HB21-1234: Supplemental Education High-Impact Tutoring Programs

Submitted to:

Education Committees of the State Legislature & State Board of Education

By:

Colorado Department of Education
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Student Learning/Teaching & Learning Unit/Standards & Instructional Support

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Executive Summary

Overview

Significant interruptions to in-person learning due to the COVID-19 pandemic have led to potentially long-lasting negative impacts on student achievement, impacting every part of Colorado education. With scarce resources, it is imperative to know which academic interventions yield the best results for students so that resources are deployed judiciously and effectively. While there are many interventions that have a positive impact on student achievement, "high-impact tutoring," an intervention backed by a body of research, has consistently yielded a significant positive impact on students from all backgrounds, including students most at risk. As cited by the National Student Success Accelerator (NSSA) at Stanford University, a meta-analysis reviewed tutoring interventions that were evaluated by randomized controlled trials in the past few decades and found, on average, tutoring increased learning the equivalent of students attending an additional 3-15 months of school. Tutoring has also positively impacted other measures including school engagement, grades in other courses, and benefits to the tutor such as exposure to teaching as a career. Through the high-impact tutoring program (HITP) grant, the Colorado Department of Education (Department) provides funding for local education providers to implement high-impact tutoring. This report details the progress of the second cohort of grantees. The report documents the current impact and level of participation, summarizing progress, challenges, and preliminary trends.

What is High-Impact Tutoring?

According to the NSSA (2021), high-impact tutoring is defined as teaching, one-on-one or in a small group, toward a precise goal that can lead to substantial learning gains for students by supplementing (but not replacing) classroom experiences and complementing existing curriculum. Colorado statute recommends elements for the Department's HITP grant as outlined in the figure below.
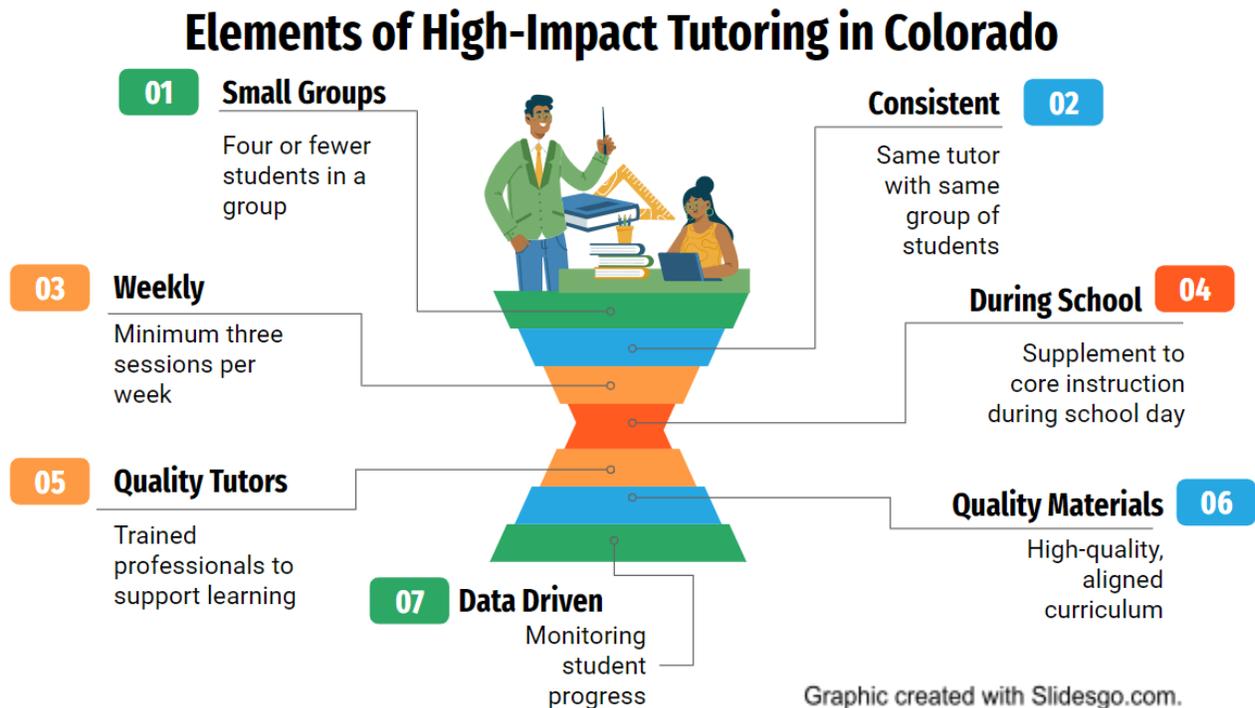

Figure 1: Elements of High-Impact Tutoring in Colorado

2022-23 Grantees

Colorado House Bill 21-1234 created the HITP to provide grant funding to local education providers to create high-impact tutoring programs to address student unfinished learning due to the COVID-19 pandemic in Colorado. During the inaugural request for applications (RFA) in 2021, the Department received proposals from 24 applicants, requesting over $10 million in funding for programs across the state. A total of 17 grantees were awarded $4.8 million as part of the first cohort implementation in 2021-22 (refer to 2022 HITP Report). During the 2022-23 academic year and performance period, 17 grantees (cohort #2) continued with high-impact tutoring during the second year of the program, utilizing State funds as well as nearly $3 million in federal ESSER funds. The table details the grantees reporting in this grant period funded with both state and federal resources.

TABLE 1: 2022-2023 High-Impact Tutoring Grantees

Grantee Name	Type	Students	Grade Levels	Award
Archuleta School District 50Jt	Rural	24	Kindergarten – 8th	$105,600^{+}
Aurora Public Schools-Vega	Non-rural	189	Kindergarten – 8th	$726,000^{+}
Center Consolidated Schools, 26JTC	Small rural	470	Kindergarten – 12th	$323,850^{+}
Charter School Institute - Academy of Arts and Knowledge	Non-rural	49	Kindergarten – 5th	$6,000
Charter School Institute - AXIS International Academy	Non-rural	30	Kindergarten – 5th	$79,200^{+}
Charter School Institute - Kwiyagat Community Academy	Rural	49	Kindergarten – 2nd	$88,000^{+}
Charter School Institute - New America School	Non-rural	57	9th – 12th	$205,639^{+}
Colorado Springs School District 11	Non-rural	91	1st – 5th	$205,570
Denver Public Schools	Non-rural	1,674	Kindergarten – 9th	$7,862,000*
East Grand School District	Rural	51	1st –3rd & 6th – 8th	$20,933^{+}
Greeley-Evans School District 6	Non-rural	592	4th – 8th	$81,000^{+}
Jefferson County Public Schools	Non-rural	85	4th – 8th	$299,119*
Poudre School District	Non-rural	1,357	Kindergarten – 12th	$1,680,000^{+}
Sargent School District RE- 33J	Small-rural	22	Kindergarten – 8th and 12th	$66,000^{+}
School District 27J	Non-rural	144	4th – 8th	$87,111^{+}
South Routt School District	Small rural	9	Kindergarten – 10th	$69,900^{+}
Westminster Public Schools	Non-rural	440	9th – 12th	$140,278^{+}
Total		**5,333**		**$12,046,200**

Notes: the "+" symbol denotes grantee was granted a no-cost extension to expend award. The "*" denotes grantee returned a portion of award or funds were reduced. State funds were reverted to the general fund; ESSER funds were reverted to Department ESSER funds ahead of ESSER II deadline. Jeffco returned $223,708.72 and DPS's ESSER award was reduced to $2,960,000. Number of students are grantee-reported total participants. Students with incomplete data are omitted (in this table and in outcome and demographic data in the Appendix).

Required Reporting Pursuant to CRS § 22-104-105

The data collection forms and process were created in alignment with statutory language and requirements. The data reported by all 2022-23 grantees includes program level data solicited through a survey instrument, as well as some student-related data. Grantees were given access, time, and support after the launch of the program in order to complete reporting in a timely, accurate manner. Staff also detailed reporting requirements for the programs in live sessions, recorded videos, and guidance documents for grantees to access at any time. The below table shows the reported data required pursuant to statute, summarized to directly report aggregated information for the program.

TABLE 2: HITP Statutorily Required Reporting

(a) The number of students who participated in the high-impact tutoring program and non identifying information, including demographic information, relating to those students
Over 5,300 students   The program reached over 5,300 students in this implementation phase of the grant program. This figure is up from the 3,800 reported for 2021-22. See Appendix A for demographic data for participants.
(b) Any adjustments made to the local education provider's program plan and the reason adjustments were made
100% of the grantees made adjustments to program   All grantees adjusted their program plans during this period. Adjustments included: budget amendments or no-cost extensions, operational adjustments, and other program revisions. Reasons for adjustments included challenges in recruiting/hiring staff, responsiveness to ongoing or emerging local needs, and enhancement of program services after the first period of implementation. This figure is up from the 76% reported for 2021-22.
(c) How the local education provider maintained consistent access for participating students to non-core-academic instruction
Variety of Access Strategies   HITP grantees employed various strategies to ensure consistent access for participating students to non-core-academic instruction. Among them, strategic adjustments to main school schedules, leveraging impact or what I need (WIN) time and advisory time in students' schedules, and maintaining a specific, consistent, and dedicated schedule for the students throughout the term were the most frequently used strategies for maintaining access for students. This data is consistent with last year's reported data.
(d) How program grants were used by the local education provider and a summary of other resources used, if any, to provide high-impact tutoring beyond the resources provided through the program
Local and Virtual Tutoring Provided   Grant resources were used to deliver high-impact tutoring in a variety of methods. Nearly half of all grantees (47%) designed programs to utilize local staff, while 18% strictly partnered with a third party to provide tutoring, and the remaining 35% of grantees implemented a multipronged approach of local staff and partnership with a third party. Overall, AmeriCorps represented the most frequently leveraged external partnership, working with over a third of all grantees. Cignition, Paper, University Tutors, Axiom, and Amplify (among others) also partnered with grantees to provide tutoring services. Overall, grantees used funds for

personnel (tutor) compensation or tutoring provider services, with training, materials or facilities rounding out most frequently cited resource usage. About 82% of grantees confirmed use of additional resources (including local ESSER funds) in addition to grant funds from the HITP grant. Grantees leveraged current staff, facilities, and data resources to complement the funds received through the grant program to fully execute their projects. This data is mostly consistent with 2021-22's reported data, though there were additional external provider partnerships established this year.

(e) The academic achievement results or other criteria used to place students in the high-impact tutoring program

Students Selected with Local Data
Much like other aspects of the program, grantees utilized numerous data points to select the student population receiving the high-impact tutoring. This consisted of local assessment data, inclusive of various measures such as standardized tests/assessments (NWEA, CMAS, STAR, iReady, and more), local Multi Tiered Systems of Support strategies, tutoring provider benchmark data, and teacher observations and referrals. Many of the students served were also scoring below or not meeting standards, financially and culturally diverse students, multilingual learners, and students eligible for Free and Reduced-price Lunch. Participating schools are located in rural, non-rural, and urban districts. This data is consistent with 2021-22's reported data.

(f) The impact or student outcomes associated with the local education provider's high-impact tutoring program

Student Outcomes
There is some evidence of the program having a positive impact on student participants, both in state-level data and in grantee reports. While only a limited percent of HITP participants have CMAS growth data (32.9% for ELA and 37.0% for Math), 2022-23 HITP participants collectively had a slightly higher average English Language Arts (ELA) growth percentile in 2022-23 (48 for ELA, 47 for math) than they collectively did in 2021-22 (42 for ELA, 46 for Math). See appendix B for more details. All but two of the grantees reported positive impacts of the program on academic achievement, and some also reported a positive impact on other student outcomes such as attendance, engagement and social-emotional learning for students who participated in the tutoring. Some, but not all, grantees reported showing growth on assessments for all students who received tutoring.

(g) Whether the local education provider's high-impact tutoring program will continue in the following fiscal year and, if not, the reason the tutoring program will not continue

76% of programs
Are continuing high-impact tutoring program operations into the coming year. Those who will not continue or are uncertain about continuing cite "loss of funding" as well as "many competing priorities in the district" and "fiscal and staffing challenges" as reasons for uncertainty or reasons not to continue. This figure is down from the 88% reported in 2021-22. All but four (4) grantees were granted no-cost extension to continue expending funds in the 2023-24 implementation year. Nine (9) grantees were also awarded new awards for the 2023-24 implementation period.

Program Background

History
The United States Department of Education estimates $121 billion was provided for all state education agencies (SEAs) and local education providers (LEPs) for the safe operation of schools for in-person learning and to address the impact of the COVID–19 pandemic on the Nation's students. Of this total, $27 billion could be spent on academic recovery, with $3 billion reserved for tutoring alone. The Colorado legislature passed House Bill 21-1234, creating the Colorado Department of Education High-Impact Tutoring Program (HITP) Grant, which was signed into law by Governor Jared Polis on June 16, 2021.

In August 2021, the Colorado State Board of Education identified three broad areas of focus for the Elementary and Secondary School Emergency Relief (ESSER) state set-aside funds. The first of these was supporting academic acceleration for students most impacted by the pandemic with a focus on math and literacy for students in grades Kindergarten-8th, which includes providing additional federal funding to support high-impact tutoring programs. High-impact tutoring is an evidenced-based academic support that educational leaders are leveraging to address unfinished learning caused by the COVID-19 pandemic. At least 25 other states have also initiated statewide tutoring efforts.

Program Structure & Goals
The grant request for applications (RFA) articulates that, to the extent practicable, grantees must address the elements of researched based, high quality, high-impact tutoring programs. These elements include the following:

- Tutoring is provided in groups of four or fewer students;
- The same tutor tutors the group of students throughout the school year;
- Tutoring is provided a minimum of three times per week;
- Tutoring is implemented throughout the school day, not as a before- or after-school program and is supplemental to core academic instruction and not a replacement for such instruction;
- High-quality trained tutors provide the tutoring, including but not limited to teachers, retired teachers, paraprofessionals, community providers, AmeriCorps members, and other individuals who have received training;
- The program uses a high-quality curriculum aligned with academic standards and may be provided by the LEP; and
- Tutoring is data-driven, with interim assessments to monitor student progress, enrollment, and attendance.

As stated in the RFA, the student benefits associated with high-impact tutoring are greater when the program plan contains all the above elements. However, if an LEP's program plan is not consistent with all the elements, the LEP shall include in its application the reason for the modification or omission of program elements and how the LEP intends to achieve the same desired student outcomes through its high-impact tutoring program. For example, if the tutoring is not provided during the school day, how the tutoring program will address student enrollment and student retention barriers often associated with students' participation in before-or-after school programs.

Program Activities & Highlights

Grant Program

The intent of the HITP grant is to provide local education agencies funding to implement high-impact tutoring as one of the interventions schools have access to as they create plans to recover from unfinished learning resulting from the pandemic. Awards were granted totalling over $12 million for the 2022-23 school year, inclusive of State and ESSER funds. Throughout the year, the Department supported education providers/ grantees with technical, operational, and subject matter expert resources for optimizing high-impact tutoring programs locally. Staff convened educators and experts to share best practices with regard to high-impact tutoring and continuously shared information and professional development opportunities through resources, research and regular touch points.

Throughout the performance period, Department staff provided several points of communication, support, and assistance as HITP grantees began the implementation of their programs. This included community-focused events as well as opportunities for specific or custom assistance for grantees. As a standard, Department staff offered monthly webinars and meetup sessions during which best practices, recent relevant research and trends, and additional resources were presented to grantees. During these sessions, Department staff offered grantees the opportunity to ask questions specific to their grant programs. Staff also facilitated peer sharing opportunities to highlight promising practices and share peer learning through the network of Colorado HITP grantees. These monthly sessions were used as a checkpoint to emphasize and remind grantees of specific requirements, deadlines, and expectations. In addition to providing guidance and local expertise, staff invited local and national subject matter experts to share information on high-impact tutoring during these meetups. For example, guest presenters from AmeriCorps, the National Student Support Accelerator, Johns Hopkins University, and Accelerate joined monthly calls. This intentional effort to allow information sharing is considered a key to developing a model for collective impact and leveraging each of the grantees' strengths in an effort to grow the impact of the program statewide. The Department was also one of five states awarded the States Leading Recovery Grant from Accelerate, which added an additional $1 million to the HITP grant for the 2023-24 academic year.

In addition to monthly meetups, Department staff issued a monthly newsletter for grantees to provide multiple channels of communication for the large networks of diverse participants. Monthly newsletters included updates on Department operations, and other resources such as additional grant opportunities, relevant research/toolkits, conferences, and professional development. Staff also maintained a resources page, standing office hours, and one-on-one consultations for all grantees. These supports were consistent and have grown in attendance since 2021-22.

HITP Grantee Timeline

- June 2021: House Bill 21-1234 signed by the Governor
- October 2021 to November 2021: first RFP for cohorts #1 and #2
- February 2022 to June 2022: Cohort #1 performance period
- August 2022 to June 2023: Cohort #2 performance period
- February 2023 to March 2023: RFP for Cohort #3 and #4
- April 2023: Department awarded Accelerate grant
- June 2023: End of grant fiscal year
- August 2023 to June 2024: Cohort #3 performance period
- August 2024 to June 2025: Cohort #4 performance period
- 2024: RFP opens for Cohort #5

Priorities, Goals, & Progress

Colorado House Bill 21-1234 created the HITP to provide grant funding to local education providers to create high-impact tutoring programs to address student unfinished learning due to the COVID-19 pandemic in Colorado. During the 2022-23 academic year, 17 grantees implemented programs through this grant. This second cohort of grantees is the primary subject of this report, with additional information on the third cohort (2023-24 awardees) briefly shared at the end of this report. The chart below details the alignment of the priorities of the program, as indicated by statute, with the program goals as well as current reported progress and outcomes.

TABLE 3: HITP Grant Priorities, Goals & Progress

1. **Address** significant interruptions to in-person learning due to the COVID-19 pandemic and its potentially long-lasting negative impacts on student achievement, impacting every part of Colorado society (CRS § 22-105-103).
   a. **Current performance indicators:** Several grantees continued to report participating students experienced academic growth after participating in their tutoring program, and some saw increased engagement, confidence and motivation.

2. **Respond** to unfinished learning and the widening of opportunity gaps, which could be the greatest challenge our state faces over the next few years, and the urgent and immediate need to provide additional support to ensure students are well prepared for the future (CRS § 22-105-103).
   a. **Current performance indicators:** Department staff held regular virtual workshops, deployed monthly newsletters, and offered on-call technical support for all grantees via a technical assistance partnership with Johns Hopkins University.

3. **Prioritize** low-income or underserved students to address student unfinished learning resulting from the COVID-19 pandemic (CRS § 22-105-103).
   a. **Current performance indicators:** 17 grantees continuing tutoring efforts reached 128 schools and over 5,300 students, reporting over 200,000 hours of tutoring during this implementation period. In this period, 72 % of participating students[1] received Free and Reduced Price Lunch and 31% of the students were Multilingual Learners. Additional student demographic data is available in the Appendix of this report.

Reporting Limitations

The data presented in this report is specifically gathered from grantees participating in the 2022-23 academic year of this grant. Assessment data for grades 1 and 2 were not analyzed due to the variety of assessments and scoring methods used under the READ Act. The number of students are grantee-reported total participants. Students with incomplete data are omitted in student outcome and demographic data in Appendix A.

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[1] These numbers are computed with the participating students for whom we have demographic data, which is 99% of them.

Grantee Program Data

The following table describes reported data from grantees documenting the impact of the project on schools, programs, and communities, inclusive of program themes and adjustments, access strategies and trends, and grant fund usage. The data in this table was collected from a program level survey form.

TABLE 4: Program Survey Grantee Data

Over 5,300 students: Served by 17 grantees in this performance period of the grant program. Students were identified by local data measures as needing high-impact tutoring intervention. The group of students who benefited from tutoring prioritizes low-income students, with 72% of participating students receiving Free and Reduced Price Lunch. The total number of students is up from the 3,800 reported in 2021-22. Additional demographic data is available in the Appendix.
Over 200,000 hours: Aggregated tutoring hours delivered to students reported by grantees during this implementation period. This includes 100% of programs convening groups of four or fewer students, meeting times ranging from 25 minutes to 90-minute sessions, with most (all but one) grantees offering tutoring at least three times per week.
128 Schools: Participated across all districts and systems. This number is reflective of the 2022-23 implementation period.
Emphasis on Kindergarten-8th Grade: With 59 percent of grantees reporting service specifically to K-8th grade students, with grades K-8th accounting for 86 percent of participants overall.
88% of Programs: Delivered tutoring services three times or more to students on a weekly basis. This high-dosage approach is a core component of the high-impact model.
Focus on Math & Reading: all grantees reported offering tutoring in Mathematics, or Reading, Writing & Communicating content areas, with nearly half of all grantees offering both. Other content area tutoring includes Science and Social Studies.
Student Outcomes: As reported by grantees, the program resulted in some positive impacts on student outcomes, academic success and other development for students who participated in the tutoring program. Not all grantees showed growth on assessments for all students who received tutoring. This data is consistent with 2021-22's reported data.
53% of Grantees: Offered tutors and other education professionals providing tutoring services information about potential pathways into the teaching profession in their districts. This was done by a variety of means ranging from informal referrals/discussions to leveraging existing higher ed partnerships and offers of contractual employment.
71% of programs: Leveraged an in-person only delivery method of tutoring service. Additionally, 6 percent offered only virtual tutoring services, and the remaining 24 percent offered a hybrid approach with both in-person and online services.
76% of programs: Are continuing operations into the second performance period of the grant. Those who will not continue or are uncertain about continuing cite "loss of funding" as well as "many competing priorities in the district" and "fiscal and staffing challenges" as reasons for uncertainty or discontinuance.
Variety of Access Strategies: Grantees employed a variety of strategies to ensure access to tutoring for students. The most frequently used strategies for maintaining access include leveraging "impact" or "what I need" (WIN) time in students' schedules and maintaining a specific, consistent and dedicated schedule for the students throughout the term.

Challenges & Successes

Department staff utilized a survey to understand the greatest challenges and successes of the grantees. Ongoing issues and real time challenges were addressed throughout the term through one-on-one consultations or during monthly meetings. The greatest challenges from the performance period mirrored the challenges grantees faced in the previous implementation phase. Challenges included, listed in order of most cited to least: staffing and hiring tutors (59%), student attendance (24%), data collection, reporting, usage (24%), scheduling and implementing all elements of the high-impact model (17%), ensuring tutoring quality (12%), and working with providers (12%).

"Overall, our greatest two challenges were staffing and attendance. Our population is highly mobile and thus we can have periods of significant attendance variance throughout the year. Ensuring students were present to consistently attend their tutoring sessions was challenging." -Grantee Cohort #2

"We experienced challenges around scheduling sessions into the school day, physical implementation in a classroom vs. pull out, and utilizing tutoring data to drive instruction." -Grantee Cohort #2

As reported by the grantees, successes included a range of measures, metrics, and anecdotal evidence highlighting success and satisfaction with various types of achievement as part of the HITP grant. Among successes, grantee satisfaction with student growth and impact was the most commonly cited success (35%), followed by increased student engagement, confidence, or student satisfaction with tutoring (24%), providing additional support for students who need it, and grantee satisfaction with tutors, teachers, and providers. Finally, on average, this cohort of grantees rated the services provided by this grant program 7.9 of 10. The excerpts below highlight successes with high-impact tutoring programs.

"Being able to see the students that I was tutoring grow more comfortable with reading aloud and comprehending what they just read. Teaching them ways to spell works when they don't know how by breaking up the words, as many of my students that I tutored stated they never know how to break up the words to spell. It was nice to hear that how I taught them and they understood and were appreciative of the learning."
-Tutor from Grantee Cohort #2

"While our interim assessment data showed student growth throughout the year, this grant had a particularly strong impact on returning the school to a Performance rating. We were previously rated as Priority Improvement, so to be back in the green for the first time post-COVID is a significantly positive outcome for the school.
-Grantee Cohort #2

"We would like to highlight two of our seventh grade students in our seventh hour middle school intervention program who had great success last year. They were both on the lowest end for math according to our NWEA data. They received math intervention tutoring for 60 minutes four days a week. In result, they improved by 11 and 12 points on their spring NWEA math test. This is compared to the national average of a growth of 2.08 for 7th graders. We think this was a great achievement. These two students also gained another trusted adult and improved their group work skills. These results represent so many of the successes we had across the district." -Grantee Cohort #2

Conclusion

Recovery from the pandemic extends beyond the classroom and to the operational functions of schools and local education providers. This is also true for the grantees implementing the high-impact tutoring programs throughout Colorado. During the first full year of implementation of this high-impact tutoring grant, grantees continued to face a variety of challenges in executing the programs as originally conceived or proposed. National and local conversations demonstrate high-impact tutoring as promising, evidenced-based practice that is also difficult to implement due to the intensive and specific nature of the model.

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12. Infographics created with Slidesgo. More information at Slidesgo and Freepik.

Acknowledgements

Appendix

Appendix A – Demographic Data of Participating Students

TABLE 5: Participating Students by Race and Ethnicity

Race and Ethnicity	(n)	Percentage of HITP recipients	Percentage of Colorado student population
Asian	134	2.5%	3.2%
Black or African American	316	6.0%	4.6%
Hispanic or Latino/a	3,154	59.8%	35.0%
White	1,401	26.6%	51.2%
Two or More	159	3.0%	5.1%
Indigenous*	107	2.0%	0.9%
American Indian or Alaskan Native	81	1.5%	0.6%
Native Hawaiian or Pacific Islander	26	0.5%	0.3%
Total[2]	5,271	100.0%	100%

*Indigenous represents the combination of American Indian or Alaskan Native and Native Hawaiian or Pacific Islander

TABLE 6: Participating Students by Biological Sex

Gender	(n)	Percentage of HITP recipients	Percentage of Colorado student population
Male	2,548	48.3%	51.3%
Female	2,723	51.7%	48.7%
Total[2]	5,271	100.0%	100%

TABLE 7: Participating Students by Free or Reduced Lunch Status

	(n)	Percentage of HITP recipients	Percentage of Colorado student population
Free Lunch	3,274	62.1%	33.0%
Reduced Lunch	551	10.5%	7.1%
Not Eligible	1,446	27.4%	59.8%
Total[2]	5,271	100.0%	100%

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[2] This is the total for students for whom demographic data was available. Demographic data was unavailable for 62 of the participating students (1.2%)

TABLE 8: Participating Students by Disability Status

	(n)	Percentage of HITP recipients	Percentage of Colorado student population
504 Plan	142	2.7%	3.3%
IEP	667	12.7%	12.4%

Please note that students can have both a 504 plan and an Individualized Education Program (IEP) depending on their individual needs.

TABLE 9: Participating Students by Multilingual Learner Status

	(n)	Percentage of HITP recipients	Percentage of Colorado student population
Multilingual Learner	1641	31.1%	12.4%

Participants by Race or Ethnicity

Indigenous
2.0%
Asian
2.5%
Two or More
3.0%
Black
6.0%
316
159
134
White
26.6%
1401
Hispanic
59.8%
3154
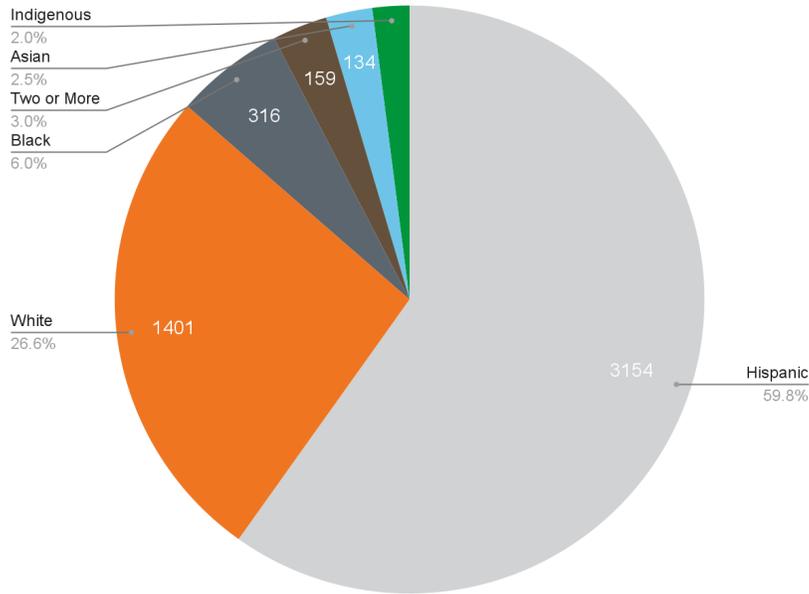
Participants by Biological Sex

Male
48.3%
Female
51.7%
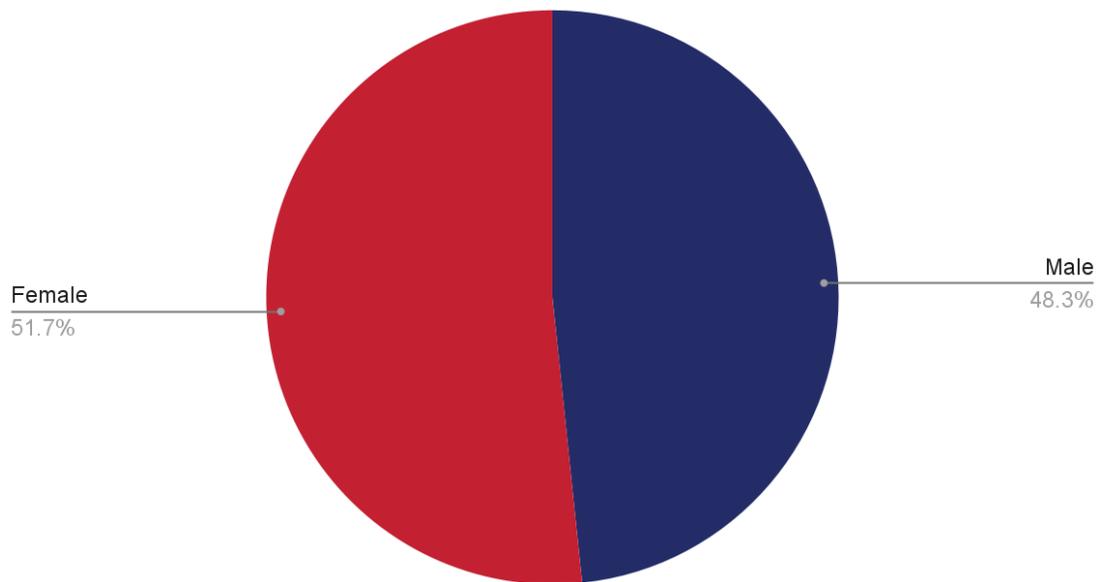
Participants by Multilingual Leaner Status

MLL
31.1%

Not MLL
68.9%
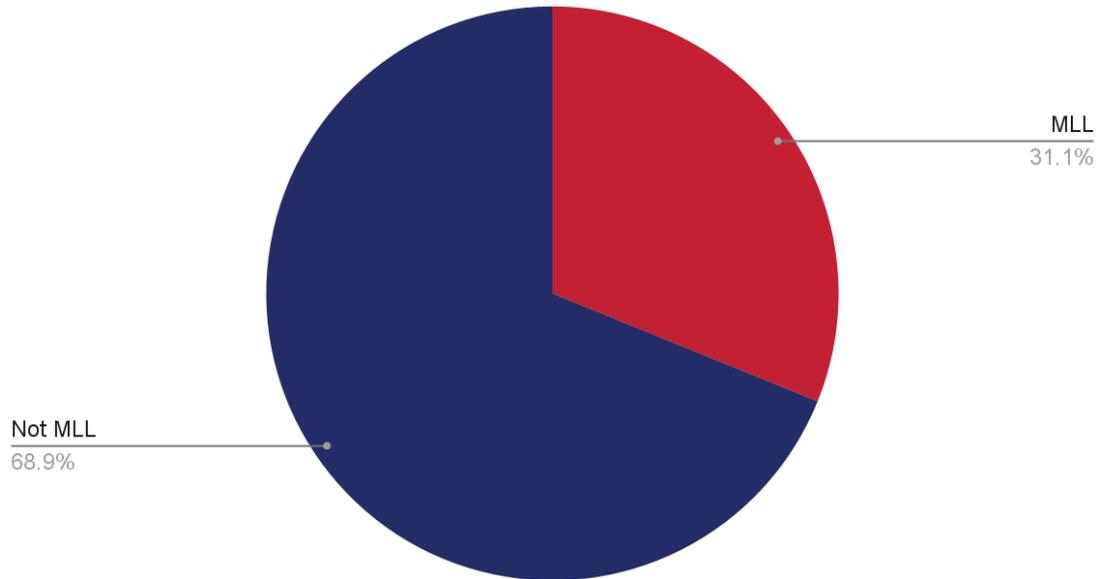
Participants by Individual Education Plan Status

IEP
12.7%

No IEP
87.3%
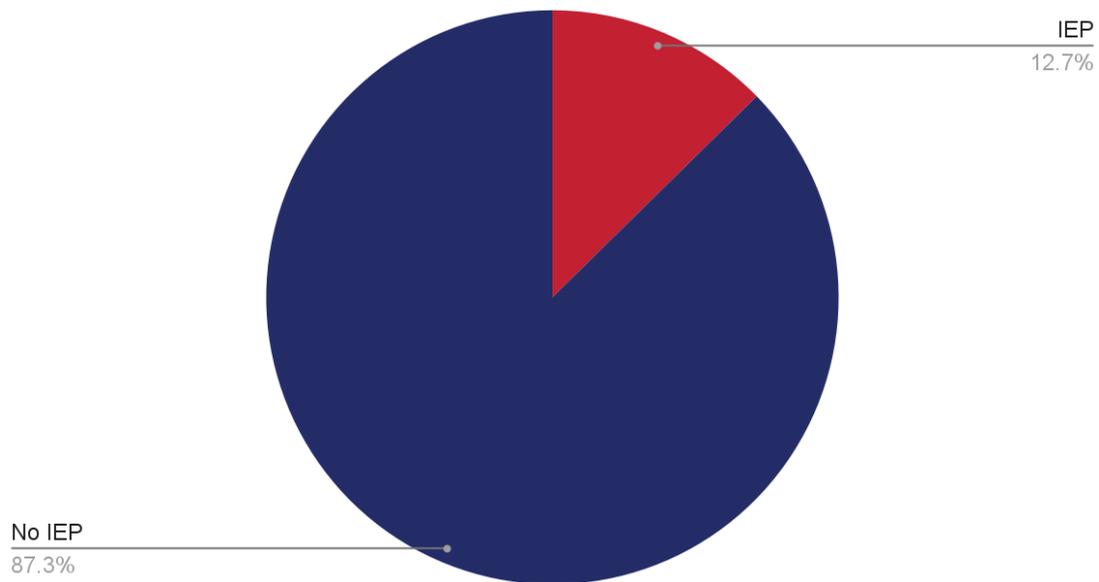
Participating Students by Free and Reduced Lunch Status

Reduced Lunch
10.5%

Not Eligible
27.4%

Free Lunch
62.1%
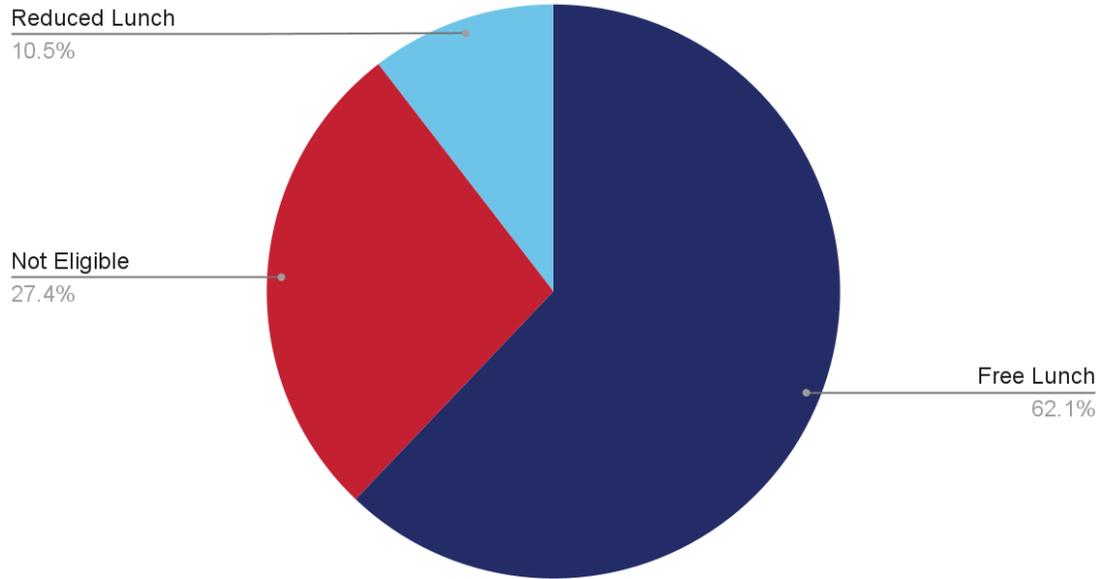
Appendix B - Student Outcomes

Students CMAS growth percentiles describe how a student performed on state assessments compared to their academic peers (i.e. students that had similar scores to theirs on previous years' assessments). A student with a growth percentile of 100 scored higher than all of their academic peers on this year's state assessment, while a student with a growth percentile of 50 got scores around the median of the scores in their group of academic peers. Growth is classified as "low" (0 to 35th percentiles), "typical" (35th to 65th percentiles), or "high" (65th to 100th percentiles).[3]

While CMAS growth percentiles are only available in 2022-2023 for HITP participants in grades 4 through 8[4], and only for those who participated in the CMAS assessments (33.3% of HITP participants for ELA assessments and 37.4% of HITP participants for Math assessments in 2022-2023), these provide some indication that the program contributed to improving participating students' performance on state academic assessments compared to these same students' performance in the previous academic year. Between 2021-22 and 2022-23, the average (mean) growth percentile of students participating in HITP increased from 42 to 48 for English Language Arts (ELA) and 46 to 47 for Math. Please note that the N count for growth percentiles in 2022 is much lower than 2023.

Average Growth Percentile Scores for CMAS Assessments

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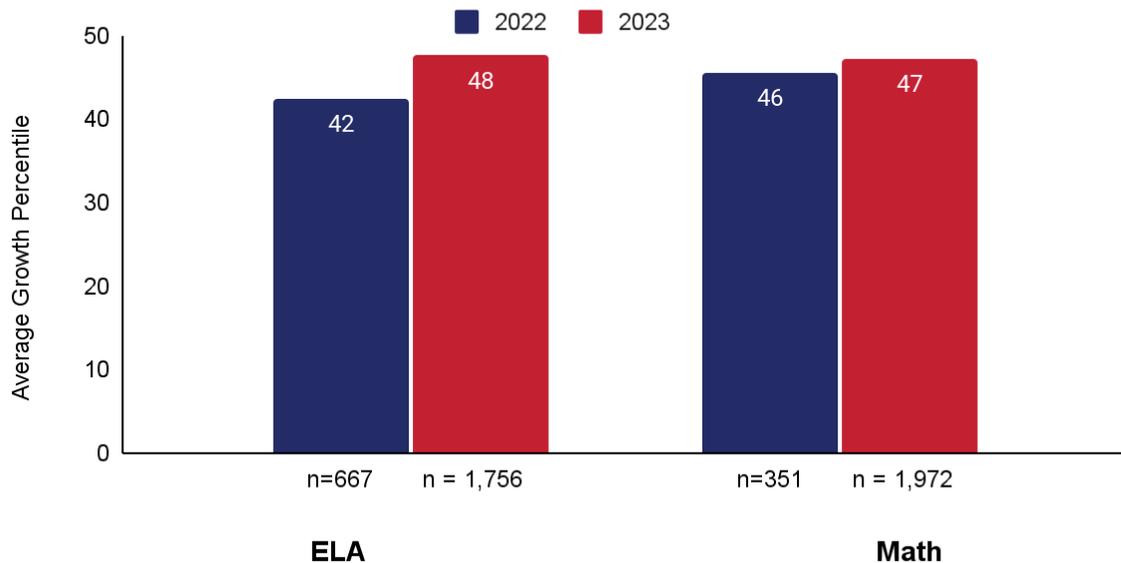
[3] See the Fact Sheet on the Colorado Growth model for more details.
[4] The CMAS is administered to students in grades 3 to 8, but students in 3rd grade do not have a growth percentile because they have no previous years of testing to compute growth from. For 2021-22, the availability of growth scores is even more limited because the COVID-19 pandemic disrupted the administration of the CMAS in 2020-21. ELA assessments were only administered to grades 3, 5 and 7 in 2020-21, and Math assessments were only administered to grades 4. As a result, 2021-22 growth percentiles (which measure growth from 2020-21) were only available for ELA for students who were in grades 4, 6 and 8 in 2021-22 and for math for students who were in grades 5 and 7.

Within English Language Arts (ELA) scores, the percent of 2022-23 participating HITP students who have reportable growth data described as "low growth" decreased from 43% in 2021-22 to 37% in 2022-23, students with "typical growth" decreased from 34% to 32%, and students with "high growth" increased from 22% to 31% in the same time. For Mathematics (MAT) scores, the percent of participating students with "low growth" decreased from 40% to 38%, students with "typical growth" decreased from 32% to 30%, and students with "high growth" increased from 28% to 31%.

Average CMAS ELA Growth Level

2022 (n=667)   2023 (n=1756)

Percentile Growth Level	2022	2023
Low	43	37
Typical	34	32
High	22	31
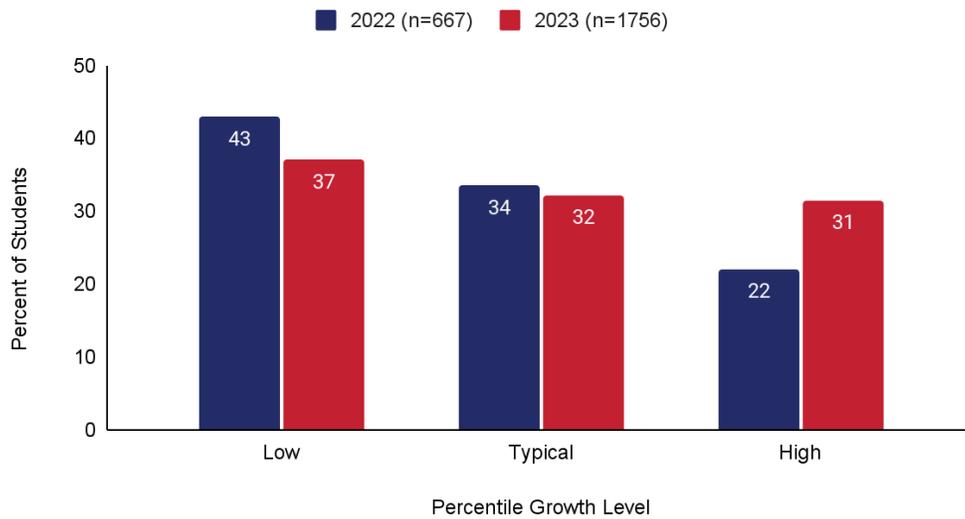
Average CMAS Math Growth Level

2022 (n=351)   2023 (n=1972)

Percentile Growth Level	2022	2023
Low	40	38
Typical	32	30
High	28	31
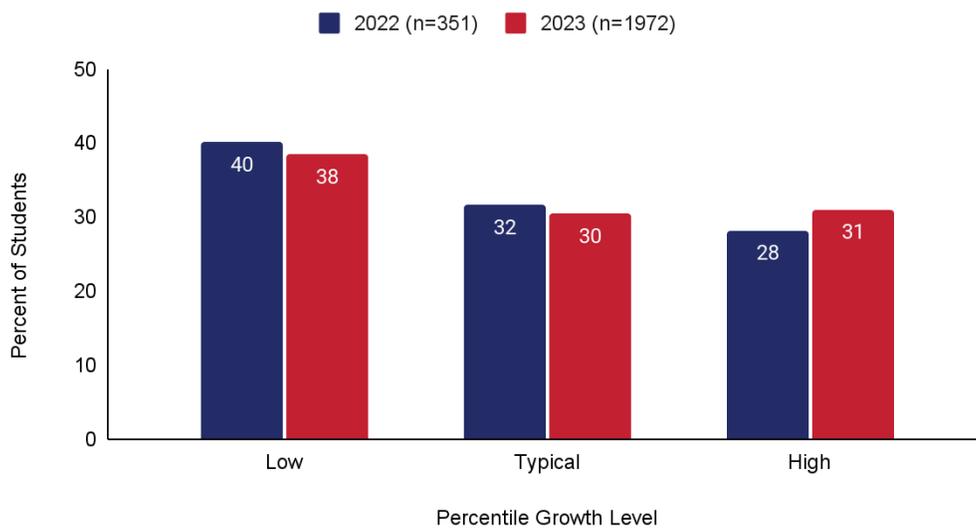
This analysis is preliminary and has limitations. Less than half of students who participated in the HITP in 2022-23 were in grades 4 through 8 (2,290 students total) and hence could have a CMAS growth percentile (the rest were

in grades K through 3 and 9 through 12). Student growth percentiles were calculated for alternating grades in the 2020-21 school year which resulted in an even lower total possible number of CMAS growth percentiles for HITP students in 2021-22, and student assessment participation was limited. Student participation in the state assessment increased in the 2022-2023 academic year but remained below pre-pandemic levels. For Multilingual Learners, there were lower participation rates for ELA scores when compared to Mathematics scores. Spanish Language Arts (SLA) scores were not included due to the limited grades of assessment and unreleased 2022-2023 student growth percentiles.

TABLE 10: Student Growth Percentile for 2022-23 HITP Participants in Grades 4-8

	Growth Category	2021-2022		2022-2023	
		n	Percent	n	Percent
ELA	Low	289	43%	653	37%
	Typical	230	34%	566	32%
	High	148	22%	537	31%
	Total	*667*	*100%*	*1756*	*100%*
	Total possible	*1118*		*2290*	
MAT	Low	141	40%	759	38%
	Typical	111	32%	601	30%
	High	99	28%	612	31%
	Total	*351*	*100%*	*1972*	*100%*
	Total possible	*468*		*2290*	

Appendix C - Grantee Progress Profiles

Grantee Profile: Archuleta School District 50Jt

HITP Grant | Cohort #2 | Year Two Progress Summary

Program Summary

Tutoring will happen in groups of four students or fewer by the same tutor three times a week during the What-I-Need (WIN) time during the school day. Paraprofessionals will be trained to use Key Math diagnostic and Intervention curriculum or our Sunday reading intervention program. Both of these programs are research-based intervention programs.

"The student[s] served by the grant were students that did not have the support of families during COVID, have been ineffectively home schooled or attendance has affected their learning. The student served did reflect the population we serve at 35% minority background and 50% free and reduced lunch. "

Key Facts & Figures

The below chart shows progress reported by grantee for the performance period.

Year Two Progress Data	
District Type	Rural
Number of Students Reached	24
Grade Levels Served	K, 1, 2, 3, 4, 5, 6, 7, 8
Number of Schools Participating	1
Primary Method of Delivery	In-person
Number of Tutors Serving Students	4
Hours of Tutoring Delivered	1,440
Content Areas Addressed	Mathematics, Reading, Writing & Communicating;
Reported Impact on Students	"Students [who] received tutoring as a result had a higher confidence in the general education curriculum. We collect student engagement data and though we did not pull out the tutor groups, [we] believe this is part of the reason we continued to see an increase in academic and emotional engagement with our students."
Award Amount	$105,600
Plan for Continuing Services (Y/N)	Yes

Grantee Profile: Aurora Public Schools-Vega

HITP Grant | Cohort #2 | Year Two Progress Summary

Program Summary

Vega Collegiate Academy will implement a data-driven, high impact tutoring strategy at our public charter school, for the grant period beginning January 2022 and concluding by June 2023. HIT will greatly benefit students, who have experienced hardships with learning and home life before COVID-19 compounded the challenges they still face. Proposed activities for this grant complement the work done to engage families and increase academic performance through curriculum development and social-emotional learning.

"Throughout the cycle of the grant we saw significant growth, particularly in this past year once we were able to learn from our challenges during the first year of the grant cycle. We are still in the process of addressing significant learning loss, particularly as our community was disproportionately impacted, which is why we continue to implement our HIT program."

Key Facts & Figures

The below chart shows progress reported by grantee for the performance period.

Year Two Progress Data	
District Type	Non-rural
Number of Students Reached	189
Grade Levels Served	K, 1, 2, 3, 4, 5, 6, 7, 8
Number of Schools Participating	1
Primary Method of Delivery	Combination of in-person and virtual
Number of Tutors Serving Students	24
Hours of Tutoring Delivered	22,126
Content Areas Addressed	Mathematics, Reading, Writing & Communicating;
Reported Impact on Students	"Overall, the school saw significant growth through the tutoring program. The school moved from a Priority Improvement rating to a Performance rating due solely to the school's academic growth (as achievement is still low)."
Plan for Continuing Services (Y/N)	Yes
Award Amount	$726,000

Grantee Profile: Center Consolidated Schools, 26J

HITP Grant | Cohort #2 | Year Two Progress Summary

Program Summary

The tutoring program will follow the expectations as outlined for high quality/impact tutoring programs. Will provide tutoring at all five schools in the district. Will use the same tutor for the students throughout the year. Students will receive tutoring 3-4 times per week. Will provide tutoring during the school day as part of the schedule. It will be built into the schedule at each school. Tutoring will not be done in replacement of the academic core classes, but rather to supplement.

"Overall, the youth of the Center community represent those farthest from opportunity--high populations of students of color, migrant populations, multi-language learners (MLL), SPED, and homeless students. Thus, we provided services to the majority of our students. However, we also worked to identify our students most at need through a variety of strategies."

Key Facts & Figures

The below chart shows progress reported by grantee for the performance period.

Year Two Progress Data	
District Type	Small rural
Number of Students Reached	470
Grade Levels Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Number of Schools Participating	4
Primary Method of Delivery	In-person
Number of Tutors Serving Students	22
Hours of Tutoring Delivered	17,446
Content Areas Addressed	Mathematics, Reading, Writing & Communicating
Reported Impact on Students	"While the average growth varies by grade level, these numbers exceed expectations at most grade levels and represent more than a year's growth, important to address learning loss. Overall, we had good growth on CMAS."
Plan for Continuing Services (Y/N)	Yes
Award Amount	$323,850

Grantee Profile: Charter School Institute – Academy of Arts & Knowledge

HITP Grant | Cohort #2 | Year Two Progress Summary

Program Summary

Tutoring will be provided to small groups, four or fewer or individually throughout the 21-22 school year. Students will receive tutoring a minimum of three times per week. Tutors will provide academic support during the school day and will supplement core academic instruction. A combination of AmeriCorps and other tutors will be used for the program.

"Many students were receiving literacy instruction 3 times per day when including classroom instruction, specialized programming, and the HITP tutors."

Key Facts & Figures

The below chart shows progress reported by grantee for the performance period.

Year Two Progress Data	
District Type	Non-rural
Number of Students Reached	49
Grade Levels Served	K, 1, 2, 3, 4, 5
Number of Schools Participating	1
Primary Method of Delivery	In-person
Number of Tutors Serving Students	5
Hours of Tutoring Delivered	2,295
Content Areas Addressed	Reading, Writing & Communicating
Reported Impact on Students	Academy of Arts and Knowledge had 67 fewer students (k-3) on READ Plans after 2 years of the HITP.
Plan for Continuing Services (Y/N)	Yes
Award Amount	$6,000

Grantee Profile: Charter School Institute – AXIS International Academy

HITP Grant | Cohort #2 | Year Two Progress Summary

Program Summary

The high-impact tutoring program will be provided to students with MLL and/or FRL backgrounds who are currently below grade level. It's provided in a group of 4 students 30 mins daily, Monday through Thursday throughout the school year. The tutoring program will take place during student's differentiated center time and will be provided by outside community tutors (I.e., Colorado State University Tutors). Tutors will be utilizing Math in Focus as their primary tutoring curriculum.

> "A significant number of students showed improvement in their early literacy, reading and math skills . However, a very small number of students did not show expected growth. Thus, the high impact tutoring program has proved effective in improve students' performance in those areas. We've also noticed improved students engagement in the classroom with the support of our tutors. "

Key Facts & Figures

The below chart shows progress reported by grantee for the performance period.

Year Two Progress Data	
District Type	Non-rural
Number of Students Reached	30
Grade Levels Served	K, 1, 2, 3, 4, 5
Number of Schools Participating	1
Primary Method of Delivery	In-person
Number of Tutors Serving Students	2
Hours of Tutoring Delivered	1,680
Content Areas Addressed	Mathematics;Reading, Writing & Communicating;World Languages;
Reported Impact on Students	"A significant number of students showed improvement in their early literacy, reading and math skills . However, a very small number of students did not show expected growth. Thus, the high impact tutoring program has proved effective in improv[ing] students' performance in those areas. We've also noticed improved student engagement in the classroom with the support of our tutors."
Plan for Continuing Services (Y/N)	Yes
Award Amount	$79,200

Grantee Profile: Charter School Institute – Kwiyagat Community Academy

HITP Grant | Cohort #2 | Year Two Progress Summary

Program Summary

Two tutors were hired by the school for the high impact tutoring grant. Tutoring is a daily activity throughout the school year and during the school day (not as a before or after school program) and supplement, not supplant, the core academic program. The program in Year 1 (December 2021-May 2022) will occur immediately after ELA academic instructional hour (8 am-9 am) each morning. Tutoring will also take place each afternoon from 1-2 pm before 2-3 pm electives so as not to interfere with electives. Each tutoring session will last 30 minutes.

> "100% of students at Kwiyagat Community Academy are reading below grade level which is due in part to learning loss from COVID closures and the high impact tutoring allowed those students to experience mild gains in early literacy."

Key Facts & Figures

The below chart shows progress reported by grantee for the performance period.

Year Two Progress Data	
District Type	Rural
Number of Students Reached	49
Grade Levels Served	K, 1, 2
Number of Schools Participating	1
Primary Method of Delivery	In-person
Number of Tutors Serving Students	3
Hours of Tutoring Delivered	9,360
Content Areas Addressed	Reading, Writing & Communicating
Reported Impact on Students	"Increase in Early Literacy in grades K-2."
Plan for Continuing Services (Y/N)	Yes
Award Amount	$88,000

Grantee Profile: Charter School Institute – New America Schools

HITP Grant | Cohort #2 | Year Two Progress Summary

Program Summary

Each of the three New America Schools (NAS-Aurora; NAS- Lakewood; and NAS-Thornton) will hire in-field staff tasked with tutoring cohorts of students every available period during regular school hours for three days of the week. This schedule will allow for 54 hours of seat time per semester and thus enrolled students would be eligible to earn ½ credits per semester.

"The program allowed students to continue to work on their English language skills while also working on content such as math, reading and writing. It also put students in a non-traditional learning environment…This helped grow students' confidence as they practiced English on a daily basis. It had the added benefit of helping students become more confident in their ability to communicate outside of school."

Key Facts & Figures

The below chart shows progress reported by grantee for the performance period.

Year Two Progress Data	
District Type	Non-rural
Number of Students Reached	57
Grade Levels Served	9, 10, 11, 12
Number of Schools Participating	3
Primary Method of Delivery	In-person
Number of Tutors Serving Students	4
Hours of Tutoring Delivered	1,408
Content Areas Addressed	Mathematics, Reading, Writing & Communicating, Science, ELD
Reported Impact on Students	"At least fifty to sixty percent of the students depending on the quarter passed one or more of their classes as a result of receiving high-impact tutoring. Without this program, these students wouldn't have passed any of their classes."
Plan for Continuing Services (Y/N)	Yes
Award Amount	$205,639

Grantee Profile: Colorado Springs District 11

HITP Grant | Cohort #2 | Year Two Progress Summary

Program Summary

This high impact tutoring application includes a two- pronged focus for targeted elementary reading and mathematics literacy needs. This application is being submitted as a district community partnership between CSSD11 and the Children's Literacy Center (CLC). Literacy center staff will provide coordination for both reading and math tutoring programs.

"Colorado Springs District 11 offered an additional HIT program for nine elementary sites. Air Tutors provided virtual tutoring with live tutors. Funding for this programming came from ESSER III funds specifically allocated to high dosage tutoring."

Key Facts & Figures

The below chart shows progress reported by grantee for the performance period.

Year Two Progress Data	
District Type	Non-rural
Number of Students Reached	91
Grade Levels Served	1, 2, 3, 4, 5
Number of Schools Participating	5
Primary Method of Delivery	In-person
Number of Tutors Serving Students	65
Hours of Tutoring Delivered	6,500
Content Areas Addressed	Mathematics, Reading, Writing & Communicating
Reported Impact on Students	"Overall the outcomes were positive with well above 50% of participating students showing growth in both math and literacy on the STAR assessment. The average percentage of growth in literacy was 72% and the average percentage of growth in math was 80.25%."
Plan for Continuing Services (Y/N)	Yes
Award Amount	$205,570

Grantee Profile: Denver Public Schools

HITP Grant | Cohort #2 | Year Two Progress Summary
Program Summary

Denver Public Schools has begun successfully offering high impact tutoring by contracting with an outside vendor. By contracting early and foreshadowing numbers, the program is able to stay under the 1:4 ratio of tutor to student. The tutors are hired by the vendor and commit to the length of the contract so that the students will have the same tutor throughout their experience. Tutors are screened for experience and are former or retired teachers.

"[We] selected students who were approximately one year below grade level based on available student data. Tutors worked with teachers to develop actionable student academic growth plans to support student deficits and gaps in knowledge. Delivered systematic, explicit instruction by highly qualified instructional staff who work in conjunction with schools and families of the students to provide a cohesive and comprehensive service."

Key Facts & Figures

The below chart shows progress reported by grantee for the performance period.

Year Two Progress Data	
District Type	Non-rural
Number of Students Reached	1,674
Grade Levels Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9
Number of Schools Participating	38
Primary Method of Delivery	Combination of in-person and virtual
Number of Tutors Serving Students	213
Hours of Tutoring Delivered	29,621
Content Areas Addressed	Mathematics, Reading, Writing & Communicating
Reported Impact on Students	"In math, 95.1% of students enrolled in HITP demonstrated improvement in conceptual mastery as observed by their tutor in at least one standard. For ELA, students who participated in high impact tutoring did not have significantly improved outcomes as other students in similar groups who received intervention supports."
Plan for Continuing Services (Y/N)	No
Award Amount	$7,862,000* (returned portion of expiring ESSER funds)

Grantee Profile: East Grand School District

HITP Grant | Cohort #2 | Year Two Progress Summary

Program Summary

EGSD's high-impact tutoring program will include 3 areas of focus: Math Corps program 4th-8th grade, Colorado Reading Corps program K-3rd grade (focusing on 3rd grade) and implement additional reading tutoring services with current personnel within the school day (K-8).

"Tutoring programs focused on targeting foundational skill gaps in reading, potentially missed during COVID And virtual learning times."

Key Facts & Figures

The below chart shows progress reported by grantee for the performance period.

Year Two Progress Data	
District Type	Rural
Number of Students Reached	51
Grade Levels Served	1,2,3, and 6, 7, 8
Number of Schools Participating	2
Primary Method of Delivery	In-person
Number of Tutors Serving Students	5
Hours of Tutoring Delivered	1,716
Content Areas Addressed	Mathematics, Reading, Writing & Communicating
Reported Impact on Students	"Overall, the tutoring program showed to improve student's skill gap areas in early reading skills in order for them to better access grade level text and standards."
Plan for Continuing Services (Y/N)	Yes
Award Amount	$20,933

Grantee Profile: Greeley-Evans School District 6

HITP Grant | Cohort #2 | Year Two Progress Summary

Program Summary

The Greeley-Evans School District 6 High-Impact Tutoring Program Plan is to broaden the scope of the Reading Corps Research Base-K-3 Model along with phasing in the Math Corps Base 4-8 Model throughout the elementary and middle schools. This high-impact tutoring program meets all the elements of a research- based, high-quality, high-impact tutoring program.

> "The LEA believes that we have learned throughout the year to better strategize how to address learning loss and remove educational barriers in the areas of Math and Reading. With changes of in-person learning and more consistency of students attending (COVID decreases) the impact of the program is sure to benefit students. The timely and person-to-person support(s) is integral to the student groups at Greeley-Evans School District 6."

Key Facts & Figures

The below chart shows progress reported by grantee for the performance period.

Year Two Progress Data	
District Type	Non-rural
Number of Students Reached	592
Grade Levels Served	4, 5, 6, 7, 8
Number of Schools Participating	14
Primary Method of Delivery	In-person
Number of Tutors Serving Students	21
Hours of Tutoring Delivered	6,197
Content Areas Addressed	Mathematics, Reading, Writing & Communicating
Reported Impact on Students	"53% of students exceeded the Star Math target growth measure as a result of High Impact Tutoring."
Plan for Continuing Services (Y/N)	Yes
Award Amount	$81,000

Grantee Profile: Jefferson County Public Schools R1

HITP Grant | Cohort #2 | Year Two Progress Summary

Program Summary

High-Impact Math Tutors will be instructional paraprofessionals who are members of the school community. Tutoring will occur during the school day for 24-28 students each day at each school. Tutors will meet with the same small groups of no more than four students for 30 minutes four days per week across the school year. On the fifth day of the week, tutors will join students and teachers for math instruction time. This will allow tutors to align tutoring sessions with classroom instruction.

"This grant was a catalyst in providing an opportunity for our district to take a hard look at the resources and supports provided in mathematics. This grant propelled our district to review materials, interventions and other structures that are necessary to support our most highly impacted students. Because of this our district has decided to implement a new K-12 core curriculum that creates equitable experiences in resources and instruction."

Key Facts & Figures

The below chart shows progress reported by grantee for the performance period.

Year Two Progress Data	
District Type	Non-rural
Number of Students Reached	85
Grade Levels Served	4, 5, 6, 7, 8
Number of Schools Participating	3
Primary Method of Delivery	In-person
Number of Tutors Serving Students	4
Hours of Tutoring Delivered	2,041
Content Areas Addressed	Mathematics
Reported Impact on Students	"We continued to see gains in adult relationships with students. We also saw an interest in one of our adults to pursue college. In our MAP data we saw 85% students had typical or high growth on MAP of those students, 42% had high growth. We saw a significantly larger gain in our students who were in 4th and 5th grade in comparison."
Plan for Continuing Services (Y/N)	No
Award Amount	$299,119* (returned unused state funds at end of period)

Grantee Profile: Poudre School District

HITP Grant | Cohort #2 | Year Two Progress Summary

Program Summary

Beginning in January of 2022 the High-impact Tutoring and Targeted Supports program will be offered in classrooms during the school day; to four or fewer students in a single group; for a minimum of one hour a day, three days a week by the same tutor; by trained staff and community providers who are familiar with curriculum and academic standards. PSD will conduct interim assessments to monitor student progress and adjust content, frequency, and approach as needed.

"Students in our Needing Additional Support category (falling below the 35th percentile in all available assessments) were the first group of students schools considered for High Dosage Tutoring. Ongoing analysis shows that students in this support category have been highly impacted by COVID-era learning and are most in need of layered supports to accelerate learning. Poudre School District is in process to analyze the impact of High Dosage Tutoring."

Key Facts & Figures

The below chart shows progress reported by grantee for the performance period.

Year Two Progress Data	
District Type	Non-rural
Number of Students Reached	1,357
Grade Levels Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Number of Schools Participating	45
Primary Method of Delivery	Combination of in-person and virtual
Number of Tutors Serving Students	296
Hours of Tutoring Delivered	56,000
Content Areas Addressed	Mathematics, Reading, Writing & Communicating,
Reported Impact on Students	"Poudre School District is in process to analyze the impact of High Dosage Tutoring. Internal processes and data will not be available to analyze until late Sept. 2023."
Plan for Continuing Services (Y/N)	Yes
Award Amount	$1,680,000

Grantee Profile: Sargent School District RE-33J

HITP Grant | Cohort #2 | Year Two Progress Summary
Program Summary

We tutor students in groups of four or fewer throughout the school day to supplement their core academic instruction with a qualified tutor who will use remedial math and reading with double and triple dose of small intervention groups. The groups will remain the same throughout the year and will meet three times per week. We plan to use the funds to pay for two highly qualified paraprofessionals, and instructional supplies. Will will analyze our data and drive tutoring based on the assessment and monitor the students progress.

"Students grew academically and in confidence in reading, writing and math."

Key Facts & Figures

The below chart shows progress reported by grantee for the performance period.

Year Two Progress Data	
District Type	Rural
Number of Students Reached	22
Grade Levels Served	K-8th and 12th
Number of Schools Participating	3
Primary Method of Delivery	In-person
Number of Tutors Serving Students	2
Hours of Tutoring Delivered	74
Content Areas Addressed	Mathematics, Reading, Writing & Communicating
Reported Impact on Students	"Students grew academically and in confidence in reading, writing and math."
Plan for Continuing Services (Y/N)	Yes
Award Amount	$66,000

Grantee Profile: School District 27J

HITP Grant | Cohort #2 | Year Two Progress Summary

Program Summary

The district intends to utilize a partnership with Colorado Youth for a Change (CYC) to provide our schools with AmeriCorps Math tutors to provide tutoring to 4-8th grade students. The focus of the tutoring will be improvement in foundational math skills required for algebra readiness. This program is intended to provide targeted evidence-based interventions to students who are just below grade proficiency in math based on a body of evidence.

> "We know that growing "a year's worth learning" is not enough as we are trying to address learning loss after a pandemic and with very vulnerable and high need students. We are encouraged by the growth in "skill" as determined by aMath screeners, especially in the growth percentiles. We know that skill growth in turn impacts standards growth and application in transfer situations."

Key Facts & Figures

The below chart shows progress reported by grantee for the performance period.

Year Two Progress Data	
District Type	Non-rural
Number of Students Reached	144
Grade Levels Served	4, 5, 6, 7, 8
Number of Schools Participating	4
Primary Method of Delivery	Combination of in-person and virtual
Number of Tutors Serving Students	31
Hours of Tutoring Delivered	2,113
Content Areas Addressed	Mathematics
Reported Impact on Students	"With CMAS 64.8% of the tutoring students still scored Did Not Meet, which is an improvement over the previous year's percentage of 74.8%. In terms of students transferring math skills to standards based assessment like our common assessments we are not quite yet seeing the impact we'd like to see. In our SEL common assessments, the number of students in the at or above benchmark category moved from 67% to 71% from Cycle 1 to Cycle 3 assessments."
Plan for Continuing Services (Y/N)	Yes
Award Amount	$87,111

Grantee Profile: South Routt School District

HITP Grant | Cohort #2 | Year Two Progress Summary

Program Summary

The LEP is a small rural school district that operates on a 4- day school week. Tutoring will take place during the school day Monday through Thursday at the Elementary, Middle School, and High School. In addition, the LEP would like to extend the tutoring of middle school and high school students to Fridays. As an additional component to the program, the LEP proposes an expansion of our Friday School program from a half-day program to a full-day program, allowing for the morning (8 AM-12) to be dedicated to small group tutoring to take place with the same tutor working with students Monday through Thursday.

> "There was great success with a 5th grade student that was falling further behind and losing confidence. The 1:1 time got her back up to speed with her peers so she can transition to 6th with more energy and excited she is capable of doing the work."

Key Facts & Figures

The below chart shows progress reported by grantee for the performance period.

Year Two Progress Data	
District Type	Small rural
Number of Students Reached	9
Grade Levels Served	K, 1, 3, 4, 5,
Number of Schools Participating	1
Primary Method of Delivery	In-person
Number of Tutors Serving Students	1
Hours of Tutoring Delivered	9
Content Areas Addressed	Mathematics, Reading, Writing & Communicating, Science
Reported Impact on Students	TBD
Plan for Continuing Services (Y/N)	TBD
Award Amount	$69,900

Grantee Profile: Westminster Public Schools

HITP Grant | Cohort #2 | Year Two Progress Summary

Program Summary

WPS partnered with Paper for tutoring services. All Paper tutors use the Socratic method to assess each students' understanding and tailor instruction to the individual student, complement Westminster Public Schools' Competency Based System and curriculum, as well as support Colorado's Academic Standards. Paper's tutoring program support data-use and ongoing informal assessments that allow tutors to tailor instruction for individual students more effectively. Paper tutors provide detailed, personalized feedback to further assess student progress and pinpoint gaps in learning.

"Our partnership with Paper allows WPS students to backtrack in subjects to ensure they have the foundations in place to keep building on their learning. Virtual sessions use as much bandwidth as a text message and require minimal technical specifications for devices. Additionally, Paper tutors help students build understanding by tying it to something they can relate to. Tutoring is also available in multiple languages to ensure equitable support for English learners. A third of the students recovering Paper support are English learners and almost two-thirds come from low socioeconomic backgrounds. "

Key Facts & Figures

The below chart shows progress reported by grantee for the performance period.

Year Two Progress Data	
District Type	Non-rural
Number of Students Reached	440
Grade Levels Served	9, 10, 11, 12
Number of Schools Participating	1
Primary Method of Delivery	Virtual
Number of Tutors Serving Students	Paper Education employs ~ 2,500 tutors
Hours of Tutoring Delivered	845
Content Areas Addressed	Mathematics, Reading, Writing & Communicating, Science
Reported Impact on Students	"Tutoring has helped several of our students with class work, test prep, and other academic endeavors (such as resume writing, scholarship applications, etc.) ..Students are also learning and practicing self-advocacy skills, problem-solving skills, and communication skills."
Plan for Continuing Services (Y/N)	Yes
Award Amount	$140,278