



NEW JERSEY TUTORING CORPS CELEBRATES THIRD ANNIVERSARY WITH NEW INDEPENDENT DATA SHOWCASING HIGH-IMPACT TUTORING RESULTS FROM THE 2024-25 SCHOOL YEAR

[New Jersey - November 19, 2025] Three years ago this month, New Jersey Tutoring Corp (NJTC) formally launched across the Garden State. Initially established as a needed corrective response to the state's dramatic learning gaps exacerbated by the pandemic, NJTC has dramatically scaled from initially serving 500 New Jersey scholars in its first year to over 15,500 scholars in 247 locations, creating 740 jobs for residents and becoming the focal point for implementing tutoring in schools and community organizations across New Jersey, serving as the leading proponent for tutoring in Trenton, and working closely in advocating and operationalizing tutoring at the public school level.

In conjunction with its third anniversary, NJTC released today its annual third-party evaluation, providing independent analysis to its Board, Staff, Funders, Elected Officials, and Parents throughout the state. This year's evaluation was conducted by Dr. Ellen Sherratt and Dr. Michaela Gulemetova and includes an analysis of post-program surveys and i-Ready-provided student growth data for math and literacy. During the 2024-2025 school year, NJTC placed 28 site leaders (site coordinators, instructional coaches, or dual-role leaders) throughout the Garden State, served 35 school sites in 13 districts, assisted over 1,600 scholars, and employed 103 tutors.

The full 2024-2025 report, including a detailed understanding of its methodology, can be found [HERE](#).

Among the key findings:

- At the beginning of the 2024-2025 school year, less than 1% of NJTC scholars were grade-level proficient in Math; that number grew to 15% by the end of the program cycle.
- In Literacy, 5% of scholars were grade-level proficient at the start of the program cycle growing to 20% at or above grade level at the end of the cycle.
- The most significant growth during the 2024-25 program was seen among NJTC scholars who began the program furthest behind - by at least 2 or 3 grade levels. NJTC scholars who started the school year two or more grade levels behind in Math decreased by 32 percent, and in Literacy, scholars two or more grade levels behind went down 24 percent.
- In terms of NJTC's operational performance: 91% of the 2024-25 program scholars liked participating in the math tutoring program and 94% liked participating in the literacy tutoring program, and for both classes, 96% enjoyed working with their tutor, 85% enjoyed learning more now than they did before tutoring started, and 83% think they will now participate more in class after tutoring.

"NJTC is so proud to celebrate three years of service within our public schools," stated **NJTC CEO Katherine Bassett**. "As we have repeated time and time again, high-impact tutoring works. It provides the highest return on investment for closing learning gaps - and once again, the independent data we have collected show substantial results in New Jersey. Through the work of our dedicated team, we have built a tremendous statewide tutoring mechanism for public schools, which has now been recognized across the country as a national model. Since our launch, we have committed ourselves to collecting, reviewing, analyzing, and participating in an

external evaluation of our data. We then make data-based program revisions. We are thankful to everyone involved in providing our annual in-depth analysis, and so pleased to be able to share it on our anniversary.”

“On behalf of the NJTC Board, we want to convey our deep appreciation to Katherine and the amazing team she has put together across the state,” stated **NJTC Board Chair Monica Goncalves**. “Our public schools finally have the means and infrastructure to act and rapidly establish needed tutoring centers in any district in the state and serve any public school scholar who is struggling. As seen in the results of the independent research released today, NJTC's success is rooted in creating customized strategies for every child in need, achieving strong results by working in partnership with district superintendents, and ensuring that every public school scholar receives consistent tutoring throughout the school year. We celebrate three years of outstanding success, and we are thankful to all who have supported these efforts.”

NJTC was created through an innovative public/private partnership, that united support from statewide anchor institutions such as the Overdeck Family Foundation, The Tepper Foundation, the New Jersey Pandemic Relief Fund, the New Jersey Children's Foundation, the Prudential Foundation, The Carlson Family Foundation, the Debra and Kenneth Caplan Foundation and the investment from the State, through the continued support of Senate Majority Leader Ruiz, and Senate Education Committee Chair Gopal. Throughout the school year, NJTC co-designs tutoring programs with schools, districts, and community partners, ensuring that its research-based, evidence-rich program meets each partner's needs. NJTC follows the recommendations of the Annenberg Institute and the National Student Support Accelerator for effective high-impact tutoring. Specifically, staff members provide responsive, personalized, hands-on instruction aligned to New Jersey state standards. Partners co-design each implementation. Tutors are often embedded throughout classrooms during the school day and receive support from instructional coaches and site coordinators. Tutors serve scholars in 30 to 60-minute embedded sessions during the school day, after school, or in summer programs two to three times per week. The program provides a 1:1 to 1:3 tutor-to-scholar ratio for each tutoring session, with sessions held two to three times weekly for 30 to 60 minutes, with the same tutor working with the same scholars throughout a program cycle.

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