

A Pair of Big-City District Officials Talk About What's Working With Tutoring, and What Isn't



By [Emma Kate Fittes](#) — April 17, 2023 ⌚ 3 min read



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San Diego

When it comes to how to make a tutoring program work at scale in a district, two superintendents in the thick of the process point to the importance of changing the mindset around academic interventions, and changing course when something doesn't work.

District officials from Denver and Chicago Public Schools, speaking on a panel at the ASU+GSV summit, talked about how their districts are using high-dosage tutoring to improve student outcomes, and the key factors that matter in launching and implementing a wide-reaching program.

The two major school systems are among many nationwide that [turned to tutoring](#) to make up for learning lost during the pandemic — an approach research shows can be effective when done right.

Bolstered by a huge influx of federal emergency aid, many educators have viewed tutoring and other forms of academic intervention as innovative approaches to making up academic ground.

Now, as many of those tutoring efforts have been in place for a year or more, some K-12 officials are stepping back to evaluate what works and what doesn't.