



2025-26

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. As part of our mission, we commission an external 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 2025/26 school year report here.

During the 2025-2026 school year, NJTC placed 22 site leaders (site coordinators, instructional coaches, or dual role leaders) throughout the Garden State, served 36 school sites in 12 districts, assisted over 1750 scholars, and employed 77 tutors.

At the beginning of the program, less than 3% of our scholars were grade-level proficient in math. By the end of the program cycle, 20% were grade-level proficient in Math. In Literacy, 6% of scholars were grade-level proficient at the start of the program cycle, and 17% 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 65% of our scholars to 37%. In Literacy, scholars two or more grade levels behind shifted from 70% to 48%.

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.

This report highlights the findings of our external evaluator. 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 Governors Phil Murphy and Mikie Sherrill, Senate Majority Leader Teresa Ruiz, Senate Education Committee Chair Vin Gopal, and so many other legislators.

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, closing scholar academic gaps and increasing confidence while strengthening the educator pipeline.

With warm regards,

Katherine Bassett, CEO

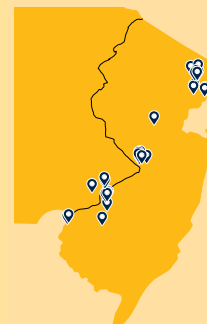




New Jersey
TUTORING CORPS INC

2025 - 2026

Programming Results



KEY TAKEAWAYS



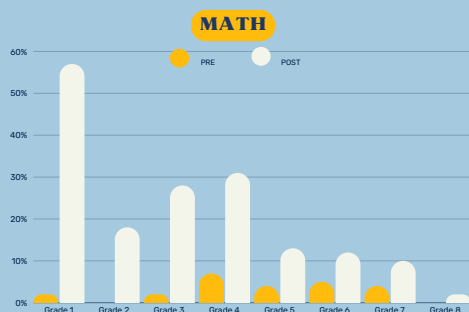
Math

The percentage of students two or more levels behind dropped from 65% to 37%-- almost cutting the gap in half.

ELA

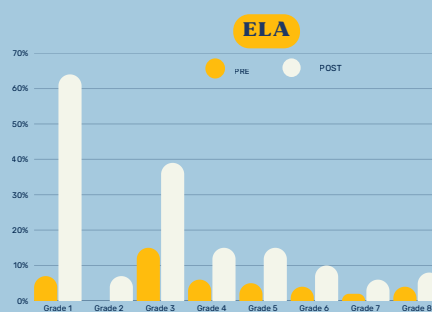


The percentage of students who were two or more levels behind at the start of the year was reduced by a third, decreasing from 70% to 48% by year's end.



Across grades 1 - 8, the percent of scholars performing at grade level in math improved from 3% to 20%.

Results found to be statistically significant by external researcher



Across grades 1-8, the percent of scholars performing at grade level in literacy improved from 6% to 17%

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 22 Site Leaders



693,800 total tutored minutes



36 School Locations and 12 partners
80% using embedded school day model

"When I'm in these sessions, I feel like I'm getting the help I need." - NJTC 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

Mrs. Naima was a wonderful tutor. She taught me many things over the year, i feel more smarter than i was last year." - NJTC Scholar

contact@njtutoringcorps.org

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 25-26

AUGUST 2025

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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 really good at accessing our program needs and our scholars needs. The communication is stellar and no stone is left unturned. It has been such a great time collaborating to always keep trying to improve the program!"

-Program Director

NJTC offers three program models: embedded during the school day; after school; and summer. For the school year 2025/2026, 92% of the programs that NJTC ran were embedded during the school day. Three, or 8% 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 2025 - 2026, there were a total of 1 Site Coordinator, 1 Instructional Coach and 20 Dual Role leaders across the 36 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



"Our tutors work well with not only our students, but with our staff as well. They show a keen interest in the supporting our students and motivating them."

-ADO, iLearn Charter School

THE SCHOOL YEAR 2025/26 PROGRAM

NJTC worked at 36 locations throughout the state, with 12 district partners, and over 1,750 scholars during the 2025/26 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 77 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 2025 and June 2026. 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 36 sites in total, located throughout New Jersey. Twenty-five were repeat sites and eleven were new.



Evaluation Model

The external program evaluation was conducted by Dr. Ellen Sherratt, an experienced researcher and program evaluator. 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 48,643 scholar responses. Post-program surveys were completed by 559 scholars in Grades K-8 that received math tutoring, 560 scholars in Grades K-8 that received literacy tutoring, 63 Tutors (85.7% of all Tutors), and 13 Site Coordinators and Instructional Coaches (59% of all Site Coordinators and Instructional Coaches). 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).

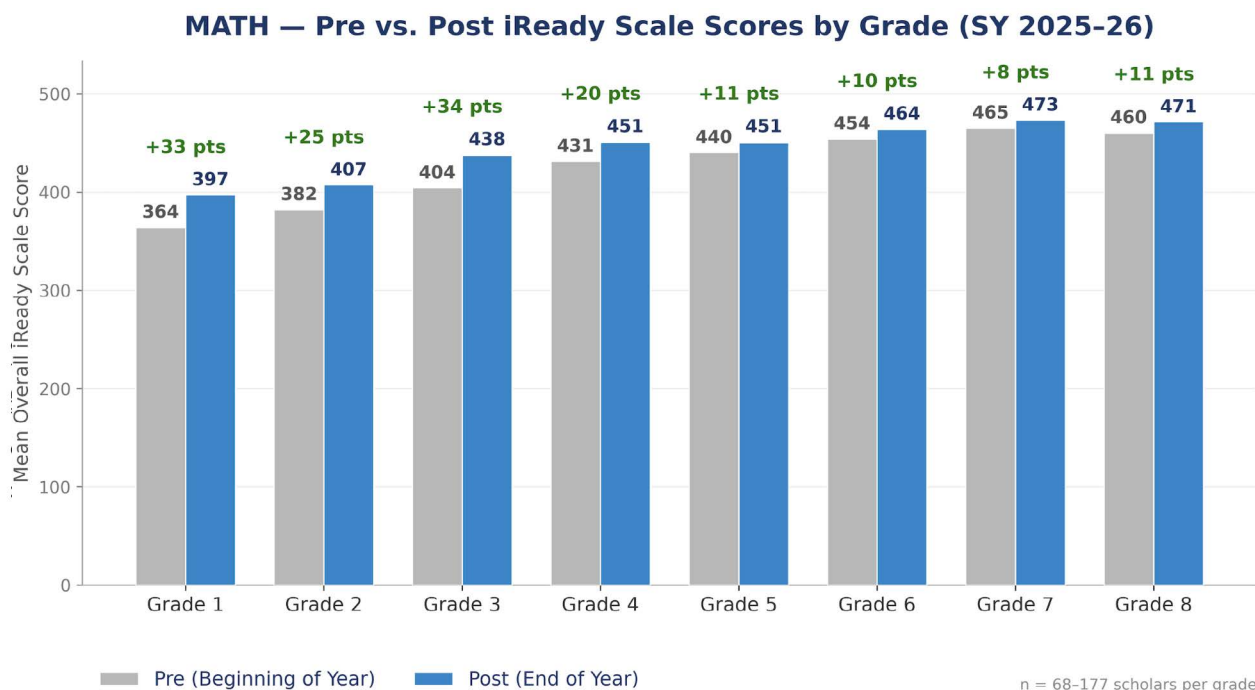


QUANTITATIVE DATA

Math

- iReady pre- and post-test math data are available for 1,070 scholars across 29 schools. Most participating students were in Grade 3–8, with just 8% and 6% of scholars in Grades 1 and 2, respectively.
- The vast majority of students (97%) 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 2025–26 were somewhat stronger than those from 2024–25.

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



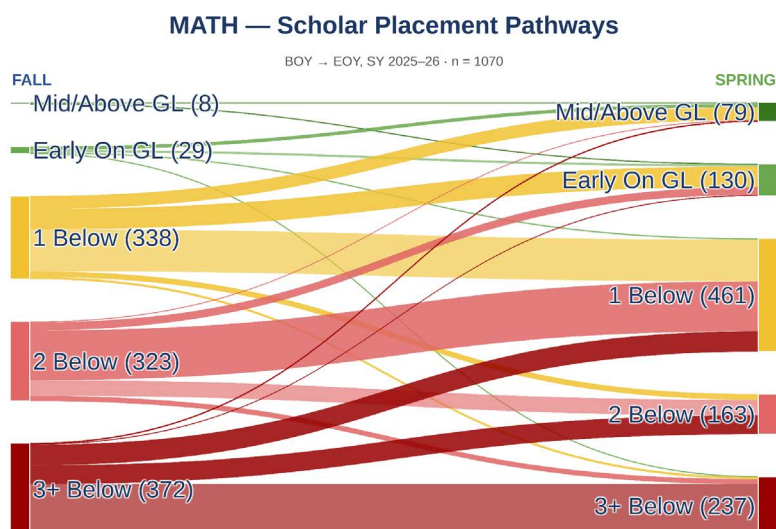
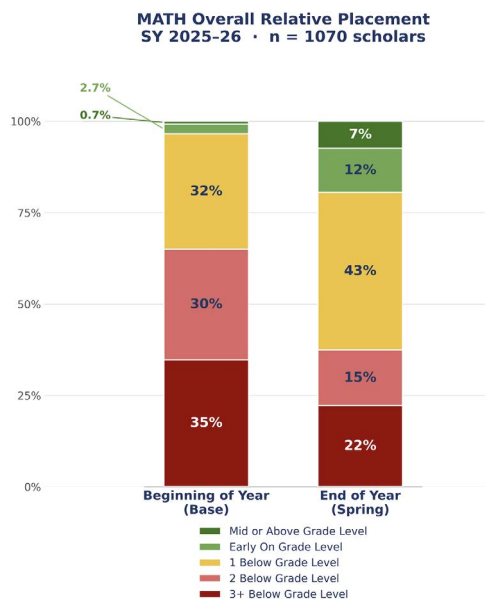
On average, students gained 18 points from fall to spring, representing about a 4% increase. To put these gains in perspective, iReady provides two benchmarks: Typical Growth, which reflects the progress of an average student nationally, and Stretch Growth, a more ambitious target designed to help students catch up to grade level.

Tutoring as an intervention is such a personalized experience and as such, some scholars' progress can be drastically different from each other. Therefore, NJTC follows iReady's recommendation to use median for describing the aggregate progress. Averages can be skewed by unusually high scores, while medians better represent the "typical" student. On average, students achieved 100% of their Typical Growth target and 54% of their Stretch Growth target, but the median student reached 92% of Typical Growth and 51% of Stretch Growth—a more accurate reflection of typical progress.

Overall, 48% of students met their Typical Growth target, while 16% reached their Stretch Growth target. As iReady scores increased, many students moved up to higher performance levels. The large majority of all students (81%) improved their performance level from fall to spring.

The share of students performing at grade level in math grew from 3% to 20%.

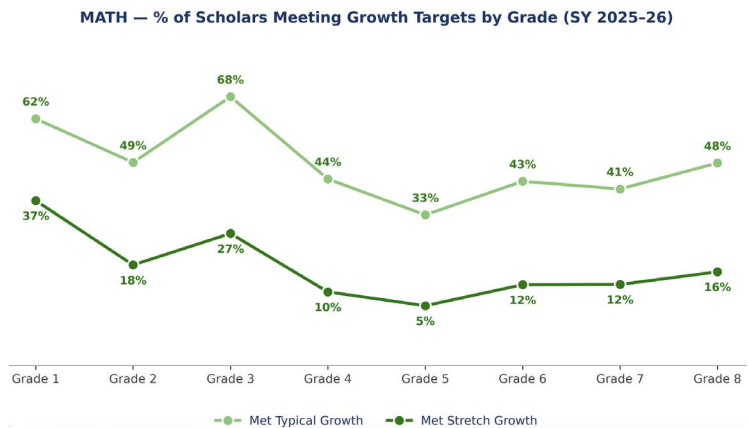
The percentage of students two or more levels behind dropped from 65% to 37%--almost cutting the gap in half.



Only 16% of students' scores declined, while the vast majority either maintained or improved—a clear sign of the program's success.

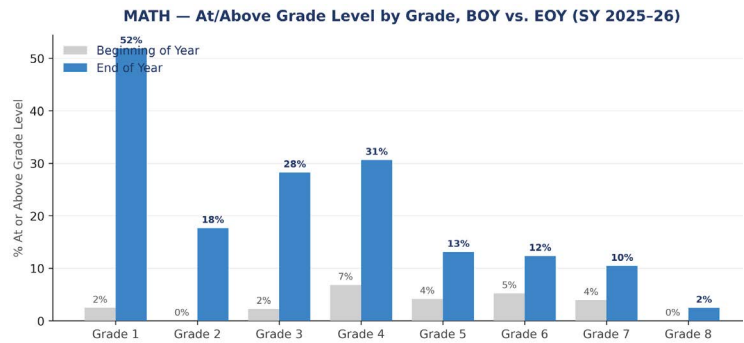
Below, student growth in math is presented for all sites by grade level.

- **Grade 1:** In 1st grade, the percent of scholars performing at or above grade level increased from **2% to 52%**. The median percent growth toward i-Ready's typical growth was 111%, with 62% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 84%, with 37% 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 97%, with 49% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 62%, with 18% 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 **2% to 28%**. The median percent growth toward i-Ready's typical growth was 123%, with 68% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 82%, with 27% 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 **7% to 31%**. The median percent growth toward i-Ready's typical growth was 83%, with 44% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 51%, with 10% 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 **4% to 13%**. The median percent growth toward i-Ready's typical growth was 56%, with 33% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 31%, with 5% 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 **5% to 12%**. The median percent growth toward i-Ready's typical growth was 83%, with 43% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 36%, with 12% 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 **4% to 10%**. The median percent growth toward i-Ready's typical growth was 77%, with 41% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 33%, with 12% of scholars meeting the stretch goal in math.



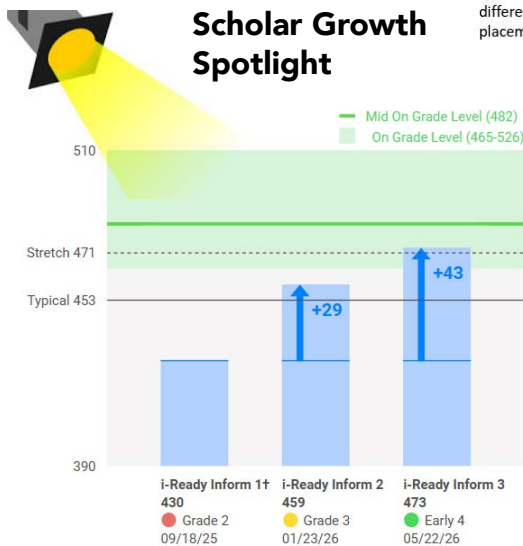
- **Grade 8:** In 8th grade, the percent of scholars performing at or above grade level increased from **0% to 2%**. The median percent growth toward i-Ready's typical growth was 92%, with 48% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 35%, with 16% of scholars meeting the stretch goal in math.

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

The graph below 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 who had the highest median growth scores were grades 1 and 3.

Comparison of Median Student Performance and Median Percent of Typical Growth

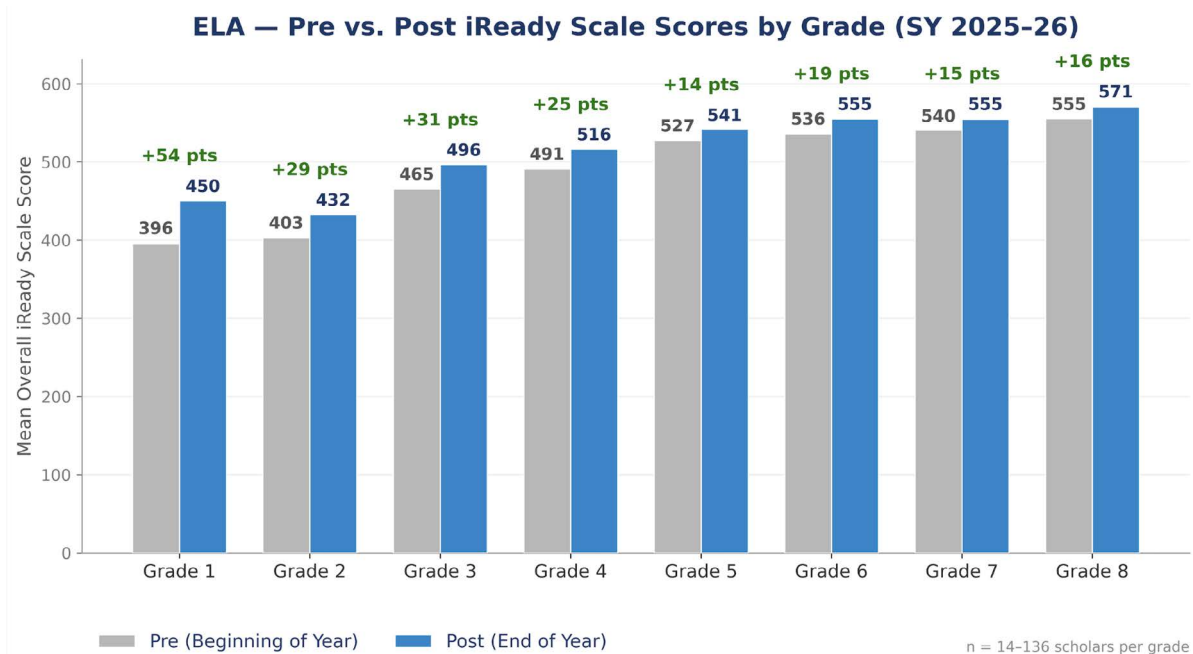


A scholar spotlight is provided for a fourth grade scholar, at the program cycle beginning, mid-point, and end.

Literacy

- iReady pre- and post-test Literacy data are available for 741 scholars across 20 schools. The majority of participating students were in Grade 3–8, with just 2% of scholars in Grade 1 and 2% in Grade 2.
- The majority of students (94%) 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 2025–26 closely mirrored those from 2024–25.

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



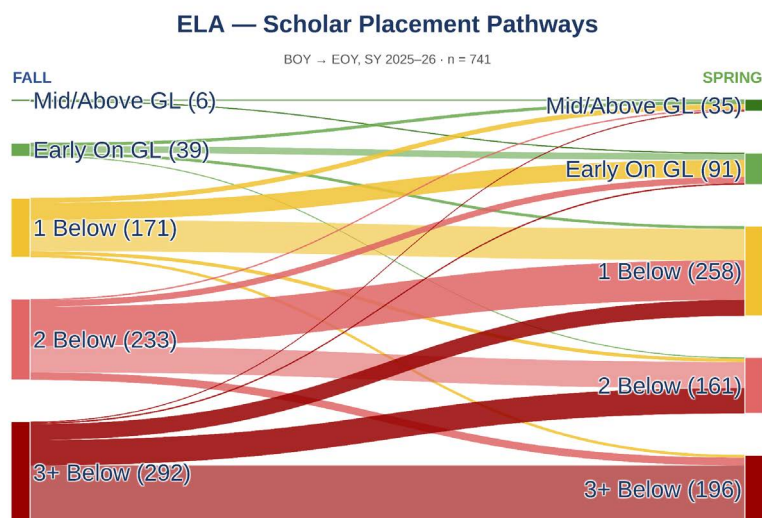
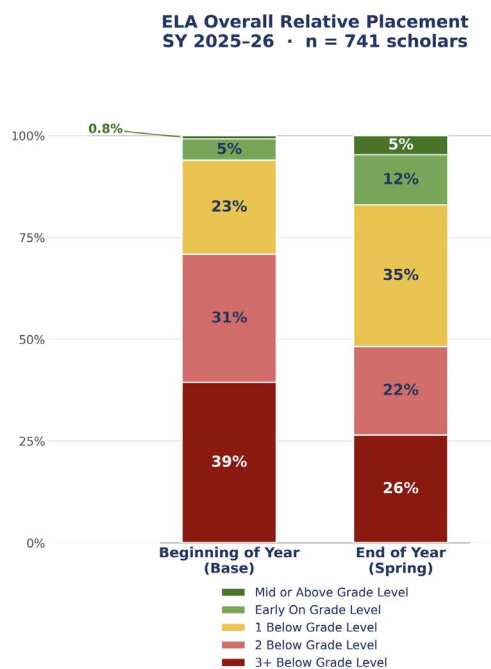
On average, students gained 21 points from fall to spring, representing about a 3% increase. To put these gains in perspective, iReady provides two benchmarks: Typical Growth, which reflects the progress of an average student nationally, and Stretch Growth, a more ambitious target designed to help students catch up to grade level.

Tutoring as an intervention is such a personalized experience and as such, some scholars' progress can be drastically different from each other. Therefore, NJTC follows iReady's recommendation to use median for describing the aggregate progress. On average, students achieved 121% of their Typical Growth target and 53% of their Stretch Growth target, while the median student reached 98% of Typical Growth and 47% of Stretch Growth—a more accurate reflection of typical progress.

Overall, 50% of students met their Typical Growth target, while 18% reached their Stretch Growth target. As iReady scores increased, many students moved up to higher performance levels. About three-quarters of all students (76%) improved their performance level from fall to spring. Only 23% of students' scores declined, while the vast majority either maintained or improved—a clear sign of the program's success.

The share of students performing at grade level in literacy grew from 6% to 17%.

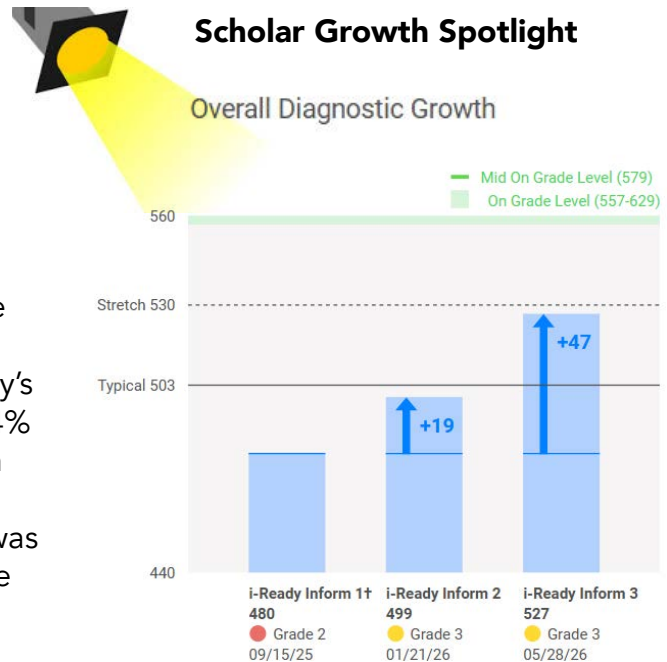
The percentage of students who were two or more levels behind at the start of the year was reduced by a third, decreasing from 70% to 48% by year's end.



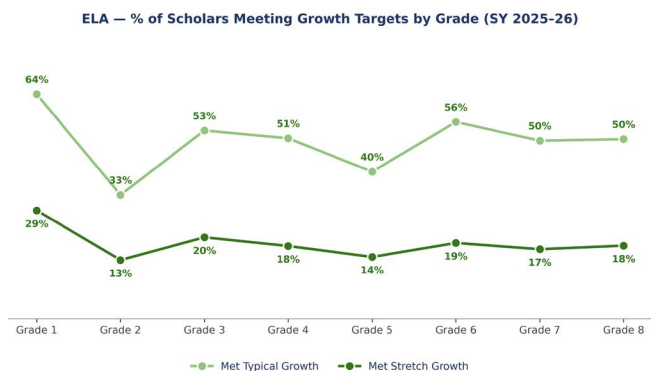
Only 5% of students declined in performance level, while the vast majority either maintained or improved—a clear sign of the program's success.

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

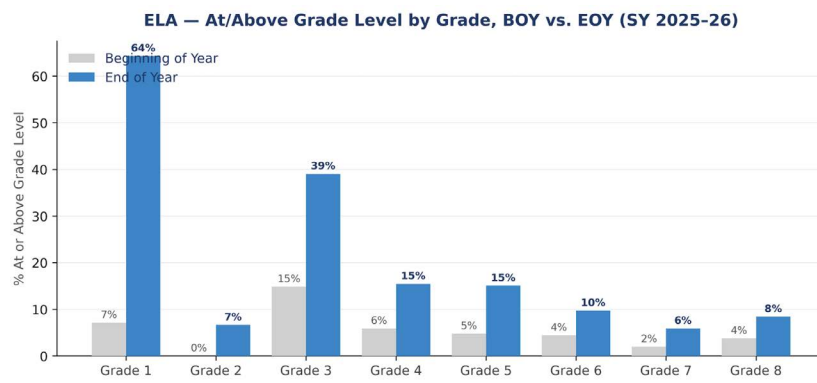
Below, student growth in literacy is presented for all sites by grade level.



- Grade 1:** In 1st grade, the percent of scholars performing at or above grade level increased from **7% to 64%**. The median percent growth toward i-Ready's typical growth goal was 109%, with 64% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 80%, with 29% 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 7%**. The median percent growth toward i-Ready's typical growth goal was 50%, with 33% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 27%, with 13% 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 **15% to 39%**. The median percent growth toward i-Ready's typical growth goal was 106%, with 53% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 58%, with 20% 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 **6% to 15%**. The median percent growth toward i-Ready's typical growth goal was 100%, with 51% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 53%, with 18% 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 15%**. The median percent growth toward i-Ready's typical



growth goal was 70%, with 40% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 31%, with 14% 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 **4% to 10%**. The median percent growth toward i-Ready's typical growth goal was 132%, with 56% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 49%, with 19% 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 6%**. The median percent growth toward i-Ready's typical growth goal was 97%, with 50% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 35%, with 17% 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 **4% to 8%**. The median percent growth toward i-Ready's typical growth goal was 100%, with 50% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 36%, with 18% of scholars meeting the stretch goal in reading.

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

The graph below 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 6.

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.

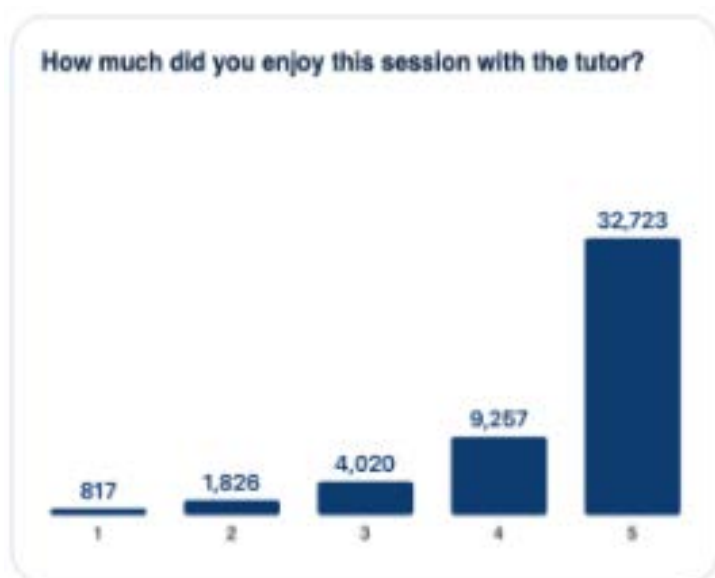
POST-SESSION SURVEY RESULTS

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

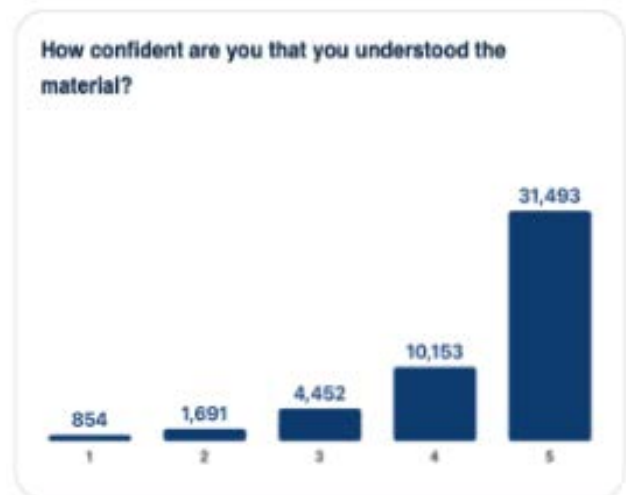
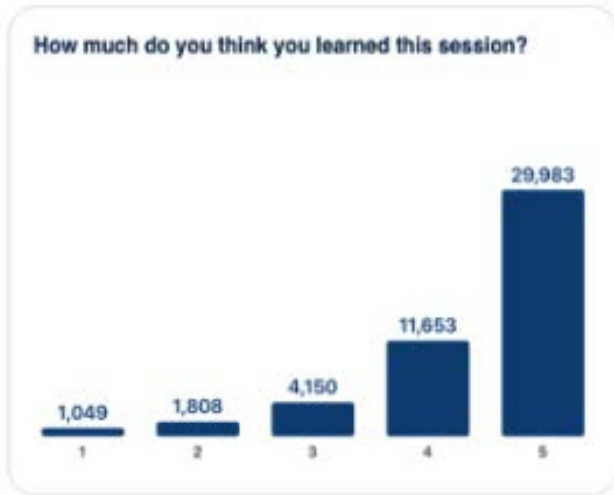
***48,643 total
surveys from
1,752 scholars
across 30
weeks of
programming***



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

- 89.6% gave a rating of 4 or 5 for how the session went overall
- 86.3% gave a rating of 4 or 5 that they enjoyed the tutoring session
- 85.6% gave a rating of 4 or 5 that they think they learned during the session

- 85.6% gave a rating of 4 or 5 that they were confident they 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 love math with miss Anne she is nice,funny and confident it is so fun when I'm with her.”

- Math Scholar

“

“Mrs.Naima was a very wonderful teacher! she has taught me so many things over this year, i feel more smarter than i was last year because of her!!”

- Math Scholar

“

“when I'm in this session if feel like I am getting the help I needed.”

- Math Scholar

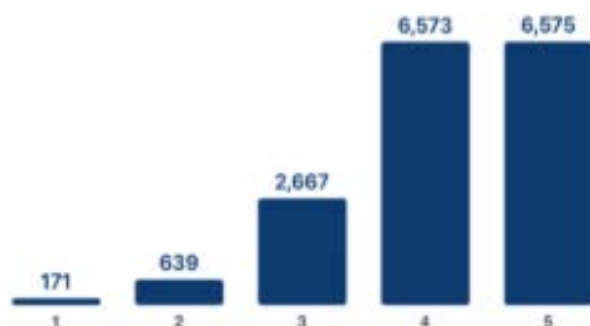
Tutors Post-Session Survey Results

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

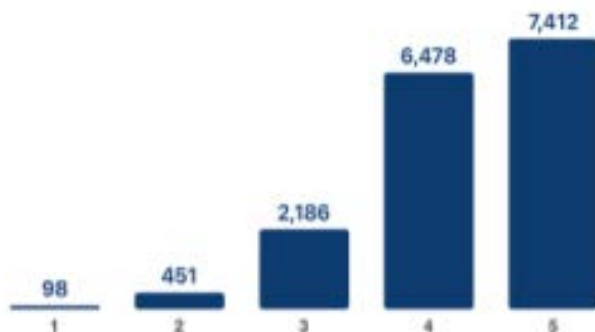
- How engaged were the scholars during this session?
- How much did you enjoy the session with these scholars?
- How much do you think the scholars learned during this session?
- Overall, how did this tutoring session go?

***16,625 total
surveys from
77 tutors
across
30 weeks of
programming***

How much do you think the scholars learned?



How engaged were the scholars during this session?



Like scholars, tutors overwhelmingly viewed sessions positively:

- 85.3% gave a rating of 4 or 5 for how the session went overall
- 83.5% gave a rating of 4 or 5 for how engaged the scholars were
- 83.2% gave a rating of 4 or 5 that they enjoyed the session with the scholars
- 79.1% gave a rating of 4 or 5 that they think the scholars learned during the 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

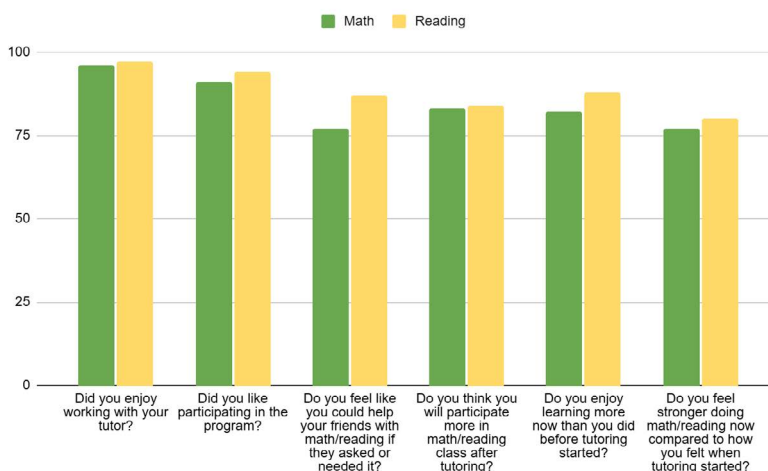
There were 559 math scholars that completed a post-program survey. Among them:

- 97% enjoy working with their tutor;
- 91% like participating in the math tutoring program;
- 84% of scholars enjoy learning more now than they did before tutoring started;
- 81% of scholars think they will participate more in math class after tutoring;
- 80% think they could help their friends with math if they asked or needed it; and
- 78% of scholars feel stronger doing math now compared to how they felt when tutoring started.

Literacy

There were 560 reading scholars that completed a post-program survey. Among them:

- 94% enjoy working with their tutor;
- 90% like participating in the literacy tutoring program;
- 84% 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;
- 82% think they could help their friends with reading if they asked or needed it; and
- 75% of scholars feel stronger doing literacy now compared to how they felt when tutoring started.



Scholar Voice

“

“I had a great year learning more and more math to get to understand it more. It helped me build up the courage to answer questions.”

- Math Scholar

“

“I can now use stronger words for essays, and reading. I can now share my ideas with stronger words.”

- Literacy Scholar

“

“I loved how [my tutor] was teaching us during ELA tutoring, I feel very confident during testing, classwork, and just participating in class. I'm so very grateful because he helped me when I want to be good in ELA but now I understand it very well now.”

- Literacy Scholar

“

“I loved how Mr. D was teaching us math in tutoring, he made learning so fun, he helped me when I didn't understand the assignment, and helped me through my tough times. So im very grateful that he helped me to learn more math and helped me to excel in learning.”

- Math Scholar

“

“She [my tutor] is so nice and she helped me when i was struggling and she never rushed me and now i feel more confident to do ELA now and I love her so much.”

- Literacy Scholar

“

“”[My tutor] was a very nice teacher! she helped me with a bunch of things I didn't understand and went through everything step by step, I feel like I understand math more now because of her!”

- Math Scholar

Tutor Satisfaction

In total, 63 Tutors (of a total of 77) completed a post-program survey. The survey results showed:

- 97% agree or strongly agree that they feel like they have grown professionally;
- 95% agree or strongly agree that supporting the scholars has been rewarding;
- 95% agree or strongly agree that they feel like they have made a difference;
- 95% agree or strongly agree that communicating with their site team has been consistent;
- 94% agree or strongly agree that they have observed scholars' growth;
- 92% rate their level of satisfaction with their role as a Tutor as a 4 or 5 out of 5;
- 89% agree or strongly agree that working with the site staff has been easy;
- 89% have interest in working with NJTC again; and



"In my opinion, NJTC has been a top employer in terms of training, implementation, salary, goal setting, data-driven instruction, and working closely with tutors to help them become the best educators they can be on whatever level they choose to pursue."

- NJTC Tutor



"I feel that my scholars improved a lot in math this year, with more than 90% of my students earning 90 or above in their math grades. It brings me great joy to see their progress and hear that many of them do not want the program to end. This is especially meaningful when I think back to the beginning of the program, when some students were hesitant to attend tutoring sessions and questioned why they were placed in small groups. Seeing their growth in confidence, engagement, and achievement has been a very rewarding experience."

- NJTC Tutor

- 84% agree or strongly agree that managing Tutoring responsibilities has been what they expected.

In addition to this feedback on NJTC itself, the program appears to inspire interest in the teaching profession. Sixty-three percent agree or strongly agree that their NJTC experience inspired them to pursue an education career. Seventy-one percent of surveyed tutors indicated that they have interest in pursuing a career in education beyond tutoring



Onsite Leadership Satisfaction

There were 13 site Coordinators and Instructional Coaches that completed an end-of-year survey (of which 12 had a dual role covering both responsibilities). 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 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:

- 100% agree or strongly agree that supporting the tutors has been rewarding;
- 100% agree or strongly agree that they feel like they have made a difference;
- 100% agree or strongly agree that communicating with their site team has been consistent;
- 100% agree or strongly agree that managing coaching responsibilities has been what they expected;
- 100% agree or strongly agree that working with the site staff has been easy;
- 100% rate their level of satisfaction with their role as a Site Coordinator/Instructional Coach as a 4 /5 out of 5; and
- 92% agree or strongly agree that they feel like they have grown professionally.



“In my opinion, NJTC has been a top employer in terms of training, implementation, salary, goal setting, data-driven instruction, and working closely with tutors to help them become the best educators they can be on whatever level they choose to pursue. Personally, I feel I have grown stronger in many areas of both my professional and personal life through this experience. The program pushed me to continue developing as an educator while also helping me grow in communication, confidence, flexibility, and self-reflection.”

- Site Leader

Program Partner Satisfaction

In total 44 program partners completed an end-of-year survey. This includes program directors, teachers, principals, instructional coaches and building 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:

- 98% believe staff at NJTC always are usually treat them with respect (84% are always treated with respect);
- 75% rated 4 or 5 out of 5 the likelihood they would recommend NJTC to an organization in need of tutoring services;
- 64% agree or strongly agree that after participating in this program, their scholars are more confident in math and/or literacy (an additional 27% neither agree nor disagree);
- 55% agree that overall NJTC met their needs very well or extremely well (an additional 32% believe NJTC meets their needs fairly well);
- 48% agree that NJTC communications with them is either outstanding or exceeds expectations (an additional 43% believe it meets expectations); and
- 59% agree that NJTC staff professionalism is either outstanding or exceeds expectations (an additional 34% believe staff professionalism meets expectations).



"NJTC tutors worked closely with me to ensure that our content aligned with what students were learning in class and reinforced the material covered during tutoring sessions. They also adapted instruction to meet individual student needs, provided consistent feedback, and helped create a supportive learning environment that encouraged student growth and confidence."

- Teacher

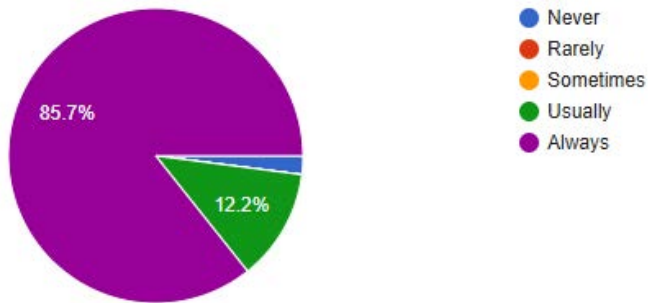


"The tutors are polite and professional. They prepare excellent lessons to help students improve their skills. They are excellent communicators that clearly share their goals and the students accomplishments with the regular classroom teacher."

- School Partner

How often do staff at NJTC treat you with respect?

49 responses



The top reason program partners stated for choosing to partner with NJTC was the hours of tutoring, cited by 11 respondents. Having NJTC leadership on site, NJTC recruiting tutors, and access to iReady were also cited frequently (by 6 or 7 respondents). Program partners suggested NJTC's greatest strengths were building relationships with students, being flexible and adaptable, personalizing learning, and being strong communicators. The suggested areas for growth spanned a large gamut, but the one consistent theme was improving tutor retention.



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.

As we reflect on the 2025-2026 school year, the evidence of our collective impact is both humbling and inspiring. The data underscores the unwavering efficacy of the New Jersey Tutoring Corps high-impact tutoring model. Across every grade level served, we witnessed double-digit growth in both Math and Literacy, a testament to the dedication of our tutors and the resilience of our scholars. Most notably, we have seen a profound shift for those scholars who began the year furthest behind; in Math, the percentage of students two or more grade levels behind plummeted from 65% to 37%, while in Literacy, that figure dropped from 70% to 48%. These are not just statistics; they represent hundreds of children who are now better equipped to navigate their academic journeys with confidence.

Our success is equally reflected in the voices of those at the heart of our programming. Scholars and tutors alike reported overwhelming satisfaction, with consistently high ratings for engagement, enjoyment, and perceived learning. This positive environment is the bedrock of our work, fostering a culture where academic growth and social-emotional well-being go hand-in-hand. None of these achievements would be possible without the vital collaboration of our school district partners, funders, and supporters. It is through these shared efforts that we have created a foundation of learning that will serve New Jersey for years to come.



The following list is a sample of positive feedback received from all stakeholder categories for the 2025-2026 school year program:

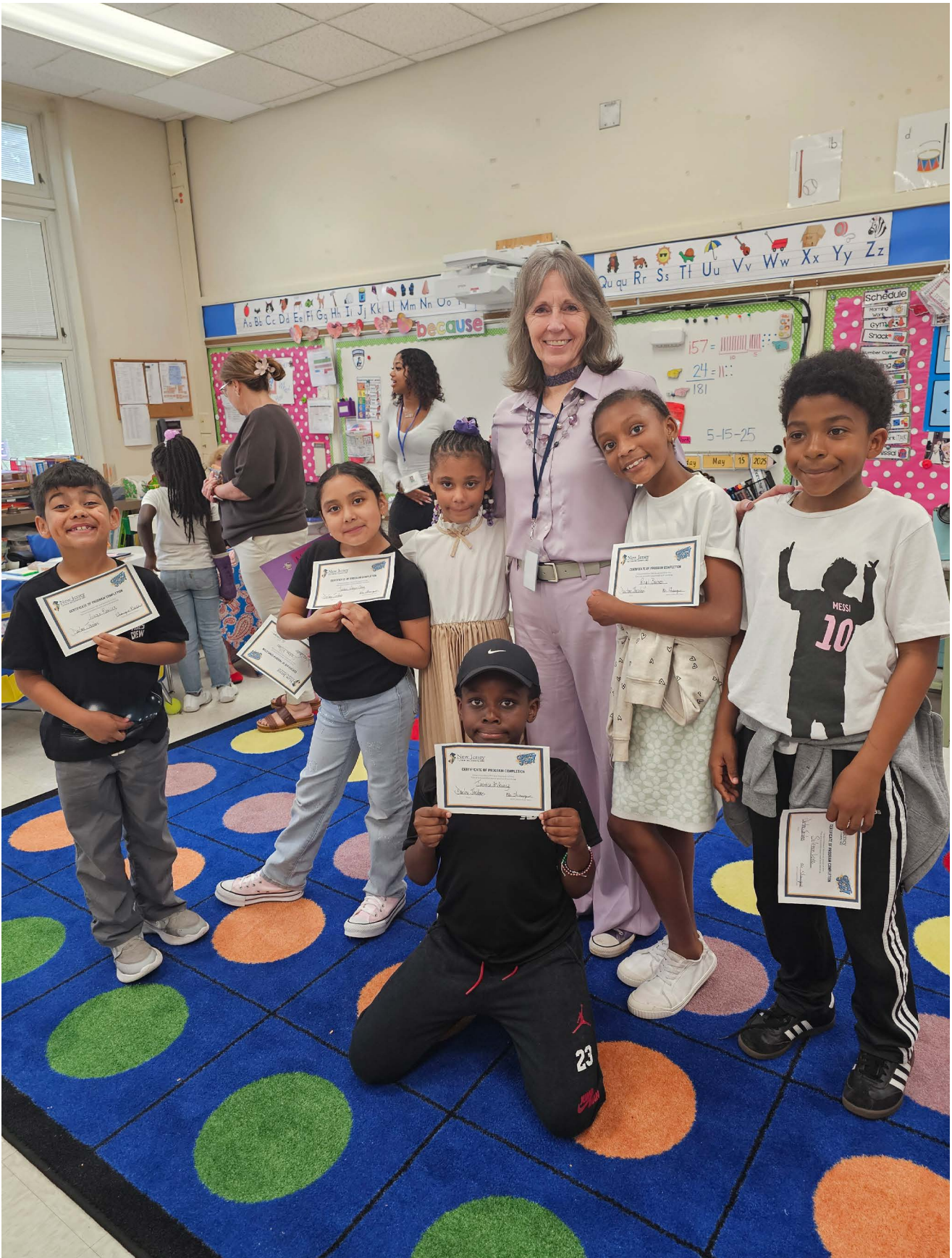
- 89.6% of scholars rated their tutoring sessions as a 4 or 5 overall.
- 86.3% of scholars gave a rating of 4 or 5 for session enjoyment.
- 85.6% of scholars rated their learning and confidence in understanding the material as a 4 or 5.
- Tutors overwhelmingly reported positive session experiences, mirroring the scholar sentiment.
- Qualitative feedback from program partners and scholars highlights the effectiveness of the program in building foundational skills, boosting student confidence, and providing personalized support.

We are pleased to confirm that NJTC has successfully achieved all of the steps outlined for the 2025-2026 school year, demonstrating our commitment to continuous improvement and operational excellence.

For the upcoming school year, NJTC's strategic focus is on optimizing both program oversight and instructional delivery. By refining our training protocols and content, including braided training modalities to include in-person, synchronous, and asynchronous modes, more targeted strategies for utilizing manipulatives, and strengthening math and literacy skills of tutors, we aim to maintain the highest level of consistent, high-impact instruction. Additionally, we are committed to strengthening our data-driven approach by proactively leveraging insights to enhance programming and extend professional learning more frequently throughout the program cycle.

Looking ahead, we remain committed to maintaining this momentum. Our mission continues to be driven by the belief that every young learner deserves access to high-quality academic support. As we prepare for the cycles to come, we carry forward the lessons of this past year, ready to expand our reach and deepen our impact for under-resourced scholars across the districts we serve.







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