

Data Overview of Washington, DC's High-Impact Tutoring Initiative

RESEARCH SUMMARY



How the High-Impact Tutoring Initiative in Washington, DC improved education outcomes for “at-risk” students

The DC Office of the State Superintendent of Education (OSSE) funded a three-year, \$33 million initiative to scale and support high-impact tutoring (HIT) across DC. The initiative sought to target students classified as “at-risk” or affected by COVID-19 disrupted instruction. The **National Student Support Accelerator** analyzed its first and second years to understand early results.

Key Findings:



Broad Reach and Targeted Support

The OSSE HIT Initiative served 7,274 students across 101 schools during the 2023-24 school year. This accounted for 8% of the overall student population in DC schools and 12% of “at-risk” students.



Improvement in School Attendance

In the first year of the HIT program, students receiving tutoring were, on average, **6.9% less likely to be absent** on days when tutoring was scheduled. The effect was even more pronounced for those with prior high absenteeism rates, who were 7.3% less likely to be absent. The effects were smaller, but still positive, in the second year.



Academic Gains

While not causal, tutored students, particularly those who received more than 20 sessions, showed notable progress in **closing the achievement gap** with their peers. Students in grades K-8 showed a reduction in the performance gap in math and reading over SY 22-23.



Focus on Historically Marginalized Groups

Students receiving tutoring attend schools with larger proportions of Black or African American and economically disadvantaged students. Existing private tutoring is concentrated in wealthier areas of DC, while OSSE-funded tutoring was largely in less affluent wards.



Positive Student Experiences

The subset of students surveyed in SY 22-23 reported **feeling good about tutoring**, with grades 4-12 showing improved self-efficacy, better relationships with tutors, and a stronger sense of belonging in school by the end of the year.

