NetTutor®

Dynamic Academic Support ▶

Spotlight on Student Success Metrics

Unlocking Student Success with Data-Driven Tutoring

At NetTutor, we provide students with personalized academic support that strengthens understanding, boosts confidence, and leads to measurable learning gains. Our 1:1 tutoring model is backed by research and real-time data, helping students improve course performance, achieve higher grades, and master challenging concepts. Institutions partnering with NetTutor have reported significant improvements in student success, with data showing increased pass rates and academic growth. With data-driven insights and proven results, NetTutor is more than just tutoring—it's a powerful tool for student achievement at every level of education.

We make all student usage data available to our partners in real-time, with downloadable formats. We can collaborate with our partners to review and analyze usage data. We can recommend how usage data can be correlated to other student information to reflect on efficacy of NetTutor usage as it relates to persistence, retention, or other student success metrics. Here are some results our partners have shared with us:

- A large, public university (100,000+ students) reported that when students used NetTutor, **11.4% more students persist to the next term** and for nearly three more terms (compared to students who did not use online tutoring and those who used a competing service).

- A community college system reported that using NetTutor in developmental English and mathematics courses **increased student retention by 20%**.

- A large private institution (74,000+ students) reported student usage of NetTutor **improved course pass rates by 16% and increased student retention by 18%**.

Student Surveys & Comments

Over 98% of students say NetTutor helped improve their confidence and understanding!

Students are surveyed after every session. **NetTutor consistently scores over 97% for improving student confidence and understanding**. In their comments, students often cite the 24/7 year-round availability, tutor expertise and patience, and ease of use as reasons why they would recommend using NetTutor to their peers.

Student Survey Questions	Average Rating (out of 5)
How would you rate your session?	★★★★★
Overall, I had a positive NetTutor experience.	★★★★★
My tutor helped to improve my confidence and understanding.	★★★★★
I was comfortable using the tutoring interface.	★★★★★
I would recommend the NetTutor service to others.	★★★★★

We also measure success **one student at a time**. Real students offer this feedback, for example:

> " Very knowledgeful. Was like a small class session. I greatly appreciate the help.
> - Carmen C. "

> " [Tutor] is the best tutor I have ever had. She is so sweet and helps so much.
> - Macy H. "

> " I love how she didn't make me feel slow and took the time to perfect my essay. Also, gave me tips to improve and was very nice to me.
> - Mackenzi R. "

> " Both times that I have used it I got really good feedback and never felt judged or embarrassed by my work.
> - Matthew R. "

> " great tutor, didn't give up on me. i like the fact that he would not give me the answer but kept on asking me until i got it.
> - Jason K. "

ESSA Evidence

Our 24/7 virtual tutoring has improved student learning, and we have the data to show it. We inform our work with both internal research studies and research conducted by other experts in the field. **One-to-one tutoring works.** The seminal work of Benjamin Bloom (1984), Bloom's 2 sigma problem, has been replicated to produce similar results for nearly four decades. The average student tutored 1:1 using masterly learning techniques out-performed two standard deviations better than students who learned via conventional instructional methods. Specifically, "the average tutored student was above 98% of the students in the control class". Additionally, the variation of the students' achievement changed: "about 90% of the tutored students ... attained the level of summative achievement reached by only the highest 20%" of the control class. Replicated studies have produced the same results across grade levels, subjects, and student populations (Nintil, 2019).

Likewise, there is a preponderance of evidence that reading tutoring effectively increases students' reading skills across grade levels. For example, first-graders and fifth graders demonstrated significantly improved reading performance after 12 weeks of tutoring twice a week (Haynes, Coneway, & Meador, 2021). High-dosage reading tutoring has been found to increase attendance among middle school students and increase ELA test scores among black middle school students (Fryer & Howard-Noveck, 2020). Studies such as these that involve randomized controlled trials are aligned with ESSA Tier 1, Strong Evidence of Effectiveness.

We believe every student should have access to high-quality educational experiences to fulfill his/her/their potential. We do not support denying any student an opportunity to learn. For this reason, it is unusual for create matched groups based on prior academic performance and other factors to create comparable groups. Thus, our work has been measured at **ESSA Tier 2, Moderate Evidence of Effectiveness**.

We have chosen to provide 1:1 tutoring because the evidence indicates it is the most effective method of increasing student learning. Our personalized and innovative tutoring removes barriers and helps students to achieve their academic goals.

Students receive **personalized academic support** from qualified tutors who are deliberate in their practice, demonstrate appropriate values, and utilize highly effective tutoring strategies. Our tutoring is effective in improving student learning and academic performance as measured by usage, grades, and benchmarks.

Sources:
- Bloom, B. S. (June-July 1984). The 2 Sigma Problem: The Search for Methods of Group Instruction as Effective as One-to-One Tutoring. *Educational Researchers, 13*(6), 4-16.
- Fryer, R. G. & Howard-Noveck, M. (2020). High-dosage tutoring and reading achievement evidence from New York City, *Journal of Labor Economics, 38*(2), 421-52.
- Haynes, K., Coneway, B., & Meador, A. (2021). A mixed methods investigation of cross-age reading tutoring, *Education, 142*(1).
- Nintil (2019). *On Bloom's two sigma problem: A systemic review of the effectiveness of mastery learning, tutoring, and direct instruction*. https://nintil.com/bloom-sigma/