

*Mountain View Whisman School District*

**Agenda Item for Board Meeting of June 16, 2022**

**Agenda Category:** Review and Discussion

**Agenda Item Title:** Learning Recovery Summative Board Report

**Estimated Time:** 45 minutes

**Person Responsible:** Theresa Lambert: Program Coordinator - Education Services  
Swati Dagar: Director of Curriculum, Instruction, and Assessment

**Background:** MVWSD's Learning Recovery Plan is aligned with our 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.

As a part of the Extended Learning Opportunities Grant (ELOG), our district priorities were to:

- Provide extended opportunities for all, with in-person priority for providing intensive tutoring services to students at Tiers 2 and 3
- Provide students with more needs, higher intensity of tutoring . They were offered more sessions per week, or offered in-person tutoring, or offered priority for on-site supervision of virtual tutoring

**Overview of tutoring services:**

- Program offerings for all grades and students
- Some offerings were online, some were 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 was determined by site instructional staff after review of i-Ready assessment data and progress

## Tutoring Service Offerings:

As of May 2022, 3,309 total students were enrolled in one of the below services provided

Grade	Agency	Target Students	Location	Method, Subject
K	Air Tutors	Tiers 1,2,3	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

## Tutoring Program Attendance:

Below is overall attendance by school broken down by school site and by location - on site, at home.

		ALL		BU		CA		IM		LA		MI	
	Overall	On Site	At Home	On Site	At Home	On Site	At Home	On Site	At Home	On Site	At Home	On Site	At Home
Air Tutor K	236/274 86%	112/274 41%	124/154 80%	8/8 100%	17/20 85%	21/22 95%	sample size too small	sample size too small	14/15 93%	15/16 94%	13/18 72%	21/24 88%	19/25 76%
Hey Tutor 1st, 2nd	257/269 96%	132/143 92%	124/125 99%	11/13 85%	28/28 100%	22/25 88%	sample size too small	sample size too small	20/20 92%	sample size too small	sample size too small	11/11 100%	11/11 100%
FEV 3-5,6-8	386/908 43%	217/439 49%	166/438 38%	23/26 88%	19/33 57%	sample size too small	sample size too small	14/16 88%	10/31 32%	29/33 88%	23/38 60%	19/39 49%	9/19 47%
Sylvan CA,MI 3rd-5th	149/149 100%	149/149 100%				91/91 100%						58/58 100%	

		ALL		ML		ST		TH		VA		CR		GR	
	Overall	On Site	At Home	On site	At Home	On Site	At Home	On Site	At Home	On Site	At Home	On Site	At Home	On Site	At Home
Air Tutor K	236/274 86%	112/274 41%	124/154 80%	12/15 80%	9/9 100%	12/12 100%	29/32 91%	sample size too small	9/13 69%	sample size too small	10/14 71%				
Hey Tutor 1st,2nd	257/269 96%	132/143 92%	124/125 99%	sample size too small	sample size too small	17/18 94%	29/30 97%	16/16 100%	9/9 100%	18/20 90%	14/14 100%				
FEV 3rd-5th, 6th-8th	386/908 43%	217/439 49%	166/438 38%	22/31 71%	7/23 30%	8/13 62%	22/51 43%	16/34 47%	8/24 33%	40/42 95%	sample size too small	20/87 23%	25/114 22%	25/86 29%	42/102 41%

The table below shows the attendance for Grades 3-5 for all students that are on or above grade level (i-Ready Tier 1 students). These Tier 1 students received support from Paper Education Inc.

	<b>Tutoring service used anywhere from 3 - 89 times</b>	<b># of Uses =&gt;10</b>	<b># of Uses &lt;10</b>	<b># of Uses &gt;20</b>
<b>All Participants</b>	122	42	80	12
<b>SED Participants</b>	12	sample size too small	sample size too small	sample size too small
<b>EL Participants</b>	2	sample size too small	sample size too small	sample size too small

*\*If a student accessed the on-demand tutoring service more than three times, their data is captured.*

The table below shows the attendance for Grades 6-8 for select students that received support from Paper Education Inc. and were encouraged to use it during their ELD, SAI, or Instructional Support Class.

	<b>Tutoring service used anywhere from 3 - 6 times</b>
<b>All Participants</b>	35
<b>SED Participants</b>	sample size too small
<b>EL Participants</b>	sample size too small

Yup Tutoring was available for all Grade 6-8 students. Students have had access to Yup for 37 weeks from 8/19/21-5/8/22. An average of 23 sessions per week were availed. 73 students have had 3+ sessions.

<b>School</b>	<b>Total Yup Sessions (&gt; 2 min)</b>	<b>Students with Yup Sessions</b>	<b>Total Hours on Yup</b>
Crittenden Middle	517 sessions	161 students	243.8 hours
Graham Middle	334 sessions	107 students	144.8 hours
<b>District Totals</b>	<b>851 sessions</b>	<b>268 students</b>	<b>388.6 hours</b>

## Tutoring Program Attendance Data Summary:

*(Target attendance rate for the report was students attending 50% or more of their lessons)*

- A sample size fewer than 9 students was not included in the reporting.
- In person tutoring at Castro and Mistral 100% of students met the reporting criteria
- Castro had only one student in grades 3-5 in FEV tutoring as they were invited to the in-person Sylvan tutoring program
- In grades 3-8, 43% of students met the attendance rate reporting criteria in online tutoring, whereas in grades K-2 more than 80% of students did
- Usage of the on demand, math-only Yup tutoring support was extremely low in grades 6-8, with just 73 students using it more than 3 times since August.
- Usage of other on-demand tutoring, Paper Education, for both ELA and Math was low, with 122 students using the service and most accessing it fewer than 10 times since November
- Overall, on-site attendance at the middle schools was low as compared to elementary schools for the 50% attendance criteria. Many middle school students have after school sports or other activities they are enrolled in.
- In grades K-2, at-home attendance was higher than on-site
- On-site attendance data shows a wide variance between school sites with Theuerkauf at 47% and Vargas at 95% attendance rate
- At-home attendance data also shows a variance between school sites with Monta Loma at 30% and Landels are 60%
- At-home attendance for middle schools shows Graham at 41% students who had an attendance rate of 50% or more compared to Crittenden at 22%.

## Assessment Data:

The following quantitative data points were used for the report:

- Students who attended 50% or more of their sessions were included in this report
- A sample size fewer than 9 students was not included in the reporting.
- i-Ready Diagnostic student data (Grades K-8)
  - Comparative data from Diagnostic 1 to Diagnostic 3
  - Students that took both Diagnostic 1 and Diagnostic 3 are included
- Parent and staff survey data was also used as a qualitative data point for the report.

## Kindergarten Assessment Data

Kindergarteners received online, face to face tutoring, 2x weekly in Reading.

The following table shows assessment data for all Kindergarteners that met their i-Ready Reading Annual Typical Growth.

	Met Annual Typical Growth	Met Annual Typical Growth	Met Annual Typical Growth	Met Annual Typical Growth, non-participants	Met Annual Typical Growth, non-participants
		Tier 1	Tier 2	Tier 1	Tier 2

<b>All Participants</b>	154/236	<b>65%</b>	40/67	<b>60%</b>	94/143	<b>66%</b>	42/73	<b>58%</b>	24/54	<b>44%</b>
<b>SED Participants</b>	55/86	<b>64%</b>	sample size too small		44/69	<b>63%</b>	3/9	<b>33%</b>	8/24	<b>33%</b>
<b>EL Participants</b>	77/124	<b>62%</b>	8/13	<b>62%</b>	56/94	<b>60%</b>	8/12	<b>67%</b>	7/20	<b>35%</b>

The following table shows Kindergarteners that participated in tutoring and met i-Ready Reading Annual Typical Growth - By Location - On Site or At Home

	<b>Met Annual Typical Growth</b>	
<b>All Participants</b>	154/236	<b>65%</b>
<b>At Home</b>	87/129	<b>67%</b>
<b>Supervised On Site</b>	67/107	<b>62%</b>

The table below shows Kindergarteners that participated in tutoring and met their i-Ready Reading Annual Typical Growth - By school site

	<b>Met Annual Typical Growth</b>	
<b>All Participants</b>	154/236	<b>65%</b>
<b>Bubb</b>	17/25	<b>68%</b>
<b>Castro</b>	21/25	<b>84%</b>
<b>Imai</b>	15/22	<b>68%</b>
<b>Landels</b>	18/28	<b>64%</b>
<b>Mistral</b>	21/40	<b>53%</b>
<b>Monta Loma</b>	16/21	<b>76%</b>
<b>Theuerkauf</b>	9/15	<b>60%</b>
<b>Stevenson</b>	24/42	<b>57%</b>
<b>Vargas</b>	13/18	<b>72%</b>

**Kindergarten Assessment Data Summary:**

- When comparing Tier 2 and Tier 3 participants to non-participants,
  - 30% more Tier 2, SED students met their Annual Typical growth as compared to Tier 2, non-participants
  - Similarly, 32% more Tier 2, EL participants met their Annual Typical Growth as compared to Tier 2 EL, non-participants
- When comparing at-home vs. on-site growth, more at-home students met their annual growth target (67%) than those who participated in the supervised on site tutoring (62%)
- The variance between sites ranges from Mistral at 53% meeting Annual Typical Growth to Castro with 84% of the participants meeting Annual Typical Growth.
- There were too few SED students who started at Tier 1 to be able to report growth but overall, 64% of SED participants met their Annual Typical Growth.

**Grades 1 - 2 Assessment Data:**

Students in Grades 1 and 2 received online, face to face tutoring.

The following table shows assessment data for all Grade 1, Grade 2 that met their i-Ready Reading Annual Typical Growth.

<b>Reading</b>	<b>Met Annual Typical Growth</b>	<b>Met Annual Typical Growth</b> Tier 1	<b>Met Annual Typical Growth</b> Tier 2, Tier 3	<b>Met Annual Typical Growth, non-participants</b> Tier 1	<b>Met Annual Typical Growth, non-participants</b> Tier 2, Tier 3
<b>All Participants</b>	95/178 <b>53%</b>	19/29 <b>66%</b>	74/149 <b>50%</b>	174/269 <b>65%</b>	156/256 <b>60%</b>
<b>SED Participants</b>	24/77 <b>31%</b>	sample size too small	24/77 <b>31 %</b>	11/21 <b>52%</b>	46/101 <b>46%</b>
<b>EL Participants</b>	32/76 <b>42%</b>	sample size too small	32/76 <b>42%</b>	5/11 <b>45%</b>	33/84 <b>39%</b>

The following table shows students in Grade1, Grade 2 that participated in tutoring and met i-Ready Reading Annual Typical Growth - By Location - On Site or At Home

<b>Reading</b>	<b>Met Annual Typical Growth</b>	
<b>All Participants</b>	95/178	<b>53%</b>
<b>At-Home</b>	32/40	<b>80%</b>
<b>Supervised on-Site</b>	42/104	<b>40%</b>

The table below shows students in Grade1, Grade 2 that participated in tutoring and met their i-Ready Reading Annual Typical Growth - By school site

<b>Reading</b>	<b>Met Annual Typical Growth</b>	
<b>All Participants</b>	95/178	<b>53%</b>
<b>Bubb</b>	14/21	<b>67%</b>
<b>Castro</b>	9/20	<b>45%</b>
<b>Imai</b>	7/9	<b>78%</b>
<b>Landels</b>	sample size too small	
<b>Mistral</b>	10/34	<b>29%</b>
<b>Monta Loma</b>	sample size too small	
<b>Theuerkauf</b>	7/20	<b>35%</b>
<b>Stevenson</b>	13/22	<b>59%</b>
<b>Vargas</b>	sample size too small	

The following table shows assessment data for students in Grade 1, Grade 2 that met their i-Ready Math Annual Typical Growth.

<b>Math</b>	<b>Met Annual Typical Growth</b>		<b>Met Annual Typical Growth Tier 1</b>		<b>Met Annual Typical Growth Tier 2, Tier 3</b>		<b>Met Annual Typical Growth, non-participants Tier 1</b>		<b>Met Annual Typical Growth, non participants Tier 2, Tier 3</b>	
<b>All Participants</b>	54/75	<b>72%</b>	14/17	<b>82%</b>	39/55	<b>71%</b>	146/293	<b>50%</b>	320/538	<b>59%</b>
<b>SED Participants</b>	10/18	<b>56%</b>	sample size too small		10/17	<b>59%</b>	5/9	<b>56%</b>	103/213	<b>48%</b>
<b>EL Participants</b>	5/9	<b>55%</b>	sample size too small		7/13	<b>54%</b>	sample size too small		95/175	<b>54%</b>

The following table shows assessment data for students in Grade 1, Grade 2 that participated in tutoring and met their i-Ready Math Annual Typical Growth - By Location - On Site or At Home

	<b>Met Annual Typical Growth</b>	
<b>All Participants</b>	54/75	<b>72%</b>



<b>At Home</b>	38/52	<b>73%</b>
<b>Supervised On Site</b>	16/24	<b>67%</b>

The table below shows students in Grade1, Grade 2 that participated in tutoring and met their i-Ready Math Annual Typical Growth - By school site

	<b>Met Annual Typical Growth participated in tutoring</b>	
<b>All Participants</b>	54/75	<b>72%</b>
<b>Bubb</b>	9/9	<b>100%</b>
<b>Castro</b>	sample size too small	
<b>Imai</b>	sample size too small	
<b>Landels</b>	sample size too small	
<b>Mistral</b>	7/10	<b>70%</b>
<b>Monta Loma</b>	sample size too small	
<b>Theuerkauf</b>	sample size too small	
<b>Stevenson</b>	6/11	<b>55%</b>
<b>Vargas</b>	16/24	<b>67%</b>

### **Grade 1, 2 Assessment Data Summary:**

- Not enough Tier 1, SED and EL students participated in tutoring to be able to report growth data
- In Reading, overall there is a 6% positive difference in percent of tutoring participants meeting growth target compared to non-participants
- In Math,
  - more SED participants in tutoring met Annual Typical Growth as compared to non-participants
  - EL participants and non-participants have similar percentage of students that met Annual Typical Growth
- There is significant difference in students meeting Annual Typical Growth between students who participated at home vs supervised on-site, particularly in Reading
  - Reading 80% at-home vs 40% on site
  - Math 73% at-home vs 67% on site
  - Some possible contributing factors could be:
    - There is more flexibility for families if they scheduled at convenient times

- After school tutoring extends the student school day and fatigue sets in after a long day staying at school
- Competing demands of tutor availability right after school
- Students invited to participate on site were deemed to need the most support
- In both Math and Reading, there is significant variance among sites in the percent of students that met Annual Typical Growth
  - Many sites have group sizes too small to report, especially in Math
  - Reading varies from 29% at Mistral to 78% at Imai
  - Math varies from 55% at Stevenson to 100% at Bubb

**Grades 3-5 Assessment Data:**

Students in Grades 3, 4, and 5 received online, chat based tutoring.

***Grades 3-5 Reading Assessment Data***

The following table shows assessment data for students in Grades 3 -5 (Tier 2, 3) that participated in Reading tutoring and met their i-Ready Reading Annual Typical Growth vs. students that did not participate:

<b>Reading</b>	<b>Met Annual Typical Growth Tier 2, Tier 3</b>		<b>Met Annual Typical Growth, non-participants Tier 2, Tier 3</b>	
<b>All Participants</b>	74/112	<b>67%</b>	167/296	<b>56%</b>
<b>SED Participants</b>	32/50	<b>64%</b>	53/125	<b>42%</b>
<b>EL Participants</b>	43/62	<b>69%</b>	35/84	<b>42%</b>

The following table shows students in Grades 3-5 that participated in tutoring and met i-Ready Reading Annual Typical Growth - By Location - On Site or At Home

<b>Reading</b>	<b>Met Annual Typical Growth</b>	
<b>All Participants</b>	74/112	<b>67%</b>
<b>At Home</b>	24/29	<b>83%</b>
<b>Supervised On Site</b>	50/83	<b>60%</b>

The table below shows students in Grades 3-5 that participated in tutoring and met i-Ready Reading Annual Typical Growth - By school site

<b>Reading</b>	<b>Met Annual Typical Growth</b>	
<b>All Participants</b>	74/112	<b>67%</b>
<b>Bubb</b>	13/19	<b>68%</b>
<b>Castro</b>	sample size too small	
<b>Imai</b>	9/16	<b>56%</b>
<b>Landels</b>	10/13	<b>77%</b>
<b>Mistral</b>	sample size too small	
<b>Monta Loma</b>	7/13	<b>53%</b>
<b>Theuerkauf</b>	13/13	<b>100%</b>
<b>Stevenson</b>	7/10	<b>70%</b>
<b>Vargas</b>	11/19	<b>58%</b>

The following table shows students in Grades 3, 4, and 5 in Tier 2 or Tier 3 that received in-person tutoring on site at Castro and Mistral for 2 hours weekly in groups of 8:

<b>Reading</b>	<b>Met Annual Typical Growth</b>	
<b>All Participants</b>	77/129	<b>60%</b>
<b>SED Participants</b>	69/112	<b>62%</b>
<b>EL Participants</b>	57/100	<b>57%</b>

The following table shows students in Grades 3, 4, and 5 in Tier 2 or Tier 3 that received in-person tutoring on site at Castro and Mistral for 2 hours weekly in groups of 8 - By Site

<b>Reading</b>	<b>Met Annual Typical Growth</b>	
<b>All Participants</b>	77/129	<b>60%</b>
<b>Castro</b>	51/75	<b>68%</b>
<b>Mistral</b>	26/54	<b>48 %</b>

### **Grades K-5 AfterSchool Program Assessment Data:**

These students received in-person tutoring support from afterschool staff in their afterschool program including BTB, Right at School, YMCA.

	<b>Met Annual Typical Growth</b>	
<b>All Participants</b>	408/672	<b>61%</b>
<b>Kinder</b>	89/138	<b>64%</b>
<b>1st</b>	93/144	<b>65%</b>
<b>2nd</b>	78/137	<b>57%</b>
<b>3rd</b>	71/101	<b>70%</b>
<b>4th</b>	38/80	<b>48%</b>
<b>5th</b>	39/72	<b>54%</b>

	<b>Met Annual Typical Growth</b>	
<b>SED Participants</b>	75/167	<b>45%</b>
<b>EL Participants</b>	68/145	<b>47%</b>

The following table shows the students in Grades 3-5 that participated in Reading Tutoring.  
 \*Non-participants are both students that received no tutoring or just math tutoring.

Reading	In Person Group of 8 Tiers 2,3	Online Chat-based Individual Tiers 2,3	After School Programs In person small group Tiers 1,2,3	*Did not participate in Reading tutoring Tiers 1,2,3
All Participants	77/129 60%	74/112 67%	148/250 59%	656/1106 59%
SED Participants	69/112 62%	32/50 64%	45/95 47%	90/185 48%
EL Participants	57/100 57%	43/62 69%	33/67 49%	43/83 52%

### Grades 3-5 Math Assessment Data

The following table shows assessment data for students in Grades 3 -5 that participated in Math tutoring and met their i-Ready Math Annual Typical Growth vs. students that did not participate:

Math	Online Chat-based Individual	*Did not participate in Math tutoring
All Participants	94/160 59%	357/589 60%
SED Participants	32/67 48%	142/272 52%
EL Participants	19/30 63%	118/218 54%

The following table shows students in Grades 3-5 that participated in math tutoring and met i-Ready Math Annual Typical Growth - By Location - On Site or At Home:

Math	Met Annual Typical Growth Tier 2, Tier 3
All Participants	94/160 59%
At Home	47/71 66%
Supervised	47/89 53%

<b>On Site</b>	
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The table below shows students in Grades 3-5 that participated in math tutoring and met i-Ready Math Annual Typical Growth - By school site:

<b>Math</b>	<b>Met Annual Typical Growth</b>	
<b>All Participants</b>	94/160	<b>59%</b>
<b>Bubb</b>	14/23	<b>61%</b>
<b>Castro</b>	sample size too small	
<b>Imai</b>	sample size too small	
<b>Landels</b>	23/39	<b>59%</b>
<b>Mistral</b>	9/20	<b>45%</b>
<b>Monta Loma</b>	8/16	<b>50%</b>
<b>Theuerkauf</b>	6/10	<b>60%</b>
<b>Stevenson</b>	16/21	<b>76%</b>
<b>Vargas</b>	13/22	<b>59%</b>

### **Grade 3-5 Assessment Data Summary:**

- When comparing participants vs. non-participants, more participants in tutoring met their Annual Typical Growth
  - In Reading, SED and EL students in online, chat-based tutoring (FEV) and in person, groups of 8 tutoring (Sylvan) had more students meet their Annual Typical Growth
    - 64% of SED students in online, chat-based FEV met their Annual Typical Growth in comparison to 48% of non-participants.
    - 69% of EL students in online, chat-based FEV and 57% of ELs in Sylvan met their Annual Typical Growth compared to 52% of non-participants.
  - For Math, more ELs than non-participating students met their Annual Typical Growth, however fewer SED participants met their Annual Typical Growth than non-participating SED students
  - In the After School Programs, achievement for both SED and EL students was roughly the same as non-participating students

- There is a significant difference in students meeting their Annual Typical Growth when comparing at-home vs. on-Site supervised tutoring
  - Reading 83% (at home) to 60% (supervised on site)
  - Math 66% (at home) to 53% (supervised on site)
- In Reading,
  - SED and EL students in Tiers 2 and 3 participating in online, chat-based tutoring met their Annual Typical Growth at a significantly higher rate than non-participants within the same tiers
- In the online, chat-based tutoring, there is significant variance between school sites
  - In Reading, the range is from Theuerkauf at 100% of participants meeting their yearly growth target to 53% at Monta Loma.
  - In Math, the variance between sites is somewhat less, from 76% at Stevenson to 45% at Mistral meeting their growth target
- In the After School tutoring program, more students in K-2 met their Annual Typical Growth than did students in 3rd-5th, with 4th grade having the fewest students meet their Annual Typical Growth (48%) and 3rd grade with the most students (70%)
- In the in-person, groups of 8 tutoring at Castro and Mistral (Sylvan), significant difference exists between both school sites in the percentage of students that met their Annual Typical Growth, with 48% at Mistral and 68% at Castro.

#### Grades 6-8 Assessment Data:

Students in Grades 6-8 received online, chat based tutoring.

The following table shows assessment data for students in Grades 6 -8 (Tier 2, 3) that participated in Reading tutoring and met their i-Ready Reading Annual Typical Growth vs. students that did not participate:

Reading	Met Annual Typical Growth Tier 2, Tier 3		Met Annual Typical Growth, non-participants in Reading tutoring Tier 2, Tier 3	
<b>All Participants</b>	32/68	<b>47%</b>	196/364	<b>54%</b>
<b>SED Participants</b>	15/39	<b>38%</b>	96/181	<b>53%</b>
<b>EL Participants</b>	8/29	<b>28%</b>	30/70	<b>42%</b>

The following table shows assessment data for students in Grades 6 -8 (Tier 2, 3) that participated in Reading tutoring and met their i-Ready Reading Annual Typical Growth - By Grade Level:

Reading	Met Annual Typical Growth Tier 2 or Tier 3	
<b>6th</b>	14/35	<b>40%</b>

<b>7th</b>	13/23	<b>57%</b>
<b>8th</b>	5/10	<b>50%</b>

The following table shows assessment data for students in Grades 6 -8 (Tier 2, 3) that participated in Reading tutoring and met their i-Ready Reading Annual Typical Growth - By Location - At-Home or On-Site:

<b>Reading</b>	<b>Met Annual Typical Growth Tier 2 or Tier 3</b>	
<b>All Participants</b>	32/68	<b>47%</b>
<b>At Home</b>	17/35	<b>49%</b>
<b>Supervised On Site</b>	15/33	<b>45%</b>

The following table shows assessment data for students in Grades 6 -8 (Tier 2, 3) that participated in Reading tutoring and met their i-Ready Reading Annual Typical Growth - By School Site:

<b>Reading</b>	<b>Met Annual Typical Growth</b>	
<b>All Participants</b>	32/68	<b>47%</b>
<b>Crittenden</b>	12/19	<b>63%</b>
<b>Graham</b>	20/49	<b>41%</b>

The following table shows assessment data for students in Grades 6 -8 (Tier 2, 3) that participated in Math tutoring and met their i-Ready Math Annual Typical Growth vs. students that did not participate:

<b>Math</b>	<b>Met Annual Typical Growth Tier 2 or Tier 3</b>		<b>Met Annual Typical Growth, Non-participants Tier 2 or Tier 3</b>	
<b>All Participants</b>	29/45	<b>64%</b>	244/561	<b>43%</b>
<b>SED Participants</b>	10/19	<b>53%</b>	123/308	<b>40%</b>
<b>EL Participants</b>	sample size too small		55/142	<b>39%</b>



The following table shows assessment data for students in Grades 6 -8 (Tier 2, 3) that participated in Math tutoring and met their i-Ready Math Annual Typical Growth - By Grade Level:

<b>Math</b>	<b>Met Annual Typical Growth</b>	
<b>6th Grade</b>	12/22	<b>60%</b>
<b>7th Grade</b>	10/12	<b>83%</b>
<b>8th Grade</b>	7/11	<b>64%</b>

The following table shows assessment data for students in Grades 6 -8 (Tier 2, 3) that participated in Math tutoring and met their i-Ready Math Annual Typical Growth - By Location - At-Home or On-Site:

<b>Math</b>	<b>Met Annual Typical Growth</b>	
<b>All Participants</b>	17/45	<b>38%</b>
<b>At Home</b>	23/32	<b>72%</b>
<b>Supervised On Site</b>	6/13	<b>46%</b>

The following table shows assessment data for students in Grades 6 -8 (Tier 2, 3) that participated in Math tutoring and met their i-Ready Math Annual Typical Growth - By School Site:

<b>Math</b>	<b>Met Annual Typical Growth</b>	
<b>All Participants</b>	17/45	<b>38%</b>
<b>Crittenden</b>	15/27	<b>56%</b>
<b>Graham</b>	14/18	<b>78%</b>

#### **Grades 6-8 Assessment Data Summary:**

- Overall, there are significantly fewer students that reached the 50% attendance criteria (113 students)
- Comparing participants to non-participants
  - In Reading, non-participants had significantly more students meet their Annual

Typical Growth

- In Math, significantly more participants met their Annual Typical Growth overall and in the SED subgroup. The EL subgroup sample size was too small to report.
- Comparing the at home vs. on-site tutoring, in both Reading and Math, more on-site participants met their Annual Typical Growth than did the at-home participants
- The variance in achievement between grades was significant
  - In Math, it ranged from 60% meeting their Annual Typical Growth in 6th grade to 83% meeting their Annual Typical Growth in 7th grade
  - In Reading, it ranged from 40% in 6th grade to 57% in 7th grade
- By-site data shows a significant difference in Math in percent of students meeting Annual Typical Growth, with Graham at 55% to Crittenden at 69%. There was not a significant difference between sites in Reading.
- Fewer middle school students met their annual typical growth target than at elementary school

**Improvement in Placement:**

The following tables show improvement in Reading and Math proficiency for students that participated in tutoring. They include improvement in proficiency across different i-Ready Tiers (Tier 1 - on or above grade level, Tier 2 - one grade level below, Tier 3- two or more grade levels below)

**Reading Proficiency Data by Grade Level**

	All			SED			ELs		
	Tier 3 → Tier 2	Tier 3 → Tier 1	Tier 2 → Tier 1	Tier 3 → Tier 2	Tier 3 → Tier 1	Tier 2 → Tier 1	Tier 3 → Tier 2	Tier 3 → Tier 1	Tier 2 → Tier 1
<b>Kinder</b>			120/159 75%			54/79 68%			70/106 66%
<b>1st,2nd</b>	31/61 51%	5/61 8%	49/86 57%	24/48 50%	2/48 4%	5/28 18%	22/50 44%	3/50 6%	12/26 46%
<b>3rd-5th</b>	25/69 36%	12/69 17%	32/44 73%	12/41 29%	5/41 12%	5/9 56%	17/50 34%	9/50 18%	8/14 57%
<b>6-8th</b>	13/56 23%	5/56 9%	8/11 72%	7/37 19%	3/37 8%	sample too small	1/29 3%	1/29 3%	sample too small

\* i-Ready uses just Tier 1 and Tier 2 proficiency levels in Kindergarten since students cannot score at two grade levels below.

**Reading Proficiency Data by Location**

	At-Home			On-Site		
	Tier 3 → Tier 2	Tier 3 → Tier 1	Tier 2 → Tier 1	Tier 3 → Tier 2	Tier 3 → Tier 1	Tier 2 → Tier 1

<b>Kinder</b>			47/58 <b>81%</b>			73/101 <b>72%</b>
<b>1st-2nd</b>	sample too small	sample too small	31/37 <b>84%</b>	29/57 <b>51%</b>	3/57 <b>5%</b>	17/49 <b>35%</b>
<b>3rd-5th</b>	sample too small	sample too small	20/23 <b>87%</b>	21/61 <b>34%</b>	10/61 <b>16%</b>	12/21 <b>57%</b>
<b>6-8th</b>	5/25 <b>20%</b>	4/25 <b>16%</b>	7/9 <b>78%</b>	8/31 <b>26%</b>	1/31 <b>3%</b>	sample too small

### Reading Proficiency Data by School:

In Grades 1-2 and 3-5, there were only 130 students districtwide who received reading tutoring and had 50% or more attendance at tutoring sessions. Hence, there were not enough students within each Tier to report scores by school site.

	<b>K</b>			<b>Grades 1-2</b>		
	Tier 3 → Tier 2	Tier 3 → Tier 1	Tier 2 → Tier 1	Tier 3 → Tier 2	Tier 3 → Tier 1	Tier 2 → Tier 1
<b>Bubb</b>			10/14 71%	sample too small	sample too small	12/15 80%
<b>Castro</b>			17/22 77%	6/15 40%	sample too small	sample too small
<b>Imai</b>			sample too small	sample too small	sample too small	sample too small
<b>Landels</b>			19/19 100%	sample too small	sample too small	sample too small
<b>Mistral</b>			19/35 54%	11/21 52%	2/21 10%	3/13 23%
<b>Monta Loma</b>			13/16 81%	sample too small	sample too small	sample too small
<b>Theuerkauf</b>			9/11 82%	sample too small	sample too small	4/14 29%
<b>Stevenson</b>			17/25 68%	sample too small	sample too small	12/13 92%
<b>Vargas</b>			8/10 80%	sample too small	sample too small	sample too small

	<b>Grades 3-5</b>		
	<b>Tier 3 → Tier 2</b>	<b>Tier 3 → Tier 1</b>	<b>Tier 2→ Tier 1</b>
<b>Bubb</b>	5/11 <b>45%</b>	1/11 <b>9%</b>	sample too small
<b>Castro</b>	sample too small	sample too small	sample too small
<b>Imai</b>	sample too small	sample too small	7/10 <b>70%</b>
<b>Landels</b>	4/9 <b>44%</b>	3/9 <b>33%</b>	sample too small
<b>Mistral</b>	sample too small	sample too small	sample too small
<b>Monta Loma</b>	2/9 <b>22%</b>	3/9 <b>33%</b>	sample too small
<b>Theuerkauf</b>	sample too small	sample too small	sample too small
<b>Stevenson</b>	sample too small	sample too small	sample too small
<b>Vargas</b>	4/15 <b>27%</b>	sample too small	sample too small

	<b>Grades 6-8</b>		
	<b>Tier 3 → Tier 2</b>	<b>Tier 3 → Tier 1</b>	<b>Tier 2→ Tier 1</b>
<b>Crittenden</b>	6/15 <b>40%</b>	1/15 <b>7%</b>	sample too small
<b>Graham</b>	7/41 <b>17%</b>	4/41 <b>10%</b>	sample too small

### Math Proficiency Data by Grade Level

	All			SED			ELs		
	Tier 3 → Tier 2	Tier 3 → Tier1	Tier 2→ Tier 1	Tier 3 → Tier 2	Tier 3 → Tier1	Tier 2→ Tier 1	Tier 3 → Tier 2	Tier 3→ Tier1	Tier 2→ Tier 1
<b>Kinder</b>	No Math Tutoring for Kindergarten								
<b>1st,2nd</b>	13/18 72%	2/18 11%	30/36 83%	7/11 64%	1/11 9%	sample size too small	sample size too small	sample size too small	sample size too small
<b>3rd-5th</b>	30/69 43%	10/69 14%	59/83 71%	15/42 35%	6/42 14%	10/21 48%	sample size too small	sample size too small	sample size too small
<b>6-8th</b>	7/17 41%	1/17 6%	17/28 61%	0%	4/12 33%	sample size too small	sample size too small	sample size too small	sample size too small

### Math Proficiency Data by Location

	At-Home			On-Site		
	Tier 3 → Tier 2	Tier 3 → Tier 1	Tier 2→ Tier 1	Tier 3 → Tier 2	Tier 3 → Tier 1	Tier 2→ Tier 1
<b>Kinder</b>	No Math Tutoring for Kindergarten					
<b>1st-2nd</b>	sample size too small	sample size too small	23/27 <b>85%</b>	9/15 <b>60%</b>	2/15 <b>13%</b>	sample size too small
<b>3rd-5th</b>	sample size too small	sample size too small	48/62 <b>77%</b>	27/64 <b>42%</b>	9/64 <b>15%</b>	11/21 <b>52%</b>
<b>6-8th</b>	5/9 <b>55%</b>	1/9 <b>11%</b>	16/23 <b>70%</b>	sample size too small	sample size too small	sample size too small

### Math Proficiency Data by School

In Grades 1-2, there were only 78 students districtwide who received math tutoring and had 50% or more attendance at tutoring sessions. Hence, there were not enough students within each Tier to report scores by school site.

	<b>Grade 3-5</b>		
	Tier 3 → Tier 2	Tier 3 → Tier 1	Tier 2 → Tier 1
<b>Bubb</b>	4/9 <b>44%</b>	sample size too small	11/14 <b>79%</b>
<b>Castro</b>	sample size too small	sample size too small	sample size too small
<b>Imai</b>	sample size too small	sample size too small	sample size too small
<b>Landels</b>	11/21 <b>52%</b>	4/21 <b>19%</b>	9/17 <b>53%</b>
<b>Mistral</b>	sample size too small	sample size too small	6/15 <b>40%</b>
<b>Monta Loma</b>	2/9 <b>22%</b>	1/9 <b>11%</b>	sample size too small
<b>Theuerkauf</b>	sample size too small	sample size too small	sample size too small
<b>Stevenson</b>	sample size too small	sample size too small	13/14 <b>93%</b>
<b>Vargas</b>	8/16 <b>50%</b>	3/16 <b>19%</b>	sample size too small

	<b>Grades 6-8</b>		
	Tier 3 → Tier 2	Tier 3 → Tier 1	Tier 2 → Tier 1
<b>Crittenden</b>	5/12 <b>42%</b>	0/12 <b>0%</b>	sample size too small
<b>Graham</b>	sample size too small	sample size too small	11/13 <b>85%</b>

## **Improvement in Proficiency Data Summary:**

### ***Overall***

- In grades 1-2 ELA and Math had similar student growth rates.
- In grades 3-8 more students improved proficiency into Tier 1 in math than in reading
- In grades 3-8 overall growth rates were higher than in grades 1-2.
- Kindergarten improving proficiency rate was very high at 75%

### ***Reading Data Summary***

- In grades 1-5, more students in Tier 3 improved proficiency to Tier 2 or Tier 1 than in grades 6-8
  - 59% in grades 1-2
  - 53% in grades 3-5
  - 32% in grades 6-8
- In grades K, 3-5, 6-8, more than 70% of students moved from Tier 2 (one grade level below) to Tier 1 (on or above grade level) (grades 1-2 had 57%)
- In Grades 1-2, more SED students improved from Tier 3 (two or more grade levels below) to Tier 2 (one grade level below) than other grade levels
- EL subgroup data shows,
  - 50% of ELs in grades 1-5 improved from Tier 3
  - 6% of ELs in grades 6-8 improved from Tier 3
- In Kindergarten, most sites had 70-80% of students improve from Tier 2 to Tier 1. Mistral had 54% and Landels had 100%.
- Could not compare achievement for grades 1-5 in Reading because the sample sizes were too small to report Tier data in most schools.
- In grades 6-8, 47% of students at Crittenden and 27% of students at Graham improved from Tier 3
- Students that improved proficiency from Tier 3 or Tier 2 into Tier 1 (below grade level to on or above grade level)
  - 75% of students in Kindergarten
  - 37% of students in grades 1 and 2
  - 39% of students in grades 3-5
  - 19% of students in grades 6-8

### ***Math Data Summary***

- With just 33 EL students participating in Math tutoring reaching the 50% attendance criteria, all reporting categories had sample sizes too small to report.
  - Overall 49% of EL students that participated in tutoring improved their proficiency level in math
- Over 50% of students starting in Tier 3 improved their proficiency level in grades 3-8
- In Grades 1-2, all students and the SED subgroup had the highest percentage of students improve their proficiency level
- Although students in Tier 3 improved their proficiency level, a higher percentage of students starting in Tier 2 improved their proficiency level to Tier 1
- Students improved proficiency from Tier 3 or Tier 2 into Tier 1 (below grade level to on or above grade level)
  - 38% of students in grades 1 and 2

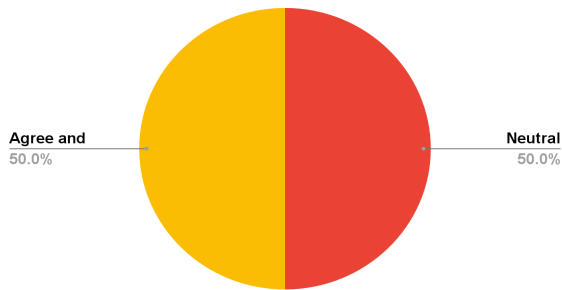
- 45% of students in grades 3-5
- 40% of students in grades 6-8

**Qualitative Survey Data:**

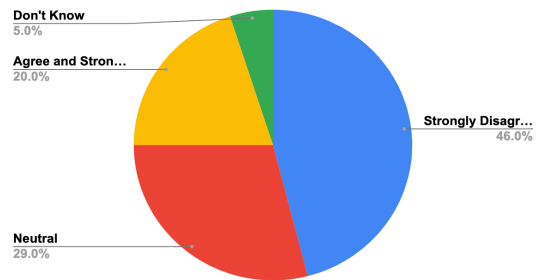
- Results included below are from a District survey conducted between May 23 through May 27 2022 with the following constituents:
  - Parents
  - Teachers
  - Principals
  - SCEFs and ARISes
  - Afterschool Program Staff

*Survey Question: After School Tutoring helped to fill learning gaps/helped my child's academic skills*

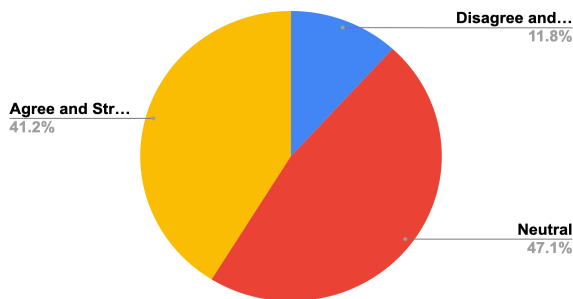
**Principals**



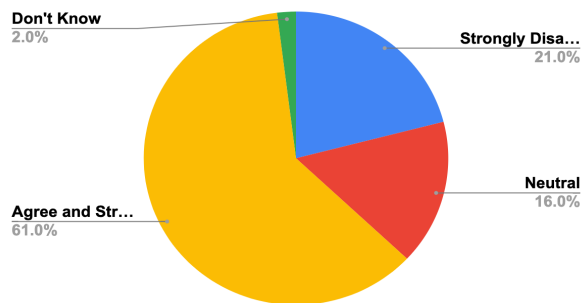
**Teachers**



**ASP Staff**

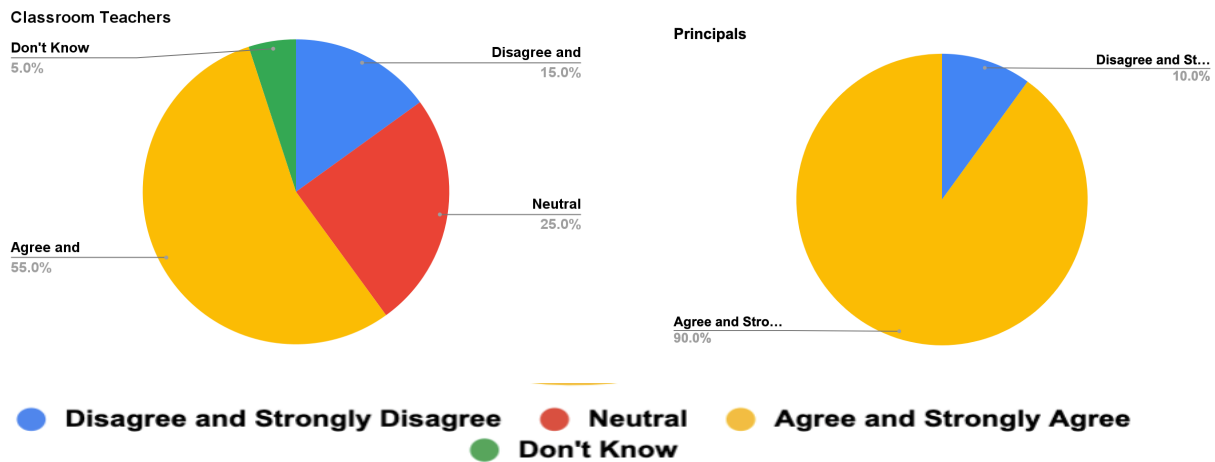


**Parents**



*Teacher and Principal Survey Question: The RTI tutoring support helped students with learning loss caused by the pandemic*





### Themes from open ended parent responses:

#### Successes:

- “When my child had a consistent tutor he benefitted”
- “individualized to my child’s needs, offered review, child able to catch-up”
- “helpful with English skills”
- “confidence improved”
- “skills improved”

#### Areas for Improvement

- “tutoring was inconsistent”
- “too much screen time”
- “too slow”
- “face to face is better”
- “technical difficulties were frustrating”

### Themes from open ended principal comments:

#### Successes:

- K-2 face to face tutors
- students had a place to do their tutoring (on-site)
- extra support was provided to students

#### Areas for Improvement

- smaller scale, more targeted to those who need it most
- the chat-based format was more successful for students close to grade level, less effective for struggling students

### Themes from open ended classroom teacher comments:

#### Successes:

- Virtual tutoring was appreciated, but in-person would be more beneficial

- Virtual tutoring was inconsistent and at times not at the student's skill level
- Resources could be used toward teachers tutoring

#### **Areas for Improvement:**

- Support during RTI was appreciated
- For RTI tutoring, need more time to collaborate with the tutor
- For RTI tutoring, more consistency in attendance needed

#### **Themes from After School Program Comments (RAS, YMCA, BTB)**

##### **Successes:**

- Students became comfortable in the routine and in asking for support
- Liked teaching them, seeing their progress, working on learning goals
- Small groups

##### **Areas for Improvement:**

- Lessons seemed repetitive
- More targeted to the varying levels of the students even within the same grade
- Fine the way it is

#### **SCEF and ARIS Survey Data**

*Survey Question:* I received support from the district office staff.

75% Agree or Strongly Agree, 25% Neutral

*Survey Question:* Most parents liked tutoring.

13% Agree or Strongly Agree, 25% Neutral, 37% Disagree, 25% Don't Know

##### **Comment Themes:**

- Students were engaged and learned when they were able to login
- Inconsistent tutor availability and frequent technical difficulties interfered with effectiveness

#### **Overall 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 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
- In grades 3-5, the virtual chat-based tutoring yielded more students meeting their growth target 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

## Overall 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
- 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
- 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

## Conclusions

- 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
- 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.

## 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
- 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

## Next Steps

- 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
- We will 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