

HIT's Impact on Student Attendance

New data suggests a close relationship between high-impact tutoring and student attendance

CityTutor DC is excited to share recent data based on a comprehensive analysis of 2022-2023 student attendance as it relates to tutoring, which found **students who received the recommended high-impact tutoring (HIT) dosage* attended school at a significantly higher rate** than their non-tutored peers.

ALL STUDENTS

+4%

There was a 4 percentage point improvement between tutored and non-tutored students across the city.
(89% vs. 85% for tutored and non-tutored)

AT-RISK STUDENTS

+6%

There was a 6 percentage point improvement for students designated as at-risk across the city.
(88% vs. 82% for tutored and non-tutored)

BIPOC + ELL STUDENTS

+5-6%

There was a 5-6 percentage point improvement for Black, Hispanic/Latino, and English Learner subgroups of students receiving the full tutoring dosage

This positive correlation persisted for all students who received tutoring – even those who did not receive the full dosage. There were 2-3 percentage point improvements overall, and by subgroup, when students received any amount of tutoring. **Such improvements may not seem large, but a combination of small, impactful efforts will enable the city to combat our enormous truancy challenge.**

A key tenet of the CityTutor DC coalition is that HIT providers and practitioners prioritize building authentic, trusting relationships with students. Under this model, students are more likely to have a trusted adult at school and more likely to be receiving individualized academic support. While complex factors contribute to the chronic absenteeism rates, research demonstrates that when students feel a **sense of belonging, connection to adults, or purpose at school**, they're more likely to attend school consistently. Furthermore, EmpowerK12's well-being survey data indicates that 81% of more vulnerable** DC students who receive tutoring (self-reported) believe it is important to attend school every day of the week, compared to just 72% for those not receiving tutoring.



Relationships in Action

The site director at Thomson Elementary reported that newcomer migrant students who receive tutoring from Georgetown University's HIT program are attending school because they value the time spent with their tutors.

Kramer Middle School's principal recently testified before DC Council that tutoring from Blueprint Schools Network has positively contributed to student attendance.

At Hart Middle School, City Year Corps Members host optional lunch sessions with their tutoring groups as a way to strengthen relationships, which are regularly attended.

These examples strongly suggest that tutoring is not merely correlated with improved attendance but fosters the necessary attachment, belonging, and positive attitude towards school to boost attendance.

*Full tutoring dosage is defined as 900 minutes (90 minutes per week meeting multiple times per week for at least ten weeks)

**In Fall 2022, EmpowerK12 administered an independent well-being survey to 978 students across DC, 391 of those students were "more vulnerable" meaning they indicated in the survey that they experience food insecurity, housing instability, or live in unsafe neighborhoods