

Impact Report: High-Dosage Tutoring in Garden Grove Unified School District

OBJECTIVE

Garden Grove Unified School District in Orange County, CA partnered with UC Irvine and Varsity Tutors to conduct a randomized-controlled-trial (RCT) research study to determine the impact of high-dosage tutoring on learning progress in math.

THE STUDY

Baseline student proficiency levels in math were determined for 223 Grade 4 students using i-Ready assessment data. Students were separated into treatment and control groups of 106 and 117 students each.

Students selected for treatment were targeted to receive 1:1 virtual tutoring three times per week for 45 minutes per session. Tutoring occurred immediately after school, was supervised by school personnel, and occurred on school computers with microphones and headphones.

With 2-way video, interactive tools, and shared workspaces, tutors and students were able to interact and collaborate as if they were in the same room. Students have unlimited access to a full suite of practice problems and instructional videos to reinforce the skills taught in tutoring sessions.

RESULTS

Students who received tutoring achieved **217% greater growth** than students in the control group (a 9.8 point increase versus 4.5).

AT A GLANCE

OBJECTIVE

- 4th grade math proficiency
- 1:1 student-to-tutor ratio
- 45-minute tutoring sessions
- 3 times per week for 9 weeks

RESULTS

- More than **2X growth** in math for students who received tutoring services.

SCORE POINT INCREASE

