

TESTIMONY TO ASSEMBLY COMMITTEE ON EDUCATION



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Chair Torress-Fossett and Members of the Assembly Committee on Education,

Nevada Policy strongly supports AB 383, as it is a critical step forward in advancing student achievement in Nevada. At its core, AB383 recognizes a fundamental truth in education: **tutoring works**. Unlike most interventions, **high-impact tutoring** has been shown to help nearly every child—regardless of grade level, subject area, or academic background. This bill ensures that families and schools in Nevada can access **evidence-based, high-quality tutoring** options that are proven to work.

We've already seen this model succeed elsewhere. In Connecticut, the state Department of Education has successfully implemented similar project publishing a publicly available list of “vetted tutoring programs.”¹ Taking it a step further, the state focused on high dosage tutoring for math scores, as those have been lacking since the pandemic. As an example, in October 2024 East Hartford Middle School administrators said 149 students in the new, intensive tutoring initiative had seen their year-over-year math scores improve nearly *four times as much as students receiving a traditional intervention*.²

The Ohio Department of Education and Workforce has also developed an approved vendor directory of high-quality tutoring programs in core subjects such as English language arts, mathematics, science, and social studies. These programs adhere to key components of effective tutoring, including the use of high-quality instructional materials aligned with Ohio's Academic Learning Standards, data-driven instruction, and employment of qualified tutors. Additionally, Ohio's P20 Mathematics and Literacy Tutoring Collaborative offers professional learning resources to support tutor training in literacy and mathematics.³

North Carolina has also invested in high-impact tutoring through its “NC Education Corps,” which trains and places tutors in public schools. These corps members deliver one-on-one or small group tutoring several times a week, and early evaluations show **meaningful progress in literacy and math scores**. One of the school principals quoted, “100% of the students being served demonstrated growth in reading and 10% of them have moved from below grade level at the beginning of the year to ‘at grade level’ at the mid-year mark.”⁴

¹ Vetted Tutoring Organizations, Connecticut State Department of Education, <https://portal.ct.gov/-/media/SD/E/AccelerateCT/CSD-Approved-Tutoring-Organizations.pdf>

² Alex Putterman, “CT’s experiment with high-dosage math tutoring is showing results. Will more funding follow?” CT Insider, Oct 20, 2024, <https://www.ctinsider.com/news/education/article/high-dosage-tutoring-math-connecticut-funding-19843834.php>

³ Ohio Department of Education and Workforce, “Accelerating Learning through High-Quality Tutoring Programs,” <https://education.ohio.gov/Topics/Learning-in-Ohio/High-Quality-Tutoring/High-Quality-Tutoring-Districts-and-Schools/High-Quality-Tutoring-Options-in-Ohio>

⁴ North Carolina Education Corps, 2022-23 School Year Impact Report, <https://14511232.f1.hubspotusercontent-na1.net/hubfs/14511232/Website%20Misc%20Docs/NCEC%202022-23%20School%20Year%20Impact%20Report.pdf?hsCtaAttrib=182097894837>



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These states didn't just implement tutoring programs—they built **smart systems that elevate only the most effective practices**, guided by evidence and accountability. AB 383 creates a foundation for that same model. This is not just about recovering from pandemic learning loss—though that remains urgent. It's about **giving Nevada students the long-term support they need to meet their potential**, year after year. By passing AB383, Nevada can join the growing number of states putting **evidence-based tutoring** at the heart of their education recovery strategy. It's a smart investment with a track record of success—and one that will pay dividends for our students, our schools, and our state's future.