



Chicago’s High School Math SHDT Program

Total students served in 2023-2024: 282 across 7 PLI study schools

OVERVIEW: In-person math tutoring was delivered in students’ classrooms or in a separate location during the school day (during instruction or lunch, depending on the school). Students rotated between working with a district-trained tutor using the Saga curriculum and completing independent practice through Freckle Math.

AMOUNT OF TUTORING: Students were intended to receive 120 minutes of tutoring per week. On average, they received about 25 hours over the school year, 34 percent of the intended amount.

COST: Thirty weeks of this program are estimated to cost \$1,010 per student, including all program resources, not limited to vendor fees.

UNIQUE FEATURES:

- The district-run Tutor Corps program recruited tutors from communities and local colleges. Schools were allowed to nominate their own tutors and had substantial autonomy in managing the tutoring program.
- One school offered incentives such as AirPods to encourage participation.

PROGRAM AS DESIGNED			PROGRAM AS IMPLEMENTED	
The intended program design articulated by school systems and the study team before the program launched			Findings on how the program was actually delivered in PLI study schools in 2023-2024	
Student-to-tutor ratio	Max number of students per group	8	Number of students typically assigned to groups	5-8
	Designed minutes per session	60 if 2 sessions per week or 30 if 4 sessions	Typically offered minutes per session	40-50
Amount of tutoring	Designed sessions per week	2 or 4	Offered sessions per week	2-4
	Span in which the program was expected to occur	Aug.-June	Actual span in which the program was offered	Sept.-May (30 weeks)
	Designed number of sessions per year	68 or 136	Average number of sessions students received	37
	Designed minutes of tutoring per year	4,080	Average number of minutes each student received	1,507

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Setting	Designed time during the school day for tutoring	During core intervention blocks, instruction, or electives	When in the school day tutoring was typically scheduled	Varied: during whole-class academic instruction, lunch, electives
	Designed to be in person or virtual	In person	Offered in person or virtually	In person
	Designed classroom format	Intended to vary based on school needs (push-in or pull-out to a separate location)	Implemented classroom format	Varied, some sessions were push-in, some were pull-out
Materials	Designed integration of a computer-assisted learning platform	District-approved option chosen by the school	Offered integration of a computer-assisted learning platform	Freckle Math
	Designed instructional materials	District-approved option chosen by the school	Offered instructional materials	Saga
Tutor staffing	Designed tutor workforce strategy	Tutors employed by Chicago Public Schools needed to have at least a high school diploma and to pass a math assessment. Some effort to hire members of the community, including parents, college students, teachers, paras, alumni, etc.	Implemented tutor workforce details	22% of tutors reported having a BA or above and 33% reported 2 or more years of experience in education. Tutors typically reported receiving 5 hours of training.
			30-week cost as offered, per student	\$1,010

SOURCES: 2023-2024 school year interviews with school coordinators, surveys of tutors and coordinators, administrative data on enrollment and attendance, site visit and observation notes, program documents, and interviews with study site teams. Costs are in 2023 USD.