# Amplify Tutoring

A nation at risk: disrupted learning

Two years into the COVID-19 pandemic, national assessment data reveals devastating impacts on learning. The percentage of elementary students on track for learning to read is still below pre-pandemic levels, particularly among young learners (K–2). And those in the most vulnerable communities fell further behind, resulting in a **disproportionate impact on Black and Hispanic students**.[1] Reports have shown that U.S. students could be **as much as seven months behind in reading**. If left unchecked, disrupted learning could cause generational impacts, **reducing lifetime earnings** for K–12 students by an average of $49,000 to $61,000. One Virginia study found that early reading skills in the fall of 2021 had fallen to a **20-year low**.[2]

Percent of students far behind (needing intensive intervention)
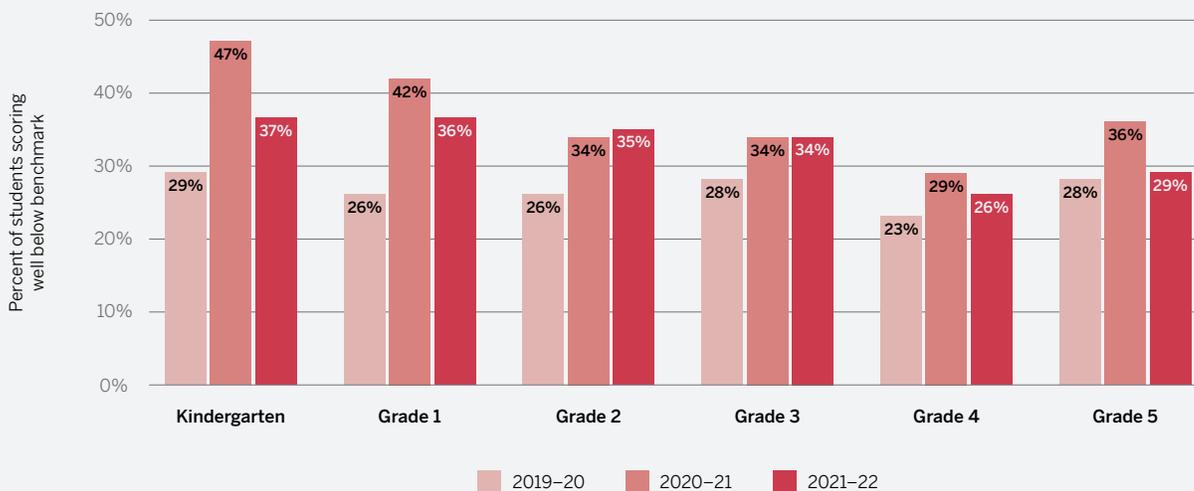
In 2020, **42 percent of first-grade students** (compared to 26% in 2019) and **34 percent of second-grade students** (compared to 29% in 2019) were scoring well below grade level, according to mCLASS® with DIBELS 8th Edition benchmark data research.[3]

Since the pandemic, national data suggest a **more dire situation for grade 2 students**. In 2022, the number of students scoring well below benchmark increased **13 percentage points for Black students, 10 percentage points for Hispanic students**, and **7 percentage points for white students compared to 2019**.

Grade 2: Percent of students far behind (needing intensive intervention)
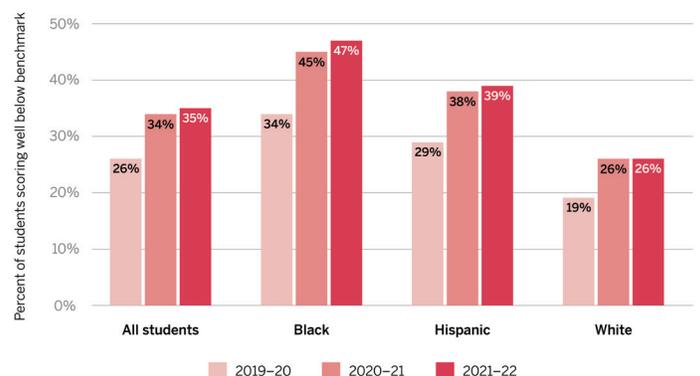
The solution

Policymakers are wisely reviewing proven solutions to address this monumental challenge. One such solution is high-impact tutoring (HIT), which has demonstrated **strong and repeatable effect sizes** for student learning. Studies have illustrated that high-impact tutoring is scalable when key design principles are in place.

Amplify is a trusted partner to hundreds of school districts (LEAs) and states nationally. We have experience scaling high-impact tutoring programs for thousands of students. From LEA design consultations to Amplify-led full-service tutoring programs, we aim to extend the reach of classroom teachers and support rigorous and riveting learning experiences for students.
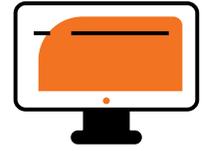
Amplify Tutoring models

Amplify Tutoring is anchored in current research and best practices for high-impact tutoring. Efficacy data underscores the impact of all three provided models. Amplify's tutor-friendly, high-quality literacy tutoring and gold-standard assessment, mCLASS DIBELS®. K–5 students meet in small groups at least three times per week over the course of a semester, or throughout a full school year, to accelerate learning.

- **HIT Consultancies** Amplify provides design and implementation support through a multi-week consultation
- **HIT Materials and Implementation Support** Amplify provides tutoring materials, professional development (PD), and/or program management to LEA-sourced tutors.
- **HIT Full Service** Amplify provides a complete tutoring solution, including materials, virtual tutors, and program management.

Amplify Tutoring provides:	Model 1 HIT Consultancies	Model 2 HIT Materials and Implementation Support	Model 3 HIT Full Service
HIT program design and implementation planning support for all grade levels and content areas in a collaborative learning cohort of LEA teams	✔		
Live, online PD and support for school/LEA leaders	✔	✔	✔
PD and support for tutors		✔	✔
High-quality, data-driven tutoring materials for K–5 literacy		✔	✔
Progress monitoring and benchmark assessments and reports		✔	✔
Attendance reports		optional	✔
An Amplify Tutoring program management team		optional	✔
Amplify-hired and -managed virtual tutors			✔
Year-long and/or semester-long tutoring programs			✔

High-impact in Texas

Texas students in tutoring groups with 15+ hours of lessons generated were more likely to close learning gaps, compared to their peers not in tutoring. Texas Education Agency (TEA) has implemented all Amplify Tutoring service models. As a TEA-approved provider, Amplify equipped LEAs across the state with tutoring materials and implementation support (Model 2). When comparing students who scored well below benchmark on the beginning of year (BOY) assessment in fall 2021, **students in LEAs using Amplify Tutoring materials were 15% more likely to make outsized gains and narrow their skills gaps** compared to peers who also scored well below benchmark at BOY but did not participate in tutoring. The impact of participating in an Amplify Tutoring program is clear. Students who participate in the recommended number of sessions are more likely to close the achievement gap.

While participating in Amplify Tutoring consultancies, "our district found the collaboration invaluable and helped us not only move ahead with our high-impact tutoring initiative, but also strengthen our program and knowledge.
"It has allowed us to build a community of support while recovering from the pandemic."

—Brandi Garza,
District Coordinator for
ESSER II, Corpus Christi
Independent School District, TX

Texas results after one semester of Amplify Tutoring
The average percentage for students in the tutoring sessions who are catching up and closing the gap
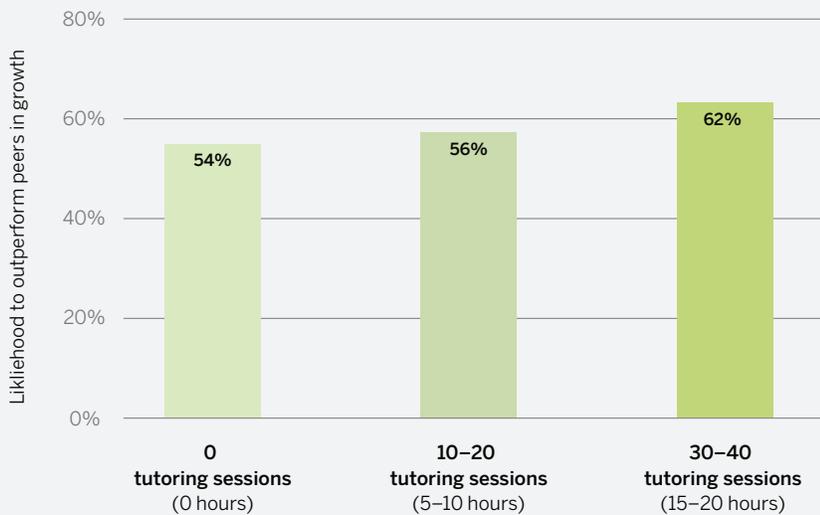
The data represents 45,102 students from the same state who all scored well below benchmark on the BOY assessment and attend schools using Amplify Tutoring materials. Students in tutoring groups with more than 15 hours of lessons generated were **15% more likely to close their learning gap** compared to students not in tutoring

High-return in a large urban district

At least 95% of students who participated in a full-service Amplify Tutoring implementation (Model 3) in a large, urban LEA in the northeastern U.S. self-reported that they **"enjoyed or really enjoyed Amplify Tutoring."** Students who attended tutoring regularly were **over 40% more likely to make outsized gains and close their learning gaps** vs. similar peers who were not participating in tutoring but were in the same schools after a single semester. K–5 students who are below or well below benchmark meet in small groups three times per week for 30-minute sessions on Amplify's virtual tutoring platform over the course of a semester, or throughout a full school year, to accelerate learning.

About 4,000 students from the large, urban district, all scoring well below benchmark on the BOY assessment, participated in Amplify's full-service tutoring.

Large urban district results after one semester of Amplify Tutoring
The average percentage for students in the tutoring sessions who are catching up and closing the gap

Percent of students who made above-average or better

Not in tutoring	1–2 tutoring sessions	2–3 tutoring sessions
43%	50%	61%
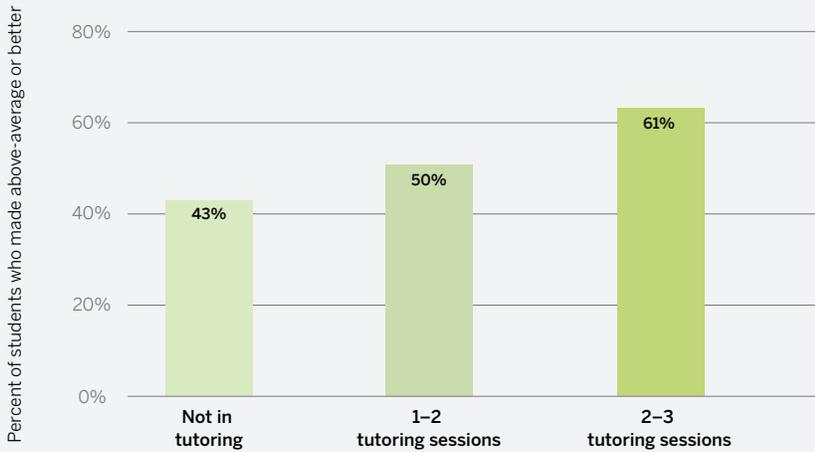
Students attending Amplify Tutoring sessions two to three times (60–90 minutes) per week for one semester were **42% more likely to achieve higher levels of growth**.

With record numbers of students under performing as a result of the pandemic, especially our youngest learners in grades K–2, Amplify Tutoring yielded **positive impacts for all, including the youngest learners. Across all grades, students were more likely to make outsized growth compared to national norms and similar peers not in tutoring** after two to three tutoring sessions per week in one semester.

Across all grade levels in this large urban district, students in tutoring were more likely to close learning gaps.

All learners, particularly K–2, the **most critically at-risk group, outperformed** peers when attending tutoring session regularly.

- **Kindergarten (+60%)**
- **Grade 1 (+43%)**
- **Grade 2 (+57%)**

Results after one semester of Amplify Tutoring: Elementary school in large urban district.
The average percentage for students in the tutoring sessions who are catching up and closing the gap

Likliehood to outperform national growth norms

	Not in tutoring	2–3 tutoring sessions per week
Kindergarten	48%	77%
Grade 1	42%	60%
Grade 2	35%	59%
Grade 3	34%	55%
Grade 4	51%	83%
Grade 5	51%	59%
District	43%	61%

Amplify.

For more information, please visit **amplify.com/tutoring.**