



HITs and Misses: *Reports from the Field*

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SUMMARY

Building on our prior report on [state guidance for High-Impact Tutoring \(HIT\) programs](#), this publication analyzes a series of interviews with local stakeholders to understand how HIT programs are actually being implemented in six geographically and demographically diverse school districts.

Throughout these interviews, we identified four key themes around implementation of HIT programs: adaptability, coordination & collaboration, tutor recruitment, and data. We highlighted challenges, adjustments, and successes notable across the 6 districts that we explored.

We've learned that as programs navigate the challenges of implementation, it is essential to strive to maintain fidelity with evidence-based guardrails as best as possible. Key lessons we learned are:

- Aligning to evidence-based principles requires extensive time, adaptability, and collaboration.
- It is critical to have designated personnel either externally or internally to manage these moving pieces.
- Many programs are using what seem to be effective platforms for promoting engagement and collaboration among administrators, educators, tutors, and families.
- Requirements that tutors be certified teachers are inconsistent with the evidence base and serve as a major impediment to program reach. Districts that are not limited by these requirements can leverage a variety of strategies to recruit and train tutors.
- Data collection is absolutely critical to guide program implementation, but there needs to be greater focus on the specification of goals for student outcomes.



Redesign Schools

INTRODUCTION

The 2022 National Assessment of Educational Progress ([NAEP](#)), the first since the pandemic, revealed the [greatest drop](#) in 4th grade reading scores in 30 years and the worst decline in 4th grade math scores in the test's history. Only 33% of 4th graders were proficient in reading, and only 37% were proficient in math. Low performance on the NAEP test paralleled poor performance on statewide assessments and those administered by private companies, and is supplemented by alarming increases in [chronic absenteeism](#) and [social-emotional difficulties](#).

While the pandemic was detrimental to *all* students, it was [particularly difficult for low-income students](#). One report estimates that students at high-poverty schools experienced learning loss at [three times the rate](#) of those at wealthier schools. These are students who often could not access the resources both within and beyond their schools to cope with distance learning and its aftermath, unlike their more advantaged peers.

For example, families who could afford to hire private tutors or learning specialists were able to navigate unfinished learning and tailor schooling to their child's individual needs. Meanwhile, **low-income families rarely had access to such critical personalized resources for their children—resources that could ultimately mean the difference between a child excelling in school or falling further behind.**



Redesign Schools



Redesign Schools

Legislators have responded to this crisis by designating unprecedented federal funding towards recovery and academic improvement through the [Elementary and Secondary School Emergency Relief](#) (ESSER) Fund². Of the \$189 billion total directed to schools through ESSER, [\\$108 billion still remains to be spent](#).

To increase equitable access to learning recovery, some schools have leveraged ESSER or additional state grants to implement free tutoring programs for qualifying students. Interest is high because when implemented well, these tutoring programs can be extremely effective. A [meta-analysis](#) of 14 types of educational interventions found that high-impact tutoring was the most effective at improving student achievement, allowing participants to gain up to [222 days of learning](#). These impacts are particularly robust for economically disadvantaged [students and are sustained even for students who have fallen years behind grade-level standards](#).

While the latest [School Pulse Panel](#) reveals that over 80% of surveyed schools provide some form of tutoring, only about [1 in 10 students](#) have access to high-impact tutoring. Other schools instead invested in [largely ineffective](#) programs such as opt-in virtual homework assistance—which may even [widen achievement gaps](#) by drawing the most engagement from already high-achieving students while failing to reach those struggling the most.

! *Low-income families rarely had access to such critical personalized resources for their children—resources that could ultimately mean the difference between a child excelling in school or falling further behind.*



We recognize that these guardrails can be difficult to follow in practice. Many districts are limited by funding, personnel, state legislation, and other barriers. Still, fidelity with evidence-based principles should remain the gold standard.

What distinguishes *high-impact* tutoring from less effective tutoring initiatives is the following [evidence-based guardrails](#):

- Occur during the school day;
- Include a minimum of three sessions per week for the duration of the school year;
- Occur in groups of four or fewer students;
- Provide students with a consistent tutor;
- Provide tutors with pre-service training, oversight, ongoing coaching, and clear lines of accountability;
- Use data to inform tutoring sessions; and
- Use grade-level materials that are aligned with research and state standards.

We recognize that [these guardrails can be difficult to follow in practice](#). Many districts are limited by funding, personnel, state legislation, and other barriers. Still, fidelity with evidence-based principles should remain the gold standard. To better understand the challenges of implementing effective tutoring programs that align with these best practices, we spoke with 21 school leaders and educators across six districts.

Four key commonalities emerged from these discussions:

- 1. Adaptability:** Many schools struggled to launch their programs at full scale; effective programs prioritized guardrails and identified creative solutions in the face of scheduling challenges and other barriers.
- 2. Coordination and Collaboration:** Successful programs leveraged both in-person meetings and technology platforms to coordinate tutors, teachers, administrators, and families.
- 3. Tutor Recruitment:** Many schools struggled to find tutors, especially when policy limits tutors to certified teachers, forcing them to scale back their HIT programs. Where allowed, administrators and community-based organizations are finding creative ways to train tutors of different backgrounds to fill these staffing needs.
- 4. Data:** While many districts have not identified clear, data-driven goals, they continue to utilize a multitude of data systems to identify students for intervention and inform instructional decisions.

METHODS

We identified six districts across four states that are attempting to implement high-impact tutoring. Within these districts, we interviewed³ a variety of stakeholders to provide a holistic outlook on their tutoring programs.⁴ Those six districts are:

Redesign Schools, part of a recovery school district composed of public charter schools in Baton Rouge, Louisiana. Ninety six percent of students in the district are from low-income families, and 93% of students are Black.

Pointe Coupee Parish, a small rural district in Louisiana. Seventy-eight percent of students in the district are from low-income families; 56% of students are Black, and 38% are white.

Both Redesign and Pointe Coupee have benefited from Louisiana's [Accelerate](#) initiative, which aims to support schools implementing HIT programs at scale.

DC Public Schools, a medium-sized urban school district that comprises Washington DC's traditional public schools⁵. Seventy-five percent of DCPS students are from low-income families; 57% of students are Black, and 21% are Latino. DCPS has formed a strong partnership with [CityTutor](#), an initiative of CityBridge Education with the mission to expand access to high-impact tutoring to students in DCPS and public charter schools through training, partnerships, and professional development.

Haywood County Schools, a rural district in Tennessee. Forty-six percent of students in the district are from low-income families; 67% of students are Black, and 26% are white. Haywood County is part of the Tennessee Accelerating Literacy and Learning Corps ([ALL Corps](#)) program that provides funding to districts that implement tutoring programs. Haywood County also partners with 21st Century—a community-based organization that provides opportunities for youth development and academic enrichment beyond school hours.

Center Consolidated Schools, a district in rural Colorado. Ninety percent of students in the district are from low-income families; 90% of students are Latino, and 9% are white.

Poudre School District, a medium-sized urban district in Fort Collins, Colorado. Twenty-seven percent of students in the district are from low-income families; 72% of students are white, and 20% are Latino.

Both Center Consolidated Schools and Poudre have benefited from [Colorado's HIT grant program](#).



District of Columbia Public Schools

ADAPTABILITY

Successful HIT implementation requires all involved parties to be intentional, nimble, and adaptable. Remaining student-focused and implementing evidence-based solutions, rather than compromising program quality, are essential in navigating these difficulties.

Scaling Back Expansion Plans

Many districts struggled to expand their programs while still adhering to best practices. Instead of pushing to expand at the cost of program impact, strong districts opted to serve smaller cohorts of students in a way that would best support them.

Jennifer Rosenbaum, Deputy Chief of Acceleration at DCPS, discussed the importance of “being flexible with start times.” She explained, “We thought we were going to launch with a full corps of folks in September and actually we’re going to phase them in over the fall... We can get to scale, but it may not be immediate.”

Kelsey Burger, Dean of Students at Poudre School District, described a similar experience, where she had to delay program expansion and maintain a waitlist of students in order to keep the tutor-to-student ratio low.

When scaling back, it is essential to continue using data to objectively and equitably target students with the greatest need.



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Scheduling

Many districts struggled to find time during the school day for tutoring. Some opted against best practices and held tutoring sessions before and after school; however, these schools faced tradeoffs with transportation and extracurricular conflicts that they are still working to overcome.

Schools that successfully integrated tutoring into the traditional school day—[evidenced to be the most effective approach](#)—found that **if tutoring was not firmly and resolutely built into the master schedule from the start of the school year, it likely would never become embedded into the school day.**

Administrators navigated scheduling challenges in different ways. Some schools in DC were able to overlap tutoring with other classes. Principal Marlene Magrino described a reading foundations course that overlaps with world language classes: “In secondary schools, we have had to make difficult scheduling choices in order to provide tutoring during the day. Our school enrolled all the students who had an identified need in a reading foundations course. Unfortunately, this overlapped in the schedule with the world language course. So our goal is to support the students in mastering the foundational comprehension, speaking, and listening skills now so that we can integrate them into our world language program in subsequent school years.”

However, Rosenbaum cautioned against pulling students from too many courses: **“We do not pull kids from art, music and PE because we know that that is core instruction too. We don’t pull kids from recess...[We] really do believe that all of those pieces are critical if we’re going to focus on the whole child and the whole child development.”**

Alternatively, DCPS Principal Akela Dogbe described how she “totally blew up the master schedule.” Dogbe’s school used to have two-hour blocks for math and ELA instruction each, with time included for small-group instruction. Now, she has embedded tutoring into the school day by replacing small-group instruction and designating time for HIT within these two-hour core instruction blocks.

Rebecca Stephensen—Director of Teaching, Learning, and Technology at Pointe Coupee Parish—had a similar experience while examining the schedule in her own district: “We have the time built in. I think we were just doing other useless things that we didn’t need to do.”

Rosenbaum further discussed her efforts in supporting schools as they look to identify tutoring blocks within their school day: “We work with schools to be able to be really strategic with their scheduling so they can fit tutoring in when students are doing independent work time or when there are rotations happening or things like that, so that it is **supplementing and not supplanting that core instructional time.** Some of our schools have been so intentional with schedules down to the five-minute increments so they can leverage additional support staff who can rotate through different classrooms.”





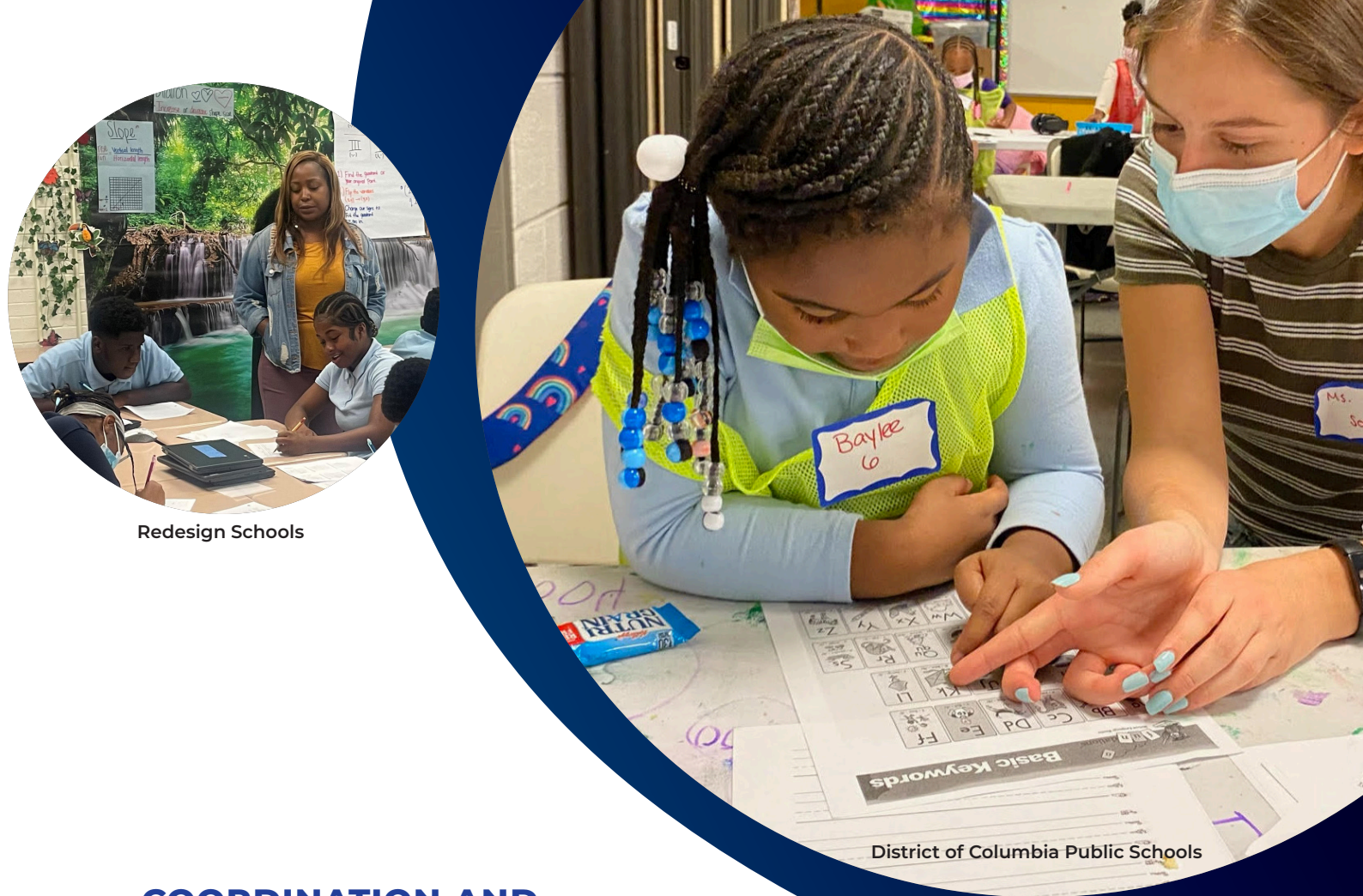
Center Consolidated Schools

Human Capital

Finding the time and expertise to be this goal-driven and agile can be a barrier for already overworked administrators, so many districts found great success in hiring a designated coordinator whose sole focus is HIT. According to DCPS Principal Magrino, “The best thing [the district] has given us is personnel... [M]oney isn’t helpful if there’s not somebody who can manage whatever I’m supposed to be doing with that money in the school.” She said, “it is night and day from last year to this year, what we’re able to plan and execute because we have a person who’s in that role.”

Districts without the budget to hire a permanent program coordinator may find similar benefits by hiring a consultant who can plan and implement a pilot and hand off a mostly self-sustaining program to full-time administrators once their contract is over. Redesign Schools in Louisiana has benefitted from multiple consulting partnerships.

“
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— Marlene Magrino
Principal,
District of Columbia Public Schools
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Redesign Schools

District of Columbia Public Schools

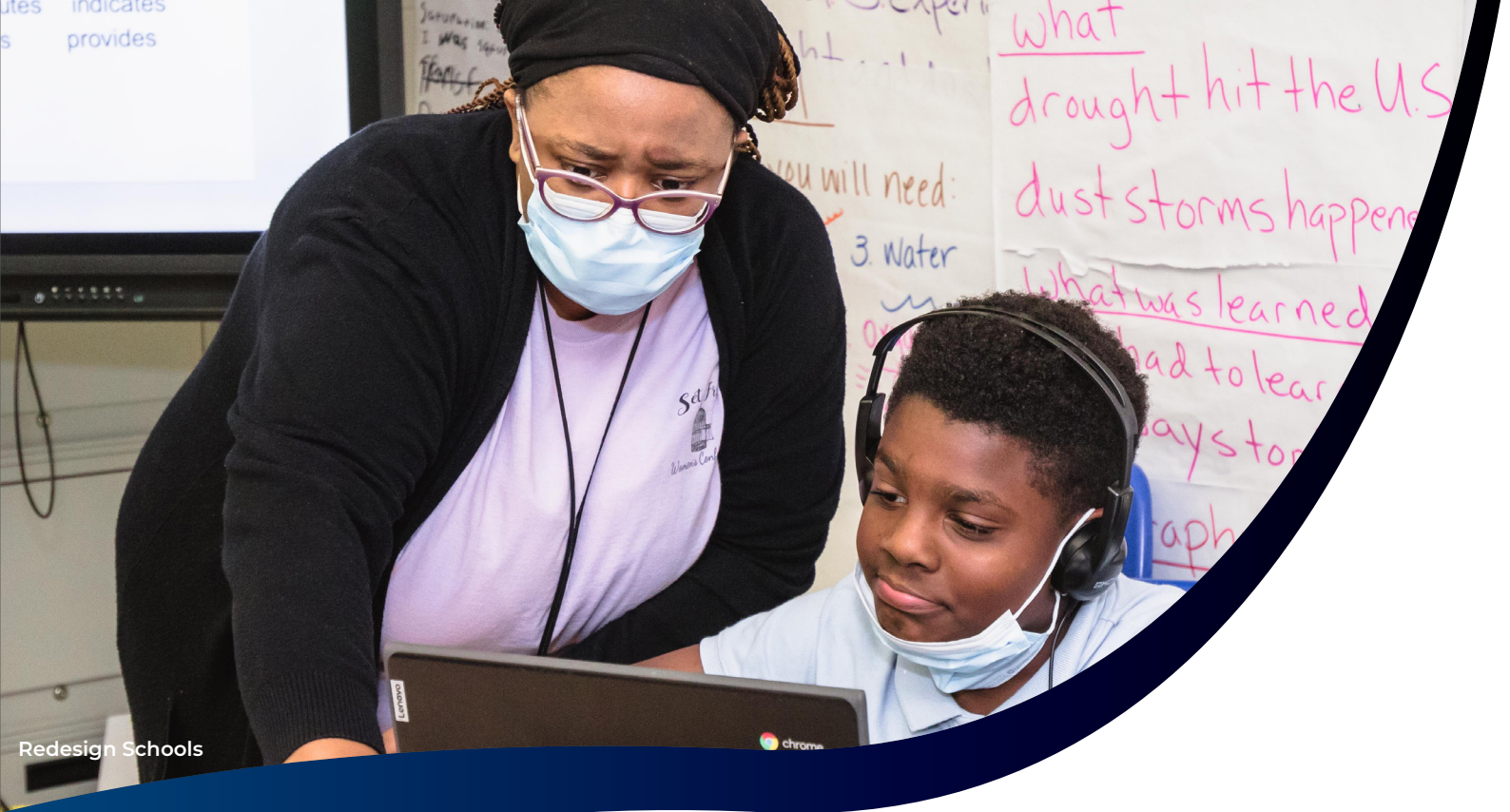
COORDINATION AND COLLABORATION

High impact tutoring programs require an extensive degree of collaboration and coordination in order to run smoothly. Parents, teachers, and administrators all play a role in supporting these programs.

School Leaders and Staff

In Baton Rouge, Louisiana, Principal Georgia Gross has created systems for different staff to provide necessary support for learners at every level of academic performance. According to Gross, the Exceptional Student Services team “pulls their [SPED and EL] students and then they can also pull two or three other students that may need help with the same strategies or skills. We have a reading foundation coach, and we have the acceleration coaches that’ll go in and work on grade level content. [T]hen we have the core teacher who pretty much decides what students they think are best that they work with at that time.” **Coaches and teachers then have time after school to “get together, look at the data, and plan in the same space.”**

Similarly, High Impact Tutoring Manager Crystal Martin described CityTutor’s “design sprint”, a district-wide initiative that coordinates administrators from DC schools and provides a “way for everybody who was using high impact tutoring to come together to talk about things that are successful and what challenges they are having with their programming. This provides new ideas from other schools about what might work in our building.”



Families

Literacy Coach Chandelar Chavis from Pointe Coupee Parish reported that “parent communication is key to success,” and evidence suggests that parent involvement can be one of the [biggest predictors](#) of educational outcomes. By the same token, interaction around the tutoring process may help strengthen parental participation.

Particularly in the face of [record chronic absenteeism rates](#), building stronger ties with families is essential in ensuring that students attend tutoring sessions. In fact, Assistant Principal Laura Sutton in Poudre School District described a notable difference in attendance once her school established stronger communication lines with parents.

Some administrators openly admitted to having little to no family communication, while others used innovative strategies to ensure parent participation. In Pointe Coupee Parish, Chavis implemented Parent Advisory Committees, which solicit parent input and boost transparency between teachers, faculty, and parents. In Baton Rouge, Principal Gross was able to leverage technology to communicate with families, using the [FASTalk⁶](#) platform to “keep parents in the loop in any way possible” and “build that partnership” between teachers and parents. Providing guidance to parents as to how they can support their children’s learning at home can extend the benefits of tutoring and [make all the difference](#) in a student’s academic achievement.

Sarah Aitken (Director of Elementary Education) and Corey Currie (Executive Director of Equity, Learning Loss, and Stakeholder Engagement) described a particularly versatile plan for family engagement in Haywood County, TN where social media, CBO partnerships, in-person meetings, and even a local radio show all serve as communication lines.

TUTOR RECRUITMENT

Tutor recruitment is probably the most challenging barrier to program implementation and expansion; in fact, 40% of surveyed schools in the latest [School Pulse Survey](#) reported that they were unable to find tutors. There is currently an [overwhelming demand for personnel](#) that many districts are struggling to meet. **Moreover, in places that require that tutors be certified teachers, there is only a shallow pool of current and retired teachers to fill teaching, substitute, and tutoring slots (tutoring typically being the lowest priority of the three).** The requirement that tutors must be certified teachers is inconsistent with the research and the experiences of key interviewees.

Many districts look for tutors in the same pools they had already tapped to fill teaching vacancies, particularly those that require tutors to have full or substitute licenses. Furthermore, Redesign Schools' Associate Superintendent Megan McNamara shared that even when she was able to secure designated tutors, these tutors were often pulled away to serve as substitute teachers when needed.

While high pay may serve as a helpful incentive, it is not a silver bullet, particularly in rural districts. Principal Jared Morgan in Center Consolidated Schools in rural Colorado claimed that "money is not the issue," as his school pays tutors \$40 per hour and still struggles to hire. He has only been able to recruit one tutor and is delaying program implementation until he can find more.

A Promising Model for City Recruitment

CityTutor DC, where local policy does not require tutors to have a teaching license, has gone above and beyond in tutor recruitment strategies, juggling several successful approaches to place 1,000 tutors across the district. CityTutor then helps schools to design their tutoring intervention, weighing the tradeoffs of each staffing option to identify which will be the best fit based on budget, instructional mode, scheduling, and any other relevant factors.

One way that CityTutor has succeeded in recruiting 1,000 tutors is through partnering extensively with universities in DC—a mutually beneficial model that both fills understaffed positions in schools and provides valuable classroom experience to aspiring college-level teachers. **Rosenbaum describes a strong partnership with a local university where "college students' coursework was aligned to the pedagogy and content they were implementing in tutoring sessions with DCPS students."** Both DCPS principals we spoke with described excellent partnerships with universities.



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In addition to partnering with universities, CityTutor also connected schools to community-based organizations and helped them recruit more volunteers; CityTutor "developed an ad campaign to generate more awareness and interest in tutoring opportunities," targeting young professionals and retirees, some who had done similar volunteer work in the past.

Most importantly, CityTutor has dramatically expanded the tutoring pool for DC by focusing on training passionate community members rather than solely recruiting licensed teachers—who have likely already been asked to step into other roles within the school. Executive Director, Cat Peretti, strongly believes that “tutors don’t have to be licensed teachers; tutors can come from a variety of places, with the right support and coordination with schools.”

CityTutor provides monthly trainings where tutors can learn broad teaching strategies, engage in grade- and content-specific breakout rooms, and discuss challenges and best practices. These trainings can effectively bridge differences among types of tutors, leading one administrator to say, “[We] didn’t see a difference” between pre-service teachers and experienced teachers “because they were given the same training, curricular materials, support, and integration into the school’s credit recovery program.”

Challenges

While DC has benefited from a multitude of successful recruitment approaches, other districts struggle due to rural isolation, teaching license requirements, and other barriers.

Principal Morgan of Center Consolidated Schools in rural Colorado has tried to partner with local universities, but because his school is isolated in “literally two square miles in the middle of potato fields,” it’s difficult to convince college students “to drive for 35 minutes, work for an hour, and then drive home for 35 minutes... it’s tough...If we had the personnel, we could really build something.” **There continues to be an ongoing need for tutors in rural communities.**

Other districts are limited by state regulations or employee licensure. One administrator shared how regulations initially limited her ability to hire tutoring candidates: “**This year, they were really checking to make sure that our paraprofessionals at least have their sub[stitute]-license. And we had one paraprofessional that we argued should be a tutor and they did not allow him to be a tutor, which was disappointing.**” This district has since identified multiple ways that candidates can meet qualifications and secure a substitute license with the state education department if necessary.

As Cat Peretti in DC emphasized, those other than licensed teachers can be highly effective tutors if they have the right training, and these sorts of strict regulations only harm students by needlessly limiting tutor recruitment and subsequent student reach.

“*Tutors don’t have to be licensed teachers; tutors can come from a variety of places, with the right support and coordination with schools.*

— Cat Peretti
Executive Director,
CityTutor

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DATA

Identification and Placement

Student-level data, disaggregated by at-risk groups to drive equity, should be utilized to properly diagnose problems in individual student achievement and identify appropriate interventions.

Jennifer Rosenbaum shared that DCPS schools are “intentionally using data from academics, attendance, social emotional behavior, all of that together to look and say, ‘Who at our school could really benefit from something extra to help them be more successful in our building?’ And then of those students, for whom is that extra thing tutoring, right? Because it could be that the underlying issue is related to attendance, and it’s been really hard for a student to get to school this year. Tutoring won’t effectively address that need.”

Principal Dogbe explained that in her DC school, ELA and math coaches have served as “orchestrators behind the tiered supports.” These coaches meet with “teams of teachers every week looking at formative assessment data, identifying first and foremost, where are the class-wide or the grade-wide topics or standards that kids struggle with across the board...Those are the topics that can be retaught with whole or small groups of students”

“Then let’s look at that data pattern over a couple of weeks and identify the students who are actually still struggling and staying in that bottom tier of proficiency. Now let’s look at the actual skills that those students are struggling with; those are the skills that can be targeted in tutoring.”

Monitoring and Program Adjustment

In Center Consolidated Schools of Colorado, Senior Seminar Teacher Katrina Ruggles has built data teams at each grade level to monitor progress through attendance rates, tutoring data, weekly grades, assignment completion, and other academic indicators. This information is accessible through [Branching Minds](#)—a data management system that compiles all relevant data about academic performance, interventions, and accommodations into one central database for tutors and educators to access.



Principal Morgan explained that teachers in Center Consolidated Schools also use biweekly progress monitoring assessments to inform their own instruction and that of the tutors: “Based on that progress monitoring, you can see holes and deficiencies and we can bring that to the tutor and say, ‘well this kid struggles with his letter sounds.’ And so then we can come back and that’s what the tutor can really focus on. And maybe it can be as pinpointed as ‘they don’t know what the letter M says.’”

Districts leverage a variety of tools to identify and monitor these skills. Many districts used a combination of [Zearn](#)⁷, [DIBELS](#)⁸, and summative assessments. In Louisiana, administrators have also implemented [ASSISTments](#)⁹ and [Study Island](#)¹⁰, which provide weekly data and exit tickets to inform grouping decisions. As mentioned earlier, districts also benefit greatly from organizing collaborative meetings among administrators, educators, and tutors to review this data.

This sort of regular data collection is essential to the successful implementation, continuation, and expansion of tutoring programs. Associate Superintendent McNamara of Baton Rouge explained, “We don’t want to over-test kids, but I think of it more as a formative, where did their work stand for today?... The real question should not be, ‘Oh, it’s too hard to do that every day.’ The real question should be, ‘well, how are you teaching if you’re not doing that every day?’”

Data-Driven Outcome Goals

Clear, data-driven goals are essential in determining what success looks like and when adjustments must be made to achieve it. **While some programs had data-driven goals, many did not.**

Cat Peretti from CityTutor clearly expressed her enrollment goals for the program; they currently reach 8% of students and want to reach 10,000 students (12%) by the end of the calendar year, with a focus on serving “at risk”¹¹ students that have historically been furthest from opportunity.



Clear, data-driven goals are essential in determining what success looks like and when adjustments must be made to achieve it.

Of the six programs we reviewed, DC had the clearest goals related to student outcomes. Crystal Martin of DCPS explained that “goals are set so that students are making progress at a faster pace than what an average student will grow in one year, so we’re able to reduce that achievement gap in that way of students meeting their growth goals.”

In contrast, many other districts did not have specific goals. One interviewee said, “We don’t have any stated goals... We’re doing it casually... By checking in on the data, by watching progress, by ensuring our teachers have the resources and the time that they need... sometimes we just fly by the seat of our pants and don’t think about stated goals.”

This sort of “wing it” approach can allow for the continued funding and staffing of ineffective programs. While setting specific goals that are both reasonable and ambitious can be difficult, it is also a critical part of monitoring program success and identifying when changes are needed.

Veering from evidence-informed best practices may be necessary in implementation, but doing so necessitates the use of data to shape and evaluate the impact of these adjustments.

This data can then be used not only to adjust the program being evaluated, but also to inform HIT practices around the country.

Ultimately, data can be used full-circle to gain support for tutoring programs among teachers, families, and other key stakeholders. Principal Dogbe shared, “I think when teachers start seeing the data come out, I know everybody will be very happy. I have no doubt the growth is going to be substantial.”



CONCLUSION

Almost [half of students](#) entered this school year below grade level in at least one subject, urging a drastic and immediate response among families, educators, and policymakers to address covid-related learning loss. High-impact tutoring can serve as a highly effective intervention among these efforts. However, implementing HIT programs that adhere to evidence-based guardrails can be complex in practice, and districts must be ready to face challenges with adaptability, nimbleness, and determination.

Throughout these interviews, we've learned that as programs navigate the challenges of implementation, it is essential to maintain fidelity with evidence-based guardrails as best as possible. Key lessons we learned are:

- Aligning to evidence-based principles requires extensive time, adaptability, and collaboration.
- It is critical to have designated personnel either externally or internally to manage these moving pieces.
- Many programs are using what seem to be effective platforms for promoting engagement and collaboration.
- Requirements that tutors be certified teachers are inconsistent with the evidence base and serve as a major impediment to program reach. Districts that are not limited by these requirements can leverage a variety of strategies to recruit and train tutors.
- Data collection is absolutely critical to guide program implementation, but there needs to be greater focus on the specification of goals for student outcomes.

At its core, high-impact tutoring exists to provide equal opportunity to all students and uplift those with less access to privatized academic resources. With this in mind, tutoring exists as just one piece of the bigger puzzle in supporting students through such unprecedented times. As DCPS's Jennifer Rosenbaum acknowledged, **the focus must be on "situating tutoring within the ecosystem of all the other things we're doing to support students."**



APPENDIX A

Redesign Schools, Baton Rouge, Louisiana

- Megan McNamara, Associate Superintendent¹²
- Georgia Gross, Principal

Pointe Coupee Parish, Louisiana

- Rebecca Stephenson, Director of Teaching, Learning, and Technology
- Kent Smith, Principal
- Chandelar Chavis, K-6 Literacy Coach
- Nicole Bauroth, Instructional Math Coach

DC Public Schools

- Jennifer Rosenbaum, DCPS Deputy Chief of Acceleration
- Marlene Magrino, Principal
- Akela Dogbe, Principal
- Crystal Martin, High Impact Tutoring Manager
- Cat Peretti, Executive Director of CityTutor DC
- Deidra Bailey, Director of Implementation at CityTutor DC

Haywood County Schools, Tennessee

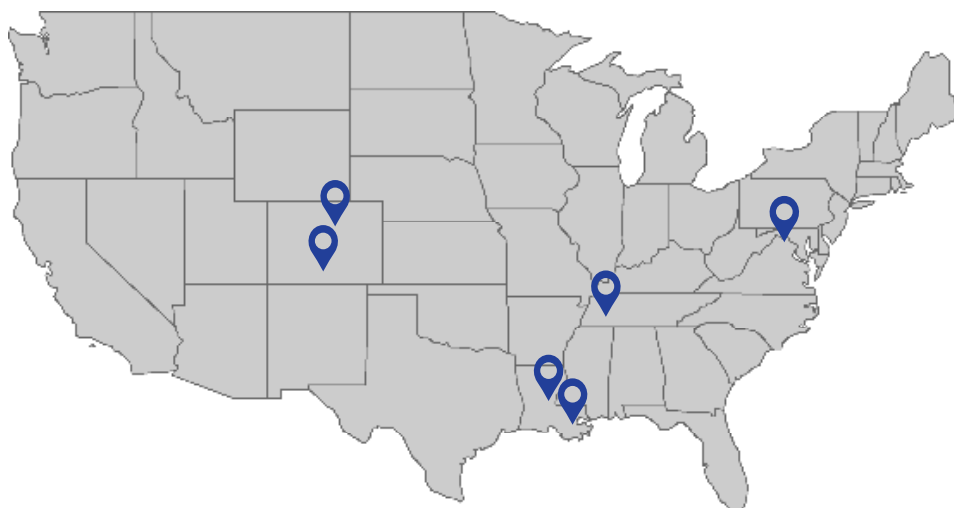
- Sarah Aitken, Director of Elementary Education
- Corey Currie, Executive Director of Equity, Learning Loss, and Stakeholder Engagement
- Alex Aitken, Principal
- Cindy Moore, 21st Century Site Coordinator

Center Consolidated Schools, Colorado

- Jared Morgan, Principal
- Katrina Ruggles, Senior Seminar Teacher

Poudre School District, Colorado

- Kate Canine, Director of Teaching and Learning
- Kelsea Burger, Dean of Students
- Laura Sutton, Assistant Principal



END NOTES

¹ Nicholas Munyan-Penney conceived of this study, conducted each interview, and reviewed the study's findings.

² The Elementary and Secondary School Education Relief (ESSER) Fund was created to help schools recover from the impact of the coronavirus pandemic. ESSER I was passed in March 2020 as part of the CARES Act to facilitate the sudden shift to distance learning in an initial response to Covid-19. ESSER II was passed in December 2020 as part of the CRRSA Act, allocating an additional \$54.3 billion to schools. Finally, ESSER III contributed to the single largest pot of federal dollars ever directed to schools, allocating an additional \$122 billion under ARP in March 2021.

³ Interviews were conducted by Nicholas Munyan-Penney in August and September of 2022.

⁴ See Appendix A for a full list of Interviewees.

⁵ DC Public charter schools are managed by independently run Local Education Agencies.

⁶ FASTalk is a digital family engagement platform that allows educators to send messages and curriculum resources with families in their home language.

⁷ Zearn is a top-rated math curriculum that provides daily diagnostics to inform interventions and instructional decisions.

⁸ DIBELS is a data system that incorporates benchmark screening, progress monitoring, student growth reports, and grouping reports.

⁹ ASSISTments is a math assessment platform that provides actionable data for students and teachers.

¹⁰ Study Island is a learning platform that provides real-time data and customizable reports.

¹¹ DCPS students are designated "[at risk](#)" if they qualify for public benefits (TANF or SNAP), experience homelessness, are involved in the foster care system, or are at least one year older than the high school grade for which they are enrolled.

¹² Megan McNamara now serves as Superintendent of Redesign Schools.



EDUCATION REFORM NOW | FEBRUARY 2023

Education Reform Now (ERN) is a non-partisan, nonprofit think tank and advocacy organization that promotes increased resources and innovative reforms in K-16 public education, particularly for students of color and students from low-income families. We seek forward progress in public education—at the federal, state, and local level—developing and advocating for new, bold ideas and mutually reinforcing policies in elementary, secondary and post-secondary education.