

**Testimony of Shaan Akbar, Co-Founder and CEO, Tutored by Teachers
Before the Ohio House Education Committee**

Opening Statement

Good afternoon, Chair Fowler, Vice Chair Odioso, Ranking Member Robinson, and members of the committee:

Thank you for the opportunity to testify before you today. My name is Shaan Akbar. I'm the co-founder and CEO of Tutored by Teachers (TbT), a national leader in high-dosage tutoring (HDT). We partner with schools across the country to close learning gaps through teacher-led, research-backed tutoring during the school day. To-date, we have delivered nearly 1 million hours of tutoring, consistently driving double-digit academic gains for tens of thousands of students. We're trusted by districts and states across the country, including Ohio, where we're proud to be recognized by the Department of Education and Workforce (DEW) as a High-Quality Tutoring Provider under House Bill 583.

Today, I would like to address why high-dosage tutoring should be on your agenda and what we at Tutored by Teachers have learned across hundreds of implementations.

The Need for High Dosage Tutoring

Ohio's National Assessment of Educational Progress (NAEP) scores are at a two-decade low. While Ohio students performed above the national average in 2024, math and reading scores remain below 2019 levels, reinforcing the urgent need for evidence-based interventions to accelerate student achievement.

This is not just an education issue -- it's an economic and workforce development issue. With companies like Intel and Anduril expanding into the state, ensuring students are proficient in literacy and math is critical for future job readiness.

Proven Results in Ohio and Neighboring States

State initiatives in reading and math can be accelerated with high-dosage tutoring. Research shows high-dosage tutoring is one of the most effective tools we have to address learning gaps. High-dosage tutoring features highly qualified tutors delivering differentiated instruction to the

same small group of students (typically 3-4 of them), over the course of a term, during the school day. Our results mirror the research:

- In **Crestwood Local Schools** (Legislative District 77), we support third-grade literacy growth in alignment with Reading Improvement and Monitoring Plans (RIMPs) legislation. Our students receive 150 minutes of tutoring per week, and in just one semester, we doubled their mastery in reading comprehension and achieved an additional 2.5 months of literacy growth.
- In **Indianapolis Public Schools** (IPS), we partnered with the district to scale one of the largest and most successful high-dosage tutoring programs in the country. Last year, we deployed close to 700 teachers who served nearly 10,000 students—almost 50% of the district—driving double-digit gains on state tests and NWEA MAP assessments. In IPS's turnaround schools, state test scores for tutored students grew nearly 20 points faster in math and reading than non-tutored peers. Third graders with at least 10 hours of tutoring had a 52% pass rate on Indiana's IREAD-3 reading test—20 points higher than non-tutored students (32% pass rate).
- In **Denver Public Schools** (DPS), our randomized control trial serving 1,000 students included specialized bilingual instruction for English Learners. These students experienced a 14-point growth advantage over non-tutored peers, outpacing even the broader tutored population who experienced 10 point growth.

Why Our Model Works: Good Teaching

Our approach succeeds because we deliver a trifecta of quality:

- **High-Quality Tutors:** We have one of the most selective hiring processes in the country—only 8% of applicants are admitted to our teacher community. The result is 7,000+ U.S. teachers with over 60% holding graduate degrees in education and an average of 12 years of classroom experience.
- **High-Quality Programming:** Our teachers use vetted, research-backed intervention content matched to student achievement data to ensure targeted support.
- **High-Quality Implementation:** Tutoring during the school day with adequate dosage (10+ hours per semester) is essential for driving lasting gains.

In sum, what we're doing is expanding a school's capacity for good, data-informed instruction.

Legislative Ask

As you set budget priorities, we urge you to:

- Ensure that public and charter schools alike have the resources and flexibility to use state and federal funds for high-dosage tutoring
- Sustain investments in high-dosage tutoring beyond federal relief funds to ensure long-term student success
- Prioritize in-school tutoring as a core strategy for literacy and math acceleration

Closing Statement

High-dosage tutoring is a proven, scalable intervention that helps students, teachers, and schools succeed. It can be deployed across a variety of student populations such as 3rd grade readers, 8th grade algebra students, English Learners, or 11th grade SAT-test takers. It is one of the strongest policy tools available to address learning gaps and equip Ohio's students for economic and academic success.

Thank you for the opportunity to share our experience and testimony. I welcome any questions.