

Case Study

# Indianapolis Public Schools

Tutored by Teachers drives double-digit gains  
for students on the ILEARN state assessment



Indianapolis Public Schools (IPS) is the largest public school district in Indiana, serving over **30,000 students**. It serves high-need and diverse populations: Over 72% are Black or Hispanic, and 47.3% of students are eligible for free and reduced lunch.

To address underperformance at 12 of its lowest-performing schools, called emerging schools, IPS partnered with Tutored by Teachers during the 2022-23 school year. TbT provided in-school, small group, virtual tutoring in Math and English Language Arts to 1,600 students. Students received an average of **12 hours of tutoring** a semester.



Based on the success of this program, TbT and IPS expanded our partnership to **serve 5,000 students** in the district. Our partnership with IPS is now the largest and **most successful** high-dosage tutoring program in the country.

## Program Overview:

Students in  
**Grades K-8**

**1,600**  
students

**ELA** and  
**Math**

**30-45**  
minute sessions

**2-5**  
times per week

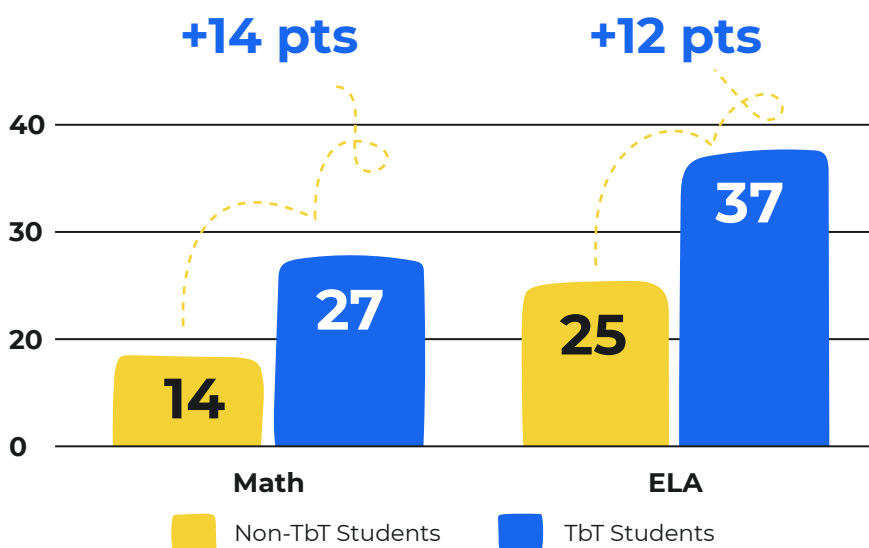
## Tutored students saw significant outcomes

Students who participated in TbT's intervention achieved dramatic gains on the ILEARN state assessment. On average, participating students in grades 4-8 who received at least 20 hours of tutoring for the year saw their outcomes improve by 14 points in Math and 12 points in ELA compared to students who did not receive our tutoring.<sup>1</sup>

On the state assessment, IPS ranked **#1 in 4-year growth in ELA and Math out of the 42 school corporations across the state** that had 3,000+ students take the test.

### Statistically Significant Gains in Math & ELA ILEARN

#### TbT vs. Non-TbT Students



These positive outcomes show that IPS has been able to mitigate post-pandemic learning setbacks. In a national report on post-pandemic academic recovery from the Center for Education Policy Research at Harvard University and The Educational Opportunity Project (EOP) at Stanford University, IPS was called a

***“beacon of academic resilience post-COVID-19.”***

<sup>1</sup> Appendix: Propensity Score Peer Matching. This study uses students' prior ILEARN test scores and the following characteristics to identify a quasi-experimental comparison group for students who did and did not participate in TbT Tutoring based on: Socio-economic Status, Student Ethnicity, English Language Learner Status, Special Education Status. Additionally, this study design meets What Works Clearinghouse (WWC) 5.0 standards with reservations.



**TbT students scored higher on the ILEARN state test than non-TbT students:**

**+14**

points higher in Math

**+12**

points higher in ELA



Learn more at [tutored.live](https://tutored.live)