



Mountain View
Whisman
School District

Learning Recovery Update

March 10, 2022



Alignment to the Strategic Plan 2027

- Goal Area #1: Effective and consistent instructional practices that meet the needs of all students
- Objective 1b: Ensure targeted instructional opportunities that ensure learning for all students.



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Background

Extended Learning Opportunities Grant (ELOG) Priorities

- Extended opportunities for all, with in-person priority for providing more intensive services to students at Tiers 2 and 3.
- Students with more needs receive higher intensity tutoring
 - More sessions per week, or in-person, or priority for on-site supervision of virtual tutoring

Tutoring Services - Overview

- Programs for all grades and students
- Some online, some in-person
- Some students participate from home, some participate on site (supervised virtual)
- Number of sessions per week varies by need
- Some tutoring takes place after school and some during school day, mainly in RTI
- Subject area determined by site instructional staff after review of iReady progress

Overview of Tutoring Support

Grade	Agency	Target Students	Location	Method, Subject
K	Air Tutors	Tiers 1,2,3 494 students	At-Home and supervised On-Site	Groups of 3, virtual, students and tutors see each other, Reading or Math
1,2	Hey Tutor	Tiers 1,2,3	At-Home and supervised On-Site	1:1, students and tutors see each other Reading or Math
3-5	Paper Education, Inc	Tier 1	At-Home	On-demand as needed by the student, online, Reading or Math
3-8	FEV	Tiers 2 and 3	At-Home and supervised On-Site	1:1, online, students and tutor do not see each other, Reading or Math
6-8	Paper Education Inc	ELD, Instructional Support, and SAI Classes	During class time, and is also available to the students at home	Online, on-demand as directed by the teacher, Reading or Math
K-5	Hey Tutor	All students	At-school, in class	In-person, small group support as directed by the grade level RTI team.
3-5	Sylvan Learning	Tier 2 and Tier 3 at Castro and Mistral	At-school	In-person, groups of 8, Reading
K-5	Right At School, YMCA, BTB	Program participants	At school	Small groups, rotation of homework, Reading tutoring, and online math practice
6-8 (BTB)	FEV	Program participants	At school	1:1, online, students and tutor do not see each other
6-8	YUP	All middle school students	At-home	On-demand as needed by the student, online, Math



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Program Enrollment and Attendance

Enrollment - By Tutoring Program

Tutoring Program	Consents		Declined	No response
	On-Site	At-Home		
FEV (3-5)	195	254	34	39
FEV (6-8)	135	332	68	174
Air Tutors (K)	105	185	33	47
Hey Tutor (1-2)	180	412	70	76
ASPs (RAS,Y, BTB)	568	N/A	N/A	N/A
Sylvan (CA/MI 3rd-5th)	154	N/A	0	0
Paper	N/A	523	81	85
Totals	1337	1706	218	336

Districtwide 3,043 out of 3,597 (85%) total students with tutoring consent.

In addition to FEV virtual for Tiers 2 and 3, the programs below are available at Middle School.

Paper Middle School (Instructional Support, SAI, ELD)	298 students
YUP Middle School	All 6th - 8th students

Enrollment - Tutoring Program By Site

		BU		CA		IM		LA		MI	
		<i>On Site</i>	<i>At Home</i>	<i>On Site</i>	<i>At Home</i>	<i>On Site</i>	<i>At Home</i>	<i>On Site</i>	<i>At Home</i>	<i>On Site</i>	<i>At Home</i>
FEV 3-5 and 6-8	Consent	27	41	1	4	18	29	37	41	20	19
	Declined	0	3	0	0	1	3	1	4	1	2
	No response	0	5	0	0	0	7	0	8	0	0
Air Tutor K	Consent	7	23	21	11	8	19	16	22	23	27
	Declined	0	4	0	0	1	5	3	7	1	1
	No response	0	3	0	0	0	8	0	7	0	2
Hey Tutor 1st,2nd	Consent	14	53	21	32	1	58	10	39	46	44
	Declined	0	6	0	0	1	10	0	7	1	8
	No response	0	9	0	0	0	21	1	11	1	0
Sylvan CA,MI 3rd-5th	Consent			95						57	
Paper 3-5 Tier 1 (At-Home Access Only)	Consent		91		15		102		37		37
	Declined		15		0		13		13		7
	No response		6		0		37		8		0
After School Programs		47		66		55		126		43	
Total Students with Consent		303/354 (86%)		266/266 (100%)		290/397 (73%)		328/398 (83%)		310/334 (93%)	

Enrollment - Tutoring Program By Site

		ML		ST		TH		VA		CR		GR	
		<i>On Site</i>	<i>At Home</i>	<i>On Site</i>	<i>At Home</i>	<i>On Site</i>	<i>At Home</i>	<i>On Site</i>	<i>At Home</i>	<i>On Site</i>	<i>At Home</i>	<i>On Site</i>	<i>At Home</i>
FEV 3-5,6-8	Consent	22	33	17	47	17	33	40	1	45	194	94	137
	Decline	2	7	0	7	3	2	2	0	23		18	
	No response	1	1	1	4	4	3	3	0	1	5	89	76
Air Tutor K	Consent	11	15	8	37	5	13	8	18				
	Decline	0	3	0	3	2	1	0	2				
	No response	0	4	0	10	2	5	0	4				
Hey Tutor 1st,2nd	Consent	8	42	22	83	22	38	27	33				
	Decline	1	4	0	13	7	4	2	5				
	No response	2	1	1	6	3	5	7	7				
Paper 3rd-5th Tier 1 6-8 SAI, ELD, Inst. Support	Consent		50		116		19		62	108		191	
	Decline		5		15		6		7				
	No response		3		13		4		14				
After School Programs		27		27		56		63		52			
Total Students with Consent		208/242 (86%)		357/430 (83%)		203/254 (80%)		252/305 (83%)		FEV 239/268 (89%)		FEV 231/414 (56%)	

Attendance at Tutoring Sessions - By Site

Students who attended 3 or more sessions with at least 70% attendance

	BU		CA		IM		LA		MI	
	<i>On Site</i>	<i>At Home</i>	<i>On Site</i>	<i>At Home</i>	<i>On Site</i>	<i>At Home</i>	<i>On Site</i>	<i>At Home</i>	<i>On Site</i>	<i>At Home</i>
Air Tutor K	6/8	17/20	20/23	6/9	7/8	12/15	16/18	10/17	17/26	15/25
Hey Tutor 1st, 2nd	8/12	24/32	11/27	N/A*	0/2	18/26	1/9	10/11	19/42	10/13
FEV 3-5,6-8	5/26	13/23	sample size not large enough		10/16	4/16	15/16	15/31	5/23	7/13
Sylvan CA,MI 3rd-5th			78/92						48/57	
Paper 3-5 Tier 1		28/52		1/14		10/49		10/30		7/47
Total Participating with 70% attendance or better	101/173 (58%)		116/165 (70%)		61/132 (46%)		77/132 (58%)		133/246 (54%)	

* No families from Castro scheduled the at-home tutoring sessions

Attendance at Tutoring Sessions - By Site

Students who attended 3 or more sessions with at least 70% attendance

	ML		ST		TH		VA		CR		GR	
	<i>On Site</i>	<i>At Home</i>	<i>On Site</i>	<i>At Home</i>	<i>On Site</i>	<i>At Home</i>	<i>On Site</i>	<i>At Home</i>	<i>On Site</i>	<i>At Home</i>	<i>On Site</i>	<i>At Home</i>
Air Tutor K	6/12	8/12	9/10	29/36	5/6	6/12	7/8	9/16				
Hey Tutor 1st,2nd	3/7	5/9	12/22	24/36	10/21	8/10	12/20	16/18				
FEV 3rd-5th,6th-8th	16/23	5/19	4/12	15/30	3/19	4/11	18/41	1/1	4/30	13/59	16/61	28/67
Paper 3rd-5th Tier 1 6th-8th SAI, ELD, Inst. Support		17/45		13/90		7/26		17/55	29/108		0/191	
Total Participating with 70% attendance or better	60/127 (47%)		106/236 (45%)		83/105 (79%)		80/159 (50%)		46/227 (20%)		44/319 (14%)	

- In grades 3-8, on or above grade level students enrolled in Paper Inc. have a low participation rate. This impacts the total participation rate at the site

Attendance at Tutoring Sessions - 6th - 8th Grade (YUP Math, On-Demand Support)

School	Total Yup Sessions (> 2 min)	Students with Yup Sessions	Total Hours on Yup
Crittenden Middle	333 sessions	99 students	159.4 hours
Graham Middle	198 sessions	58 students	104.4 hours
District Totals	531 sessions	157 students	263.8 hours

Middle School Students:

- Have had access to Yup for 23 weeks (8/19/21-2/13/22)
- Average 24 sessions per week
- Average of 11 hours of usage per week
- 31 students have had 5+ sessions



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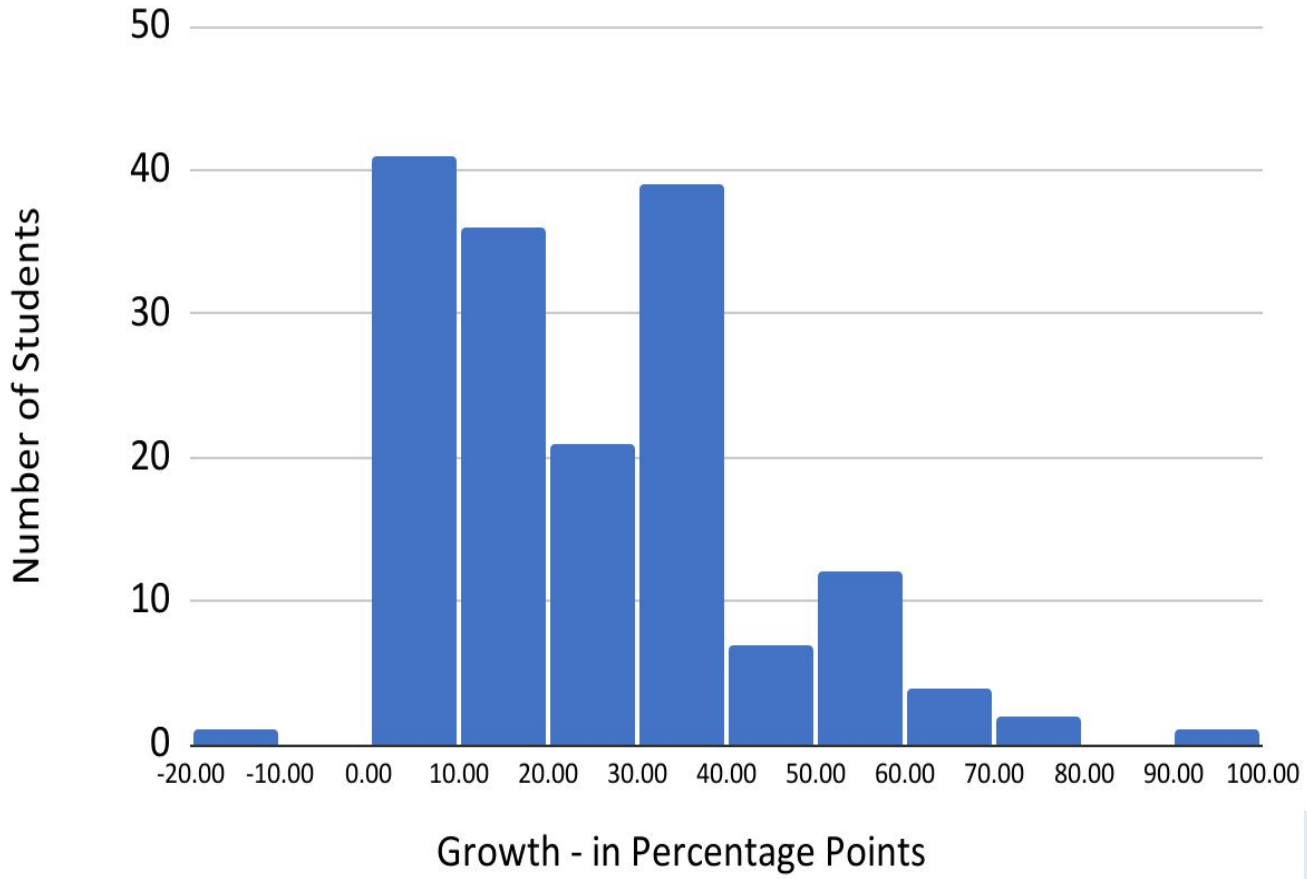
Grade Level Assessment Data

Kindergarten - Air Tutors

- Structured virtual tutoring
 - live tutor, 1:3 ratio
 - 30 minute sessions in reading
- District assessments used to calculate growth in reading
 - Letter Sounds
 - High Frequency Words
- Students learn many other skills during tutoring sessions
- Reading data for students who took both Trimester 1 and Trimester 2 Literably assessments was included
- Median number of lessons completed prior to Feb. 17 is 11

Kindergarten Letter Sound Growth

(Students enrolled in tutoring and with less than 100% correct in Tri 1)

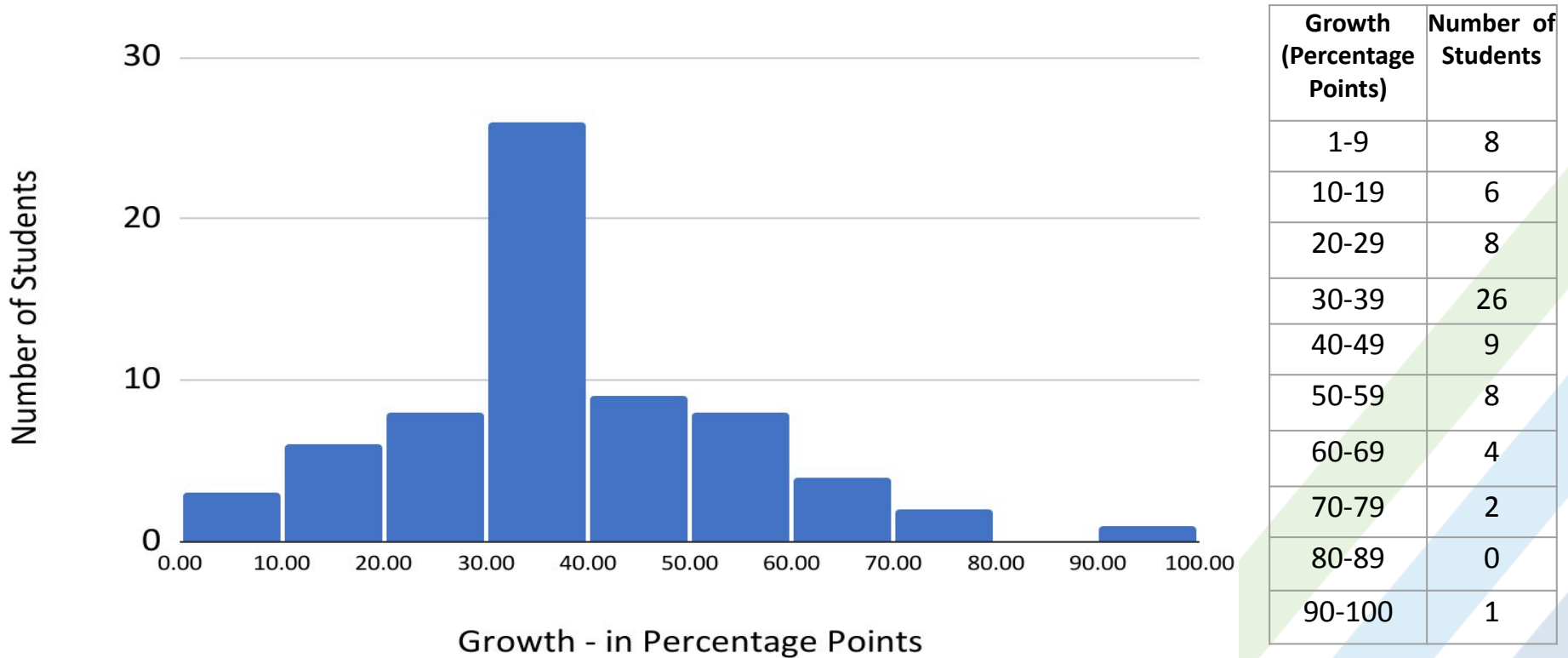


Growth (Percentage Points)	Number of Students
<0	1
1-9	41
10-19	36
20-29	21
30-39	39
40-49	7
50-59	12
60-69	4
70-79	2
80-89	0
90-99	1

- 122/164 (40%) of students participating in tutoring made growth of 30 percentage points or more

Kindergarten Letter Sound Growth

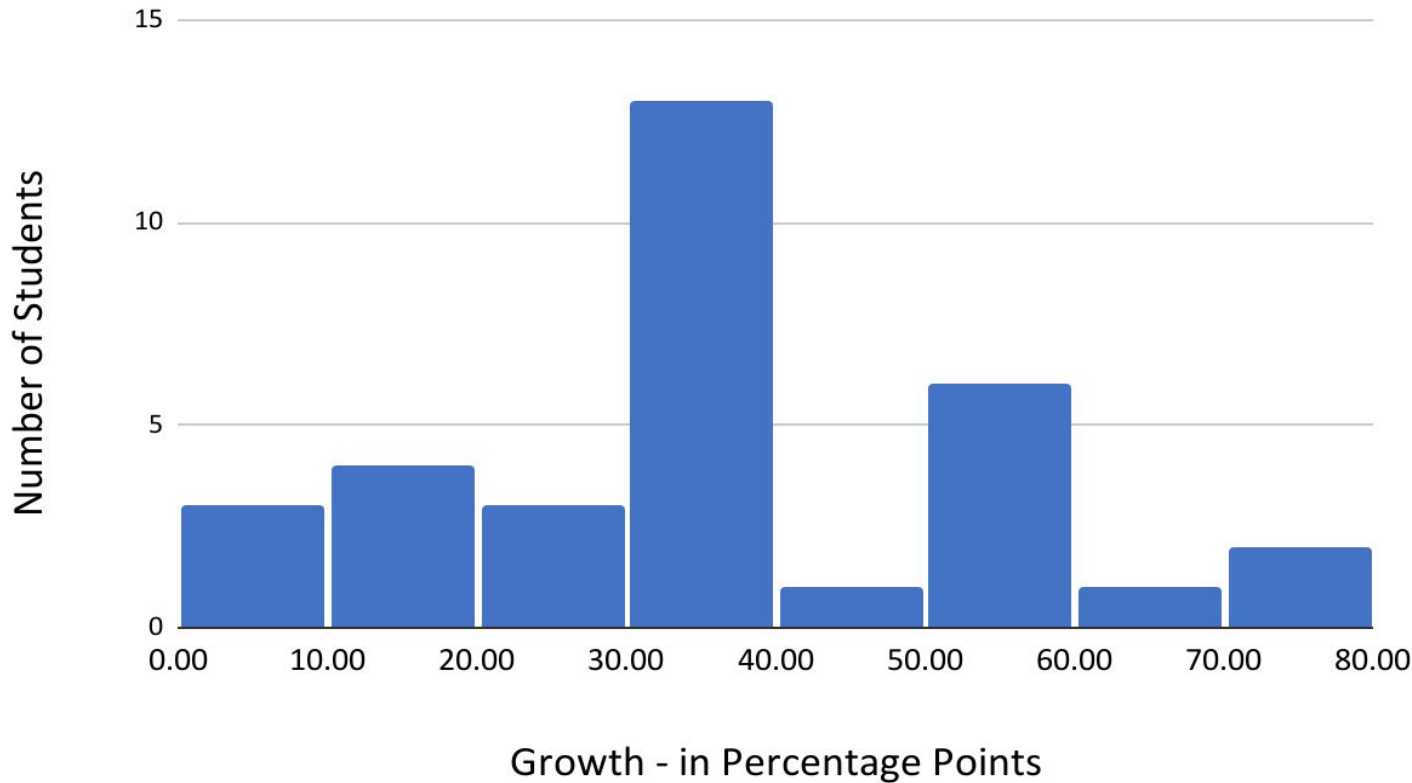
(Students enrolled in tutoring and with less than 60% correct in Tri 1)



- 50/67 (75%) students participating in tutoring made growth of 30 or more percentage points.

Kindergarten Letter Sound Growth - SED Subgroup

(Students enrolled in tutoring and with less than 60% correct in Tri 1)

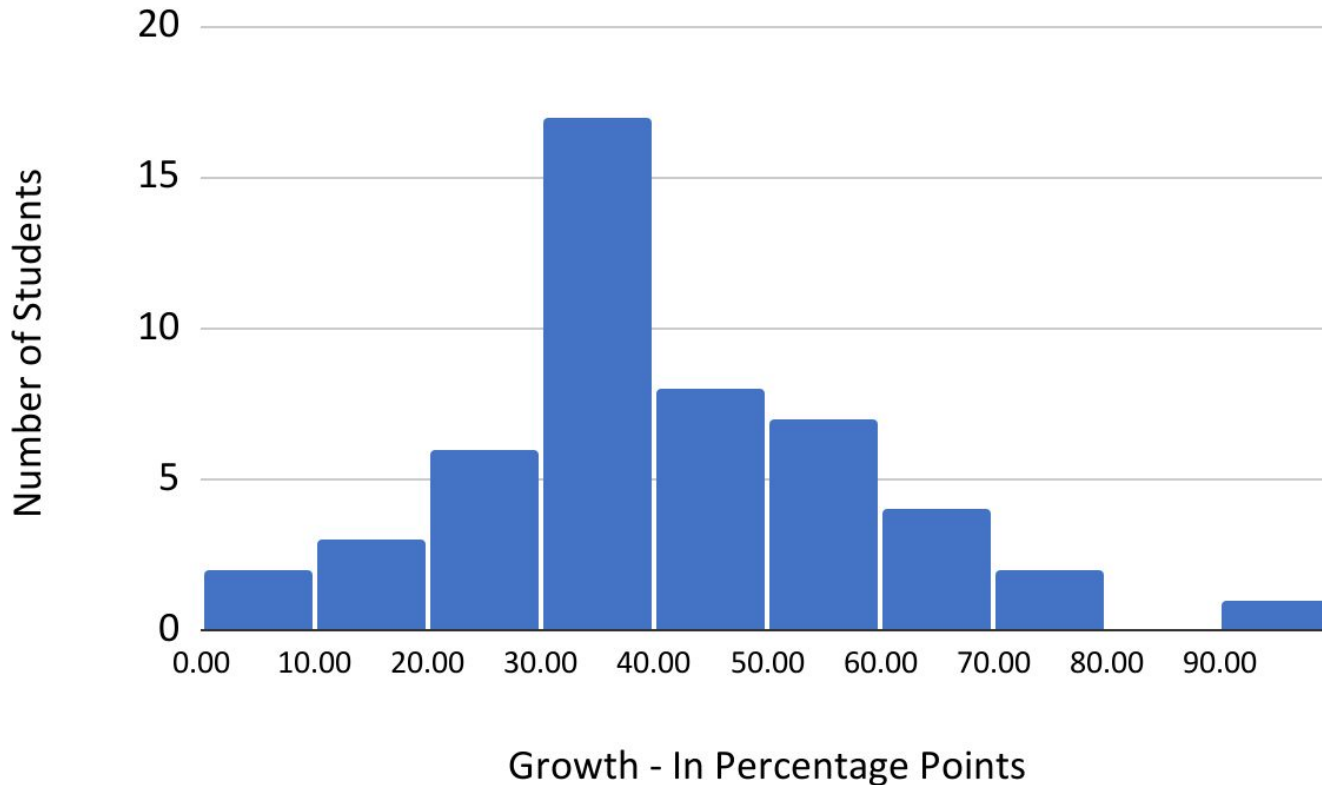


Growth (Percentage Points)	Number of Students
1-9	2
10-19	3
20-29	6
30-39	17
40-49	8
50-59	7
60-69	4
70-79	2
80-89	0
90-100	1

- 23/33 (70%) of students participating in tutoring made growth of 30 percentage points or more.

Kindergarten Letter Sound Growth - EL Subgroup

(Students enrolled in tutoring and with less than 60% correct in Tri 1)

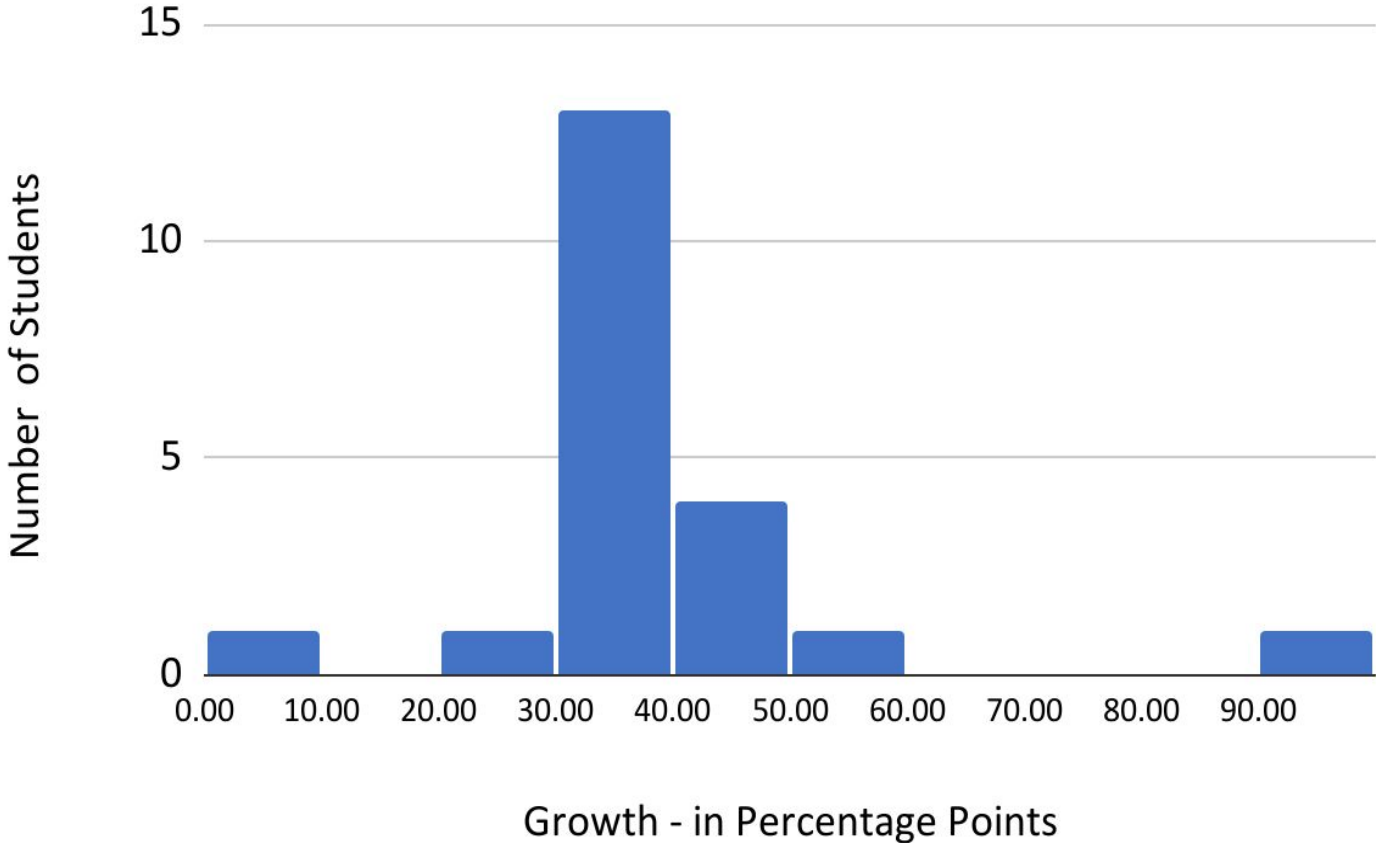


Growth (Percentage Points)	Number of Students
1-9	2
10-19	3
20-29	6
30-39	17
40-49	8
50-59	7
60-69	4
70-79	2
80-89	0
90-100	1

- 39/50 (78%) EL students participating in tutoring made growth of 30 percentage points or more.

Kindergarten Letter Sound Growth - At Home Tutoring

(Students enrolled in tutoring and with less than 60% correct in Tri 1)

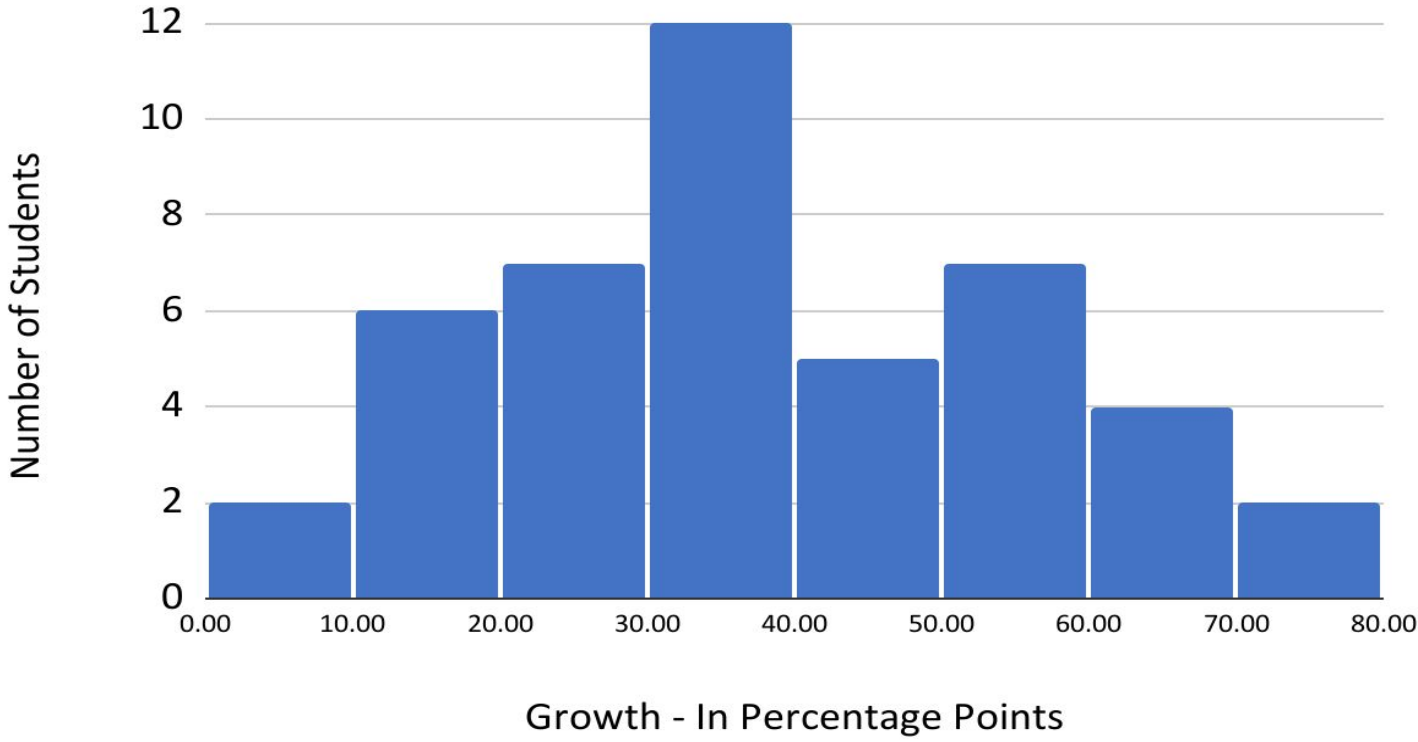


Growth (Percentage Points)	Number of Students
1-9	1
10-19	0
20-29	1
30-39	13
40-49	4
50-59	1
60-69	0
70-79	0
80-89	0
90-100	1

- 19/21 (90%) of students participating in tutoring made growth of made growth of 30 percentage points or more

Kindergarten Letter Sound Growth - On Site Virtual Tutoring

(Students enrolled in tutoring and with less than 60% correct in Tri 1)

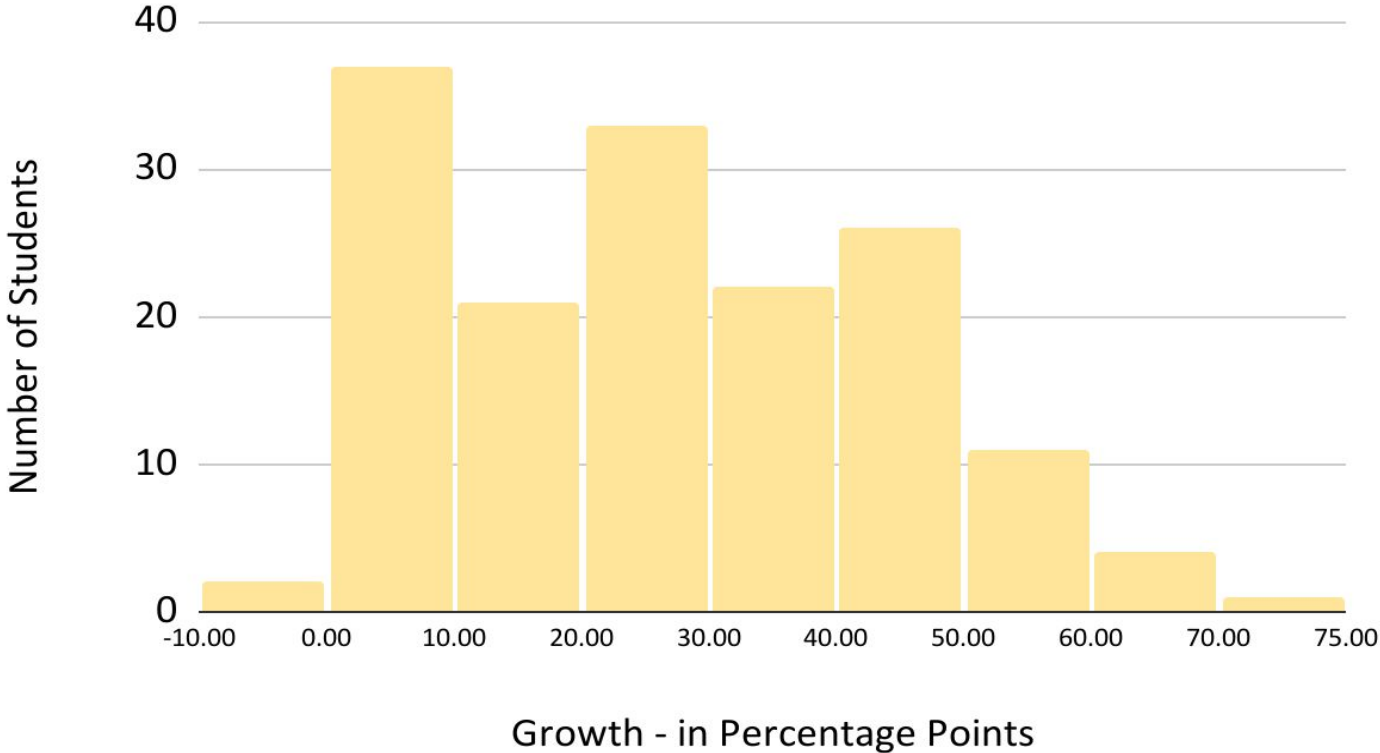


Growth (Percentage Points)	Number of Students
1-9	2
10-19	6
20-29	7
30-39	12
40-49	5
50-59	7
60-69	4
70-79	2

- 30/43 (70%) students participating in tutoring made growth of made growth 30 percentage points or more.

Kindergarten High Frequency Words Growth

(Students enrolled in tutoring and with less than 100% correct in Tri 1)

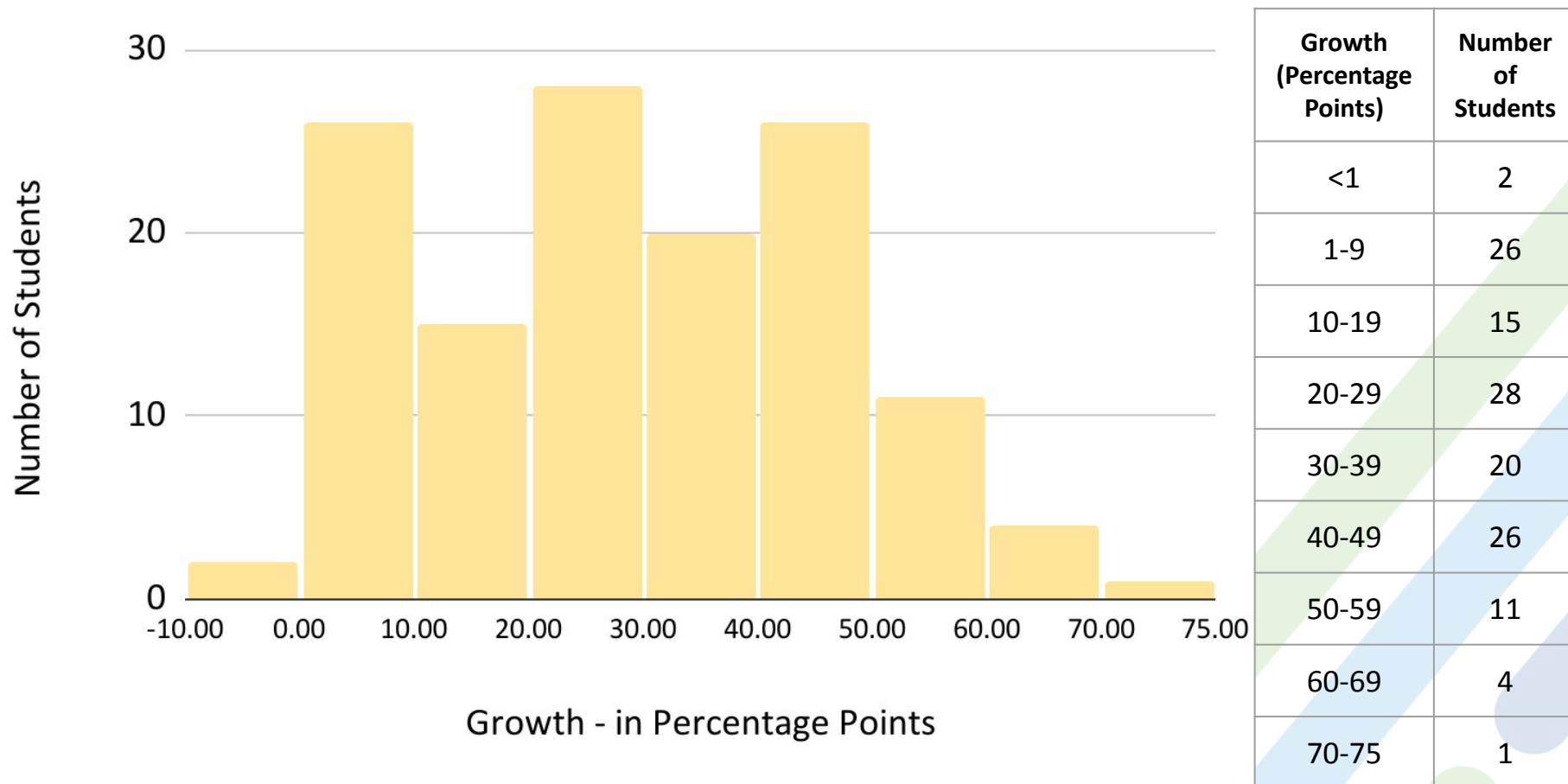


Growth (Percentage Points)	Number of Students
<1	2
1-9	37
10-19	21
20-29	33
30-39	22
40-49	26
50-59	11
60-69	4
70-75	1

- 64/157 (40%) students enrolled in tutoring gained 30 percentage points or more

Kindergarten High Frequency Words Growth

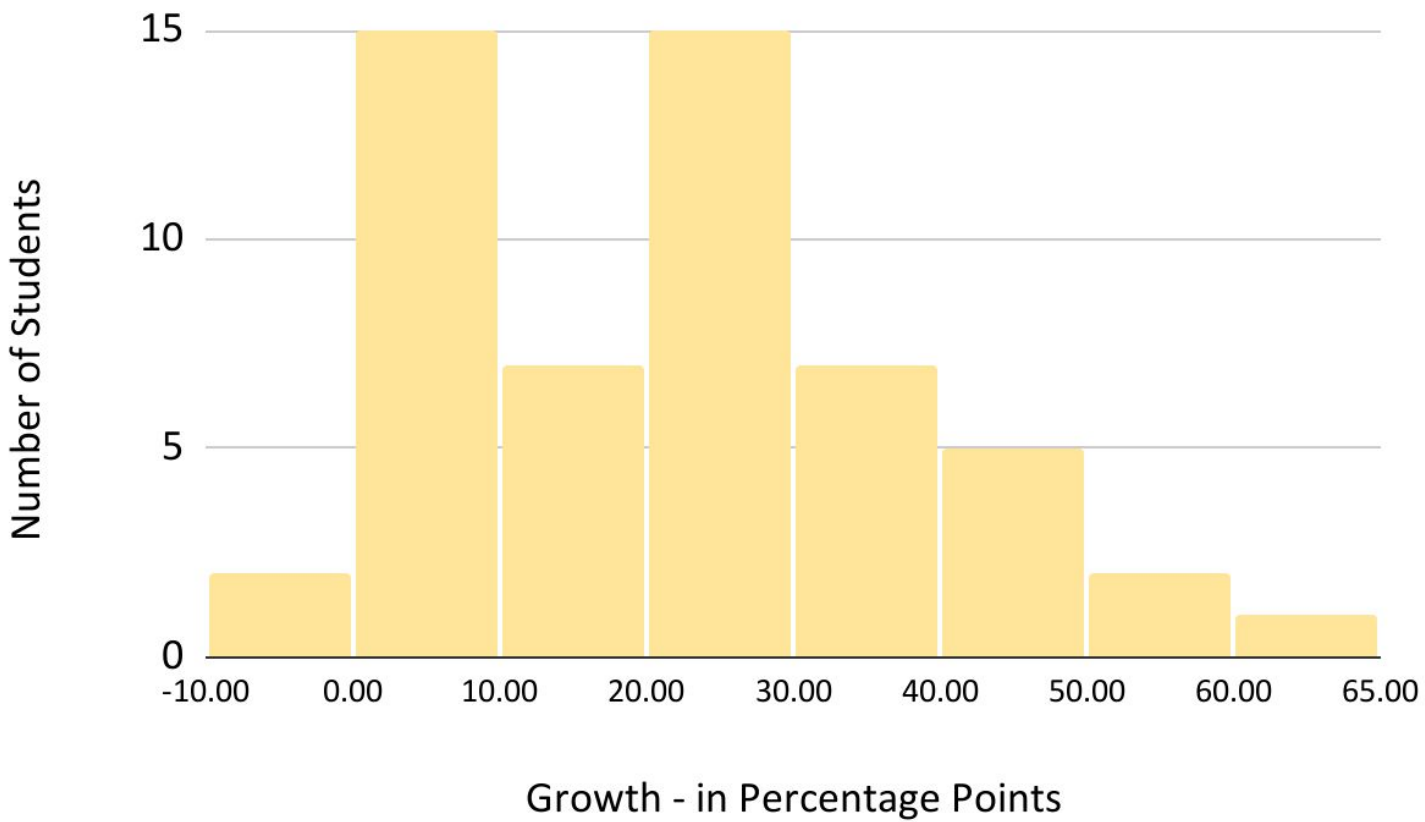
(Students Enrolled in Tutoring and with less than 60% Correct in Tri 1)



- 72/143 (50%) students enrolled in tutoring made growth of 30 percentage points or more.

Kindergarten High Frequency Words Growth - SED Subgroup

(Students Enrolled in Tutoring and with less than less than 60% Correct in Tri 1)

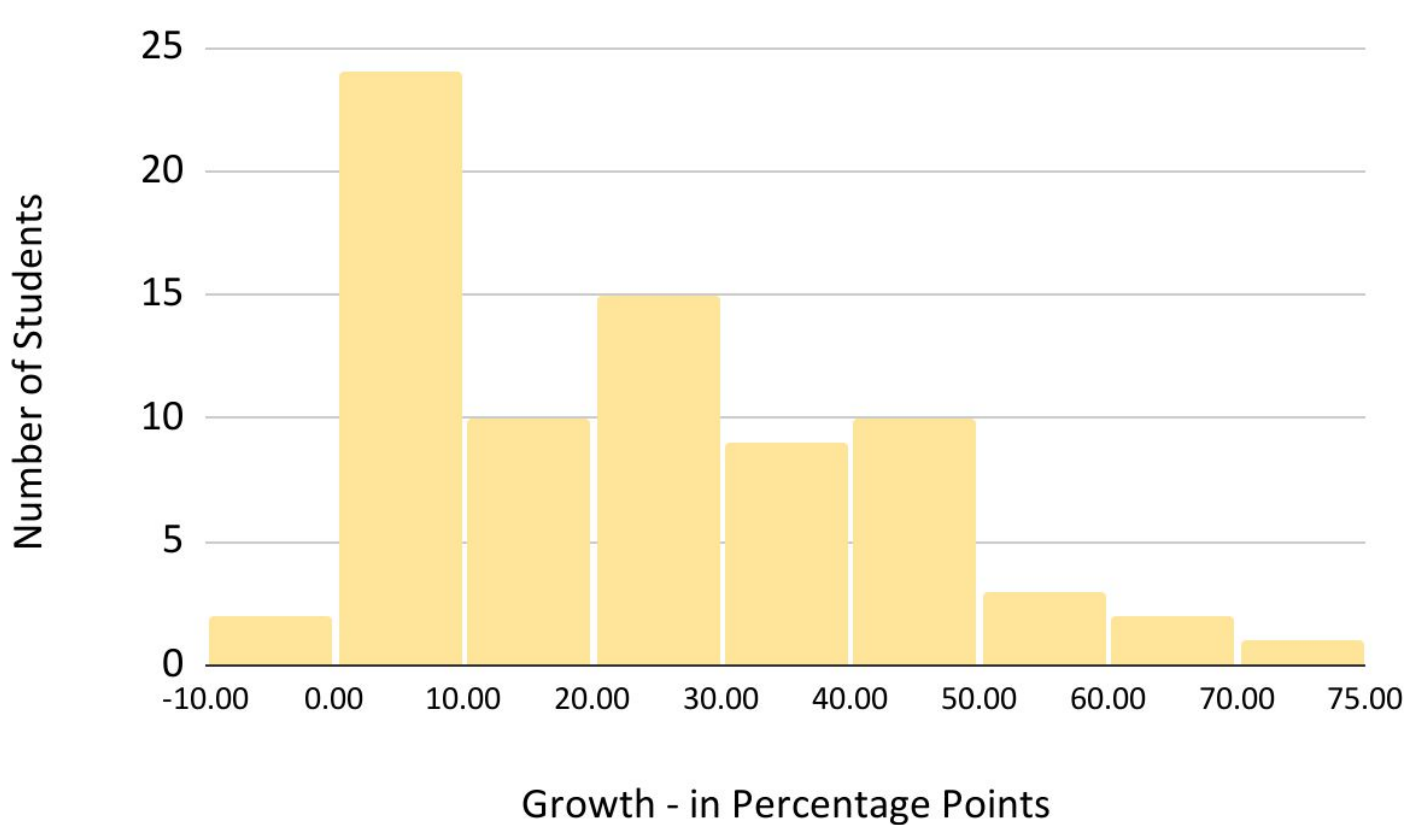


Growth (Percentage Points)	Number of Students
<1	2
1-9	15
10-19	7
20-29	15
30-39	7
40-49	5
50-59	2
60-69	1

- 15/54 (28%) of SED students enrolled in tutoring made growth of 30 or more percentage points.

Kindergarten High Frequency Words Growth - EL Subgroup

(Students Enrolled in Tutoring and with less than less than 60% Correct in Tri 1)

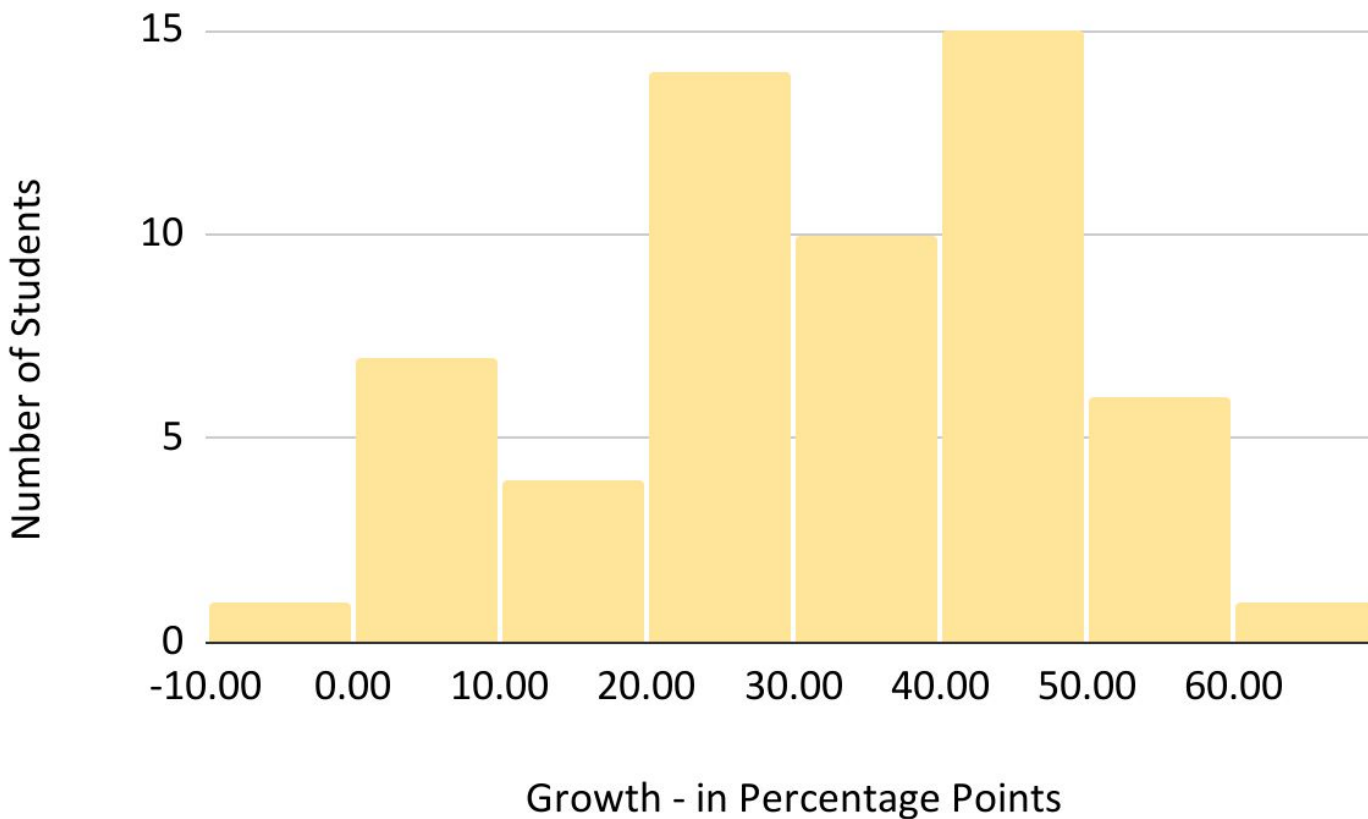


Growth (Percentage Points)	Number of Students
<1	2
1-9	24
10-19	10
20-29	15
30-39	9
40-49	10
50-59	3
60-69	1

- 19/74 (31%) of EL students enrolled in tutoring made growth of 30 percentage points or more.

Kindergarten High Frequency Words Growth - At-Home Virtual Tutoring

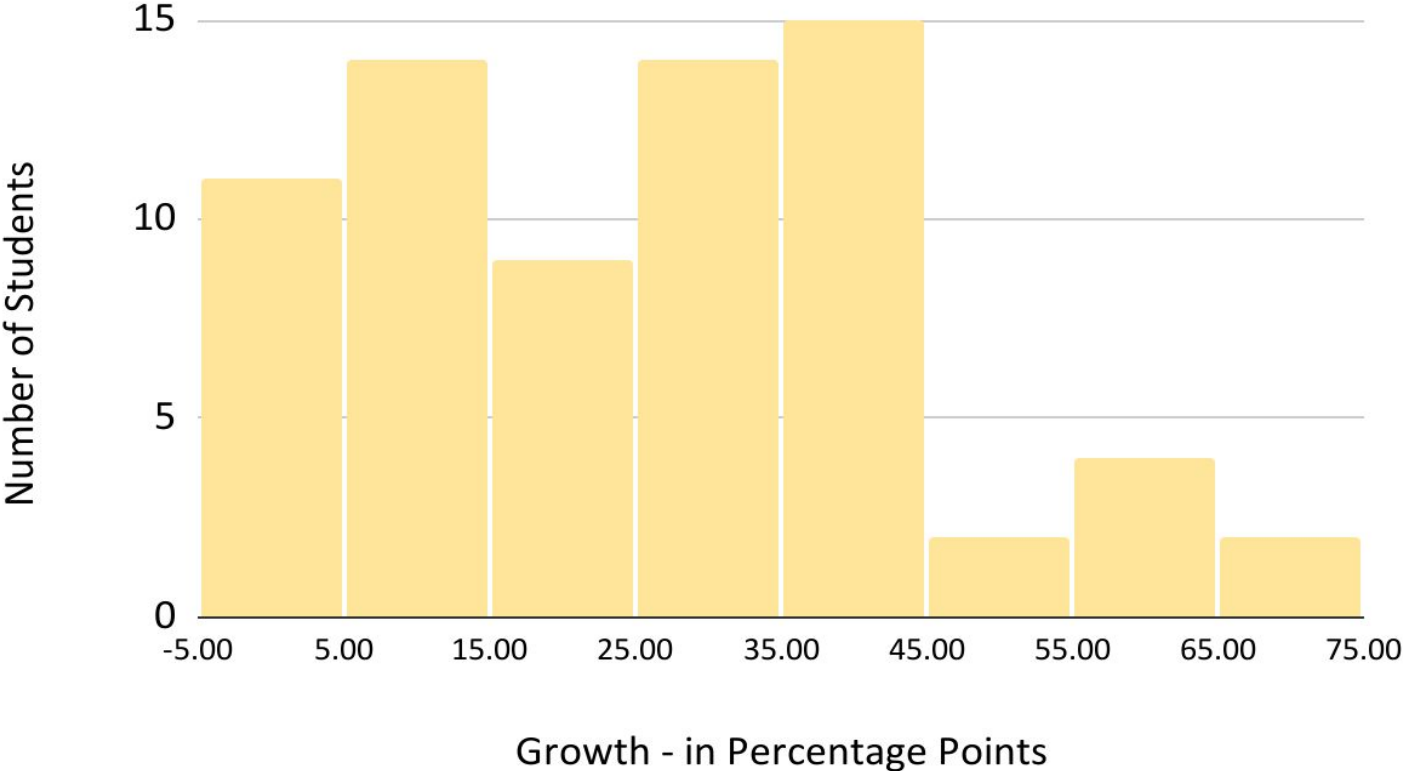
(Students Enrolled in Tutoring and with less than 60% Correct in Tri 1)



Growth (Percentage Points)	Number of Students
<1	1
1-9	7
10-19	4
20-29	14
30-39	10
40-49	15
50-59	6
60-69	1

- 32/58 (55%) of students participating in tutoring at home made growth of 30 percentage points or more.

Kindergarten High Frequency Words Growth - On-Site Virtual Tutoring (Students Enrolled in Tutoring and with less than 60% Correct in Tri 1)



Growth (Percentage Points)	Number of Students
<1 - 5	11
5-14	14
15-24	9
25-34	14
35-44	15
45-54	2
55-64	4
65-75	2

- 37/71 (52%) of students who participated in virtual tutoring supervised on-site made growth of 25 or more percentage points from Tri 1 to Tri 2

1st - 2nd Grade - Hey Tutor

- Virtual tutoring
 - 1:1 ratio
 - 30 minute sessions
- Tutoring began Nov 30 and the median number of sessions attended until Feb. 17 is 5.
 - agency challenges with tutor availability and technical difficulty in the first few weeks
 - 2 week delay of on-site tutoring after winter break due to rise in Covid cases

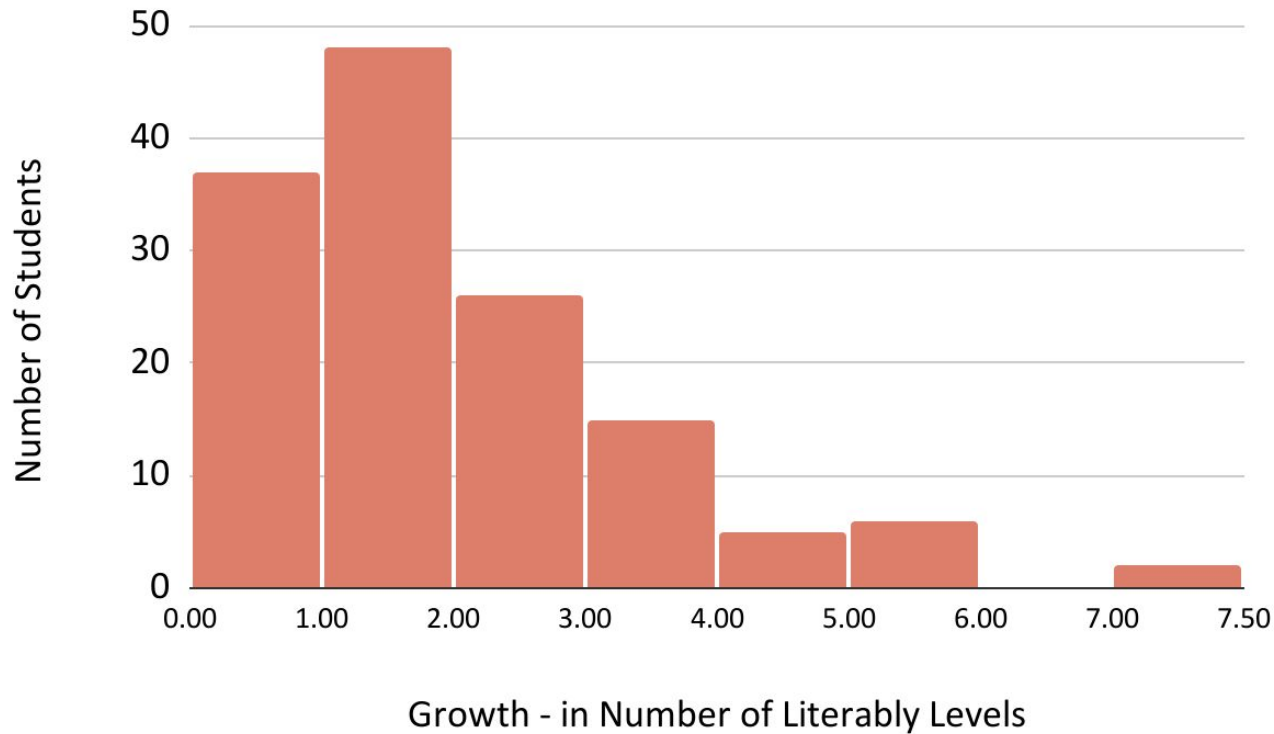
1st-2nd Grade Growth- Virtual, Hey Tutor

- Comparative achievement data will be available in May
 - May i-Ready will provide summative achievement information

3rd-5th Grade - Sylvan Learning Overview

- Structured in-person tutoring at Castro, Mistral
 - Groups of 8
 - Students in Tier 2 and 3 on i-Ready
- Data for students who took both Trimester 1 and Trimester 2 Literably assessments was included
- Students are learning many more skills during the tutoring sessions
- Median number of lessons completed prior to Feb. 17th is 16

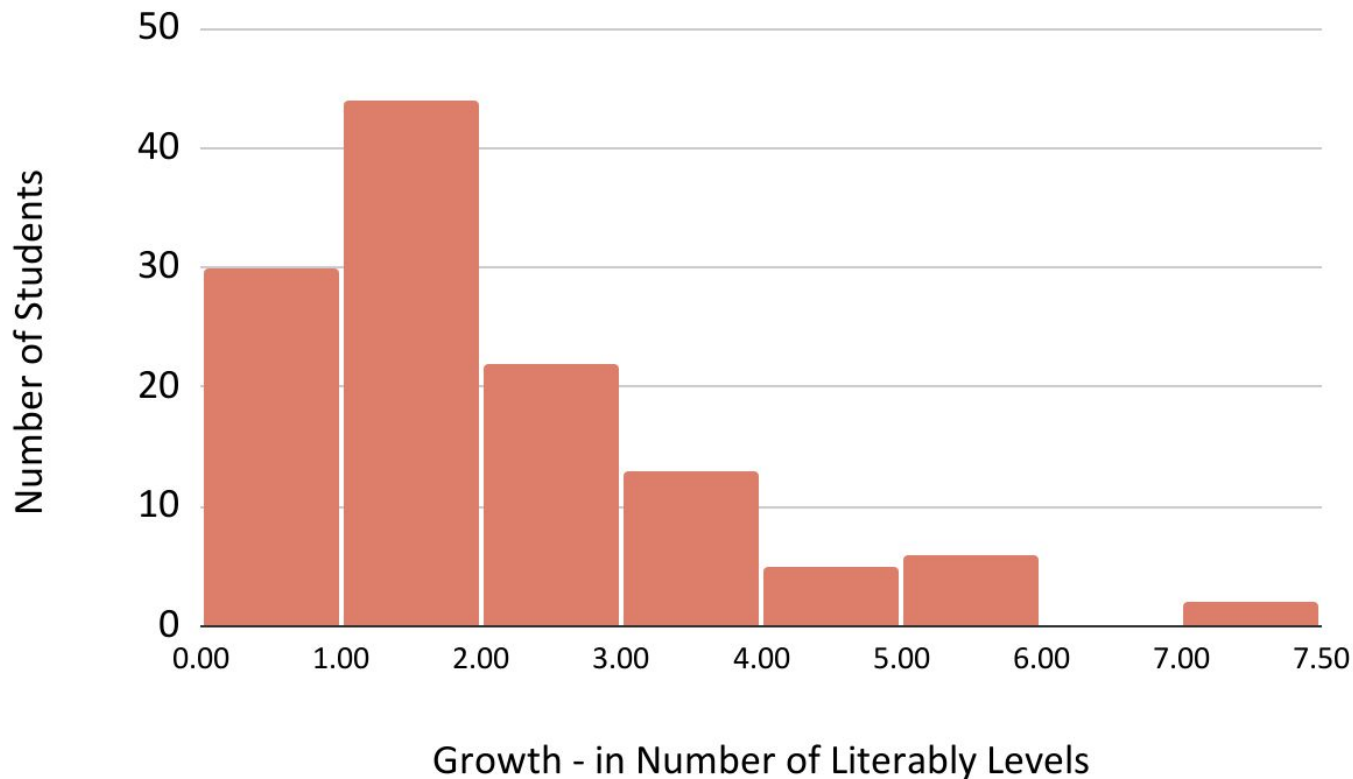
3rd - 5th Grade Literably Growth - Sylvan Learning In Person (Castro, Mistral Only)



Growth Number of Levels	Number of Students
No change	37
1	48
2	26
3	15
4	5
5	6
6	0
7	1

- 53/151 (35%) students participating in Sylvan tutoring made growth of 2 or more levels on Literably

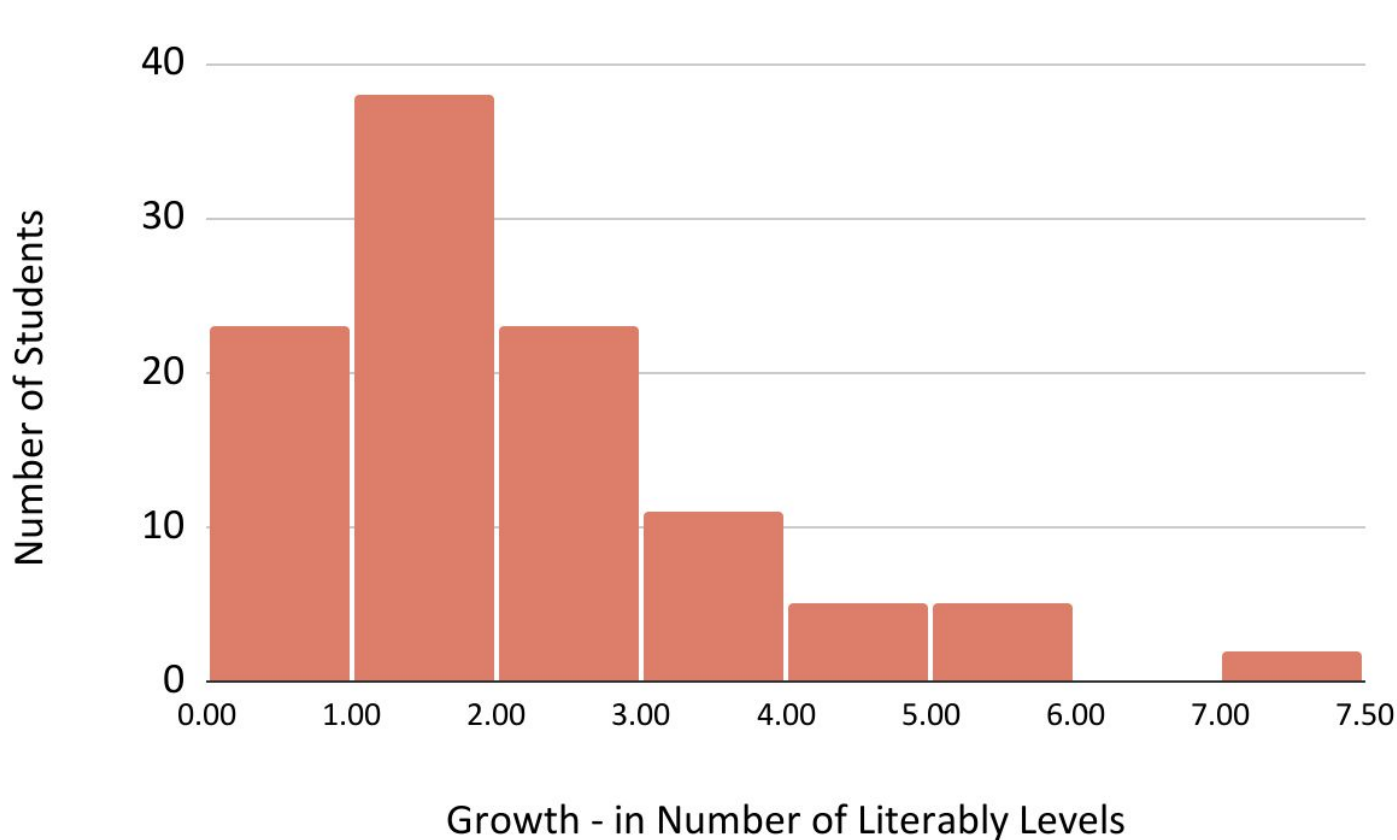
3rd-5th Grade Literably Growth - Sylvan Learning In Person - SED Subgroup



Growth Number of Levels	Number of Students
No change	30
1	44
2	22
3	13
4	5
5	6
6	0
7	2

- 48/122 (39%) of SED students participating in Sylvan tutoring made a growth of 2 or more levels on Literably

3rd-5th Grade Literably Growth - Sylvan Learning In Person - EL Subgroup



Growth Number of Levels	Number of Students
No change	23
1	38
2	23
3	11
4	5
5	5
6	0
7	2

- 46/107 (43%) of EL students participating in Sylvan tutoring made growth of 2 or more levels on Literably

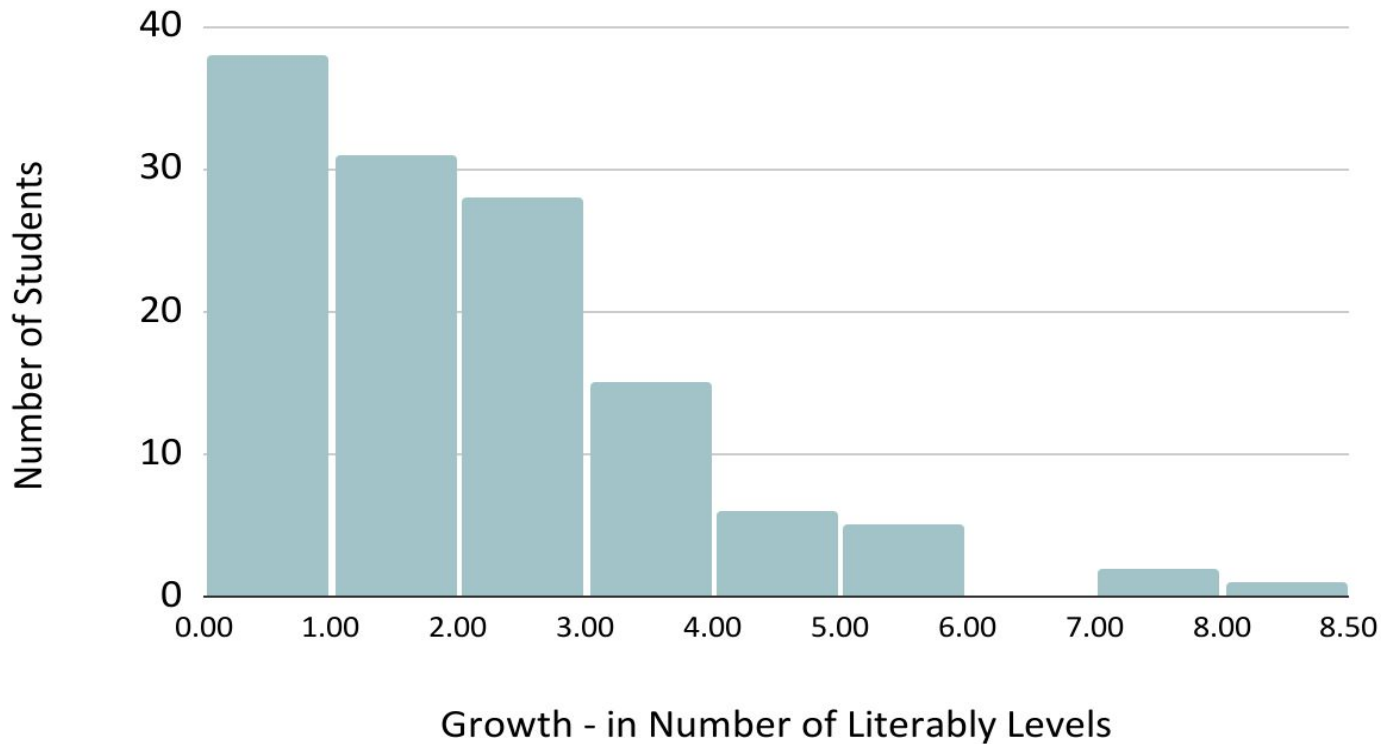
3-5th Grade Literably Growth Sylvan In-Person, By Site

School	% of students with increased Literably level
Castro	54/80 (68%)
Mistral	50/61 (82%)
Total participating in tutoring	102/141 (72%)

3rd-5th Grade - FEV Virtual

- Structured tutoring
 - 1:1
 - chat-based
 - Individual learning plan
- Data for students who took both Trimester 1 and Trimester 2 Literably assessments, and were tutored in reading, was included
- This support was provided to students who were Tier 2 or Tier 3 on i-Ready at end of last year
- Median number of sessions attended is 10

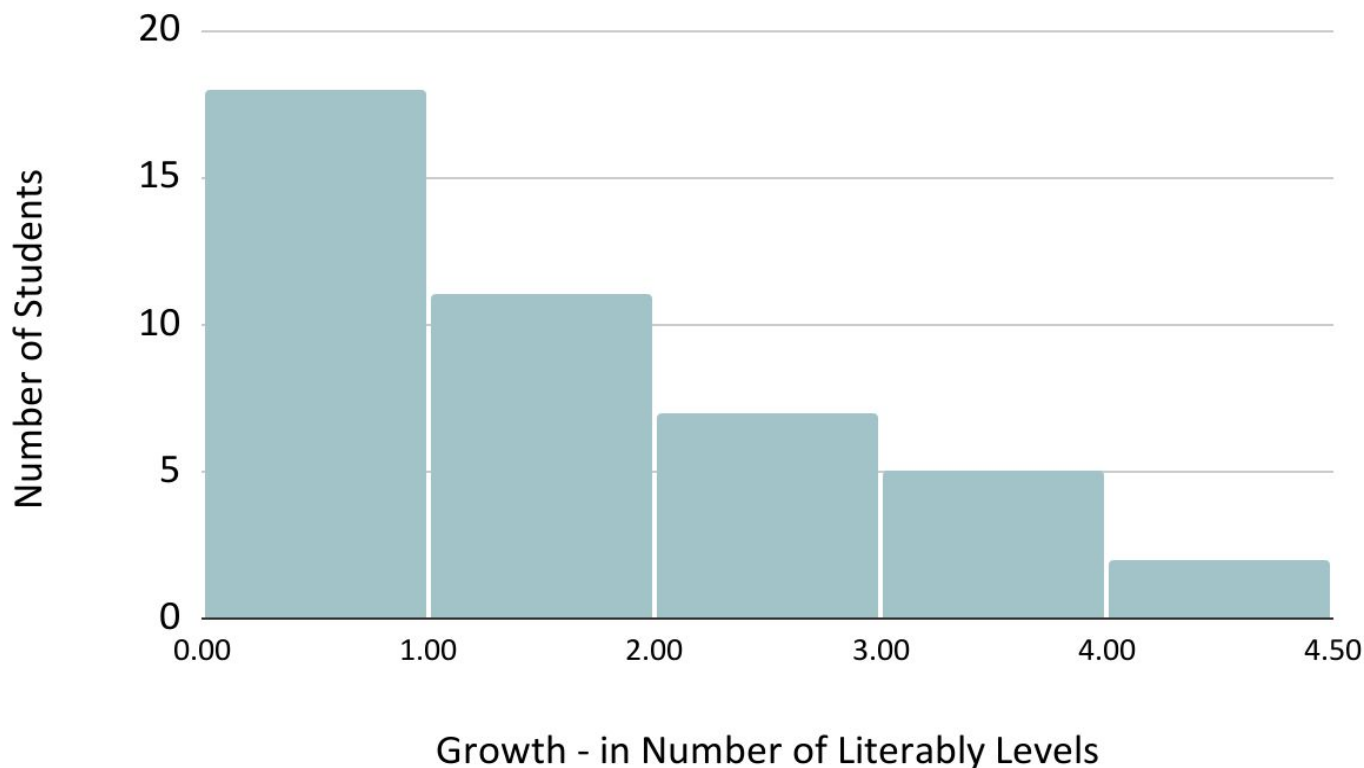
3rd-5th Grade Literably Growth FEV Virtual (Students attended 3 or more sessions)



Growth Number of Levels	Number of Students
No change	38
1	31
2	28
3	15
4	6
5	5
6	0
7	2
8	1

- 57/126 (45%) of students who participated in tutoring gained 2 or more levels on Literably

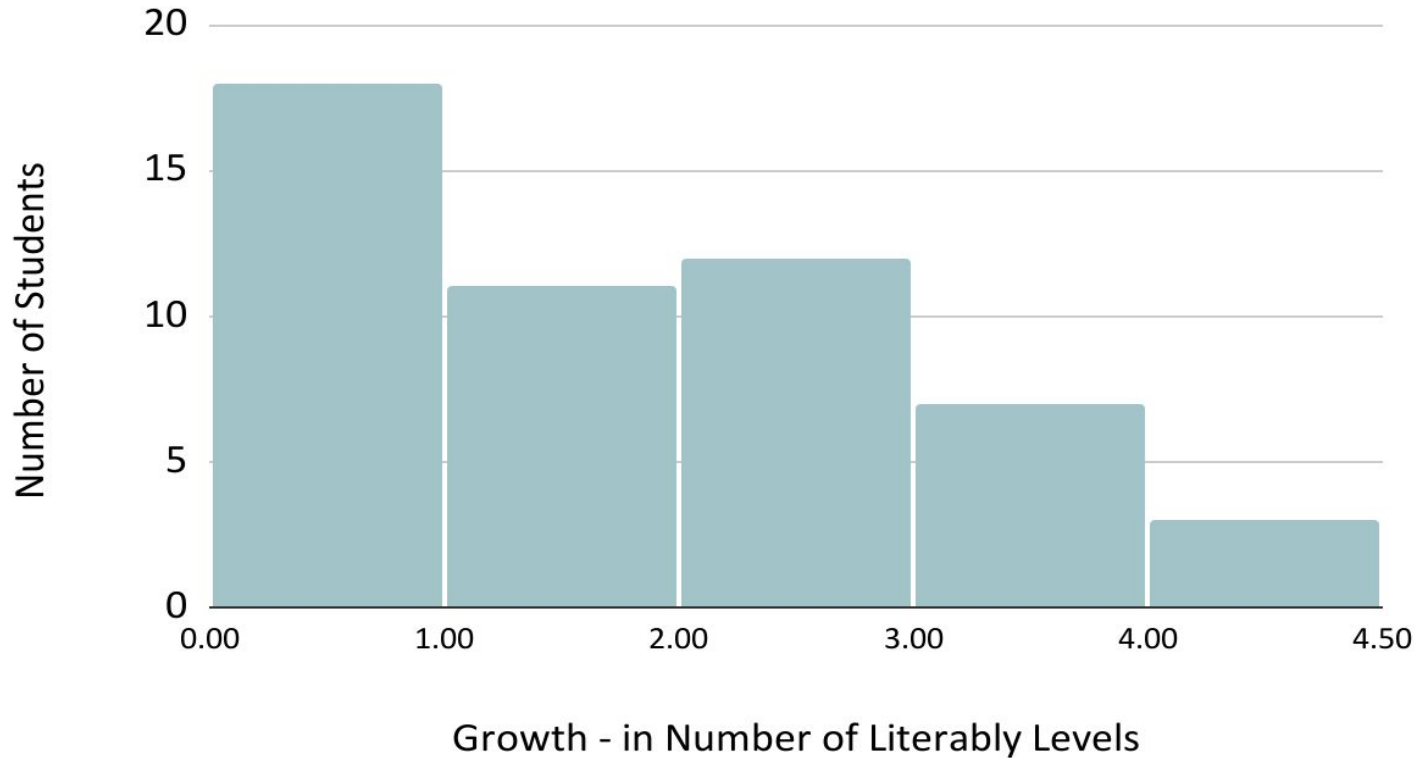
3rd-5th Grade Literably Growth - FEV Virtual. SED Subgroup (Students attended more than 3 sessions)



Growth Number of Levels	Number of Students
No change	18
1	11
2	7
3	5
4	2

- 14/43 (32%) of students in the SED subgroup who participated in tutoring gained 2 or more levels on Literably

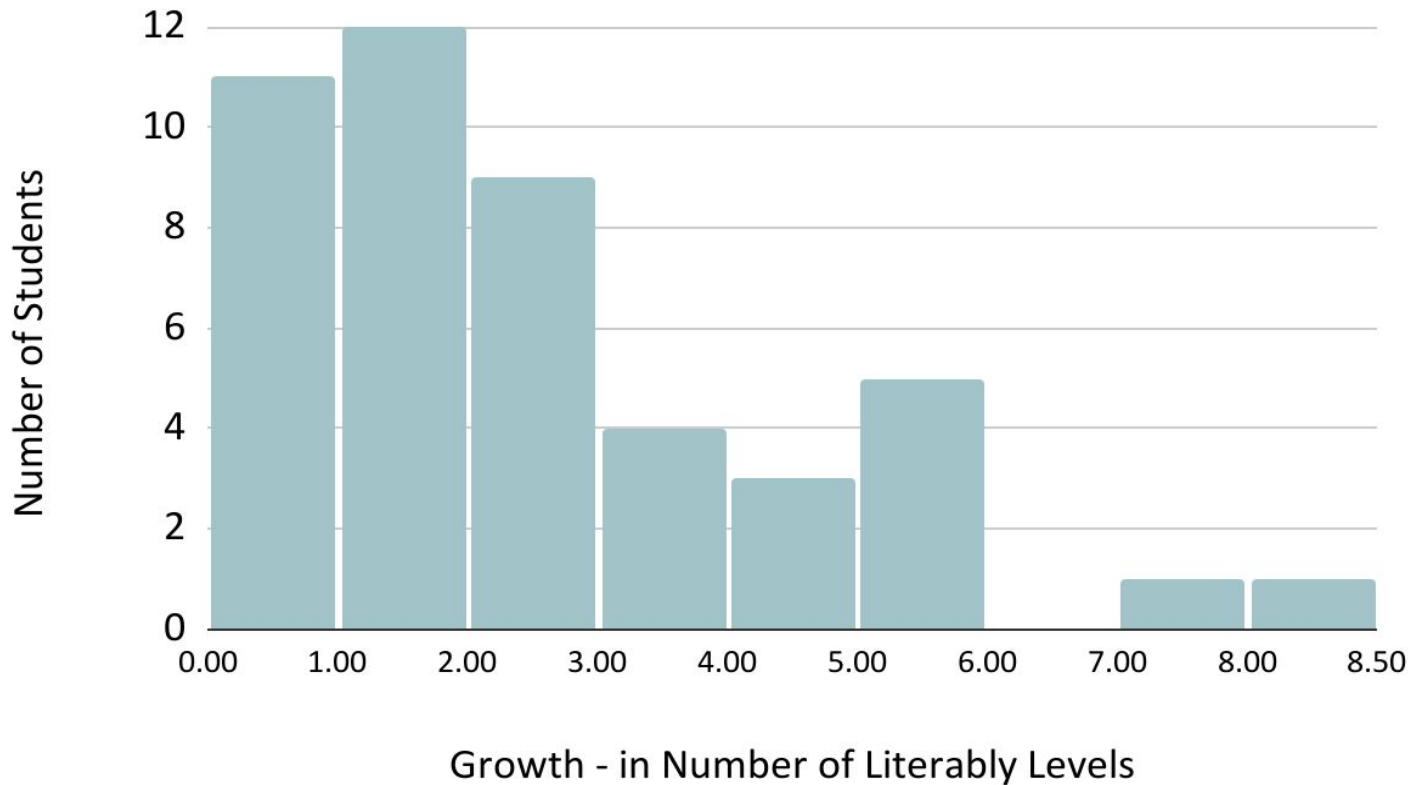
3rd-5th Grade Literably Growth - FEV Virtual, EL Subgroup (Students attended 3 or more sessions)



Growth Number of Levels	Number of Students
No change	18
1	11
2	12
3	7
4	3

- 22/51(43%) of EL students who participated in tutoring gained 2 or more levels on Literably

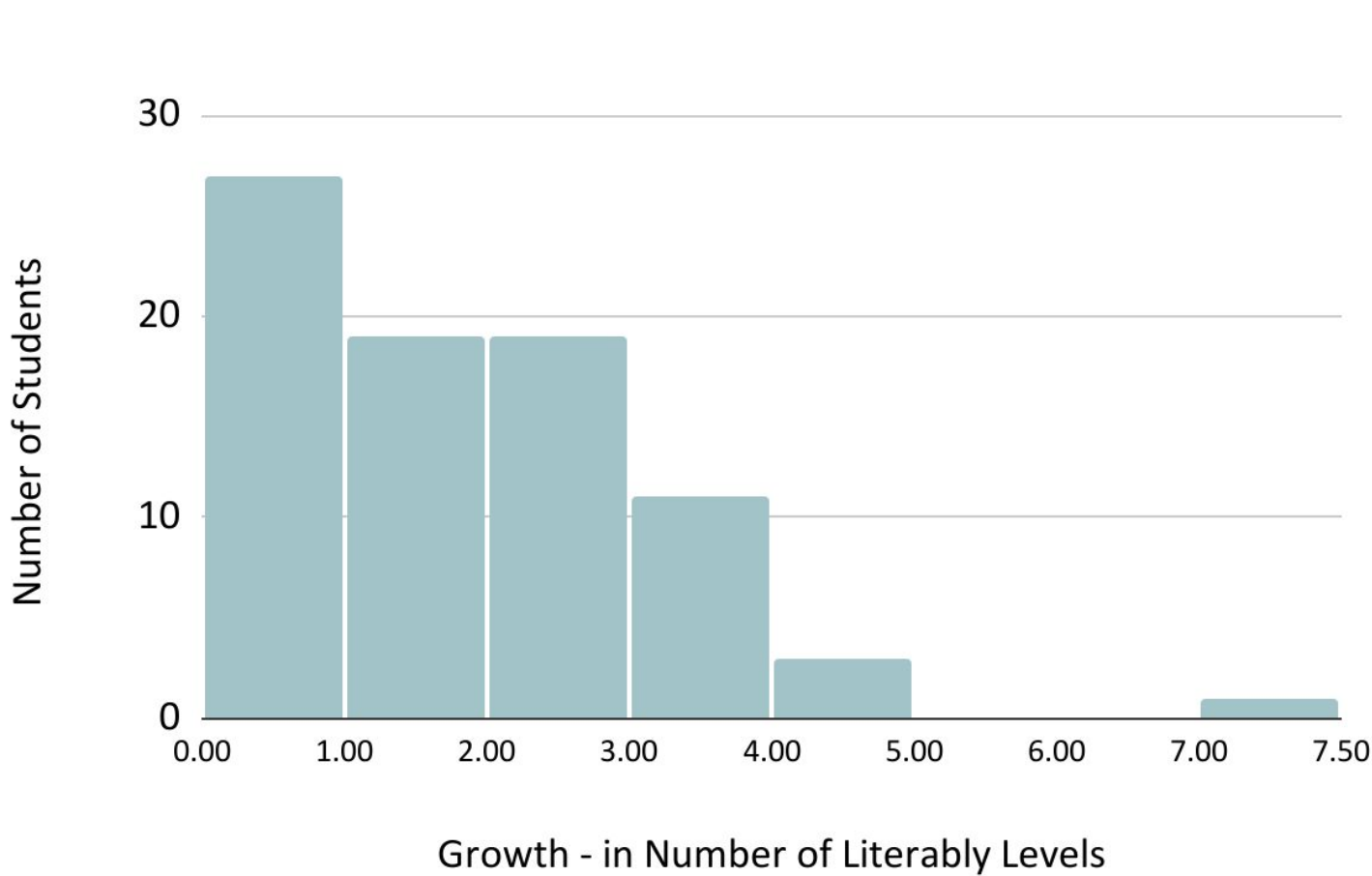
3rd-5th Grade Literably Growth - FEV ,Virtual, At Home Tutoring (Students attended 3 or more sessions)



Growth Number of Levels	Number of Students
No change	11
1	12
2	9
3	4
4	3
5	5
6	0
7	1
8	1

- 23/46(50%) of students who participated in tutoring at home gained 2 or more levels on Literably

3rd-5th Grade Literably Growth- FEV Virtual, On-Site Tutoring (Students attended 3 or more sessions)



Growth Number of Levels	Number of Students
No change	27
1	19
2	19
3	11
4	3
5	0
6	0
7	1

- 33/80 (41%) of students who participated in supervised virtual tutoring on-site gained 2 or more levels on Literably

3rd-5th Grade Literably Growth - By Site

(Virtual, Students attended 3 or more sessions)

School	% of students with increased Literably level
Bubb	74%
Castro (Student sample size in FEV not large enough to report)	
Imai	73%
Landels	80%
Mistral	74%
Monta Loma	70%
Stevenson	78%
Theuerkauf	79%
Vargas	63%

- Districtwide, 76% of 3rd-5th grade students participating in tutoring increased their Literably Level

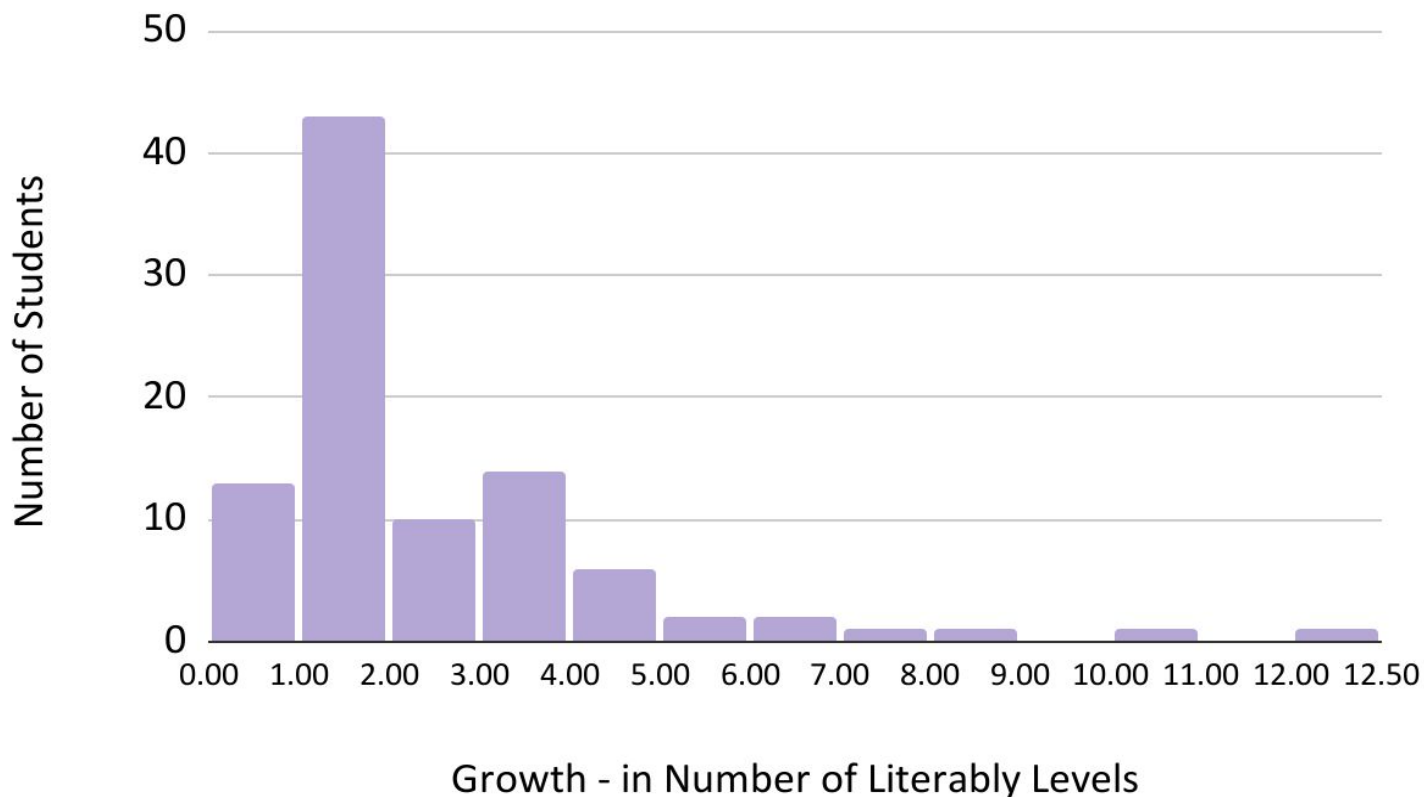
3rd-5th Grade - Paper Education Overview

(Virtual On-Demand Tutoring)

- Data for students who took both Trimester 1 and Trimester 2 Literably assessments was included
- On-demand tutoring support was provided to students who were on or above grade level (Tier 1) on end of year i-Ready in 2020-21
- 176/764 (23%) students are currently using this support at home
- Student usage varies - some students use it very frequently, most are using it infrequently
- 6 EL students are using this support
 - Sample size is too small to report

3rd-5th Grade Literably Growth- Paper Education Virtual, On-Demand Tutoring

(Tier 1 Students with less than 100% mastery in Tri 1)



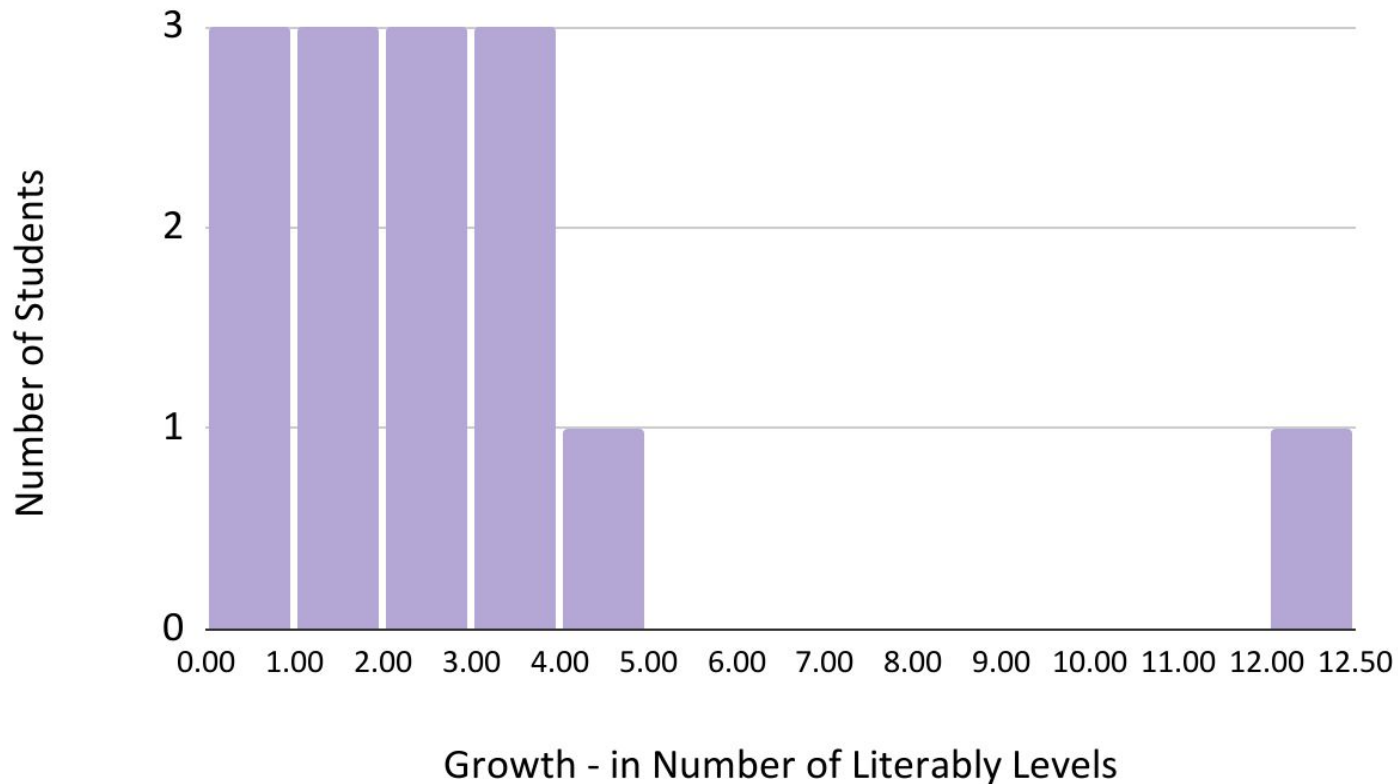
Growth Number of Levels	Number of Students
No change	13
1	43
2	10
3	14
4	6
5	2
6	2
7	1
8	1
9	0
10	1
12	1

- 38/95 (40%) of students who participated in on-demand support gained 2 or more levels on Literably

3rd-5th Grade Literably Growth -Paper Education - SED Subgroup

Virtual, On-Demand Tutoring

(Tier 1 students with less than 100% mastery in Tri 1)



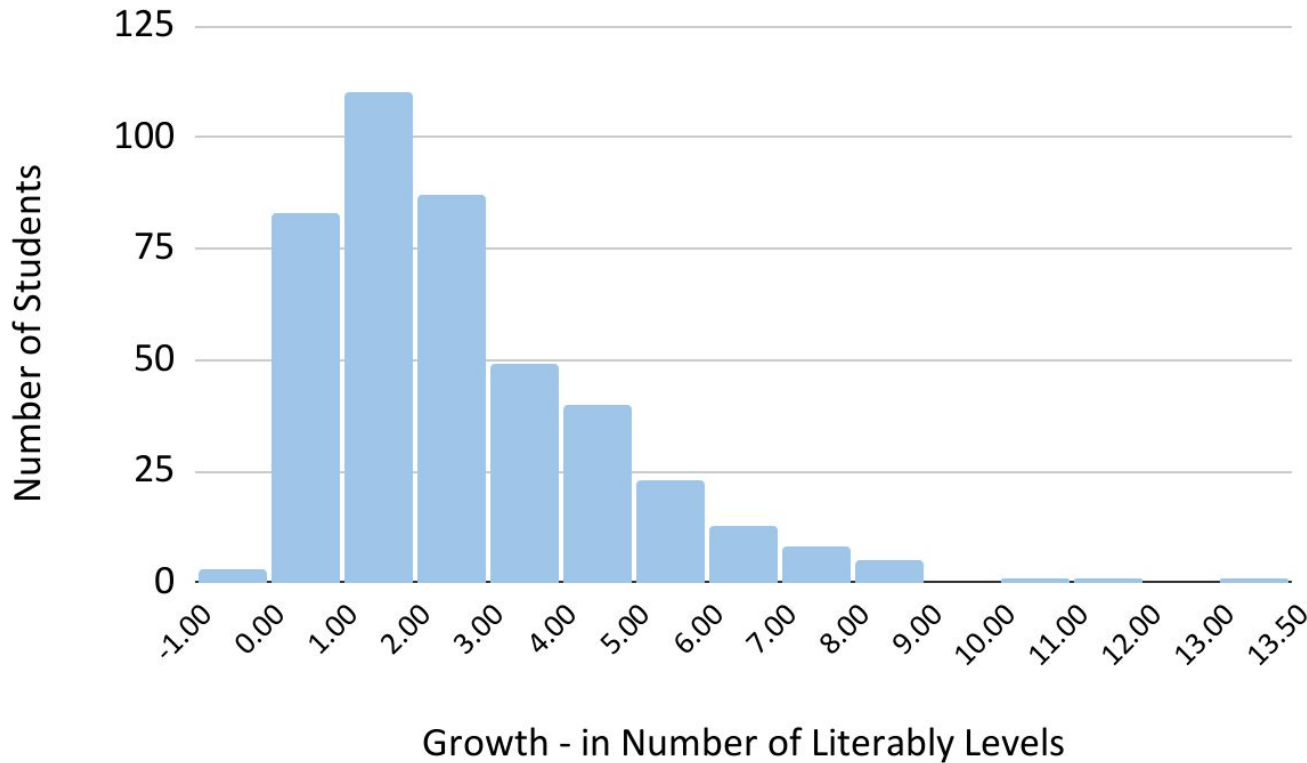
Growth Number of Levels	Number of Students
No change	3
1	3
2	3
3	3
4	1
5	0
6	0
7	0
8	0
9	0
10	0
12	1

- 8/15 (53%) of students in the SED subgroup who participated in on-demand support gained 2 or more levels on Literably

After School Programs - BTB, Right At School, YMCA

- 648 students in grades K-5th attend the after school programs
- Tutoring structure
 - In-person
 - 5 days per week
 - 20 minutes per session
- Tutoring model adapted in February
 - Prior to February, all students received direct tutoring from the program leader
 - In February, focus shifted to Tiers 2 and 3 receiving the direct tutoring from the program leader

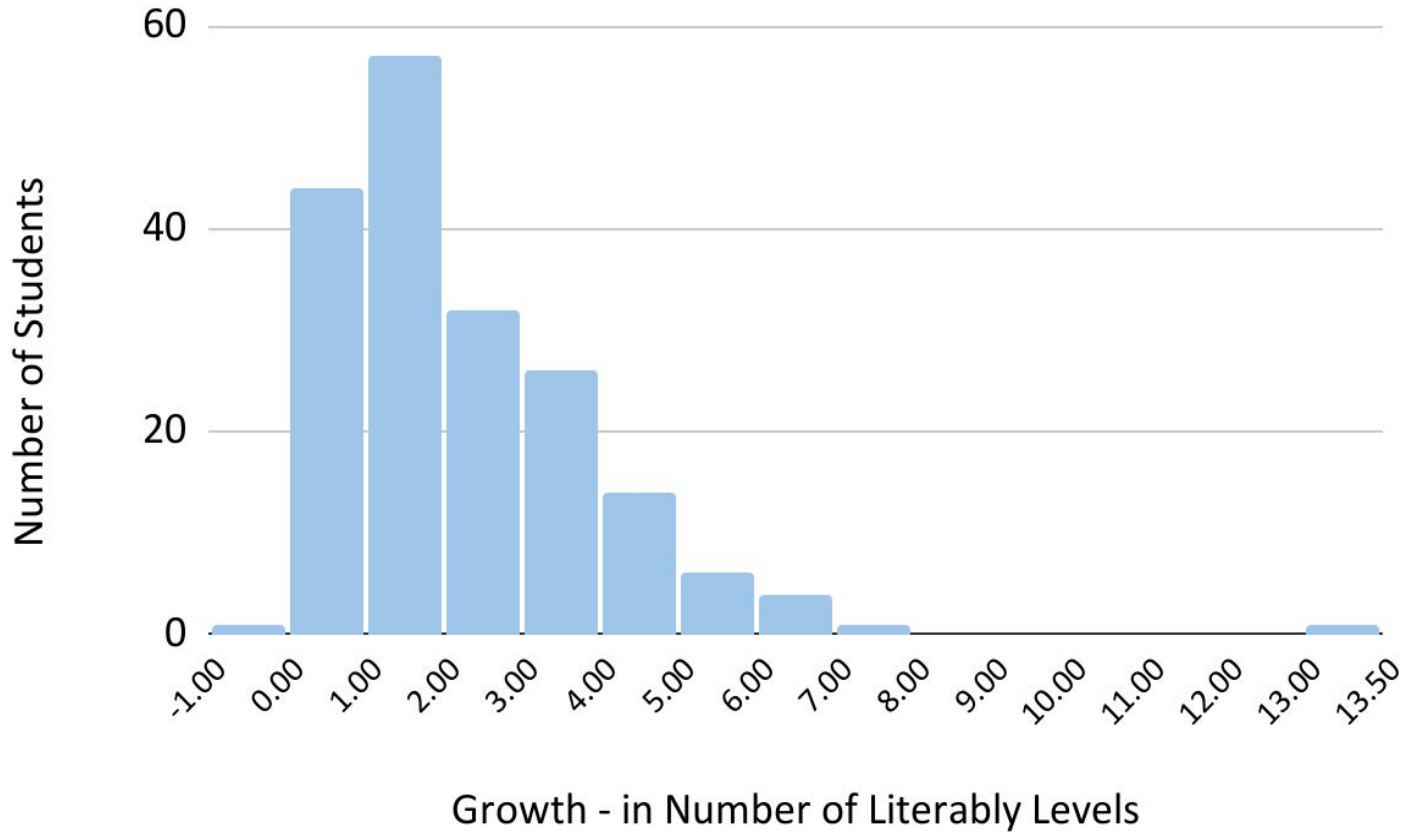
1st - 5th Grade After School Programs Literably Growth (BTB, Right at School, YMCA)



Growth Number of Levels	Number of Students
<0	3
No change	83
1	110
2	87
3	49
4	40
5	23
6	13
7	8
8	8
>9	3

- 231/425 (55%) students participating in tutoring at after school programs made growth of 2 or more Literably Levels

1st-2nd Grade After School Program Literably Growth (BTB, Right at School, YMCA)

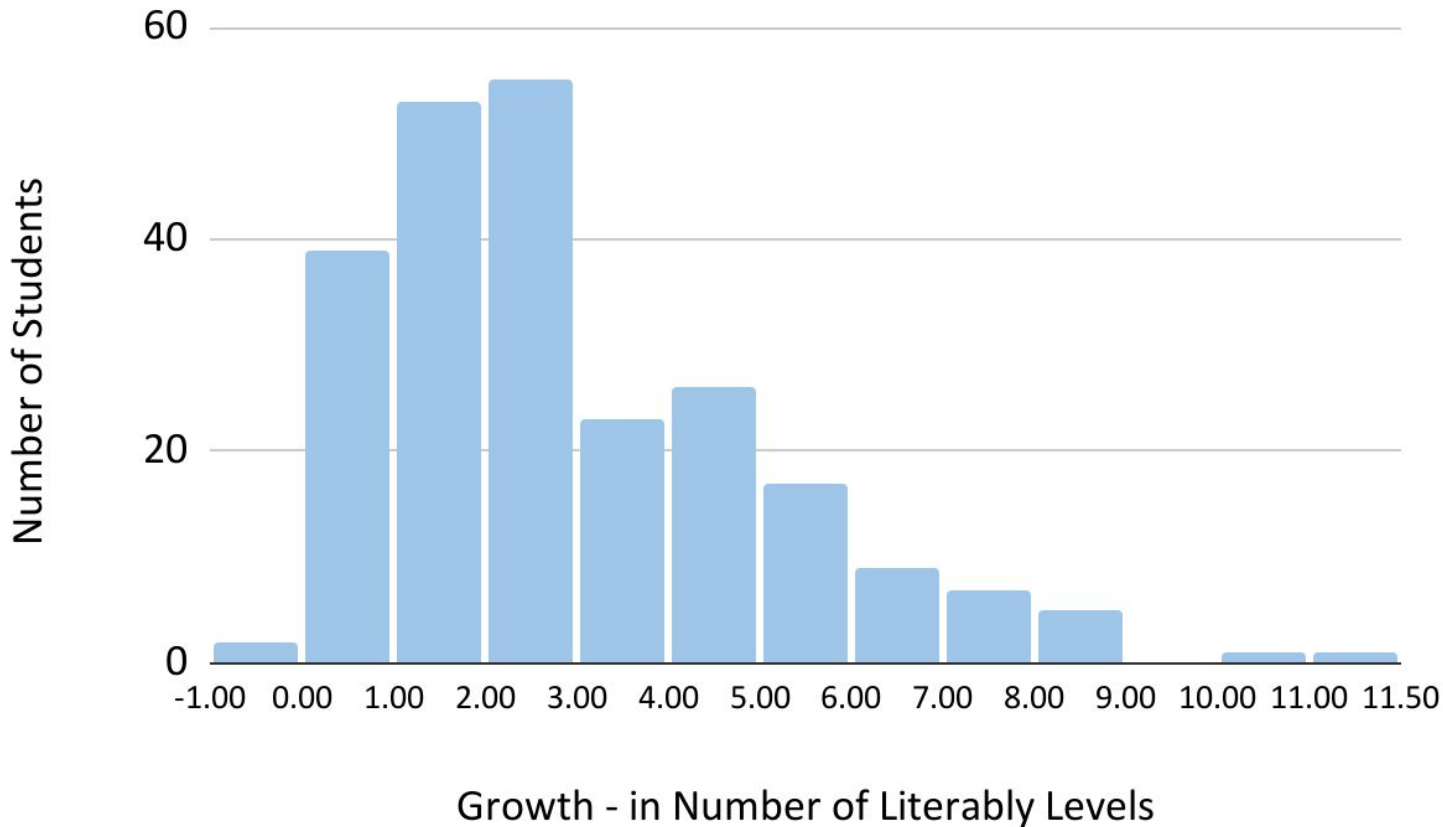


Growth Number of Levels	Number of Students
<0	2
No change	39
1	53
2	55
3	23
4	26
5	17
6	9
7	7
8	5
>9	2

- 144/238 (61%) students participating in tutoring at after school programs in grades 1 and 2 made growth of 2 or more levels on Literably

3rd-5th Grade After School Program Literably Growth

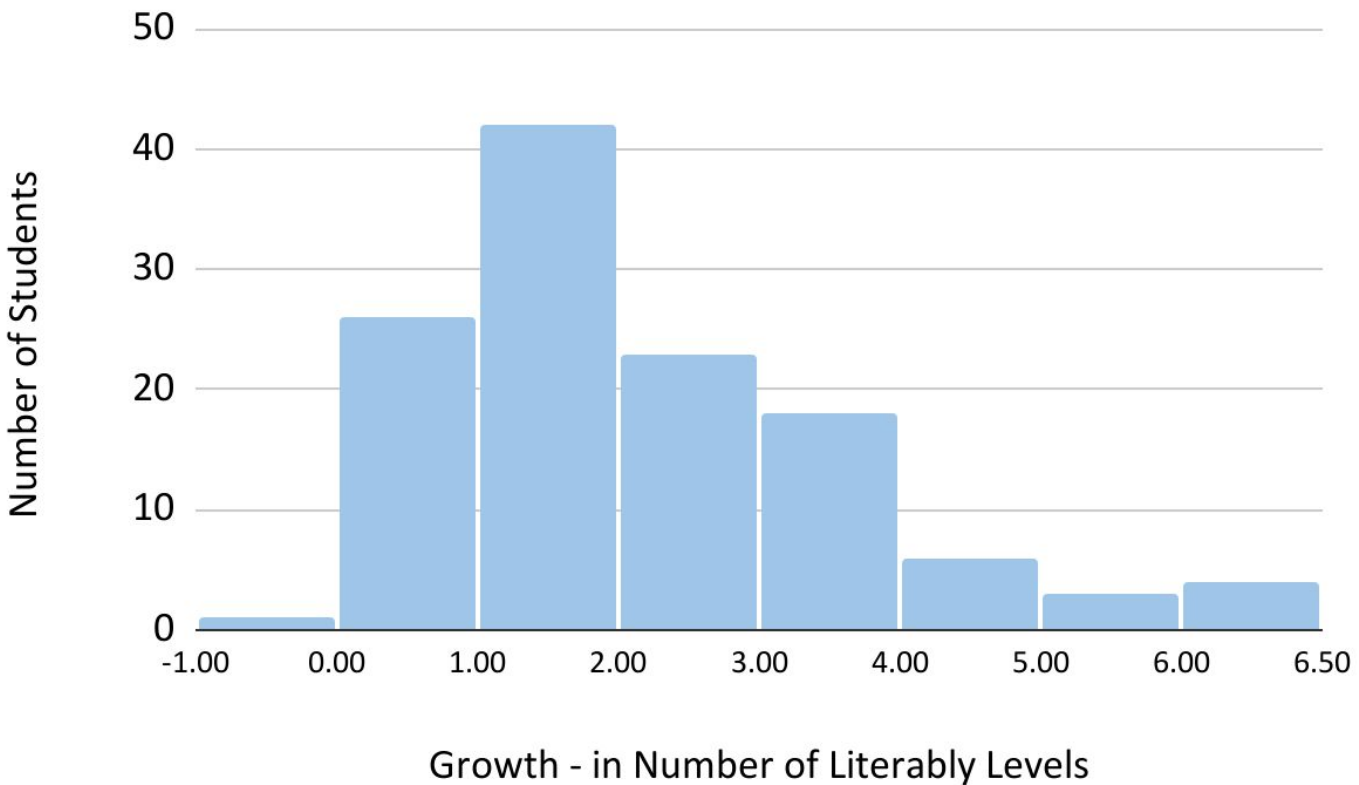
(BTB, Right at School, YMCA)



Growth Number of Levels	Number of Students
<0	1
No change	44
1	57
2	32
3	26
4	14
5	6
6	4
7	1
13	1

- 84/186 (45%) students participating in tutoring at after school programs in grades 3rd-5th made growth of 2 or more levels on Literably.

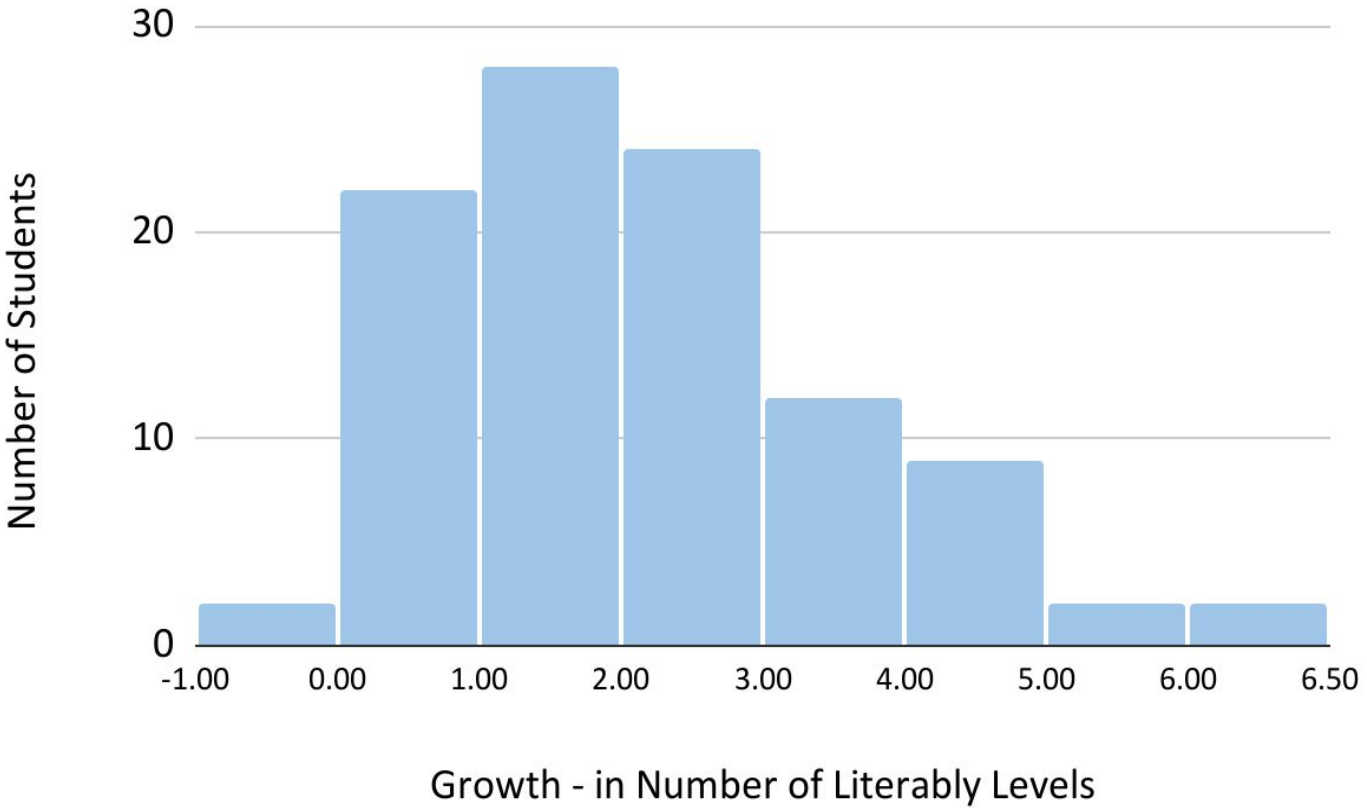
1st - 5th Grade After School Program Literably Growth - SED subgroup



Growth Number of Levels	Number of Students
<0	1
No change	26
1	42
2	23
3	18
4	6
5	3
6	4

- 54/123 (44%) students in grades 1-5 made growth of 2 or more Literably levels.

1st - 5th Grade After School Program Literably Growth - EL Subgroup



Growth Number of Levels	Number of Students
<0	2
No change	22
1	28
2	24
3	12
4	9
5	2
6	2

- 49/101 (49%) EL students in grades 1-5 made growth of 2 or more Literably levels.

6th-8th Grade Growth- FEV, Paper Education

- Comparative achievement data will be available in May for 6th- 8th
- May i-Ready will provide summative achievement information
- Literably at middle school is administered to EL students only, not all students

Budget

Instructional Aide Set Aside - for Tutoring Supervision	\$ 300,000
Materials and Training for afterschool partners, in person tutoring (YMCA, Right at School, BTB)	\$ 40,000
Hey Tutor (During School Tutoring for All tiers)	\$ 385,000
Sylvan MV (In-person tutoring for 160 target students after school)	\$ 200,000
Virtual Tutoring (FEV, Air Tutors, Paper, Hey Tutor)	\$ 1,027,000
Certificated Supervision	\$ 84,000
Snacks for on-site tutoring	\$50,000
TOTAL	\$2,086,000



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Analysis

Data Summary

- As of mid-February, we were less than halfway through the tutoring program; further gains are expected as the students complete more tutoring sessions
- Students in the in-person After School Program tutoring (BTB, RAS, YMCA) showed reading academic gains equal to or higher than the other tutoring programs
- Students participating in tutoring At-home made more academic gains than students in supervised on-site tutoring, except Kindergarteners
 - Students on-site had significantly fewer tutoring sessions than students tutoring from home
- EL and SED subgroup data shows
 - students participating in the Sylvan in-person tutoring at CA/MI made more gains than all other students in the program
 - students in the After School Programs made the most growth as compared to other tutoring methods.
- Across grade levels, most students attend 50% or more of their sessions except for students in on-site tutoring in 6th-8th grade.

Successes

- Variety of student academic needs supported by using an array of tutoring models
- Approximately 3,000 students enrolled in academic support beyond the regular school day
- Partnered with 7 agencies/programs to serve our students' needs
 - Even with nationwide staffing shortages, some tutoring needs were met
- For grades 3-5, participating in tutoring yielded higher growth on Literably than not attending tutoring
- During the school day, grade levels have an additional adult to support students by lowering group size during RTI instruction

Successes

- On site, supervised virtual tutoring support was possible by extending Instructional Assistant hours
- A very high percentage -74% of SED and 70% of EL students -in grades 3-5 at Castro/Mistral received in-person tutoring 2x weekly
- Site teams, mainly SCEFs, supported families with enrollment and attendance
- After school programs were able to offer in-person tutoring support to 648 students
 - After school personnel were able to gain new skills for student support
- Crittenden had significantly higher enrollment in tutoring than Graham. Graham students had a higher attendance rate

Challenges

- At this time, comprehensive data review and analysis could not be done as we do not have data for math and for all grades spans in reading until May i-Ready administration
- Tutoring started later in the Fall than anticipated for a variety of reasons
 - Aligning 7 providers, in order to have a consistent start date for all tutoring, took longer than expected
 - Staffing shortages led to changing provider for two grade levels two weeks before anticipated start date
 - Internal hiring and obtaining certificates of clearance for on-site supervisors was a longer process than anticipated
 - Not all sites were ready for supporting on-site tutoring by the anticipated start date
- During school day RTI tutors:
 - Inconsistent attendance of tutors at a few sites
 - Agency had difficulty finding replacements for vacancies that opened up at some sites just before December break
- Even with site team support for families, on-site attendance at TH, ML, CA, MI, CR, and GR is low

Challenges

- Implementing a program of this scope during a continuing pandemic encountered many challenges
 - Many students have inconsistent attendance overall
 - Inconsistent student attendance at on-site tutoring due to Covid positive cases and close contact quarantines
 - Staffing shortages led to some inconsistent virtual tutor availability which in turn, caused frustration for parents and students,
 - Site staff had difficulty balancing day to day operations, covid protocols, and tutoring support (competing priorities)
 - Disruption of on-site tutoring in January due to rise in Covid cases (delayed start after December break)
- In grades 3-8, on or above grade level students enrolled in Paper Inc. have a low participation rate

Challenges

- Middle school on-site tutoring attendance is significantly lower than elementary
- Middle school usage of the on-demand support during ELD, SAI, and Instructional Support classes was very low
- At Castro, grades 1-2 families did not schedule at home tutoring sessions even after multiple attempts by site teams
- In grades K-2, when a student does not show up for their tutoring session, we still incur the cost
- After consenting to tutoring from home, some families did not take the next step to schedule their sessions with the tutoring agencies

Synopsis

- Planning tutoring services for every student during a pandemic year created challenges for time and resources at the sites
- Quick turnaround time from budget allocation to desired start date resulted in a short timeline for planning tutoring services for students in all tiers
- More students who are at or above grade level (Tier 1) declined the tutoring opportunity and even after consenting, many did not participate at the same rate as students in Tiers 2 and 3
- Students are not experiencing tutoring in a vacuum; gains are a result of in-person classroom instruction and interventions as well as tutoring
- The Expanded Learning Opportunities Grant funds were expended for this school year



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Next Steps

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- Determine Summer School priorities
- Determine priorities for Learning Recovery for the 22-23 school year
 - Survey parents, staff, and students to obtain qualitative data of strengths and opportunities
 - Analyze summative data in May - iReady growth for all grades, subgroups - to further inform 2022-23 priorities
- Dedicate site time for timely review of the tutoring path for each student to adjust it more quickly
- Increase student attendance both on-site and at-home
 - Increase consistency of parent contacts to encourage attendance through the remainder of the school year
 - Approximately 8 more weeks of tutoring and we should see more academic gains
- Re-train students and families in the benefits of and how to use Paper Education on-demand support in order to increase usage through the remainder of the year.
- Update Board of Trustees with comprehensive evaluation in May