



GO/TUTOR CORPS

2025 ANNUAL REPORT



DEAR FRIEND OF THE GO TUTOR CORPS,

Tell us if you have heard this one before: Thing X (iPads for all! Small class sizes! Adaptive software!) is going to change education as we know it. If you've been around teaching and learning for more than a minute, restrain your natural skepticism when we tell you that high-impact tutoring is a thing that is changing education as we know it. We make this claim for two reasons.

First, research backs it up. According to Brown University Professor Matthew Kraft, high-impact tutoring of the kind delivered by GO tutors is "the most effective education intervention ever to be subjected to rigorous evaluation." When the basic tenets of high-impact tutoring are followed—same tutor with the same student, student to tutor ratio of no more than 4:1, at least 90 minutes of tutoring per week—then student achievement follows.

Second, in the words of the catchphrase popularized during the Watergate scandal, "Follow the money." According to a research paper put out by the Annenberg Institute in 2024, the number of private tutoring centers in the U.S. tripled from 1997 to 2022, with almost all of that growth concentrated in affluent neighborhoods. Wealthy parents in the U.S. are spending billions of dollars each year on tutoring for their kids because they know that it works. It seems to us the public policy question is not whether tutoring works but is instead who has access to it.

Last year was one that was full of challenges for the team at GO, and we're proud of the way in which we've adapted to the changing landscape. Our goal is to do everything we can to lower the cost and bring tutoring to as many children as possible. Despite the changeability of the education environment in which we operate, our vision remains for an America where every child has the benefit of a tutor to allow them to achieve their full human potential.



Michael Thomas Duffy
President



Adam Weinstein
Board Chair





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OUR MISSION

The mission of the GO Tutor Corps is to provide students with access to a quality education through high-impact tutoring. We envision an America where every child has the support of a tutor to enable them to realize their full human potential.

At the GO Tutor Corps, we recruit, train, and support a corps of young adults who are placed in partner schools where they intensively tutor students. Tutors have several roles: They instruct, mentor, and develop the students with whom they are matched.

CHARGING INTO THE FUTURE: NEW VIRTUAL PROGRAM



At GO we are continually improving and innovating.

And part of that is having an ear to the ground about new avenues of tutoring. In the past few years, researchers have proven that virtual tutoring can be just as effective as in person. Specifically, [two recent studies](#) from Johns Hopkins University's Center for Research and Reform in Education showed that virtual tutoring delivers comparable results to in-person sessions if it's done right. We needed to dig in deeper, and in meetings with potential school partners, it became clear that virtual tutoring was something that we could provide and that students could really benefit from. So in September 2025, we launched a Virtual Tutoring Program at our long-time partner Great Oaks Legacy Charter School in Newark, New Jersey, with over 100 virtual tutors supporting 430 seventh and eighth graders in math and literacy.

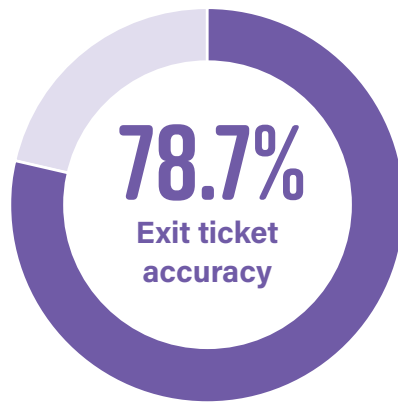
What does the program look like? Our emphasis on human connection and results and our commitment to evidence-based practices are the same as they have been. Virtual tutors create a welcoming space for students to learn in, and each tutor works with the same student through the semester to establish a personal connection.

As one seventh grader wrote on a post-session survey:
"I really like Ms. Elizabeth. She's really understanding and takes her time. I really would like to have her in 8th grade :) One of the BEST tutors I've ever met!"

We're also using artificial intelligence (AI) to make sure we are top of class while developing our instructional curriculum. Our tutoring lesson plans are perfectly aligned to the academic objectives that students are learning in class. Beginning with those objectives, our team uses AI tools to generate practice problems and scripted explanations for tutors to use, with a final review by a curriculum expert before the lesson materials are shared with tutors. As a result, GO's virtual tutoring provides high-quality standards-aligned instruction that meets each student's unique learning needs.

Early results from the program demonstrate strong student engagement and learning outcomes. Student satisfaction surveys reveal positive feedback, with 90% of students expressing positive sentiments about their experience with virtual tutoring. These positive perceptions are reinforced by objective performance data, with students achieving a 78.7% accuracy rate on exit tickets that assess their mastery of session content.

GO President Michael Thomas Duffy is excited about the launch of the program: "GO is continuing to evolve to meet the needs of schools and students on the ground. Virtual tutoring can be a low-cost alternative for schools to serve as many students as possible. It has shown to be as effective as in-person, and we're thrilled that our data is reflecting this early on."



HIGH-IMPACT TUTORING

Both our in-person and virtual tutoring follow high-impact tutoring standards. This means that a student is meeting with the same tutor every time and gets at least 90 minutes of tutoring per week. No tutor can have more than four students per session. Research shows that when tutoring implements these parameters, student achievement follows.



OUR IMPACT

By the Numbers

283 TUTORS

30 SCHOOLS

5 STATES

3,429 STUDENTS SERVED

Overall Program Data

Director of Research Jonah Liebert undertook a detailed impact study of our 2024-25 math results. This bar graph illustrates the overall positive impact of our high-impact math tutoring program across the entire network of schools, showing that tutored students gained an average of 0.06 standard deviations in math achievement compared to similar non-tutored students. This is a meaningful boost equivalent to two to three months of additional learning.

This graph highlights strong positive results made by sites where our tutoring program delivered accelerated math progress, with tutored students gaining between 0.065 and 0.398 standard deviations more than comparable non-tutored peers, ordered from highest to lowest effect size to showcase standout implementations like Stamford Westhill High School. Each bar represents the achievement gain at a specific site. These examples emphasize how consistent program delivery can produce educationally meaningful outcomes, equivalent to several weeks of extra learning, and underscore the program's potential when executed with high fidelity across diverse school settings.

SITE HIGHLIGHTS

Tutored Students Showed Accelerated Math Progress



SITE SPOTLIGHT

Stamford Public Schools

This graph showcases the exceptional success of the GO program in Stamford Public Schools, where district-wide tutored students gained 0.19 standard deviations (SD) in math achievement—nearly three times the network average—with individual schools reaching up to 0.40 SD, equivalent to more than a school year of additional learning, highlighting the benefits of strong implementation and partnerships. The bars compare the overall district effect to specific schools like Westhill High School and Rippowam Middle School, with error bars representing 95% confidence intervals to show the reliability of these gains; the highly significant district result ($p < 0.001$) serves as a model for other sites, demonstrating how consistent high-quality tutoring can drive substantial, sustained student progress in math.

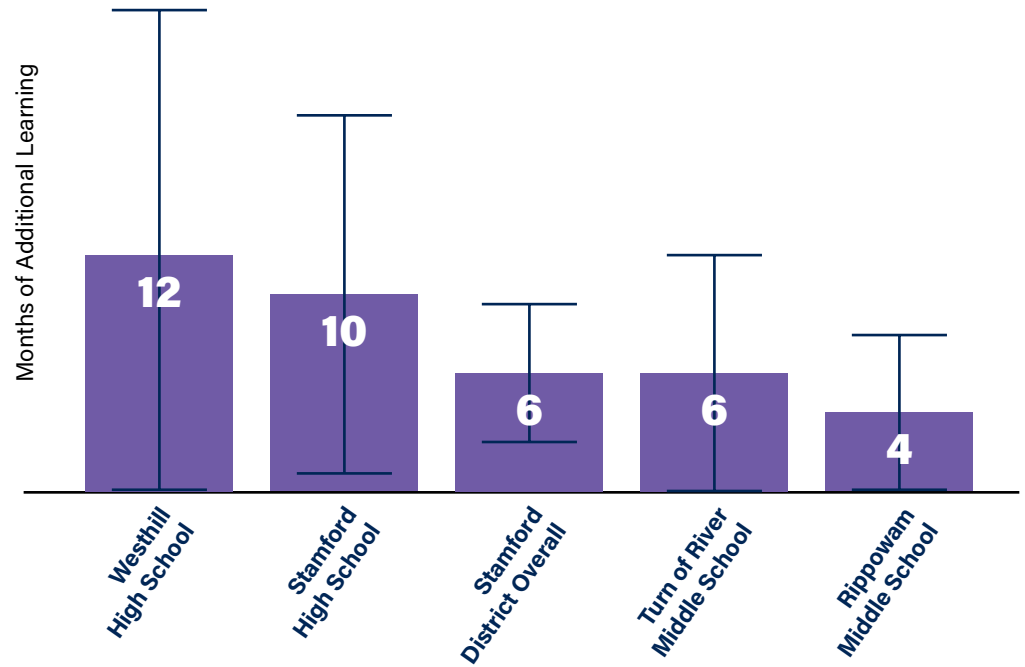
329 STUDENTS SERVED

12 TUTORS

6-12 GRADE LEVELS SERVED

STAMFORD PUBLIC SCHOOLS: A SUCCESS STORY

District-Wide Gains of 6 Months With Individual Schools Reaching 12 Months



STAFF HIGHLIGHT



Elie Bilmes

What I wish I knew in my first year in education:

Don't try to copy others' teaching styles; just be yourself.

Favorite school lunch when I was growing up:

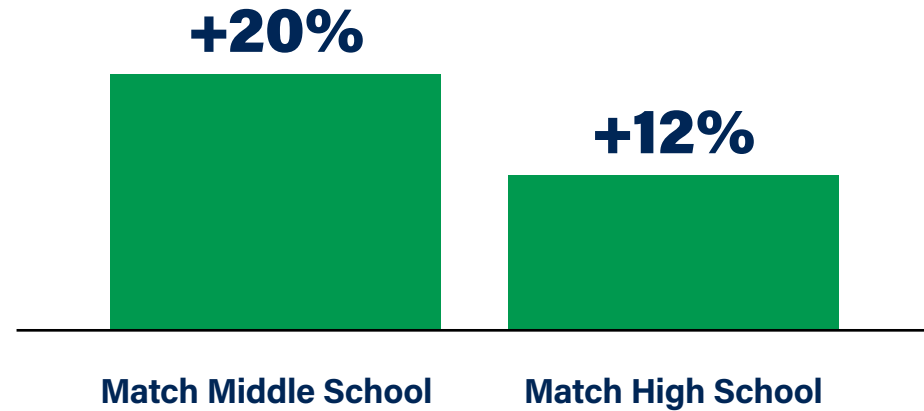
PB&J

SITE SPOTLIGHT

Match Education

Tutored students at Match made steady progress toward grade-level achievement levels. The bar graph illustrates the improvement in the percentage of students performing at or above grade level in math from fall to spring for each school. Match Middle School showed a substantial increase of 20 percentage points (from 11% to 31%), indicating significant progress over the period. In addition, Match High School experienced a gain of 12 percentage points (from 14% to 26%). Overall, both schools demonstrated strong growth toward grade-level proficiency.

CHANGE IN PERCENTAGE OF STUDENTS AT OR ABOVE GRADE LEVEL IN MATH (FALL TO SPRING)



ALUMNI SPOTLIGHT

Lilli Xiang

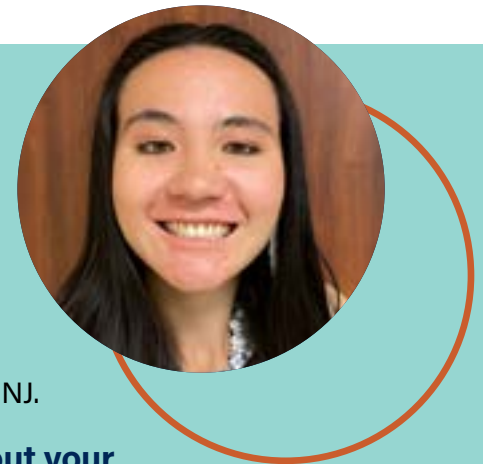
Lilli (she/they) is currently a master's in education candidate at Harvard University after serving in Newark, NJ.

How did your year of tutoring help you figure out your next steps?

The opportunity to be with students every day in schools inspired my passion, and I continue to reflect on my experiences regularly. The work I did and the relationships I built with students helped give me perspective as I applied to graduate schools. It helped me learn how to manage my time, embrace change, and better understand myself.

How did people in the schools positively impact your year of tutoring?

I had a great mentor who shared his journey of grad school with me. I'm so grateful to him for the time he spent helping me with my grad school applications.



226 STUDENTS SERVED

40 TUTORS

6-12 GRADE LEVELS SERVED

GROWING ROOTS: A CLASSROOM EXPERIMENT

Sarita Smith

Tutor: 2023-2024 in Washington, D.C.

1st Grade Associate Teacher at
Collegiate School in New York



What was your favorite moment from the year?

A classroom science experiment with my third graders. They wanted to see what environments plants could grow in, and their choices were Hawaiian Punch, hot water, lemon juice, Coca-Cola, and a control sample of regular water. We propagated pothos leaves and observed them for a month, replacing liquids weekly and recording changes. They were so excited to see the results, eagerly debating which plant would “win.” At the end of the month, we discussed the science behind what had happened. Then I surprised them with pothos cuttings I had propagated at home so each student could pot and take one home. I left the control plant, which had sprouted roots, with the class, and they named it “Coppin” after our classroom’s HBCU theme, Coppin State University.

Why did you want to become a tutor?

I have always loved academia and advocacy, and as someone originally from the DMV area, becoming a GO tutor and completing a year of service in my own community was deeply meaningful to me.

What valuable skills did you learn during your year?

First, I relearned the importance of patience, both with children and with myself. Coming from a background of tutoring college students, shifting to teaching younger learners was a real adjustment. Many of my students had been academically impacted by COVID and remote learning, so they needed help rebuilding foundational skills I had assumed they already knew. Second, my support teacher taught me how to incorporate American Sign Language (ASL) to reinforce kinesthetic learning, a strategy I later showcased when applying for my current job! ASL helped engage my students’ fine and gross motor skills while strengthening their working memory. It made learning interactive and fun. My students often excitedly demonstrated their signs and proudly decoded words using what they had learned.



Did you enjoy working with other tutors?

I loved working within my D.C. cohort! We often commuted together on rainy or snowy days, spent afternoons and evenings hanging out, and built a strong sense of community among ourselves. My current roommate was also my roommate in the program. We worked so well together that we've continued living together for the past two and a half years!

How did your year of tutoring help you decide on your career?

I majored in political science, focusing on policy creation and implementation to support well-rounded learners and build a stronger, more equitable education system. My research internship gave me theoretical knowledge, but my year of tutoring provided the practical experience I needed. Seeing classroom needs firsthand made my goals more tangible and helped me clarify my next steps in pursuing a career that aligns with those educational policy ambitions.

Would you recommend the program to others?

Absolutely! I would highly recommend GO to anyone seeking a meaningful opportunity to make a difference in their community. Programs like this are essential. They give young adults a stepping stone into their careers while allowing them to give back to others. Those who do it will find the experience filled with passionate, like-minded individuals working toward the same goal of building a better system for those who deserve it most.

“ I WOULD HIGHLY RECOMMEND GO TO ANYONE SEEKING A MEANINGFUL OPPORTUNITY TO MAKE A DIFFERENCE IN THEIR COMMUNITY.”

SARITA SMITH

STAFF HIGHLIGHT

Chrissey Nguyen Klockner

Story about how a teacher changed my life:

Mr. Giaquinta was a subversive person who encouraged us to think outside the box, question the status quo, and the appreciate importance of thoughtful debate and discussion.

Favorite school lunch when I was growing up:

Bosco Sticks



HOMEGROWN TEACHERS TEACHER RESIDENCY



The United States is facing a huge teaching shortage, and it's no secret why. As fulfilling and rewarding teaching is, we've all heard about the long hours, low pay, and how far behind the kids are. To put it simply, the profession of teaching is not very appealing to college graduates when they're thinking about what they want to do in the future.

It will take creative solutions and forward thinking to fix this. That's where GO comes in: Some tutors spend a semester or a year working with kids and they get hooked. They get the teaching bug and join our Teacher Residency Program to become a certified teacher to plug the teaching shortage. Others come into the program knowing they want to be teachers but didn't have the opportunity to do so previously.

Residents transition into teaching roles while earning their teaching certification and a Master of Arts in Teaching (MAT). The program pairs residents with mentor teachers in GO partner schools, where they complete coursework and gain practical experience over a full school year. Mentors gradually release responsibilities to residents, preparing them to lead classrooms independently by year's end. Upon completion, residents leverage GO's network to secure full-time teaching positions, often in the same communities they've served. In fact, in some of GO's long-standing partner schools, half of the teachers are former tutors who completed the residency program.

“THESE KIDS ARE STRUGGLING. THESE KIDS HAVE SO MUCH GOING ON IN THEIR LIVES, AND FOR 30 TO 40 MINUTES A DAY, THEY GET TO COME INTO A CLASSROOM AND WORK WITH ME AND HAVE SO MANY VICTORIES. THEY GET TO WALK OUT WITH A SMILE ON THEIR FACE AND BE PROUD OF THEIR WORK.”

EBONY MCMILLAN, TUTOR

We also launched a new branch of the residency program. Because of the national teacher shortage, charter schools have increasingly hired non-certified teachers. Our new branch of residents include teachers of record who are full-time employees and lead teachers at our partner schools pursuing certification. We are meeting schools where they are and helping make sure our students are working with the best teachers out there.

And it's working. We have our largest cohort ever this year, with 24 student teacher residents and 14 teachers of record. We are building the workforce of the future: teachers who are fueled by transformational relationships with students, equipped for culturally responsive teaching, and committed to continual development of their practice.



TEACHER RESIDENT SPOTLIGHT

Brianna Mullen

Brianna Mullen (she/her) is a first-year resident at Great Oaks Kathleen Sherry Charter School in New York City. In addition to pursuing her Master of Arts in Teaching at New York University, she loves to go on walks, play bingo, and try new restaurants.

What is your favorite moment in the classroom so far?

Building relationships with all my students.

What is your relationship with your mentor teacher like?

Ms. Pascall is an incredible source of support. She completed the same graduate program that I'm currently enrolled in, and I'm deeply grateful to have a mentor who not only brings years of teaching experience but who also understands the challenges of graduate school. I've already learned so much from her, and I cannot wait to see how I progress as an educator under her guidance as the year goes on.

What is one thing your students have taught you?

My students teach me new things every day. Teaching is a two-way street, and I learn just as much from them as they do from me.



GO IN THE NEWS



Education Next

GO President Michael Thomas Duffy published an op-ed in Education Next on why every kid in America deserves a tutor.

“It’s at this time of year when principals, school board members (especially their finance committees), and superintendents are actively developing school budgets for the coming year. If they used a zero-based budgeting approach and built their 2025–26 budgets from scratch, justifying each line item and expenditure, high-dosage tutoring should top the list of what schools should be spending money on.”

[Read more](#)

CHALKBEAT NEWARK

Chalkbeat

GO President Michael Thomas Duffy was quoted in a Chalkbeat article about new funding for literacy in Newark, New Jersey: “The question isn’t whether high-dosage tutoring can move the needle for kids, it’s who has access to it.”

[Read more](#)

The74

The 74

The GO Teacher Residency Program was highlighted by Liz Cohen in an interview with Greg Toppo before the release of her book, “The Future of Tutoring: Lessons From 10,000 School District Tutoring Initiatives.”

[Read more](#)

ADVOCATING FOR HIGH-IMPACT TUTORING IN CT

GO tutors and coordinators were asked to participate in a Connecticut Legislative Roundtable designed to show state legislators why they need to continue funding high-impact tutoring.

[Read all about it!](#)



“ HAVING YOU GUYS AS TUTORS HAS MADE LEARNING EASIER AND BETTER FOR US, AND WE REALLY APPRECIATE IT.”

AALIA, STUDENT

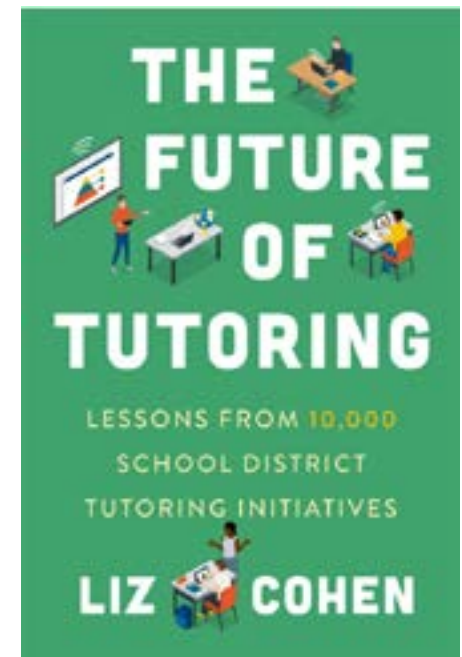
NYC & D.C. TUTORS SHINE



New York City and Washington, D.C., tutors are featured in 50CAN's Vice President of Policy Liz Cohen's new book about tutoring, "The Future of Tutoring: Lessons From 10,000 School District Tutoring Initiatives."

Cohen visited a GO school in D.C. and wrote about a fantastic example of a tutor's relationship with their student in the book: "These tutor-student relationships can help draw out students when they are disengaged from an academic subject. ... In one group, first-year Fellow Martha notes that Ava, a high-performing student, is much more engaged than Riley, who is sitting next to her. Martha has the bandwidth to attend to both students. "Riley?" she asks, "Why are the strings important?" Reluctantly and quietly, Riley responds. In many whole-group discussions, a student like Riley would just be left alone."

To celebrate the release of the book and GO's role in it, we hosted two book panels in October. The first was at Panasonic's Innovation Center in Newark, New Jersey, and featured a panel with Liz Cohen alongside NJ Tutoring Corps' Ashley Bencan, moderated by GO President Michael Thomas Duffy. The event was featured in the local [press](#) leading up to the event. At the event, Cohen emphasized why so many schools are embracing tutoring: "I've been in Texas and Louisiana and Ohio and New York and all these different kinds of places and talked to folks all over in red, blue, purple, urban, rural, and everyone just wanted an idea that worked, and I think that everything else faded away because we found something that worked."



ALUMNI SPOTLIGHT

Adela Rios

Adela (she/her) is currently a sixth grade science and computer science teacher in Boston. She served at GO-NYC from 2022-2024.

What was your favorite part of your year of service?

My peers were invaluable during my time in the program. I met some of my best friends, and they were key to getting through some difficult days throughout the year. I recently traveled to meet up with some friends, and I always take time to visit a few friends who are still in NYC.

How did your year of tutoring help you figure out your next steps?

I was close with a few teachers at GO-NYC, and at the end of my second year, I received a lot of advice and well wishes from them. Without them I would not have been as confident going into my first year as a lead teacher.

Biggest piece of advice to tutors in the program?

It's OK to get something wrong! Being incorrect and showing students what it means to grow from failure is a big help in gaining their trust. You will not get all you can from the program if you're unable to be confident and make mistakes.



Later in the week we hosted a second talk at the Peter & Carmen Lucia Buck Foundation offices in New York City. The 74's Steve Snyder moderated a talk with Cohen and our Director of Teacher Residency, Shereen Johnson. The discussion illustrated the intersection between high-impact tutoring and our Teacher Residency Program at GO. Shereen explained it like this:

“We have turned tutoring into a formalized teacher residency pathway where after they complete their first year of tutoring, they begin to co-teach under the guidance of a mentor teacher as they’re completing their coursework and certification. Their tutoring year allows them to step into the field. Some of them come in not wanting to teach initially, but they fall in love with it and they end up in the residency. And for others, it allows them to build foundational skills that are necessary before they take on such a heavy lift.”

The next month, Education Next published a [book review](#) by GO President Michael Thomas Duffy. We're so happy to continually collaborate with Cohen, one of the most prominent high-impact tutoring experts.

NOTES FROM TUTORIAL

by Avery Miles, June 2025



When I first joined the GO Tutor Corps in Newark, I was looking for a meaningful way to serve, grow, and make a difference.

I wasn't exactly sure what I would find, just that I wanted to be part of something bigger than myself. A year later, I've gained more than I could've imagined: not just new skills but new relationships and new insights.

A Day in the Life of a GO Tutor

As a tutor, I worked closely with students every single day, supporting their academic growth, building their confidence, and trying to make learning feel a little less daunting. I was an English Language Arts (ELA) tutor who worked in one-on-one or small-group settings. I collaborated with teachers, analyzed student data, and constantly adapted my approach based on individual needs. But tutoring was only one piece of the puzzle. I also supported classroom routines, helped with after-school programs, and even contributed to school-wide events. Additionally, I was able to help create social media content for the GO Tutor Corps, which was an unexpected but rewarding way to support our mission from a different angle.

What It Taught Me

If I'm being honest, I went into this year thinking I might want to become a teacher. And I'm coming out of it knowing that it's not the right path for me—and that realization is just as valuable as discovering a passion. What surprised me was how much I fell in love with the education system itself—not just the one-on-one moments with students but also the way schools function (or struggle to). I found myself thinking more about policy, school culture, access to resources, and the systems that shape a student's experience before they even walk into the classroom. This year helped me realize that I still want to be part of education—just maybe in a way that supports the work from a wider angle.

Upon starting service, I knew I was going to be doing something good and I would be helping people, but you don't really understand the importance of what you're doing until you're doing it. I gained a deeper understanding of what it means to serve. It is to listen, support, and show up with humility. I've become more aware of public education and more grounded in my own values. I learned that just because a path isn't for me, it doesn't mean I don't have a place in the work. It just means I might belong in a different part of the system.



Student Moments That Stuck With Me

The students are what make your work so worthwhile. That is not to say there won't be tough days or tough students—that's just the reality of the work we do. I was blessed to have wonderful relationships with almost all my students and students outside my group. There are so many wonderful moments shared with my students, it's hard to single them out.

I loved every moment I got to share with the students outside of our class periods, like lunchtime group hangouts. I really learned to appreciate the small things I shared with my students in the in-between times.

A moment that showed me my students not only noticed me but also cared about me as their tutor and a human was saying my goodbyes to them. I wrote each of them a personal letter and was able to give it to them when telling them I was leaving. During this time, I saw my students get really emotional, which is something I'd never seen from them before. Sharing this moment with them made me really emotional but also made me realize the impact I did have on them. It felt like a full-circle moment and a culmination of everyone's hard work.

What Comes Next

As I look ahead, I'm taking everything I've learned with me. This experience gave me a lens to view the world more critically and look to where I can help. I've learned so many transferable skills from my year of service that I will be taking to my next role and beyond. I was able to get the opportunity to work for a school district in Arizona. I will be assisting the Director of Operations and doing all I can to support the school system there. Without this year of service, I don't think I would have this opportunity to continue working in education.



“TO ANYONE CONSIDERING THE GO TUTOR CORPS: THIS EXPERIENCE IS WHAT YOU MAKE OF IT. IT'S HARD WORK, BUT IT'S MEANINGFUL. YOU WILL BE CHALLENGED, BUT YOU WILL ALSO BE CHANGED. AND IF YOU'RE LUCKY, LIKE I WAS, YOU'LL FINISH THE YEAR WITH MORE CLARITY, MORE CONNECTION, AND MORE PURPOSE THAN WHEN YOU STARTED.”

EVERY MILES

FUELING FUTURES: RESIDENCY'S IMPACT ON TEACHER PERSISTENCE AND STUDENT ACHIEVEMENT

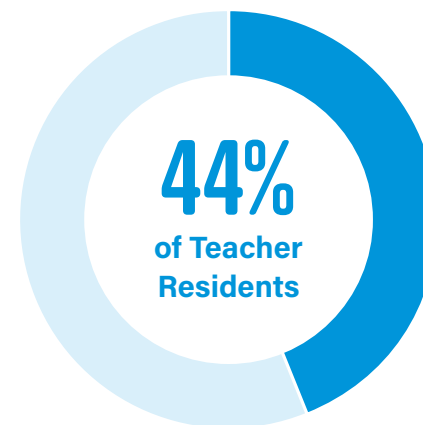
By Jonah Liebert



In collaboration with the Great Oaks Kathleen Sherry Charter School (GO-NYC) in NYC, this study examined the impact of the GO Tutor Corps' Teacher Residency Program on teacher retention and student achievement.

The impact of GO-NYC's Teacher Residency Program on teacher persistence is formidable. A key threshold for teacher retention is whether teachers remain at a school for at least three years. The graph below presents a comparison between teachers from the Teacher Residency Program and those who are non-teacher residents, focusing on their retention over at least three years. It shows that 44% of teacher residency teachers stayed for three or more years at GO-NYC, compared to only 24% of non-teacher residents, indicating a higher retention rate for those in the residency program. Furthermore, this data was tested rigorously, and it gave a result ($p = 0.002$) that confirms the Teacher Residency Program significantly helps teachers stay longer. The program provides an opportunity for teacher residents to decide whether they indeed want to become teachers; if not, they'll leave after the program instead of after they've been hired as a teacher. This evidence suggests that the Teacher Residency Program is effective in encouraging longer teacher retention, providing a compelling case for its value to school leaders.

SHARE OF GO-NYC TEACHERS STAYING 3+ YEARS



Impact of Teacher Residency on Student Learning

We can further extend this analysis to explore whether the additional longevity of teacher residents translates into academic gains for students. To test this idea, we connected two years of students' i-Ready test results with information about their teachers, comparing the impact of teacher residents and non-teacher residents on student performance in ELA and math. To isolate the impact of teacher residency, we focused the analysis on students with only teacher residents compared to students with no residents. The bar graphs below show the results, but they're not just simple averages—they're carefully adjusted estimates from our statistical models. Think of it like leveling the playing field: We accounted for factors like students' starting scores, grade levels, and other differences so we're comparing students as fairly as possible, like comparing apples to apples. This helps us see the true effect of having a teacher resident on student growth.

“

**MS. ANDERSON, YOU'RE
A REALLY COOL TUTOR,
AND YOU'RE REALLY
GOOD AT MATH.**

YAHZARIE,
STUDENT

The graph shows a clear difference: Students taught by only residents made much larger gains between fall and spring in ELA compared to students taught by non-resident teachers. While students with no residents saw a small decline in their ELA performance (-0.1), students with only residents improved substantially, gaining 7.3 points on average. This suggests that having teacher residents in the classroom may lead to better ELA outcomes for students, as they're associated with significant growth rather than a decline.

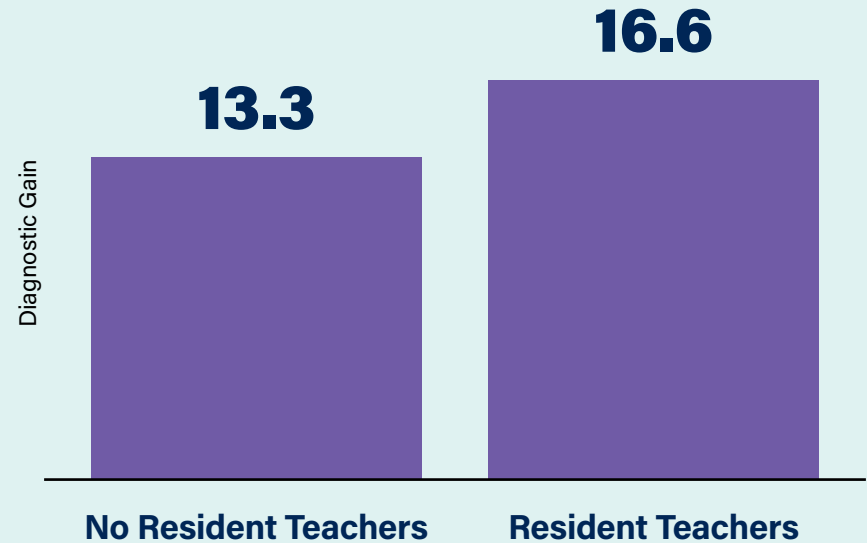
STUDENT PERFORMANCE IMPROVEMENT WITH NO RESIDENT VS. ONLY RESIDENT TEACHERS (ELA)



For math, the data allowed us to look at how likely students are to exceed their i-Ready annual growth goals, which show if they're on track in math compared to similar students nationwide. The bar graph to the right compares students with only teacher residents to those with no teacher residents. The i-Ready goals allow us to compare the growth of our students with similar students across the country, so exceeding them means a student is doing better than their peers. About 54% of the students without a resident are meeting their math growth goals—slightly better than a coin flip. But for students with only residents, we see that 71% of them are at least meeting their goals, a 17 percentage point increase. This means these students are making stronger gains than most similar students nationwide, showing the impressive impact of teacher residents. These results highlight how teacher residents boost both math skills and the likelihood of exceptional progress.

The results from our analysis at GO-NYC provide significant evidence that the GO Teacher Residency Program is very effective. Teachers who go through the residency program are much more likely to stay in their roles for at least three years—44%, compared to just 24% for non-resident teachers—helping to address the critical issue of teacher turnover. This increased longevity appears to translate into real academic gains for students. An interesting link emerges between these analyses: The additional training and support provided to teacher residents during the residency program translates into longer retention and, ultimately, higher student performance. The evidence suggests that investing in a high-quality training program for new teachers is a smart move for a school, as it pays off in multiple ways down the road. Given these compelling findings, school leaders would be wise to consider Teacher Residency Programs as a powerful strategy to support both their educators and their students, creating a more stable and effective learning environment.

STUDENT PERFORMANCE IMPROVEMENT WITH NO RESIDENT VS. ONLY RESIDENT TEACHERS (MATH)



AN INTERESTING LINK EMERGES BETWEEN THESE ANALYSES: THE ADDITIONAL TRAINING AND SUPPORT PROVIDED TO TEACHER RESIDENTS DURING THE RESIDENCY PROGRAM TRANSLATES INTO LONGER RETENTION AND, ULTIMATELY, HIGHER STUDENT PERFORMANCE.

VESTED IN SUCCESS



Last fall we made sure our tutors were fitted and ready to tackle the winter by gifting them a comfy down vest. That wasn't all, tutors attended sessions where they honed in on their "why": why they are in schools and working with students.

Grounding tutors in their why helps them successfully get through the challenging days where everything goes wrong. While there can be many of those days, there are also so many other days where everything goes right. Having a why can help you through those bad days. One tutor explained their why: "Because I want to change the world, my community, my town, my district. I want to create lasting and substantial change for minority communities in the world of social activism and education."



“

MS. HARRIS, THANK YOU FOR HELPING ME IN MATH AND NOT LOSING FAITH IN ME. YOU ARE AN AMAZING TUTOR.

IRIS, STUDENT



Tutors also explored who they wanted to dedicate their year of service to. Tashyra in Newark dedicated their year of service to: "My inner child, my students, all the little Black girls in class with big dreams, and my mom!" Another tutor dedicated their year to: "The kids, the students, and mentorship."

These reflections show how much thought and intention our tutors bring to their service. Their commitment fuels not only their own growth but also the growth of every student they support. For the rest of the year, tutors were able to carry their intentions with them, knowing that each day offered an opportunity to make a meaningful difference.

STAFF HIGHLIGHT



Rachael Balbarona

Story about how a teacher changed my life:

Professor Lofton had so much love and grace for me during a really hard time.

What I wish I knew in my first year in education:

To have grace with yourself. Your kids will learn!

Favorite school lunch when I was growing up:

Pizza



FINANCIALS

REVENUES

Contributions & Other Revenue.....	\$1,569,311
Government Grants.....	\$9,584,958
Management & Tutor Fee Income.....	\$2,991,108
Other Income.....	\$2,877,333

TOTAL.....\$17,022,710

EXPENSES

School Program Services.....	\$13,750,390
Management and General Services.....	\$670,922
Fundraising.....	\$235,437

TOTAL.....\$14,656,749

CHANGE IN NET ASSETS.....\$2,365,961

NET ASSETS BOY.....\$977,818

NET ASSETS EOY.....\$3,343,779



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Sunita Pai

STAFF HIGHLIGHT

Christian Edge

Story about how a teacher changed my life:

Elizabeth Hankins rode a motorcycle and loved fishing, George Carlin, and fried green tomatoes. Mrs. Hankins encouraged me to write and was the first person to read my fiction. I miss her so much.

What I wish I knew in my first year in education:

I wish I knew that mental health and safety takes precedence over academic achievement. Healthy and well students flourish and are able to take their academic careers seriously.



GO TUTOR CORPS PARTNER SCHOOLS

CONNECTICUT

Great Oaks Charter School - Bridgeport

- Middle School
- High School

Stamford Public School

- Stamford High School
- Westhill High School
- Cloonan Middle School
- Turn of the River Middle School
- Rippowam Middle School

NEW YORK

Great Oaks Kathleen Sherry
Charter School

- Middle School
- High School

Amani Public Charter School

VOICE Charter School of
New York

MASSACHUSETTS

Match Education

- Middle School
- High School

WASHINGTON, D.C.

Francis L. Cardozo High School

Digital Pioneers Academy

- Lower Campus
- Upper Campus

Center City Public Charter School

- Capitol Hill Campus
- Petworth Campus
- Shaw Campus

NEW JERSEY

Great Oaks Legacy Charter School

- Downtown Middle School
- Fairmount Heights Middle School
- Legacy Middle School

Kindle Education Public Charter
School

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Marketing strategist and adviser to celebrity clients, with past stints at Parlux Revlon, L'ORÉAL UK, and ScienceMagic.



Aaron Daly

Vice president of the board of trustees at Bridgton Academy and co-founder and managing partner of Ubuntu Capital & Management, a Delaware-based investment firm dedicated to empowering underrepresented entrepreneurs through franchise ownership and small-business growth.



Derrick Diggs

Former president and director of development for Diggs Construction and advisory board chair for Connecticut Coalition for Achievement Now (ConnCAN).



Samantha Owades

Managing director at Morgan Stanley working with financial institutions clients, graduate of Cornell University College of Engineering, and engaged mother and community member focused on children and education.



Susan Stroud

Longtime advocate of national service, both in the United States and abroad, beginning in the 1980s at Brown University. She is one of the original architects of AmeriCorps and subsequently worked at the White House to stand up the agency.



Sid Vaidya

U.S. wealth chief investment strategist with TD Wealth, where he has worked since 1996. He holds a Bachelor of Commerce from the University of Toronto and has been awarded the Chartered Financial Analyst and the Chartered Alternative Investment Analyst designations.

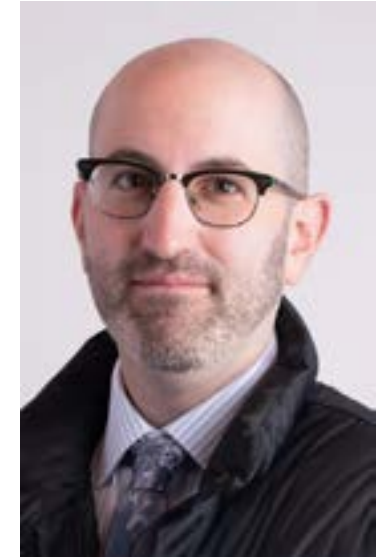
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GO

GO/TUTOR CORPS

**240 Bleecker Street
New York, NY 10014**