



EVERYONE
GRADUATES
CENTER

2024-2025 PARTNERSHIP FOR STUDENT SUCCESS SCHOOL LEADER SURVEY RESULTS

ROBERT BALFANZ AND VAUGHAN BYRNES

Everyone Graduates Center

School of EducaCon, Johns Hopkins University

TUTORING AND OTHER STUDENT SUPPORT SERVICES IN YOUR SCHOOL

WHICH OF THE FOLLOWING STUDENT SUPPORT SERVICES, IF ANY, DOES YOUR SCHOOL PROVIDE TO STUDENTS IN THIS 2024-2025 SCHOOL YEAR?

Service	% of Respondents
High-intensity tutoring	45%
Mentoring	51%
College and career advising or postsecondary transition coaching	33%
Student success coaching	29%
Wraparound supports to address students' out of school needs	57%

APPROXIMATELY WHAT PERCENTAGE OF YOUR STUDENTS HAVE RECEIVED THE FOLLOWING STUDENT SUPPORT SERVICE IN THIS 2024- 2025 SCHOOL YEAR? *(RESPONDENTS ONLY INCLUDE THOSE WHOSE SCHOOL PROVIDED THE SPECIFIC SUPPORT SERVICE TO STUDENTS IN 2024-2025 SCHOOL YEAR)*

Service	1-10%	11-20%	21-30%	31-50%	51-70%	More than 70%
High-intensity tutoring	28%	40%	19%	7%	5%	2%
Mentoring	52%	24%	12%	6%	3%	4%
College and career advising or postsecondary transition coaching	10%	14%	12%	12%	13%	38%
Student success coaching	35%	21%	17%	10%	6%	12%
Wraparound supports to address students' out of school needs	56%	24%	11%	4%	3%	2%

IS THE NUMBER OF STUDENTS WHO RECEIVED THE FOLLOWING STUDENT SUPPORT SERVICE DURING THIS 2024-2025 SCHOOL YEAR MORE, LESS, OR ABOUT THE SAME AS THE NUMBER OF STUDENTS WHO RECEIVED THE SERVICE LAST SCHOOL YEAR (2023-2024)? (RESPONDENTS ONLY INCLUDE THOSE WHOSE SCHOOL PROVIDED THE SPECIFIC SUPPORT SERVICE TO STUDENTS IN 2024-2025 SCHOOL YEAR)

Service	More this year than last year	About the same this year as last year	Fewer this year than last year
High-intensity tutoring	26%	67%	7%
Mentoring	23%	71%	6%
College and career advising or postsecondary transition coaching	N/A	N/A	N/A
Student success coaching	N/A	N/A	N/A
Wraparound supports to address students' out of school needs	N/A	N/A	N/A

APPROXIMATELY HOW MANY PEOPLE IN YOUR SCHOOL ARE PROVIDING/COORDINATING THE FOLLOWING STUDENT SUPPORT SERVICES IN THIS 2024-2025 SCHOOL YEAR? (PLEASE INCLUDE TUTORS/MENTORS/CAREER ADVISORS/STUDENT SUCCESS COACHES, TEACHERS, CONTRACTORS, VOLUNTEERS, OR ANY OTHER PERSONS PROVIDING THE SERVICE IN YOUR ANSWER.)

(RESPONDENTS ONLY INCLUDE THOSE WHOSE SCHOOL PROVIDED THE SPECIFIC SUPPORT SERVICE TO STUDENTS IN 2024-2025 SCHOOL YEAR)

Service	1-4 people	5-10 people	11-20 people	21-30 people	More than 30 people	
High-intensity tutoring	34%	38%	17%	8%	4%	
Mentoring	34%	34%	19%	8%	5%	
Student success coaching	61%	22%	9%	4%	5%	
	1-10 people	11-20 people	21-30 people	31-40 people	41-50 people	More than 50 people
College and career advising or postsecondary transition coaching	72%	12%	7%	3%	1%	6%
	1 person	2 people	3 people	4 people	More than 4 people	
Wraparound supports to address students' out of school needs	21%	29%	22%	14%	14%	

IS THE NUMBER OF ADULTS WHO PROVIDED/COORDINATED THE FOLLOWING STUDENT SUPPORT SERVICES DURING THIS 2024-2025 SCHOOL YEAR MORE, LESS, OR ABOUT THE SAME AS THE LAST SCHOOL YEAR (2023-2024)? (RESPONDENTS ONLY INCLUDE THOSE WHOSE SCHOOL PROVIDED THE SPECIFIC SUPPORT SERVICE TO STUDENTS IN 2024-2025 SCHOOL YEAR)

Service	More adults this year than last year	About the same	Fewer adults this year than last year
High-intensity tutoring	23%	69%	8%
Mentoring	16%	80%	4%
College and career advising or postsecondary transition coaching	9%	89%	2%
Student success coaching	N/A	N/A	N/A
Wraparound supports to address students' out of school needs	10%	88%	3%

APPROXIMATELY HOW MANY MORE ADULTS PROVIDED THE FOLLOWING STUDENT SUPPORT SERVICES DURING THIS 2024-2025 SCHOOL YEAR THAN IN THE 2023-2024 SCHOOL YEAR? (RESPONDENTS ONLY INCLUDE THOSE WHO INDICATED THE NUMBER OF ADULTS WHO PROVIDED THE SPECIFIC SUPPORT SERVICE TO STUDENTS IN 2024-2025 SCHOOL YEAR INCREASED)

Service	Mean	Min	25 th %ile	Median	75 th %ile	Max
High-intensity tutoring	7	1	3	5	10	60
Mentoring	9	1	3	5	10	72
College and career advising or postsecondary transition coaching	10	1	2	5	10	100
Student success coaching	N/A	N/A	N/A	N/A	N/A	N/A
Wraparound supports to address students' out of school needs	4	1	1	2	3	50

ADDITIONAL QUESTIONS ON TUTORING

(RESPONDENTS WHOSE SCHOOL PROVIDED HIGH-INTENSITY TUTORING IN THE 2024-2025 SCHOOL YEAR)

WHICH OF THE FOLLOWING MEANS OF DELIVERING HIGH-INTENSITY TUTORING DOES YOUR SCHOOL USE?

Service	% of Respondents
Virtual	13%
In-Person	91%
One on One	45%
Small Groups	88%
Using Teachers	72%
Using AmeriCorps Members and/or AmeriCorps Seniors Volunteers	4%
Using additional adults from non-profits, colleges etc. who are paid	7%
Using Volunteers	12%
Using paraprofessionals	38%
Using High School Students (paid, for-credit, or volunteer)	7%
Contracting with a tutoring provider	8%

IS YOUR SCHOOL DIRECTLY OR IN PARTNERSHIP WITH ANOTHER ORGANIZATION PROVIDING HIGH-INTENSITY TUTORING TO YOUR STUDENTS BEFORE OR AFTER SCHOOL OR ON SATURDAYS DURING THE 2024-25 SCHOOL YEAR?.

	% of Respondents
No	85%
Yes	15%

IF YES, HAS THE NUMBER OF YOUR STUDENTS WHO RECEIVE HIGH-INTENSITY TUTORING BEFORE OR AFTER SCHOOL OR ON SATURDAYS DURING THIS SCHOOL YEAR (2024-2025)?

	% of Respondents
Increased	30%
Decreased	10%
Stayed about the same this year	60%

ARE YOU PLANNING ON PROVIDING YOUR STUDENTS WITH ACCESS TO HIGH-INTENSITY TUTORING OVER THE SUMMER OF 2025?

	% of Respondents
No	63%
Yes	37%

HOW DOES YOUR SCHOOL ASSESS THE EFFECTIVENESS OF HIGH-INTENSITY TUTORING?

	% of Respondents
Formal assessments (e.g., standardized test scores, GPA improvements)	84%
Informal feedback (e.g., teacher observations, student self-reports)	72%
Attendance tracking	50%
Behavioral indicators (e.g., discipline referrals, engagement levels)	31%
We do not formally assess effectiveness of these support services	6%

ADDITIONAL QUESTIONS ON MENTORING

(RESPONDENTS WHOSE SCHOOL PROVIDED MENTORING IN THE 2024-2025 SCHOOL YEAR)

WHICH OF THE FOLLOWING MEANS OF DELIVERING MENTORING DOES YOUR SCHOOL USE?

Service	% of Respondents
Virtual	5%
In-Person	89%
One on One	72%
Group Mentoring	57%
Focused on specific student groups	37%
Focused on specific curriculum (e.g. STEM)	7%
Focused on postsecondary transitions or college and/or career exploration	6%
Using Teachers	44%
Other paid school employees	28%
Using AmeriCorps Members and/or AmeriCorps Seniors Volunteers	2%
Using additional adults from non-profits or colleges (paid or volunteer)	13%
Using Volunteers from the community	24%
Using High School Students (paid, for-credit, or volunteer)	14%

STUDENT SUPPORTS

COMPARED TO LAST YEAR, HOW HAS THE NUMBER OF STUDENTS IN YOUR SCHOOL NEEDING THE FOLLOWING STUDENT SUPPORTS CHANGED THIS SCHOOL YEAR?

	Increasing	Decreasing	Staying about the same	Not Applicable
High-Intensity Tutoring	28%	4%	51%	17%
Mentoring	33%	2%	44%	20%
Success Coaching	19%	1%	38%	42%
Post-Secondary Transition Advising	9%	1%	34%	56%
Wrap Around Supports	38%	2%	38%	22%

WHAT PERCENT OF STUDENTS WHO NEED THE FOLLOWING SUPPORTS ARE CURRENTLY RECEIVING THEM?

	None	Few	Some	Most	All	Not applicable
High-Intensity Tutoring	17%	14%	24%	21%	9%	16%
Mentoring	16%	15%	26%	19%	7%	18%
Success Coaching	18%	9%	15%	12%	6%	40%
Post-Secondary Transition Advising	12%	3%	9%	13%	11%	53%
Wrap Around Supports	11%	16%	24%	21%	7%	21%

COMPARED TO LAST YEAR, HAS THE NUMBER OF SCHOOL STAFF, DIRECTLY EMPLOYED BY THE SCHOOL, WHO PROVIDE STUDENT SUPPORTS-HIGH INTENSITY TUTORING, MENTORING, SUCCESS COACHING, POST-SECONDARY ADVISING, OR WRAP AROUND SUPPORTS...

	% of Respondents
Increased	16%
Decreased	11%
Stayed about the same this year	73%

WHO CURRENTLY LEADS OR COORDINATES EFFORTS TO PROVIDE STUDENTS WITH PEOPLE-POWERED STUDENT SUPPORTS IN YOUR SCHOOL (TUTORING, MENTORING, ETC.)?

	% of Respondents
School administrator	45%
School counselor	29%
Coordinator specifically for student supports	8%
Teacher or staff member assigned to the role	12%
AmeriCorps VISTA	<1%
Other	7%

FOR WHICH OF THE FOLLOWING STUDENT SUPPORTS DO YOU RELY ON EXTERNAL (NON-SCHOOL EMPLOYEE) SOURCES OF PEOPLE POWER FROM COLLEGES, NONPROFITS, AMERICORPS, VOLUNTEERS, OR OTHER NON-SCHOOL EMPLOYEES TO MEET STUDENT NEEDS?

	% of Respondents
High-intensity tutoring	18%
Mentoring	27%
College and career advising or postsecondary transition coaching	9%
Student success coaching	10%
Wraparound supports to address students' out of school needs	37%
Not applicable. School staff are able to provide all of the needed supports	39%

DOES YOUR SCHOOL PARTNER WITH A LOCAL COLLEGE OR UNIVERSITY TO PROVIDE COLLEGE STUDENTS WHO SERVE AS MENTORS, TUTORS, POST-SECONDARY TRANSITION SUPPORT OR SUCCESS COACHES - PLEASE INCLUDE COLLEGE STUDENTS VOLUNTEERING OR RECEIVING COMPENSATION FROM YOUR SCHOOL, A NON-PROFIT ORGANIZATION, OR THEIR COLLEGE.

	% of Respondents
No	80%
Yes	20%

IF YES, COMPARED TO LAST YEAR, HAS THE NUMBER OF COLLEGE STUDENTS PROVIDING STUDENT SUPPORTS IN YOUR SCHOOL...

	% of Respondents
Increased	26%
Decreased	12%
Stayed about the same this year	62%

DOES YOUR SCHOOL PARTNER WITH NON-PROFIT ORGANIZATIONS WHO PROVIDE ADULTS TO SERVE AS MENTORS, TUTORS, SUCCESS COACHES, WRAP AROUND SUPPORT PROVIDERS, OR POST-SECONDARY ADVISORS...

	% of Respondents
During the school day	43%
Before or after school	29%
During the summer	21%
On weekends	5%

IF YES, COMPARED TO LAST YEAR, HAS THE NUMBER OF ADULTS FROM LOCAL NON-PROFIT ORGANIZATIONS PROVIDING STUDENT SUPPORTS TO YOUR STUDENTS AT ANY TIME...

	% of Respondents
Increased	22%
Decreased	9%
Stayed about the same this year	69%

DOES YOUR SCHOOL USE PEER-BASED STUDENT SUPPORTS?

	% of Respondents
No	68%
Yes	32%

FOR WHICH OF THE FOLLOWING STUDENT SUPPORTS DO YOU USE A PEER-BASED APPROACH?

	% of Respondents
High-intensity tutoring	28%
Mentoring	72%
College and career advising or postsecondary transition coaching	3%
Student success coaching	21%
Wraparound supports to address students' out of school needs	8%

COMPARED TO LAST YEAR, HAS THE NUMBER OF HIGH SCHOOL STUDENTS PROVIDING STUDENT SUPPORTS IN YOUR SCHOOL...

	% of Respondents
Increased	8%
Decreased	3%
Stayed about the same this year	34%
Not applicable. No high school students provide student supports in my school.	54%

WHAT ARE THE BIGGEST BARRIERS PREVENTING MORE STUDENTS FROM ACCESSING AVAILABLE SUPPORT SERVICES (HIGH-INTENSITY TUTORING, MENTORING, STUDENT SUCCESS COACHING, COLLEGE AND CAREER ADVISING, AND WRAP AROUND SUPPORTS)?

	% of Respondents
Lack of student interest or engagement	30%
Scheduling conflicts with classes or extracurricular	34%
Insufficient staffing	52%
Insufficient funding	52%
Parental or guardian reluctance	31%
Limited awareness of available services	25%
Other	7%

HAS YOUR SCHOOL IMPLEMENTED ANY TECHNOLOGY-BASED SOLUTIONS TO SUPPORT TUTORING, MENTORING, OR OTHER STUDENT SUPPORT SERVICES?

	% of Respondents
Yes, virtual tutoring platforms	19%
Yes, digital mentoring or coaching programs	5%
Yes, data dashboards or analytics tools for tracking	19%
Yes, other technology-based solution(s)	5%
No, we primarily rely on in-person services	58%
Not sure	5%

TO WHAT EXTENT DO YOU BELIEVE CURRENT STUDENT SUPPORT SERVICES ARE MEETING THE NEEDS OF HISTORICALLY UNDERSERVED STUDENT POPULATIONS (E.G., LOW-INCOME STUDENTS, ENGLISH LEARNERS, STUDENTS WITH DISABILITIES)?

	% of Respondents
Completely meeting their needs	2%
Mostly meeting their needs	29%
Somewhat meeting their needs	57%
Not meeting their needs at all	8%
Not sure	4%

IF ADDITIONAL FUNDING WERE AVAILABLE, WHICH AREA OF STUDENT SUPPORT SERVICES WOULD YOUR SCHOOL PRIORITIZE EXPANDING?

	% of Respondents
High-intensity tutoring	33%
Mentoring	11%
College and career advising	2%
Student success coaching	8%
Wraparound supports	17%
Hiring additional support staff to reduce caseloads	27%
None of the above	3%

DO YOU USE THESE STUDENT SUPPORTS AS PART OF YOUR SCHOOLS' EFFORT TO REDUCE CHRONIC ABSENTEEISM?

	% of Respondents
High-Intensity Tutoring	27%
Mentoring	48%
Success Coaching	27%
Wrap Around Supports	52%

IN THE CONTEXT OF ADDRESSING CHRONIC ABSENTEEISM, DO MORE STUDENTS NEED THESE SUPPORTS (HIGH-INTENSITY TUTORING, MENTORING, SUCCESS COACHING, WRAP AROUND SUPPORTS) TO ATTEND SCHOOL REGULARLY THAN YOUR SCHOOL CURRENTLY HAS THE CAPACITY TO PROVIDE?

	% of Respondents
No, students at my school need these supports to attend school regularly, and my school already provides them to all or most students who need them	17%
Yes, more students at my school need these supports to attend school than my school currently has the capacity to provide	61%
Not applicable, students at my school do not need these supports to attend school regularly	10%
Not Sure	12%

WHICH STATEMENT BEST DESCRIBES HOW YOUR SCHOOL'S CURRENT CHRONIC ABSENTEEISM RATE COMPARES TO PRE-PANDEMIC LEVELS?

	% of Respondents
Our current chronic absenteeism rate is equal to or below our pre-pandemic rate.	27%
We have seen good improvement in our chronic absenteeism rate, but it is still above pre-pandemic levels.	33%
We have had some improvements but our chronic absenteeism rate remains much higher than pre-pandemic levels.	25%
We have not had improvements and our chronic absenteeism rate remains much higher than pre-pandemic levels.	10%
Not sure	5%

HOW EFFECTIVE HAVE YOU FOUND THE FOLLOWING STRATEGIES IN REDUCING CHRONIC ABSENTEEISM?

	Have not used	Not Effective	Somewhat Effective	Effective	Very Effective
Family engagement and outreach	2%	10%	43%	31%	14%
Providing parents and students with frequent and timely data on how much school	4%	14%	43%	30%	10%
Increasing student's school connectedness by improving student to teacher relationships	3%	5%	32%	42%	18%
Increasing student's school connectedness by improving student to student relationships	8%	5%	34%	40%	13%
Increasing the number of students engaged in extra-curricular activities	20%	6%	32%	29%	13%
Providing more mental health supports	9%	6%	39%	35%	10%
Having a school attendance team that identifies students who are trending toward	15%	6%	33%	31%	16%
Using surveys, interviews or focus groups to gain a deeper understanding into the reasons for chronic absenteeism	41%	16%	30%	11%	3%
More vigorously enforcing existing truancy laws and consequences	14%	21%	35%	21%	10%

DOES YOUR SCHOOL PROVIDE ANY OF THE FOLLOWING SERVICES OR SUPPORTS FOR STUDENTS EXHIBITING MENTAL, EMOTIONAL, BEHAVIORAL, OR SOCIAL ISSUES?

	% of Respondents
Diagnostic mental health assessments to evaluate students for a mental health disorder	31%
Brief individualized interventions (e.g., short-term counseling or therapy, check-in check-out interventions, individual skill-building training or coaching)	83%
Small group interventions for students with similar needs (e.g., students who have experienced trauma, students with depression, group skill building training or coaching)	70%
Consultation or collaboration with parents/guardians about identified issues or risk factors	68%
None of these	5%

BACKGROUND CHARACTERISTICS

THIS SCHOOL YEAR (2024-25), WHAT GRADE(S) ARE INCLUDED IN THE SCHOOL YOU LEAD?

Grades Taught	% of Respondents
Pre-K	39%
Kindergarten	57%
1 st	58%
2 nd	58%
3 rd	57%
4 th	57%
5 th	54%
6 th	40%
7 th	33%
8 th	33%
9 th	21%
10 th	21%
11 th	21%
12 th	21%
Ungraded	1%

SCHOOL LEADER BACKGROUND CHARACTERISTICS

	% of Respondents
American Indian/Alaska Native	<1%
Asian	2%
Black/African American	13%
Hispanic/Latino	9%
Middle Eastern/North African	<1%
Native Hawaiian/Pacific Islander	<1%
White	78%
Prefer not to state	2%
Male	44%
Female	55%
Other	1%
Bachelor's degree (B.A., B.S., etc.)	1%
Master's degree (M.A., M.A.T., M.B.A., M.S., etc.)	61%
Educational specialist or professional diploma (at least one year beyond master's level)	24%
Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)	15%

PRINCIPAL EXPERIENCE (IN YEARS)

	Mean	Min	25 th %ile	Median	75 th %ile	Max
Principal Experience (in years)	10	1	5	9	14	34

SCHOOL CHARACTERISTICS (NCES)

	% of Respondents
Elementary school	58%
Middle school	22%
High school	19%
449 students or less	52%
450 students or more	48%
Suburb	31%

Town/Rural	41%
Urban	28%
High neighborhood poverty (IPR<=200)	18%
Middle neighborhood poverty (IPR 201-400)	58%
Low neighborhood poverty (IPR>=401)	23%
Majority of students are White	50%

HAVE YOU EVER SERVED WITH AMERICORPS? PLEASE INCLUDE AMERICORPS SERVICE THAT YOU ENGAGED IN AT ANY POINT IN YOUR LIFE INCLUDING FULL TIME SERVICE, PART TIME SERVICE, AND/OR SUMMER PROGRAM SERVICE.

	% of Respondents
No, I have never served with AmeriCorps	95%%
Yes, I have served with AmeriCorps	5%

ARE YOU THE PRINCIPAL OF A PUBLIC CHARTER SCHOOL OR A TRADITIONAL PUBLIC SCHOOL?

	% of Respondents
Traditional public school	94%%
Public charter school	6%