAP).

TUTORS & IMPLEMENTATION SUPPORT

Tutor type	Certified teachers; Full-time dedicated tutors
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Minimum qualifications	Bachelor's degree in education or a related field (preferred), strong content knowledge, experience working with children, and demonstrated written and verbal communication skills.
Initial training	At least 10 hours virtually and asynchronously on curriculum, instructional strategies, relationship-building, and DC-specific context for DC implementations.
Ongoing coaching	Tutors receive structured, ongoing coaching through regular observations, feedback sessions, data reviews, and professional learning opportunities from instructional leaders.
Family communication	Edmentum can provide family-facing onboarding materials that explain the purpose of the tutoring program, student participation expectations, scheduling information, technology requirements, and available academic supports. Families and caregivers also have access to Edmentum's Getting Started for Students, Parents, and Caregivers resources and the Student Success Zone for Virtual Learning, which provides tutorials, guides, videos, and support materials to help students and families successfully navigate the online learning experience.
Data	Session-level attendance is tracked through a comprehensive monitoring process with near real-time data, accessible through dashboards and exportable reports. Data sharing capabilities include real-time dashboards, self-service reporting tools, and exportable reports showing student enrollment, attendance, engagement, diagnostic results, learning path progress, and skill mastery, with role-based access provided to authorized district and school personnel.
School collaboration	Each district is assigned a dedicated program academic manager who serves as the primary contact between Edmentum and the school, coordinates with school leadership through regular check-ins and program reviews, and conducts collaborative meetings focused on attendance, engagement, academic progress, and student outcomes.

CONTACT INFORMATION

LEA contact	Mark Mazak VP Sales Northeast Mark.Mazak@Edmentum.com (952) 832-1355
Website	www.edmentum.com

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IGNITE READING

Ignite Reading, PBC

OSSE EVIDENCE RATING **SILVER** applies to **Grade 1 ELA**

AT A GLANCE

GROUP SIZE 1:1	TIME OF DAY During the school day Summer programming	DELIVERY Virtual – school-based
PROGRAM LENGTH Full school year	SESSIONS / WEEK 5	MINUTES / SESSION 15. Ember, an optional adaptive learning software, provides 5 additional minutes of extended practice before or after students' daily HIT session.
PRICE \$2,500 per seat for a full school year. Prorated pricing is available for partial-year programs.	OUTCOMES-BASED CONTRACTING Yes PILOT PROGRAM No	

EVIDENCE OF EFFECTIVENESS

OSSE rating	Silver	Studies reviewed	3
ESSA tier	Tier 2 — Moderate	Grades studied	1

Evidence Summary

A matched quasi-experimental study evaluated Ignite Reading with 1,036 first-grade students in four Massachusetts districts. Ignite Reading students showed statistically significant positive results on the DIBELS composite. Larger positive effects were found for Black students and English learners.

A second matched quasi-experimental study evaluated Ignite Reading with 556 first-grade students in Massachusetts during the 2024–25 school year. Ignite Reading students showed statistically significant positive results on the DIBELS composite. A separate one-group analysis found substantial pre-post growth across the broader implementation. The report also followed 740 students tutored during the prior year and found that 85 percent of students who ended first grade at benchmark remained at benchmark at the end of second grade.

CURRICULUM & INSTRUCTION

Curricular approach	Ignite Reading uses a hybrid curriculum combining "How to Plan Differentiated Reading Instruction" with proprietary supplemental materials delivered through the Ignite Reading Platform (IRP). The program uses baseline placement assessments and unit pre-assessments to skip mastered content or repeat skills as needed.
Assessment tools and frequency	Formative: One-Minute Challenge (decoding accuracy, letter-sound fluency, nonsense-word fluency) every session; Drop Everything and Read; pre-assessments before each skill unit; and progress monitoring every 14 lessons maximum. Summative: baseline assessment at program start; beginning-of-year (BOY), middle-of-year (MOY), and end of year (EOY) assessments aligned to DIBELS and district benchmarks.

TUTORS & IMPLEMENTATION SUPPORT

Tutor type	Certified teachers; Paraprofessionals or aides; College students; Various
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Minimum qualifications	Do not require a traditional teaching certificate. Tutors must complete training and meet performance standards before approved to work with students.
Initial training	Tutors complete more than 80 hours of preparation, including 65+ hours of paid professional learning focused on the Science of Reading, foundational literacy skills, instructional practices, and student engagement, as well as 15+ hours of supervised practicum experience delivered virtually over seven weeks.
Ongoing coaching	Each tutor is assigned a dedicated Tutor Performance Manager who observes them weekly, provides written feedback, and conducts virtual one-on-one meetings. Tutors are monitored on attendance, preparation, professionalism, and instruction quality.
Family communication	Family communications are led by school staff with resources provided by Ignite Reading, including progress reports and a Family Resource Guide. Communications are available in Spanish, and end-of-year report cards are also provided in Spanish, Portuguese, and Arabic
Data	Ignite Reading shares student-level attendance, enrollment, and assessment data through dashboards, weekly reports, monthly progress reports, and BOY, MOY, and EOY reports. A baseline data meeting is held during the program's first week, and a dedicated Literacy Success Partner meets regularly with district and school leaders to present student progress data.
School collaboration	Each school is assigned a dedicated literacy success partner who serves as the primary point of contact and facilitates regular student impact meetings with school leaders. Teachers receive monthly progress reports with snapshots of student growth, and Ignite Reading provides professional learning guidebooks, student workbooks, decodable readers, and supplemental units to support classroom instruction and home practice.

CONTACT INFORMATION

LEA contact	Dana Britt Director of Partnerships dana.britt@ignite-reading.com (404) 290-11614
Website	ignite-reading.com

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LITTERA GRADES 3-5 READING COMPREHENSION HIT PROGRAM

Littera Education Inc.

OSSE EVIDENCE RATING **BRONZE** applies to **Grades 3, 4, 5 ELA**

AT A GLANCE

GROUP SIZE 1:1 1:2 1:3	TIME OF DAY During the school day Before or after school Summer programming Flexible	DELIVERY Virtual - school-based
PROGRAM LENGTH Recommend at least one semester or up to 24 weeks	SESSIONS / WEEK 2-3 (to achieve 90 mins per week)	MINUTES / SESSION 30-45
PRICE Hourly rate: \$69/hour Tutoring Curriculum License: \$65/student Tutoring Management System License: \$3,600 for 0-80 seats, \$4,500 for 81-1000 seats, TBD for 1001+ seats		OUTCOMES-BASED CONTRACTING Yes PILOT PROGRAM No

EVIDENCE OF EFFECTIVENESS

OSSE rating	Bronze	Studies reviewed	2
ESSA tier	Tier 3 — Promising	Grades studied	3, 4, 5

Evidence Summary

A quasi-experimental study evaluated a Littera tutoring model with students in grades 3-5 in the Lansing Public School District. The sample included 161 tutored and 176 comparison students, with reported characteristics of 87 percent economically disadvantaged, 79 percent minority, 16 percent English learners, and 21 percent students with disabilities. After adjusting for fall scores, tutored students scored significantly higher on the spring MAP Reading RIT than comparison students, though no statistically significant difference was found on the state ELA assessment, and no differential effects were found across racial/ethnic group. Students attending at least 80 percent of sessions scored higher than those attending less than 80 percent.

A quasi-experimental study evaluated a Littera tutoring model with students in grades 3-5 at Adair County Elementary School. The sample included 33 tutored and 1,579 comparison students, with reported characteristics of 73 percent economically disadvantaged, 14 percent minority, 4 percent English learners, and 15 percent students with disabilities. After adjusting for fall performance, tutored students scored significantly higher on the spring i-Ready (16.05 points) than non-tutored students.

CURRICULUM & INSTRUCTION

Curricular approach	Littera Grades 3-5 Reading Comprehension uses an internally developed curriculum, "High-Impact Reading," which covers both reading literature and informational text with diverse reading passages and thoughtfully designed questions mirroring high-stakes test formats. The curriculum focuses on developing critical reading and comprehension skills.
Assessment tools and frequency	Formative: student and tutor feedback surveys every session customized to include tracking of skills targeted for each student's academic growth and session-level skill progress monitoring through tutor feedback. Summative: LEA-administered nationally normed assessments and state assessment results (i-Ready, NWEA MAP, Renaissance STAR).



TUTORS & IMPLEMENTATION SUPPORT

Tutor type	Certified teachers; Paraprofessionals or aides; Full-time dedicated tutors; College students
Minimum qualifications	Bachelor's degree or current enrollment plus student experience, and comprehensive background checks (national, state, fingerprint-based, sex offender registry).
Initial training	Training covers instructional content, curricular materials, and relationship-building via virtual delivery.
Ongoing coaching	Coaching is delivered through a Tutor Success Mentor program at an 8:1 ratio, including observations and data review. New tutors observed within first two weeks.
Family communication	Family communication can be translated in accordance with school and district practices.
Data	The Littera Tutoring Management System (TMS) provides real-time 24/7 browser-based access to attendance, dosage, engagement, and skill progress data for teachers, administrators, and LEA partners; automated reports are delivered via email; monthly data meetings occur with school/LEA staff. TMS enables customized session-level skill tracking through tutor/student feedback surveys, with proactive flagging of attendance or skill progress issues and monthly data inquiry meetings with LEA partners to inform instructional adjustments.
School collaboration	Dedicated Customer Success Managers and regular data meetings.

CONTACT INFORMATION

LEA contact	Dr. Autumn Reyes-Sokolowsky District Solutions Operations Manager autumn@litteraeducation.com (407) 461-6595
Website	www.litteraeducation.com

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LITTERA GRADES 3-5 PHONICS HIT PROGRAM

Littera Education Inc.

OSSE EVIDENCE RATING **BRONZE** applies to **Grades 3, 4, 5 ELA**

AT A GLANCE

GROUP SIZE 1:1 1:2 1:3	TIME OF DAY During the school day Before or after school Summer programming Flexible	DELIVERY Virtual - school-based
PROGRAM LENGTH Recommend at least one semester or up to 24 weeks	SESSIONS / WEEK 2-3 (to achieve 90 mins per week)	MINUTES / SESSION 30-45
PRICE Hourly rate: \$69/hour Tutoring Curriculum License: \$65/student Tutoring Management System License: \$3,600 for 0-80 seats, \$4,500 for 81-1000 seats, TBD for 1001+ seats	OUTCOMES-BASED CONTRACTING Yes PILOT PROGRAM No	

EVIDENCE OF EFFECTIVENESS

OSSE rating	Bronze	Studies reviewed	2
ESSA tier	Tier 3 — Promising	Grades studied	3, 4, 5

Evidence Summary

A quasi-experimental study evaluated a Littera tutoring model with students in grades 3-5 in the Lansing Public School District. The sample included 161 tutored and 176 comparison students, with reported characteristics of 87 percent economically disadvantaged, 79 percent minority, 16 percent English learners, and 21 percent students with disabilities. After adjusting for fall scores, tutored students scored significantly higher on the spring MAP Reading RIT than comparison students, though no statistically significant difference was found on the state ELA assessment, and no differential effects were found across racial/ethnic group. Students attending at least 80 percent of sessions scored higher than those attending less than 80 percent.

A quasi-experimental study evaluated a Littera tutoring model with students in grades 3-5 at Adair County Elementary School. The sample included 33 tutored and 1,579 comparison students, with reported characteristics of 73 percent economically disadvantaged, 14 percent minority, 4 percent English learners, and 15 percent students with disabilities. After adjusting for fall performance, tutored students scored significantly higher on the spring i-Ready (16.05 points) than non-tutored students.

CURRICULUM & INSTRUCTION

Curricular approach	The Littera Grades 3-5 Phonics program uses Reading Horizons Elevate, an established commercial curriculum. The program uses explicit, systematic phonics instruction with a six-chapter scope and sequence progressing from letter groups and blends through phonetic skills, vowels, digraphs, and decoding skills. The Reading Library includes hundreds of non-fiction passages at every reading level to support skill transfer.
Assessment tools and frequency	Formative: student and tutor feedback surveys customized to track targeted skills every session. Summative: LEA-administered nationally normed assessments (i-Ready, NWEA MAP, STAR, state assessments); WIDA ACCESS for English learners.



TUTORS & IMPLEMENTATION SUPPORT

Tutor type	Certified teachers; Paraprofessionals or aides; Full-time dedicated tutors; College students
Minimum qualifications	Bachelor's degree or current enrollment plus student experience, and comprehensive background checks (national, state, fingerprint-based, sex offender registry).
Initial training	Training covers instructional content, curricular materials, and relationship-building via virtual delivery.
Ongoing coaching	Coaching is delivered through a Tutor Success Mentor program at an 8:1 ratio, including observations and data review. New tutors observed within first two weeks.
Family communication	Family communication can be translated in accordance with school and district practices.
Data	The Littera Tutoring Management System (TMS) provides real-time 24/7 browser-based access to attendance, dosage, engagement, and skill progress data for teachers, administrators, and LEA partners; automated reports are delivered via email; monthly data meetings occur with school/LEA staff. TMS enables customized session-level skill tracking through tutor/student feedback surveys, with proactive flagging of attendance or skill progress issues and monthly data inquiry meetings with LEA partners to inform instructional adjustments.
School collaboration	Dedicated Customer Success Managers and regular data meetings.

CONTACT INFORMATION

LEA contact	Dr. Autumn Reyes-Sokolowsky District Solutions Operations Manager autumn@litteraeducation.com (407) 461-6595
Website	www.litteraeducation.com

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LITTERA GRADES 6-12 ENGLISH LANGUAGE DEVELOPMENT HIT PROGRAM

Littera Education Inc.

OSSE EVIDENCE RATING **SILVER** applies to **Grades 6, 7, 8, 9, 10, 11, 12 ELA**

AT A GLANCE

GROUP SIZE 1:1 1:2 1:3	TIME OF DAY During the school day Before or after school Summer programming Flexible	DELIVERY Virtual - school-based
PROGRAM LENGTH Up to 24 weeks	SESSIONS / WEEK 2-3	MINUTES / SESSION 30-45
PRICE Hourly rate: \$69/hour Tutoring Curriculum License: \$65/student Tutoring Management System License: \$3,600 for 0-80 seats, \$4,500 for 81-1000 seats, TBD for 1001+ seats	OUTCOMES-BASED CONTRACTING Yes PILOT PROGRAM No	

EVIDENCE OF EFFECTIVENESS

OSSE rating	Silver	Studies reviewed	1
ESSA tier	Tier 3 — Promising	Grades studied	6, 7, 8, 9, 10, 11, 12

Evidence Summary

A randomized study compared a teacher and Littera tutor model to a teacher-only model within the Off2Class Foundational Literacy curriculum, serving 81 adolescent newcomer English learners in grades 6-12 across 11 schools in the Richland School District. Tutoring was delivered virtually in groups of about three students, twice weekly for 30-minute sessions, over 18 weeks. Students in the Tutor + Teacher model grew significantly more than the teacher-only group on spring WIDA ACCESS Reading scores, with larger effects for high school students, students not economically disadvantaged, male students, students with special needs, and long-term English learners compared to newcomers.

CURRICULUM & INSTRUCTION

Curricular approach	The Littera English Language Development (ELD) program uses Off2Class, an established ELD curriculum containing hundreds of tutor-guided, task-based lessons for all WIDA proficiency levels. Lessons are multi-skill (speaking, listening, reading, writing, explicit grammar) and follow a communicative approach, optimized for individualized instruction. Lessons pair academic-focused modules with civics, community English, workplace English, and conversational modules, providing real-life English contexts that younger-learner curricula lack. The curriculum is fully aligned to WIDA standards and focused on preparing students for the WIDA ACCESS Assessment.
Assessment tools and frequency	Formative: Student and tutor feedback surveys customized to track targeted skills every session; LEA-provided benchmarks for placement Summative: WIDA ACCESS assessment and LEA-administered assessments (i-Ready, NWEA MAP, Renaissance STAR, state assessments).

TUTORS & IMPLEMENTATION SUPPORT

Tutor type	Certified teachers; Paraprofessionals or aides; Full-time dedicated tutors; College students
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Minimum qualifications	Bachelor's degree or current enrollment plus student experience, and comprehensive background checks (national, state, fingerprint-based, sex offender registry).
Initial training	Training covers instructional content, curricular materials, and relationship-building via virtual delivery.
Ongoing coaching	Coaching is delivered through a Tutor Success Mentor program at an 8:1 ratio, including observations and data review. New tutors observed within first two weeks.
Family communication	Family communication can be translated in accordance with school and district practices.
Data	The Littera Tutoring Management System (TMS) provides real-time 24/7 browser-based access to attendance, dosage, engagement, and skill progress data for teachers, administrators, and LEA partners; automated reports are delivered via email; monthly data meetings occur with school/LEA staff. TMS enables customized session-level skill tracking through tutor/student feedback surveys, with proactive flagging of attendance or skill progress issues and monthly data inquiry meetings with LEA partners to inform instructional adjustments.
School collaboration	Dedicated Customer Success Managers and regular data meetings.

CONTACT INFORMATION

LEA contact	Dr. Autumn Reyes-Sokolowsky District Solutions Operations Manager autumn@litteraeducation.com (407) 461-6595
Website	www.litteraeducation.com

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ONCE EARLY READING PROGRAM

Try Once, Inc.

OSSE EVIDENCE RATING **BRONZE** applies to **Kindergarten ELA**

AT A GLANCE

GROUP SIZE 1:1	TIME OF DAY During the school day	DELIVERY In-person
PROGRAM LENGTH 32 weeks	SESSIONS / WEEK 5	MINUTES / SESSION 15
PRICE \$199 per program cycle per student plus \$79 per student for physical materials; professional developing including weekly tutor coaching priced based on quantity delivered	OUTCOMES-BASED CONTRACTING Yes PILOT PROGRAM Option for a very small paid pilot	

EVIDENCE OF EFFECTIVENESS

OSSE rating	Bronze	Studies reviewed	1
ESSA tier	Tier 3 — Promising	Grades studied	K

Evidence Summary

A quasi-experimental study evaluated Once across 13 schools in a large urban Tennessee district, focusing on 748 kindergarten students scoring below the 50th percentile in reading. Existing school paraprofessionals delivered 15-minute, one-to-one structured-literacy sessions during the school day, scheduled five days per week, with weekly coaching from Once. In the full sample, Once students had higher end-of-year FastBridge reading scores than nonparticipating students in the same schools, but the difference was not statistically significant. Significant positive findings were reported among students with high school attendance, and among students completing at least 80 sessions.

CURRICULUM & INSTRUCTION

Curricular approach	Internally-developed Once Early-Reading Program. The program's full scope and sequence is organized into approximately 200 spiraled "cycles" progressing from simple consonant-vowel-consonant patterns to complex multi-syllable configurations, with a specialized orthography in early stages that transitions to standard serif fonts. The sequence is adaptive as students progress at their own mastery-based pace, and sessions can start or end anywhere within a cycle.
Assessment tools and frequency	Formative: Continuous progress tracking (lesson completion, pace, progress logged every session) and bi-weekly oral reading fluency evaluations via recorded "Story Reading" video review. Summative: LEA benchmark assessments (DIBELS 8th Ed, i-Ready, Acadience, Fastbridge, aimswebPlus) at BOY, MOY, and EOY.

TUTORS & IMPLEMENTATION SUPPORT

Tutor type	Paraprofessionals or aides; Certified teachers; Full-time dedicated tutors; College students; Volunteers; Older student tutors.
Minimum qualifications	Governed explicitly by the partnering school district's employment and civil service regulations.
Initial training	1.5 days of hybrid pre-service training covering instructional content, curricular materials, relationship-building, and DC-specific Multi-Tiered Systems of Support/DIBELS alignment.



Ongoing coaching	Ongoing support includes weekly 30-minute video coaching from a consistent coach using a 35-55 item rubric, plus monthly in-person visits and asynchronous support.
Family communication	Physical take-home materials (decodables, sticker charts), virtual parent workshops, and progress reports for conferences.
Data	Real-time stakeholder portal with progress data, automated weekly emails, and monthly leadership reviews. Attendance monitoring uses a proprietary web-based platform capturing session-level data in real time.
School collaboration	Weekly touchpoints, monthly meetings, and tri-annual formal reviews.

CONTACT INFORMATION

LEA contact	Mindy Hellbusch Head of Partnerships mindy@tryonce.com (816) 662-6098
Website	tryonce.com

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ONYOURMARK

OnYourMark, a project of Cambiar Education

OSSE EVIDENCE RATING **GOLD** applies to **Grades K, 1, 2 ELA**

AT A GLANCE

GROUP SIZE 1:1 1:2	TIME OF DAY During the school day Before or after school Summer programming	DELIVERY Virtual – school-based
PROGRAM LENGTH 20 weeks	SESSIONS / WEEK 4	MINUTES / SESSION 20-25
PRICE \$2,500 for 1:1 and \$1,600 for 1:2 for 20 weeks, grades K-2, with prorated amounts available for program lengths between 10-30 weeks. \$5,000 set up fee per school site		OUTCOMES-BASED CONTRACTING Yes PILOT PROGRAM No

EVIDENCE OF EFFECTIVENESS

OSSE rating	Gold	Studies reviewed	1
ESSA tier	Tier 1 — Strong	Grades studied	K, 1, 2

Evidence Summary

A randomized controlled trial evaluated OnYourMark virtual early-literacy tutoring with K-2 students across 12 Texas charter schools. The sample included 1,080 tutored and 1,005 waitlist-control students (66 percent Hispanic, 25 percent Black, 83 percent low-income, 32 percent English learners); tutoring was delivered virtually 1:1 or 1:2, four 20-minute sessions per week across the school year. Tutored students, excluding multilingual learners and students with disabilities, scored significantly higher on end-of-year DIBELS, with larger effects for 1:1 tutoring and the lowest-performing students; grade 2 and MAP Reading Fluency effects were null.

CURRICULUM & INSTRUCTION

Curricular approach	OnYourMark uses UFLI Foundations, which is an established commercial curriculum that progresses through a 128-lesson scope and sequence from basic alphabet through advanced affixes. Students are placed into the scope and sequence based on DIBELS score and/or the UFLI Placement Assessment.
Assessment tools and frequency	Formative: weekly progress-monitoring checks tied to current UFLI lesson; 100 percent mastery accelerates to the next review lesson; below 75 percent triggers a repeat. Summative: DIBELS administered BOY, MOY, and EOY.

TUTORS & IMPLEMENTATION SUPPORT

Tutor type	Certified teachers; Paraprofessionals or aides; Full-time dedicated tutors; College students
Minimum qualifications	OnYourMark requires tutors to be 18 years old with a high school diploma; no credential is required, but candidates must demonstrate competency through a virtual demo lesson.
Initial training	Training totals 22 hours of virtual pre-service professional development covering the science of reading, UFLI curriculum, the Pearl platform, progress monitoring, and culturally responsive practices, plus four compliance courses.
Ongoing coaching	Every tutor receives 60+ minutes of weekly coaching from an OnYourMark literacy coach against a seven-indicator fidelity rubric, with progress tracked via a Coaching Tracker.



Family communication	Families receive bilingual (English/Spanish) letters and progress reports distributed through the school, plus access to a caregiver resource website.
Data	Data is shared through weekly/biweekly partnership meetings and mid-year and EOY reviews via the Pearl tutoring platform. Attendance is tracked through Pearl with real-time low-attendance alerts.
School collaboration	School collaboration includes a site coordinator role, program kickoff, and regular check-ins.

CONTACT INFORMATION

LEA contact	Cara Griffin VP of Sales and Strategic Partnerships partners@onyourmarkeducation.org (443) 289-1074
Website	onyourmarkeducation.org

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OPENLITERACY

OpenLiteracy,, LLC

OSSE EVIDENCE RATING **SILVER** applies to **Grades 1, 2, 3, 4, 5 ELA**

AT A GLANCE

GROUP SIZE 1:1	TIME OF DAY During the school day Before or after school Outside the school day Summer programming	DELIVERY Virtual - school-based
PROGRAM LENGTH 12 weeks	SESSIONS / WEEK 4	MINUTES / SESSION 25
PRICE Each 25-minute session is \$28. A 12-week session/4 days per week would cost \$1,344/seat. A year-long seat averages \$2,500 but varies based on start and end time. Importantly, seats are not tied to a particular student.		PILOT PROGRAM Four weeks of tutoring with four students at no cost to the LEA OUTCOMES-BASED CONTRACTING Yes

EVIDENCE OF EFFECTIVENESS

OSSE rating	Silver	Studies reviewed	1
ESSA tier	Tier 1 — Strong	Grades studied	1, 2, 3, 4, 5

Evidence Summary

A randomized study (in preparation) compared OpenLiteracy 1:1 virtual tutoring by certified teachers against in-person small-group literacy intervention with 903 students in grades 1-5 across 23 schools in one urban district. At midyear, tutored students scored significantly higher on DIBELS ORF-Accuracy; i-Ready Composite and DIBELS Composite differences were not significant. The comparison condition is an active small-group intervention.

CURRICULUM & INSTRUCTION

Curricular approach	Open Literacy Curriculum comprises three interconnected components: 1) Roots - beginning reading for newcomers (for English learners acquiring foundational skills through thematic contexts); 2) Foundations - a 150+ lesson systematic phonics sequence mirroring UFLI's scope and sequence; and 3) Nonfiction Navigators - extending science of reading principles into morphology, fluency, vocabulary, comprehension, and writing for students reading at third–fifth grade levels. Students are placed based on diagnostic data and learning profiles, with English learners entering through Roots and progressing through Foundations before advancing to Nonfiction Navigators.
Assessment tools and frequency	Formative assessment: occurs every session via exit tickets (real and nonsense words), feeding a Personalized Learning Plan. Summative assessment: CORE Phonics Assessment and DIBELS-8 three times yearly.

TUTORS & IMPLEMENTATION SUPPORT

Tutor type	Certified teachers
Minimum qualifications	Certified/retired teachers



Initial training	Tutors complete ~3.5 hours of initial training covering instructional content, UFLI curriculum, relationship-building, and DC context via virtual and asynchronous formats.
Ongoing coaching	Ongoing support includes biannual observations by Learning Specialists, structured coaching debriefs, and mid-year professional learning workshops.
Family communication	Families receive welcome letters, monthly progress reports, and guides in English, Spanish, and Arabic (others on request).
Data	Attendance is tracked systematically with clear makeup policies.
School collaboration	School coordination features dedicated site liaisons, pre-launch meetings, weekly outreach, and quarterly data reviews. Teachers access real-time dashboards and learning plans through the Pearl platform.

CONTACT INFORMATION

LEA contact	Sarah Scott CEO & Founder sarah@openliteracy.com (734) 846-6146
Website	openliteracy.com

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READING CORPS

Reading and Math, Inc. (dba Ampact)

OSSE EVIDENCE RATING **GOLD** applies to **Grades K, 1, 2, 3 ELA**

AT A GLANCE

GROUP SIZE 1:1; 1:2	TIME OF DAY During the school day Flexible	DELIVERY In-person
PROGRAM LENGTH 19 weeks on average	SESSIONS / WEEK 3-5	MINUTES / SESSION 20
PRICE \$600 per program cycle per student; LEAs also provide an in-kind contribution.	OUTCOMES-BASED CONTRACTING Yes PILOT PROGRAM No	

EVIDENCE OF EFFECTIVENESS

OSSE rating	Gold	Studies reviewed	1
ESSA tier	Tier 1 — Strong	Grades studied	K, 1, 2, 3

Evidence Summary

A randomized controlled trial replication evaluated Reading Corps 1:1 tutoring by AmeriCorps volunteer tutors, 20 minutes daily five days a week, with K-3 students below fall FastBridge benchmarks across 24 Minnesota schools and 10 Milwaukee schools. The evaluation in Minnesota involved 622 K-3 students in a mix of urban and rural schools, with 63 percent free and reduced-price lunch (FRL) and 41 percent FRL respectively. About 60 percent of students were White, 16 percent Black, 14 percent Hispanic, and 27 percent English learner. The evaluation in Wisconsin involved 176 K-1 students, of whom 85 percent were Black, 8 percent Hispanic, and 81 percent eligible for FRL. All participating students in both studies scored below grade-level targets in literacy at pre-test. Tutored students significantly outperformed controls on most measures: MN kindergarten letter sounds, grade 1 nonsense words and fluency, grades 2-3 fluency.

CURRICULUM & INSTRUCTION

Curricular approach	Reading Corps intervention activities are a set of 10 internally developed, proprietary intervention activities grounded in explicit instruction and structured literacy strategies aligned with the science of reading. Instruction targets foundational literacy skills—phonological awareness, phonics (decoding and encoding), and fluency. Students receive tutoring until progress monitoring data indicate they have met grade-level targets and successfully exit the program.
Assessment tools and frequency	Formative: FastBridge progress monitoring probes (Test of Letter Sounds, Test of Nonsense Words, CBM-R Oral Reading Fluency). Summative: FastBridge benchmark assessments (Letter Sound Fluency, Nonsense Word Fluency, CBM-R) three times a year (BOY, MOY, and EOY).

TUTORS & IMPLEMENTATION SUPPORT

Tutor type	Full-time dedicated tutors; Various
Minimum qualifications	AmeriCorps members serving full-time or part-time; no degree is required, and candidates must be 18, meet AmeriCorps eligibility, pass the National Service Criminal History Check, and clear an interview screening.



Initial training	Pre-service training is about 40 asynchronous online hours plus six to 10 synchronous hours covering relationship-building, student engagement, the science of reading, DC standards, assessment and intervention protocols, family engagement and school culture.
Ongoing coaching	A Coaching Specialist observes assessment and session fidelity in person before service and at least monthly after, using a prescribed checklist and giving real-time feedback; a school-designated Internal Coach also observes. Asynchronous coursework remains available year-round.
Family communication	Welcome letter is available in English, Hmong, Somali, and Spanish and a newsletter is available in English, Spanish, and Somali.
Data	Data flows through the Reading Corps Data Management System (RCDMS), where internal coaches have real-time access to student-level attendance, dosage, and assessment data.
School collaboration	Ongoing alignment is maintained through a dual-coaching model: an external Coaching Specialist and a school-designated Internal Coach collaborate to ensure tutoring content does not advance beyond classroom instruction. Coaching Specialists, tutors, and Internal Coaches meet at least monthly to review progress monitoring graphs and adjust instruction based on dosage, fidelity, session observations, engagement, and data trends.

CONTACT INFORMATION

LEA contact	Lizzie Morris Vogt Senior Director of National Program Administration Lizzie.morrisvogt@ampact.us (612) 800-9026
Website	www.ampact.us

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TUTORED BY TEACHERS ELA PRIORITY SKILLS HIGH-DOSAGE TUTORING (HDT) MODEL

Tutored by Teachers, Inc.

OSSE EVIDENCE RATING **BRONZE** applies to **Grades K, 2, 3, 4, 5, 6, 7, 8 ELA**

AT A GLANCE

GROUP SIZE 1:1 1:2 1:3 1:4	TIME OF DAY During the school day Before or after school Summer programming Flexible	DELIVERY Virtual - school-based
PROGRAM LENGTH 12-18 weeks	SESSIONS / WEEK 3+	MINUTES / SESSION 30-45
PRICE \$495 per student, per 12-week program cycle, at a ratio of 4:1	OUTCOMES-BASED CONTRACTING Yes PILOT PROGRAM Tutored by Teachers is willing to provide a no-cost pilot consisting of one small group (up to four students) receiving three 30-minute virtual tutoring sessions per week for 10 weeks.	

EVIDENCE OF EFFECTIVENESS

OSSE rating	Bronze	Studies reviewed	2
ESSA tier	Tier 3 — Promising	Grades studied	K, 2, 3, 4, 5, 6, 7, 8

Evidence Summary

A propensity-score-matched study compared 1,140 students who completed at least 10 hours of Tutored by Teachers reading tutoring with 1,140 nonparticipants. Tutored students showed statistically significant positive results on NWEA MAP Reading.

A descriptive comparison also found that students receiving Tutored by Teachers' in-school reading tutoring had significantly greater fall-to-winter NWEA MAP growth than nonparticipating students.

CURRICULUM & INSTRUCTION

Curricular approach	Tutor by Teachers uses a hybrid curricular approach combining internally developed instructional materials with evidence-based practices, including UFLI Foundations for students with foundational literacy gaps.
Assessment tools and frequency	Formative: standards-aligned exit tickets, observation of student work, questioning strategies, and guided practice checks for understanding during every session. Summative: pre-program baseline using LEA data (i-Ready, MAP, DIBELS, state assessments) and end-of-program summative assessment.

TUTORS & IMPLEMENTATION SUPPORT

Tutor type	Certified teachers
Minimum qualifications	Certified US educators with classroom experience



Initial training	Training is competency-based and delivered through asynchronous video modules, self-directed resources, and live virtual workshops, covering instructional content, curricular materials, relationship-building, DC-specific context, social and emotional learning, supports for English learners and students with disabilities, and trauma-informed practices.
Ongoing coaching	Teacher-Tutors receive a formal review from our Quality Assurance team once a term. Mentor Teachers support Teacher-Tutors with program-specific questions and advice on a weekly basis. Transcripts from every tutoring session are processed by our AI tutor-coaching tool nightly and appear in a portal for Teacher-Tutors to review. Any concerns flagged via transcript are reviewed by the quality assurance team who provide responsive feedback.
Family communication	Family communication is managed through LEA-approved channels with multilingual support available.
Data	Data sharing is robust through a live dashboard providing real-time visibility to district program administrators, principals, instructional leaders, and multi-tiered systems of support (MTSS) coordinators, with secure file transfer protocol capability for automated data transfers.
School collaboration	School coordination occurs through a dedicated partnership success manager with regular meetings and live dashboard access. Classroom teacher coordination is indirect through school leaders.

CONTACT INFORMATION

LEA contact	Megan Hudson VP of Partnerships meganhudson@tutored.live (424) 337-1549
Website	tutored.live

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Mathematics



CARNEGIE LEARNING MATH

Carnegie Learning, Inc.

OSSE EVIDENCE RATING **BRONZE** applies to **Grades 6, 7, 8 Math**

AT A GLANCE

GROUP SIZE 1:1 1:2 1:3 1:4	TIME OF DAY During the school day Before or after school Outside the school day Summer programming Flexible	DELIVERY Virtual - school-based
PROGRAM LENGTH 10 weeks	SESSIONS / WEEK 3 or more sessions per week, customized to meet LEA and student needs.	MINUTES / SESSION 30-60
PRICE \$150 per hour plus \$5,000 set up fee per school per 10-week tutoring cycle.		OUTCOME-BASED CONTRACTING Yes PILOT PROGRAM No

EVIDENCE OF EFFECTIVENESS

OSSE rating	Bronze	Studies reviewed	1
ESSA tier	Tier 3 — Promising	Grades studied	6, 7, 8

Evidence Summary

A matched comparison study evaluated Carnegie Learning's virtual math tutoring with middle school students in one Texas district. The matched analytic sample included 143 tutored students and 141 comparison students in grades 6-8. Tutoring was delivered during the school day by state-certified math teachers in groups of approximately three to four students for 12 weeks. Tutored students scored significantly higher on winter NWEA MAP Math than similar matched students who did not receive tutoring.

CURRICULUM & INSTRUCTION

Curricular approach	Carnegie Learning Math utilizes a hybrid model that combines math instructional resources with an LEA-approved scope and sequence. To align tutoring with classroom instruction, tutors utilize referral forms, lesson trackers, and feedback requests to coordinate with classroom teachers.
Assessment tools and frequency	Formative: informal assessments during each session. Summative: pre- and post-assessment with no specific measure identified.

TUTORS & IMPLEMENTATION SUPPORT

Tutor type	Certified teachers
Minimum qualifications	Certified educators with demonstrated content expertise, instructional experience, and a commitment to supporting student achievement.
Initial training	Approximately 3-5 hours of required initial training, delivered through a combination of virtual synchronous orientation and online asynchronous coursework. Training includes 1-2 hours of onboarding and orientation, followed by 1-2 hours of leveled tutor training, as well as 1 hour



	of district- and curriculum-specific training prior to the first student-facing tutoring session. Training is virtual and asynchronous.
Ongoing coaching	Tutors will engage in monthly team meetings and one-on-one check-ins and will receive quarterly observations and individualized feedback from Lead Tutor Coaches.
Family communication	When requested, Carnegie Learning can provide communications in multiple languages to support accessibility for multilingual families.
Data	Carnegie Learning provides data-sharing capabilities including reports, dashboards, and secure file transfer protocol integration for student-level attendance, enrollment, and assessment data to authorized school and district staff.
School collaboration	Carnegie Learning assigns each school a dedicated Virtual Tutoring Manager that coordinates meetings with school leadership and provides ongoing communication. Upon LEA request, student participation and progress is shared with families through district-approved channels with the option for communications in multiple languages.

CONTACT INFORMATION

LEA contact	Cristin Delaney Regional Vice President of Sales cdelaney@carnegielearning.com (978) 289-2221
Website	www.carnegielearning.com https://tinyurl.com/CLK12tutoring

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EUREKII

Simplify Math Engagement Center (dba Eurekii)

OSSE EVIDENCE RATING **SILVER** applies to **Grades 1, 2, 3, 4, 5, 6, 7, 8 Math**

AT A GLANCE

GROUP SIZE	TIME OF DAY	DELIVERY
1:1	During the school day	In-person
1:2	Before or after school	Virtual – school-based
1:3	Outside the school day	Hybrid
1:4	Summer programming	
	Flexible	
PROGRAM LENGTH	SESSIONS / WEEK	MINUTES / SESSION
At least 20 weeks	3	30
PRICE	OUTCOMES-BASED CONTRACTING	
\$999 - \$1,600 per student and a 12 percent administrative and project management fee, but this fee is waived for supporting more than 150 students district-wide.	Yes	
	PILOT PROGRAM	
	1) Free pilot for up to four students for six weeks	
	2) A reduced pilot for \$1,999 for up to 25 students for six weeks	

EVIDENCE OF EFFECTIVENESS

OSSE rating	Silver	Studies reviewed	1
ESSA tier	Tier 2 — Moderate	Grades studied	1, 2, 3, 4, 5, 6, 7, 8

Evidence Summary

A provider-authored matched quasi-experimental student evaluated Eurekii's school-based supplemental mathematics tutoring for grades 1-8. 242 Eurekii students showed statistically significant positive results on the i-Ready Mathematics in analysis that pooled students across cohorts in multiple Baltimore City Public Schools.

CURRICULUM & INSTRUCTION

Curricular approach	Eurekii uses a hybrid math tutoring curriculum combining internally developed standards-aligned lessons with district-approved resources (e.g., i-Ready, Saga Math, Zearn, Eureka Math/Great Minds, Khan Academy, IXL). The curriculum is grounded in conceptual understanding, fluency, problem-solving, productive struggle, and building academic confidence.
Assessment tools and frequency	Formative: exit tickets, quick skill checks, embedded lesson activities like oral questioning and fluency activities, student work samples. Summative: standards-aligned pre/post-assessments developed from initial LEA diagnostic data; mid-cycle assessments or checkpoints for longer cycles; end-of-cycle skill checks; student surveys; and comparison to school/LEA benchmark data (i-Ready, NWEA) when provided.

TUTORS & IMPLEMENTATION SUPPORT

Tutor type	Certified teachers; Paraprofessionals or aides; Full-time dedicated tutors; College students
Minimum qualifications	Post-secondary experience from an accredited institution in education, mathematics, English, science, or a related field; at least one year of prior tutoring or classroom instructional



	experience, preferably in a public school setting; strong demonstrated knowledge of state-aligned content standards; proficiency in English; bilingual tutors (especially Spanish-speaking) are prioritized for diverse student populations; ability to communicate effectively, with strong likeability and presence, passion for working with underserved communities, and willingness to learn; and does well with virtual and in-person settings and can be flexible to needs.
Initial training	40+ hours of asynchronous, virtual and in-person training.
Ongoing coaching	Ranges from weekly to quarterly, depending on the coaching task.
Family communication	Family communication is conducted in partnership with LEAs and schools, available in English and Spanish, through formats including digital messages, printed letters, progress reports, and participation in school events.
Data	Data sharing capabilities include the engagement tracker, which houses attendance reports, assessment summaries, proficiency levels, and tutor comments.
School collaboration	Eurekii's Director of Account Management coordinates with school leadership through weekly summaries, monthly check-ins, and real-time engagement trackers. Coordination with classroom teachers occurs through program leads who serve as the main liaison, minimizing teacher workload while collecting input, sharing updates, and reviewing progress data.

CONTACT INFORMATION

LEA contact	Stefani Resseguie Operations Manager stefani@eurekii.com (443) 474.1810
Website	Eurekii.com

Program information is self-reported by each program through the Office of the State Superintendent of Education's (OSSE's) application process and consolidated by OSSE for ease of comparison. OSSE reviews each application against its inclusion standards and verifies the evidence submitted to determine a program's evidence rating but does not independently verify all program-reported details. Inclusion on the OSSE HIT Vetted Program List does not constitute an endorsement of any specific provider or program for any specific local education agency (LEA) or student population. LEAs are responsible for selecting the providers and program models that best match the needs of their students, and negotiate terms, pricing, scope, and data-sharing directly with the provider.



GO TUTOR CORPS MATH

Great Oaks Foundation, Inc. (dba GO Tutor Corps)

OSSE EVIDENCE RATING **SILVER** applies to **Grades 3, 5, 6, 7, 8, 9, 10 Math**

AT A GLANCE

GROUP SIZE 1:1 1:2 1:3 1:4	TIME OF DAY During the school day Before or after school	DELIVERY In-person
PROGRAM LENGTH 10 weeks for a standard program cycle or 29-week full-year cycle	SESSIONS / WEEK 3-5	MINUTES / SESSION 30-45
PRICE \$20,000–\$35,000 per tutor, per school year	OUTCOMES-BASED CONTRACTING Yes PILOT PROGRAM Yes	

EVIDENCE OF EFFECTIVENESS

OSSE rating	Silver	Studies reviewed	1
ESSA tier	Tier 2 — Moderate	Grades studied	3, 5, 6, 7, 8, 9, 10

Evidence Summary

A provider-authored propensity score matched study evaluated the impact of GO Tutor Corps math tutoring program on 489 tutored students across GO's network of partner schools in urban settings. When controlling fall assessment scores, students who participated in tutoring significantly outscored students who didn't on spring standardized assessments.

CURRICULUM & INSTRUCTION

Curricular approach	GO Tutor Corps math uses a hybrid curriculum model that implements partner school materials directly (Illustrative Mathematics, Eureka Math, Carnegie Learning) or provides a structured lesson-planning framework when materials are not provided. The most common DC model is push-in, where tutors deliver guided and independent practice aligned to same-day classroom instruction.
Assessment tools and frequency	Formative: session-level exit checks documenting student mastery of daily skill target; weekly review by Program Implementation Specialist used to adjust grouping, pacing, and instructional focus. Summative: school-administered assessments (NWEA MAP, i-Ready, STAR) at BOY and EOY.

TUTORS & IMPLEMENTATION SUPPORT

Tutor type	Full-time dedicated tutors; College students
Minimum qualifications	Enrollment in or completion of a postsecondary program.
Initial training	~16 hours of in-person two-day pre-service training.
Ongoing coaching	Weekly observations from Program Implementation Specialist, monthly coaching from the Director of Instruction, and bi-monthly site visits from the Deputy Director.



Family communication	English and, where bilingual tutors are placed and translation is needed, in the home languages of enrolled students.
Data	Data flows through a real-time Google Looker Studio dashboard displaying dosage, attendance rates (with flags below 80percent), assessment gains, and tutor performance. These reports are accessible to school leaders and designated instructional staff. Monthly written reports and OSSE-compatible ad-hoc exports are also provided.
School collaboration	School leadership receives monthly written reports, real-time dashboard access, and bi-monthly site visits. Classroom teachers have participated in initial pacing meetings and bi-weekly check-ins via a shared session tracker.

CONTACT INFORMATION

LEA contact	Christian Edge Partner Engagement Lead cedge@gofellows.org (445) 284-3184
Website	www.gofellows.org

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THE GAINS PROGRAM

One on One Learning, Corp

OSSE EVIDENCE RATING **SILVER** applies to **Grades 4, 5 Math**

AT A GLANCE

GROUP SIZE	TIME OF DAY	DELIVERY
1:1	During the school day	In-person
1:2	Before or after school	Virtual - school-based
1:3	Outside the school day	Hybrid
1:4	Summer programming	
PROGRAM LENGTH	SESSIONS / WEEK	MINUTES / SESSION
27 weeks	2-3	30-45
PRICE		OUTCOMES-BASED CONTRACTING
\$756.84 per student for one program cycle		Yes
		PILOT PROGRAM
		No

EVIDENCE OF EFFECTIVENESS

OSSE rating	Silver	Studies reviewed	1
ESSA tier	Tier 2 — Moderate	Grades studied	4, 5

Evidence Summary

A quasi-experimental study evaluated One on One Learning tutoring with 400 students in grades 4-5 across 34 public elementary schools in five districts. After adjusting for pre-test scores, gender, and race/ethnicity in a hierarchical linear model, tutored students scored significantly higher on i-Ready Math.

CURRICULUM & INSTRUCTION

Curricular approach	The GAINS Program by One on One Learning delivers tutoring using a curriculum that features highly structured lesson plans with explicit instructional sequences that anticipate common student misconceptions and provide scripted tutor guidance. The program uses individualized learning plans developed from assessment data and adjusted through ongoing progress monitoring.
Assessment tools and frequency	Formative: session-level exit tickets, checks for understanding embedded in lessons, ongoing progress monitoring, and IXL adaptive learning platform data. Summative: school-administered assessments (i-Ready), benchmark assessments 3 times a year, and pre- and post-curriculum-based assessments.

TUTORS & IMPLEMENTATION SUPPORT

Tutor type	Certified teachers; Paraprofessionals or aides; Full-time dedicated tutors; College students
Minimum qualifications	College degree and at least one year of experience working with students.
Initial training	4-5 hours of initial training, delivered virtually and asynchronously.
Ongoing coaching	Ongoing throughout the program cycle.
Family communication	English and Spanish, with additional language support as needed.
Data	Data reaches schools through the C.OOOL platform. A local program coordinator provides ongoing observations, feedback, goal setting, and data reviews.



School collaboration	Each school receives a program coordinator and regional director, monthly administrator meetings, weekly emails, and quarterly on-site visits. Teachers supply input and receive lesson and progress trackers.
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CONTACT INFORMATION

LEA contact	Marcel Monnar President Mmonnar@oneononelearning.com (305) 273-8999
Website	www.oneononelearning.com

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MATH CORPS

Reading and Math, Inc. (dba Ampact)

OSSE EVIDENCE RATING **GOLD** applies to **Grades 4, 5, 6, 7, 8 Math**

AT A GLANCE

GROUP SIZE 1:2 1:3	TIME OF DAY During the school day Before or after school	DELIVERY In-person
PROGRAM LENGTH 18 weeks on average	SESSIONS / WEEK 3-5	MINUTES / SESSION Sessions of varying lengths totaling 90-100 minutes per week
PRICE \$600 per program cycle per student. LEAs also provide an in-kind contribution in the form of staff time and materials.	OUTCOMES-BASED CONTRACTING Yes PILOT PROGRAM No	

EVIDENCE OF EFFECTIVENESS

OSSE rating	Gold	Studies reviewed	2
ESSA tier	Tier 1 — Strong	Grades studied	4, 5, 6, 7, 8

Evidence Summary

A randomized controlled trial evaluated Math Corps with 550 students in grades 4-8 across 13 Minnesota schools. 489 students were randomly assigned to receive in-person tutoring from full-time AmeriCorps members or to a waitlist control group. After one semester, students assigned to Math Corps had significantly higher STAR Math outcomes, with larger effects among students meeting the program's optimal dosage threshold.

CURRICULUM & INSTRUCTION

Curricular approach	Math Corps uses an internally developed, proprietary curriculum featuring explicit instruction that addresses rational number understanding and algebraic foundations. Tutors select interventions based on student needs and students exit when progress monitoring shows grade-level mastery.
Assessment tools and frequency	Formative: progress monitoring assessments every 8-10 sessions. Summative: Mathway benchmark assessment 3 times a year at BOY, MOY, and EOY.

TUTORS & IMPLEMENTATION SUPPORT

Tutor type	Full-time dedicated tutors; various types
Minimum qualifications	Be a US citizen, US national, or lawful permanent resident; at least 18 years old prior to beginning service; successfully complete and pass the required National Service Criminal History Check; demonstrate the ability to perform the essential duties of the tutor position.
Initial training	Approximately 40 hours of asynchronous online training and 6-10 hours of synchronous virtual training.
Ongoing coaching	Each tutor receives support from both a school-based Internal Coach and an external Coaching Specialist who observes monthly.
Family communication	Welcome letter is available in English, Hmong, Somali, and Spanish; Newsletter is available in English, Spanish, and Somali.



Data	The Math Corps Data Management System (MCDMS) tracks tutoring minutes, lessons used, tutoring protocols, and reasons for missed sessions, with real-time access available to the internal coach and exportable dosage reports.
School Collaboration	School principals designate an internal coach from within the school who contributes 6-9 hours per month, receives up to 40 hours of training, and participates in monthly data review meetings with the tutor and coaching specialist. The internal coach facilitates communication between tutors and classroom teachers, ensures alignment with core instruction, identifies students who may benefit from tutoring, and shares progress monitoring data.

CONTACT INFORMATION

LEA contact	Lizzie Morris Vogt Senior Director of National Program Administration Lizzie.morrisvogt@ampact.us (612) 800-9026
Website	www.ampact.us

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SAGA HIGH IMPACT 6th-8th GRADE MATH TUTORING

SAGA Innovations, Inc

OSSE EVIDENCE RATING **BRONZE** applies to **Grades 6, 7, 8 Math**

AT A GLANCE

GROUP SIZE 1:2 1:3 1:4	TIME OF DAY During the school day	DELIVERY Virtual - school-based
PROGRAM LENGTH 25 weeks	SESSIONS / WEEK 2-5	MINUTES / SESSION 30-45 mins, to total at least 90 a week
PRICE \$1,694.17 per program cycle per student for a cohort of 500 students over a 25-week cycle. Pricing for other cohort sizes is available on request.		OUTCOMES-BASED CONTRACTING Yes PILOT PROGRAM No

EVIDENCE OF EFFECTIVENESS

OSSE rating	Bronze	Studies reviewed	1
ESSA tier	Tier 3 — Promising	Grades studied	6, 7, 8

Evidence Summary

A preliminary randomized evaluation examined live-online high-dosage math tutoring with students in grades 6-8 across 18 New Mexico middle schools (eight rural, five town, five city) in 2023-24. One grade level per school was selected by lottery to receive tutoring in groups of up to four, in 30+ minute sessions totaling 90+ minutes weekly over 32-36 weeks; students averaged 64 sessions. The 1,462 tutored students (17 percent English learners) gained +0.13 standard deviations on the state math assessment relative to non-selected grade levels, about 38 percent additional math learning.

CURRICULUM & INSTRUCTION

Curricular approach	Saga Education uses an internally developed curriculum that follows a four-part lesson routine reviewed with LEA partners before launch. The program is explicitly designed as accelerative intervention, not remediation—prerequisite scaffolding is embedded within grade-level content rather than pulling students back to earlier grade material.
Assessment tools and frequency	Formative: embedded checks and exit tickets every session and curriculum includes formative assessment within four-part lesson routine. Summative: LEA-administered tools (STAR, i-Ready, MAP) at LEA-administered windows.

TUTORS & IMPLEMENTATION SUPPORT

Tutor type	College students; part-time paid tutors
Minimum qualifications	High school diploma or GED; no degree or certification required. Candidates must pass a math assessment of foundational middle and high school math and of student-work analysis and are vetted against a tutor profile covering math fit and technology fluency.
Initial training	20 hours pre-service, delivered over five days, virtually and asynchronously.
Ongoing coaching	Instructional program managers observe every tutor monthly and debrief, supplemented by quarterly on-site observations and AI-generate session feedback. Ongoing coaching also includes monthly virtual professional learning, communities of practice and microlearning modules.



Family communication	Family communication follows district channels using Saga templates.
Data	Saga Connect records session-level attendance and dosage for a real-time dashboard, data file exports and quarterly reports.
School Collaboration	Saga holds biweekly check-ins and quarterly data reviews with district and school leaders, and weekly or biweekly alignment meetings with teachers of record. The Saga Connect tutoring platform provides comprehensive features to facilitate online tutoring, and the dashboard provides real-time session data with role-based access, data file exports, and generates AI-powered coaching feedback for tutors.

CONTACT INFORMATION

LEA contact	Maryellen Leneghan Chief Program Officer mleneghan@saga.org (440) 552-1994
Website	saga.org

Program information is self-reported by each program through the Office of the State Superintendent of Education's (OSSE's) application process and consolidated by OSSE for ease of comparison. OSSE reviews each application against its inclusion standards and verifies the evidence submitted to determine a program's evidence rating but does not independently verify all program-reported details. Inclusion on the OSSE HIT Vetted Program List does not constitute an endorsement of any specific provider or program for any specific local education agency (LEA) or student population. LEAs are responsible for selecting the providers and program models that best match the needs of their students, and negotiate terms, pricing, scope, and data-sharing directly with the provider.



SAGA HIGH IMPACT 9th-10th GRADE MATH TUTORING

SAGA Innovations, Inc

OSSE EVIDENCE RATING **GOLD** applies to **Grades 9, 10 Math**

AT A GLANCE

GROUP SIZE 1:2 1:3 1:4	TIME OF DAY During the school day	DELIVERY Virtual - school-based
PROGRAM LENGTH 25 weeks	SESSIONS / WEEK 2-5	MINUTES / SESSION 30-45 mins, to total at least 90 a week
PRICE \$1,694.17 per program cycle per student for a cohort of 500 students over a 25-week cycle. Pricing for other cohort sizes is available on request.		OUTCOMES-BASED CONTRACTING Yes PILOT PROGRAM No

EVIDENCE OF EFFECTIVENESS

OSSE rating	Gold	Studies reviewed	4
ESSA tier	Tier 1 — Strong	Grades studied	9, 10

Evidence Summary

The first of two randomized controlled trials evaluated Saga's in-person 1:2 math tutoring, 50 minutes daily as a scheduled class period, with 2,633 male 9th-10th graders in 12 south and west side Chicago public high schools. Tutored students significantly outperformed controls on the Chicago Public Schools (CPS) math test, with math GPA increasing and course failures down 4.2 percentage points; reading, discipline, absence, and arrest outcomes were null.

The second randomized controlled trial evaluated the same in-person 1:2 model with 2,710 male and female ninth-10th graders in 15 Chicago public high schools. Tutored students significantly outperformed controls on the CPS math test, with math GPA increasing and course failures down 2.8 percentage points; reading and non-math GPA effects were not significant.

A randomized controlled trial evaluated Saga's blended 1:4 model - in-person tutoring alternating with computer-assisted learning, 50 minutes daily over 35 weeks - with 3,906 ninth graders in seven Chicago and New York City high schools. Tutored students performed significantly better on end-of-year math tests, with higher math GPA and a 20 percent reduction in course failures persisting into the following year; reading, attendance, and suspension effects were null.

A propensity-score-matched quasi-experimental study evaluated Saga's live-online 1:4 math tutoring with 1,475 ninth-grade Algebra I students in seven New York City Title I high schools. Tutoring ran 50 minutes daily on alternating days, with students averaging 69 hours. Saga students significantly outperformed matched comparisons on Algebra I Regents pass rates (39.1 percent vs 31.4 percent), Regents scores, and math GPA.

CURRICULUM & INSTRUCTION

Curricular approach	Saga Education's 9th–10th grade math tutoring program uses internally developed curriculum that spans Algebra I, Geometry, Algebra II, and Integrated Math I–III, with Middle School Foundation Lessons available to address prerequisite skill gaps. Saga academics team crosswalks its curriculum to partner pacing calendars pre-launch and monitors alignment through weekly teacher check-ins. Tutors customize sessions to align with the LEA's scope and sequence.
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Assessment tools and frequency	Formative: Warm Start activities, embedded checks, and exit tickets every session, with results logged in Saga Connect. Summative: LEA-administered tools (STAR, i-Ready, MAP) at BOY, MOY, and EOY.
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TUTORS & IMPLEMENTATION SUPPORT

Tutor type	College students; Part-time paid tutors
Minimum qualifications	High school diploma or GED; no degree or certification required. Candidates must pass a math assessment of foundational middle and high school math and of student-work analysis and are vetted against a tutor profile covering math fit and technology fluency.
Initial training	20 hours pre-service, delivered over five days, virtually and asynchronously
Ongoing coaching	Instructional program managers observe every tutor monthly and debrief, supplemented by quarterly on-site observations and AI-generated session feedback. Ongoing coaching also includes monthly virtual professional learning, communities of practice and microlearning modules.
Family communication	Family communication follows district channels using Saga templates.
Data	Saga Connect records session-level attendance and dosage for a real-time dashboard, data file exports and quarterly reports.
School collaboration	Saga holds biweekly check-ins and quarterly data reviews with district and school leaders, and weekly or biweekly alignment meetings with teachers of record. The Saga Connect tutoring platform provides comprehensive features to facilitate online tutoring, and the dashboard provides real-time session data with role-based access, data file exports, and generates AI-powered coaching feedback for tutors.

CONTACT INFORMATION

LEA contact	Maryellen Leneghan Chief Program Officer mleneghan@saga.org (440) 552-1994
Website	saga.org

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TUTORED BY TEACHERS MATH PRIORITY SKILLS HIGH-DOSAGE TUTORING (HDT) MODEL

Tutored by Teachers, Inc.

OSSE EVIDENCE RATING **BRONZE** applies to **Grades K, 2, 3, 4, 5, 6, 7, 8 Math**

AT A GLANCE

GROUP SIZE 1:1 1:2 1:3 1:4	TIME OF DAY During the school day Before or after school Summer programming Flexible	DELIVERY Virtual - school-based
PROGRAM LENGTH 12-18 weeks	SESSIONS / WEEK 3+	MINUTES / SESSION 30-45
PRICE \$495 per student, per 12-week program cycle, at a ratio of 4:1	OUTCOMES-BASED CONTRACTING Yes PILOT PROGRAM Tutored by Teachers is willing to provide a no-cost pilot consisting of one small group (up to four students) receiving three 30-minute virtual tutoring sessions per week for 10 weeks.	

EVIDENCE OF EFFECTIVENESS

OSSE rating	Bronze	Studies reviewed	2
ESSA tier	Tier 3 — Promising	Grades studied	K, 2, 3, 4, 5, 6, 7, 8

Evidence Summary

A propensity-score-matched study evaluated Tutored by Teachers' virtual math tutoring in eight Indianapolis turnaround schools. Students who completed at least 10 hours of tutoring showed statistically significant positive results on NWEA MAP Mathematics compared with matched nonparticipants.

A descriptive comparison found that students receiving Tutored by Teachers' in-school math tutoring had significantly greater fall-to-winter NWEA MAP growth than nonparticipating students.

CURRICULUM & INSTRUCTION

Curricular approach	Tutored by Teachers' math curriculum uses a hybrid approach featuring internally developed instructional materials modeled on Achieve the Core coherence maps and Illustrative Mathematics content. The program uses standards-aligned learning progressions with targeted lesson plans developed by Tutored by Teachers' Teaching and Learning Team.
Assessment tools and frequency	Formative: occurs every session with standards-aligned exit tickets, observation of student work, questioning strategies, interactive materials, and guided practice checks. Summative: pre-program baseline using LEA data (i-Ready, MAP, state assessments) and end-of-program summative assessment.

TUTORS & IMPLEMENTATION SUPPORT

Tutor type	Certified teachers
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Minimum qualifications	Certified US educators with classroom experience.
Initial training	Delivered virtually and asynchronously.
Ongoing coaching	Ongoing throughout engagement.
Family communication	Family communication is managed through district-approved channels with multilingual support available.
Data	Data sharing is comprehensive via a live dashboard with real-time visibility for district program administrators, principals, instructional leaders, and MTSS coordinators, plus secure file transfer protocol capability for automated data transfers.
School Collaboration	School coordination occurs through a dedicated Partnership Success Manager with regular meetings and live dashboard access. Classroom teacher coordination is indirect through school leaders.

CONTACT INFORMATION

LEA contact	Megan Hudson VP of Partnerships meganhudson@tutored.live (424) 337-1549
Website	tutored.live

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