

# Hoot

A close-up photograph of a young boy with dark skin and short dark hair, smiling broadly. He is wearing a blue and white patterned shirt. The background is a solid light blue, with a large white triangle graphic on the left side of the image.

# Annual Impact Report

## 2025

# Our Mission is to Change Children's Lives through Literacy

Hoot Reading partners with districts, schools, organizations, and directly with families to improve equitable access to qualified teachers and evidence-based tutoring.



## 1:1 Online Literacy Instruction

Lessons are assessment-informed, offering a data-driven plan to improve skills in specific areas.



## Qualified Teachers

All Hoot tutors are qualified teachers with a B.Ed (or higher) and classroom experience.



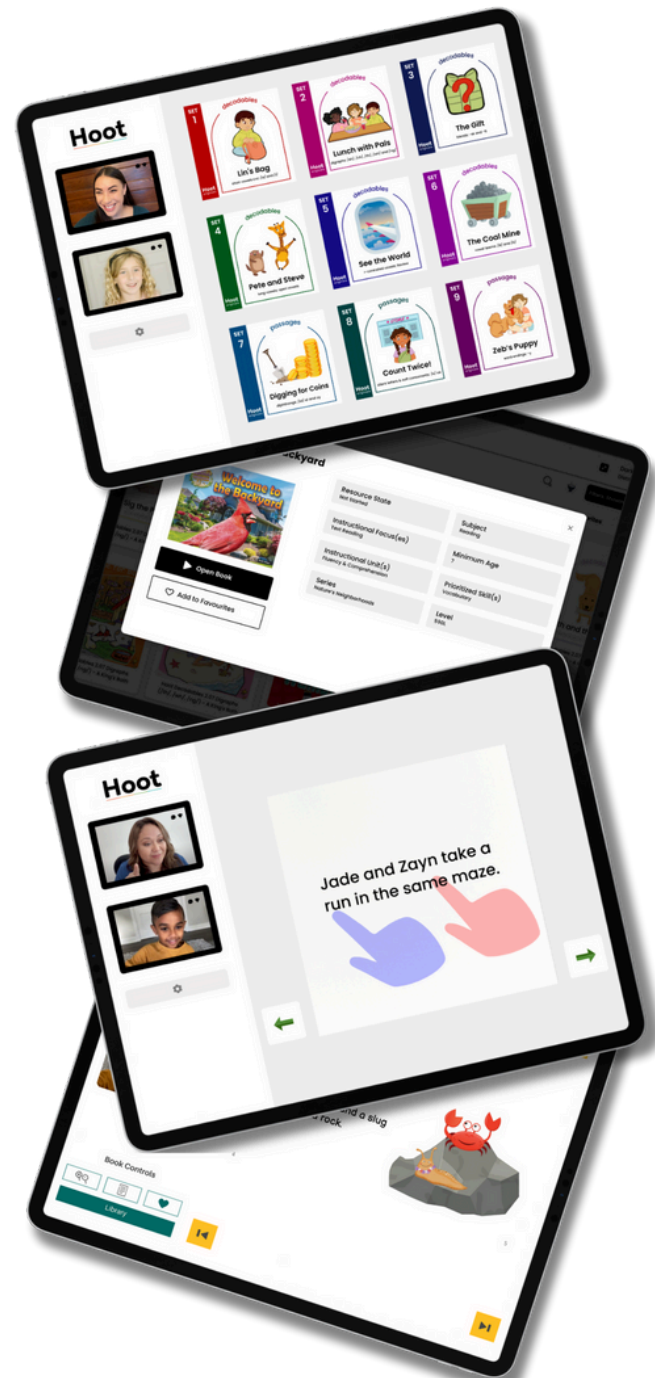
## Evidence-Based

Hoot's pedagogical approach is structured literacy instruction, grounded in the Science of Reading.



## Flexible Implementation

Hoot supports scheduling, rostering, and school-family engagement. Lessons can be delivered at school, after school, or at home.



# Data-Driven Insights Make us Better

At Hoot, we are committed to using data to improve our tutoring program. The more we learn about what is working, the better we can optimize our tools and practices to lead to what really matters—measurable, tangible outcomes for students who are learning to read.

This impact report uses student data from:



- >1800 Hoot students tutored in the 2024-2025 school year
- 15 school districts
- Grades K-9
- U.S. and Canada



## Data Highlights

**88%**

of all Hoot students demonstrated measurable growth on reading skill assessments.

**38+**

A higher dosage of lessons predicts significantly higher growth. Students with more than 38 Hoot lessons grew more than students who received fewer lessons.

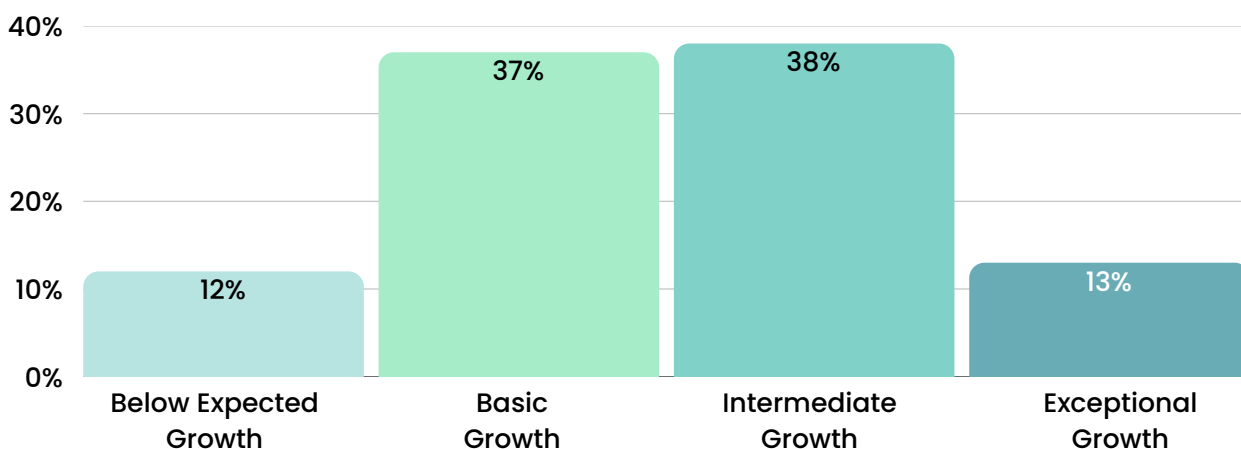
**70%**

of Ohio students in a pilot program moved up an entire grade level in their reading skills!

# Hoot Growth Bands: How are Hoot Students Performing?

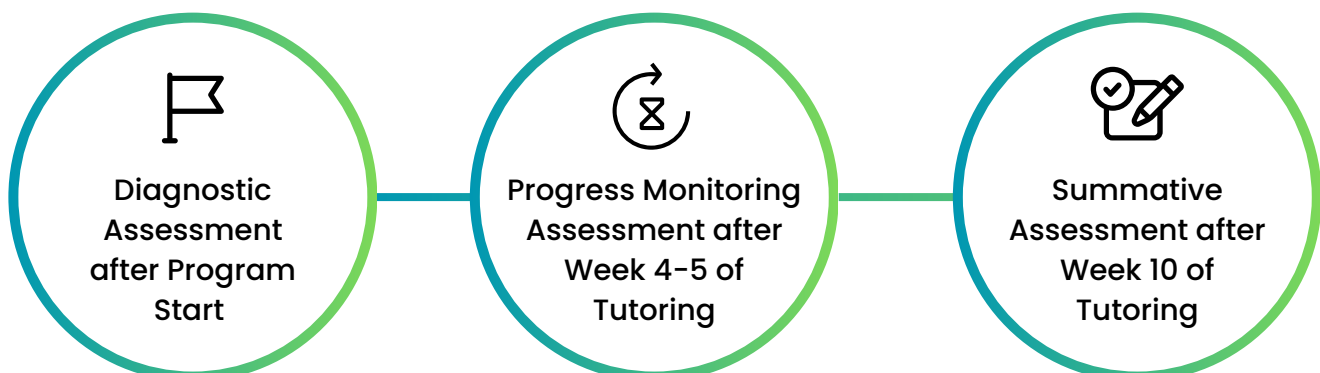
This year, we created Hoot Growth Bands to compare Hoot student outcomes on our pre- and post-assessments across all locations. We expect students to grow at different rates, as some students need more repetition or review with key concepts. The Growth Bands help us see who is responding well to tutoring. Sharing this data with our partners helps them make good decisions about program adjustments and overall student support planning.

## 88% of Hoot Students Demonstrated Basic–Exceptional Growth



## Progress Sharing at Hoot

At Hoot Reading, we regularly assess students to provide personalized skill instruction so they can catch up quickly. For one cycle of tutoring, which is 30 lessons, Hoot shares progress information at three key points.

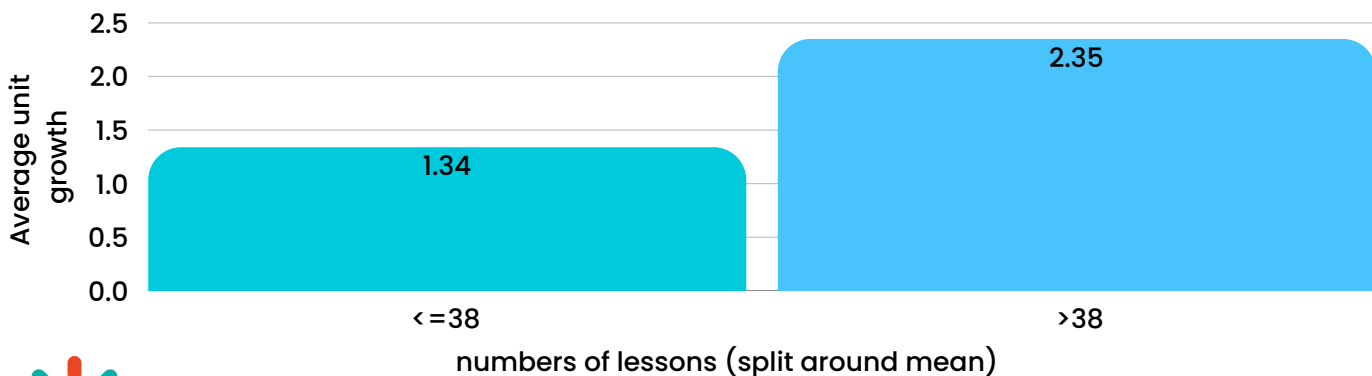


# High-Dosage Tutoring and High-Impact Tutoring—What's the Difference?

In the tutoring space, high-impact tutoring and high-dosage tutoring are often used interchangeably, but they aren't the same. One depends on the other.

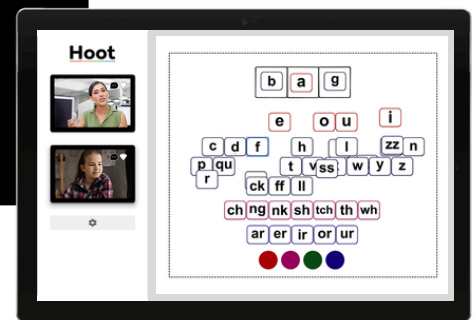
High-impact tutoring produces measurable gains—helping students build the skills they need to access grade-level work. To achieve these strong outcomes, tutoring must follow a high-dosage model, meaning students receive enough instructional hours to make meaningful progress. Students who are far behind grade level typically can't catch up without this sufficient “dosage” of tutoring. The Hoot Data Team analyzed students across different programs who received tutoring with us this school year to understand how dosage impacted student outcomes.

## Higher Dosage of Hoot Leads to Greater Gains



## Students with 38 tutoring lessons or more doubled their learning

Further analysis showed that for every five additional tutoring lessons, a student improved 10 percentage points on their post-assessment.



New Partner Spotlight:

# Incredible Outcomes in Canton, Ohio

## Program Details:

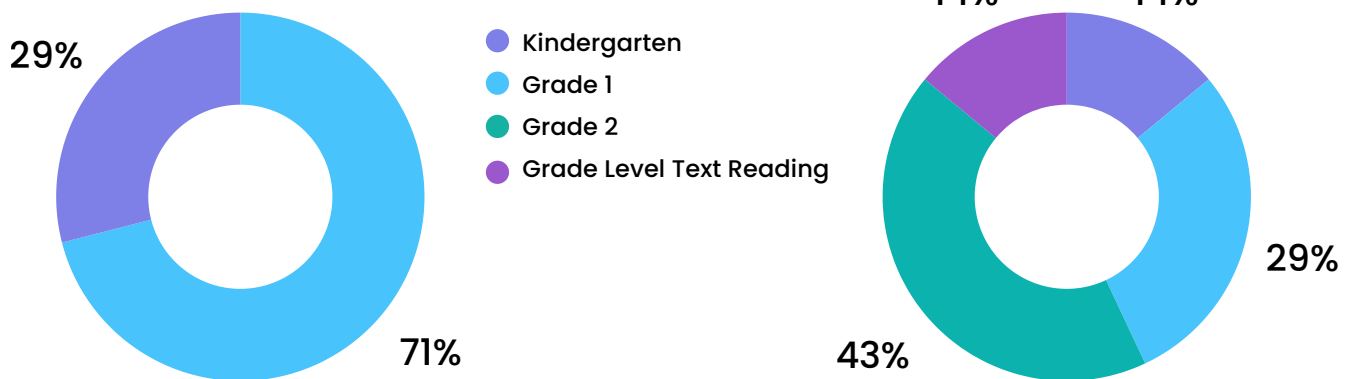
We worked with students in Grades 3 and 4 who needed support in foundational reading skills. The Hoot Reading Phonics Scope & Sequence shows us exactly where students are working. These skills are typically associated with Kindergarten through Grade 2, but it is extremely common for older students to require instruction in these skills!



**70%**  
of the cohort moved up a whole grade level  
in our phonics scope & sequence



Grade-Level Association at Pre- and Post-Assessments

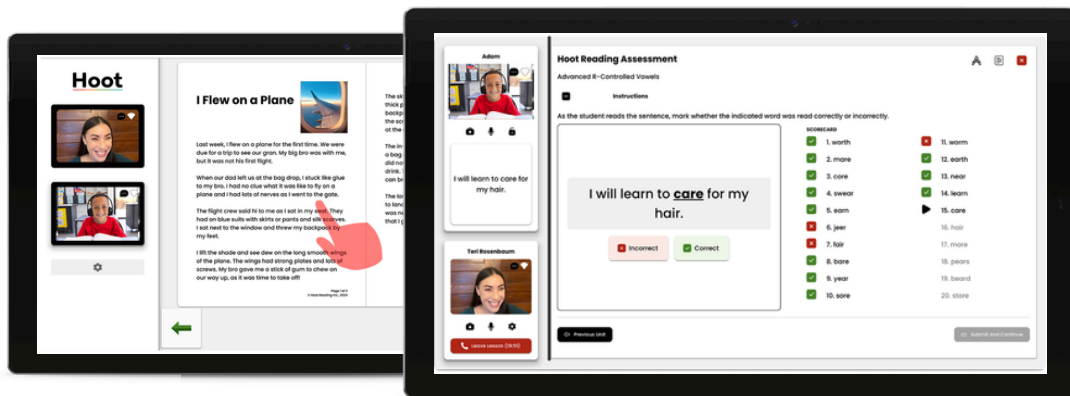


With Hoot, students work with their tutors to close the skill gaps that they are unlikely to correct in their current grade level coursework. This is the power of targeted intervention!

## New Partner Spotlight:

# Feedback about the Hoot Reading Program

The Canton team loved Hoot's diagnostic assessments because the students were "starting right where they needed."



As this was a pilot program, teachers paid close attention to what their students worked on with Hoot tutors. They were pleased to see students engaging with:

✓ Reading passages

✓ Word recognition strategies

✓ Nonsense words for assessment

✓ Virtual manipulatives

✓ Venn diagrams

✓ Hoot Library

They also loved the books in the Hoot Library, noting that kids always had book choices depending on their interests. They also appreciated that the library was available to the kids even when they are at home.



**"You wouldn't think there would be such a variety with an online program, but it provided a lot of opportunities for kids not to get bored in their learning."**

Teacher Leader, Canton, OH, USA

New Partner Spotlight:

# Supporting 3rd Graders in Columbia, Missouri

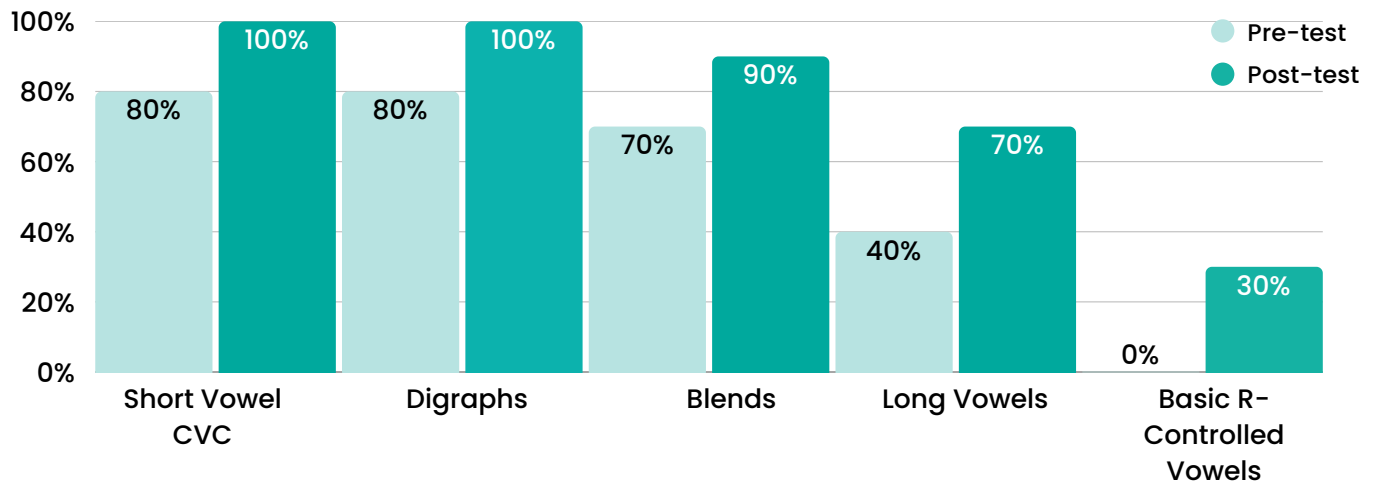


100% of pilot students left their first cycle of tutoring:

✓ Able to read CVC words like hop, pen, and cap

✓ Able to read words with digraphs like ship, chat, and thud.

88% of Hoot Students Demonstrated Basic-Exceptional Growth



**70%**

3<sup>rd</sup> grade students proficient in Consonant Blends before



**90%**

3<sup>rd</sup> grade students proficient in Consonant Blends after Hoot

**40%**

students who mastered words with Long Vowels before



**70%**

students who mastered words with Long Vowels after Hoot



# Celebrating Progress and Advocating for Mastery

Students who are working years behind their current grade level will require sustained intervention until all foundational skill gaps are addressed. We love to celebrate the progress made in the first tutoring cycle, and support our partners with data to keep students in tutoring who will benefit from continued instruction—right where they need it, without losing time or momentum. This is how achievement gaps are closed!

## Hoot Reading Awarded NSSA Program Design Badge for Evidence-Based Design Practices

After a thorough evaluation by a third-party team of education experts with the National Student Support Accelerator (NSSA), Hoot Reading was awarded the highly sought-after Tutoring Design Program Badge. This Badge is an indicator for schools and districts of the quality and alignment of a program, as well as its adherence to evidence-based practices.



The Badge is awarded to tutoring programs that meet rigorous quality requirements and align with the NSSA's Tutoring Quality Standards. These standards are divided into categories that research has shown improve student outcomes when integrated into high-impact tutoring. Hoot Reading's tutoring fully aligns with the standards in many categories, including tutor selection, program effectiveness, high-quality instructional materials, dosage, and data privacy, among others.

Hoot Reading is committed to providing all children with research-backed, high-impact literacy tutoring. The dedication of our team and tutors, combined with individualized instruction and safe, innovative technology, enables us to meet students where they are and transform them into skilled, independent readers.





Testimonials:

# Schools & School Districts

“

“I really like the one-to-one format of the tutoring that **addresses gaps at the word-reading level**. These essential decoding skills are where we see the most gaps in our high school students. The Hoot Reading program is equipped to **close these gaps more effectively in a high school setting** than anything I've seen in the past.”

– District Leader, Surrey, BC, Canada

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“Many of my students benefited from the opportunity to receive online tutoring at home, reinforcing their learning from school while addressing individual learning gaps. **The impact of this partnership was clear**, as many parents shared that their children not only improved academically but also genuinely enjoyed the sessions.”

– School Leader, Maryland, USA

“

“Students were **highly engaged and shared positive feedback** about the Hoot program, particularly appreciating the live 1:1 tutors. The immediate feedback provided by tutors was extremely valuable, and overall, **I was very pleased with the program**. I would strongly support having my school participate again next year.”

– School Administrator, Niagara Region, Canada

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“I would always walk around and watch what they (the students) were doing on the different screens, and **rarely were two students doing the same thing**, which really spotlights the individuality of the program.”

– Teacher Leader, Ohio, USA



# Meet Maddy– Hoot's Data Expert!



Madeleine "Maddy" Oswald is a Data Analyst at Hoot. She completed a PhD in developmental psychology from the University of Chicago. While she was there, she studied how educational environments shape children's math and language learning, as well as the design and evaluation of math and literacy assessments.

At Hoot, Maddy analyses student performance on the Hoot Reading Assessments to generate student and cohort-level growth reports. She is particularly interested in identifying the factors that predict reading success to improve learning outcomes for all students. She also helps facilitate various research initiatives at Hoot, including a randomized controlled trial led by the National Student Support Accelerator to evaluate the effectiveness of Hoot for struggling readers.

**Thank you to all of our district, school, and nonprofit partners for another great year!**

