



Mountain View
Whisman
School District

Learning Recovery Summative Board Update

June 16, 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) MVWSD Priorities

- Provide extended opportunities for all students with priority for 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



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Assessment Data

Data Points Used

- Quantitative Data
 - students who attended 50% or more of their sessions were included in this report
 - i-Ready Diagnostic student data (K-8)
 - Compared Diagnostic 1 to Diagnostic 3
 - Students that took both Diagnostic 1 and Diagnostic 3 are included
 - Improvement in placement (Proficiency Data)
- Qualitative Data
 - Parent and staff surveys



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Analysis

Successes

- More students were able to participate in tutoring through the availability of on-site supervision of the virtual tutoring immediately after school
- A large majority of Kindergarten parents were very happy with the Kindergarten tutoring experience
- The majority of teachers and principals reported that the in-person tutoring during RTI was an effective student support
- In most grades and subjects, significantly more participating EL and SED students met their annual typical growth target compared to non-participating EL and SED students

Successes

- In grades 3-5, the virtual chat-based tutoring yielded more students meeting their Annual Typical Growth than the in-person tutoring methods
- After school program staff reported that they learned new skills in working effectively with students
- Over 80% of students attended half or more of their sessions in the in-person tutoring at Castro and Mistral

Challenges

- Students that were far below grade level experienced difficulty with chat based platform tutoring.
- Workforce shortages impacted tutor availability.
 - Our Learning Recovery Plan required many hundreds of tutors and the agencies had difficulty recruiting sufficient personnel
- Number of sessions available to 1st and 2nd grade students was fewer than other grades due to later start date
- Middle school students had difficulty attending tutoring frequently often due to conflicting commitments with sports, enrichment, etc.
- Most Tier 1 students did not take advantage of the on-demand support offered to them

Challenges

- Survey data tells us that technical difficulties and inconsistency in tutor availability caused negative perception by some staff and parents on the effectiveness of the online tutoring, although data shows it was the most effective tutoring method for grades 3-5
- Attendance was not consistent for some subsets of students

Challenges

- In-person tutoring in After School Programs is challenging to implement
 - Need more intensive training than time allows
 - Staff had to balance their existing program needs and the new tutoring demands
 - Staff availability was inconsistent due to Covid-related absences and hiring challenges
 - Tutors, who were mostly college students, needed to have either access to student data, or a point person who could provide them with lessons that were adapted to the “real time” student’s level

What have we learned?

- Families were very appreciative of MVWSD's commitment to supporting their child with any learning gaps that resulted from the pandemic, even if they could not take full advantage or felt it wasn't the right format for their child.
- Students in the SED and EL subgroups benefited the most from participating in tutoring in any format
- Additional tutoring helps students as long as they attend regularly

What have we learned?

- As mentioned previously, providing after school tutoring was challenging
- If there are available resources, the district's approach should be concentrated for in school supports
- High achieving students did not take advantage of the program, thus reducing our ability to extend the program beyond one year
- Kindergarten tutoring structure was successful and could be replicated during regular instructional day for student support



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Conclusions

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- Across all grade levels and in both subject areas, the At-home students made more growth than on-site because it appears that At-home tutoring allowed more flexible scheduling which in turn resulted in greater consistency in attendance and tutor availability.
- Middle schools had lower enrollment rate, lower attendance rate, lower percent of students meeting Annual Typical Growth , and lower percent of students improving proficiency. Some possible contributing factors include:
 - Challenges in creating and maintaining schedules with multiple commitments (sports, clubs, younger sibling responsibilities)
 - Many students in that age group were more reluctant to be identified as needing support

Conclusions

- School sites that had higher attendance were able to maintain a focus on supporting parents with enrollment and attendance
- The sites bandwidth to focus on the after school tutoring varied by site, depending on the number of students, and the impact of rising Covid cases
- During school, in-person tutoring was perceived as an effective support for students, provided
 - there was consistency in tutor attendance for the assigned site tutor
 - Teachers were able to directly interact with the tutor
 - tutoring support was aligned to the current classroom instructional focus.
 - The after school tutoring is based on identified skill gaps and reinforced the current classroom instructional focus.



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Next Steps

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- Remaining Tutoring Resources
 - Determine best use of remaining FEV hours (12,681 hrs)
 - apply hours to students that experienced most success this year
 - consider using these hours in ELOP after school classes for either skill development or advancement
 - Determine best use of remaining on-demand tutoring (Paper)licenses (696)
 - consider using in ELOP after school classes as part of homework support in grades 3-6
- Shift focus to ELOP program development
- Use learning from tutoring program in Kindergarten to design structured individualized instructional plans for student support to be used by the additional Instructional Aides at Castro

Questions?