



# TutorSmart Annual Report 2024-25

Helping kids reach grade level through  
targeted, data-driven tutoring



# Letter from the Executive Director

Dear Friends and Partners,

As we close another transformative year at TutorSmart, I am filled with gratitude for the remarkable community that has made our mission possible. Since 2019, we have had the privilege of partnering with Toledo-area schools to ensure that struggling readers receive the support they deserve. This year, that commitment has taken on new urgency and meaning.

With Ohio's new requirement for High-Dosage Tutoring for students on Reading Improvement and Monitoring Plans (RIMPs), schools face an unprecedented challenge. At TutorSmart, we see this not as a burden, but as an opportunity—a chance to scale proven literacy interventions and reach more students than ever before. We stand ready to support our educational partners through this transition, drawing on years of experience and evidence-based practices.

While the pandemic challenged us to adapt and innovate, we emerged stronger and more focused. Today, TutorSmart serves as a vital support system for districts, schools, and tutoring organizations, helping them transform their programs into high-quality, high-dosage, data-driven interventions that deliver measurable results. Our "Zero-Dollar Exchange" model ensures that qualifying partners can access our expertise without financial barriers—schools invest in their students while we secure the funding for our support services.

Looking ahead, I see tremendous possibility. Our collaborative model with schools and community organizations is expanding our reach into every corner of our region. The data we're collecting is building an evidence base that will transform literacy intervention not just in Toledo, but across Ohio and beyond.

To our board members, donors, school partners, tutors, and supporters: thank you. Your belief in our mission makes everything possible. To the educators who open their classrooms to our program: your trust honors us. To the students we serve: your progress inspires us daily.

Together, we are proving that systemic change is possible when communities unite around a shared vision.

The best is yet to come.

*Tiffany  
Odamski*

# Research-Based Literacy Intervention That Delivers Results



## On a Mission to Make a Difference

TutorSmart helps kids reach grade level through targeted, data-driven tutoring.

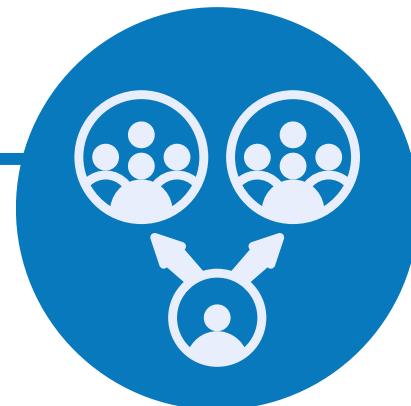
## The TutorSmart Framework

Our model framework employs data-driven progress monitoring within a continuous improvement process to ensure maximum effectiveness. Tutoring is delivered in small, in-person groups (1:4 ratio) through 1-hour sessions conducted 3-4 times per week. This flexible scheduling accommodates diverse school, teacher, and family needs by offering both before and after-school options.

To enhance program success, TutorSmart provides schools with expert literacy coaching and comprehensive data services, including collection, analysis, and practical application. This support system fosters a culture of continuous improvement while maintaining our adaptable, tailored approach designed to meet each school community's specific needs without compromising educational standards or efficacy.

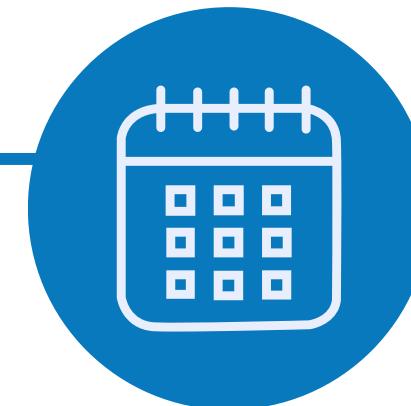
# Meeting the Mandate

**In Ohio, nearly 40% of students in grades 3-8 were not proficient in reading as of spring 2024 and an (unfunded) State mandate requires schools to plan at least 50 hours of High-Quality, High-Dosage tutoring for these students. Here's how we're approaching it:**



## COHORTS

We can break the school year into two 14-week cohorts (Fall/Spring). By placing different RIMP students in each cohort, schools can double the capacity of their program in terms of how many students they can reach.



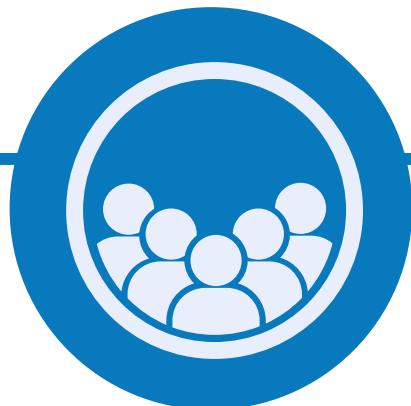
## FREQUENCY

In order to both meet the Mandate's requirements and follow research-based best practices, tutoring groups should meet either three days per week, or four (depending on the time of day and the dosage).



## DOSAGE

If a tutoring program is running before school, it most likely will need to run 4x per week, at 60 minutes each program day. If the groups are meeting after school, 3x per week at 75 minutes per day will hit the requisite dosage.



## GROUP SIZE

Group size is a key factor in predicting intervention outcomes. We aim for a ratio of 4-to-8 students per teacher per classroom, and that will both satisfy the requirements and set programs up for max impact.

# Zero-Dollar Exchange

## We know: times are tough, and resources are limited

At TutorSmart, we strive to add as much value to our school partners' tutoring programs as possible, while minimizing teacher and administrative lift – in time, money, and effort. It's why we created the "Zero-Dollar Exchange" approach to our support, so that schools don't have worry about their tutoring program becoming more expensive – or burning out their staff – by partnering with us.

**Experts at Stanford and Brown Universities report the typical cost of High-Impact, High-Usage tutoring as between \$1,200 and \$2,500 per student; in the 2024-25 School Year, TutorSmart's partnership only cost TPS around \$300 per student!**



### TUTORING SESSIONS

Schools provide the space, the technology, and the staff (paid at their normal rate for their time tutoring, training, etc.)



### SUPPORT

We provide Literacy Coaches and Implementation Specialists to regularly come alongside and help school staff.



### TRAINING

We provide asynchronous training modules to staff, so they can learn all they need to know at their own pace.



### RESOURCES

Any additional resources we point teachers to will either be free, or tapping into their or our existing resource streams.

# Ongoing Research

## Tutoring Efficiency = 11.5

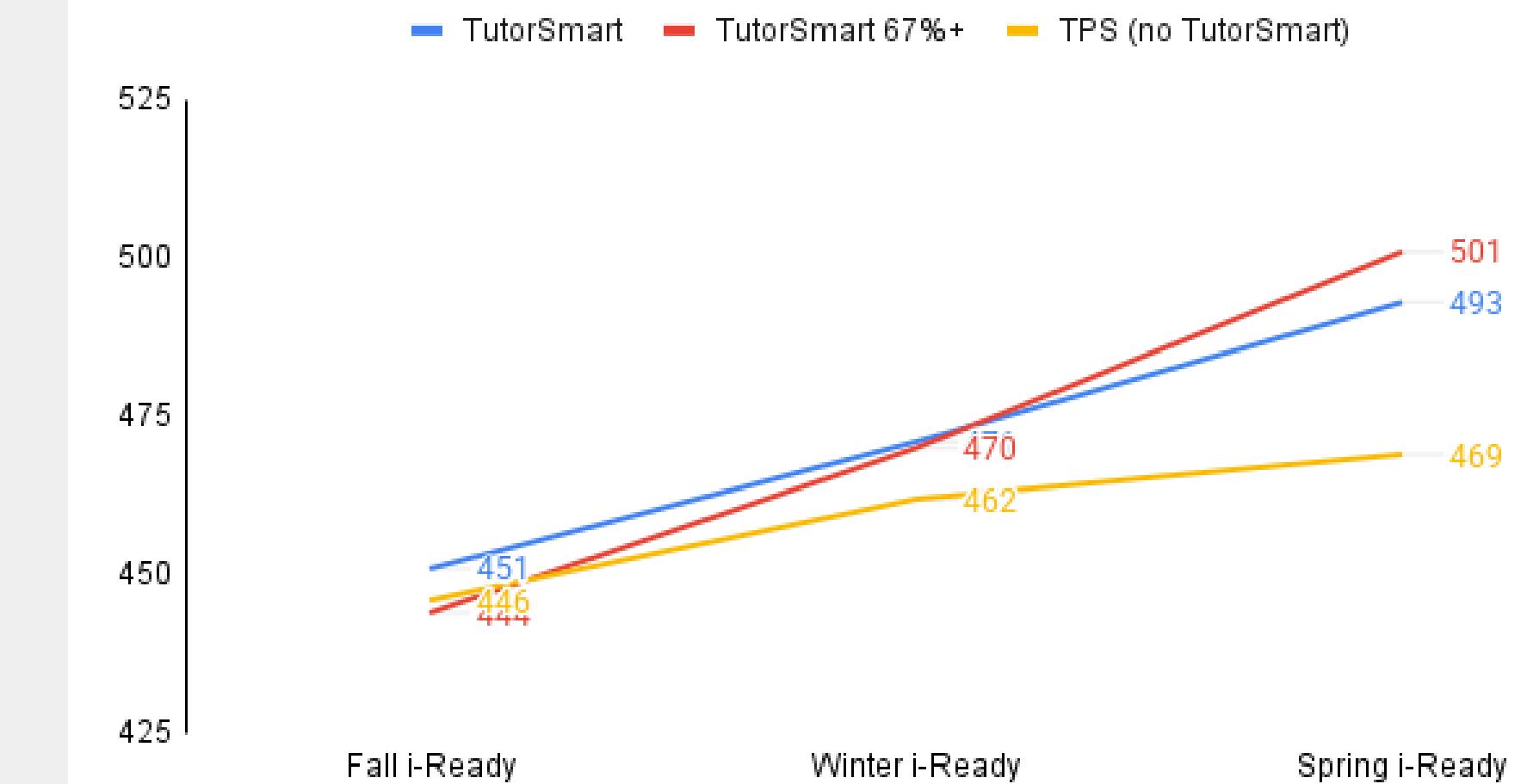
Adapting the exciting new Kohlmoos & Steinberg measure to accommodate our own data metrics, we calculate our 2023-24 Tutoring Efficiency as 11.5 hours per month of additional learning... and we keep improving!

## Cost Effectiveness = 6.01

Again, using Kohlmoos & Steinberg's formula, our 2023-24 Cost Effectiveness calculations indicate a score of 6.01 months of additional learning for every \$1,000 spent per student.

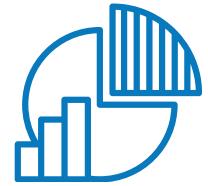
**External data sources also validate our impact!**

TPS 3rd graders on RIMPs with and without TutorSmart



**Student who engaged 67% of the time or more significantly outperformed their non-tutored & tutored peers.**

# 2024-25 By the Numbers



## Key Statistics

- **8,133.75 hours** of tutoring administered
- **101 days** of programming
- **313 students** actively participated in the program
- An average of **89 students** in attendance any given day
- Qualifying Students averaged **3.7 months** of gap closure, closing 1 month of gap **every 9 hours** of tutoring.

This year's partnership between TPS and TutorSmart has focused on providing high-quality, high-dosage tutoring to targeted RIMP students, while also exploring new school partnerships within the District, improving efficacy, and leveraging opportunities to advance "next practices" like IXL and the KinderSmart model.

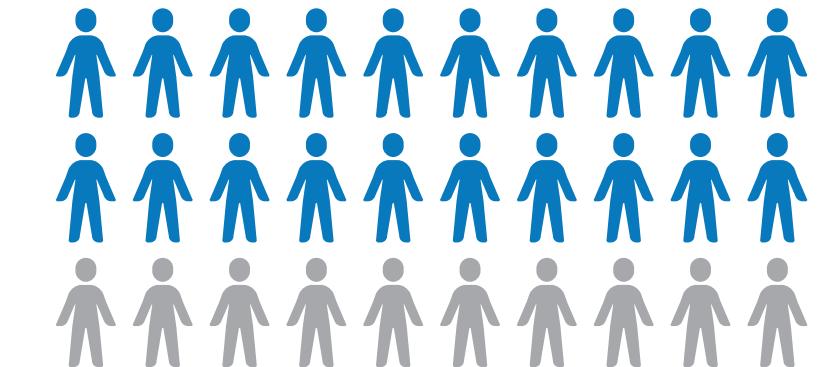
These latter two "next practices" have proven very productive; the inevitable learning curve involved means that some of the Gap Closure figures here reflect only part of the actual impact taking place. It is significant that despite this "handicap" (of sorts), our program-wide GCR and BA have still improved over the 2023-24 school year.



**331 students enrolled**  
(~32% of Eligible Students)

This number speaks to the **strategic priority** of offering RIMPs students 50 hours of high-quality, high-dosage tutoring in the 2024-25 school year, as required by state mandate.

## **Batting Average (BA) = 68%**



Approximately **two-thirds** of the 240 Qualifying Students at our TPS sites exhibited some degree of gap closure and **ended up closer to grade level** than when they started.



## Stand-Out Stories

Improvements compared to the 2023-24 school year

- **Byrnedale Elementary** improved their BA, GCR, and overall Enrollment
- **Elmhurst Elementary** enrolled 45% of their eligible students to help TutorSmart test out IXL
- **Escuela SMART** improved Ave. GC by 70%, GCR by 300%, and increased their BA
- **Longfellow** improved their BA, Ave. GC, and GCR
- **Old West End Academy** enrolled 68% of their eligible students, tripled their GCR, and improved their BA
- **Reynolds Elementary** increased the # of QS by 67%, GCR by 30%, and average daily attendance

**“This program is not only beneficial to our students who participate, but also to our teachers. The one-on-one mentoring with a Reading Coach for each of our tutors has been a great advantage for them!”**  
~ anonymous TPS Principal ~

## Glossary of Terms & Metrics



- **Dosage Hour (Dh)** – hours of tutoring intervention
- **Engagement (Eng)** – attendance %
- **Gap Closure (GC)** – also called “additional months of learning”, this is a way to quantify a student’s “catching up” to grade level; a student with 8 **GCMos** (months of GC) is 8 months closer to grade level than when they started.
- **Gap Closure Rate (GCR)** – the rate at which a student’s gaps are closing (GCMos/Dh). For ease of understanding, the GCR is also often presented in terms of “how many hours of tutoring it takes to close one month of academic standards”.
- **Meets Model (MM)** – students with  $\geq 84\%$  Eng and  $\geq 40$  Dh
- **Qualifying Student (QS)** – students with  $\geq 34\%$  Eng and  $\geq 10$  Dh

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Thank  
you!

# Heartfelt Gratitude to Our Supporters



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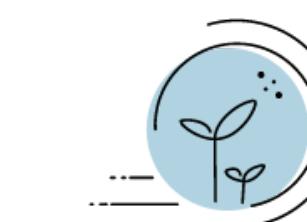
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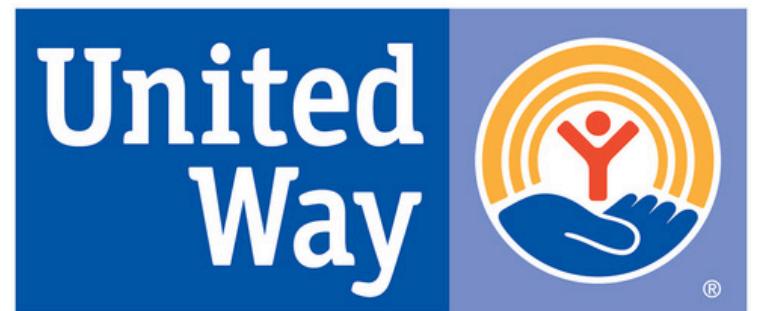
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