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New York University Study Shows Tutoring Program Improves Reading Achievement, Has High Stakeholder Satisfaction

New York City, January 19 – A study by the Metropolitan Center for Urban Education (Metro Center) at New York University (NYU) shows that the tutoring services for low-income students created by Title I of the Elementary and Secondary Education Act leads to significant gains in reading achievement and has high satisfaction rates among parents of the students who receive tutoring.

“The program is a tremendous resource for needy students,” said Dr. Edward Fergus, Deputy Director of the Metro Center. “Almost 100% of parents agree that the program helped their children improve academically.”

The Metro Center conducted an independent evaluation of one particular tutoring program, administered by Rocket Learning and analyzed student-level achievement data of program participants and non-participants from California, New York, Illinois, and New Jersey. The data was drawn from surveys administered from January 2010 to October 2010.

The Study found that the tutoring program had a significant impact on student achievement. Key findings include:

- Students in the program demonstrated **statistically significant achievement gains** by all measures - state tests, standardized pre-/post-tests and student grades.
- The proportion of students enrolled in the program receiving Ds and Fs in reading decreased from nearly 32% to 25%, while the proportion that received **As and Bs increased** from 28% to 32%.
- Program participants have **greater gains** than a comparable group of non-participants from the same schools – including a **15.4 percentage point increase** on the *Stanford Diagnostic Reading Test* (SDRT) in Chicago Public Schools as compared with a 2.12 percentage point increase for non-participants.

The study also found that the program was not only supported by parents and students, but was perceived effective by teachers and school administrators.

- 96% of parents **expressed strong, positive views of the program** and agreed they would most likely re-enroll their child in the following academic year.

- 92% of the teachers involved with the program **found the training they received through the program useful.**
- 96% of students **felt physically and emotionally** safe in the program.
- 94% of the students felt that **staff and teachers in the program care about them.**

“An overwhelming majority of administrators and teachers expressed that the Rocket Learning tutoring program was beneficial, well-organized, and aligned appropriately with state standards,” said Pedro Noguera, Executive Director of Metro Center. “Not only did most of the students find the curriculum content to be fun and engaging, but we have measured statistically significant gains in academic achievement which can be attributed directly to the tutoring.”

For a copy of summary report visit: www.steinhardt.nyu.edu/metrocenter/arepc/resources

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*The **Metropolitan Center for Urban Education** is a comprehensive center that focuses on educational research, policy, and practice. The **Metro Center** acts as a partner and resource at the local and national levels in strengthening and improving access, opportunity, and the quality of education in our schools. Our mission is to target issues related to educational equity by providing leadership and support to students, teachers, parents, administrators, and policymakers.*