



# High-Dosage Tutoring

## In-Person Support for Maryland's Success

Boost Attendance, Build Confidence: High-Dosage Tutoring Makes Every School Day Count!



### Accelerated Learning

Out of 14 types of educational interventions, High-Dosage Tutoring is most effective at improving student achievement (1,2). Students in HDT programs gain an additional year of learning in math and English Language Arts (ELA) (5).



### Relationship Building

Consistent, in-person tutors create trusting, mentoring relationships, fostering confidence and engagement. The likelihood of attending school can increase by 11% on days students have a scheduled tutoring session (7).



### Equity & Access

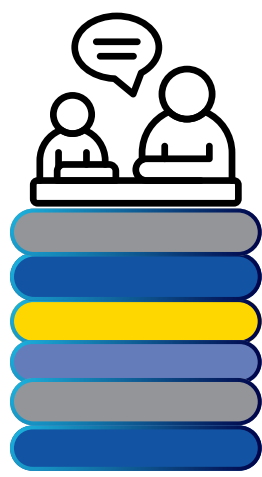
In-person tutoring is most effective when implemented during the school day (3,4). In-school programs eliminate barriers such as transportation and after-school conflicts.



### Targeted Instruction

Aligned with student skill levels and classroom curriculum for seamless support. High-Dosage Tutoring is the most effective intervention for at-risk students from Kindergarten through 12th grade (6).

## Program Features



- 1 Frequency**  
At least three sessions per week (30 minutes/session).
- 2 Student Ratio**  
Small groups (max 4:1 student-tutor ratio).
- 3 Qualified Tutors**  
Professionally trained, ensuring expertise in subject areas.

- 4 Tailored Materials**  
High-quality resources aligned with classroom learning.
- 5 Data-Driven**  
Focused on current skill gaps while reinforcing classroom content.
- 6 Mentorship Focus**  
Building long-term academic and social growth.

## Supporting Research



1 Dietrichson, J., Bog, M., Filges, T., & Klint Jørgensen, A.M. (2017). Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta-Analysis. *Review of Educational Research*, 87(2), 243–282. 1. Dietrichson et al. (2017). Meta-analysis shows HDT outperforms other interventions.

2 Dietrichson, J., Bog, M., Filges, T., & Klint Jørgensen, A.M. (2017). *Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta-Analysis*. *Review of Educational Research*, 87(2), 243–282. 2. Pellegrini et al. (2021). *In-person tutoring during school hours yields the highest achievement gains*.

3 Pellegrini, M., Neitzel, A., Lake, C., & Slavin, R. (2021). *Effective programs in elementary mathematics: A meta-analysis*. *ABRA Open*, 7(1), 1–29. <https://doi.org/10.1177/2332858420986211>

4 Xie, C., Neitzel, A., Cheung, A., & Slavin, R. E. (2021). *The effects of summer programs on K-12 students' reading and mathematics achievement: A meta-analysis*.

5 Education Trust. & Education Reform Now (ERN). (2021). *State Guidance for High-Impact Tutoring*. In Education Trust. Education Trust.

6 Hashim, A., Davison, M., Postell, S. Isaacs, J. (2024, February). *High-Dosage tutoring for academically at-risk students*. NWEA Research

7 Belsha, Kalyn. "Intensive Tutoring Is Great for Academics. Now There's Evidence It Can Boost Attendance." *Chalkbeat*. 22 Mar. 2024. [www.chalkbeat.org/2024/03/22/high-dosage-tutoring-boosts-student-attendance-stanford-research-dc-schools/](https://www.chalkbeat.org/2024/03/22/high-dosage-tutoring-boosts-student-attendance-stanford-research-dc-schools/).