



New Jersey
TUTORING CORPS, INC.

2024-25

SCHOOL YEAR REPORT



njtutoringcorps.org





A Word from the CEO

When we launched New Jersey Tutoring Corps (NJTC) in 2021, our highest priority was to provide our partners, funders, staff, and supporters with transparency and precise data so that we can continuously evaluate our results. As part of our mission, we commission an independent evaluator each tutoring cycle to review our work and our scholars' progress to ensure NJTC is providing the strongest possible impact to the communities we serve. We are pleased to share our 2024/25 school year report highlighting our impact over the last school year.

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 1600 scholars, and employed 103 tutors.

At the beginning of the program, less than 1% of our scholars were grade-level proficient in math. By the end of the program cycle, 15% were grade-level proficient in Math. In Literacy, 5% of scholars were grade-level proficient at the start of the program cycle, and 20% were at or above grade level at the end of the cycle. Some of the largest growth that we saw was with our scholars furthest behind - two to three grade levels behind or more. In Math, scholars that were two or more grade levels behind shifted from 72% of our scholars to 40%. In Literacy, scholars two or more grade levels behind shifted from 67% to 43%.

We follow the recommendations of the Annenberg Institute and the National Student Support Accelerator for effective high-impact tutoring. These include:

- Consistency – the same tutors working with the same scholars throughout a program cycle;
- Frequency – tutoring occurring two to three times weekly per content area;
- Duration – tutoring sessions of 30-60 minutes;
- Ratios – low tutor-to-scholar ratios of 1:1 up to 1:3.

Enclosed is a full report highlighting all the findings of the independent analysis. In addition to the data, there are also a series of recommendations for the future, found at the end of the report.

NJTC has existed solely as a non-profit entity since November of 2022. While these results showcase the value NJTC is bringing to New Jersey public schools, we could not achieve these results without the support from a series of foundations, strategic partners, donors, and the assistance of Governor Phil Murphy, Senate Majority Leader Teresa Ruiz, and Senate Education Committee Chair Vin Gopal.

Most of all, we thank our friends and partners in school districts throughout New Jersey. With each relationship, we have created a foundation of learning that has the potential to continue to serve in the years to come.

With warm regards,

Katherine Bassett, CEO





New Jersey
TUTORING CORPS INC

2024 - 2025

Programming Results



KEY TAKEAWAYS



Math

The percentage of students who started the year *two or more levels behind* was nearly cut in half - 72% to 41% by May.



ELA

The percentage of students that were two or more levels behind at the start of the year dropped by 1/3 decreasing from 67% to 43% May.

MATH



Across grades 1 - 8, the percent of scholars performing at grade level in math improved from 1% to 15%.

Results found to be statistically significant by external researcher

ELA



Across grades 1-8, the percent of scholars performing at grade level in literacy improved from 5% to 20%

Results found to be statistically significant by external researcher

NATIONALLY RECOGNIZED EVIDENCED BASED PROGRAM



1:1 up to 1:3 small group instruction building consistent relationships



Built in leadership and management through 28 Site Leaders



706,417 total tutored minutes



35 School Locations and 14 partners
80% using embedded school day model

"I just feel like the whole program was great and it helped me so much Overall it was very fun." -Math Scholar

"Tutoring with NJTC has been a very rewarding experience. After 22 years in full-time education, I have a refreshing change in pace and a variety of scholars to meet."
-NJTC Tutor



"While working with NJTC, they were good at supporting students in building stronger foundational skills, incorporating student interests into lessons, helping students prepare for the NJSLA."- School Partner

"Ms. S. is a really good ELA tutor. She helps me understand things especially for the NJSLA. She also helps me with in-class work like my essays. I have better grammar and punctuation because of her." - Literacy Scholar



contact@njtutoringcorps.org
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The New Jersey Tutoring Corps, Inc. (NJTC) is dedicated to providing high-impact tutoring services to academically vulnerable K-8 students in math and English Language Arts while increasing the educator pipeline.

New Jersey Tutoring Corps, Inc.

SCHOOL YEAR 24-25

AUGUST 2025

About NJTC	1
The NJTC Model	1
The School Year 2024/25 Program	2
NJTC Training Protocols	3
Programming Locations	3
Evaluation Model	4
Quantitative Data	5
Qualitative data	13
Scholars Post-Session Survey Results	13
Tutors Post-Session Survey Results	15
Scholar Satisfaction	16
Scholar Voice	17
Tutor Satisfaction	18
Onsite Leadership Satisfaction	20
Program Partner Satisfaction	21
Partner Voice	22
Conclusion & Reflections	23

About NJTC

With funding from the New Jersey Pandemic Relief Fund (NJPRC) and the Overdeck Family Foundation (OFF), The College of New Jersey (TCNJ) School of Education launched the [New Jersey Tutoring Corps](#) pilot program in summer 2021. The overall purpose of the NJ Tutoring Corps pilot program was to provide tutoring for K-5 students in New Jersey (NJ) in order to address pandemic-related learning loss.

TCNJ's Tutoring Corps pilot program ran in the summer of 2021 and the 2021-22 school year and focused on mathematics, aiming to improve students' confidence in and attitudes toward learning math as well as build their self-esteem and growth mindset. The program partnered with two prominent youth organizations in NJ – Boys and Girls Clubs of NJ (BGC) and the New Jersey YMCA State Alliance – to implement small group tutoring in under-resourced communities around the state. In November of 2022, the New Jersey Tutoring Corps, Inc. became an independent nonprofit organization.

New Jersey Tutoring Corps, Inc. (NJTC) is a 501c3 intentionally designed to coordinate and lead high dosage tutoring programming statewide. They are a group of committed, visionary educators devoted to growing young minds and strengthening teaching and learning through high-dosage tutoring experiences for our state's under-resourced scholars. Its vision is for every young scholar to have access to the academic and social/emotional support that they need in order to be successful learners.

THE NJTC MODEL

NJTC follows the recommendations of the Annenberg Institute for high-impact tutoring. Primarily, the tenets that it has adopted from the Annenberg Institute include:

- consistency: the same tutor works with the same scholar throughout a program cycle;
- ratios: small tutor to scholar ratios of 1:1 up to 1:3; NJTC will go as high as 1:4 in some instances;
- frequency: tutors meet with scholars 2-3 times per week per content area;
- duration: tutoring sessions run from 30 to 60 minutes, depending on school district schedules.



“(NJTC is good at) Working closely with the students to ensure they meet/exceed the standards.”

**- School Director,
iLearn Charter
Network**

NJTC offers three program models: embedded during the school day; after school; and summer. For the school year 2024/2025, 80% of the programs that NJTC ran were embedded during the school day. Five, or 20% of our school-year programs, were held after school.

The program uses a 3-tiered onsite staff system: Site Coordinators (Operational/Logistical site leader), Instructional Coaches (Instructional/Curricular site leader) OR Dual Role SC/IC, and Tutors. Site coordinators provide oversight at one to two program sites each and largely handle program logistics. The Instructional Coaches provide pedagogical support. The Dual Role (SC/IC) performs both job duties for the smaller tutoring locations. The Tutors are responsible for high quality and highly engaging instruction. The NJ Tutoring Corps Leadership team includes CEO, Chief of Staff, Executive Program Director, Executive Operations Director, and Strategic Advisor.

Site Coordinators, Coaches and Dual Role leaders meet weekly with their Program Management team. Each Program Management Team consists of a Program Manager and an Assistant Program Manager, who frequently visit sites, to troubleshoot challenges and solve problems. In School Year 2024 - 2025, there were a total of 3 Site Coordinators, 2 Instructional Coaches and 23 Dual Role leaders across the 35 sites. Site Coordinators manage tutor and student schedules and groupings, ensuring curriculum materials and other resources were available to tutors, covering absences, checking on tutor progress, and assisting with evaluation activities. Instructional Coaches were responsible for the observation and subsequent coaching of Tutors.

WHAT NJTC DOES WELL



**"Providing services for
struggling students,
monitoring data, effective
communication with staff."**

**- School Principal,
Waterford Township
School District**

THE SCHOOL YEAR 2024/25 PROGRAM

NJTC worked at 35 locations throughout the state, with 13 district partners, 1 Boys and Girls Club, and over 1,600 scholars during the 2024/25 school year. All scholars took a diagnostic or pre test and post test, but some used school district specific tools. The analysis contained in this report are the scholars that took the i-Ready pre-post diagnostic assessments only.

NJTC employed 103 tutors who met with groups of 2-4 students (or "scholars") during 30 - 60 minute sessions 2-3 times per week, with the same tutor working with the same scholars for 11 - 30 weeks between September 2024 and June 2025. NJTC

tutored in math, literacy, or both depending on district needs. It co-designed programs with district partners in order to be certain that scholars were well-served in accordance with district requirements. Data shows that, overall, the scholars with whom NJTC worked demonstrated double digit growth between i-Ready pre- and post-diagnostic assessments.

NJTC TRAINING PROTOCOLS

Mandatory, fully-paid training was provided to all staff the week before programming began. Training was facilitated by internal staff and Master Trainers/Coaches (with the exception of Social Justice and Social/Emotional Skills training, which were provided by national experts in those fields). Training covered the following components:

- ✓ Curriculum and Assessment Training for i-Ready
- ✓ Utilizing the Tutor With Pearl platform for attendance tracking and mini-surveys post each session
- ✓ Role-Based Training
- ✓ Social Justice Skills
- ✓ Social and Emotional Learning Skills
- ✓ General Professionalism
- ✓ Asset-Based Mindset & Giving and Receiving Feedback
- ✓ Organizational Culture
- ✓ Operational Logistics
- ✓ Professional Learning Community

The program utilized a modified Danielson model for instructional coaching. In addition, all Tutors and Coaches were trained in the giving and receiving of feedback. Coaches were required to hold a teaching certificate and to have experience in coaching or other forms of teacher leadership. Additionally, Master Trainer and coaches conducted site visits, observed tutoring sessions and provided instructional coaching to the tutors.

PROGRAMMING LOCATIONS

The map to the right shows the locations with which the NJTC worked during the school year program. There were 35 sites in total, located throughout New Jersey. Thirty-three were repeat sites and two were new.

35
sites

13
District
Partners

1
BGC
Partner



Evaluation Model

The external program evaluation was conducted by Dr. Ellen Sherratt and Dr. Michaela Gulemetova, experienced researchers and program evaluators. The evaluation included analysis of post-program surveys administered by program leadership and student growth data for math and literacy provided by i-Ready.

These data sources included:

QUANTITATIVE DATA

i-Ready collected baseline data using a computer-based, adaptive assessment for each scholar in math and reading. For each scholar, an annual typical growth goal was generated this baseline and a stretch goal aimed at accelerating the learning of those below grade level. i-Ready then supplied the growth data for each student for each of the following domains: Math (Numbers and operations, Algebra and algebraic thinking, Measurement and data, and Geometry); and Reading (Phonological awareness, Phonics, High-frequency words, Vocabulary, and Comprehension). Data were included only for scholars that received at least 12 weeks of instruction.

QUALITATIVE DATA

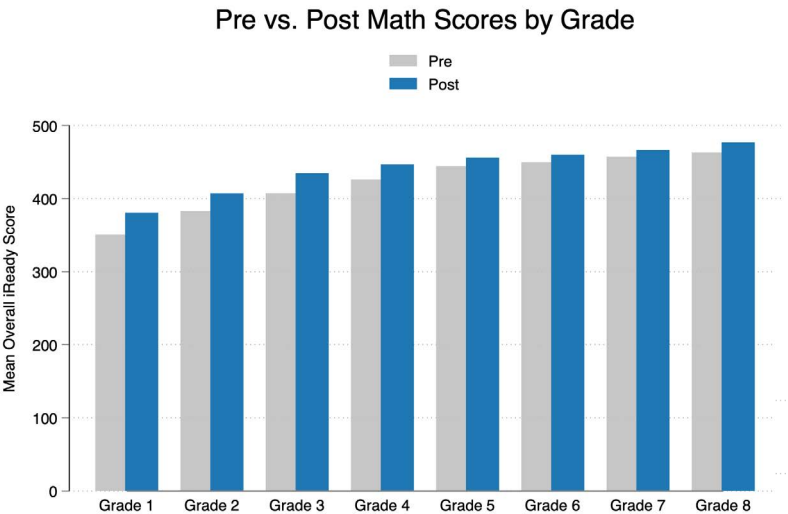
Survey data was captured in two ways: immediately post session for scholars and tutors and a post-program survey. Post-session surveys conducted through the Tutor With Pearl platform totaled 50,311 scholar responses. Post-program surveys were completed by 667 scholars in Grades K-8 that received math tutoring, 741 scholars in Grades K-8 that received literacy tutoring, 54 Tutors (50% of all Tutors), 2 Coaches (100% of all Coaches), 18 Dual Roles (78% of all Dual Roles) and 3 Site Coordinators (100% of all Site Coordinators). The surveys captured perceptions about enjoyment of the program and the subject area and self-efficacy (for scholars) and satisfaction, self-efficacy, and program operations (for staff).

QUANTITATIVE DATA

Math

- iReady pre- and post-test math data are available for 797 scholars across 21 schools. Most participating students were in Grade 3–6, with additional students in Grade 7 and 8 also receiving tutoring. In a few schools, a small number of students in Grades 1 and 2 participated as well.
- The vast majority of students (99%) scored below grade level on their iReady pre-test, indicating that the program is effectively reaching the students most in need of tutoring.
- The overall math findings for 2024–25 closely mirrored those from 2023–24.

Across all grade levels, scholars showed statistically significant improvement in their iReady math score from pre- to post-test.



On average, students gained 20 points from fall to spring, representing about a 5% increase. To put these gains in perspective, iReady provides two benchmarks: Typical Growth, which reflects the progress of an average student nationally, and Stretch Growth, a more ambitious



Tutored Scholar Growth Ranged from 0 to 48%

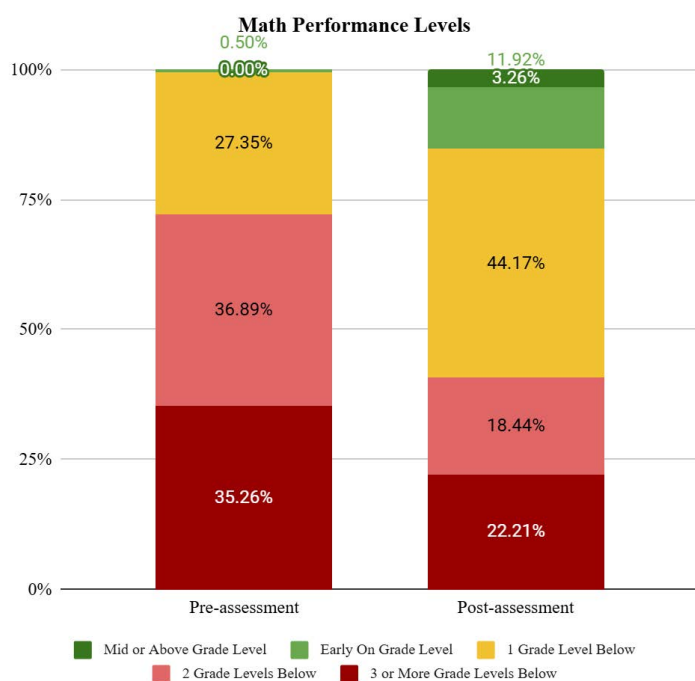
This means some students not only met but far exceeded their growth targets, with their score improvements several times greater than expected.

Student spotlight: One student scored 140 points higher on their spring test compared to the fall, surpassing their typical growth target of 12 points by more than tenfold.

target designed to help students catch up to grade level. When gains are expressed as a percentage of these benchmarks, results vary widely. Some students made extraordinary progress—up to 1166% of their Typical Growth and 451% of their Stretch Growth.

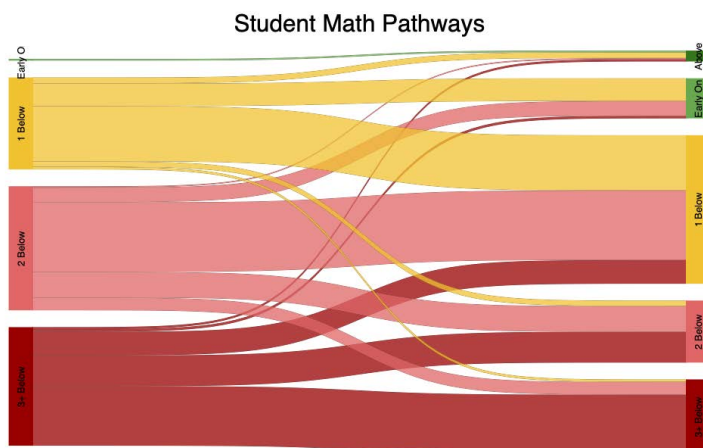
Because of these exceptional cases, iReady emphasizes medians rather than averages. Averages can be skewed by unusually high scores, while medians better represent the “typical” student. On average, students achieved 104% of their Typical Growth target and 53% of their Stretch Growth target, but the median student reached 85% of Typical Growth and 46% of Stretch Growth—a more accurate reflection of typical progress.

Overall, 45% of students met their Typical Growth target, while 15% reached their Stretch Growth target. As iReady scores increased, many students moved up to higher performance levels. More than half of all students (52%) improved their performance level from fall to spring. The share of students performing at grade level in math grew from 1% to 15%.



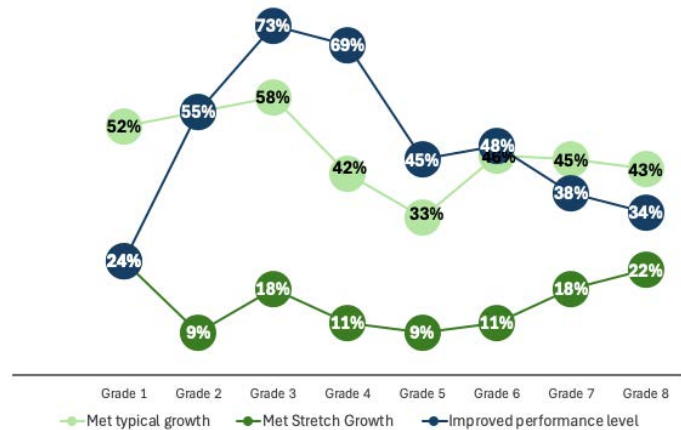
The percentage of students two or more levels behind dropped from 72% to 41%—almost cutting the gap in half.

Only 6% of students declined in performance level, while the vast majority either maintained or improved—a clear sign of the program’s success.



Below, student growth in math is presented for all sites by grade level.

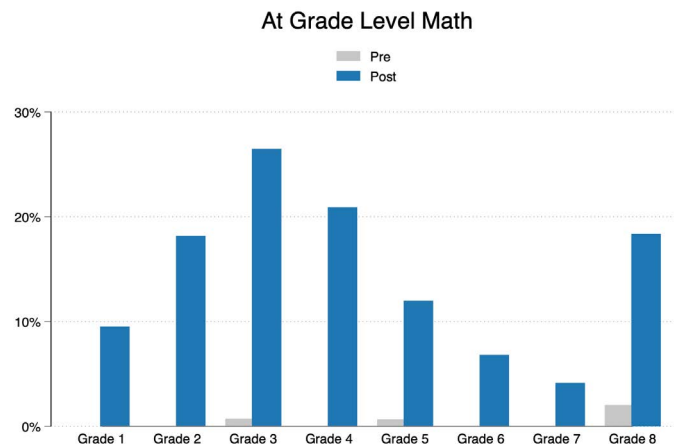
- **Grade 1:** In 1st grade, the percent of scholars performing at or above grade level increased from **0% to 10%**. The median percent growth toward i-Ready's typical growth was 103%, with 52% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 81%, with 24% of scholars meeting the stretch goal in math.



- **Grade 2:** In 2nd grade, the percent of scholars performing at or above grade level increased from **0% to 18%**. The median percent growth toward i-Ready's typical growth was 100%, with 55% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 60%, with 9% of scholars meeting the stretch goal in math.
- **Grade 3:** In 3rd grade, the percent of scholars performing at or above grade level increased from **1% to 26%**. The median percent growth toward i-Ready's typical growth was 109%, with 58% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 69%, with 18% of scholars meeting the stretch goal in math.
- **Grade 4:** In 4th grade, the percent of scholars performing at or above grade level increased from **0% to 21%**. The median percent growth toward i-Ready's typical growth was 83%, with 42% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 49%, with 11% of scholars meeting the stretch goal in math.
- **Grade 5:** : In 5th grade, the percent of scholars performing at or above grade level increased from **1% to 12%**. The median percent growth toward i-Ready's typical growth was 61%, with 33% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 31%, with 9% of scholars meeting the stretch goal in math.
- **Grade 6:** In 6th grade, the percent of scholars performing at or above grade level increased from **0% to 7%**. The median percent growth toward i-Ready's typical growth was 86%, with 46% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 40%, with 11% of scholars meeting the stretch goal in math.
- **Grade 7:** In 7th grade, the percent of scholars performing at or above grade level increased from **0% to 4%**. The median percent growth toward i-Ready's typical

growth was 69%, with 45% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 30%, with 18% of scholars meeting the stretch goal in math.

- **Grade 8:** In 8th grade, the percent of scholars performing at or above grade level increased from **2% to 18%**. The median percent growth toward i-Ready's typical growth was 75%, with 43% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 29%, with 22% of scholars meeting the stretch goal in math.

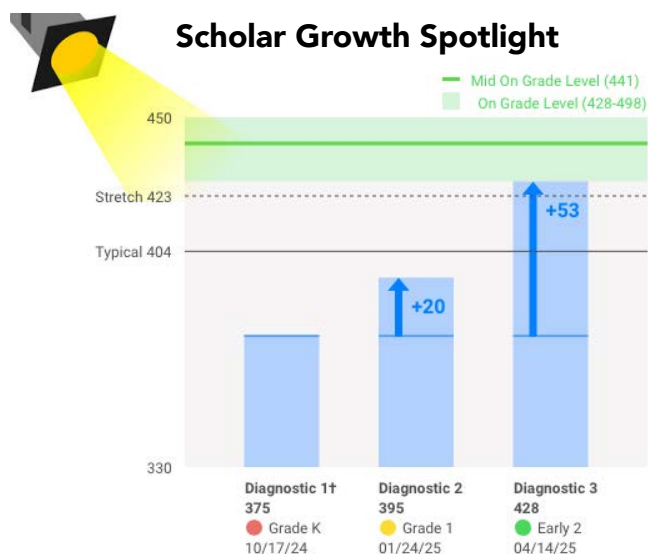
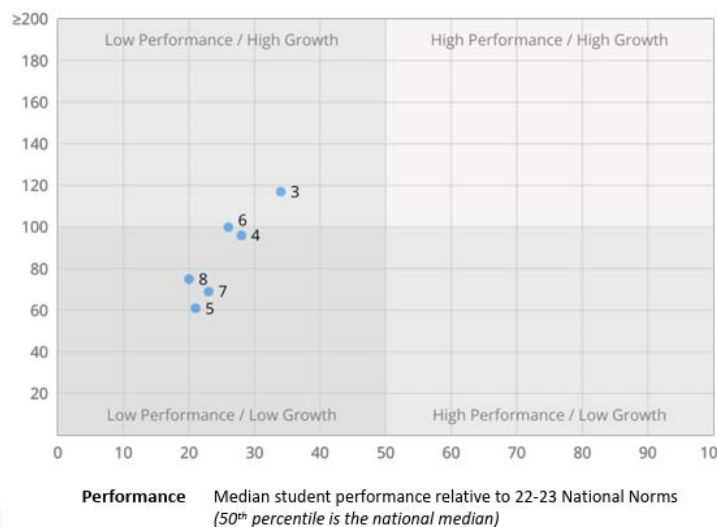


Math Growth relative to baseline placement as calculated by i-Ready

The graph to the right reflects the aggregate growth of all scholars working with NJTC tutors relative to their baseline placement. All scholars started the year in 'low performance' meaning they were not on grade level.

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth
Median percent of typical growth achieved, differentiated by fall placement levels



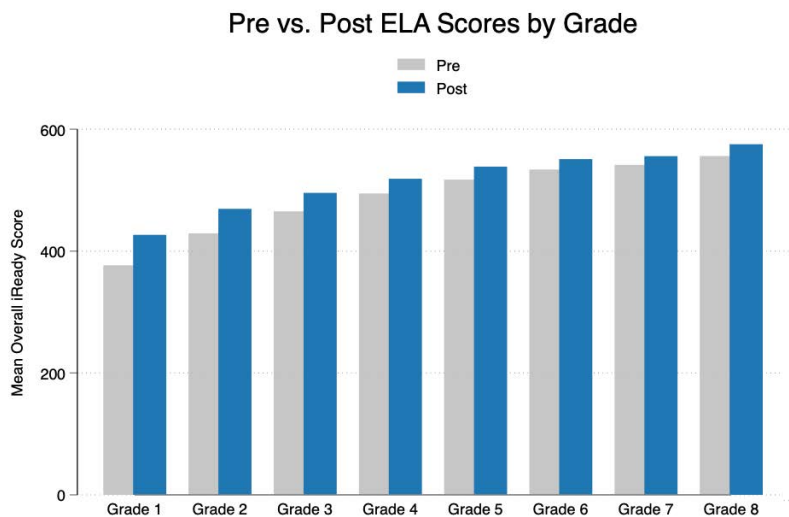
Grade levels who had the highest median growth scores were grades 2 and 3.

A scholar spotlight is provided to the left for a second grade scholar, again at the program cycle beginning, mid-point, and end.

Literacy

- iReady pre- and post-test Literacy data are available for 811 scholars across 20 schools. The majority of participating students were in Grade 3–6, with additional students in Grade 7 and 8 also receiving tutoring. In a few schools, a small number of students in Grades 1 and 2 participated as well.
- The majority of students (95%) scored below grade level on their iReady pre-test, indicating that the program is effectively reaching the students most in need of tutoring.
- The overall reading findings for 2024–25 closely mirrored those from 2023–24.

Across all grade levels, scholars showed statistically significant improvement in their iReady reading score from pre- to post-tests.



On average, students gained 28 points from fall to spring, representing about a 6% increase. When gains are expressed as a percentage of these benchmarks, results vary widely. Some students made remarkable progress—up to 1017% of their Typical Growth and 366% of their Stretch Growth.



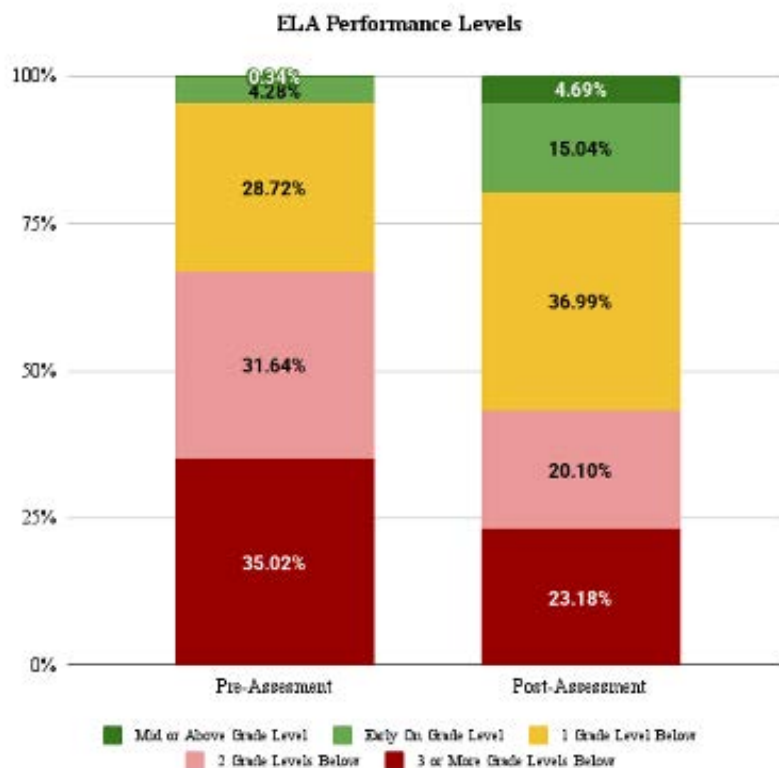
Tutored Scholar Growth Ranged from 0 to 51%

This means some students not only met but far exceeded their growth targets, with their score improvements several times greater than expected.

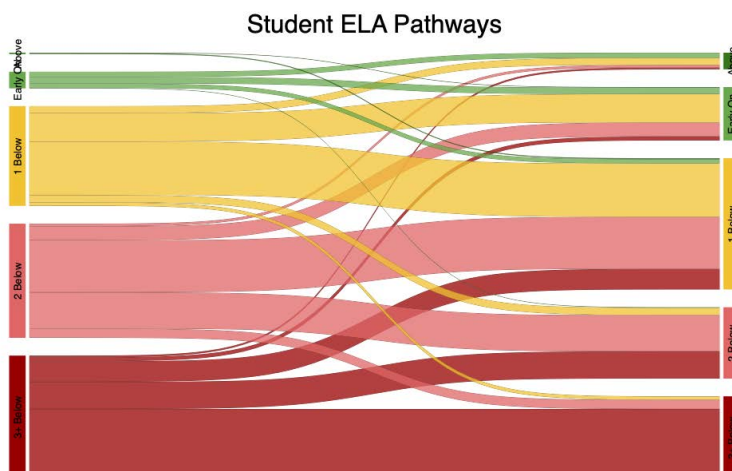
Student spotlight: One student scored 183 points higher on their spring test compared to the fall, surpassing their typical growth target of 18 points by more than tenfold.

To account for these outliers, iReady reports medians rather than averages. On average, students achieved 124% of their Typical Growth target and 56% of their Stretch Growth target, while the median student reached 100% of Typical Growth and 48% of Stretch Growth—a more accurate reflection of typical progress.

Overall, 51% of students met their Typical Growth target, while 20% reached their Stretch Growth target. As iReady scores increased, many students moved up to higher performance levels. About half of all students (46%) improved their performance level from fall to spring. The share of students performing at grade level in math grew from 5% to 20%.



The percentage of students who were two or more levels behind at the start of the year was reduced by a third, decreasing from 67% to 43% by year's end.

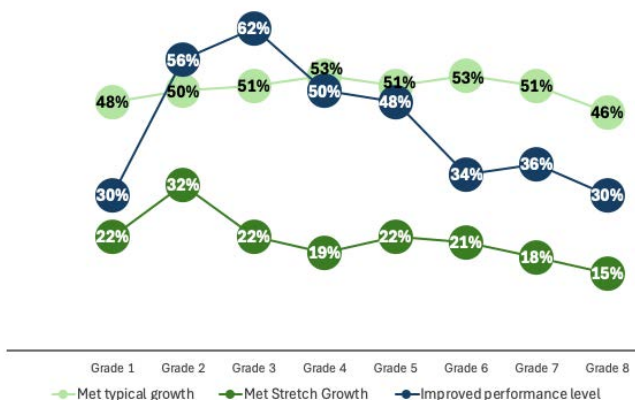
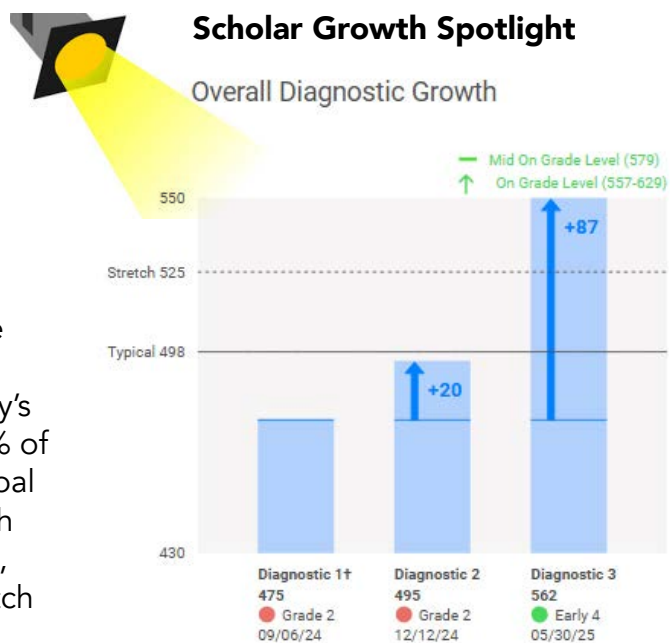


Only 5% of students declined in performance level, while the vast majority either maintained or improved—a clear sign of the program's success.

A scholar spotlight is provided for a fourth grade scholar, again at the program cycle beginning and end.

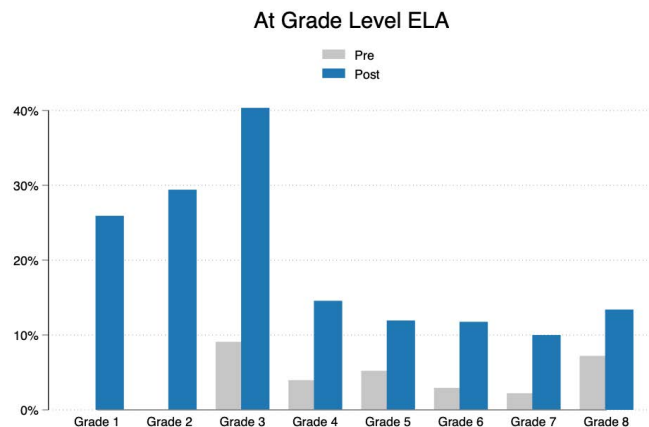
Below, student growth in literacy is presented for all sites by grade level.

- Grade 1:** In 1st grade, the percent of scholars performing at or above grade level increased from **0% to 26%**. The median percent growth toward i-Ready's typical growth goal was 94%, with 48% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 69%, with 22% of scholars meeting the stretch goal in reading.
- Grade 2:** In 2nd grade, the percent of scholars performing at or above grade level increased from **0% to 29%**. The median percent growth toward i-Ready's typical growth goal was 105%, with 50% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 64%, with 32% of scholars meeting the stretch goal in reading.
- Grade 3:** In 3rd grade, the percent of scholars performing at or above grade level increased from **9% to 40%**. **The median percent growth toward i-Ready's typical growth goal was 103%, with 51% of scholars meeting the typical growth goal in reading.** The median percent growth toward i-Ready's stretch goal was 56%, with 22% of scholars meeting the stretch goal in reading.
- Grade 4:** In 4th grade, the percent of scholars performing at or above grade level increased from **4% to 15%**. The median percent growth toward i-Ready's typical growth goal was 104%, with 53% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 52%, with 19% of scholars meeting the stretch goal in reading.
- Grade 5:** In 5th grade, the percent of scholars performing at or above grade level increased from **5% to 12%**. The median percent growth toward i-Ready's typical



growth goal was 113%, with 51% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 48%, with 22% of scholars meeting the stretch goal in reading.

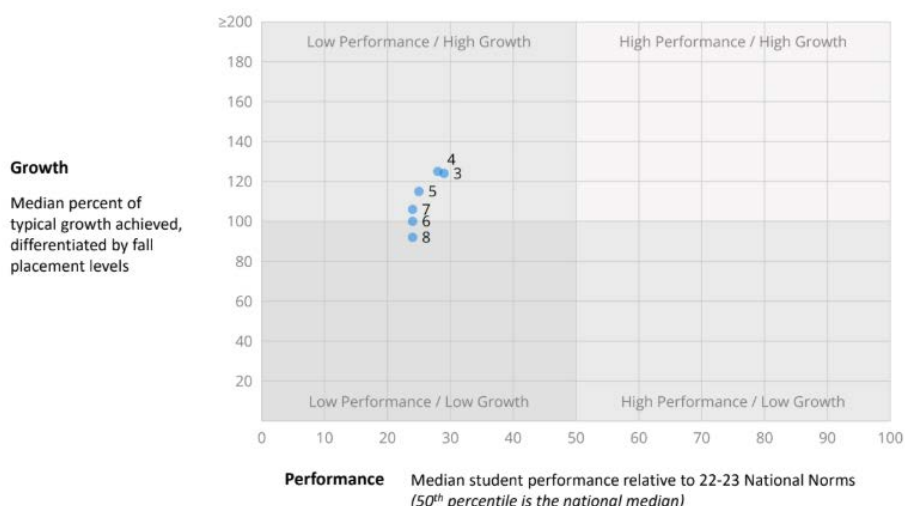
- **Grade 6:** In 6th grade, the percent of scholars performing at or above grade level increased from **3% to 12%**. The median percent growth toward i-Ready's typical growth goal was 100%, with 53% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 37%, with 21% of scholars meeting the stretch goal in reading.
- **Grade 7:** In 7th grade, the percent of scholars performing at or above grade level increased from **2% to 10%**. The median percent growth toward i-Ready's typical growth goal was 103%, with 51% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 35%, with 18% of scholars meeting the stretch goal in reading.
- **Grade 8:** In 8th grade, the percent of scholars performing at or above grade level increased from **7% to 13%**. The median percent growth toward i-Ready's typical growth goal was 92%, with 46% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 31%, with 15% of scholars meeting the stretch goal in reading.



Literacy Growth relative to baseline placement as calculated by i-Ready

The graph to the right reflects the aggregate growth of all scholars working with NJTC tutors relative to their baseline placement. All scholars started the year in 'low performance' meaning they were not on grade level. Grade levels seeing the highest median growth scores were grades 3, 4 and 5.

Comparison of Median Student Performance and Median Percent of Typical Growth



QUALITATIVE DATA

Using survey data collected from Scholars, Tutors, Site Coordinators, Instructional Coaches, and Site Directors, the program was able to evaluate the overall satisfaction of these constituent populations in various forms. The data below graphically summarizes the findings of the program in regard to efficacy and satisfaction. Survey data was collected post-tutoring sessions through Tutor With Pearl. Program-wide survey data was collected by NJTC.

POST-SESSION SURVEY RESULTS

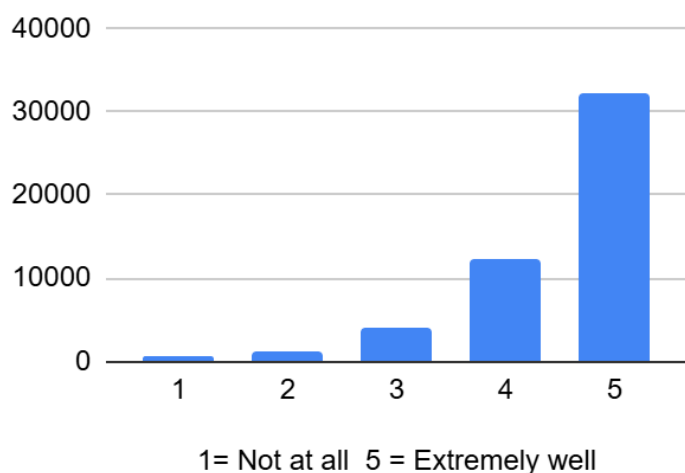
Scholars Post-Session Survey Results

The following post-session results were collected through our operations platform, Pearl. After each tutoring session, scholars and tutors completed short 4-question surveys. The scholar survey had the following questions:

- How confident are you that you understood the material in this tutoring session?
- How much did you enjoy this session with <TUTOR>?
- How much do you think you learned this session?
- Overall, how did this tutoring session go?
- Open-ended scholar comments

***50,311 total
surveys from
1,668 scholars
across
30 weeks of
programming***

How much did you enjoy the session with your tutor?

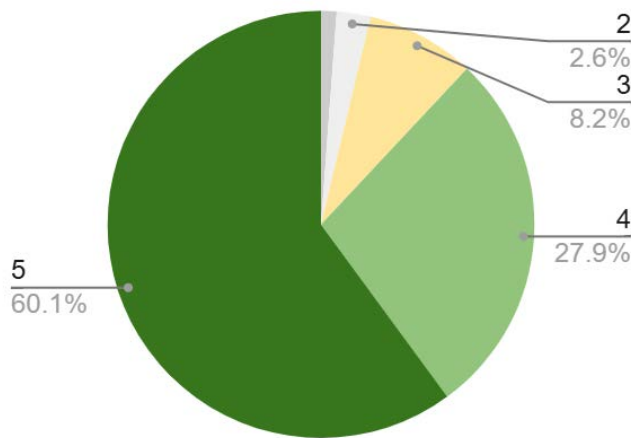


The post-session data showed that scholars were very positive about their tutoring sessions:

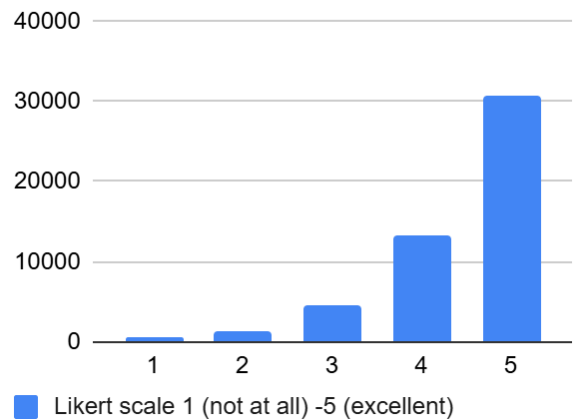
- 91.5% gave a rating of 4 or 5 for how the session went overall
- 88.5% gave a rating of 4 or 5 that they enjoyed the tutoring session
- 88.0% gave a rating of 4 or 5 that they think they learned during the session

- 87.3% gave a rating of 4 or 5 that they were confident they understood the material in this tutoring session

How much do you think you learned during this session?



How confident are you that you understood the material in this tutoring session?



Through this data, NJTC is able to conclude that scholars are overwhelmingly enjoying the tutoring sessions, feel confident they understood session materials, think they learned either “quite a bit” or a “tremendous amount,” and believe that overall the tutoring session went well.

87.3%

of scholars reported post-session that they were confident or extremely confident they learned after the session

“

“I forgot long division and Mrs. Rogers taught it clear and it helped me understand it more.”

- **Math Scholar**

“

“I like going to tutoring class because I know more math than I used to.”

- **Math Scholar**

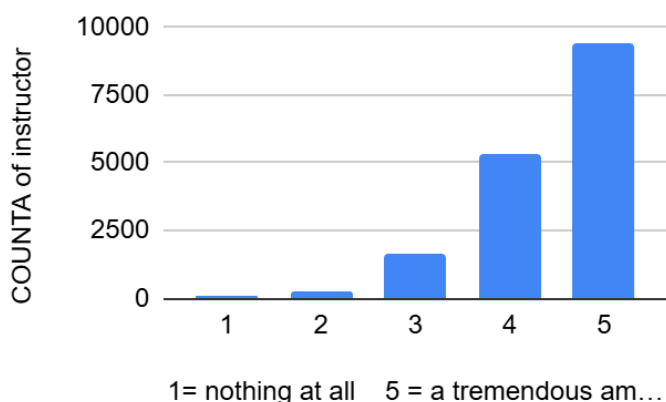
Tutors Post-Session Survey Results

The following post-session results were collected through the operations platform, Tutor With Pearl. After each tutoring session, scholars and tutors completed short 5-question surveys. The tutor survey had the following questions:

- How engaged were the scholars during this session?
- How much did you enjoy the session with these scholars?
- How much do you think the scholars learned during this session?
- Overall, how did this tutoring session go?

16,707 total surveys from 135 tutors across 30 weeks of programming

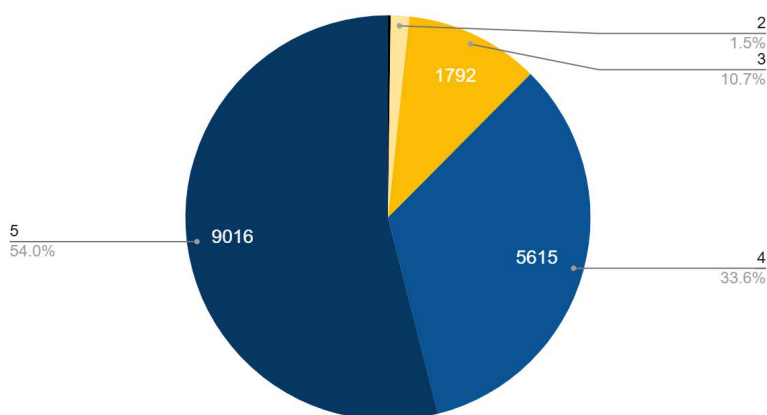
How much do you think the scholars learned during this session?



Like scholars, tutors overwhelmingly viewed sessions positively:

- 89.6% gave a rating of 4 or 5 for how the session went overall
- 88.1% gave a rating of 4 or 5 that they enjoyed the session with the scholars
- 87.6% gave a rating of 4 or 5 for how engaged the scholars were
- 86.5% gave a rating of 4 or 5 that they think the scholars learned during the session

How engaged were the scholars during this session?



POST-PROGRAM SURVEY RESULTS

Scholar Satisfaction

Scholars in grades k-8 completed a post-program survey on the program and their self-perceived levels of confidence in learning literacy and math, asking for help when needed, and offering assistance to others. These surveys were conducted by NJTC.

Math

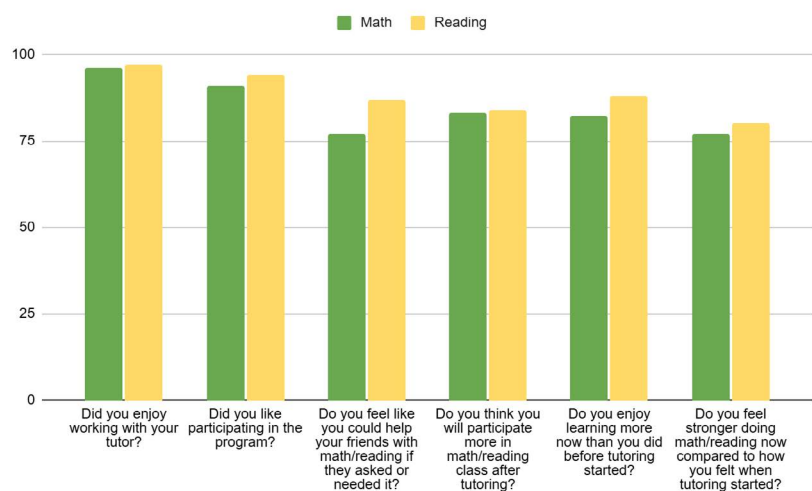
There were 667 math scholars that completed a post-program survey. Among them:

- 96% enjoy working with their tutor;
- 91% like participating in the math tutoring program;
- 82% of scholars enjoy learning more now than they did before tutoring started;
- 83% of scholars think they will participate more in math class after tutoring;
- 77% think they could help their friends with math if they asked or needed it; and
- 77% of scholars feel stronger doing math now compared to how they felt when tutoring started.

Literacy

There were 1,412 scholars that completed a post-program survey. Among them:

- 97% enjoy working with their tutor;
- 94% like participating in the literacy tutoring program;
- 88% of scholars enjoy learning more now than they did before tutoring started;
- 84% of scholars think they will participate more in reading class after tutoring;
- 87% think they could



help their friends with reading if they asked or needed it; and

- 80% of scholars feel stronger doing literacy now compared to how they felt when tutoring started.

Scholar Voice

“

“It was better working with the tutors in math than doing math class because all the students in my math class yell, scream, or do something stupid.”

- Math Scholar

“

“It was so much fun. I learned how to write a paragraph.”

- Literacy Scholar

“

“Mr. D is the nicest kindness tutor I know. He helps and cares for his students wanting [the best] for them. He strives to help and make us not just smarter but to make us better people. He helps us smile and laugh whenever he makes his jokes whenever we're down.”

- Literacy Scholar

“

“Ms. S. is a really good ELA tutor. She helps me understand things especially for the NJSLA. She also helps me with in-class work like my essays. I have better grammar and punctuation because of her.”

- Literacy Scholar

“

“I learned more with the tutor because they took the time to explain and answered questions.”

- Math Scholar

“

“I just feel like the whole program was great and it helped me so much and it was great meeting so many different tutors and they helped a lot. Overall it was very fun.”

- Math Scholar

Tutor Satisfaction

In total, 60 Tutors (of a total of 103) completed a post-program survey. The survey results showed:

- 98% agree or strongly agree that supporting the scholars has been rewarding;
- 98% agree or strongly agree that they feel like they have made a difference;
- 98% agree or strongly agree that communicating with their site team has been consistent;
- 96% agree or strongly agree that they feel like they have grown professionally;
- 95% agree or strongly agree that they have observed scholars' growth;
- 93% agree or strongly agree that working with the site staff has been easy;
- 92% rate their level of satisfaction with their role as a Tutor as a 4 or 5 out of 5; and
- 88% agree or strongly agree that managing Tutoring responsibilities has been what they expected.



"Tutoring with NJTC has been a very rewarding experience. After 22 years in full-time education, I have a refreshing change in pace and a variety of scholars to meet."

- NJTC Tutor



"As this was my first time tutoring, I found this job to be extremely rewarding and educational for not only my students, but as well as myself. I am one year post graduation from college after receiving my elementary education degree and have been having a hard time finding a job. My job as Tutor with NJTC was the best job for me and helped me grow my teaching skills more. The students motivated me to put me to be my best self and work hard to teach these students. The reward as a tutor for this program has been extremely beneficial for myself and I hope my students felt the same about the sessions. It was truly an honor to be a part of this program and work with students who reminded me why I am in the teaching profession."

- NJTC Tutor

Furthermore, the NJTC provides opportunities for all staff to receive feedback. In total, 87 evaluations were completed by instructional coaches and site coordinators of 75 tutors. The evaluations showed:

- 97% rated the engagement with students of the tutor they evaluated “very well” or “extremely well;”
- 95% rated the preparedness of the tutor they evaluated “very well” or “extremely well;”
- 93% rated the punctuality of the tutor they evaluated “very well” or “extremely well;” and
- 92% rated the use of curricula, materials, and Fun Factors by the tutor they evaluated “very well” or “extremely well.”



“I enjoy working with the Scholars and find it very rewarding. The support from the Site Coordinator/Instructional Coach, Assistant Program Manager, and Program Manager is exceptional and I truly appreciate their positivity and responsiveness.”

- NJTC Tutor



Onsite Leadership Satisfaction

There were 23 site Coordinators and Instructional Coaches that completed an end-of-year survey. This includes 2 Instructional Coaches, 3 Site Coordinators, and 18 Dual Instructional Coaches/Site Coordinators. Site coordinators provided oversight at one to two program sites each and largely handled program logistics. The Instructional Coaches provided pedagogical support using a modified Danielson model. The Dual Role (SC/IC) previously performed both job duties for the smaller tutoring location and in the 2024-25 School Year was expanded to the larger locations as well.

The evaluations showed positive responses across all categories and near unanimous agreement among onsite leadership staff that they believed they made a difference, grew professionally, and found their role rewarding.

Among them:

- 94% agree or strongly agree that supporting the tutors has been rewarding;
- 94% agree or strongly agree that they feel like they have made a difference;
- 94% agree or strongly agree that communicating with their site team has been consistent;
- 88% agree or strongly agree that managing coaching responsibilities has been what they expected;
- 88% agree or strongly agree that working with the site staff has been easy;
- 88% agree or strongly agree that they feel like they have grown professionally; and
- 83% rate their level of satisfaction with their role as a Site Coordinator/Instructional Coach as a 4 /5 out of 5



“Observing teachers and offering post observation coaching is very rewarding in that, through targeted and specific feedback, teachers can grow in their ability to help students grasp difficult concepts. Suggesting alternate methods, manipulatives, appropriate scaffolds and interventions are examples of some of the suggestions I might provide to move teachers from good to better, and ultimately, great.”

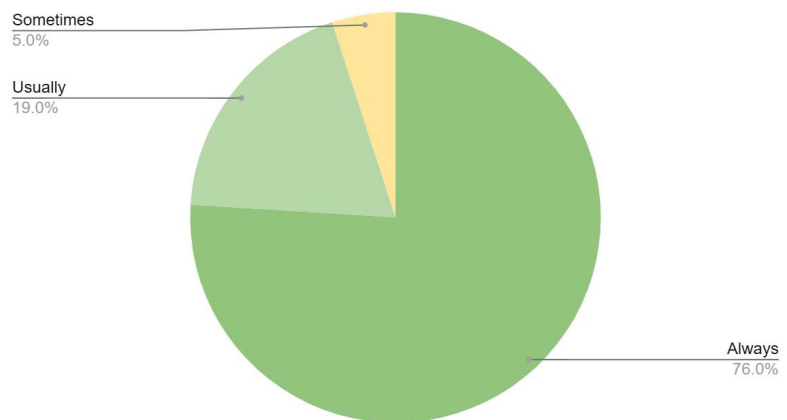
- Dual Site Coordinator/Instructional Coach

Program Partner Satisfaction

In total 28 program partners completed an end-of-year survey. This includes program directors, teachers, principals, and district administrators. The evaluations showed that program partners viewed NJTC staff as very much treating them with respect, and would recommend NJTC to another organization. Specifically:

- 96% believe staff at NJTC always are usually treat them with respect;
- 71% rated 4 or 5 out of 5 the likelihood they would recommend NJTC to an organization in need of tutoring services;
- 61% agree or strongly agree that after participating in this program, their scholars are more confident in math and/or literacy (an additional 29% neither agree nor disagree);
- 54% agree that overall NJTC met their needs very well or extremely well (an additional 25% believe NJTC meets their needs fairly well);
- 50% agree that NJTC communications with them is either outstanding or exceeds expectations (an additional 29% believe it meets expectations); and
- 43% agree that NJTC staff professionalism is either outstanding or exceeds expectations (an additional 29% believe staff professionalism meets expectations).

How often do staff at NJTC treat you with respect?



With the exception of staff treating partners with respect, these survey results are noticeably less positive than in prior years and warrant reflection as to the unforeseen programmatic changes that can impact survey results from cycle to cycle.



Partner Voice

“

“While working with NJTC, they were good at supporting students in building stronger foundational skills, incorporating student interests into lessons, helping students prepare for the NJSLA.”

- **School Partner**

“

“They are fantastic with small groups, really getting to know the students, and help them in a way that makes sense to each individual student.”

- **School Partner**

“

“I loved my NJTC tutor this year. They were very flexible and aligned with material that we doing in the classroom.”

- **Classroom Teacher**

“

“Our site coordinator was wonderful this year. She not only supervised the tutors but helped the tutors with implementing lessons and executing lesson successfully.”

- **School administrator**

“

“NJTC is good at fostering positive relationships with their partnerships and collaborating well with them to adjust to the needs of the program.”

- **School Partner**

“

“NJTC is great at communicating the process and plan for our students. The Site Coordinator and tutors were very flexible.”

- **School Partner**

“

“NJTC was able to meet the needs of students needing intervention that the school might not be able to accommodate because of numbers or deficiency.”

- **School administrator**

Conclusion & Reflections

NJTC Organizational Goals

- Grow our impact, including impact on scholars, educator pipeline, and brand;
- Ensure long-term financial sustainability, increasing fees for service, philanthropic partners, diversifying our Board, and improving cash position and modeling;
- Strengthen our infrastructure, including platforms, partner experience, and organizational culture.

The School Year 2024-2025 marked a period of continued growth for the New Jersey Tutoring Corps. Continuing to meet the needs of school districts, community partners and scholars alike, NJTC has sustained the delivery of a powerful tutoring model while building relationships and maintaining strong financial stability. NJTC effectively met its core organizational goals, most notably in demonstrating a substantial positive impact on scholar academic outcomes and fostering a highly supportive and rewarding environment for its tutors and onsite leaders.

The following list is a sample of positive feedback received from all stakeholder categories for the 2024-2025 school year program:

- 98% of tutors agree or strongly agree that supporting the scholars has been rewarding;
- 98% of tutors agree or strongly agree that they feel like they have made a difference;
- 91% of scholars like participating in the math tutoring program;
- 94% like participating in the literacy tutoring program;
- 96% believe staff at NJTC always are usually treat them with respect;
- 71% rated 4 or 5 out of 5 the likelihood they would recommend NJTC to an organization in need of tutoring services;



The quantitative data from i-Ready diagnostics conclusively shows statistically significant learning gains in both mathematics and literacy across all grade levels served. The marked increase in students performing at or above grade level, coupled with a significant reduction in students two or more levels behind, underscores the efficacy of NJTC's high-dosage tutoring model in addressing learning gaps. The overwhelmingly positive feedback from scholars themselves, confirming enjoyment, perceived learning, and increased confidence, further validates the program's direct impact on student engagement and self-efficacy. Similarly, the high satisfaction levels reported by tutors and onsite leaders indicate a strong internal culture and a successful professional development pipeline.

However, the evaluation also brought to light areas requiring strategic focus, particularly concerning program partner satisfaction. The dip in key metrics such as willingness to recommend NJTC, perceived scholar confidence by partners, and ratings for communication and professionalism, suggests a need for enhanced collaboration, responsiveness, and perhaps more direct engagement with district and school administrators. Issues related to staffing consistency and the nature of problem resolution (e.g., email vs. on-site visits) were explicitly raised. In examining these data points, NJTC realized that one school, which did not want tutoring to occur, rated NJTC consistently at the 1-2 out of 5 range, which impacted the performance across all categories. Coupled with low partner completion of the survey, the numbers do not appear to accurately reflect the experience of the vast majority of NJTC partners this past school year. However, taking them seriously, NJTC is implementing steps to strengthen the partner experience.

The following list is a sample of constructive feedback received from all stakeholder categories for the 2024-2025 school year program:

While NJTC prepares for the next School Year 2025-2026 cycle, the following steps will allow them to implement the above learnings:

- More frequent on-site visits from members of the Central Team;
- Implementation of Data-to-Context meetings between the Director of Program Evaluation and Impact and the Program Management, on-site leadership teams, and partners;
- Regularly scheduled check-ins between district points of contact and NJTC;
- Mid-year data check-in with partner point of contacts;



- Strengthening of the training model, as described below:

Moving forward, NJTC's reflections for the upcoming school year rightly prioritize strengthening program oversight, refining training protocols to ensure consistent instructional quality (e.g., effective use of manipulatives, improved asynchronous training), and optimizing scholar session scheduling to better align with school curricula and avoid instructional disruption. The creation of a Master Trainer role and a commitment to more deliberate recruitment of partner districts who are flexible and data-sharing-oriented are crucial steps. Furthermore, enhancing communication and collaboration directly with classroom teachers and addressing logistical challenges like diagnostic testing timing will be vital for a more seamless and integrated program experience.

In essence, NJTC has proven its capability to deliver impactful academic support and cultivate a positive learning and working environment. The insights from this comprehensive evaluation provide a clear roadmap for addressing identified challenges, particularly in external partnerships, to ensure continued excellence and sustainable growth in serving New Jersey's scholars.





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