

Table 1 *Brief summary of study characteristics*

Study reference	Sample	Setting	Intervention	Study design	Effects on/ineffective ^a
Andersen et al, 1979	<u>Total N:</u> 36 children <u>Mean age:</u> 6.9 years old (range 6.3 – 8.1 years old) <u>Gender:</u> 19 boys, 17 girls	<u>Country:</u> USA <u>Setting:</u> unclear location with tutors after school	After school tutoring in reading	RCT	Reading
Black and Somers, 2009	<u>Total N:</u> Math cohorts: 1144 reading cohorts: 905 <u>Mean age:</u> 8.6 (grade 2-5) <u>Gender:</u> Math cohort 1: intervention; 47% male, control; 43% male. Math cohort 2: intervention; 42% male, control; 46% male. Reading: intervention; 53% male, Control; 47% male	<u>Country:</u> USA <u>Setting:</u> at a primary school after school hours	Mathletics (math tutoring) and Adventure Island (reading tutoring)	RCT	Math, ineffective on reading
Blachman et al, 2004	<u>Total N:</u> 69 <u>Age:</u> second and third graders <u>Gender:</u> 42 boys, 27 girls	<u>Country:</u> USA <u>Setting:</u> Unclear	Intensive tutoring in reading	RCT	Reading
Bridges, 2011	<u>Total N:</u> 232 <u>Age:</u> third graders, not further specified <u>Gender:</u> Unclear	<u>Country:</u> USA <u>Setting:</u> After school at a primary school	After school group tutoring	Quasi exp.	Reading
Bronstein et al., 1998	<u>Total N:</u> 23 <u>Age:</u> 9-12, with mean of 10.7 years <u>Gender:</u> Majority of girls, not further specified	<u>Country:</u> USA <u>Setting:</u> Unclear	Group parent training	RCT	Grade point average
Carbone, 2009	<u>Total N:</u> 316 <u>Age:</u> Fifth, sixth, seventh, and eight graders <u>Gender:</u> Unclear	<u>Country:</u> USA <u>Setting:</u> Public middle school after school hours	Reading Labs, Specific Skill Series Labs and/or Skills tutor (reading). America's Choice Mathematical Navigator	Quasi exp.	Math, ineffective on reading
Cid, 2014	<u>Total N:</u> 54 <u>Age:</u> intervention group: 6.32, control group: 6.48 <u>Gender:</u> All boys	<u>Country:</u> Uruguay <u>Setting:</u> After school program	Los Pinos, after school program	RCT	Ineffective on GPA
Chassen, 1978	<u>Total N:</u> 60 <u>Age:</u> seventh – eighth graders <u>Gender:</u> Unclear	<u>Country:</u> USA, <u>Setting:</u> at home	Parent training and homework routines	RCT	Reading
Cloward, 1966	<u>Total N:</u> 513 <u>Age:</u> 9 years (54% in experimental and 58% of control are fourth graders) <u>Gender:</u> 47% girls, 53% boys in experimental group. 50% girls and 50% boys in control group	<u>Country:</u> USA <u>Setting:</u> after school in tutorial centers in elementary schools	Peer tutoring	RCT	Reading
Cole, 2006	<u>Total N:</u> 36	<u>Country:</u> USA	Web-based tutoring	RCT	Reading

	<u>Age:</u> range from 8 years and 6 months to 10 years and 4 months <u>Gender:</u> g=19, b=17. <u>Total N:</u> 77 <u>Age:</u> fifth graders <u>Gender:</u> unclear	<u>Setting:</u> Public elementary school before school hours <u>Country:</u> USA <u>Setting:</u> Elementary school	Mental Contrasting with implementation Intentions	RCT	GPA
Duckworth, 2013					
Eash, 1981	<u>Total N:</u> 531 <u>Age:</u> 5 and 8-year old's <u>Gender:</u> unclear	<u>Country:</u> USA <u>Setting:</u> Child-parent centers	Child-Parent Expansion Program	Quasi exp.	Math, ineffective on reading
Ellis, 1996	<u>Total N:</u> 82 <u>Mean age:</u> 8.03 <u>Gender:</u> 50% female	<u>Country:</u> USA <u>Setting:</u> Parent training at school, tutoring at home	Parent training (reading instructions, paired reading, positive reinforcement)	RCT	Ineffective on reading
Esters, 1983a	<u>Total N:</u> 33 <u>Age:</u> Third and fourth graders <u>Gender:</u> 24 boys, 9 girls	<u>Country:</u> USA <u>Setting:</u> Unclear	Systematic Training of Effective Parenting	RCT	GPA
Esters, 1983b	<u>Total N:</u> 33 <u>Age:</u> Third and fourth graders <u>Gender:</u> 24 boys, 9 girls	<u>Country:</u> USA <u>Setting:</u> Unclear	Self-Esteem Program	RCT	GPA
Fantuzzo, 1995	<u>Total N:</u> 72 <u>Mean age:</u> 10 years and seven months <u>Gender:</u> unclear	<u>Country:</u> USA <u>Setting:</u> Public school classrooms	Parent training in parental involvement	RCT	Math
Feldman, 1983	<u>Total N:</u> 16 <u>Mean age:</u> 11.1 <u>Gender:</u> Only reported for control group: 7 boys, 1 girl	<u>Country:</u> Canada <u>Setting:</u> At home	Parent training and parent tutoring	Non-RCT	Reading
Flynn, 2012	<u>Total N:</u> 177 <u>Mean age:</u> 10.7 <u>Gender:</u> Intervention group: 50% girls, Control: 57.1% girls	<u>Country:</u> Canada <u>Setting:</u> Foster homes	Teach Your Children Well program	RCT	Reading and math
Harper, 2012	<u>Total N:</u> 68 <u>Mean age:</u> 10.1 <u>Gender:</u> Intervention group: 42% girls, control: 43% girls	<u>Country:</u> Canada <u>Setting:</u> Foster homes	Group based version of Teach your Children Well program	RCT	Reading
Harpine, 2009	<u>Total N:</u> 54 <u>Age:</u> first to third graders <u>Gender:</u> 32 boys, 22 girls	<u>Country:</u> USA <u>Setting:</u> After school center	Camp Sharigan, tutoring and self-efficacy training	RCT	Reading
Mehran, 1988	<u>Total N:</u> 76 <u>Age:</u> First graders <u>Gender:</u> Unclear	<u>Country:</u> USA <u>Setting:</u> At home	Parent training and parent tutoring	RCT	Reading

Morris, 1990	<u>Total N:</u> 34 <u>Age:</u> Second and third graders <u>Gender:</u> Unclear	<u>Country:</u> USA <u>Setting:</u> After school building close to school	Howard Street Tutoring Program	RCT	Reading
Morrow, 1997	<u>Total N:</u> 56 <u>Age:</u> 19 first graders, 17 second graders, 18 third graders <u>Gender:</u> Unclear	<u>Country:</u> USA <u>Setting:</u> At home and at school	Parent training (school involvement and literacy activities)	RCT	Reading
Munoz, 2008	<u>Total N:</u> Reading cohort: 1085, math cohort: 916 <u>Age:</u> fourth-, fifth-, seventh-, eighth- and eleventh graders <u>Gender:</u> reading cohort: 45.49% female, math cohort: 49.91% female	<u>Country:</u> USA <u>Setting:</u> at home, at school after hours, at after school program	Various Supplemental Educational Services	Quasi exp.	Ineffective on reading and math
Munoz, 2011	<u>Total N:</u> 862 <u>Age:</u> Second and third graders <u>Gender:</u> Unclear, fourth to eight graders	<u>Country:</u> USA <u>Setting:</u> at home, at school after hours, at after school program	Various Supplemental Educational Services	Quasi exp.	Ineffective on reading and math
Powell-smith, 2000	<u>Total N:</u> 38 <u>Mean age:</u> Seven years, 11 months <u>Gender:</u> 39% girls	<u>Country:</u> USA <u>Setting:</u> at home, at school after hours, at after school program	Home based parent tutoring	RCT	Ineffective on reading
Rasinski, 2005	<u>Total N:</u> 30 <u>Mean age:</u> 6 <u>Gender:</u> 16 girls, 14 boys	<u>Country:</u> USA <u>Setting:</u> at home	Fast Start Parent tutoring	RCT	Reading
Reutzel, 2006	<u>Total N:</u> 144 <u>Age:</u> first graders <u>Gender:</u> unclear	<u>Country:</u> USA <u>Setting:</u> at home	Parent training and parent tutoring	Quasi exp.	Reading
Schinke, 2000	<u>Total N:</u> 283 <u>Mean age:</u> 12.3 <u>Gender:</u> 40% girls	<u>Country:</u> USA <u>Setting:</u> After school program (boys and girls club of America)	After school boys and girls club	Quasi exp.	Ineffective on GPA, math and reading
Shuck, 1983	<u>Total N:</u> 150 <u>Age:</u> Third to fifth graders <u>Gender:</u> Unclear	<u>Country:</u> USA <u>Setting:</u> at home	Parental school involvement at home	RCT	Reading
Tolan, 2004	<u>Total N:</u> 424 <u>Age:</u> 5-6 years <u>Gender:</u> 49% girls	<u>Country:</u> USA <u>Setting:</u> at school and home	SAFEchildren; parent group training and Fast Track tutoring	RCT	Reading

Tolan, 2009	<u>Total N:</u> 348 <u>Age:</u> Fourth graders <u>Gender:</u> 54.6% girls	<u>Country:</u> USA <u>Setting:</u> at home	Booster intervention of SAFEchildren	RCT	Reading
Trovato, 1980	<u>Total N:</u> 90 <u>Mean age:</u> 9 <u>Gender:</u> Unclear	<u>Country:</u> Canada <u>Setting:</u> at school and home	Peet tutoring and home-based positive reinforcement	RCT	Reading
Weine, 1993	<u>Total N:</u> 147 <u>Age:</u> Third to fifth graders <u>Gender:</u> 48% girls	<u>Country:</u> USA <u>Setting:</u> at school and home	Parent training and parent tutoring at home	RCT	Reading
Wise, 1972	<u>Total N:</u> 38 <u>Mean age:</u> 8.45 <u>Gender:</u> 23 boys, 15 girls	<u>Country:</u> USA <u>Setting:</u> at home	Home-Instructors; parent or sibling tutoring at home	Non-RCT	Reading
Zosky, 2003	<u>Total N:</u> 77 <u>Age:</u> Fourth graders <u>Gender:</u> Unclear	<u>Country:</u> USA <u>Setting:</u> after school center or at school	After school program; homework supervision and positive reinforcement	Quasi exp.	Math and GPA, ineffective on reading

^a Being labeled as ineffective refers to lack of statistically significant effects. Results could be positive, but not statistically significant.