



MURIEL BOWSER
MAYOR

January 10, 2025

The Honorable Phil Mendelson
Chairman
Council of the District of Columbia
John A. Wilson Building
1350 Pennsylvania Avenue, NW, Suite 504
Washington, DC 20004

Dear Chairman Mendelson:

I am pleased to submit to the Council of the District of Columbia the enclosed report titled “High-Impact Tutoring: Fiscal Year 2024,” which was prepared by the Office of the State Superintendent of Education (OSSE) pursuant to section 4172(c) of the Learning Loss Program Act of 2021, effective November 13, 2021 (D.C. Law 24-45; D.C. Official Code § 38-2601.01 note).

OSSE administered three rounds of grant competitions utilizing federal American Rescue Plan and Elementary and Secondary School Emergency Relief funds to support high-impact tutoring (HIT) in the District of Columbia. OSSE’s investment in HIT was spread over three fiscal years (FY): \$4.2 million in FY22, \$12.2 million in FY23, and \$16.95 million in FY24. Over the three fiscal years, the HIT initiative provided tailored, small group tutoring to 12,487 unique students in math and English language arts. Students who participated in the initiative, as detailed in the enclosed report, produced realized increases in academic achievement, in-school student attendance, and school-based relationships with a trusted adult.

My administration is available to discuss any questions you may have regarding this report. In order to facilitate a response to your questions, please have your staff contact Andrew Gall, Deputy Chief of Staff, Legislative Affairs and Policy, OSSE, at (202) 478-9202.

Sincerely,

A handwritten signature in black ink, appearing to read "Muriel Bowser".

Muriel Bowser



District of Columbia
Office of the State Superintendent of Education

HIGH-IMPACT TUTORING REPORT: FISCAL YEAR 2024



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Executive Summary

The high-impact tutoring (HIT) initiative, led by the Office of the State Superintendent of Education (OSSE), was established in 2021 by Mayor Muriel Bowser’s administration to accelerate learning for students who were impacted by disrupted instruction during the COVID-19 pandemic and to close long-standing academic disparities among students in the District of Columbia. HIT is an evidence-based, high-frequency intervention with a consistent tutor that takes place in one-on-one or small group settings of no more than four students. OSSE’s investment in HIT was spread over three fiscal years (FY), with \$4.2 million in FY22, \$12.2 million in FY23, and \$16.95 million in FY24, and was largely allocated to tutoring providers to expand access to HIT programming across the District, with a focus on serving students furthest from opportunity. Over the past three years, the HIT initiative, which has reached 12,487 unique students, has delivered gains in education equity and outcomes for DC students.

OSSE has collaborated with various partners to conduct studies of HIT programming in the District, and each one has provided evidence of progress for students. OSSE’s formal program evaluation, led by the National Student Support Accelerator (NSSA) out of Stanford University, showed that participating students reduced the academic performance gap between themselves and their peers over the course of the school year on standardized interim assessments.¹ For ninth-grade HIT students, this translated to closing the gap with their non-tutored peers by almost 8 months on the MAP math assessment.² In addition, a local study found that at-risk students who received 900 minutes of HIT during the 2022-23 school year were seven percent more likely to achieve their academic growth goals on interim assessments.³ Furthermore, recent data from the 2023-24 school year DC CAPE assessment show that economically disadvantaged students who received HIT saw a greater increase in median scale scores than those who did not receive HIT.⁴

HIT has also influenced important outcomes beyond academics, such as attendance. Students were seven percent less likely to be absent on days when they had a scheduled tutoring session, with bigger impacts for economically disadvantaged students, when tutoring occurs during the school day, and when there are smaller tutoring groups.⁵ In addition, students receiving HIT were 16 percent more likely to report that

¹ Cynthia Pollard, et al., *Implementation of the OSSE HIT Initiative: First Year Report School Year 2022-2023*, NAT’L STUDENT SUPPORT ACCELERATOR (Aug. 2024), <https://studentsupportaccelerator.org/sites/default/files/Implementation%20of%20the%20OSSE%20High%20Impact%20Tutoring%20Initiative.pdf>.

² Unpublished, NAT’L STUDENT SUPPORT ACCELERATOR (Aug. 2024).

³ 22-23 Impact, CITYTUTORDC, pg. 3, <https://citytutordc.org/22-23-impact/>.

⁴ OSSE internal analysis of school year 2023-24 PARCC statewide assessment data.

⁵ Cynthia Pollard, et al., *Implementation of the OSSE HIT Initiative: First Year Report School Year 2022-2023*, NAT’L STUDENT SUPPORT ACCELERATOR (Aug. 2024), <https://studentsupportaccelerator.org/sites/default/files/Implementation%20of%20the%20OSSE%20High%20Impact%20Tutoring%20Initiative.pdf>.

there is an adult at school they can go to for help compared to those not receiving HIT (94 percent compared to 81 percent).⁶

OSSE-funded HIT programs have reached the students that the initiative set out to target. Compared to DC students overall, students who attended tutoring were much more likely to be identified as economically disadvantaged, have scored lower on the prior-year statewide assessments, and identify as Black or African American.⁷

This report summarizes HIT initiative activities in four parts:

Part I provides an update on two multi-year HIT grants, one that was awarded in FY22 and another that was awarded in FY23. This report summarizes the implementation trends, student reach and outcome data, and other HIT grantee activities during the full award periods of both grants.

Part II focuses on HIT partnerships with DC Public Schools (DCPS), DC Public Library (DCPL), and DC Human Resources (DCHR) that supported tutoring programs and providers.

Part III outlines the progress of the robust program evaluation of the HIT initiative conducted by the National Student Support Accelerator (NSSA) at Stanford University.

Finally, **Part IV** provides an accounting of direct and indirect administrative costs for the HIT initiative in FY24. As required under the Learning Loss Program Emergency Act of 2021 (“Act”), the costs do not exceed 10 percent of the total funding.⁸

⁶ 22-23 Impact, CityTutorDC <https://citytutordc.org/22-23-impact/>

⁷ Cynthia Pollard, et al., *Implementation of the OSSE HIT Initiative: First Year Report School Year 2022-2023*, NAT’L STUDENT SUPPORT ACCELERATOR (Aug. 2024), <https://studentsupportaccelerator.org/sites/default/files/Implementation%20of%20the%20OSSE%20High%20Impact%20Tutoring%20Initiative.pdf>.

⁸ FISCAL YEAR 2022 BUDGET SUPPORT EMERGENCY ACT OF 2021, 2021 District of Columbia Laws Act 24-159 §4172(a)(5).

Introduction

In response to the incredible disruption students and families across the District experienced due to the novel coronavirus (COVID-19) during the 2020-21 and 2021-22 school years, Mayor Muriel Bowser's administration deployed federal stimulus funds to make multi-year investments to address the pandemic's inevitable impacts on learning. The pandemic erased years of academic progress for DC students and exacerbated longstanding inequities that had previously been closing.

These funds helped to establish a portfolio of learning acceleration interventions to address the growing needs of students. High-impact tutoring was identified as a core investment, given the strong body of evidence demonstrating its effectiveness as an intervention for student learning.⁹ The HIT initiative was intended to complement additional investments made by OSSE and by individual LEAs to accelerate student learning, including OSSE's investments in the science of reading, high-quality instructional materials, math bootcamps for educators, and summer accelerator programs.¹⁰

The HIT initiative emerged from the Learning Loss Program Emergency Act of 2021 ("Act"), which allocated American Rescue Plan (ARP) funds to OSSE to stand-up a learning loss program for fiscal years 2022, 2023, and 2024.¹¹ The Act requires the funds to be used for evidence-based programming for learning acceleration, including HIT.¹² OSSE's ambitious HIT initiative is supported by these funds, as well as additional Elementary and Secondary School Emergency Relief (ESSER) funds.

The Act requires OSSE to report on the learning loss program each fiscal year.¹³ The report must detail funding expenditures in four categories: grant awards, District agency partnerships, program evaluations, and administrative costs. This report complies with the Act, describing activities in all four categories and providing a holistic view of the HIT initiative by including activities funded by both ARP and ESSER funds.

This report for the fiscal year 2024 is the third and final year of the initiative's federally funded programming and will summarize all activities from the past three years.

⁹ *Early Lessons From Implementing High-Impact Tutoring at Scale*, NAT'L STUDENT SUPPORT ACCELERATOR (Dec. 2021), <https://studentsupportaccelerator.com/briefs/early-lessons>.

¹⁰ See *Accelerate Learning*, OFF. OF THE STATE SUPERINTENDENT OF EDUC., <https://osse.dc.gov/page/accelerate-learning> (last visited Oct. 15, 2024).

¹¹ FISCAL YEAR 2022 BUDGET SUPPORT EMERGENCY ACT OF 2021, 2021 District of Columbia Laws Act 24-159, §§4171-4172.

¹² FISCAL YEAR 2022 BUDGET SUPPORT EMERGENCY ACT OF 2021, 2021 District of Columbia Laws Act 24-159 §4172.

¹³ FISCAL YEAR 2022 BUDGET SUPPORT EMERGENCY ACT OF 2021, 2021 District of Columbia Laws Act 24-159 §4172(c).

High-Impact Tutoring (HIT) Overview

A robust body of research indicates that HIT is the most effective intervention for students who need the most support.¹⁴ HIT can increase student learning by an average of 2-10 additional months of learning (depending on the dosage, type of tutor, content area, student grade, and other relevant variables).¹⁵ A review of almost 200 studies pointed to high-impact tutoring as one of the few school-based interventions with substantial, positive effects on both math and reading learning.¹⁶

OSSE considers HIT to be a Tier 3 learning support, which is a classification for the most rigorous and individualized learning interventions. Not all tutoring is considered HIT; homework help, on-demand online learning support, and ad-hoc tutoring assistance are all tools that can benefit students but do not meet OSSE's standards for HIT programs. OSSE defines HIT through seven research-backed standards and prioritizes HIT for students who need the most support. HIT standards include delivering sessions multiple times a week over a sustained period in one-on-one or small group settings of no more than four students. HIT must supplement classroom instruction with standards-aligned curriculum and utilize formative and summative assessments to measure progress and inform personalized sessions. All seven OSSE HIT standards are detailed in OSSE's HIT guide.¹⁷

OSSE is not alone in our HIT investment. Since the pandemic, there has been bipartisan, national support and adoption of HIT by dozens of states and large districts. The Biden-Harris Administration and the U.S. Department of Education are encouraging school districts to allocate funds to HIT as one of three evidence-based strategies for learning acceleration.¹⁸ As COVID-19 stimulus funds expire, OSSE is strategically leveraging an FY25 local investment of \$4.8 million to continue and refine HIT programs and goals.

HIT Initiative Goals

The following goals for the three-year HIT initiative were established prior to its launch in FY22.

¹⁴ Dietrichson, J., Bøg, M., Filges, T., & Klint Jørgensen, A.-M. (2017). Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta-Analysis. *Review of Educational Research*, 87(2), 243-282. <https://doi.org/10.3102/0034654316687036>

¹⁵ Nickow, A., Oreopoulos, P., & Quan, V. (2020). The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence. National Bureau of Economic Research. [w27476.pdf \(nber.org\)](https://www.nber.org/papers/w27476)

¹⁶ Roland G. Fryer J. [The Production of Human Capital in Developed Countries: Evidence from 196 Randomized Field Experiments](#). In: Handbook of Field Experiments. Vol. 2. Amsterdam: North-Holland ; 2017. pp. 95-322

¹⁷ See [High-Impact Tutoring: Accelerating Student Learning by Expanding Opportunity](#)

¹⁸ See [FACT SHEET: Biden-Harris Administration Announces Improving Student Achievement Agenda in 2024](#), The White House. (Jan. 17, 2024), <https://www.whitehouse.gov/briefing-room/statements-releases/2024/01/17/fact-sheet-biden-harris-administration-announces-improving-student-achievement-agenda-in-2024/>

Big Goal: At-risk students across the District will have access to high-impact tutoring to accelerate their learning, either at their schools or in community-based sites.

Specifically, at least 10 percent of students will receive high-impact tutoring funded by OSSE, and 90 percent of OSSE-designated priority schools will engage in OSSE-funded HIT program supports by September 2024. OSSE defines a “priority school” as a school identified as a comprehensive support and improvement (CSI) school under DC’s Every Student Succeeds Act State Plan or a school with 70 percent or more of the student body designated as at-risk.¹⁹ In FY22, there were 76 priority schools. To ensure continuity for students, schools continue to be prioritized for HIT services throughout the initiative even if a school’s percentage of at-risk students reduces below 70 percent or a school is no longer identified for comprehensive support and improvement.

With the release of school year 2021-22 data and the 2022 CSI designations, additional schools met the priority school definition, and the number of priority schools expanded to include 10 more schools.

Supporting Goals: OSSE will provide oversight, resources, and coordination to ensure that:

- The majority of LEAs, tutoring providers, and community-based sites conducting HIT have access to high-quality technical assistance and supports to improve their program quality and capacity;
- Schools and community-based sites with the most at-risk students are targeted for tailored HIT supports to develop high-quality programming for students designated as at-risk;
- Students with need who are not reached by tutoring at their schools will have the opportunity to access tutoring at community-based sites;
- Tutoring providers in the District have sufficient resources to meet tutoring demand from LEAs; and
- Robust program impact evaluation analyzes the relationship between HIT and student attendance, academic performance, and social-emotional outcomes and provides valuable insight for continuous program improvement.

HIT Initiative Strategy

Throughout the duration of the HIT initiative, OSSE has remained dedicated to scaling high-quality HIT across the District, with a particular focus on serving students who are furthest from opportunity. OSSE has pursued a four-pronged approach to achieve this vision: 1) expand access to HIT, 2) target students and schools with the most need, 3) strengthen tutoring program quality, and 4) drive continuous improvement. Below are examples of HIT initiative activities that supported each of the four pillars of OSSE’s strategy.

- **Expand access to HIT.**

¹⁹ See *District of Columbia Revised State Template for the Consolidated State Plan*, U.S. DEP’T OF EDUC. (Aug. 28, 2017), <https://www2.ed.gov/admins/lead/account/stateplan17/dcconsolidatedstateplan.pdf>; see also, *Investments in Schools and School Support Under ESSA*, OFF. OF THE STATE SUPERINTENDENT OF EDUC., <https://osse.dc.gov/investmentinschools> (last visited June 22, 2023).

- Awarded multi-year scaling grants to tutoring providers to expand HIT programs across the District.
- Recruited existing providers and incubated new providers in DC, especially those with expertise in subjects or grade spans that were previously less common specializations among tutoring providers in the DC area, such as elementary and middle school math.
- Funded LEAs to set up school-staffed programs as well as HIT providers operating in community-based sites.
- **Target students and schools with the most need.**
 - Designated eligible schools as those with 40 percent or more of their students considered at-risk.
 - Incentivized tutoring providers to partner with priority schools through grant competition design.
 - Funded full-time HIT manager positions and provided other customized supports to the lowest performing schools.
- **Strengthen tutoring program quality.**
 - Published a HIT Guide with seven research-based standards for HIT in DC.
 - Offered technical supports for school leaders and providers, including a Design Sprint learning series, communities of practice, and other resources.
 - Bi-annually monitored HIT programs using a standards-based rubric; provided feedback and related follow-up supports.
- **Drive continuous improvement.**
 - Conducted regular data reviews to inform implementation improvements and system-wide strategy.
 - Identified and addressed gaps in program quality using qualitative and quantitative data.
 - Participated in third-party evaluations to understand impact, identify best practices to replicate and scale, and inform OSSE's strategy for sustaining HIT beyond the recovery period.
 - Surveyed school leaders to incorporate their experiences with HIT and interest in various types of HIT supports into future OSSE strategy.

OSSE has leveraged learnings from these activities to inform HIT strategy beyond the three-year initiative period. For example, the survey of LEA and school-level leaders, listed under continuous improvement efforts, has given OSSE more insight into the experiences of school leaders with HIT programs and OSSE supports to-date, as well as their appetite for launching or sustaining HIT programs next year and beyond. The responses from 50 school leaders across 20 LEAs, demonstrate the overwhelming support for and belief in HIT. The sample included 44 HIT-eligible schools, including 20 priority schools, and seven responses by leaders that work at schools that did not provide HIT during the 2023-24 school year. Among the respondents who had experience with implementing HIT at their schools, 95 percent said the program had a positive impact on academic achievement and 85 percent intend to continue HIT next year. Additionally, respondents revealed that HIT programs are diverse across the District: two-thirds of respondents' programs do not solely use OSSE-funded providers, and current teachers are tutors at 78 percent of respondents' schools, by far the most common tutor. Finally, among the 80 percent of the HIT leaders who indicated they would like to receive HIT support, access to funding, HIT providers, and professional development are the primary supports they would like to receive.

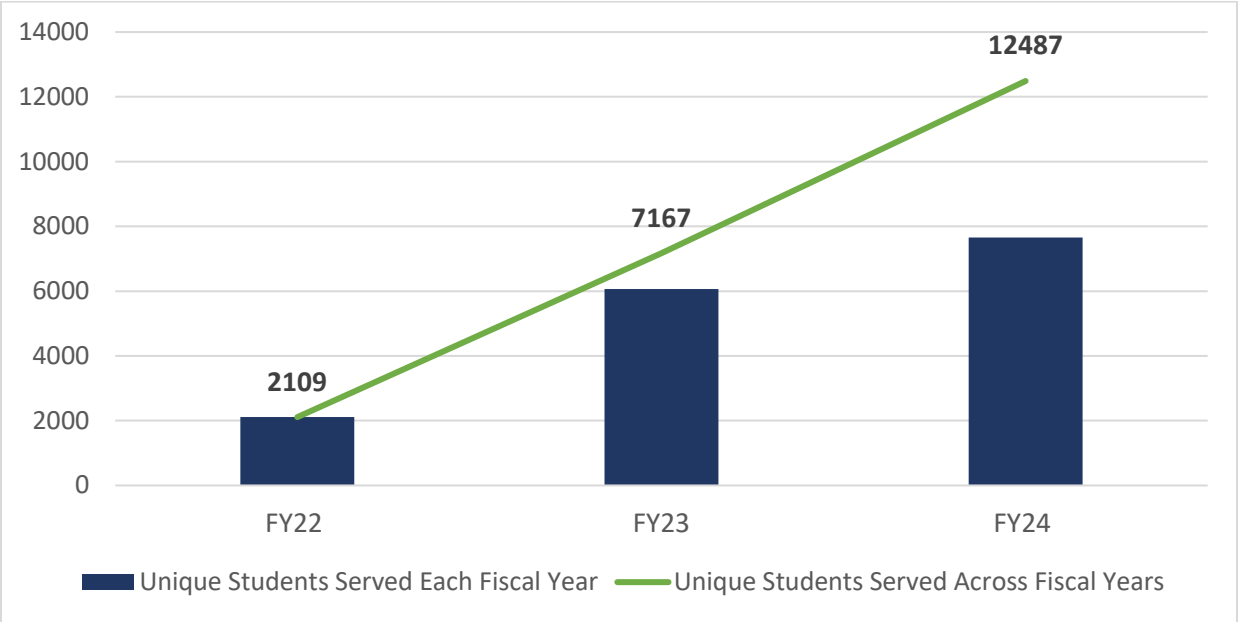
HIT Progress

The HIT initiative in the past three years has transformed the high-quality tutoring offerings District public and public charter schools can provide their students. Schools and tutoring providers have built systems, structures, and partnerships to deliver HIT programs. Students enrolled in HIT programs have an additional trusted adult who provides individualized attention focused on their unique needs. More than ever before, students who are considered economically disadvantaged have greater access to HIT when they need it, thereby shrinking gaps in opportunity.

After three years, early and exciting indicators demonstrate that the HIT programs cultivated and supported by OSSE are working in the DC context, leading to meaningful improvements in attendance, well-being, sense of belonging, and academic achievement for thousands of District students.

With 2,109 students served during fiscal year 2022, 6,067 students served during fiscal year 2023, and 7,656 students served during fiscal year 2024, HIT programs funded by OSSE over the three years have served an **aggregate total of 15,832 students**. After accounting for students who received multiple years of tutoring, OSSE reached **12,487 unique students**.

Figure 1: Number of Unique Students Served, by Fiscal Year



In addition, from January 1, 2022, through August 31, 2024, OSSE funded programs in 124 schools, 22 community-based sites, and served 76 percent of priority schools.

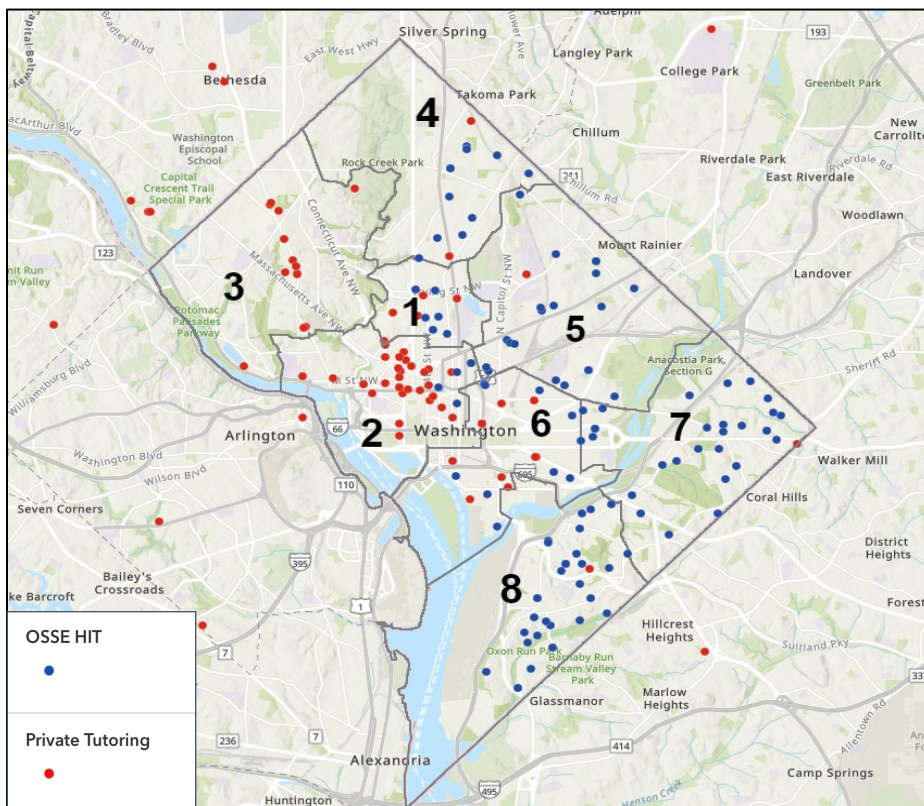
Figure 2: Number of Unique Students Served, by Fiscal Year

	FY22	FY23	FY24
Unique Students Served Each Fiscal Year	2,109	6,067	7,656

Unique Students Served Across Fiscal Years	2,109	7,167	12,487
Total Students Served Across Fiscal Years	2,109	8,176	15,832

Finally, OSSE’s investments in HIT have been equitably distributed across the DC landscape. Figure 3 depicts the access to tutoring DC’s eight wards. A Google search for “private tutoring locations in Washington DC” by OSSE revealed the concentration of private options in Wards 2 and 3, which are DC neighborhoods with higher average incomes and more resources.²⁰ OSSE’s HIT programs are abundant in areas where less private tutoring options appear in the search and are particularly concentrated in Wards 5, 7, and 8.

Figure 3: Access to Tutoring in DC: Private vs OSSE-funded Sites



²⁰ DC Health Matters Collaborative, *2024 Demographics*, <https://www.dchealthmatters.org/?module=demographicdata&controller=index&action=index&id=131495§ionId=936> (last accessed Aug. 30, 2024).

Part I: High-Impact Tutoring Grant Awards

Overview

The Learning Loss Program Emergency Act of 2021 directs OSSE to, among other requirements, “award multi-year grants, on either a formula or competitive basis, to DCPS schools, public charter schools, or community-based organizations to support evidence-based approaches to learning acceleration or high impact tutoring.”²¹ Part I of this report addresses this requirement.

With this aim, OSSE stood up three rounds of HIT grants since the initiative began, awarding over \$29 million in grant funds to HIT providers. The first competition (Round 1) was conducted in FY22, awarding more than \$3 million to eight community-based organizations to operate programs from January 2022 through May 2022. The implementation of this grant was administered in partnership with the Office of Out of School Time Grants and Youth Outcomes (OST) within the Office of the Deputy Mayor for Education (DME). OSSE ran two other competitive grant competitions in FY22 and FY23 to award multi-year grants, totaling approximately \$26 million in grants to support scaling HIT programs over three years. In FY24, OSSE did not award any new grants and focused on supporting grantees with program quality and aligning implementation with OSSE’s evidence-based standards.²²

OSSE’s two multi-year grants have been the main lever for scaling access to HIT in DC. Through these grants, OSSE funded 18 tutoring providers across the District in FY24. The providers partnered with District schools to deliver programming for at least 10 weeks, in adherence to the seven OSSE HIT standards. All HIT grant competitions were designed to scale tutoring services to more students and ensure tutoring models reflected research-based best practices. Grant applications also required providers to focus expansion efforts on reaching more at-risk students by giving preference to providers that proposed launching programs in HIT priority schools.

In addition, OSSE awarded grants to a strategic supports partner, CityTutor DC, and a program evaluation partner, the National Student Support Accelerator, a research center at Stanford University. These partners provide vital support services to the HIT initiative to enhance program quality and drive continuous improvement, two crucial pillars of the HIT initiative strategy.

The status of all current FY24 grantee programs is described below.

²¹ FISCAL YEAR 2022 BUDGET SUPPORT EMERGENCY ACT OF 2021, 2021 District of Columbia Laws Act 24-159 § 4172(a)(1).

²² See *High Impact Tutoring Report: Fiscal Year 2022*, OFF. OF THE STATE SUPERINTENDENT OF EDUC., (Sept. 15, 2022), <https://lms.dccouncil.gov/downloads/LIMS/51168/Introduction/RC24-0218-Introduction.pdf?Id=144959>.

High Impact Tutoring Report: Fiscal Year 2023, OFF. OF THE STATE SUPERINTENDENT OF EDUC., (Sept. 15, 2022), [HTTPS://LIMS.DCCOUNCIL.GOV/DOWNLOADS/LIMS/53648/INTRODUCTION/RC25-0078-INTRODUCTION.PDF?ID=169622](https://lms.dccouncil.gov/downloads/LIMS/53648/Introduction/RC25-0078-Introduction.pdf?Id=169622).

OSSE-OST HIT Grants (Round 1)

OSSE released the RFA for the OSSE-OST FY22 HIT Grants in June 2021. Programming for the FY22 HIT grant concluded in May 2022. The FY22 and FY23 HIT reports include synopses of the grant criteria, competition, selection, and outcomes.²³

OSSE HIT Grants (Round 2)

After the first round of OST grants in 2021, OSSE awarded a second, larger round of multi-year grant funding for high-impact tutoring. Eleven awardees, including nine tutoring providers, received one of three types of grant awards in May 2022:

- 1) Scaling high-impact tutoring programming;
- 2) Strategic program supports; and
- 3) Program evaluation services.

OSSE provided \$19.2 million of funding to these organizations throughout fiscal years 2022-2024. Round 2 grantees spent approximately \$700,000 in FY22 and \$8.2 million in FY23.²⁴ For FY24, grantees were awarded approximately \$10.2 million. OSSE's policy requires organizations to complete a continuation grant application process to receive their awards each year after the first year because budgets are approved by OSSE on an annual basis.

The three grant award types embodied the main pillars of the OSSE HIT strategy and drive toward achieving the goals of the HIT initiative. Scaling grant awardees used the grants to expand their HIT programs across the District to provide access to more students than were previously served by their programs, particularly those designated as at-risk and students who need the most academic support. The strategic program supports grantee monitored and strengthened HIT programs through training and other capacity-building supports for LEAs and tutoring providers. The program evaluation services awardee has evaluated the effectiveness of OSSE-funded HIT programs across all grant rounds, informing potential future programming and OSSE's efforts to improve HIT grant activities.

²³ See *High Impact Tutoring Report: Fiscal Year 2022*, OFF. OF THE STATE SUPERINTENDENT OF EDUC., (Sept. 15, 2022), <https://lms.dccouncil.gov/downloads/LIMS/51168/Introduction/RC24-0218-Introduction.pdf?Id=144959>; *High Impact Tutoring Report: Fiscal Year 2023*, OFF. OF THE STATE SUPERINTENDENT OF EDUC., (Sept. 15, 2022), [HTTPS://LIMS.DCCOUNCIL.GOV/DOWNLOADS/LIMS/53648/INTRODUCTION/RC25-0078-INTRODUCTION.PDF?ID=169622](https://lms.dccouncil.gov/downloads/LIMS/53648/Introduction/RC25-0078-Introduction.pdf?Id=169622).

²⁴ These figures represent actual spending in FY22 and FY23. The original award amounts were \$1.176 million in FY22 and \$9.26 million in FY23.

Criteria Used to Determine OSSE Grant Recipients

OSSE released the RFA for all FY22-24 HIT Grants on January 26, 2022. The FY22 HIT report includes a synopsis of the grant criteria, competition, and selection.²⁵

OSSE Grant Recipients and Award Amounts

The OSSE Fiscal Year 2022-2024 High-Impact Tutoring Grant recipients are shown in Figure 3:

Figure 3: FY22-24 HIT Grant Round 2 Recipients

Scaling HIT Awardees	FY22 Actuals	FY23 Actuals	FY24 Award	Total Actuals + FY24 Award
Blueprint Schools Network	\$87,970	\$706,868	\$602,679	\$1,397,517
City Year	\$109,925	\$587,277	\$663,434	\$1,360,636
GWU Math Matters	\$37,427	\$391,239	\$606,742	\$1,035,408
Kid Power	\$61,040	\$553,838	\$590,424	\$1,205,302
Maryland Teacher Tutors	\$79,883	\$519,376	\$579,525	\$1,178,784
Reading Partners	\$0	\$494,996	\$514,494	\$1,009,490
Saga Education	\$0	\$516,218	\$693,458	\$1,209,676
Springboard Collaborative	\$0	\$595,884	\$872,156	\$1,468,040
The Literacy Lab	\$70,787	\$573,867	\$644,403	\$1,289,057
TOTAL – Scaling Awardees	\$447,032	\$4,939,563	\$5,767,315	\$11,153,910
All Other HIT Awardees				
CityTutor DC (Strategic Program Supports)	\$192,443	\$3,244,524	\$4,233,871	\$7,670,838
National Student Support Accelerator (Program Evaluation Services)	\$57,919	\$96,016	\$208,979	\$362,914
TOTAL – Other HIT Awardees	\$250,362	\$3,340,540	\$4,442,850	\$8,033,752
TOTAL - ALL HIT GRANTS	\$697,394	\$8,280,103	\$10,210,165	\$19,187,662

Scaling Grant Programs (Round 2)

All nine Round 2 scaling grantees provided HIT programming in partner schools across the District in the fall and spring of the 2022-23 and 2023-24 school years. Most grantees worked with students across multiple grade bands. Seven organizations tutored students in elementary schools, four in middle schools, and two in high schools. Six of the providers offered ELA tutoring and five tutored students in math. While several organizations tutored in both subjects, four are solely focused on supporting elementary school

²⁵ *High Impact Tutoring Report: Fiscal Year 2022*, OFF. OF THE STATE SUPERINTENDENT OF EDUC., (Sept. 15, 2022), <https://lims.dccouncil.gov/downloads/LIMS/51168/Introduction/RC24-0218-Introduction.pdf?Id=144959>.

students with reading skills. A full list of OSSE-funded HIT provider characteristics can be found in Appendix F.

Strategic Program Supports Grant Activities

As the strategic program supports awardee, CityTutor DC (CTDC) provided professional development and tailored supports and resources to school teams, LEA leaders, and tutoring providers. The organization also funded community-based tutoring sites and incubated new tutoring programs in the District with a variety of supports. Finally, CTDC led special projects aligned with the priorities named in the RFA to address gaps identified in the HIT ecosystem through feedback channels from stakeholders, data analysis, and observations.

CTDC's signature professional development offering is called a Design Sprint, which is a multi-session learning series to support LEAs with designing, updating, and implementing HIT models at school locations. CTDC conducted nine OSSE-funded Design Sprints since October 1, 2022, most of which were held in the first two years of the initiative to lay the foundation for schools to understand how OSSE defines HIT and how they can implement it in their specific school contexts. Nearly sixty schools, or 24 percent of DC public and public charter schools, participated in these trainings to learn strategies for implementing HIT at their schools, including using data to identify target students and best practices for innovative scheduling design. Forty of the participating schools were eligible for HIT supports because they served student populations of 40 percent or more at-risk students, and 29 were HIT priority schools. Participant surveys showed a 99 percent satisfaction rate with the facilitation and 100 percent satisfaction with the content of the professional development.

In FY24, CTDC offered one full Design Sprint, with three schools attending, along with a focused Design Sprint for HIT managers at DCPS schools. Schools that participated in Design Sprints were then invited to reach out for customized support sessions and to join a community of practice for school leaders led by CTDC on a quarterly basis. Communities of practice sessions gathered about 7-20 schools, depending on the session, to learn from each other across school systems.

CTDC also leveraged OSSE funds to support community-based sites and to incubate new tutoring programs. In FY24, seven organizations ran 10 tutoring sites, also called hubs, that operate in community-based locations in wards with the highest populations of students identified as at-risk.²⁶ These tutoring hubs reached over 400 students by the end of FY24. CTDC provided individualized support to hubs and offers a quarterly community of practice for hub leaders and staff to convene and discuss ideas to address common challenges and learn from one another. For a complete list of OSSE-funded hubs, see Appendix D.

CTDC also funded three tutoring providers in FY24 through "ecosystem contracts" to support them with launching new programs and with adjusting existing programs to meet the research-based standards for HIT. Ecosystem contract providers reached approximately 760 students total in FY24. One ecosystem contract helped Teach for America (TFA) Ignite launch their tutoring program in the District, which trains current undergraduate students to tutor students virtually, with an in-person site coordinator to surmount technical issues and support student engagement. DC Scholars Public Charter School, which

²⁶ Wards 1, 4, 5, 6, 7, and 8.

partners with TFA Ignite, responded to the promising results of the TFA HIT program by extending their partnership from the first semester through the end of the school year. A full list of ecosystem contract providers can be found in Appendix D.

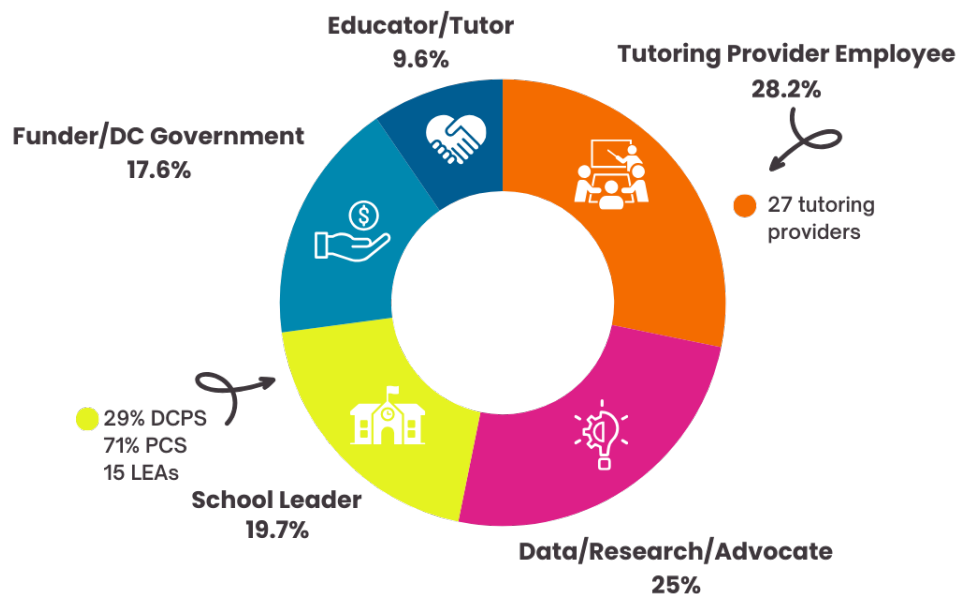
In FY24, CTDC ran a pilot program that provided funding directly to LEAs, rather than tutoring providers, to support HIT programs. CTDC awarded contracts to six LEAs, prioritizing those who would use the HIT funds for in-house, staff-led programs. The CTDC partnerships with six LEAs served over 900 students in FY24. Five public charter LEAs were funded through these contracts to provide HIT in 10 schools. The sixth contract went to DCPS to fund HIT in three schools. The pilot program provided OSSE with several insights from LEAs across the District. While there is widespread commitment to sustaining this pandemic recovery work and to monitoring its impact on students, the availability of future funding was noted as a potential obstacle. Working with LEAs to implement HIT with fidelity also revealed that assistance with scheduling and data collection are important facilitators of high-quality HIT programs.

Another key role of the OSSE-CTDC partnership was to support tutoring providers with strengthening their program quality. The main mechanism to monitor and adjust program quality was through in-person observations. CTDC conducted bi-annual structured program observations for all 18 tutoring providers, one in fall 2023 and one in spring 2024. In FY24, OSSE joined CTDC staff on several program observations. Tutoring providers were evaluated based on tutoring observations and an interview protocol with administrative staff using a systematic rubric in alignment with OSSE's seven HIT standards. OSSE received all observation scores and they were used to tailor follow-up support and ensure compliance with the parameters in the grant agreement.

In addition, CTDC hosted a Community of Practice for OSSE-funded HIT providers on a quarterly basis in FY24. The meetings included a series of structured discussions that invite providers to learn from CTDC facilitators and from each other, with agendas informed by observed challenges and feedback from the providers' quarterly program reports. CTDC crafted sessions that highlighted best practices and provided opportunities through break-out sessions to discuss challenges as a small group. Attendees, most often tutoring provider administrators, have learned about model partnership agreements with schools from the Raising A Village Foundation and best practices for collecting and analyzing student data from Blueprint Schools Network, among other topics.

CTDC also partnered with OSSE to co-host the inaugural DC High-Impact Tutoring Summit ("Summit") in March 2024. The event convened a growing community of over 200 HIT stakeholders, including staff from tutoring providers, LEAs, schools, and advocacy and research organizations, to build community, inform and educate, and celebrate the progress of HIT in DC. Key education leaders in DC were in attendance and participated in a panel, including Deputy Mayor for Education Paul Kihn, former State Superintendent of Education Christina Grant and Chancellor of DC Public Schools Lewis Ferebee. The panel was moderated by Kevin Huffman, the CEO of Accelerate, a research, advocacy, and grant-making organization for HIT across the country. Figure 4 shows the composition of attendees.

Figure 4: 2024 DC High-Impact Tutoring Summit Attendee Representation



The event was highlighted by Mayor Bowser announcing continued investment in HIT in the proposed FY25 local budget (an investment sustained by Council in the final FY25 local budget).²⁷ Attendees were provided full-day programming on various topics regarding HIT, including the tutor-to-teacher pipeline, building strong student relationships, artificial intelligence, innovative school models, and sustainable funding sources. CTDC coordinated and organized the event and OSSE provided resources, general planning, and communications support. The feedback OSSE and CTDC received was overwhelmingly positive, with 90 percent of respondents agreeing that they gained a new practice, resource, or material from the Summit.²⁸ Additionally, 98 percent of respondents were highly satisfied with the Summit content.

CTDC also provided additional support to strengthen the quality of HIT for students in the District. OSSE used grantee quarterly program reports, student-level data, observations, interviews, and feedback from stakeholders to pivot, update, or introduce new elements to the HIT initiative. CTDC has collaborated with OSSE to identify and implement projects that address needs within the HIT ecosystem, including:

- Math Tutoring Curriculum Development:** CTDC developed free, high-quality math curricular materials for grades 3 through 8 for LEAs, tutoring providers, and families.²⁹ This curriculum can be used for free by anyone, with or without teaching experience, and filled a gap in the HIT

²⁷ See Press Release, Exec. Off. of the Mayor, Mayor Bowser Announces New Investments in High-Impact Tutoring and Reimagining High School (Mar. 20, 2024), <https://mayor.dc.gov/release/mayor-bowser-announces-new-investments-high-impact-tutoring-and-reimagining-high-school>.

²⁸ E.g., “There were too many good options for breakout; I wanted to see everything.”

²⁹ See [High-Impact Tutoring Math Curriculum, CityTutorDC](https://citytutordc.org/math/). <https://citytutordc.org/math/>.

landscape, as high-quality, commercially available math curricular materials specifically designed to be used for tutoring were not previously available.

- **HIT Cost Modeling Report and HIT Cost Calculator Tool:** CTDC created resources for OSSE and LEAs to understand the financial implications of sustaining HIT programs. The cost model report derived insights on the costs of HIT in DC from 38 tutor program proposals. The analysis found the average cost per student is \$1,753, with per-student costs ranging from \$1,095 to \$2,801. School staff (\$1,215) and virtual tutor programs (\$919) have the lowest per-student costs. Organizations that utilize volunteer tutors (\$1,652), AmeriCorps (\$1,802) and college students (\$1,613) are more expensive due to the higher management costs of organizing these groups. The biggest cost drivers from providers were not tutor pay, but that they typically had a lower group size of students per tutor, and required more non-tutor personnel. The cost calculator tool estimated the cost per student for different HIT models in the District.³⁰ OSSE has utilized this tool to inform our strategy to maximize the per-dollar impact of HIT moving forward. The HIT cost calculator tool is publicly available to support LEA and school leaders with estimating the cost of implementing various HIT program models to meet the needs of their students. CTDC used the calculator in the Design Sprints to help schools develop their HIT plans for the 2024-25 school year.

OSSE HIT Grant (Round 3)

OSSE issued a third round of funding to nine additional tutoring organizations to provide more students with access to HIT. Nine Round 3 grantees expended \$2.03 million in FY23 and have been awarded \$4.5 million in FY24.

OSSE's policy required organizations to complete a continuation grant application process to receive their awards each year that follows the first year, as budgets are approved on an annual basis.

Criteria Used to Determine OSSE Grant Recipients

OSSE released the RFA for the OSSE High-Impact Tutoring Scaling Grants in August 2023. The FY23 HIT Report included a synopsis of the grant criteria, competition, and selection.³¹

OSSE Grant Recipients and Award Amounts

The OSSE Fiscal Year 2023-2024 High-Impact Tutoring Grant recipients are shown in Figure 4:

Figure 4: FY23-24 HIT Grant Round 3 Recipients

³⁰ See [HIT Cost Calculator Tool](#).

³¹ *High Impact Tutoring Report: Fiscal Year 2023*, OFF. OF THE STATE SUPERINTENDENT OF EDUC., (Sept. 15, 2022), [HTTPS://LMS.DCCOUNCIL.GOV/DOWNLOADS/LIMS/53648/INTRODUCTION/RC25-0078-INTRODUCTION.PDF?ID=169622](https://lms.dccouncil.gov/downloads/lms/53648/introduction/rc25-0078-introduction.pdf?id=169622).

HIT Grant Round 3	FY23 Actuals	FY24 Grant Award	FY23 Actuals + FY24 Award
American University	\$77,178	\$190,000	\$267,178
Bright Minds HLC	\$183,158	\$629,415	\$812,573
Dance Makers	\$313,910	\$586,090	\$900,000
Great Oaks Foundation	\$210,270	\$576,311	\$786,581
Horton's Kids	\$259,122	\$333,955	\$593,077
Multicultural Career Internship Program	\$429,540	\$433,618	\$863,158
The House, Inc.	\$129,454	\$180,524	\$309,978
Transcend (Lana Learn)	\$417,050	\$532,950	\$950,000
Tutor Partners ³²	\$10,612	\$1,085,935	\$1,096,547
TOTAL	\$2,030,294	\$4,548,798	\$6,579,092

Scaling Grant Programs (Round 3)

Grantee programs awarded in the third round of HIT grants have delivered HIT services to approximately 3,600 more students over the FY23-24 grant period. Their programs helped fill the math tutoring gap, increased access to HIT provided by institutions of higher education (IHEs), and scaled tutor partner organizations that had been incubated by CTDC. Most grantees worked with students across multiple grade bands. Eight organizations tutored students in elementary schools, seven in middle schools, and six in high schools. Eight of the providers offered ELA tutoring and eight tutor students in math. Four Round 3 grantees served students after school and two organizations served students in community-based sites. A list of OSSE providers’ tutoring characteristics is found in Appendix E.

Preliminary Outcomes: HIT Grants Round 2 & 3

Data collected for the HIT Initiative reveal that the second and third grants have achieved the core aims of the HIT program: to accelerate learning by providing quality HIT to an increasing number of students, prioritizing those who were disproportionately impacted by COVID-19 learning disruptions and who are behind grade level in ELA or math. The District has expanded access to HIT programs, reaching targeted

³² Tutor Partners was awarded funds in FY23 but began OSSE-funded HIT grant activities or programming in fiscal year 2024 and requested all awarded funds to be issued in fiscal year 2024. OSSE’s grants management platform, however, will only generate a formal Grant Award Notification (GAN) if a budget is submitted for the current fiscal year. Therefore, they submitted a fiscal year 2023 budget of \$1 to satisfy this technical requirement.

students, and preliminary data suggests that HIT had positive impacts on student growth, attendance, and social-emotional well-being.

Reach

From Jan. 1, 2022, to August 31, 2024, HIT programs reached **12,487 unique students**, well over the 10,000-student goal for the initiative.³³ Students were served at 124 school sites, as well as 22 community-based sites. OSSE reached the students with the greatest needs throughout the initiative, as 71 percent of OSSE-funded HIT students were designated as at-risk compared to 50 percent across the DC public school population during the 2023-24 school year. HIT programs have largely targeted DC’s lowest performing students, with 81 percent of participating students receiving a 1 or 2 on their most recent statewide assessment (both ELA and math).³⁴ Figure 5 shows HIT student characteristics compared to all DC students. OSSE will finalize the analysis of HIT grant programs by the end of 2024.

Figure 5: HIT student characteristics (Aug. 15, 2023 – August 31, 2024)

Student Category	% of HIT students	% of All DC Students
Economically-disadvantaged ³⁵	71%	50%
Students with disabilities	18%	19%
English learners	13%	13%
Scored a 1 or 2 on Spring 2022 in subject for which they are receiving tutoring	ELA: 81% Math: 81%	ELA: 48% Math: 60%

Interim Assessments

Analysis conducted by OSSE partners CityTutor DC and EmpowerK12 found that:

- For reading in grades 2-4, students who received more than 900 minutes of reading tutoring outgrew similar students who did not receive HIT by the equivalent of an additional 12.3 instructional days from fall to spring.

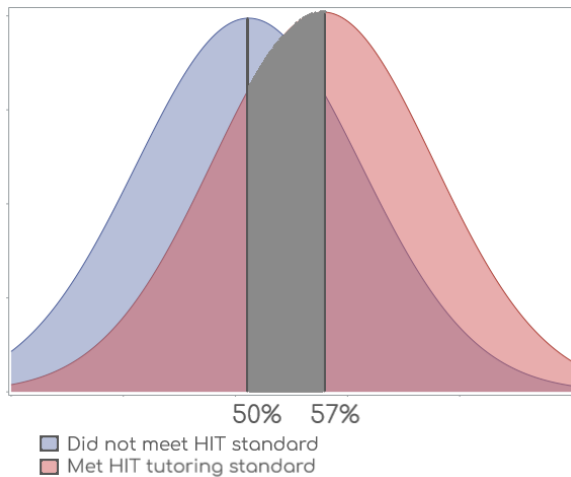
³³ Reports on data for each quarter lag by about three months, during which data is collected from grantees, cleaned, and analyzed by OSSE data analysts.

³⁴ See 2021-22 PARCC and MSAA Results and Resources, OFF. OF THE STATE SUPERINTENDENT OF EDUC. <https://osse.dc.gov/page/2021-22-parcc-and-msaa-results-and-resources> (last visited June 27, 2023) (for more information on PARCC scores).

³⁵ Economically-disadvantaged is used to describe the poverty indicators within the at-risk definition; the only indicator it does not include is high school students who are a year older than their expected age in their grade.

- In math, across all grades, students who received 900 minutes of math tutoring demonstrated growth equivalent to 12.8 instructional days compared to their peers. The results were even more pronounced for students who received double the minimum HIT threshold with at least 1,800 minutes of math tutoring. Those students' math growth was equivalent to receiving 22 additional instructional days.
- At-risk students who received 900 minutes of HIT during school year 2022-23 were nearly seven percent more likely to achieve their academic growth goals on interim assessments (MAP or i-Ready) than other students (see figure 6).³⁶

Figure 6: Student Growth Rates on Interim Assessments



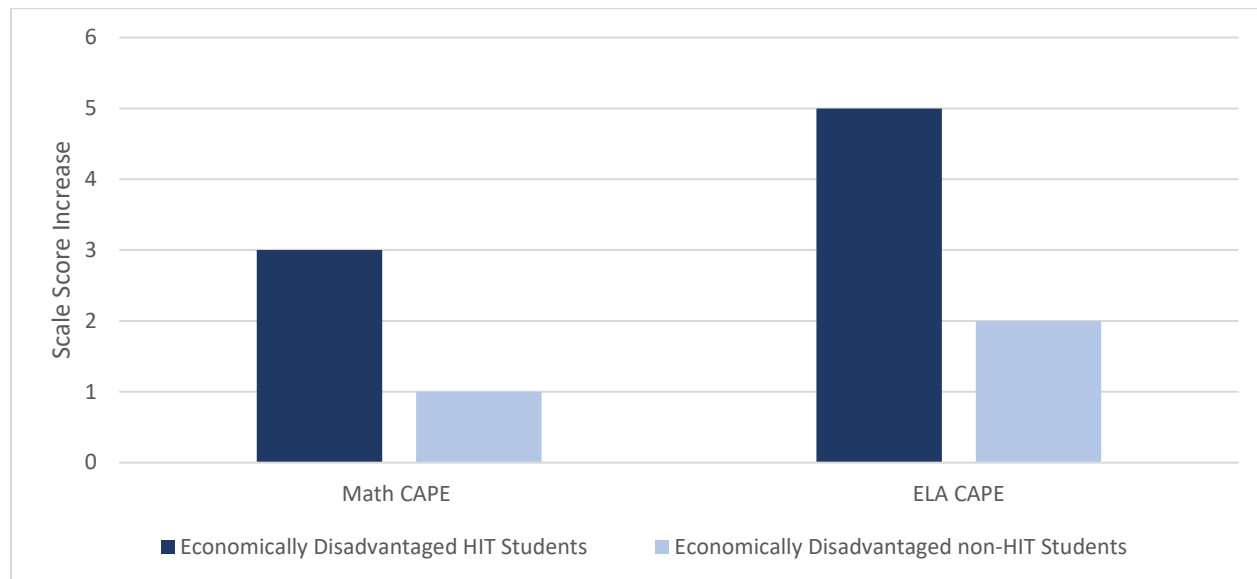
Perry Street Prep PCS saw the biggest difference between the percentage of tutored students meeting their growth goal on math interim assessments (96 percent) compared to their non-tutored peers (66 percent). At Perry Street Prep, middle school students received support for math from an external tutoring provider, Blueprint Schools Network, while a math interventionist conducted HIT full-time with small groups across all elementary grades. School year 2023-24 was Perry Street's third year of implementation with steady leadership and coordination across grades and providers to meet the HIT standards, and academic growth has increased each year.

DCPS' formative assessment data analysis also showed promise: on DIBELS (grades K-2), 46.9 percent of students who received HIT moved up a proficiency level, compared to 40.8 percent of students who did not receive HIT; and on i-Ready Reading (grades 3-5), 48.3 percent of HIT students moved up at least one performance level compared to 44.8 percent of non-HIT students. At Moten Elementary School and Kramer Middle School, which both embed HIT programs into their daily schedules, a higher percentage of HIT students who started the year below grade level moved up a proficiency level than HIT and non-HIT students below grade level at other DCPS schools: 59.2 percent of students who received HIT at Moten moved up a proficiency level, compared to 40.2 percent of students who received HIT at other schools; 66.7 percent of students who received HIT at Moten moved up a proficiency level, compared to 29.9 percent of students who received HIT at other schools; 25.6 percent of students who received HIT at

³⁶ *Impact Report*, CITYTUTORDC (Spring 2024), https://citytutordc.org/wp-content/uploads/2024/06/CityTutor-DC_Impact-Report-1.pdf; see also, 22-23 Impact, CITYTUTORDC, <https://citytutordc.org/22-23-impact/>.

Kramer (at least 18 sessions) moved up a proficiency level, compared to 17.0 percent of students who received HIT at other schools.³⁷

Statewide Assessments



On school year 2023-24 DC CAPE statewide assessment scores, HIT students outpaced the academic growth of their non-HIT peers.³⁸ In ELA, economically disadvantaged HIT students saw a median increase in their scale score of five points, while their non-HIT peers saw a median scale score increase of 2 points – meaning that economically disadvantaged **HIT students experienced 250 percent more growth in ELA**. In math, economically disadvantaged HIT students saw a median increase in their scale score of three points, while their non-HIT peers saw a median scale score increase of 1 point – meaning that economically disadvantaged **HIT students experienced 300 percent more growth in math**.

Additional Benefits

HIT also benefited students outside of academic achievement:

- *Attendance Benefits:* Research on the HIT Initiative by NSSA found the first-known causal evidence that HIT improved in-school attendance. Students receiving the recommended dosage of HIT (900 minutes) experienced a seven percent decrease in the probability of absence in SY22-23 (or 3.1 more days attended assuming daily HIT). This effect was even more pronounced among HIT students with the highest absentee rates, with 5.2 more days of school presence over the year if HIT was delivered daily. Further, there were larger improvements in absenteeism within programs with evidence-based features of high-impact tutoring. Specifically, when students have tutoring scheduled during the school day, there is an 11 percent reduction in absenteeism, and when

³⁷ DCPS formative assessment data analysis takeaways shared with OSSE.

³⁸ OSSE internal analysis of school year 2023-24 PARCC statewide assessment data.

students have tutoring scheduled in smaller groups (1:1 or 1:2 tutor-to-student ratios), there is a 25 percent reduction in absenteeism.³⁹

- *School Culture Benefits:* A study conducted by EmpowerK12 found that students receiving HIT are 16 percent more likely to report that there is an adult at school they can go to for help compared to those not receiving HIT (94 percent compared to 81 percent).⁴⁰ Students receiving HIT were also 12.5 percent more likely to agree that it is important to attend school every day of the week compared to those not receiving HIT (81 percent compared to 72 percent).⁴¹
- *Educator Pipeline Benefits:* LEAs and providers reported that tutors are becoming DC teachers after their experience with HIT programs. This is especially true with many of our providers who leverage AmeriCorps members as full-time tutors. For example, Blueprint Schools Network, a local and national math provider, reported that 37 percent of their 2022-23 school year tutor cohort became DC school staff in FY24 (6 teachers, 1 paraprofessional). There are many additional examples of tutoring acting as a catalyst for individuals to pursue careers in education both locally and nationally.⁴² OSSE will continue to monitor this welcome outcome of the HIT initiative and will continue to explore opportunities to integrate tutors into an education profession.

³⁹ Implementation of the OSSE HIT Initiative: School Year 2022-23 Interim Report (July 2022 – March 2023), NAT'L STUDENT SUPPORT ACCELERATOR (Aug. 2024),

[https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/OSSE%20HIT_22-](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/OSSE%20HIT_22-23_First_Year_Interim_Report_FINAL.pdf)

[23 First Year Interim Report FINAL.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/OSSE%20HIT_22-23_First_Year_Interim_Report_FINAL.pdf); Unpublished analysis, NAT'L STUDENT SUPPORT ACCELERATOR (Nov. 2024).

⁴⁰ 22-23 Impact, CityTutorDC <https://citytutordc.org/22-23-impact/>.

⁴¹ 22-23 Impact, CityTutorDC <https://citytutordc.org/22-23-impact/>.

⁴² See e.g., Olina Banerji, *These Preparation Programs Are Creating a 'Tutor to Teacher' Pipeline*, EducationWeek (May 14, 2024), <https://www.edweek.org/teaching-learning/these-preparation-programs-are-creating-a-tutor-to-teacher-pipeline/2024/05>.

Part II: DC Agency Partnerships

In accordance with the Learning Loss Program Emergency Act of 2021, OSSE has partnered with DC agencies to advance the goals of the HIT initiative, and Part II of this report details those engagements.⁴³ In FY24, OSSE continued formal agreements with DCPS and partnered with DCHR to support the expansion of HIT. Each partnership is discussed in more depth below.

DC Public Schools (DCPS)

OSSE maintained a close partnership with DCPS on many aspects of implementing the HIT initiative. The main strategy of the formal partnership focused on funding full-time “HIT Manager” positions for 11 DCPS comprehensive support and improvement (CSI) schools that opted into receiving the support.⁴⁴ In FY24, OSSE funded 11 HIT managers, including at two schools that were designated CSI schools in December 2022.⁴⁵ One of the factors informing CSI designations is low statewide assessment scores. Although evidence-based acceleration interventions are in high-demand at CSI schools, staff capacity may be limited to implement them at the scale required. OSSE and DCPS created HIT managers to provide CSI schools with an additional dedicated resource to create and manage high-impact tutoring programs that meet the needs of their students.

HIT Managers are tasked with the development, coordination, management, and continuous improvement of high-quality HIT programming for students at the participating CSI schools. They are required to increase the number of students receiving HIT programs at their schools to at least 10 percent of students or a minimum of 50 students. If 50 students at the school were already enrolled in HIT services before the start of their tenure, the HIT Manager’s enrollment goal needed to increase services to at least 75 students. Participating schools were expected to complete professional development and training sponsored by OSSE’s strategic program support partner, CTDC, to develop HIT Managers into in-house experts on HIT programming and implementation.

Over the past year, all HIT managers have scaled HIT offerings for the students at their schools. Nine out of 11 schools with HIT Managers met or exceeded the 50-student minimum requirement. All HIT Manager schools have continued to provide HIT in school year 2024-25. Four schools continued the HIT Manager position using local funds: Cardozo Education Campus, Garnett-Patterson STAY High School, Kelly Miller Middle School, and Moten Elementary School. Kramer Middle School retained their HIT Manager as the Connected Schools Manager for next year.

⁴³ FISCAL YEAR 2022 BUDGET SUPPORT EMERGENCY ACT OF 2021, 2021 District of Columbia Laws Act 24-159 §§ 4172(a)(2)—4172(a)(3).

⁴⁴ See *School Improvement Plans Under Every School Succeeds Act (ESSA)*, OFF. OF THE STATE SUPERINTENDENT OF EDUC., <https://osse.dc.gov/page/school-improvement-plans-under-every-student-succeeds-act-essa> (last visited June 22, 2023) (for a list of District comprehensive support and improvement schools).

⁴⁵ Luke C. Moore High School had a HIT Manager in FY23 but discontinued the position in FY24 because of low student enrollment that did not meet the 50-student requirement.

The National Student Support Accelerator (NSSA) interviewed many of the HIT Managers for their first report. NSSA reported that this role facilitated the connection between tutoring programs and schools and supported external tutors themselves. HIT Managers also noted that infrastructure funded by OSSE was a tremendous help in implementing their HIT program. Finally, HIT Managers directly targeted the main challenges to success that have been brought to light through NSSA’s interviews and OSSE program observations, including logistical issues such as the navigation of school and tutor schedules, access to Wi-Fi and other technology resources, and generally supporting HIT programs to meet the evidence-based standards that will maximize its benefit for students.⁴⁶

HIT managers were also crucial to the development and implementation of innovative school-wide HIT models. Kramer Middle School and Moten Elementary School were bright spots for implementing HIT with their HIT managers. At these schools, the Principal and HIT manager have collaborated to create a school-wide intervention block every day, where every student receives HIT for at least 90 minutes per week. The HIT manager worked with the school leader to embed tutoring sessions, alongside other interventions, into the master schedule by enlisting and training all staff members as tutors and partnering with OSSE-funded tutoring providers.

OSSE’s partnership with DCPS, codified in an MOU, obligated \$2.55 million to fund HIT Manager roles at 10 schools in FY23 and 11 schools in FY24.

DC Human Resources (DCHR)

In July 2023, OSSE partnered with DCHR to include HIT providers in a DC government 2023 summer job fair. This effort was planned in response to providers’ persistent hiring challenges. Fourteen providers participated in the job fair and hired 39 individuals as tutors or tutoring support staff. All participating providers shared positive feedback and said they would appreciate another similar opportunity in the future. OSSE will continue exploring partnerships with DCHR to integrate providers into future hiring events.

DC Public Library (DCPL)

In June 2022, DCPL and OSSE signed an MOU for \$400,000 with the goal of expanding access to tutoring via Brainfuse HelpNow, an online tutoring service for high schoolers where students can request and schedule their own tutoring sessions. Usage of DCPL’s Brainfuse HelpNow service remained low throughout the partnership, and OSSE is no longer funding its promotion.

⁴⁶ Cynthia Pollard, et al., *Implementation of the OSSE HIT Initiative: First Year Report School Year 2022-2023*, NAT’L STUDENT SUPPORT ACCELERATOR (Aug. 2024), <https://studentsupportaccelerator.org/sites/default/files/Implementation%20of%20the%20OSSE%20High%20Impact%20Tutoring%20Initiative.pdf>.

OSSE has learned from this partnership, as well as a growing national consensus, that online, on-demand tutoring is *not* high-impact tutoring.⁴⁷ Take-up of free on-demand tutoring resources does not generate the same impact because target students are not using the resource.⁴⁸ OSSE has used this experience to shift away from this strategy and focus on implementing high-quality, in-person tutoring services for students during or right after school. On average, student attendance for HIT was highest during the school day.⁴⁹ Moving forward, OSSE will continue to prioritize a HIT strategy that focuses on in-person and in-school tutoring.

Part III: Program Evaluation

This section of the report discusses the requirement to conduct program evaluations on the effectiveness of the HIT initiative, pursuant to section 1472(a)(4) of the FY22 Budget Support Act of 2021.⁵⁰ As noted in Part I, the HIT grant competition conducted by OSSE in FY22 selected the initiative’s evaluation partner, the National Student Support Accelerator (NSSA), which was formerly housed in the Annenberg Institute at Brown University but transitioned to Stanford University in 2023. NSSA’s chief researcher, Dr. Susanna Loeb, moved from Brown to Stanford University at that time, and the center followed. Since receiving the grant award, NSSA has collaborated with OSSE on a robust evaluation of the effectiveness of OSSE’s HIT program. OSSE shares HIT program data provided by the grantees on a quarterly cadence to NSSA and will share other key data as it becomes available. In FY24, using the data provided by OSSE, NSSA delivered two reports to OSSE.

The first deliverable was an implementation report of the initiative from July 2022 through March 2023, released in January 2024.⁵¹ Findings in this report provided early indications that OSSE grantee programs

⁴⁷ Barshay, J. 2023. PROOF POINTS: Schools keep buying online drop-in tutoring. The research doesn’t support it. The Hechinger Report. <https://hechingerreport.org/proof-points-schools-keep-buying-online-drop-in-tutoring-the-research-doesnt-support-it/>; Barshay, J. 2024. PROOF POINTS: New studies of online tutoring highlight troubles with attendance and larger tutoring groups. The Hechinger Report. <https://hechingerreport.org/proof-points-studies-online-tutoring-troubles-attendance-larger-groups/>.

⁴⁸ Barshay, J. 2024. PROOF POINTS: New studies of online tutoring highlight troubles with attendance and larger tutoring groups. The Hechinger Report. <https://hechingerreport.org/proof-points-studies-online-tutoring-troubles-attendance-larger-groups/>; Monica Bhatt et al., *Realizing the Promise of High Dosage Tutoring at Scale: Preliminary Evidence for the Field*, The University of Chicago Education Lab (March 2024), <https://educationlab.uchicago.edu/resources/realizing-the-promise-of-high-dosage-tutoring-at-scale-preliminary-evidence-for-the-field/>.

⁴⁹ Monica Bhatt et al., *Realizing the Promise of High Dosage Tutoring at Scale: Preliminary Evidence for the Field*, The University of Chicago Education Lab (March 2024), <https://educationlab.uchicago.edu/resources/realizing-the-promise-of-high-dosage-tutoring-at-scale-preliminary-evidence-for-the-field/>.

⁵⁰ FISCAL YEAR 2022 BUDGET SUPPORT EMERGENCY ACT OF 2021, 2021 District of Columbia Laws Act 24-159 § 1472(a)(4).

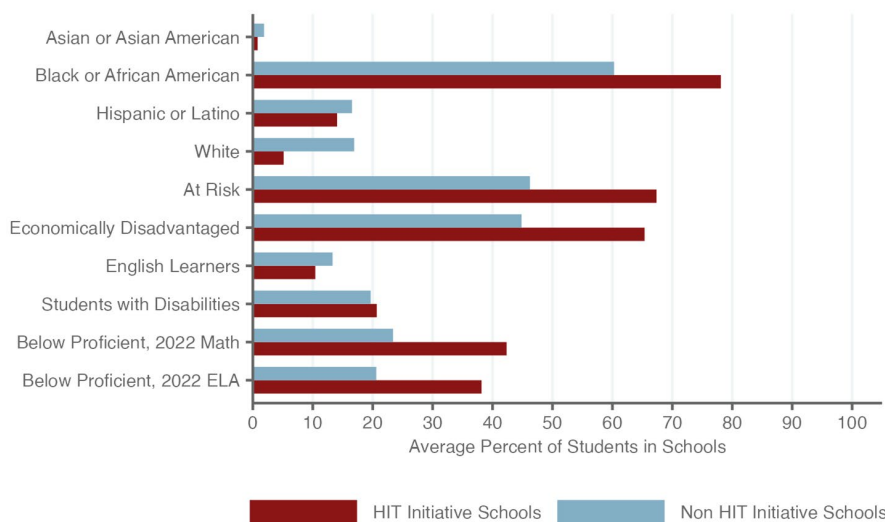
⁵¹ Implementation of the OSSE HIT Initiative: School Year 2022-23 Interim Report (July 2022 – March 2023), NAT’L STUDENT SUPPORT ACCELERATOR (Aug. 2024), [https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/OSSE%20HIT 22-23 First Year Interim Report FINAL.pdf](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/OSSE%20HIT%2022-23%20First%20Year%20Interim%20Report%20FINAL.pdf).

include many evidence-based features of effective tutoring and are strongly aligned to OSSE’s HIT standards. The metrics revealed in this report were later updated and expanded upon in the subsequent report that incorporated analysis of data from the full school year.

The First-Year report, covering all of school year 2022-23, is available on OSSE’s website (see Appendix B).⁵² In addition to providing insights into the implementation of OSSE-funded HIT programs, NSSA included analysis of the demographics, assessment scores, and attendance of enrolled students. Key findings from the report are outlined below.

- Increasing equitable access to HIT:** The Initiative increased equitable access to high-impact tutoring in DC in the 2022-23 school year, reaching target student populations who need the most support. 5,135 students participated in HIT sessions and, on average, students attended 27 sessions. Compared to DC students overall, students who attended tutoring were much more likely to be identified as economically disadvantaged, have scored lower on the prior-year PARCC assessments, and be Black or African American. In this first year, over eight percent of at-risk students in DC participated in HIT. Among OSSE-funded HIT students, Black or African American and Hispanic or Latino students attended about 9.6 and 12.1 more sessions, respectively, than White students. Elementary students were more likely to receive tutoring and attend more sessions than middle and high school students. Figure 7 shows the full comparison of demographics.

Figure 7: Demographic Comparison of HIT Initiative Schools vs. Non-HIT Initiative Schools

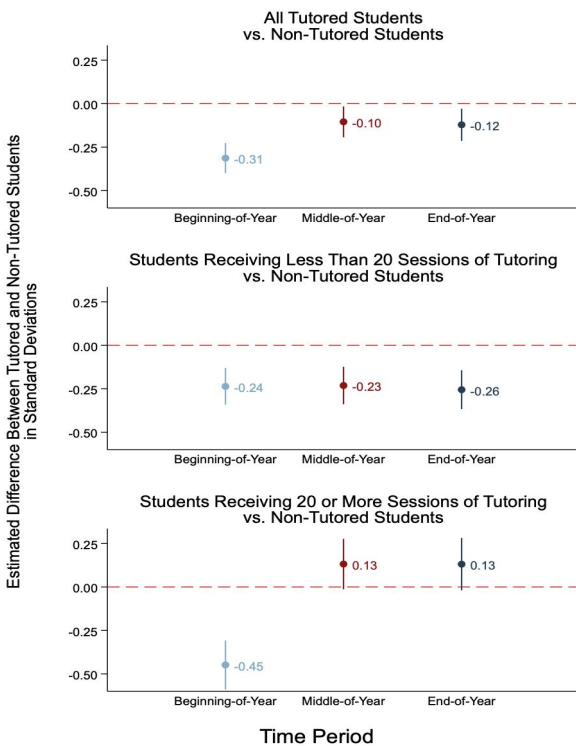


- Reducing academic performance gaps:** NSSA also reported a descriptive analysis of HIT and student achievement among students with interim assessments in DCPS across grades K-12. Among students with available interim assessments, participating students reduced the academic

⁵² Cynthia Pollard, et al., *Implementation of the OSSE HIT Initiative: First Year Report School Year 2022-2023*, NAT'L STUDENT SUPPORT ACCELERATOR (Aug. 2024), <https://studentsupportaccelerator.org/sites/default/files/Implementation%20of%20the%20OSSE%20High%20Impact%20Tutoring%20Initiative.pdf>.

performance gap between themselves and their peers over the course of the school year. According to interim assessment data from MAP and i-Ready, students with lower academic performance at the beginning of the year were more likely to participate in tutoring than their grade-level peers. At the end of the year, they remained behind their peers; however, the gap was smaller, and they were closer to the average performance of students who were not selected for tutoring. In general, students who received 20 or more sessions saw the greatest gains on their non-tutored peers. The most notable growth was made by tutored students in grades 7-12, who significantly closed the gap between their MAP math test results and those of their non-tutored peers, resulting in 0.19 standard deviations of gap closure. This effect for 9th graders (the median grade in the sample) would translate to closing the gap with their non-tutored peers by almost 8 months. In fact, students who received 20 or more sessions exceeded their non-tutored peers' performance on this assessment by the end of year.

Figure 8: Differences in MAP Math Scores for Tutored and Non-Tutored Students for Grades 7-12



- Improving school attendance:** OSSE HIT students were more likely to have higher attendance and students who went to the most tutoring sessions had the highest attendance rates. Furthermore, NSSA's analysis found causal evidence on the impact of HIT on student attendance. Overall, students were less likely to be absent on days when they had a scheduled tutoring session, with a reduction in the probability of absence by 6.9 percent. Middle school students and those with absent rates of over 30 percent in the prior school year experienced the largest positive effects on school attendance when a tutoring session was scheduled, corresponding to attending 3.1 and

5.2 more days of school, respectively, over the year if HIT was delivered daily. Figures 9 and 10 depict the attendance effect by grade level and prior year attendance.

Figure 9: Probability of Attending School Based on Having a Tutoring Session Scheduled, by Grade Level

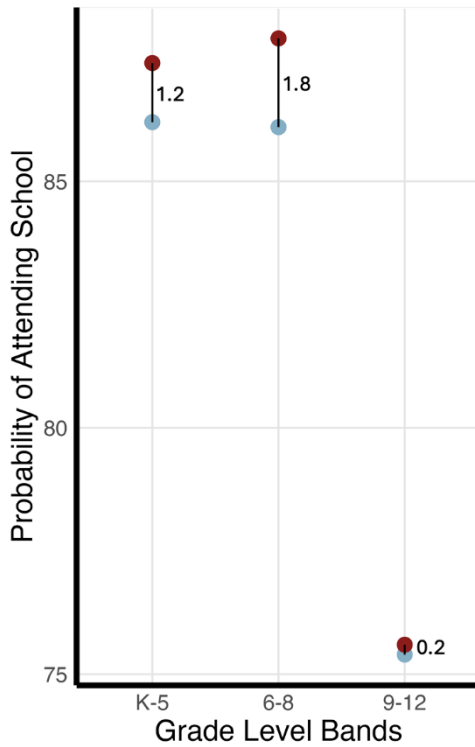
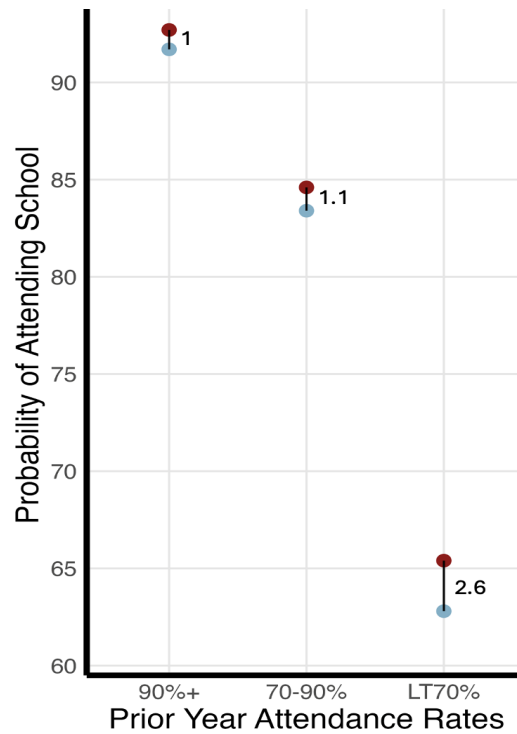


Figure 10: Probability of Attending School Based on Having a Tutoring Session Scheduled, by Prior Year Attendance Rate



- Tutoring scheduled
- No tutoring scheduled

NSSA is scheduled to produce a final deliverable in late 2024, evaluating the entire HIT initiative from January 2022 through July 2024. The final report will comprehensively analyze the lifespan of the two-and-a-half-year effort by OSSE to expand access to HIT in the District. As part of the overview of the multiyear initiative, NSSA will report on extensive analysis of the HIT initiative’s second full year which is serving the most students in the most schools by the most providers yet. OSSE is eager to learn how programming and student outcomes in school year 2023-24 compare to the first year of implementation and will use the full analysis of the initiative to inform our strategy moving forward.

Part IV: Administrative Costs

This final section of the report offers an accounting of direct and indirect administrative costs for the HIT initiative in FY24. The Act caps administrative costs at 10 percent.⁵³ In FY24, administrative costs were three percent. A breakdown of these costs is shown in Figure 11.

OSSE established a team to plan and oversee the HIT initiative. A HIT Program Manager, Program Specialist, and Grants and Operations Associate were hired and on-boarded during the period of October 2021 through April 2022. A grants contractor was then hired to support with post-award grants management and monitoring from April-September 2023 and again from January 2024 through the end of the HIT initiative. OSSE hired two Education Pioneers fellows in October 2022 and September 2023, with the first fellow being retained as a full-time staff member in August 2023. A reimbursement contractor was also hired in May 2024 to manage grantee budget expense reimbursements, in part to provide support while a team member was on leave.

The HIT team helped oversee the HIT initiative for the District by defining program goals and strategy and incorporating best practices and the latest HIT research. The team coordinated and collaborated with all HIT grantees to improve practices and reduce barriers to success. Additionally, they initiated and managed all HIT partnerships, designed, managed and monitored all HIT grant competitions, and supported a process of continuous improvement by closely tracking qualitative and quantitative program data to make course corrections and improvements along the way.

The HIT team, in close coordination with OSSE’s communications team, has elevated its efforts to communicate the HIT work happening across the District. The communications strategy has contributed to broad coverage of HIT programs in the District and raising the profile of OSSE’s HIT initiative as a model for other states.⁵⁴

Finally, OSSE would like to continue to recognize the loss of a critical member of the HIT team who drove and led much of the work in this report. Charlotte Nugent, the High-Impact Tutoring Program Manager, passed away on June 16, 2023. Her legacy lives on with this work and its continuing impact on the lives of DC students. In April 2024, the team and its work, originally steered by Charlotte, was recognized as a Team Finalist for the Cafritz Award for Distinguished DC Government Employees.

Figure 11: FY24 HIT Administrative Costs Summary

FY24 HIT Administrative Costs Summary	
Staff Salaries	\$ 405,633
Grant Contract Support	\$ 128,000
Supplies, PD, Other	\$ 15,000

⁵³ FISCAL YEAR 2022 BUDGET SUPPORT EMERGENCY ACT OF 2021, 2021 District of Columbia Laws Act 24-159 § 4172(a)(5).

⁵⁴ See High-Impact Tutoring: News and Impact Stories, OFF. OF THE STATE SUPERINTENDENT OF EDUC., <https://osse.dc.gov/node/1700661> (last visited July 16, 2024).

Total Administrative Costs	\$ 548,633
Total HIT FY24 Planned Spending	\$ 16,948,973
Total % Administrative Costs	3%

Conclusion

OSSE’s vision is to close opportunity gaps and ensure people of all ages and backgrounds are prepared to succeed in school and in life. OSSE’s strategic plan is the blueprint to achieve that vision. One of the five pillars of OSSE’s current strategic plan is to “achieve equitable outcomes for all students.” The HIT initiative has served as a cornerstone of this pillar. The HIT grant structure was designed to prioritize reaching at-risk students, many of whom experienced significant disrupted instruction during the pandemic and already faced opportunity and achievement gaps in relation to their peers prior to March 2020. Through the dedicated work of OSSE and our HIT partners, we have achieved the goals of the program.

High-impact tutoring has a powerful body of research supporting its effectiveness as a learning acceleration intervention.⁵⁵ Since the start of the HIT initiative, OSSE has steered the District’s high-impact tutoring program to reach over 10,000 students, providing this research-backed learning resource to students who often would not be able to access it outside of school. OSSE’s efforts have laid the foundation for embedding high-impact tutoring into D.C., thereby reducing historical opportunity gaps, for years to come.

⁵⁵ Research Overview, National Student Support Accelerator at Stanford University, <https://studentsupportaccelerator.com/research/to-date> (last visited June 27, 2023).

Appendix A: HIT Grant Rounds

The following chart provides a description of each HIT grant round, the grant recipients for each round and the funds committed for each award. Below only captures goals for our grantees and does not account for students served as a result of design sprints and other forms of professional development in FY24. The chart also does not include students served in schools with OSSE-funded HIT managers by programs that are not funded by an OSSE HIT grant. Finally, the numbers do not account for duplication across students who may be receiving tutoring in two subjects from different grantees.

OSSE-OST HIT Grant Round 1	Grant Award Type	Total Funding Commitment	HIT Student Enrollment Grant Proposal Goal
Description: HIT Grant Round 1 awards were funded by OSSE and administered and managed by OST. Awards were issued in December 2022 to tutoring providers to support HIT programs.			
AARP	HIT Programs	\$518,855.00	n/a
Higher Achievement	HIT Programs	\$162,839.00	n/a
Horton's Kids	HIT Programs	\$200,000.00	n/a
Kid Power	HIT Programs	\$219,437.00	n/a
Reading Partners	HIT Programs	\$750,000.00	n/a
Springboard Collaborative	HIT Programs	\$371,333.00	n/a
The House, Inc.	HIT Programs	\$220,000.00	n/a
The Literacy Lab	HIT Programs	\$750,000.00	n/a
OSSE-OST HIT Grant Round 1		\$3,192,464.00	1,188 (actual # served)
OSSE HIT Grant Round 2			
Description: HIT Grant Round 2 awards were issued in May 2022 for FY22-FY23-FY24 funding. There were three grant award types: HIT scaling grants for tutoring providers, 1 strategic program supports (SPS) grant, 1 program evaluation services (PES) grant.			
Blueprint Schools Network	Scaling HIT	\$1,636,545.00	1120
City Year	Scaling HIT	\$1,680,000.00	1355
George Washington University Math Matters	Scaling HIT	\$1,277,104.00	400
Kid Power	Scaling HIT	\$1,323,744.00	650
Maryland Teacher Tutors	Scaling HIT	\$1,222,697.00	792
Reading Partners	Scaling HIT	\$1,009,491.00	300
Saga Education	Scaling HIT	\$1,287,897.00	720
Springboard Collaborative	Scaling HIT	\$1,502,417.00	1800
The Literacy Lab	Scaling HIT	\$1,564,864.00	1000
CityBridge (CityTutor DC)	SPS	\$6,563,999.00	2900
National Student Support Accelerator	PES	\$486,835.00	n/a

OSSE HIT Grant Round 2 Totals		\$19,555,593.00	11,037
OSSE HIT Grant Round 3			
<i>Description: HIT Grant Round 3 awards were issued to tutoring provider organizations in January 2023 for FY23-FY24 funding. All awards supported scaling HIT programs.</i>			
American University	Scaling HIT	\$739,930.00	300
Bright Minds HLC	Scaling HIT	\$950,000.00	320
Dance Makers	Scaling HIT	\$900,000.00	300
Great Oaks Foundation	Scaling HIT	\$786,581.00	600
Horton's Kids	Scaling HIT	\$593,455.00	300
Multicultural Career Internship Program	Scaling HIT	\$863,360.00	400
The House, Inc.	Scaling HIT	\$310,000.00	530
Transcend (Lana Learn)	Scaling HIT	\$950,000.00	315
Tutor Partners	Scaling HIT	\$1,100,000.00	500
OSSE HIT Grant Round 3 Totals		\$7,193,326.00	3,565
High-Impact Tutoring Total		\$29,941,383.00	15,790

Appendix B: Links to Key Resources

- 1) [OSSE High-Impact Tutoring website](#) – The OSSE High-Impact Tutoring website includes key information about OSSE’s HIT initiative, resources about HIT for various stakeholders, an Excel spreadsheet of priority schools for the HIT initiative that can be downloaded from the site called OSSE HIT Grant School Data, press releases and materials about the second and third grant competitions, and other information.
- 2) [OSSE HIT School List](#) – an Excel spreadsheet that can be downloaded from the [OSSE High-Impact Tutoring website](#) of all DC public schools, the percent of their student populations that are designated as at-risk and an indicator for which schools are identified as “priority schools” for OSSE HIT grants.
- 3) [OST School Year 2021-22 High-Impact Tutoring Request for Applications \(RFA\)](#) - The Request for Applications for the first HIT grant competition, managed by the Office of Out of School Time Grants and Youth Outcomes, includes a description of the grant opportunity, eligibility requirements for applicants, applicant preferences, the evaluation rubric and review process, and grant monitoring and reporting information.
- 4) [High-Impact Tutoring: Accelerating Learning by Expanding Opportunity](#) – Developed in partnership with CityTutor DC, this guidance document lays out OSSE’s definition of HIT, comprised of seven research-backed program elements.
- 5) [OSSE FY22-FY23-FY24 HIT Grant Request for Applications \(RFA\)](#) - The Request for Applications for the second HIT grant competition, managed by OSSE, includes a description of the grant opportunity, eligibility requirements for applicants, applicant preferences, the evaluation rubric and review process, and grant monitoring and reporting information.
- 6) [OSSE FY23-FY24 HIT Scaling Grant Request for Applications \(RFA\)](#) – The Request for Applications for the second HIT grant competition, managed by OSSE, includes a description of the grant opportunity, eligibility requirements for applicants, applicant preferences, the evaluation rubric and review process, and grant monitoring and reporting information.
- 7) [OSSE HIT 22-23 First Year Interim Report](#) – The first report published by the National Student support Accelerator, OSSE’s evaluation partner. This report analyzed the early implementation efforts of the OSSE HIT Initiative, covering July 2022 through March 2023.
- 8) [OSSE HIT First Year Report School Year 2022 - 2023](#) – The first full report published by the National Student support Accelerator, OSSE’s evaluation partner. This report analyzed the implementation, academic outcomes, and attendance effects of the OSSE HIT Initiative, using data from school year 2022-2023.

Appendix C: Data Collected from HIT Grantees

The following student-level data points are currently collected on a quarterly basis from OSSE HIT grantees in fiscal year 2024.

LEA/Student/Tutoring Data	Program Data	Student Attendance Data
<p>LEA Information</p> <ul style="list-style-type: none"> • LEA Name and Code • School Name and Code • Student ID <p>Demographic Information</p> <ul style="list-style-type: none"> • First Name • Last Name • DOB • Gender • Street Address • City • State • Zip code <p>Tutoring Information</p> <ul style="list-style-type: none"> • Organization Name • Tutoring Location • Tutoring Received in ELA and/or Math 	<p>Program Information</p> <ul style="list-style-type: none"> • Number of Tutoring Sessions Per Week • Subject Covered • Session Minutes • Student-Tutor Ratio • Number of Tutors that are Teachers, Community Members, Students/Peers, College/Undergrad students • Number of Tutors that are paid vs. unpaid/volunteers, broken out by each category of tutor listed above • Timing of HIT – (during the school day, after school, etc.)* 	<p>Attendance Information</p> <ul style="list-style-type: none"> • Session Dates • Subject • Attendance Code (whether or not the student attended each session date listed) • Modality (in-person or virtual) • Tutoring minutes*

Appendix D: CityTutor DC

Figure 1. Community-based tutoring sites, also called “hubs,” funded by CityTutor DC in FY24

Hub Name	Tutoring Provider	Total FY24 # Students Served (Goal)	Grade(s)	Subject(s)	Tutor Type(s)	Ward
Boys and Girls Club	None	60	1-5	ELA	Community members	W7, W8
DC SCORES	None	50	1-2	ELA	Teachers, Paraprofessionals, Community members	W4, W5
The Fishing School	None	50	1-3	ELA	Professional	W4, W5
GOODProjects	None	65	K-8	ELA, Math	Professional	W6
Higher Achievement	Maryland Teacher Tutors	90	5-8	ELA, Math	Teachers (paid)	W4, W7
Latin American Youth Center	Maryland Teacher Tutors	60	K-9	Math	Community Members	W1
Tubman Elementary School	None	50	1-4	ELA, Math	Teachers, Paraprofessionals	W1

Figure 2. List of organizations funded by CityTutor DC ecosystem contracts

Ecosystem Contract Provider	HIT Program Details
Georgetown University	Provides HIT to approximately 140 newcomer migrant students at several sites.
Raising a Village Foundation	Partners with HIT priority schools to provide school-day tutoring for approximately 460 students.
Teach for America Ignite	Contract supports the ramp-up to providing HIT for 160 District students in summer 2023 and the 23-24 school year with virtual college students as tutors.

Appendix E: OSSE Provider Characteristics

Figure 1: List of Tutoring Characteristics by OSSE Provider

Name of Provider	Math Tutoring	ELA Tutoring	Primary Time of Tutoring	Elementary school students	Middle school students	High school students
Blueprint Schools Network	X		During School	X	X	
City Year	X	X	During School	X	X	
GWU Math Matters	X		During School		X	
Kid Power		X	During School	X		
Maryland Teacher Tutors	X	X	During School	X	X	X
Reading Partners		X	During School	X		
Saga Education	X		During School			X
Springboard Collaborative		X	After School	X		
The Literacy Lab		X	During School	X		
American University	X	X	During School	X	X	X
Bright Minds HLC	X	X	After School	X	X	
Dance Makers		X	After School	X		
Great Oaks Foundation	X	X	During School	X	X	X
Horton's Kids	X	X	After School	X	X	X
Multicultural Career Internship Program	X	X	After School	X	X	X
The House, Inc.	X		During School	X	X	
Transcend (Lana Learn)	X	X	During School			X
Tutor Partners	X	X	During School	X	X	X