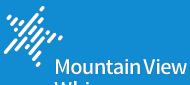**Mountain View Whisman School District**

# Learning Recovery Update

October 7, 2021

# Alignment to the Strategic Plan

- Goal Area #1: Effective and consistent instructional practices that meet the needs of all students

# Background

# Original Board Approved Plan

- Strategy 1: Changes to Core Instruction and RTI
- Strategy 2: Hiring additional personnel for support during the school day:
- Strategy 3: Targeted Intensive Tutoring

# Original Strategies Continuing

- Changes in Core Instruction and RTI
  - Intensify scaffolding and reteaching of priority standards from prior year
- Virtual Tutoring for students in all achievement levels
  - Scheduled at convenience of families, intensity varies by academic need
- In-person structured tutoring in Right at School, YMCA and BTB (870 student capacity)

# Changes Necessary - Why?

- Insufficient applicants for Instructional Assistant positions
  - Hesitancy to come on campus
  - Fewer people applying for positions overall
- Availability of in-person tutoring is limited and can't fill the scope of our need
- Hiring of 3 RTI teachers is not feasible this school year due to a lack of teacher availability
- Concern about access to virtual tutoring for some students

# Updated Student Support Strategies

# Overview of New Strategies

- Outside agency contracted to provide an in person tutor in each grade level at all elementary schools during RTI periods

- In-person tutoring after school for 3rd, 4th, and 5th grade students at Castro and Mistral

    - Castro and Mistral have highest unduplicated counts in the District (ELs and SED students)

- Virtual tutoring support in ELD, Instructional Support and SAI classes at the middle schools during the school day

- Support and supervision of virtual tutoring, on-site after school

# In-Person Support During the Day

- Contract with outside agency to provide in person, small group tutors

  - All elementary schools have an additional person at each grade level to support during the RTI period.

  - Reduces group size to provide more targeted groupings under the direction of the classroom teachers

  - Agency tutor works under the direction of the classroom teacher similar to an Instructional Assistant

  - Student grouping based on assessment data, standards mastery

  - Aligned with grade level RTI plan

  - Students will work with both classroom teacher and agency tutor on a rotating basis with a focus on:

    - Reteaching priority standards, supporting identified student needs, and providing enrichment activities

# Additional In-Person Tutoring After School

- Mistral and Castro have highest number of unduplicated students (ELs and SED)

  - iReady Diagnostic 3 data was used to identify 3rd, 4th, 5th grade students with highest academic needs in Reading

  - 160 students will be provided:

    - In person tutoring sessions twice weekly for 15 weeks, using outside agency

    - 8 students in a group

  - Agency will group students based on an initial assessment and provided the targeted curriculum to meet individual student needs

  - Focus will be on language development for reclassification, readiness for more complex standards and skills, and readiness for high stakes CAASPP testing

# Virtual Tutoring Support During the Day

- During school day, provide access to virtual tutoring for students in Middle School ELD, Instructional Support, and SAI classes

  - May iReady Diagnostic 3, August iReady Diagnostic 1 data as well as spring 2021 Summative ELPAC data for students in these programs indicate a need for additional support

    - Large gaps in language and academic skills

  - 297 students

  - Teachers utilize the virtual tutoring support as part of their instructional plan for each student

    - Even smaller student groups

    - Increased differentiated instructional opportunities

  - Additionally, students can also access virtual tutoring after school and in the evenings

# Virtual Tutoring
## On-Site Support and Supervision After School

Based on student academic data and individual student situations(for example: connectivity, parent work situations), site principals prioritized students to stay on-site for their virtual tutoring session

- Tutoring will occur Immediately after school
  - 864 students district-wide will be provided this opportunity
  - Snacks will be provided to all who participate
- Supervision will be provided in the following ways:
  - Extending Instructional Assistant hours at sites for supervision and support
  - Compensating teachers that volunteer to stay after school
  - Utilizing At Risk Supervisors

# Program Monitoring

**Tools:**

- Tutoring agencies provide administrative dashboards that track student participation and progress
- Report Groups on district assessment platforms such as iReady to gather growth data for each group and strategy
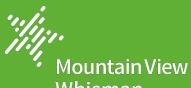
**Measures:**

- Usage data
- Tutoring agency-provided assessments
- iReady Diagnostic Assessment growth reports
- Site-based assessments
- Growth from Fall to Spring Literably administrations

# Program Monitoring

**Processes:**

- Principals and LR Coordinator
  - Monitor Administrative dashboards from all tutoring agencies
  - Hold bi-weekly meetings to review student progress
  - Develop next steps for student and family support
- LR Coordinator and tutoring companies have bi-weekly meetings to
  - Monitor student progress, participation, site communication
  - Develop actions to address usage issues

# Impact of Changes

# Impact

- Changes to Strategy 2 (Additional personnel during the school day) were needed due to insufficient applicants

- Use of virtual tutoring is necessary as in-person tutoring agencies cannot serve the volume of tutoring needed due to a variety of reasons

  – Hesitancy to come on campus due to Covid

  – Inability of outside agencies to hire staff

- Based on data collected during distance learning it is clear that some students will not be as successful in virtual tutoring without adult support and supervision

- Students in middle school ELD, Instructional Support, and SAI classes have larger gaps that were exacerbated by distance learning and need more intensive support

# Status

| Strategy | Status |
|---|---|
| Core Instruction and RTI Changes | September 2021 and ongoing |
| Implementation of following strategies will begin in October 2021 ||
| Virtual Tutoring<br>K- 2 Tiers  Air Tutor 1,2,3<br>Grades 3-8 FEV Tiers 2 and 3<br>Grades 3-5 Paper Tier 1 | Will require permission slips from parents and individual schedule set |
| Virtual Tutoring Support during the day ELD, SAI, Instructional Support | No permission slips required as it is during school day with teacher present |
| In-Person Tutoring Contracted Agency - Castro and Mistral grades 3,4,5 Tiers 2 and 3 | Will require permission slips from parents and follow on site group schedule |
| Support and Supervision of On-site Virtual Tutoring - Tiers 2 and 3 | Supervision and support provided by staff |
| During the Day Support - Contracted agency | Contract presented to Board for approval |
| In-Person Tutoring in Right At School, YMCA, BTB | Students already enrolled in programs, staff being trained |

# Next Steps

# Next Steps

- Implement updated Learning Recovery strategies
- Continue communication with stakeholders

  - Site Principals and their teams

  - Site and district parent communications

- Conduct parent orientation sessions and collect parent permission slips as applicable

- Continue planning with outside agencies and current partners for tech setup, creating learning plans

- Implement program monitoring actions for each strategy including:

  - Analyzing usage and achievement data

  - Developing actions steps to support students not participating or not making growth

# Questions?