



ESSER

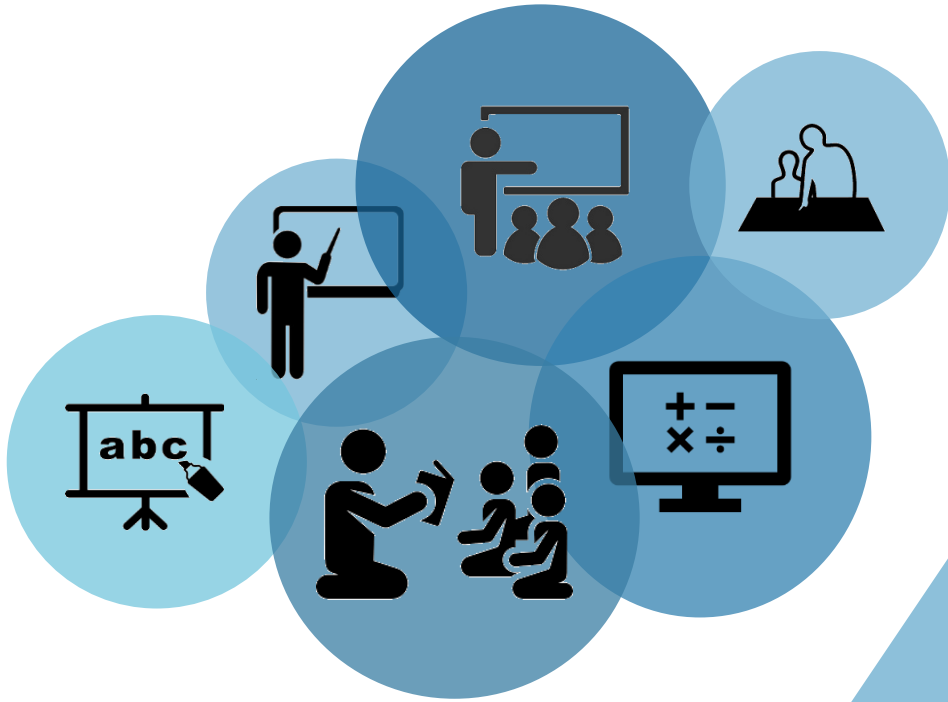
Investments & Impacts



Tutoring Program

Fall 2021 Implementation Report

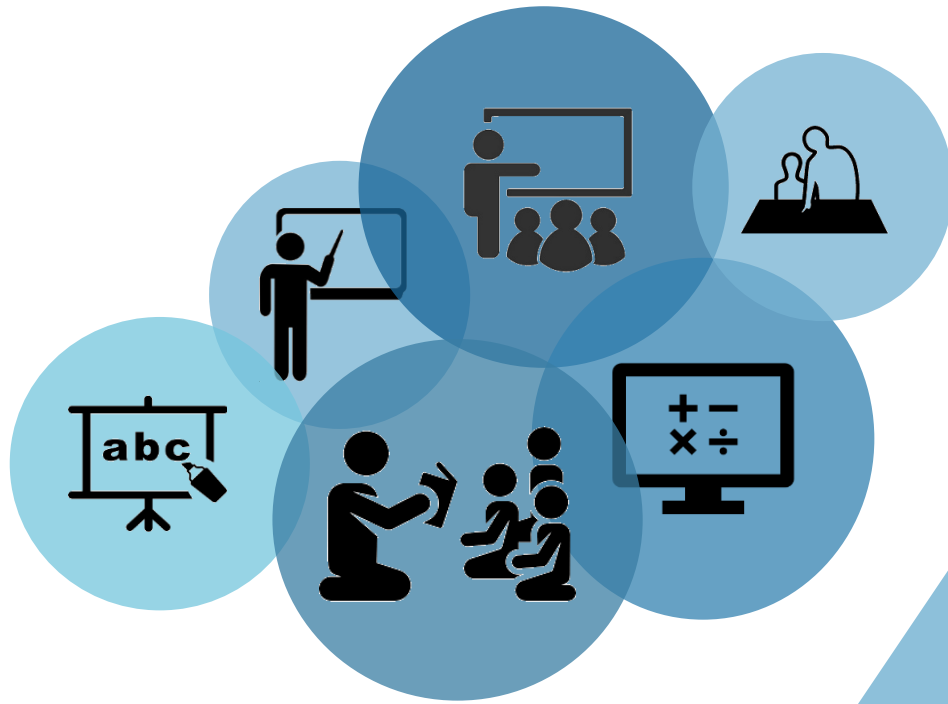
Program Overview



ESSER funding was used to provide tutoring support to any student who needed help with academic recovery due to the pandemic:

- Before and after-school, either in-person or remotely
- Non-school days: fall/winter break, Saturdays
- Prep period buyouts during the school day
- Intervention substitutes to provide small-group or one-on-one learning, during school

Tutoring Models



Schools were given flexibility to select the tutoring model(s) to best meet their needs:

- Large group after school or at lunch
- Intervention teachers/subs
- Prep-period buyouts
- Small-group targeted help
- One-on-one tutoring before or after school

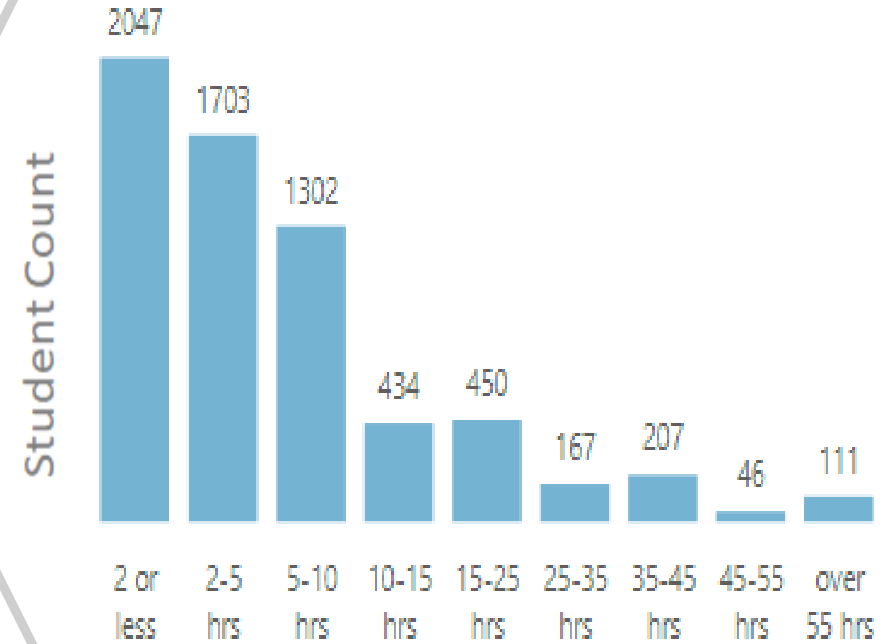


District-level Data

- Funding allocated 2021-22: \$1,471,978.76
- 58% of tutored students received ≤ 5 hours of tutoring

*All schools without TEAM UP programs

**Multi-Level schools: Gerlach,
Mount Rose, North Star



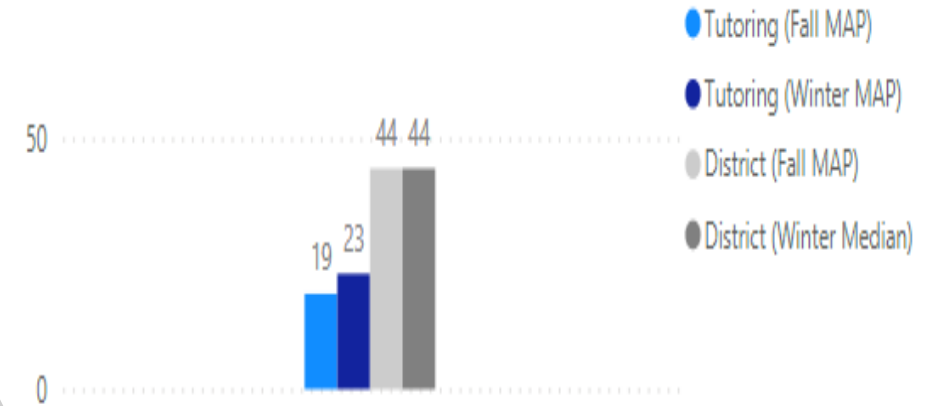
School Type	# of Schools	# of Tutors	# of Students Tutored	# of Hours Students Tutored	\$ per Student	\$ Spent
Elementary*	40	83	1,883	28,260	\$72.75	\$136,997.13
Middle*	14	133	1,831	17,871	\$36.63	\$67,065.23
High	12	153	2,753	15,391	\$37.30	\$102,696.57
Multi-Level**	3	13	~	~	~	\$3,758.04
TOTAL	69	382	6,467	61,522	\$48.02	\$310,516.97



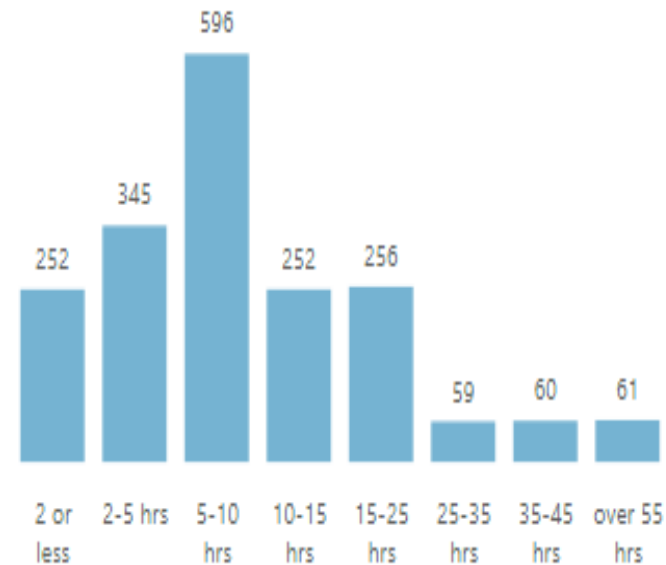
Elementary Schools

- \$13,500/year/school
- MAP-ELA Median percentile score (grades 1-3) improved +4 percentile points compared to the District, which remained flat (fall to winter)
- 50% of tutored students received 2-10 hours of tutoring

MAP MEDIAN PERCENTILE



Student Count

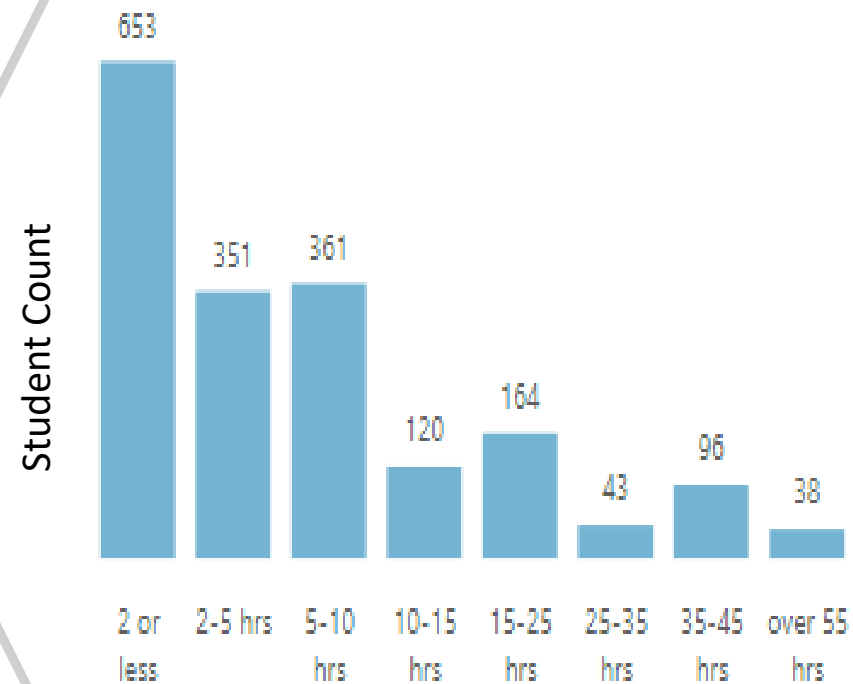
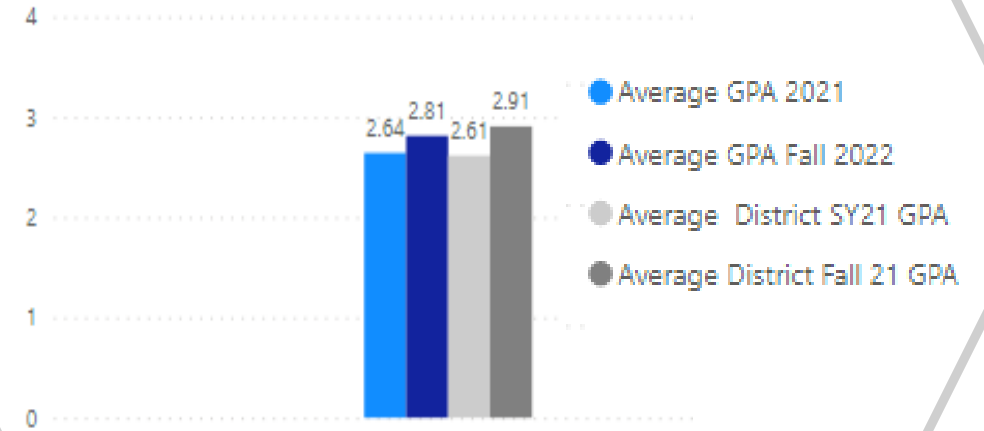




Middle Schools

- \$30,000/year/school
- GPA averaged +0.17 for tutored students and +0.30 for the district, from SY 2021 to Fall 2021
- 55% of tutored students received ≤ 5 hours of tutoring

GPA Comparison

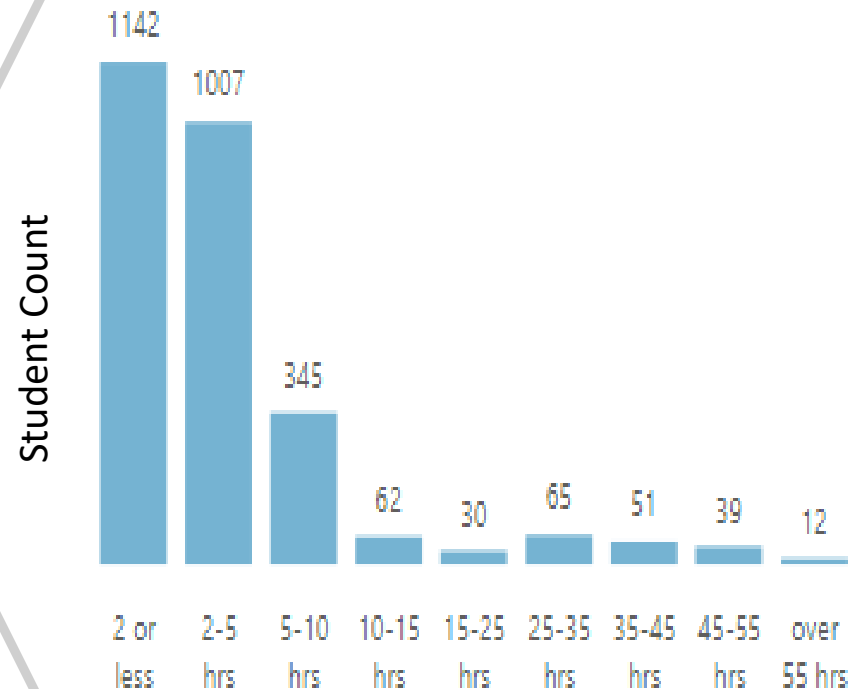
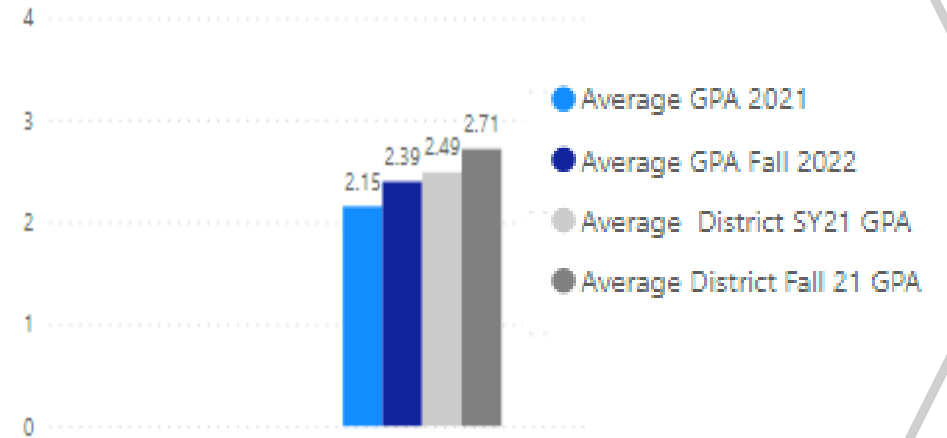




High Schools

- \$40,000/year for large, comprehensive high schools
- \$10,000/year for smaller & specialized high schools
- GPA averaged +0.24 for tutored students and +0.22 for the district, from SY 2021 to Fall 2021
- 78% of tutored students received ≤ 5 hours

GPA Comparison





Best Practices

Tutoring is most effective when:

- It is provided in high doses, defined as 1-3 students at a time per tutor, 30-60 min at a time, 3-5 days/week
- It is provided by certified teachers
- Student data and academic gains are tracked
- Clear and measurable short- and long-term goals have been set

“Tutoring can positively impact student learning outcomes through opportunities for relationship-building and receiving direct attention.”



From Hanover Research (2021) and Ed Research for Recovery (2020)



Positive Attendance

Fall Data Collection

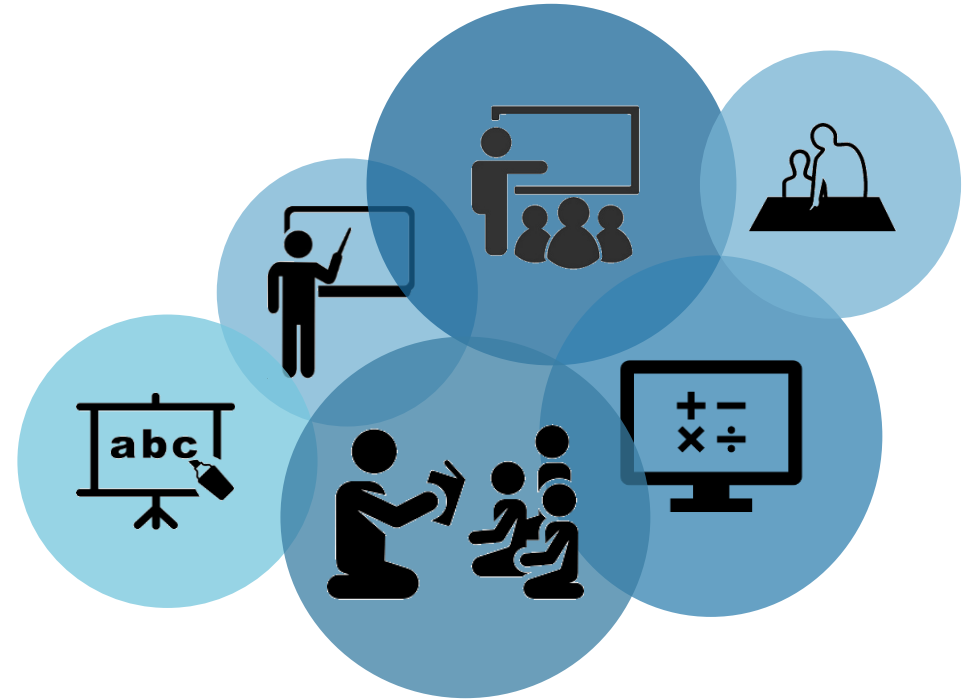
- Each school provided a list of all students tutored and total tutoring hours for the semester
- Excel spreadsheets are more prone to error (e.g. transpose student ID#, etc.)
- Time-consuming; labor intensive


Spring Data Collection

- Tutors can take positive attendance without the risk of it counting against a students' standard attendance record
- Most schools have set up their ESSER tutoring sections and are taking attendance in IC
- Students can now be rostered to a section in Infinite Campus, which allows us to tie achievement to tutoring in each subject
- We can track group size information
- Tutoring becomes part of a students' academic record

Key Takeaways

- Schools had the flexibility to use the money where they needed it
- Planning and implementation timelines were challenging due to many interdependent factors
- Schools building on past experience have more effective programs
- Data reflected limited academic achievement due to the diverse implementations and limits in collection
- Data collection is being improved through positive attendance





Café Activity – Critical Questions

1. Staffing has been a limiting factor for many programs including tutoring. We have tools such as, Lexia, DreamBox, Benchmark, Reading A-Z, Edgenuity etc. How can we more effectively harness technology to meet tutoring goals?
2. The tutoring umbrella gives schools flexibility in implementation. How do we preserve that flexibility while encouraging use of tutoring best practices, now that we know more about them? When thinking of how we define "tutoring" for schools, how do we best serve them?
3. As we reflect on improving the effectiveness of these programs, what other thoughts & ideas does this information activate?



Every child, by name and face, to
graduation.