



COLORADO
Department of Education

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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Table of Contents

Executive Summary	3
Overview	3
What is High-Impact Tutoring?	3
2023-24 Grantees	4
Required Reporting Pursuant to CRS § 22-104-105	7
Program Background	9
History	9
Program Structure and Goals	9
Program Activities and Highlights	9
Grant Program	9
HITP Grantee Timeline	10
Priorities, Goals, and Progress	10
Reporting Limitations	11
Grantee Program Data	13
Challenges and Strengths	13
Conclusion	15
References	16
Appendices	18
Appendix A – Demographic Data of Participating Students	18
Appendix B – Student Outcomes	23
Appendix C – Grantee Progress Profiles	26

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. 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 by 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 third cohort of grantees. The report documents the current impact and level of participation, summarizing progress, challenges, and preliminary trends.

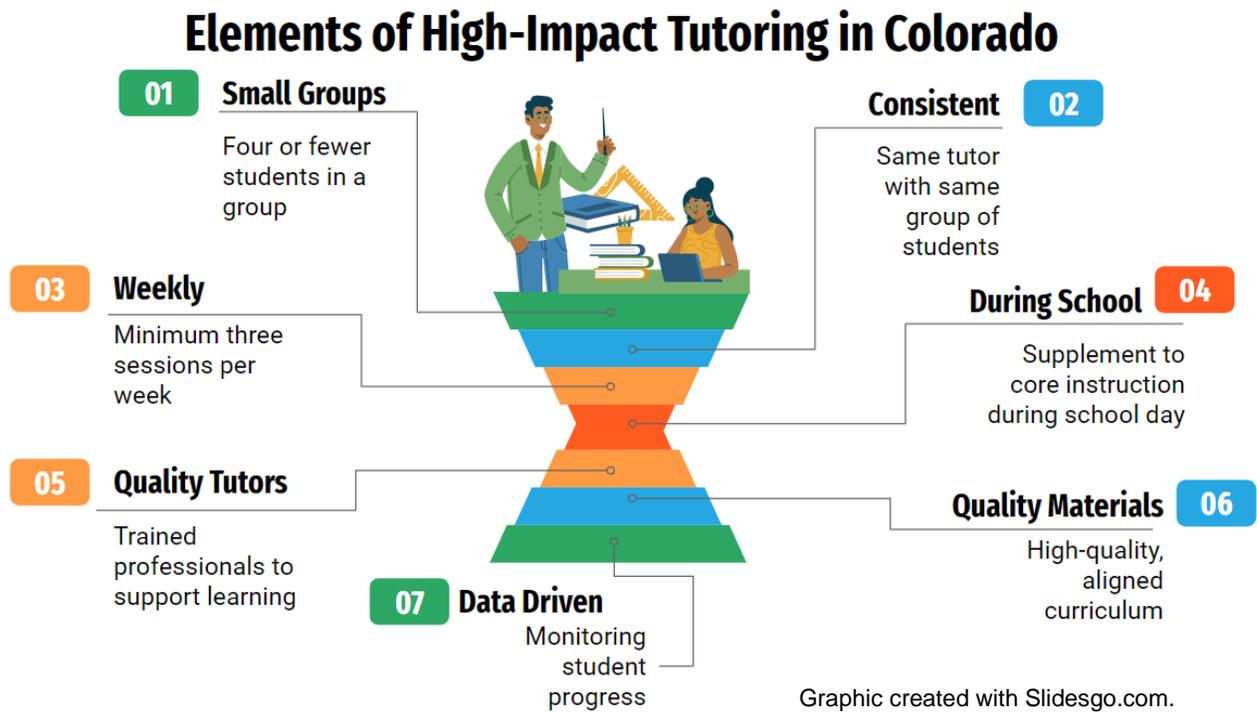
In the 2023-24 school year, 43 grantees' (36 new awards and 7 no-cost extensions) tutoring efforts in Colorado reached 183 schools and over 11,215 students, reporting over 300,000 hours of tutoring during this implementation period. Of all students receiving tutoring through this program, 51% were Female, 47.5% were Hispanic, 21% were Multilingual Learners, 12% were IEP, and 67% were Free Lunch or Reduced Recipients. Grantees included eight (8) rural and small rural districts. Additional student demographic data is available in Appendix A of this report. Between 2022-23 and 2023-24, the average (mean) growth percentile of students participating in HITP increased from 45 to 47 on CMAS for English language arts (ELA) and from 45 to 48 on CMAS for mathematics. Please note that the N count for growth percentiles in 2023 is lower than in 2024. Within ELA scores, the percentage of 2023-24 participating HITP students who have reportable growth data described as "low growth" decreased from 41% in 2021-22 to 39% in 2022-23, students with "typical growth" decreased from 31% to 30%, and students with "high growth" increased from 28% to 31% in the same time. For mathematics (MAT) scores, the percentage of participating students with "low growth" decreased from 40% to 37%, students with "typical growth" decreased from 32% to 31%, and students with "high growth" increased from 28% to 32%. More information, including relevant charts and tables, is available beginning on page 21.

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 2023-24 year of implementation of the high-impact tutoring grant, grantees continued to face a variety of challenges in executing the programs as originally conceived or proposed. That said, this year reached the largest total number of students and districts participating in this evidenced-based practice. National and local conversations continue to identify high-impact tutoring as a promising, evidenced-based practice that is also difficult to implement due to the intensive and specific nature of the model and the overall budgetary costs associated with high quality tutoring.

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 Figure 1 below.

Figure 1: Elements of High-Impact Tutoring in Colorado



2023-24 Grantees

Colorado [House Bill 21-1234](#) created the HITP to provide grant funding to local education agencies to create high-impact tutoring programs to address unfinished student learning due to the COVID-19 pandemic in Colorado. Pursuant to statute (C.R.S. §22-104-103), *"the goal of the grant awards is to serve as many students as possible through high-impact tutoring programs, including low-income and underserved students and students in rural areas, while ensuring that grant money is awarded to high-impact tutoring programs that are likely to achieve positive student outcomes"*.

For the 2023-24 school year, over \$7.2 million HITP funding was awarded, inclusive of state, ESSER III, and private funds. This cohort included funding from the state (\$4.8 million), federal ESSER III (\$1.4 million), and private (\$1 million funds awarded to CDE as part of the States Leading Recovery (SLR) grant from Accelerate), for a total budget of \$7.2 million in new awards and operations for the program in the 2023-24 academic year. With this in mind, CDE awarded the grant to as many qualified grantees as possible through the RFA and application process—resulting in the largest cohort of new award grantees with a total of 37 new LEA grantees joining cohort #3 (with 7 grantees completing no-cost extensions from the previous year).

During the inaugural request for applications (RFA) in 2021 (cohort #1), 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 (see [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 II funds (see [2023 HITP Report](#)).

Grantees operating in the 2023-24 academic year include a group of grantees receiving new awards (36 LEAs) as well as those completing no-cost extensions (7 LEAs). Please note 37 awards were originally granted at the beginning of the term, however, one grantee returned funds and did not implement the grant. This cohort



included funding from the state (\$4.8 million), federal ESSER III (\$1.4 million), and private (\$1 million funds awarded to CDE as part of the States Leading Recovery (SLR) grant from Accelerate), for a total budget of \$7.2 million in new awards and operations for the program in the 2023-24 academic year. Table 1 details the grantees reporting in this grant period funded with state, federal, and private funds for the HITP grant, with those completing no-cost extensions listed at the end of the table. Grantees include districts, schools, Charter School Institute (CSI) schools, and Board of Cooperative Educational Services (BOCES) providers.

Table 1: 2023-2024 High-Impact Tutoring Grantees

Grantee Name	Type	Students	Grade Levels	Award
Adams County School District 14	Non-Rural	27	3 rd – 7 th	\$85,000
Bethune School District R-5	Small Rural	20	Kindergarten – 8 th	\$31,556
Boulder Valley School District RE-2	Non-Rural	175	6 th – 8 th	\$500,000
Center Consolidated School District 26JT	Small Rural	196	Kindergarten – 12 th	\$360,354
Clear Creek School District RE-1*	Small Rural	N/A	N/A	\$62,072
Colorado River BOCES	BOCES	21	9 th – 12 th	\$46,750
Colorado Springs School District 11*	Non-Rural	131	3 rd – 5 th	\$272,500
CSI - Academy of Arts and Knowledge	Charter School	71	Kindergarten – 5 th	\$74,786
CSI - AXIS International Academy	Charter School	35	Kindergarten – 4 th	\$78,540
CSI - High Point Academy	Charter School	177	Kindergarten – 6 th	\$170,000
CSI - Kwiyyagat Community Academy	Charter School	52	Kindergarten – 3 rd	\$112,200
CSI - Montessori del Mundo	Charter School	51	1 st – 6 th	\$167,924
CSI - New America Schools	Charter School	66	9 th – 12 th	\$65,540
CSI - Prospect Academy of Colorado	Charter School	177	5 th – 8 th	\$149,600
CSI - Ricardo Flores Magón Academy	Charter School	36	Kindergarten – 7 th	\$93,500
CSI - Steamboat Montessori*	Charter School	42	1 st – 5 th	\$79,200
CSI - Stone Creek Charter School*	Charter School	48	3 rd – 8 th	\$212,269
Denver Public Schools	Non-Rural	368	3 rd – 8 th	\$400,000
District 49*	Non-Rural	399	4 th – 7 th	\$400,000
Durango 9-R - The Juniper School	Rural	46	Kindergarten – 7 th	\$60,350
Durango School District 9-R	Rural	124	1 st – 5 th	\$280,500
East Grand School District 2	Rural	96	2 nd – 8 th	\$16,918
Education reEnvisioned BOCES	BOCES	729	Kindergarten – 12 th	\$500,000



Grantee Name	Type	Students	Grade Levels	Award
Harrison School District 2	Non-Rural	227	Kindergarten – 3 rd	\$500,000
Lake County School District R-1	Small Rural	442	Kindergarten – 6 th	\$258,060
Mancos School District RE-6	Small Rural	38	Kindergarten – 5 th	\$52,200
Mesa County Valley School District 51	Non-Rural	1,317	3 rd – 7 th	\$400,000
Prairie School District RE-11*	Small Rural	31	Kindergarten – 12 th	\$48,930
Rangely School District RE-4*	Small Rural	29	4 th – 7 th	\$132,235
School District 27J	Non-Rural	345	4 th – 8 th	\$161,605
Sheridan School District 2	Non-Rural	80	Kindergarten – 2 nd	\$280,500
Silverton School District 1	Small Rural	66	Kindergarten – 11 th	\$108,460
South Central BOCES	BOCES	118	2 nd – 9 th	\$193,970
St. Vrain Valley School District RE-1J	Non-Rural	136	Kindergarten – 4 th	\$285,730
Steamboat Springs School District RE-2	Rural	12	4 th – 8 th	\$28,050
Summit School District RE-1	Rural	83	1 st – 2 nd and 5 th	\$192,286
Thompson School District R2-J*	Non-Rural	129	3 rd – 7 th	\$309,093
Archuleta School District 50JT ⁺	Rural	27	Kindergarten – 8 th	No-Cost Extension
Greeley-Evans School District 6 ⁺	Non-Rural	1,156	2 nd – 8 th	No-Cost Extension
Poudre School District ⁺	Non-Rural	3,034	Kindergarten – 12 th	No-Cost Extension
Sargent School District RE-33J ⁺	Small-Rural	22	Kindergarten – 8 th and 12 th	No-Cost Extension
South Routt RE-3	Small-Rural	17	Kindergarten – 4 th	No-Cost Extension
Vega Collegiate Academy (Aurora) ⁺	Non-Rural	347	Kindergarten – 8 th	No-Cost Extension
Westminster School District ⁺	Non-Rural	699	9 th – 12 th	No-Cost Extension
44 LEA Grantees		11,442		\$7,170,678

Notes: the “+” symbol denotes grantee was granted a no-cost extension to expend the award. The “*” denotes grantee received ESSER III funds for one year of implementation. All other grantees received state funds for multiyear implementation. Clear Creek School District elected not to participate and returned funds, therefore no data was collected for this grantee. The number of students are grantee-reported total participants. Total number of students is from data submitted by grantees and, except Boulder Valley School District and Montessori del Mundo, verified by CDE (this was due to late data submissions). Though 11,442 were reported by grantees in their surveys, CDE verified 11,215 total records for the analysis due to the cleaning of submitted data and late submissions for records not included in the study.



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 2023-24 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 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. Table 2 shows the data required to be reported pursuant to statute and the results available.

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 11,000 students

The program reached approximately 11,215 students in 2023-24, compared to 5,300 students reported for 2022-23. 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

37% of the grantees made adjustments to their programs

Just over one-third (37%) of all grantees adjusted their program plans during 2023-24. Adjustments included: budget amendments or no-cost extensions, operational adjustments (such as hiring new tutors/staff turnover, adjusting grade levels served), 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. For reference, 40% of grantees made adjustments in 2023 and 100% of grantees did in 2022.

(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 to non-core-academic instruction for participating students, including strategic adjustments to main school schedules; leveraging integrated non-core instruction blocks (such as “impact” or “what I need” (WIN) time or advisory time); use of technology; and maintaining intentional collaboration between core and non-core instruction. This was 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. Most grantees (38) designed programs to provide in-person tutoring, while four (4) strictly partnered with a virtual third party to provide tutoring, and the remaining two (2) grantees implemented a multipronged approach of local staff and a third-party virtual provider. External tutoring providers 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 86% of grantees confirmed use of additional resources 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 consistent with previous years' reported data.

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

Students Selected with Local Data

Grantees utilized numerous data points to select the student population receiving the high-impact tutoring. This consisted of state assessment data with 30 grantees citing use of Colorado Measures of Academic Success (CMAS) results as indicators. Grantees also relied on teacher observations and referrals as well as local assessment data, inclusive of various measures such as standardized tests/assessments (NWEA, STAR, iReady, and more), local Multi-Tiered Systems of Support strategies, and tutoring provider benchmark data. This data is consistent with previous years' reported data.

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

Student Outcomes

Between 2022-23 and 2023-24, the average (mean) growth percentile of students participating in HITP increased from 45 to 47 on CMAS for English language arts (ELA) and from 45 to 48 on CMAS for mathematics. Please note that the N count for growth percentiles in 2023 is lower than in 2024. The 11,215 students participating in tutoring represent 1% of all Colorado students. Within ELA scores, the percentage of 2023-24 participating HITP students who have reportable growth data described as "low growth" decreased from 41% in 2021-22 to 39% in 2022-23, students with "typical growth" decreased from 31% to 30%, and students with "high growth" increased from 28% to 31% in the same time. For mathematics scores, the percentage of participating students with "low growth" decreased from 40% to 37%, students with "typical growth" decreased from 32% to 31%, and students with "high growth" increased from 28% to 32%. More information, including relevant charts and tables, is available beginning on page 21.

(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

62% of programs

Almost two-thirds (62%) of grantees indicated they plan to continue high-impact tutoring program operations into the coming year. Several, including larger operations at Poudre School District, Denver Public Schools, and Colorado Springs School District 11, have scaled back or ended their programs citing lack of funding. 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 76% reported as planning to continue in 2022-23, and 88% reported in 2021-22. At the time of this report, eighteen (18) grantees requested and were granted no-cost extensions to roll funds into the next implementation year. No new awards were granted for the 2024-25 year. However, a final RFP is scheduled for the 2025-26 year before the program is set to repeal in 2026.



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. For the 2023-24 school year, over \$7.2 million HITP funding was awarded, inclusive of state, ESSER III, and private funds.

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 kindergarten through grade 8, which included 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 and Goals

The grant request for applications (RFA) articulates that, to the extent practicable, grantees must address the elements of research-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, the grantee must explain 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 and 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. As stated, awards were granted totaling over \$7.2 million for the 2023-24 school year, inclusive of state, ESSER III, and private 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 regarding high-impact tutoring and continuously shared information and professional development opportunities through resources, research and regular touch points.

During 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 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 with what was provided in previous years of the program.

HITP Grantee Timeline

- June 2021: House Bill 21-1234 signed by the Governor
- February 2021 to August 2022: Cohort #1 performance period
- August 2022 to June 2023: Cohort #2 performance period
- February 2023 to March 2023: RFP for 2023-24
- April 2023: Department awarded States Leading Recovery grant
- August 2023 to June 2024: Cohort #3 performance period
- August 2024 to June 2025: Cohort #4 performance period (year two of grantees awarded in 2023-24)
- January 2025: RFA opens for Cohort #5 (final award period, one-year)

Priorities, Goals, and 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. The 2023-24 cohort of grantees is the primary subject of this report. Table 3 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

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).

Current performance indicators: 43 grantees' tutoring efforts in 2023-24 reached 183 schools and over 11,215 students, reporting over 300,000 hours of tutoring during this implementation period.

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).

Current performance indicators: Of all students receiving tutoring through this program, 51% were Female, 47.5% were Hispanic, 21% were Multilingual Learners, 12% were IEP, and 67% were Free Lunch or Reduced Recipients. 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 and additional award from Accelerate's States Leading Recovery (SLR) grant.

Prioritize low-income or underserved students to address student unfinished learning resulting from the COVID-19 pandemic (CRS § 22-105-103).

Current performance indicators: In the 2023-24 school year, 67% of participating students received Free and Reduced-Price Lunch and 21% of the students were Multilingual Learners. Grantees include eight (8) rural and small rural districts. Additional student demographic data is available in Appendix A of this report.

Reporting Limitations

The data presented in this report is specifically gathered from grantees participating in the 2023-24 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 is grantee-reported total participants due to invalid or late submissions. Students with incomplete data are omitted in student outcome and demographic data in Appendix A. As mentioned above, grantees submitted data to CDE for verification and analysis, therefore records of students with incomplete data were not included.

Grantee Program Data

Table 4 describes reported data from grantees documenting: (1) the impact of the project on schools, programs and communities, inclusive of program themes and adjustments; (2) access strategies and trends; and (3) grant fund usage. The data in this table was collected from a program-level survey form.

Table 4: Program Survey Grantee Data

Approximately 11,215 students were served by 43 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 67.19% of participating students receiving Free or Reduced-Price Lunch. The total number of students served is up from the 5,300 reported in 2022-23 with overall demographics similar (but not identical) to previous years. Additional demographic data is available in Appendix A.

Over 376,615 hours of aggregated tutoring hours delivered to students reported by grantees during this implementation period. This includes most programs convening groups of four or fewer students, meeting times ranging from 20- to 90-minute sessions, with most grantees offering tutoring at least three times per week.

183 schools participated across all districts and systems. This number is reflective of the 2023-24 implementation period. This number is up from the previous year's total and approximated based on survey data.

Emphasis on Kindergarten to Grade 8: Of the students served in the program, 89% of the students were enrolled in kindergarten to grade 8.

76% of programs delivered tutoring services to students three times or more 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 (ELA) content areas, with one-third of all grantees offering both. Other content area tutoring included world languages, science, STEM, and social studies.

Greatest Successes: As reported by grantees in qualitative survey data responses, the program resulted in numerous opportunities for students and staff. These included: targeted and data-driven instruction, personalized tutoring, student engagement and ownership, collaboration and community building, and continuous professional development for those involved.

59% 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 education partnerships and offers of contractual employment. See the next section for more information.

86% of programs provided in-person tutoring. Most grantees (38 grantees) designed programs to provide in-person tutoring, while four (4) strictly partnered with a virtual third party to provide tutoring, and the remaining two (2) grantees implemented a multipronged approach of local staff and a third-party virtual provider.

63% of programs are continuing operations into the next performance period of the grant (most of whom are receiving two-year awards). Those who will not continue or are uncertain about continuing cite "loss of funding," "fiscal and staffing challenges," and closing of their programs 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 and Strengths

Department staff utilized a survey to understand the greatest challenges and successes of the grantees (grantees include those listed on pages 5-6) specifically related to implementation. 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 (respondents were allowed to select multiple items):

- Scheduling 68% (30)
- Student Attendance 50% (22)
- Recruiting & Training Tutors 43% (19)
- Integration to Strategy & Buy-In 36% (16)
- Data Collection 34% (15)
- Securing Funding 32% (14)
- Other 20% (9)
- Contracting with Providers 9% (4)

As reported by the grantees, strengths included a range of measures, metrics, and anecdotal evidence highlighting success and satisfaction with various types of achievement as part of the HITP grant. Grantees most cited the following impacts:

- Targeted and Data-driven Instruction 35% (15): programs emphasized the use of data to guide instruction and measure progress.
- Personalized Tutoring 28% (12): customizing tutoring sessions to meet the specific needs of students was a frequently cited strategy.
- Collaboration and Community Building 21% (9): success was often linked to strong partnerships and collaboration between tutors, teachers and students.
- Continuous Professional Development 16% (7): programs that invested in training and professional development for tutors and teachers saw significant success.
- Other success trends cited by grantees included: growth in academic performance (by local measures), impact on attendance (as both a challenge and a success factor), student engagement and motivation, positive feedback and support from teachers, administrators and students, which reinforced the effectiveness of the tutoring initiatives.

"Scheduling is a challenge, especially in the elementary schools. Often times, math blocks overlap, and required many part time tutors, instead of less full-time tutors. We found that higher quality tutors are looking for full-time."

-Grantee Cohort #3

"On a student level, our greatest challenge was attendance and disruptions to the schedule. While this is a system-wide issue, not isolated to the tutoring program, it has the biggest impact on our success. The students who did not show growth are the ones who missed the most days of school."

-Grantee Cohort #3

"This program helped us employ and train a wonderful new teacher who is now fully certified in Colorado!"

-Grantee Cohort #3

"Our students have shown so much growth this year! Since this is our first year of tracking this data in this manner, we can't compare to previous years, but the growth in this year alone is significant. We began the year with 44% of our students at or approaching grade level in reading, and ended at 58% In math, we began with 49% at or approaching grade level and finished the year with 66%. When we separate out the elementary school data, the numbers are even more significant; we moved from 35% to 69% at or approaching grade level in reading, and from 42% to 73% in math. This is an indicator to us that students who were in younger grades during the pandemic are recovering to pre-pandemic levels."

-Grantee Cohort #3

"HITP's received support from the Success Coach multiple times weekly. This support included co-planning, class observation with reflective coaching, data coaching, data tracking, small group management, as well as opportunities to P-TEACH offers up to 43 education credits through [a local university] at no cost to P-TEACH Apprentices and HI Tutors.

Courses are offered on a rotating basis, Fall, Spring and Summer semesters during non-work hours. The success coach also met weekly with the mentor teacher to support the tutor, build mentor teacher skillfulness and alignment of support for the HI tutor. This combination of embedded and layered tutor support led to 83% of tutors reporting a continued interest in working toward becoming a teacher with 1 undecided. 1 HIT completed her BA during this year, is part of the Special Education ATLP program and will be working as a classroom Special Education teacher next year. Each of the HIT's has an interest in working with ML learners in LA, Math or Science. We had one HIT leave our program mid-year due to family financial need but referred her college daughter to become a HIT while she completes her BA. The HIT that left still communicates regularly and hopes after her children have graduated college to return to a BA/teacher track."

-Grantee Cohort #3



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 2023-24 year of implementation of the high-impact tutoring grant, grantees continued to face a variety of challenges in executing the programs as originally conceived or proposed. That said, this year reached the largest total number of students and districts. National and local conversations continue to identify high-impact tutoring as a promising, evidenced-based practice that is also difficult to implement due to the intensive and specific nature of the model and the overall budgetary costs associated with high quality tutoring.

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

Appendices

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	280	2.5%	3.3%
Black or African American	449	4.00%	4.5%
Hispanic or Latino/a	5324	47.47%	35.5%
White	4509	40.21%	50.5%
Two or More	481	4.29%	5.3%
Indigenous*	172	1.53%	0.9%
<i>American Indian or Alaskan Native</i>	130	1.16%	0.6%
<i>Native Hawaiian or Pacific Islander</i>	42	0.37%	0.3%
Total ¹	11,215	100.0%	100%

*Indigenous represents the combination of American Indian or Alaskan Native and Native Hawaiian or Pacific Islander. Though 11,442 were reported by grantees, CDE verified 11,215 total records for the analysis due to the cleaning of submitted data and late submissions.

Table 6: Participating Students by Gender

Gender	(n)	Percentage of HITP Recipients	Percentage of Colorado student population
Male	5,454	48.63%	51.3%
Female	5,759	51.35%	48.7%
Non-Binary	2	0.02%	
Total	11,215	100.0%	100%

¹Indigenous represents the combination of American Indian or Alaskan Native and Native Hawaiian or Pacific Islander. Though 11,442 were reported by grantees, CDE verified 11,215 total records for the analysis due to the cleaning of submitted data and late submissions.



Table 7: Participating Students by Free or Reduced Lunch Status

	(n)	Percentage of HITP Recipients	Percentage of Colorado Student Population
Free Lunch	6,643	59.23%	39.7%
Reduced Lunch	892	7.95%	6.1%
Not Eligible	3,680	32.81%	54.2%
Total	11,215	100.0%	100%

Table 8: Participating Students by Disability Status

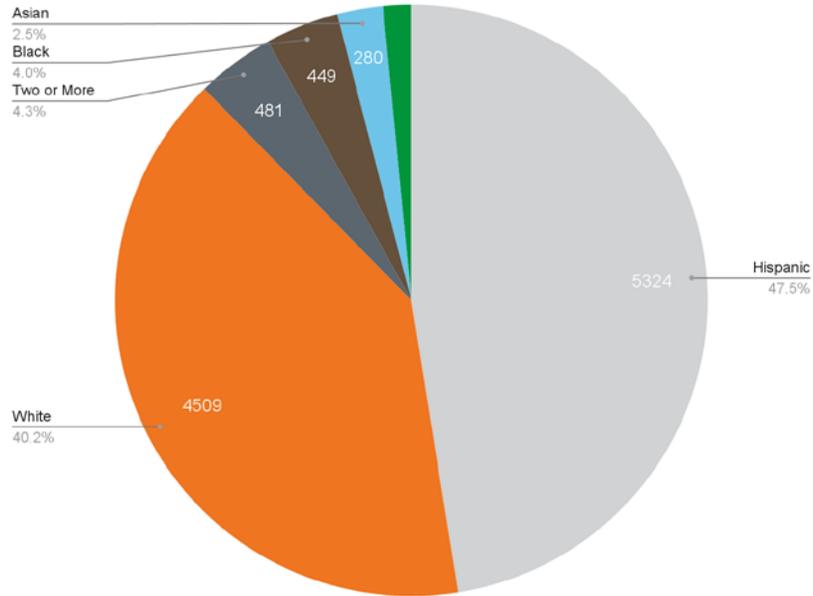
	(n)	Percentage of HITP Recipients	Percentage of Colorado Student Population
IEP	1438	12.82%	12.9%

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

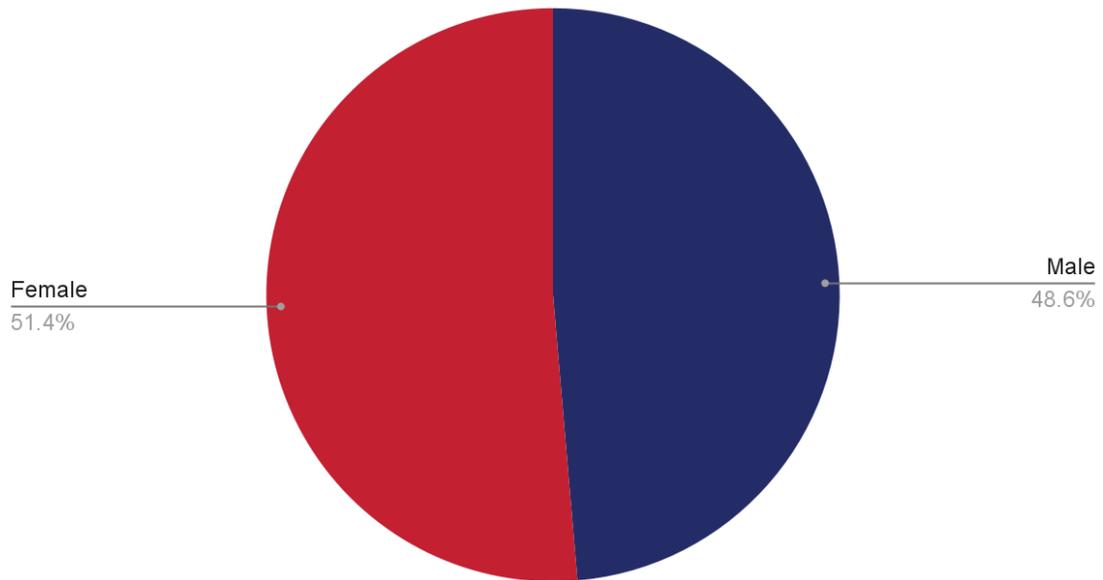
Table 9: Participating Students by Multilingual Learner Status

	(n)	Percentage of HITP recipients	Percentage of Colorado student population
Multilingual Learner	2358	21.03%	12.9%

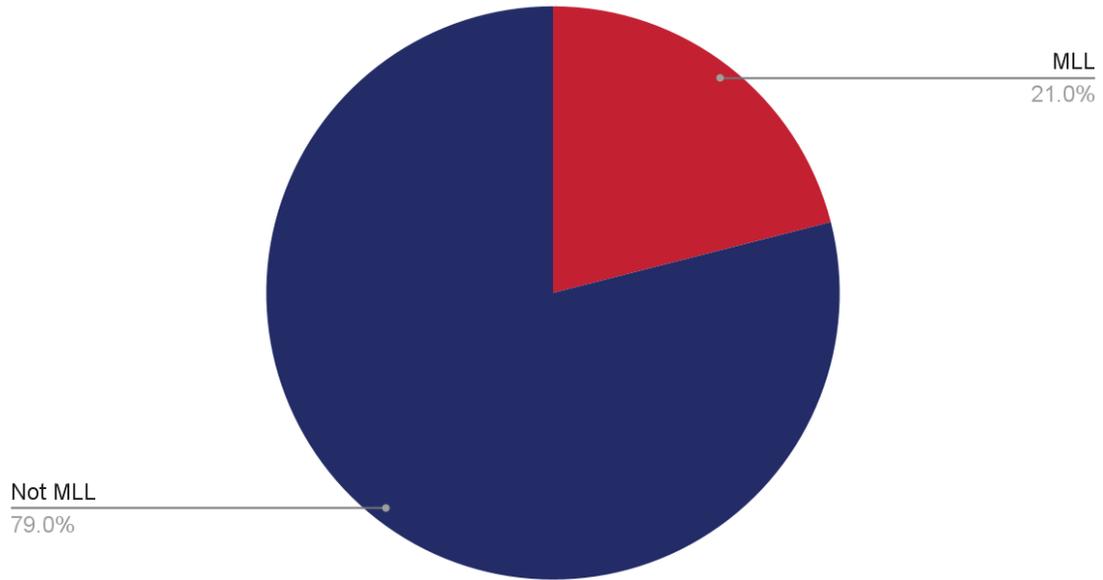
Participants by Race or Ethnicity



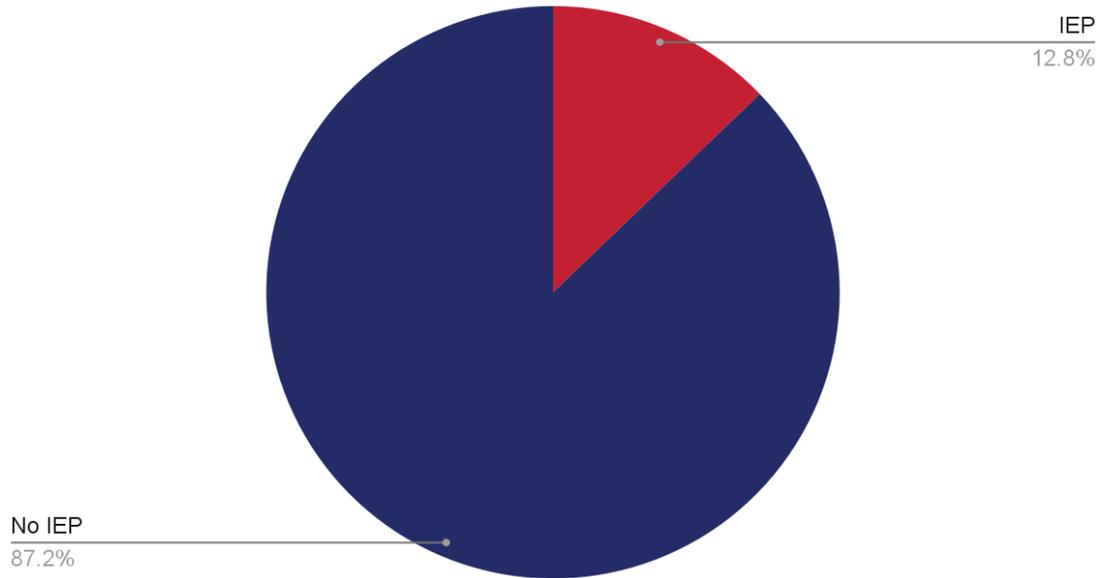
Participants by Biological Sex



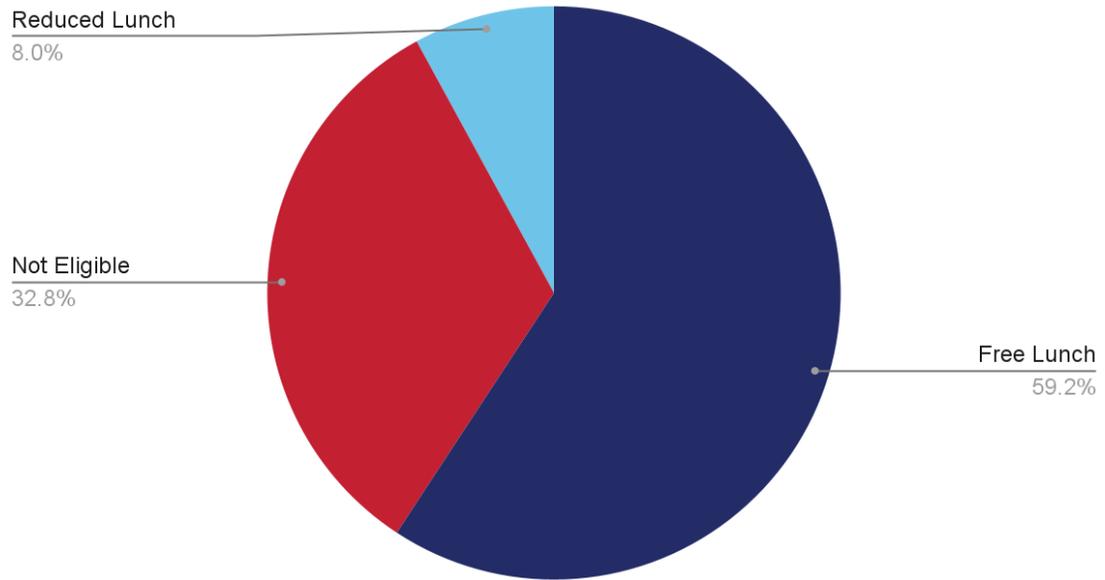
Participants by Multilingual Learner Status



Participants by Individual Education Plan Status



Participating Students by Free and Reduced Lunch Status



Appendix B - Student Outcomes

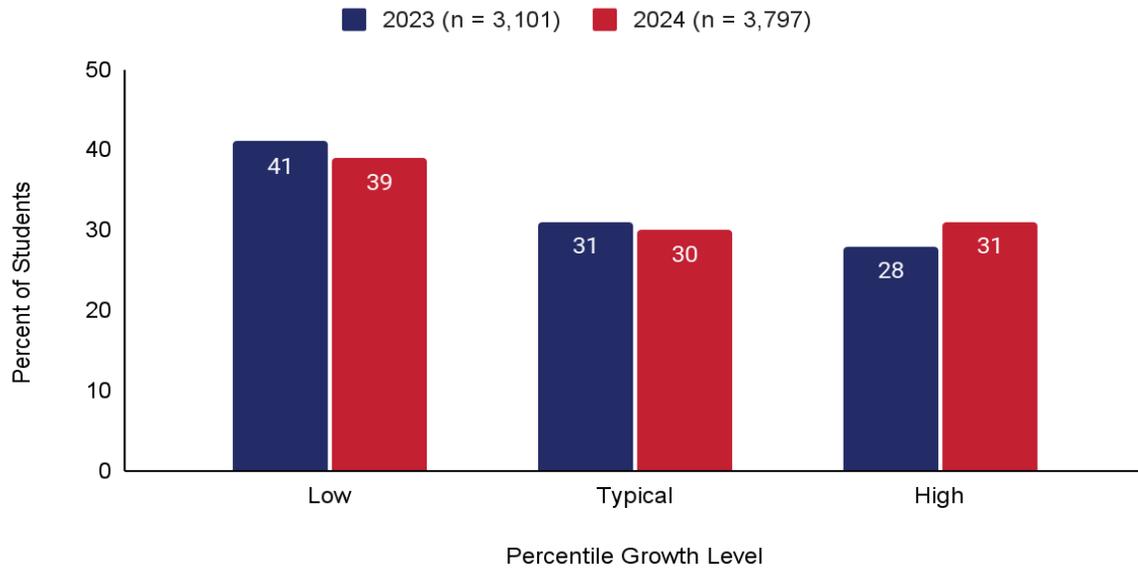
Students' CMAS growth percentiles describe how a student performed on state assessments compared to their academic peers (i.e., students that had similar scores to theirs on previous years' assessments). A student with a growth percentile of 95 scored higher than 95% of their academic peers on this year's 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).²

While CMAS growth percentiles are only available in 2023-2024 for HITP participants in grades 4 through 8, and only for those who participated in the CMAS assessments (80.0% of HITP participants for ELA assessments and 80.6% of HITP participants for math assessments in 2023-2024), 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 2022-23 and 2023-24, the average (mean) growth percentile of students participating in HITP increased from 45 to 47 for ELA and 45 to 48 for math (this is the difference between the scores for those that participated in 2023-24 and their prior year scores). Please note that the N count for growth percentiles in 2023 is lower than 2024. The N value in a dataset represents the sample size, or the number of observations, cases, or participants included. When the N value changes from year to year, it can be significant for several reasons including comparability.

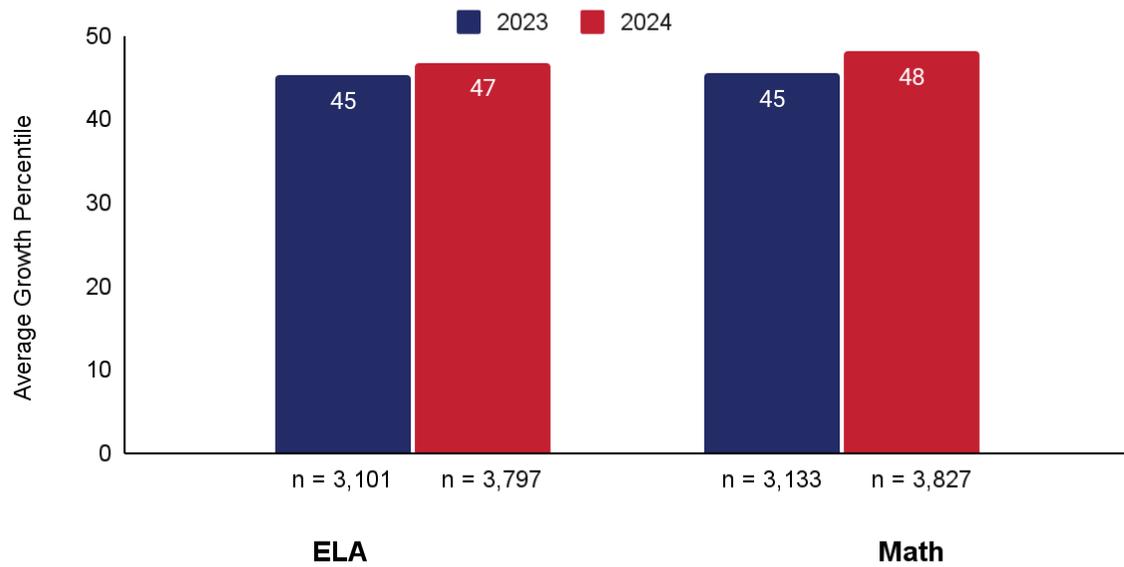
Within ELA scores, the percent of 2023-24 participating HITP students who have reportable growth data described as "low growth" decreased from 41% in 2022-23 to 39% in 2023-24, students with "typical growth" decreased from 31% to 30%, and students with "high growth" increased from 28% to 31% in the same time. For mathematics scores, the percent of participating students with "low growth" decreased from 40% to 37%, students with "typical growth" decreased from 32% to 31%, and students with "high growth" increased from 28% to 32%.

² See the [Fact Sheet](#) on the Colorado Growth model for more details.

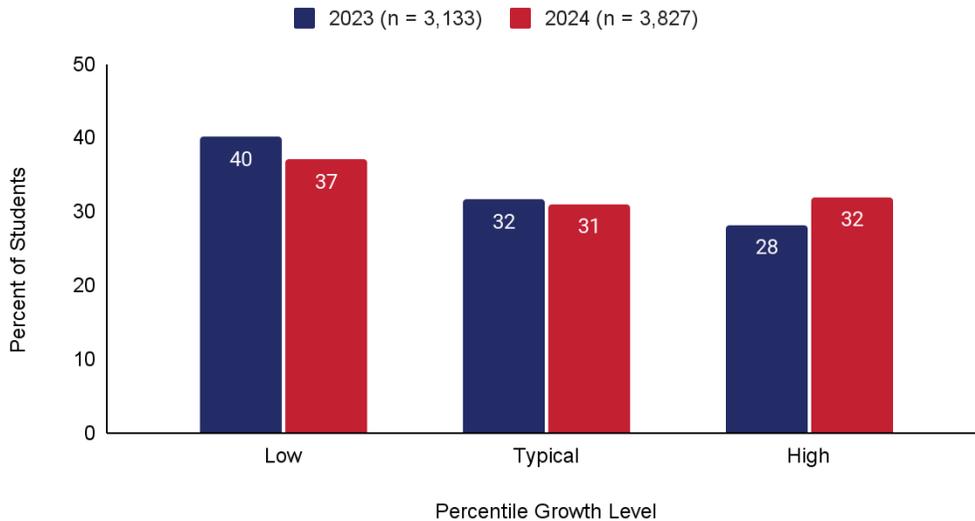
Average CMAS ELA Growth Level



Average Growth Percentile Scores for CMAS Assessments



Average CMAS Math Growth Level



This analysis is preliminary and has limitations. Less than half of students who participated in the HITP in 2023-24 were in grades 4 through 8 (4,748 students total) and hence could have a CMAS growth percentile (the rest were in K-3 and grades 9-12). 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 grade level of assessment data and unreleased 2023-2024 student growth percentiles when this report was authored.

Table 10: Student Growth Percentile for 2023-24 HITP Participants in Grades 4-8

Growth Category	2022-2023		2023-2024		
	n	Percent	n	Percent	
ELA	Low	1,266	41%	1,482	39%
	Typical	962	31%	1,155	30%
	High	873	28%	1,160	31%
	<i>Total</i>	<i>3,101</i>	<i>100%</i>	<i>3,797</i>	<i>100%</i>
MATH	Low	1,255	40%	1,397	37%
	Typical	994	32%	1,199	31%
	High	884	28%	1,231	32%
	<i>Total</i>	<i>3,133</i>	<i>100%</i>	<i>3,827</i>	<i>100%</i>



Appendix C - Grantee Progress Profiles

HITP Grantee Profile: Adams County School District 14

HITP Grant | 2024 | Annual Progress Summary

Program Summary

To provide 20-minute one-on-one tutoring to students who are highly impacted in the reading proficiency area 5 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 does not supplant or replace core literacy or core math instruction.

Key Facts & Figures

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

Annual Progress Data	
District Type	Non-Rural
Number of Students Served	305
Grade Levels Served	3rd;4th;5th;6th;7th
Number of Schools Participating	8
Primary Method of Delivery	Blue Print and Colorado Youth for Change
Number of Tutors Serving Students	8
Hours of Tutoring Delivered	4950
Content Areas Addressed	Mathematics; Reading, Writing & Communicating (ELA)
Award Amount	\$85,000
Plan for Continuing Services (Y/N)	Not yet determined



HITP Grantee Profile: Archuleta School District 50Jt

HITP Grant | 2024 | Annual Progress Summary

Program Summary

Our high impact tutor program this year had two half time tutors that worked with students identified through our MTSS process for small group intervention. We used research-based interventions to accelerate growth with pre and post assessments.

Key Facts & Figures

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

Annual Progress Data	
District Type	Rural
Number of Students Served	34
Grade Levels Served	1st;2nd;3rd;4th;7th
Number of Schools Participating	1
Primary Method of Delivery	In-house
Number of Tutors Serving Students	2
Hours of Tutoring Delivered	896
Content Areas Addressed	Mathematics; Reading, Writing & Communicating (ELA)
Award Amount	No-Cost Extension
Plan for Continuing Services (Y/N)	Not yet determined



HITP Grantee Profile: Bethune School District R-5

HITP Grant | 2024 | Annual Progress Summary

Program Summary

The focus of our tutoring program was in Math K-8 and Reading/Writing K-8. Students in need were identified from testing scores and received tutoring at least 3 times per week.

Key Facts & Figures

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

Annual Progress Data	
District Type	Small Rural
Number of Students Served	21
Grade Levels Served	K;1st;2nd;3rd;4th;5th;6th;7th;8th
Number of Schools Participating	1
Primary Method of Delivery	In-house
Number of Tutors Serving Students	3
Hours of Tutoring Delivered	612
Content Areas Addressed	Mathematics; Reading, Writing & Communicating (ELA)
Award Amount	\$31,556
Plan for Continuing Services (Y/N)	Not yet determined



HITP Grantee Profile: Boulder Valley School District

HITP Grant | 2024 | Annual Progress Summary

Program Summary

BVSD has used these funds to support students whose math proficiency is significantly below grade level standards and whose learning was most likely negatively impacted by COVID. Students being supported in math by these funds receive a "double dip" of math during the day to support both learning loss and access to their current grade level standards.

Key Facts & Figures

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

Annual Progress Data	
District Type	Non Rural
Number of Students Served	175
Grade Levels Served	6th;7th;8th
Number of Schools Participating	2
Primary Method of Delivery	In-house
Number of Tutors Serving Students	4
Hours of Tutoring Delivered	175
Content Areas Addressed	Mathematics
Award Amount	\$500,000
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: Center Consolidated School Dist 26JT

HITP Grant | 2024 | Annual Progress Summary

Program Summary

Based on NWEA scores, students were able to receive tutoring in both small group and individualized settings with a focus on reading and math. These tutoring sessions occurred throughout the school year. Tutors were able to provide sessions during school hours without interruption to core classes.

Key Facts & Figures

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

Annual Progress Data	
District Type	Small Rural
Number of Students Served	201
Grade Levels Served	K;1st;2nd;3rd;4th;5th;6th;7th;8th;9th;10th;11th;12th
Number of Schools Participating	4
Primary Method of Delivery	In-house
Number of Tutors Serving Students	11
Hours of Tutoring Delivered	13500
Content Areas Addressed	Mathematics; Reading, Writing & Communicating (ELA);
Award Amount	\$360,354
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: Clear Creek School District RE-1

HITP Grant | 2024 | Annual Progress Summary

Program Summary

The CCSD high-impact tutoring program was designed for students to connect with an online tutor with 24/7 availability for any subject. Students would be taught how to log in and request a tutor for support. Paraprofessionals and teachers had access to the tutors to collaborate on students needs.

Key Facts & Figures

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

Annual Progress Data	
District Type	Small Rural
Number of Students Served	0
Grade Levels Served	3rd;4th;5th;6th;7th
Number of Schools Participating	2
Primary Method of Delivery	N/A
Number of Tutors Serving Students	1
Hours of Tutoring Delivered	0
Content Areas Addressed	Mathematics; Reading, Writing & Communicating (ELA); Science; Social Studies
Award Amount	\$62,072
Plan for Continuing Services (Y/N)	No



HITP Grantee Profile: Colorado River BOCES

HITP Grant | 2024 | Annual Progress Summary

Program Summary

Our program leveraged the expertise of retired teachers and teachers on maternity/paternity leave, including a Gifted & Talented District Coordinator, special education teachers, and ESL/CTE instructors. These dedicated educators not only provided tutoring in math, reading, writing, ESL, and CTE but also built strong relationships with students, helping them focus on IEP goals more effectively than ever before. Students shared that they felt a level of support they had not experienced throughout their educational careers, and as a school, we are dedicated to successful tutoring for students' success in their educational pathway goals.

Key Facts & Figures

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

Annual Progress Data	
District Type	BOCES
Number of Students Served	22
Grade Levels Served	9th;10th;11th;12th
Number of Schools Participating	1
Primary Method of Delivery	In-house
Number of Tutors Serving Students	5
Hours of Tutoring Delivered	378
Content Areas Addressed	Mathematics; Reading, Writing & Communicating (ELA); STEM; Social Studies; ESL, IEP goals;
Award Amount	\$46,750
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: Colorado Springs School District 11

HITP Grant | 2024 | Annual Progress Summary

Program Summary

We find value in both Air Tutors and Sage Tutoring. The partnership with both tutoring vendors is collaborative, productive and effective for our students in D11.

Key Facts & Figures

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

Annual Progress Data	
District Type	Non-Rural
Number of Students Served	233
Grade Levels Served	3rd;4th;5th
Number of Schools Participating	10
Primary Method of Delivery	Air Tutors and Sage Tutoring
Number of Tutors Serving Students	100
Hours of Tutoring Delivered	9450
Content Areas Addressed	Mathematics
Award Amount	\$272,500
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: CSI - Academy of Arts and Knowledge

HITP Grant | 2024 | Annual Progress Summary

Program Summary

Students, K-5th grade, will receive 25 minutes of math intervention 4 days per week. Intervention time is above and beyond core instructional minutes.

Key Facts & Figures

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

Annual Progress Data	
District Type	Charter
Number of Students Served	189 total students-53% FRL-30% minority students, 3% gifted and talented
Grade Levels Served	K;1st;2nd;3rd;4th;5th
Number of Schools Participating	1
Primary Method of Delivery	In-house
Number of Tutors Serving Students	6
Hours of Tutoring Delivered	45
Content Areas Addressed	Mathematics
Award Amount	\$74,786
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: CSI - AXIS International Academy

HITP Grant | 2024 | Annual Progress Summary

Program Summary

The High-Impact Tutoring Program at AXIS integrates into the school day through differentiated center time and dedicated What I Need (WIN) sessions. Each identified student receives 30 minutes of WIN time following a whole group lessons, allowing tutors to provide tailored instruction that addresses student learning needs across various skills.

Key Facts & Figures

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

Annual Progress Data	
District Type	Charter
Number of Students Served	36
Grade Levels Served	K;1st;2nd;3rd;4th;5th;6th
Number of Schools Participating	1
Primary Method of Delivery	In-house
Number of Tutors Serving Students	2
Hours of Tutoring Delivered	2108
Content Areas Addressed	Reading, Writing & Communicating (ELA)
Award Amount	\$78,540
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: CSI - High Point Academy

HITP Grant | 2024 | Annual Progress Summary

Program Summary

We have two tutors who meet with students in small groups throughout the day. Tutors use benchmark data to isolate need skills, and then they work with students in 6–8-week rotations on the identified skills.

Key Facts & Figures

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

Annual Progress Data	
District Type	Charter
Number of Students Served	97 students, 85% students of color
Grade Levels Served	K;1st;2nd;3rd;4th;5th;6th
Number of Schools Participating	1
Primary Method of Delivery	In-house
Number of Tutors Serving Students	2
Hours of Tutoring Delivered	450
Content Areas Addressed	Mathematics; Reading, Writing & Communicating (ELA)
Award Amount	\$170,000
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: CSI - Kwiayat Community Academy

HITP Grant | 2024 | Annual Progress Summary

Program Summary

Kwiayat Community Academy is a Charter School Institute authorized elementary school operated by the Ute Mountain Ute Tribe in Towaoc Colorado serving 55 K-3 students in 2023-24. The High Impact Tutoring program served 92.5% of all students at the school or 51 students, all of which are reading below grade level with 30 minute, three days per week tutoring sessions of not more than 4 students. Tutors used the combination of Orton Gillingham and other invention programs to emphasize letter identification, phonics, phonemic awareness, vocabulary, and reading comprehension to assist with classroom interventions to bring students up to grade level.

Key Facts & Figures

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

Annual Progress Data	
District Type	Charter
Number of Students Served	57 students participated in high-impact tutoring program. 99% are Native American, 100% are Free and Reduced Lunch Program and 15% have IEPs
Grade Levels Served	K;1st;2nd;3rd
Number of Schools Participating	1
Primary Method of Delivery	In-house
Number of Tutors Serving Students	5
Hours of Tutoring Delivered	7352
Content Areas Addressed	Reading, Writing & Communicating (ELA)
Award Amount	\$112,200
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: CSI - Montessori del Mundo

HITP Grant | 2024 | Annual Progress Summary

Program Summary

Has Not Reported Final Data

Key Facts & Figures

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

Annual Progress Data	
District Type	Charter
Number of Students Served	51
Grade Levels Served	1st;2nd;3rd;4th;5th;6th
Number of Schools Participating	1
Primary Method of Delivery	In-house
Number of Tutors Serving Students	3
Hours of Tutoring Delivered	7169
Content Areas Addressed	Mathematics; Reading, Writing & Communicating (ELA)
Award Amount	\$167,924
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: CSI - New America Schools

HITP Grant | 2024 | Annual Progress Summary

Program Summary

The New America School operates a high-impact tutoring program at each of our three campuses, NAS-Aurora, NAS-Lakewood, and NAS-Thornton, through which 4-6 cohorts per school of 3-4 students each receive one hour per day of high-quality tutoring, 3-4 days per week. While tutoring covers a variety of topics, most tutees are ELL and as such content tutoring is also framed around English Acquisition methodologies.

Key Facts & Figures

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

Annual Progress Data	
District Type	Charter
Number of Students Served	68
Grade Levels Served	9th;10th;11th;12 th Most students, though categorized as 11th and 12 graders, were overage and under-credited.
Number of Schools Participating	3
Primary Method of Delivery	In-house
Number of Tutors Serving Students	4
Hours of Tutoring Delivered	4413
Content Areas Addressed	Mathematics; Reading, Writing & Communicating (ELA); Science; Social Studies; Most tutees were ELL. These students received support for all their classes.
Award Amount	\$65,540
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: CSI - Prospect Academy of Colorado

HITP Grant | 2024 | Annual Progress Summary

Program Summary

We have students working on critical foundation skills in our high impact tutoring program. They also work 1:1 with another student in a collaborative manner - these are students working on similar skills whom we pair together. In a small group, students first receive instruction on the foundational skill. Then they practice it using timed mastery criteria (i.e. how many can you complete in 1 min, in 30 sec, etc.). Then, they chart their progress every day and set goals with their teacher for the next day. When their data show mastery based on already established fluency criteria, they move onto the next skill.

Key Facts & Figures

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

Annual Progress Data	
District Type	Charter
Number of Students Served	79, 85% SPED (about half of those have an Autism dx), 60% male, 40% female, 25% FRL, approximately 60% white, 40% non-white
Grade Levels Served	5th;6th;7th;8th
Number of Schools Participating	1
Primary Method of Delivery	In-house
Number of Tutors Serving Students	6
Hours of Tutoring Delivered	75
Content Areas Addressed	Mathematics; Reading, Writing & Communicating (ELA);
Award Amount	\$149,600
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: CSI - Ricardo Flores Magón Academy

HITP Grant | 2024 | Annual Progress Summary

Program Summary

First time Awardee, CSI Ricardo Flores Magón Academy began implementing the Magon Academy High Impact Math Tutoring Program (MA-HIMTP - led by Dr. Powell) as well as the High Impact Literacy Tutoring Program (HILTP - led by Ms. Green). The MA-HIMTP tutored small groups (3-5 students) for a total of 33 students from grades 5, 6, and 7 in 30-minute sessions that met three days per week. The HILTP offered small groups totaling 25 students from grades K-5, 40 minutes of literacy intervention 4 days per week.

Key Facts & Figures

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

Annual Progress Data	
District Type	Charter
Number of Students Served	58
Grade Levels Served	K;1st;2nd;3rd;4th;5th;6th;7th
Number of Schools Participating	1
Primary Method of Delivery	In-house
Number of Tutors Serving Students	2
Hours of Tutoring Delivered	115
Content Areas Addressed	Mathematics; Literacy (Reading, Spelling; Decoding; and Phonics
Award Amount	\$93,500
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: CSI - Steamboat Montessori

HITP Grant | 2024 | Annual Progress Summary

Program Summary

Small group tutoring was provided to students who exhibited the need for math support based on teacher recommendation and MAPS data. Tutoring was provided during the school day.

Key Facts & Figures

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

Annual Progress Data	
District Type	Charter
Number of Students Served	42 students participated at some point/ 36% of students were on an IEP and/or 504, 12% of participants were minority
Grade Levels Served	1st;2nd;3rd;4th;5th;6th
Number of Schools Participating	1
Primary Method of Delivery	
Number of Tutors Serving Students	1
Hours of Tutoring Delivered	294
Content Areas Addressed	Mathematics
Award Amount	\$79,200
Plan for Continuing Services (Y/N)	Not yet determined



HITP Grantee Profile: CSI - Stone Creek Charter School

HITP Grant | 2024 | Annual Progress Summary

Program Summary

Our high impact tutoring program was provided during school hours. All students attended BOLD time (building opportunities to learn deeper) and students were grouped based on ability. This time was taught by classroom teachers and was flooded with specialists and interventionists to provide small group instruction at the needed skill level.

Key Facts & Figures

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

Annual Progress Data	
District Type	Charter
Number of Students Served	49
Grade Levels Served	3rd;4th;5th;6th;7th;8th
Number of Schools Participating	1
Primary Method of Delivery	In-house
Number of Tutors Serving Students	6
Hours of Tutoring Delivered	50
Content Areas Addressed	Mathematics
Award Amount	\$212,269
Plan for Continuing Services (Y/N)	No



HITP Grantee Profile: Denver Public Schools

HITP Grant | 2024 | Annual Progress Summary

Program Summary

DPS implemented a virtual math tutoring program, provided by Cognition, a K-12 virtual tutoring program. Cognition’s research-based approach focuses on data-informed instruction and collaborative learning, which encourages student-to-student interaction to build deep conceptual understanding.

Key Facts & Figures

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

Annual Progress Data	
District Type	Non-Rural
Number of Students Served	369
Grade Levels Served	3rd;4th;5th;6th;7th;8th
Number of Schools Participating	8
Primary Method of Delivery	Cognition
Number of Tutors Serving Students	102
Hours of Tutoring Delivered	2310
Content Areas Addressed	Mathematics
Award Amount	\$400,000
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: Durango 9-R - The Juniper School

HITP Grant | 2024 | Annual Progress Summary

Program Summary

Our high impact tutoring program is need driven, supporting students who are struggling to reach grade level benchmarks in reading and math. The program is aligned with our current curriculum, the tutoring is facilitated by a certified teacher, with small groups of students during the school day, in increments of 30 minutes per day/5 days a week.

Key Facts & Figures

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

Annual Progress Data	
District Type	Rural
Number of Students Served	50
Grade Levels Served	K;1st;2nd;3rd;4th;5th;6th;7th
Number of Schools Participating	1
Primary Method of Delivery	In-house
Number of Tutors Serving Students	1
Hours of Tutoring Delivered	900
Content Areas Addressed	Mathematics; Reading, Writing & Communicating (ELA)
Award Amount	\$60,350
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: Durango School District 9-R

HITP Grant | 2024 | Annual Progress Summary

Program Summary

Durango School District partnered with Ignite Reading to provide virtual, 1:1 daily high dosage foundational literacy tutoring. Students who participated were identified based on DIBELS 8 scores in grades 1-5.

Key Facts & Figures

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

Annual Progress Data	
District Type	Rural
Number of Students Served	125 students, 59% white, 25% Latinx, 9% American Indian/Alaska Native, 4% two or more races, 6% IEP, 1% 504
Grade Levels Served	1st;2nd;3rd;4th;5th
Number of Schools Participating	5
Primary Method of Delivery	Ignite
Number of Tutors Serving Students	125
Hours of Tutoring Delivered	2629
Content Areas Addressed	Reading, Writing & Communicating (ELA)
Award Amount	\$280,500
Plan for Continuing Services (Y/N)	No



HITP Grantee Profile: East Grand School District 2

HITP Grant | 2024 | Annual Progress Summary

Program Summary

interventionists provide small group (up to 4 students) math and reading interventions, targeted to specific skills needs, utilizing HITP aligned programs, resources, and training. We have utilized the HITP Grant for 2nd-8th grade tutoring/intervention during our grant cycles.

Key Facts & Figures

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

Annual Progress Data	
District Type	Rural
Number of Students Served	91 (including math only and roll-over ELA tutoring specific to Grant resources), 51.6% Male, 48.4% female, 51% F/R lunch, 16.5% ML, 54% students with an IEP, 33% Minority
Grade Levels Served	2nd;3rd;4th;5th;6th;7th;8th
Number of Schools Participating	2
Primary Method of Delivery	
Number of Tutors Serving Students	7
Hours of Tutoring Delivered	3240
Content Areas Addressed	Mathematics; Reading, Writing & Communicating (ELA)
Award Amount	\$16,918
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: Education reEnvisioned BOCES

HITP Grant | 2024 | Annual Progress Summary

Program Summary

Students received tutoring in small groups during scheduled intervention times, at least three times per week, using the iReady personalized learning curriculum for reading and math. High-quality, trained tutors were hired at the beginning of the year to work during the school day, consistently working with the same groups of students. Tutors tracked attendance and monitored progress through iReady assessments.

Key Facts & Figures

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

Annual Progress Data	
District Type	BOCES
Number of Students Served	725 students
Grade Levels Served	K;1st;2nd;3rd;4th;5th;6th;7th;8th;9th;10th;11th;12th
Number of Schools Participating	4
Primary Method of Delivery	In-house
Number of Tutors Serving Students	8
Hours of Tutoring Delivered	64804
Content Areas Addressed	Mathematics; Reading, Writing & Communicating (ELA);
Award Amount	\$500,000
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: District 49

HITP Grant | 2024 | Annual Progress Summary

Program Summary

In District 49 we used a combination of virtual tutoring and in-person tutoring. This allowed us to impact over 400 students in 13 of our district schools. Our push-in tutors were used at the 6th and 7th grade level along with virtual.

Key Facts & Figures

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

Annual Progress Data	
District Type	Non-Rural
Number of Students Served	407
Grade Levels Served	4th;5th;6th;7th
Number of Schools Participating	13
Primary Method of Delivery	Air Tutors
Number of Tutors Serving Students	30
Hours of Tutoring Delivered	1911
Content Areas Addressed	Mathematics
Award Amount	\$400,000
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: Greeley-Evans School District 6

HITP Grant | 2024 | Annual Progress Summary

Program Summary

Greeley-Evans School District 6 partnered with Reading Corps and Math Corps to provide small group tutoring of no more than 3 students per session. Students who were provided with this targeted intervention were selected based upon their lack of progress in math and reading.

Key Facts & Figures

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

Annual Progress Data	
District Type	Non-Rural
Number of Students Served	477
Grade Levels Served	K;1st;2nd;3rd;4th;5th;6th;7th;8th
Number of Schools Participating	15
Primary Method of Delivery	Colorado Youth for Change (Reading Corps & Math Corps)
Number of Tutors Serving Students	20
Hours of Tutoring Delivered	11728
Content Areas Addressed	Mathematics; Reading, Writing & Communicating (ELA)
Award Amount	No-Cost Extension
Plan for Continuing Services (Y/N)	No



HITP Grantee Profile: Harrison School District 2

HITP Grant | 2024 | Annual Progress Summary

Program Summary

During the school year, our six tutors pulled 5-6 groups each lasting 30-45 minutes per day with each group consisting of 4 students. We used Enhanced Core Reading Instruction (CKLA) to strengthen foundational reading skills in students who participated.

Key Facts & Figures

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

Annual Progress Data	
District Type	Non Rural
Number of Students Served	228- 21% White, 9% two or more race, 53% Hispanic, 16% Black, 1% other, 21% ELL, 15% SPED
Grade Levels Served	K;1st;2nd;3rd
Number of Schools Participating	4
Primary Method of Delivery	Boston University
Number of Tutors Serving Students	6
Hours of Tutoring Delivered	6650
Content Areas Addressed	Reading, Writing & Communicating (ELA)
Award Amount	\$500,000
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: Lake County School District R-1

HITP Grant | 2024 | Annual Progress Summary

Program Summary

Our tutoring has supported students in language acquisition.

Key Facts & Figures

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

Annual Progress Data	
District Type	Small Rural
Number of Students Served	437, 58% Hispanic/Latino
Grade Levels Served	K;1st;2nd;3rd;4th;5th;6th
Number of Schools Participating	2
Primary Method of Delivery	In-house
Number of Tutors Serving Students	3
Hours of Tutoring Delivered	1289
Content Areas Addressed	Reading, Writing & Communicating (ELA); language acquisition
Award Amount	\$258,060
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: Mancos School District RE-6

HITP Grant | 2024 | Annual Progress Summary

Program Summary

Mancos Elementary has implemented a data-informed math response to intervention program where a full-time licensed educator utilizes research-based strategies to provide remediation and enrichment to small groups of students K - 5.

Key Facts & Figures

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

Annual Progress Data	
District Type	Small Rural
Number of Students Served	206
Grade Levels Served	K;1st;2nd;3rd;4th;5th
Number of Schools Participating	1
Primary Method of Delivery	In-house
Number of Tutors Serving Students	1
Hours of Tutoring Delivered	648
Content Areas Addressed	Mathematics
Award Amount	\$52,200
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: Mesa County Valley School District 51

HITP Grant | 2024 | Annual Progress Summary

Program Summary

School District 51 has been partnering with EUREKA! for the past 5 years to support in-school math support. For this past school year, EUREKA! staff joined classrooms to support math blocks for grades 3-7 in 6 D51 schools (4 elementary schools, and 2 middle schools). D51 math specialist led 2 sessions for tutors regarding math scope and sequence, and effective co-teaching models.

Key Facts & Figures

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

Annual Progress Data	
District Type	Non-Rural
Number of Students Served	1317
Grade Levels Served	3rd;4th;5th;6th;7th
Number of Schools Participating	6
Primary Method of Delivery	EUREKA! STEAM Education
Number of Tutors Serving Students	21
Hours of Tutoring Delivered	4024.25
Content Areas Addressed	Mathematics
Award Amount	\$400,000
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: Poudre School District

HITP Grant | 2024 | Annual Progress Summary

Program Summary

Poudre School District High Dosage Tutoring program is research-based, intentional scaffolded tutoring delivered in “high doses” with certain features in place to build students’ knowledge & skill base: Highly trained tutor or licensed educator, embedded in the school day or before/after school, serving 4 or fewer students per session, tutoring occurs a minimum of 3 times a week, 45-60 minutes for 6-10 week cycles, focus on Literacy and Mathematics, tutor collaborates with teachers on student goals & content.

Key Facts & Figures

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

Annual Progress Data	
District Type	Non-Rural
Number of Students Served	3333
Grade Levels Served	K;1st;2nd;3rd;4th;5th;7th;6th;8th;9th;10th;11th;12th For a very unique situation to strengthen family connections, 1 preschooler
Number of Schools Participating	43
Primary Method of Delivery	In-house, Axiom, Catapult, Littera
Number of Tutors Serving Students	416
Hours of Tutoring Delivered	120964
Content Areas Addressed	Mathematics; Reading, Writing & Communicating (ELA);
Award Amount	No-Cost Extension
Plan for Continuing Services (Y/N)	No



HITP Grantee Profile: Prairie School District RE-11

HITP Grant | 2024 | Annual Progress Summary

Program Summary

Our HITP provided focused small group sessions for students daily, using supplemental curriculum that enhanced their core learning and provided an enhanced learning opportunity.

Key Facts & Figures

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

Annual Progress Data	
District Type	Small Rural
Number of Students Served	32
Grade Levels Served	3rd;4th;5th;6th;7th
Number of Schools Participating	2
Primary Method of Delivery	In-house
Number of Tutors Serving Students	1
Hours of Tutoring Delivered	883.5
Content Areas Addressed	Mathematics
Award Amount	\$48,930
Plan for Continuing Services (Y/N)	Not yet determined



HITP Grantee Profile: Rangely School District RE-4

HITP Grant | 2024 | Annual Progress Summary

Program Summary

Tutoring sessions were held four times per week for 30 minutes per session and included no more than four students per group. Successmaker Math (SAAVAS) was used as the primary program to facilitate instruction at the secondary level and Bridges Intervention was used at the elementary level.

Key Facts & Figures

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

Annual Progress Data	
District Type	Small Rural
Number of Students Served	Forty-six students participated. Thirty-eight of those students are white, 7 are Hispanic and 1 is black. Twenty-six are identified as economically disadvantaged. Twenty-six are female and 20 are male.
Grade Levels Served	4th;5th;6th;7th
Number of Schools Participating	2
Primary Method of Delivery	The Math Learning Center Bridges Intervention and Saavas Successmaker Math
Number of Tutors Serving Students	5
Hours of Tutoring Delivered	2799.5
Content Areas Addressed	Mathematics
Award Amount	\$132,235
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: Sargent School District

HITP Grant | 2024 | Annual Progress Summary

Program Summary

At Sargent School District we used small groups to tutor students in ELA and Math

Key Facts & Figures

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

Annual Progress Data	
District Type	Small Rural
Number of Students Served	24 K-5 students.
Grade Levels Served	K;1st;2nd;3rd;4th;5th;6th
Number of Schools Participating	1
Primary Method of Delivery	In-house
Number of Tutors Serving Students	1
Hours of Tutoring Delivered	74
Content Areas Addressed	Reading, Writing & Communicating (ELA); Mathematics
Award Amount	No-Cost Extension
Plan for Continuing Services (Y/N)	No



HITP Grantee Profile: School District 27J

HITP Grant | 2024 | Annual Progress Summary

Program Summary

27J uses 2 models of math tutoring. We utilize 4 Math Corps tutors, provided from Colorado Youth for a Change, across 2 elementary schools and 2 middle schools to serve small groups of students in 4th-8th grade. We also use Cognition, a program in which tutors meet virtually with our students, at 2 middle schools.

Key Facts & Figures

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

Annual Progress Data	
District Type	Non-Rural
Number of Students Served	347
Grade Levels Served	4th;5th;6th;7th;8th
Number of Schools Participating	6
Primary Method of Delivery	Cognition and Colorado Youth for Change
Number of Tutors Serving Students	57
Hours of Tutoring Delivered	7077
Content Areas Addressed	Mathematics
Award Amount	\$161,605
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: Sheridan School District 2

HITP Grant | 2024 | Annual Progress Summary

Program Summary

The High Impact Tutoring Grant was awarded to Alice Terry to help increase teacher knowledge and skills in reading instruction and to provide specific interventions for struggling readers to increase the number of students reading on grade level and decrease the number of students qualifying for a READ Plan. One teacher and three ISA's were hired to provide direct Tier II reading intervention using 95% Intervention and additional supplemental instructional practices to address the unique reading needs of students at-risk of qualifying for a READ Plan. The Intervention teacher and ISA's served students in both a push-in and pull-out model of instructional intervention.

Key Facts & Figures

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

Annual Progress Data	
District Type	Non-Rural
Number of Students Served	81 students total participated in the HITP, many of which were multilingual learners.
Grade Levels Served	K;1st;2nd
Number of Schools Participating	1
Primary Method of Delivery	In-house
Number of Tutors Serving Students	4
Hours of Tutoring Delivered	1720
Content Areas Addressed	Reading, Writing & Communicating (ELA)
Award Amount	\$280,500
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: Silverton School District 1

HITP Grant | 2024 | Annual Progress Summary

Program Summary

All students in grades K-11 receive small group tutoring in literacy every day, regardless of their academic performance. Students working below grade level are receiving focused remedial instruction, and those who are at or above grade level are receiving literacy extensions. We also use this structure to provide one-on-one academic and social-emotional coaching for every student.

Key Facts & Figures

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

Annual Progress Data	
District Type	Small Rural
Number of Students Served	70 students participated in the program. 55% qualify for free/reduced lunch. 18% have an IEP or 504 plan. 27% are English Language Learners.
Grade Levels Served	K;1st;2nd;3rd;4th;5th;6th;7th;8th;9th;10th;11th
Number of Schools Participating	1
Primary Method of Delivery	In-house
Number of Tutors Serving Students	11
Hours of Tutoring Delivered	9564
Content Areas Addressed	Reading, Writing & Communicating (ELA); Mathematics
Award Amount	\$108,460
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: South Central BOCES

HITP Grant | 2024 | Annual Progress Summary

Program Summary

South Central BOCES' high-impact tutoring program will aim to serve students in all twelve of our rural member districts. Services will be provided to high-needs 2nd-8th grade students in literacy and 4th-5th grade students in math. Most services will be provided virtually 4 days per week, by a highly qualified tutor.

Key Facts & Figures

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

Annual Progress Data	
District Type	BOCES
Number of Students Served	121
Grade Levels Served	2nd;3rd;4th;5th;6th;7th;8th;9th
Number of Schools Participating	13
Primary Method of Delivery	In-house
Number of Tutors Serving Students	6
Hours of Tutoring Delivered	2066
Content Areas Addressed	Mathematics; Reading, Writing & Communicating (ELA);
Award Amount	\$193,970
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: South Routt School District

HITP Grant | 2024 | Annual Progress Summary

Program Summary

Elementary students were provided reading tutoring in groups of two (2).

Key Facts & Figures

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

Annual Progress Data	
District Type	Small Rural
Number of Students Served	17
Grade Levels Served	K;1st;2nd;3rd;4th
Number of Schools Participating	1
Primary Method of Delivery	In-house
Number of Tutors Serving Students	4
Hours of Tutoring Delivered	1252
Content Areas Addressed	Reading, Writing & Communicating (ELA)
Award Amount	No-Cost Extension
Plan for Continuing Services (Y/N)	No



HITP Grantee Profile: St. Vrain Valley School District RE-1J

HITP Grant | 2024 | Annual Progress Summary

Program Summary

SVVSD created a highly effective, embedded tutoring program staffed by P-TEACH college apprentices at Longs Peak Middle School and Timberline K-8. The program identified elementary and middle school students who are below grade level in reading or math and provide high-quality, high-dosage tutoring in both a push-in (in classroom) and intervention block format. Specifically, tutors worked with groups of two to four students, three to five times per week for approximately one half-hour per session.

Key Facts & Figures

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

Annual Progress Data	
District Type	Non-Rural
Number of Students Served	136
Grade Levels Served	4th;6th;7th;8th
Number of Schools Participating	2
Primary Method of Delivery	In-house
Number of Tutors Serving Students	6
Hours of Tutoring Delivered	1045
Content Areas Addressed	Mathematics; Reading, Writing & Communicating (ELA); ELL
Award Amount	\$285,730
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: Steamboat Springs School District RE-2

HITP Grant | 2024 | Annual Progress Summary

Program Summary

Students met one-on-one with a highly trained reading interventionist to build foundational reading skills in phonemic awareness and decoding. This program targeted significantly impacted students who needed this additional intensive level of support to help them become proficient readers. The goal of the program was to make a life-changing impact on these students.

Key Facts & Figures

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

Annual Progress Data	
District Type	Rural
Number of Students Served	13
Grade Levels Served	4th;5th;6th;7th;8th
Number of Schools Participating	4
Primary Method of Delivery	Steamboat Reading, Inc.
Number of Tutors Serving Students	2
Hours of Tutoring Delivered	473
Content Areas Addressed	Reading, Writing & Communicating (ELA)
Award Amount	\$28,050
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: Summit School District RE-1

HITP Grant | 2024 | Annual Progress Summary

Program Summary

The Summit School District's High Impact Tutoring Pilot program is designed to address unfinished learning and student needs through a multi-year implementation plan

Key Facts & Figures

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

Annual Progress Data	
District Type	Rural
Number of Students Served	83
Grade Levels Served	1st;2nd;5th
Number of Schools Participating	3
Primary Method of Delivery	In-house
Number of Tutors Serving Students	3
Hours of Tutoring Delivered	675
Content Areas Addressed	Reading, Writing & Communicating (ELA)
Award Amount	\$192,286
Plan for Continuing Services (Y/N)	Not yet determined



HITP Grantee Profile: Thompson School District R2-J

HITP Grant | 2024 | Annual Progress Summary

Program Summary

Peakview Academy at Conrad Ball (PVA), the high-impact tutoring program consisted of hiring licensed interventionists to provide targeted math instruction within the school day. Through collective professional learning communities (PLCs), grade-level teams completed six-week data cycles with the interventionists.

Key Facts & Figures

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

Annual Progress Data	
District Type	Non-Rural
Number of Students Served	129
Grade Levels Served	3rd;4th;5th;6th;7th
Number of Schools Participating	1
Primary Method of Delivery	In-house
Number of Tutors Serving Students	3
Hours of Tutoring Delivered	3144
Content Areas Addressed	Mathematics
Award Amount	\$309,093
Plan for Continuing Services (Y/N)	Not yet determined



HITP Grantee Profile: Vega Collegiate Academy

HITP Grant | 2024 | Annual Progress Summary

Program Summary

Vega Collegiate Academy offers targeted, small group high intensive tutoring at 90 minute intervals 4 days per week. Students are grouped by ability level, with teachers providing direct, small group tutoring for groups of 4-6 students at a time.

Key Facts & Figures

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

Annual Progress Data	
District Type	Non-Rural
Number of Students Served	350 students; 100% FRL; 98% students of color; 11% students with IEPs
Grade Levels Served	K;1st;2nd;3rd;4th;5th;6th;7th;8th
Number of Schools Participating	1
Primary Method of Delivery	In-house
Number of Tutors Serving Students	36
Hours of Tutoring Delivered	950000
Content Areas Addressed	Mathematics; Reading, Writing & Communicating (ELA)
Award Amount	No-Cost Extension
Plan for Continuing Services (Y/N)	Yes



HITP Grantee Profile: Westminster Public Schools

HITP Grant | 2024 | Annual Progress Summary

Program Summary

HITP grant was used to support tutoring efforts at Westminster High School.

Key Facts & Figures

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

Annual Progress Data	
District Type	Non-Rural
Number of Students Served	533 unique students per Paper Ed Report
Grade Levels Served	9th;10th;11th;12th
Number of Schools Participating	1
Primary Method of Delivery	Paper Education
Number of Tutors Serving Students	20
Hours of Tutoring Delivered	611
Content Areas Addressed	Mathematics; Reading, Writing & Communicating (ELA); Science; Social Studies; World Languages, Other
Award Amount	No-Cost Extension
Plan for Continuing Services (Y/N)	Not yet determined