



**STUDENT AND TUTOR OUTCOMES  
REPORT ON ACADEMIC YEAR 2022-23**

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## EXECUTIVE SUMMARY

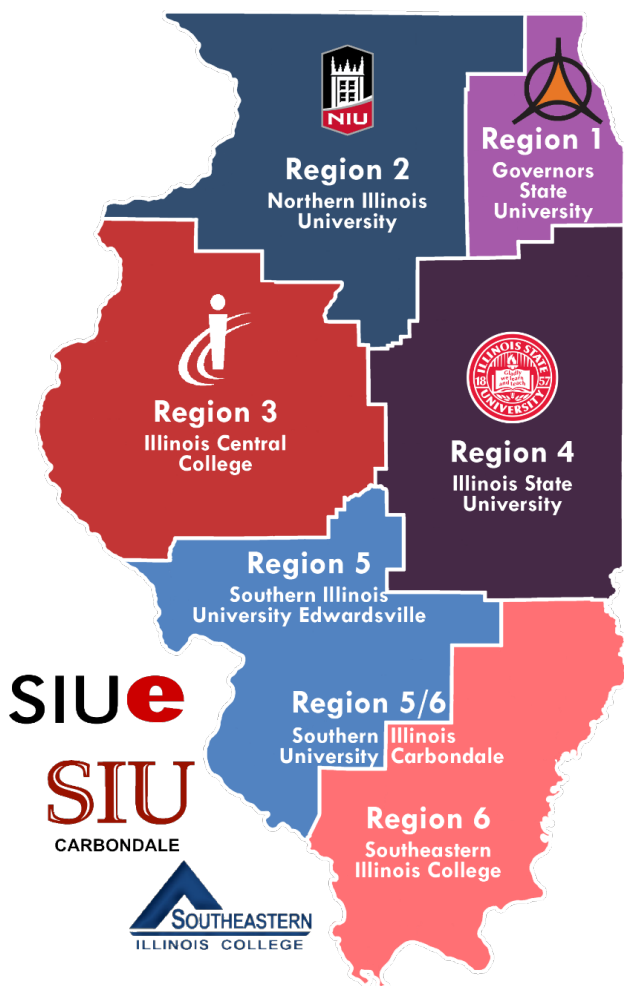
The Illinois Tutoring Initiative (ITI) stems from the work of the Illinois P-20 Council in spring 2021 to identify evidence-based strategies for learning renewal and support for students, educators, and the broader community as part of pandemic recovery. The resulting [P-20 Council Learning Renewal Resource Guide](#) (March 2021) highlighted 12 priority areas for learning renewal, including a focus on providing extended learning experiences through high-impact tutoring. Subsequently, high-impact tutoring was identified as one of four pillar initiatives for state-wide implementation. In addition, the Illinois higher education strategic plan, "[A Thriving Illinois](#)," calls for closing equity gaps in education through Equity Strategy 1: Support the ongoing learning renewal of students and implementation of evidence-informed student support practices. The Illinois Tutoring Initiative is a partnership between higher education and K-12 priority school districts to support student learning in reading and math in grades 3-8, along with tutoring in high school math.

The Illinois Board of Higher Education (IBHE) was contracted by the Illinois State Board of Education (ISBE) to engage higher education partners, including the Illinois Community College Board (ICCB), in creating and implementing [high-impact tutoring](#) for priority districts across Illinois. These agencies, along with the Governor's Office Learning Renewal team, have collaborated to guide the development and implementation of the Illinois Tutoring Initiative. Seven institutions of higher education are partners in providing high-impact tutoring: Governors State University, Illinois Central College, Illinois State University, Northern Illinois University, Southeastern Illinois College, Southern Illinois University Carbondale, and Southern Illinois University Edwardsville. Illinois State University also provides overall administrative support for the project including, tutor training and development, tutor matching and scheduling, data collection, and research.

The mission of the Illinois Tutoring Initiative is to build confident learners through high-impact tutoring. This Illinois Tutoring Initiative report highlights student and tutor outcomes for Academic Year 2023 (AY23; 2022-2023 school year) along with demographic information. Insights from students, tutors, and district and higher education partners are also included with permission. In summary:

- Data was analyzed for 1,379 individual students in grades 3-8 who received tutoring services; this number indicates the students with data submitted; 38% were tutored in both fall 2022 and spring 2023;
- 68% of these students tutored in fall and 73% of these students tutored in spring were from low-income families;
- 649 trained tutors provided over 57,700 tutoring sessions in reading and/or math; and
- 58 school districts and 133 school sites were partners in the ITI.

Figure 1: Tutoring Regions and Institutional Partners



Updated results for AY23 indicate that across multiple data sources, tutored students made more consistent growth over time in both reading and math than those who were not tutored between fall 2022 and spring 2023. These results are consistent across both local and state assessments. Impacts of tutoring were even greater in math for students receiving special education services and those who are English Language Learners (ELL). Students tutored in reading were further assessed using a tool to evaluate their reading engagement and motivation. From fall 2022 to spring 2023 students indicated increased certainty that they could independently sound out difficult words, read difficult books, and felt their skills were more comparable to their peers. Students also noted increased persistence in reading and an overall increase in motivation to read. These beliefs are important cognitive components of reading comprehension, leading to increased reading achievement.

At the end of each tutoring session students were asked to complete a brief evaluation. Across AY23, students consistently reported high confidence in understanding the material, enjoyment, and learning at rates of about 90% or better. The ratings on self-evaluations improved in each measured category for tutored students from fall 2022 to spring 2023.

Tutors were surveyed about how self-efficacious they felt about tutoring at the beginning and end of the spring 2023 semester. Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment. Tutors responded to questions about their ability to engage students, ask good questions, provide multiple explanations, and assess student learning. Results indicate that the tutor's sense of self-efficacy grew for all items on the self-efficacy instrument, including those listed above.

Among other items, tutors were trained on the features of high-impact tutoring and asked to self-report their use of the elements of high-impact tutoring after each session. Staff at each institutional partner performed in-person observations of tutors at tutoring sites to conduct additional checks for fidelity to the program and identified areas where tutors might need additional support. Across elements of high-impact tutoring, there was a general alignment between tutors' self-reported fidelity to the program and the behaviors observed by institutional partners.

Additionally, just as students were asked to reflect on each session briefly, tutors were asked to complete an exit survey. Approximately 90% of tutors across fall 2022 and spring 2023 reported that the tutoring sessions went well, and that they enjoyed the session. There was positive growth from fall 2022 to spring 2023 in the percentage of tutors reporting positive student engagement and learning.

Student attendance at tutoring sessions during AY23 was inconsistent. While tutors across the state averaged over 80% attendance, student attendance was approximately 60%. A key component of high-impact tutoring features consistently meeting with students for one hour at least three times each week. Lower attendance is potentially a limiting factor to the benefits experienced by students with poor attendance. District partners indicated that attendance issues at after-school tutoring sessions, particularly among middle school students, were compounded by competing after-school activities. Transportation was also an issue impacting attendance, despite the efforts of institutional and district partners to implement an array of options to eliminate this as a factor. Institutional partner offices continue to work with districts to find creative solutions for scheduling tutoring sessions during the school day and to increase attendance rates.

The Illinois Tutoring Initiative includes a research agenda led by scholars at Illinois State University. This report provides a first look at student and tutor outcomes for AY23. Additional scholarly reports will follow to provide the detailed analysis behind the findings outlined here.

For more information on the Illinois Tutoring Initiative and its mission to build confident learnings through high-impact tutoring, visit [IllinoisTutoringInitiative.org](https://IllinoisTutoringInitiative.org).

## TUTORED STUDENTS

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“When he is in class, he barely speaks a word, but when he comes into tutoring after school, he never stops talking. I have seen his confidence grow so much and he is so comfortable in this small group of students.”

**Stephanie Petrich**

*Burnham Elementary, Burnham School District 154-5  
Region 1 – Governors State University*

“Before, I did not know what to do in class, and now I am able to do more than I could before. Playing the learning games is the best because we get to laugh and have fun. “

**Student**

*Rochelle Middle School, Rochelle CCSD 231  
Region 2 – Northern Illinois University*



“I love the educational games that we play, reading books, and I love the rewards for doing a good job. I think tutoring is helping me because I am learning to read better and I'm making better grades.”

**Student**

*Peoria Sterling Middle School, Peoria School District 150  
Region 3 – Illinois Central College*

“Tutoring has helped me reach better grade goals in the classroom and has motivated me to complete my homework. I've also had fun building a relationship with my tutor and working with kids outside my classroom. “

**Student**

*Donovan Middle School, Donovan CUSD 3  
Region 4 – Illinois State University*





“It is helping me to sound out words. This helps me read books to get an education. Then I can get a job when I grow up and can get a house. When I get older, I can help my kids do their homework.”

**Student**

*Cahokia Penniman Elementary School, Cahokia CUSD 187  
Region 5 – Southern Illinois University Edwardsville*

“Learning is fun, and I wish that I could come all summer long. I like learning about words and making stories about dinosaurs.”

**Student**

*Thomas Elementary School, Carbondale District 95  
Region 5/6 – Southern Illinois University Carbondale*



“I love tutoring because I get my math homework done. I went from an F to a C. “

**Student**

*Washington Attendance Center, Carmi-White CUSD 5  
Region 6 – Southeastern Illinois College*

## OUTCOMES, ATTENDANCE, AND PERCEPTIONS

Throughout the 2022-23 academic year, districts submitted interim assessment data for students in reading and math, regardless of the subject area tutored. Numbers reflect students for whom data was available for each of the assessment points of the school year (for example, fall 2022 to winter 2022-23, the students had reported scores for both fall 2022 and winter 2022-23 assessment periods). Student growth between assessment points was measured by standard scores on the district-selected interim assessment. Assessments included AIMSweb, Fastbridge, I-Ready, NWEA MAP, and STAR Renaissance. If a standard score remained the same between two periods, the student made the expected growth during that period. If the score increased, the student made more growth than expected on the local assessment. Students who were recommended for tutoring were also evaluated with the Illinois Assessment of Readiness (IAR). The IAR is only administered once each year.

### Tutored Student Growth – Reading

#### State Assessment Data

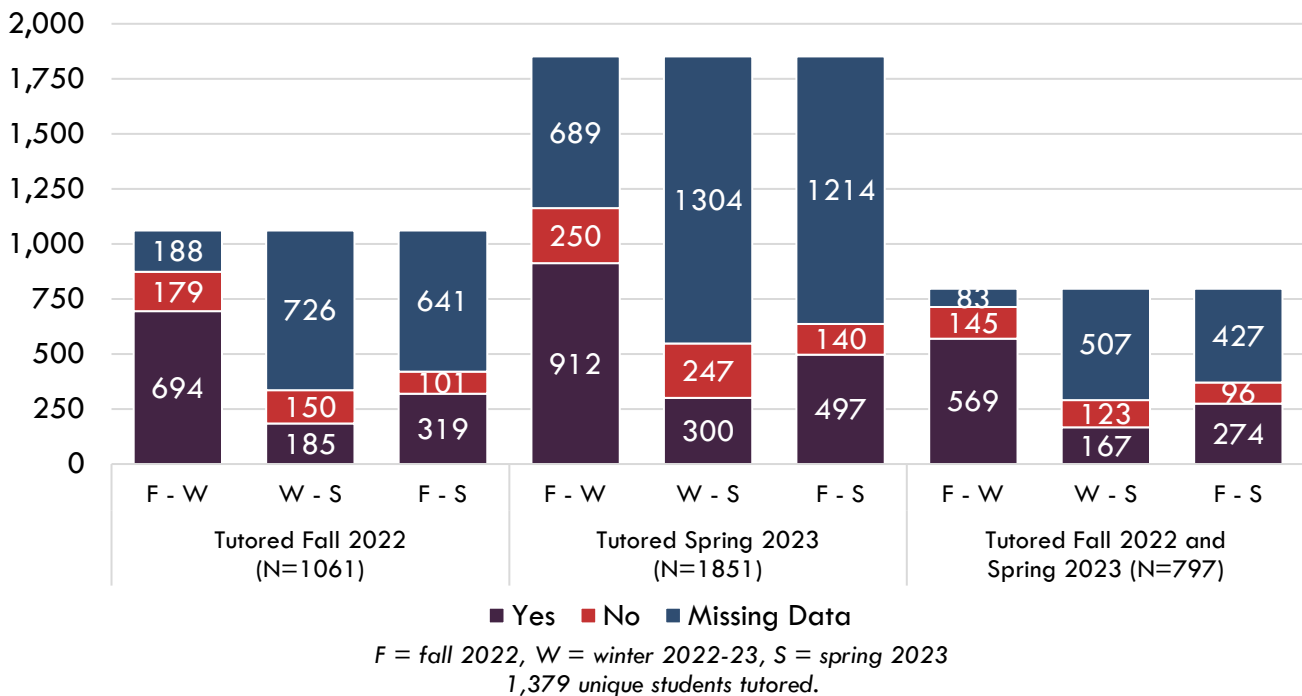
State data results were evaluated for 3,124 students (1,379 tutored, 1,745 not tutored) who were recommended for tutoring during AY23. The IAR Reading results indicate that students who were tutored statistically outperformed those who were not tutored during both 2022 ( $t_{(546)}=2.49, p=.006$ ) and 2023 ( $t_{(2,2528)}=2.82, p=.002$ ).

More time is needed to determine the impact of tutoring in reading for students in special education and those who are ELL. Reading achievement is complex and assessments of reading cover a variety of skills (vocabulary, comprehension, etc.) when compared to math achievement assessments which assess primarily computation skills.

#### Local Assessment Data

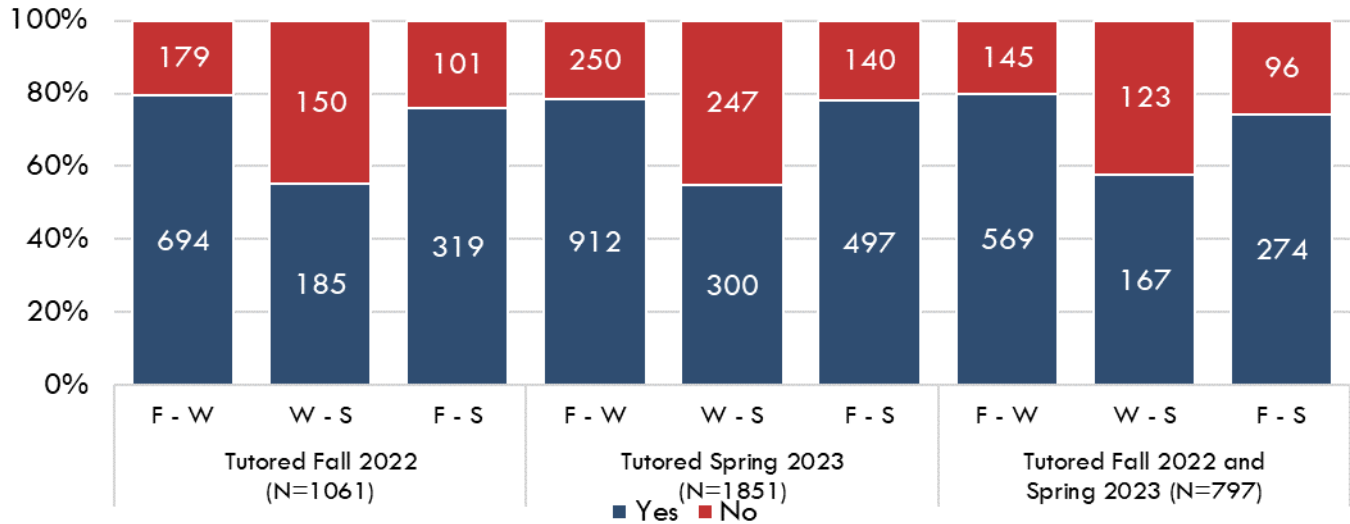
Results displayed below show how many students met or exceeded expected growth between the noted semesters.

Figure 2: Students Demonstrating Growth in Reading – Number



Local assessment results indicate that approximately 80% of students with data met or exceeded expected growth in reading between fall 2022 and winter 2022-23 and between fall 2022 and spring 2023. This pattern is consistent, whether students were tutored in fall 2022, spring 2023, or both semesters.

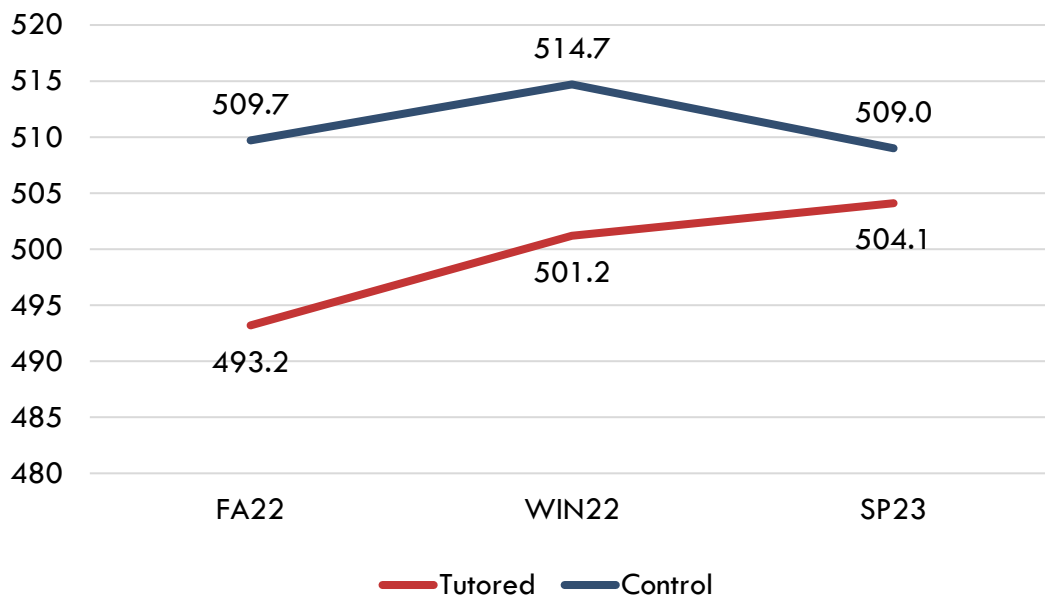
Figure 3: Students with Growth in Reading – Percent



F = fall 2022, W = winter 2022-23, S = spring 2023  
1,379 unique students tutored.

When looking at growth over time, students who were tutored demonstrated more consistent growth in reading compared to their non-tutored peers. Tutored students improved with each administration of the Fastbridge assessment. In comparison, those who were not tutored decreased by the end of the assessment period. This result is particularly evident for reading scores on Fastbridge.

Figure 4: Estimated Marginal Means of Reading Scores (Fastbridge)





## Student Reading Motivation

Reading motivation refers to a student's beliefs about the processes and outcomes of reading.<sup>1</sup> Student reading motivation was measured at the start and end of the spring 2023 semester through a survey. Across all items, tutored students reported positive growth in their reading habits and beliefs from the beginning of the semester, indicating an increase in confidence as it relates to reading. Students indicated an increased certainty that they could independently sound out difficult words, read difficult books, and felt their skills were more comparable to their peers. Students also noted increased persistence in reading. These beliefs are important cognitive components of reading comprehension leading to increased reading achievement.

Table 1: Student Reading Survey Questions and Results

<i>Survey Instructions: Read each item and rate how certain you are that you can do the things described below.</i>	<b>Start of Spring 2023 Semester (N=1,116)</b>	<b>End of Spring 2023 Semester (N=1,307)</b>
Read out loud in front of the class	4.68	4.90
Continue reading even when I find it difficult	5.05	5.27
Work out the sounds in words I have not seen before	5.20	5.32
Sound out a word that I find hard to read	5.18	5.33
Read on my own without an adult's help	5.49	5.66
Read things that are harder than the books I normally read at school	4.80	5.06
Know what I can do to improve my reading	5.17	5.38
	<b>Start of Spring 2023 Semester</b>	<b>End of Spring 2023 Semester</b>
Continue reading even when I find the subject boring	4.67	4.68
Read out loud quickly and still get words right	4.38	4.59
Make out words easily when I read	5.00	5.15
Improve my reading if I really want to	5.39	5.54
Continue reading even when I do not like the subject	4.74	4.91
Read as well as my friends	4.79	5.06
Continue reading even when I get frustrated	4.60	4.73
Practice reading in my spare time even when I don't have to	4.36	4.49
Read without making lots of mistakes	4.55	4.75
Read difficult books	4.55	4.85
Read a book I have not read before	5.51	5.62
Work out the sounds in words I have not seen before	5.28	5.40

*Likert scale: 1-7 with 1=Very certain I cannot do and 7=Very certain I can do*

<sup>1</sup> Guthrie, J. T., Wingfield, A. (2000). Engagement and motivation in reading. In Kamil M. L., Mosenthal P. B., Pearson P. D., Barr R. (Eds.), *Reading research handbook* (Vol. 3, pp. 403-424). Lawrence Erlbaum.

## Tutored Student Growth – Math

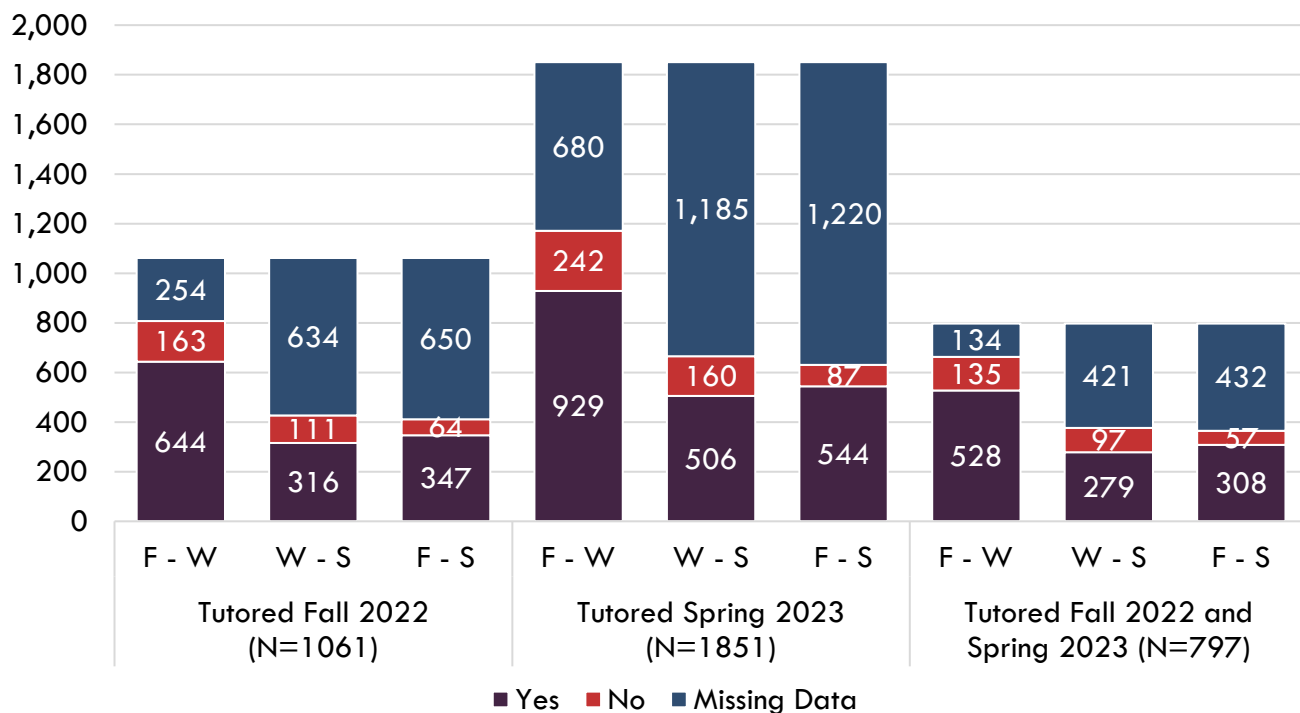
### State Assessment Data

State data results were evaluated for 3,124 students (1,379 tutored, 1,745 not tutored) who were recommended for tutoring during AY23. The IAR Math results indicate that students who were tutored statistically outperformed those who were not tutored during both 2022 ( $t_{(546)}=5.86, p<.001$ ) and 2023 ( $t_{(2,2525)}=5.92, p<.001$ ).

Additionally, students who received special education services and those who are ELL had statistically higher levels of progress if they were tutored.

Results displayed below show how many students met or exceeded expected growth between the noted semesters.

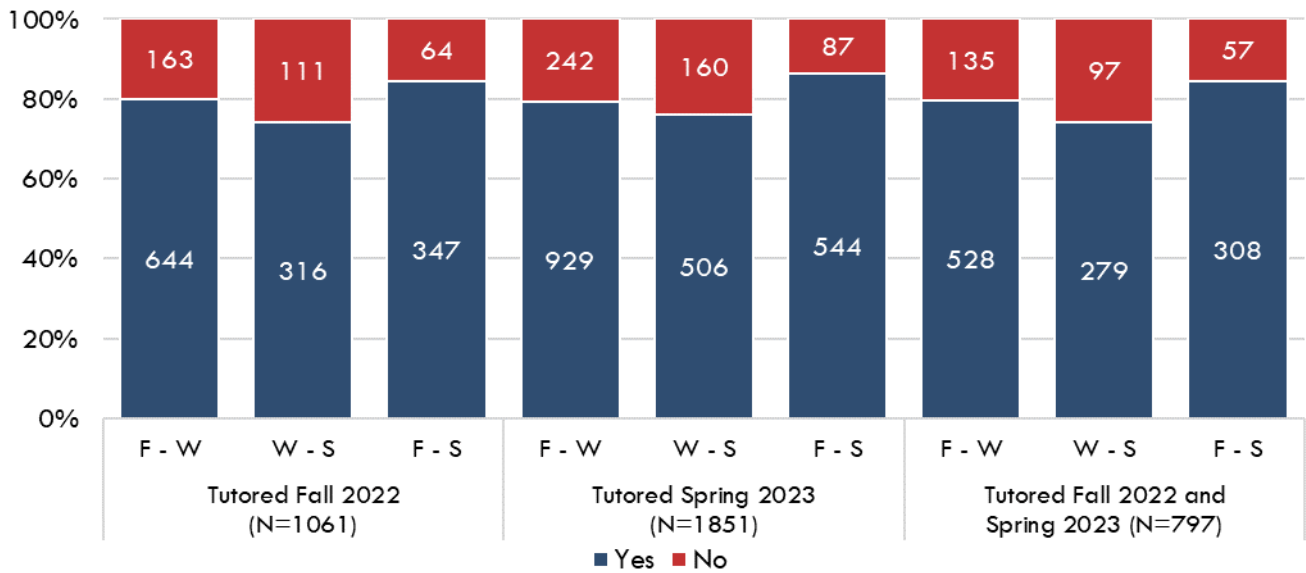
Figure 5: Students with Growth in Math – Number



F = fall 2022, W = winter 2022-23, S = spring 2023  
1,379 unique students tutored.

Local assessment results indicate that about 80% of students with data met or exceeded expected growth in math between fall 2022 and winter 2022-23 and nearly 90% between fall 2022 and spring 2023. This positive pattern is consistent, whether students were tutored in fall 2022, spring 2023, or both semesters.

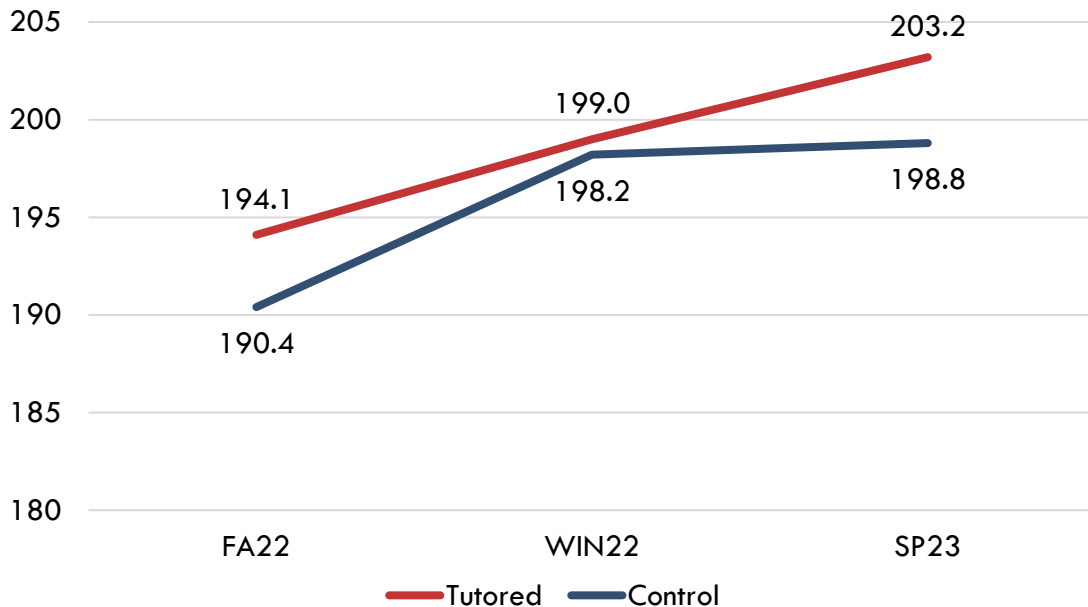
Figure 6: Students with Growth in Math – Percent



F = fall 2022, W = winter 2022-23, S = spring 2023  
1,379 unique students tutored.

When looking at growth over the school year, students who were tutored demonstrated consistent growth in math compared to their non-tutored peers. Non-tutored students (control) demonstrated a flat level of growth or a decrease between the final two data points of the year. This result is particularly evident for math scores on the NWEA MAP.

Figure 7: Estimated Marginal Means of Math Scores (NWEA)

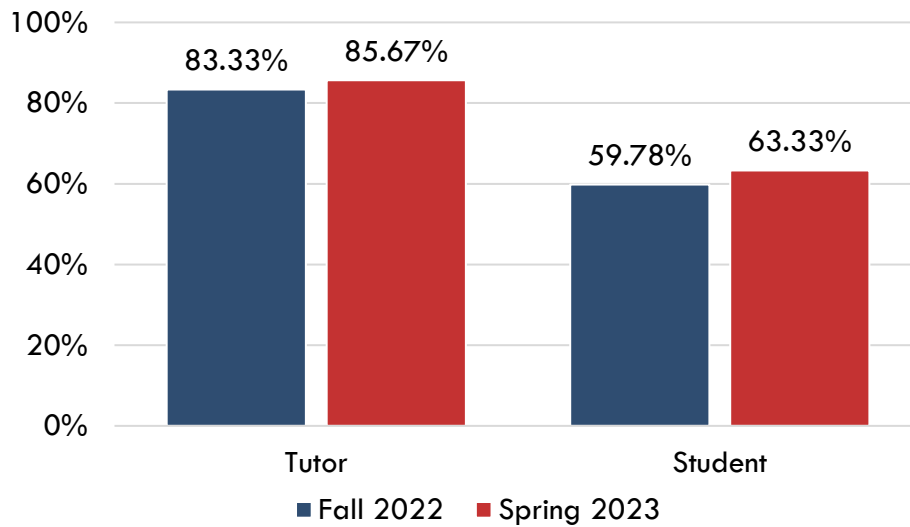


### Attendance Rates

While tutors across the state averaged over 80% attendance, student attendance at about 60% was a concern and potentially a limiting factor to the benefits experienced by students. Districts indicated that attendance issues at after-school tutoring sessions, particularly among middle school students, were compounded by competing after-

school activities. Transportation was also an issue impacting attendance, despite the efforts of institutional and district partners to implement an array of options to eliminate this as a factor. Institutional partner offices are continuing to work with districts to find creative solutions for scheduling tutoring sessions during the school day and to increase attendance rates.

Figure 8: Tutor and Student Attendance Rates



### Student Session Feedback

At the conclusion of each tutoring session, students completed a short feedback survey. Results across all students across all sessions are reported below. Students reported consistently high confidence in understanding the material, enjoyment, and learning. The N = number of completed surveys.

Table 2: Student Feedback Survey Questions and Results

Question	Fall 2022 (N=12,893)		Spring 2023 (N=46,830)	
	Percent*	Average Score	Percent*	Average Score
How confident are you that you understood the material in this tutoring session?	91.61%	4.55	93.59%	4.66
How much did you enjoy this session?	92.75%	4.63	94.43%	4.69
How much do you think you learned this session?	86.23%	4.37	90.00%	4.52
Overall, how did this tutoring session go?	94.32%	4.66	95.09%	4.71

\*Percentage of surveys with positive response (4 or 5 on a 5-point Likert scale).

Likert scale = 1-5 with scales differing by question

	Confidence	Enjoyment	Learning	Overall
1	Not confident at all	Did not enjoy at all	Almost nothing	Not well at all
2	Slightly confident	Enjoyed a little bit	A little bit	Slightly well
3	Somewhat confident	Enjoyed somewhat	Some	Somewhat well
4	Quite confident	Enjoyed quite a bit	Quite a bit	Quite well
5	Extremely confident	Enjoyed a tremendous amount	A tremendous amount	Extremely well

## Student Demographics

Student participants were served across regions, grades, subjects, income levels, ability levels, and languages spoken. The largest concentration of tutoring occurred in literacy at the elementary level.

Figure 9: Students Tutored by Region

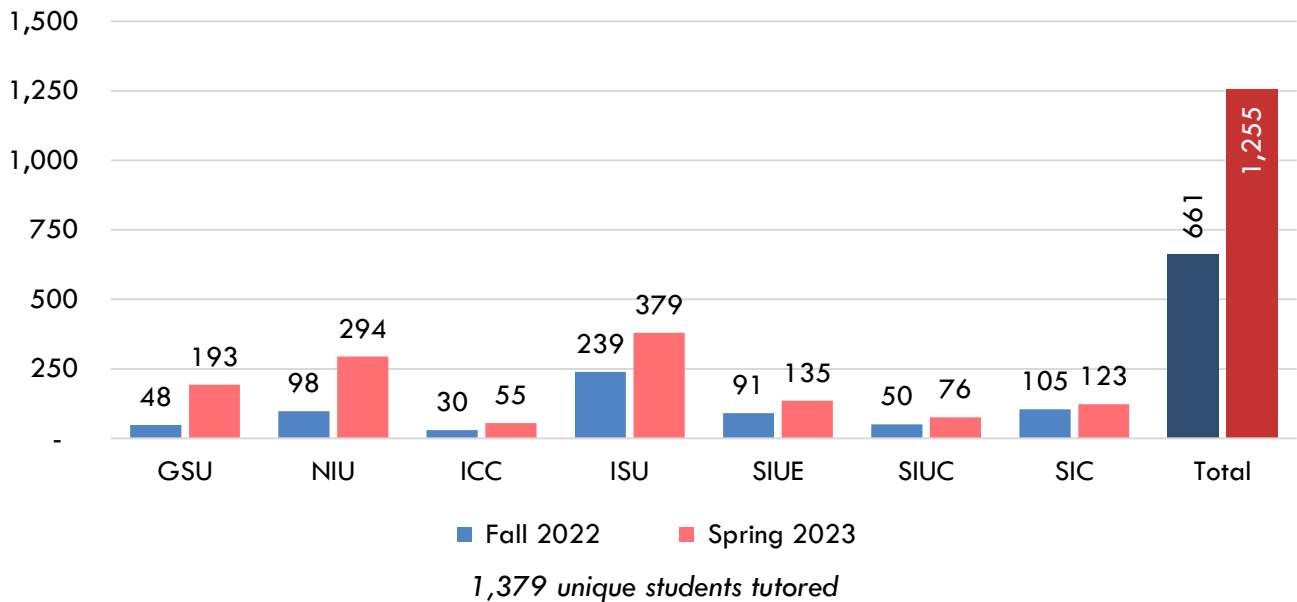


Figure 10: Students Tutored by Grade

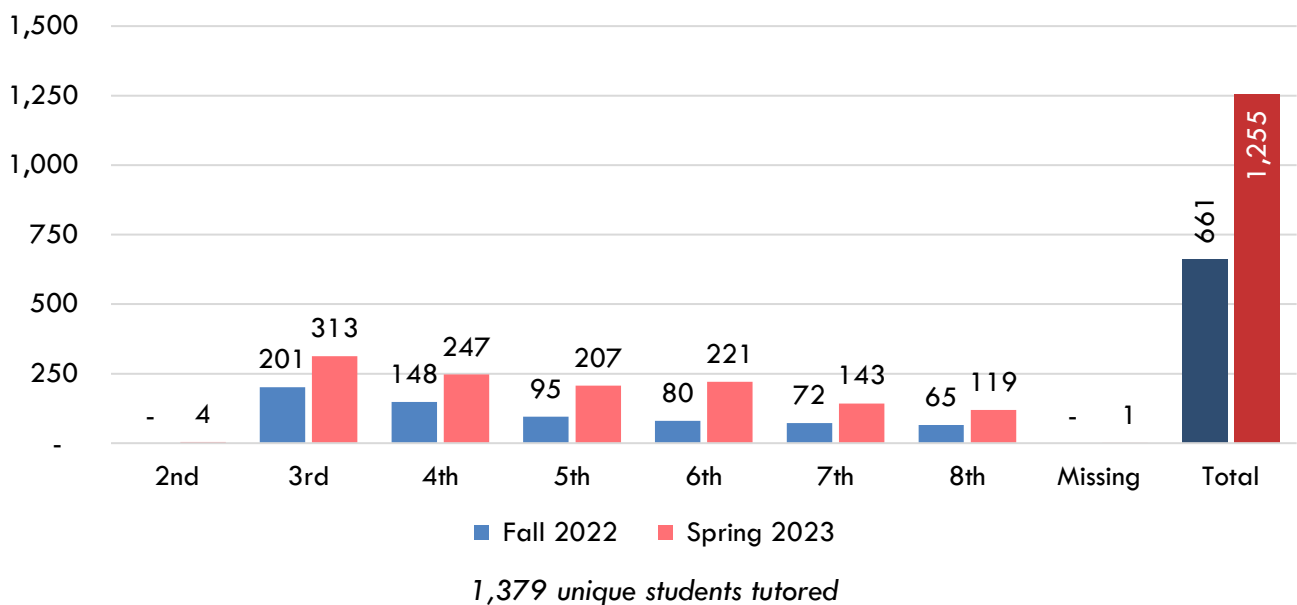


Figure 11: Students Tutored by Subject

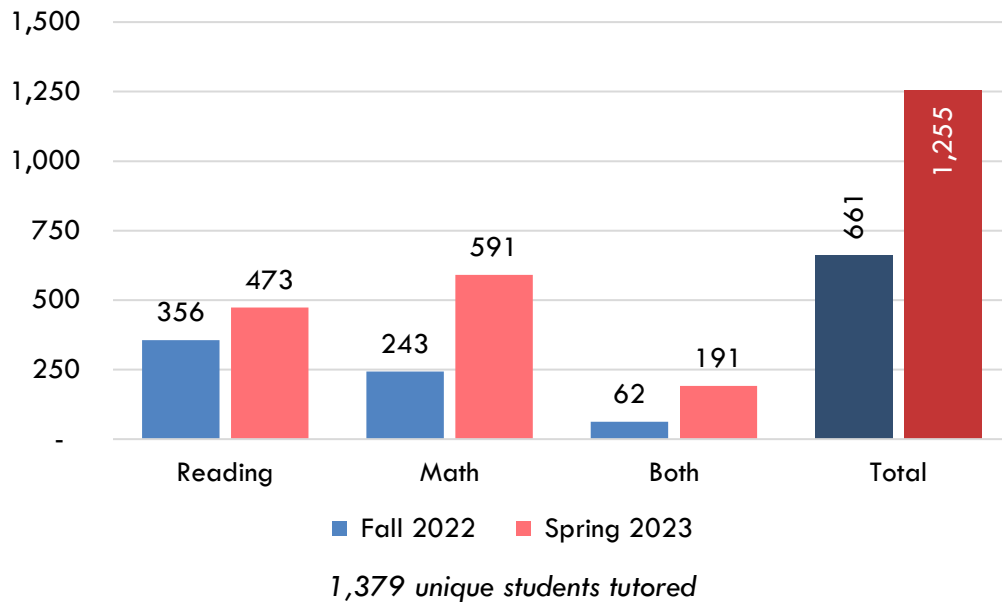


Figure 12: Students Tutored by Race

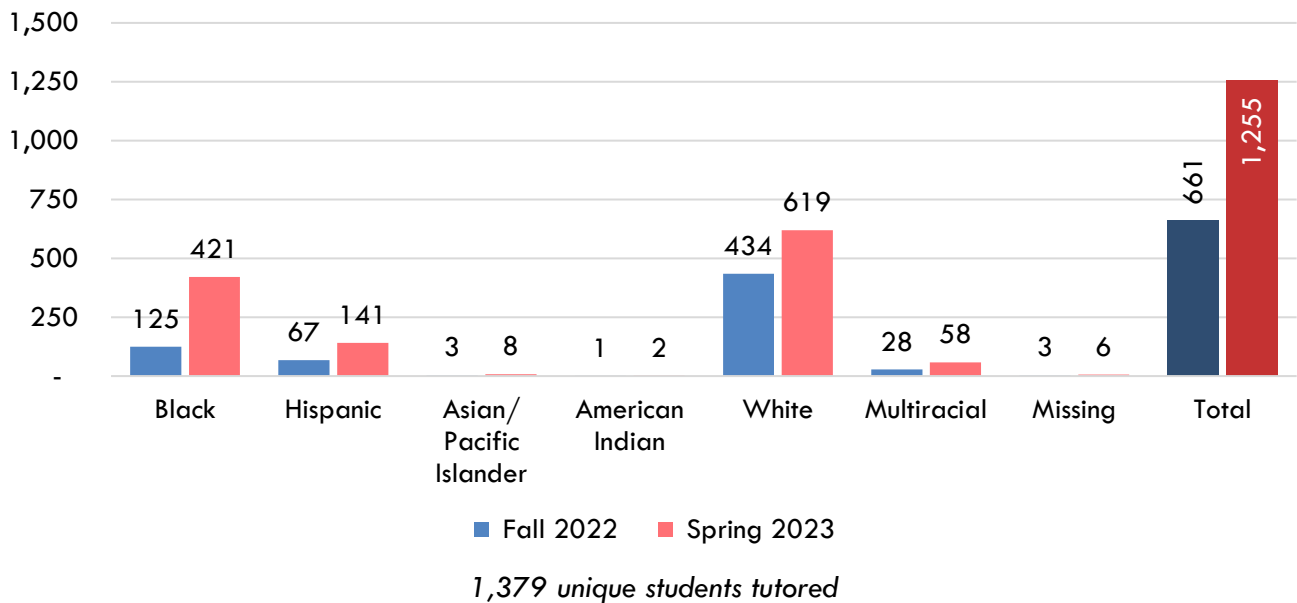


Figure 13: Students Tutored by Special Education (SED) Status

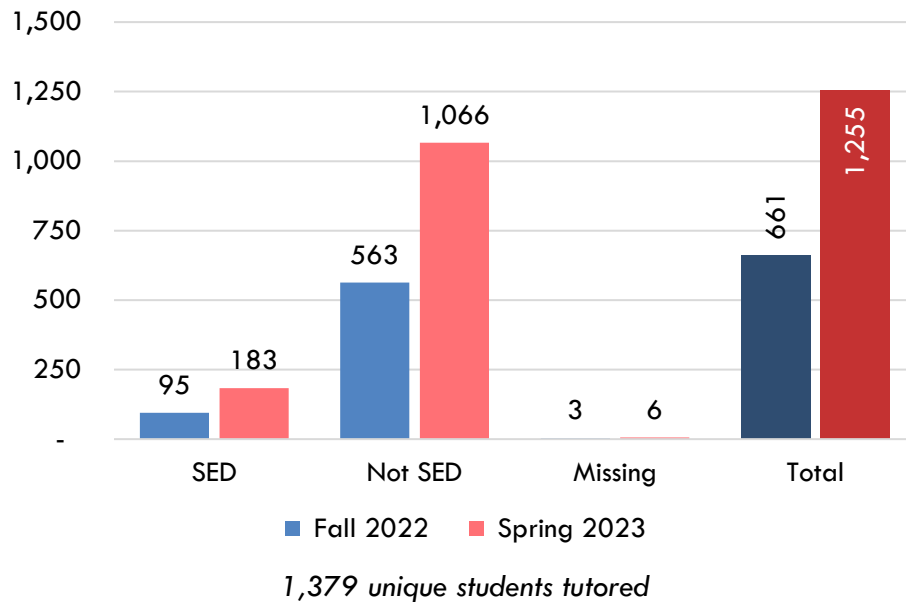


Figure 14: Students Tutored by Low-Income Status

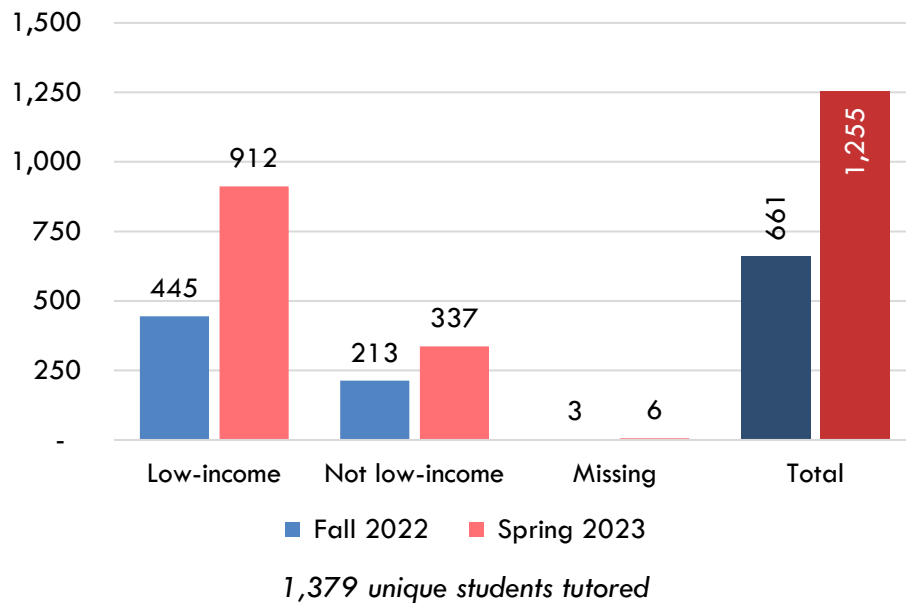
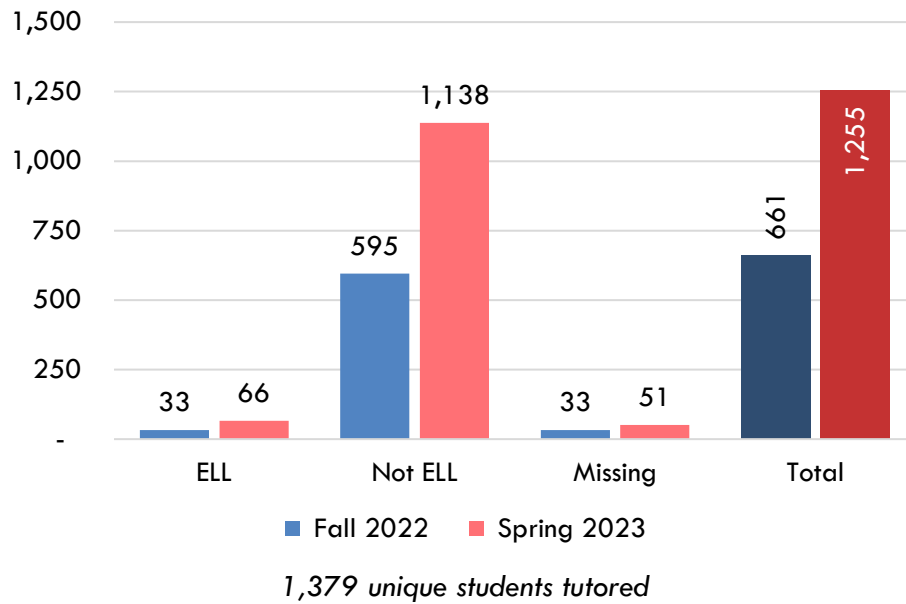


Figure 15: Students Tutored by English Language Learner (ELL) Status



**Student Languages Spoken**

- Arabic
- English
- Ilokano
- Spanish
- Chin (Haka)
- French
- Polish
- Vietnamese



## TUTORS

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“I would HIGHLY recommend it. This needs to be implemented everywhere! Not only do the kids take something away from it, but the teachers too. I think that teachers will see such an exciting difference in their students. Parents will see more confidence in their learners. I cannot rave about it enough.”

**Lindsey Bond**

*Strassburg Elementary, CCSD 168  
Region 1 – Governors State University*

“My experience participating in the tutoring program has been amazing! I absolutely love tutoring because I can meet many more students and other tutors and collaborate with them and share ideas with each other. I enjoy being a tutor to not only help my current students but also because it gives me experience for when I become a teacher!”



**Angie Saldana**

*Rochelle Middle School Rochelle CCSD 231  
Region 2 – Northern Illinois University*



“I am a retired teacher, and this job is perfect for me. I am able to use my years of experience in the classroom to continue making a difference in children's lives. The support from our region coordinator and administration has been wonderful. If I need anything I can call, and they are willing to assist me.”

**Eymarde Lawler**

*Peoria Glen Oak Elementary Peoria District 150  
Region 3 – Illinois Central College*

“As a result of tutoring, my kids are coming into my math class with quicker skills. For example, my 6th graders aren't spending quality work time thinking about their math facts, they just apply them to what we are doing in class. By students being able to apply basic skills at the mastery level it makes math class more enjoyable for everyone.”



**Michele Gray**

*Donovan Middle School Donovan CUSD 3  
Region 4 – Illinois State University*



“This program is critical for children who are struggling below grade level in math and reading. It is giving them an opportunity to bridge the gaps and gain confidence in order to stay engaged in learning.”

**Michelle Talbot**

*Collinsville Twin Echo Elementary, Collinsville CUSD 10  
Region 5 – Southern Illinois University Edwardsville*

“Seeing a student improve in reading is such a joy. I believe if you can read, you can do anything. My student has gone from a reading level of 1.5 to 3.6, according to her teacher. She was just finishing multiplication by 2's and is now on 9's. Her math has improved, and she isn't "scared of math anymore," as she puts it.”

**Julia White**

*Murphysboro Carruthers, Murphysboro CUSD 186  
Region 5/6 – Southern Illinois University Carbondale*



“I have had a rewarding experience participating in the tutoring program. I consider myself fortunate to have this opportunity to help students in our district and to build relationships with students. It is also a joy to watch the transformation in a student; from struggling in the classroom to achieving success.”

**Kim Owens**

*Carmi-White Junior High School, Carmi-White County CUSD 5  
Region 6 – Southeastern Illinois College*



## SELF-EFFICACY, TRAINING, AND FIDELITY

Tutors in the ITI were also assessed on multiple outcomes during AY23. At the beginning and end of the spring 2023 semester, tutors responded to a survey about their self-efficacy in helping students think critically, gauging student comprehension, and using various instructional and assessment strategies. With tutor training and targeted support from institutional partners, tutor self-efficacy grew. Prior to being matched with students, prospective tutors completed a series of training modules to help them learn the components of high-impact tutoring, how to conduct high-impact tutoring, how to engage learners, and how to provide culturally relevant tutoring. Tutors successfully completed these modules as measured by assessments of each. Further, measures of fidelity to high-impact tutoring were collected through self-reports of tutors and by observation from institutional partners.

### Tutor Self-Efficacy

Self-efficacy reflects confidence in one's ability to produce positive outcomes; in this case, tutors belief in themselves to affect change in those they are tutoring. Tutor self-efficacy was measured at the start and end of the spring 2023 semester. Results indicate that the tutor's sense of self-efficacy grew for each item. Self-efficacy is important for tutors because tutors who are self-efficacious are more motivated and persist at difficult tasks longer, thus improving their work with students.

Table 3: Tutor Self-Efficacy Survey Questions and Results

<i>Survey Instructions: Please indicate your opinion about each of the statements below.</i>	<b>Start of Spring 2023 Semester</b> (N=434)	<b>End of Spring 2023 Semester</b> (N=515)
How much can you do to get through to the most difficult students?	4.01	4.06
How much can you do to help your students think critically?	4.08	4.18
How much can you do to motivate students who show low interest in schoolwork?	3.99	4.06
How well can you get students to believe they can do well in schoolwork?	4.24	4.29
How well can you respond to difficult questions for your students?	4.25	4.37
How much can you do to help your students value learning?	4.14	4.17
How much can you gauge student comprehension of what you have taught?	4.31	4.40
To what extent can you craft good questions for your students?	4.28	4.36
How much can you do to foster student creativity?	4.10	4.19
How much can you do to improve the understanding of a student who is failing?	4.00	4.09
How much can you do to adjust your lessons to the proper level for individual students?	4.37	4.47
How much can you use a variety of informal assessment strategies?	4.22	4.28
To what extent can you provide an alternative explanation or an example when your students are confused?	4.41	4.45
How much can you assist families in helping their children to do well in school?	3.52	3.63
How well can you implement alternative strategies in your classroom?	4.16	4.26
How well can you provide appropriate challenges for very capable students?	4.23	4.41

\*Likert scale = 1-5 with 1=Nothing, 2=Very Little, 3=Some influence, 4=Quite a bit, and 5=A great deal

## Tutor Training

All tutors are trained on core modules before being matched with students to be tutored. Each module has a quiz with an 80% passing requirement. The graphs below indicate average scores across all trained tutors on core and content modules.

Figure 16: Core Training Modules

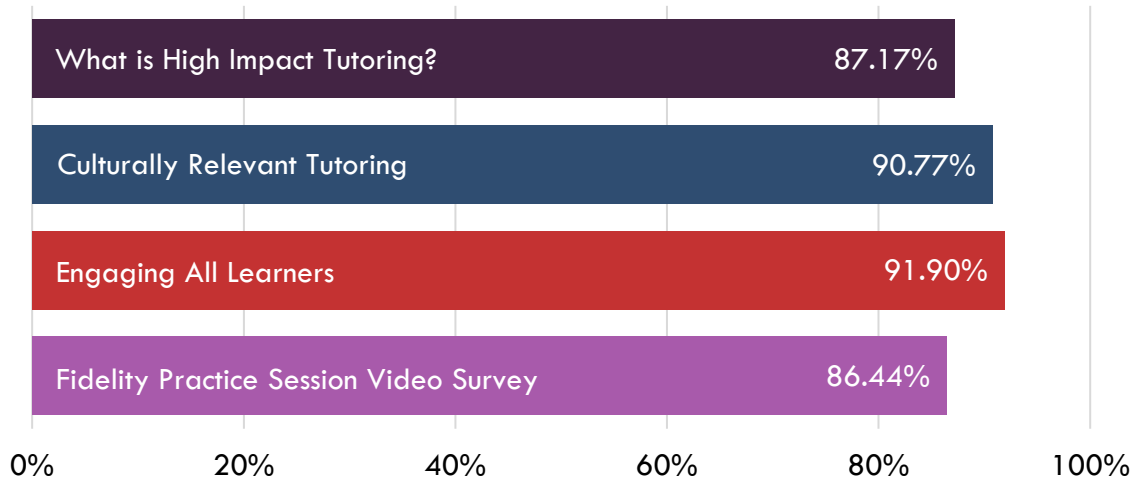
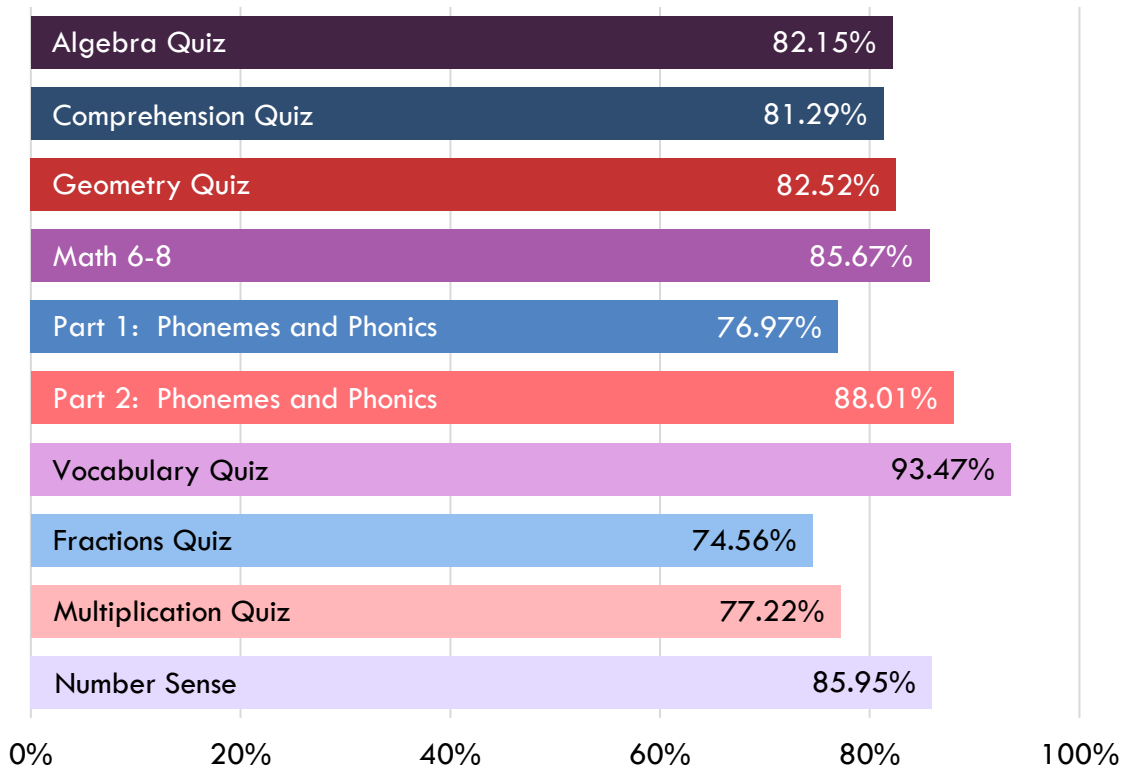


Figure 17: Content Training Modules



## Tutor Fidelity

Tutors are trained on how to conduct a high-impact tutoring session. At the end of each session, all tutors self-report which steps they completed during the session. Additionally, tutor supervisors conduct periodic observations of approximately 20% of tutors within their region to guide tutor coaching and supports. The survey changed slightly after January 30, 2023, and tutors had to undergo more intensive training on session fidelity in early spring 2023. Spring 2023 results indicate a large increase for certain aspects of high-impact tutoring. The impact of training in January of 2023 was evidenced by the growth of tutors correctly introducing the topic or focus of sessions and setting learning goals at the start of each session. These tutoring behaviors help students be clear about the skills they are developing and how they can know they are making progress.

Table 4: Self-Reported vs. Observed Fidelity of Tutoring Session

Aspect of Tutoring Session	Fall 2022		Spring 2023		
	Self-Report* (N=6,973)	Observed* (N=132)	Self-Report* through 1/29/23 (N=2,693)	Self-Report* after 1/30/23 (N=21,270)	Observed* (N=619)
Relationship Building				99.69%	98.06%
positive communication	75.98%	90.91%	78.95%	79.92%	88.53%
expressing empathy	44.77%	59.09%	50.20%	57.44%	47.66%
providing honest feedback	59.46%	78.03%	63.57%	72.56%	74.64%
another method	11.14%	2.27%	9.32%		
Relationship Building				99.69%	98.06%
Reviewed the previous session	82.36%	83.33%	80.84%	88.04%	83.52%
Introduced topic or focus	67.32%	85.61%	68.77%	95.75%	95.32%
set learning goals	57.77%	57.58%	62.76%	92.36%	77.87%
another method	12.53%	3.03%	11.66%		
Used explicit instruction	88.57%	87.12%	90.01%	93.59%	87.08%
Used Guided Practices				96.74%	97.09%
providing relevant new tasks	43.77%	62.88%	48.94%	61.19%	60.42%
prompting students as needed	70.07%	93.18%	73.56%	75.93%	88.53%
providing explanations if students ask questions	64.75%	79.55%	66.80%	66.26%	71.57%
another method	8.19%	0%	7.54%		
Used Deliberate Practices				96.38%	90.63%
providing study material	35.80%	59.09%	42.11%	55.52%	54.77%
observing the student practice	65.62%	84.09%	68.55%	75.03%	80.45%
providing prompts or demonstrations as needed	69.11%	85.61%	71.11%	69.56%	65.75%
another method	6.74%	1.52%	6.83%		
Checked for student understanding	96.19%	91.67%	96.92%	98.75%	94.83%

\*Self-reported surveys were completed at the end of each session by tutors, therefore there are multiple surveys for each tutor. Observed surveys were completed by tutor supervisors on randomly selected tutors. Some tutors were observed more than once.

## Tutor Session Feedback

At the conclusion of each tutoring session, tutors complete a short feedback survey. Results across all tutors across all sessions are reported below. Tutors indicated consistently high engagement, enjoyment, and learning.

Table 5: Tutor Feedback

Question	Fall 2022 (N=13,787)		Spring 2023 (N=49,697)	
	Percent*	Average Score	Percent*	Average Score
How engaged was the student this session?	87.39%	4.34	90.10%	4.43
How much did you enjoy this session?	91.06%	4.41	92.53%	4.49
How much do you think the student learned this session?	77.75%	4.09	81.76%	4.21
Overall, how did this tutoring session go?	89.59%	4.38	91.76%	4.46

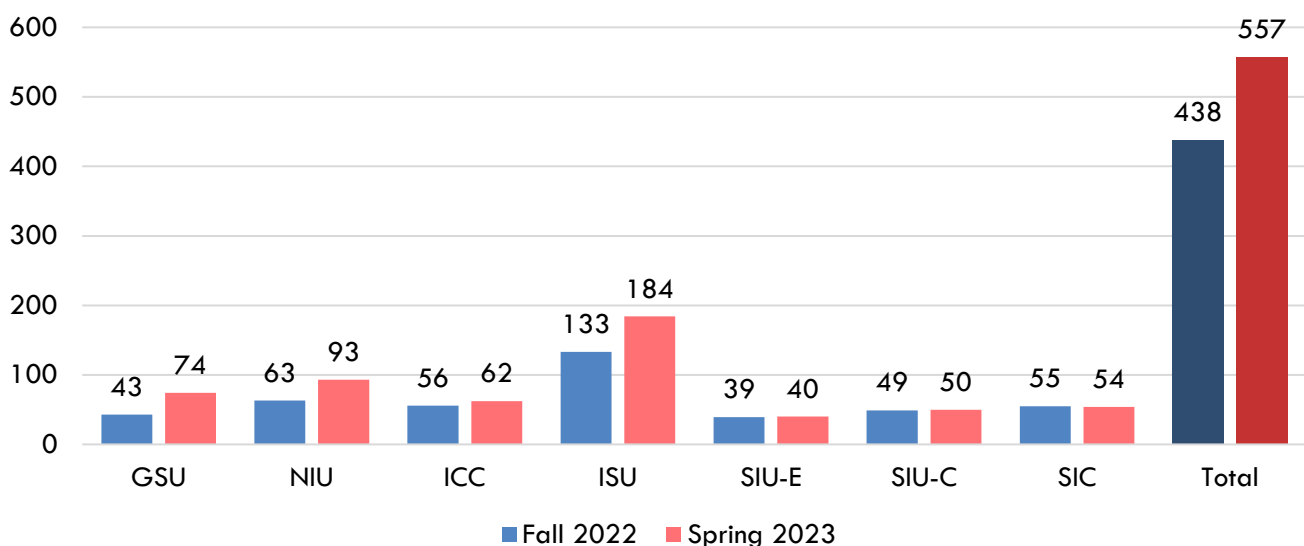
\*Percentage of surveys with positive response (4 or 5 on a 5-point Likert scale).  
Likert scale = 1-5 with scales differing by question

	Engagement	Enjoyment	Learning	Overall
1	Not engaged at all	Did not enjoy at all	Almost nothing	Not well at all
2	A little engaged	Enjoyed a little bit	A little bit	Slightly well
3	Somewhat engaged	Enjoyed somewhat	Some	Somewhat well
4	Quite engaged	Enjoyed quite a bit	Quite a bit	Quite well
5	Extremely engaged	Enjoyed a tremendous amount	A tremendous amount	Extremely well

## Tutor Demographics

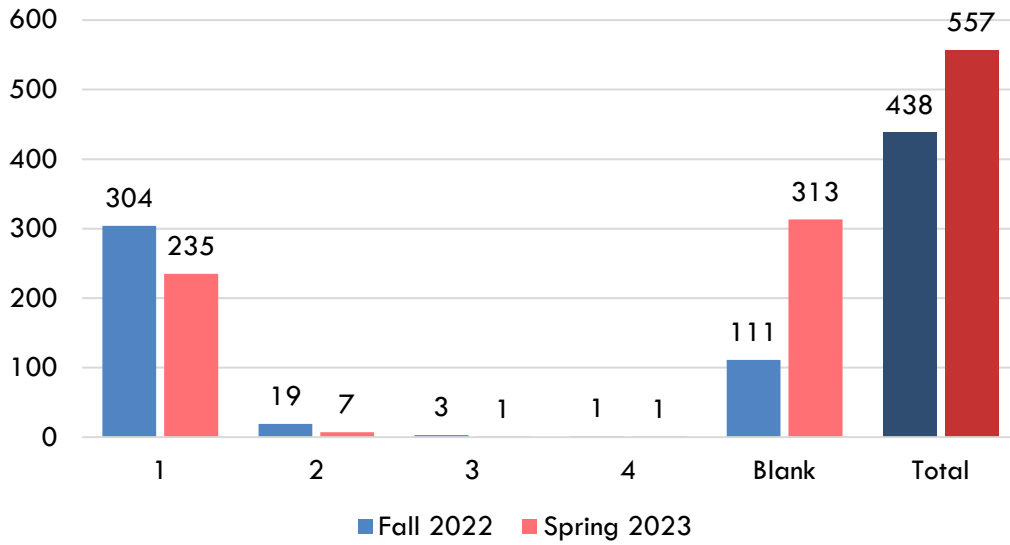
Tutors were employed throughout the state and varied by age, educational levels, and student status.

Figure 18: Tutors by Region



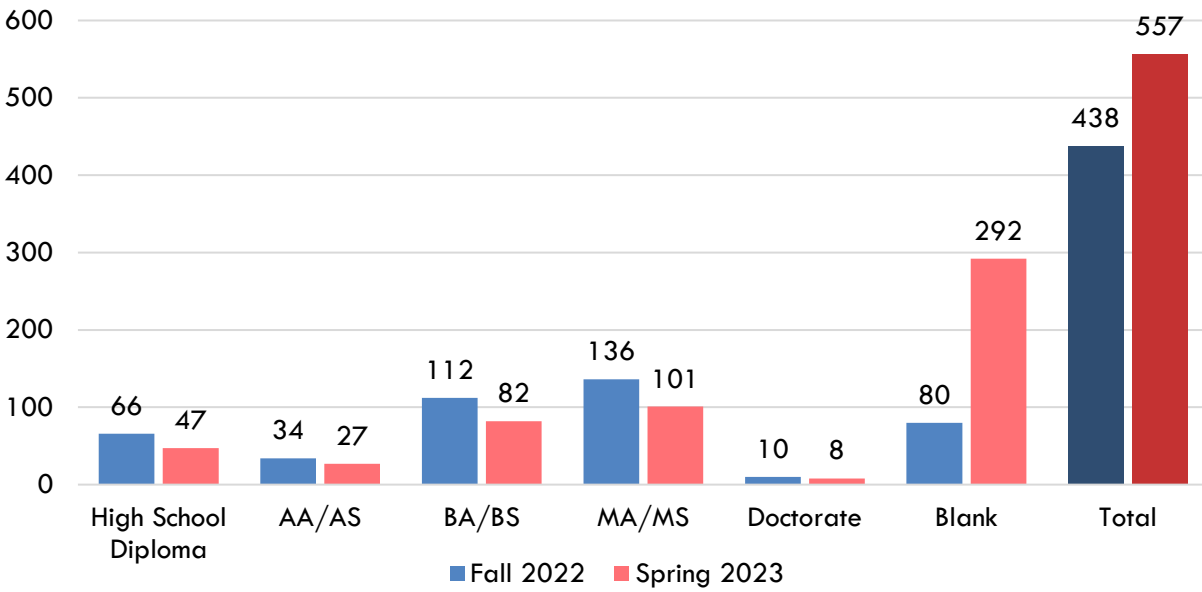
649 unique tutors

Figure 19: Languages Spoken by Tutors



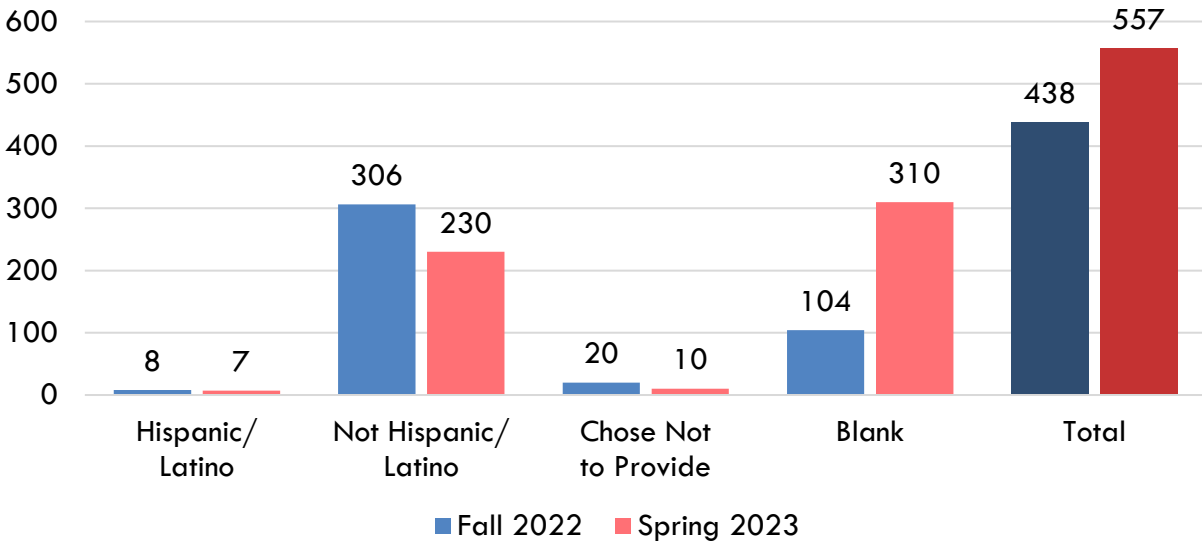
649 unique tutors

Figure 20: Tutors by Highest Degree



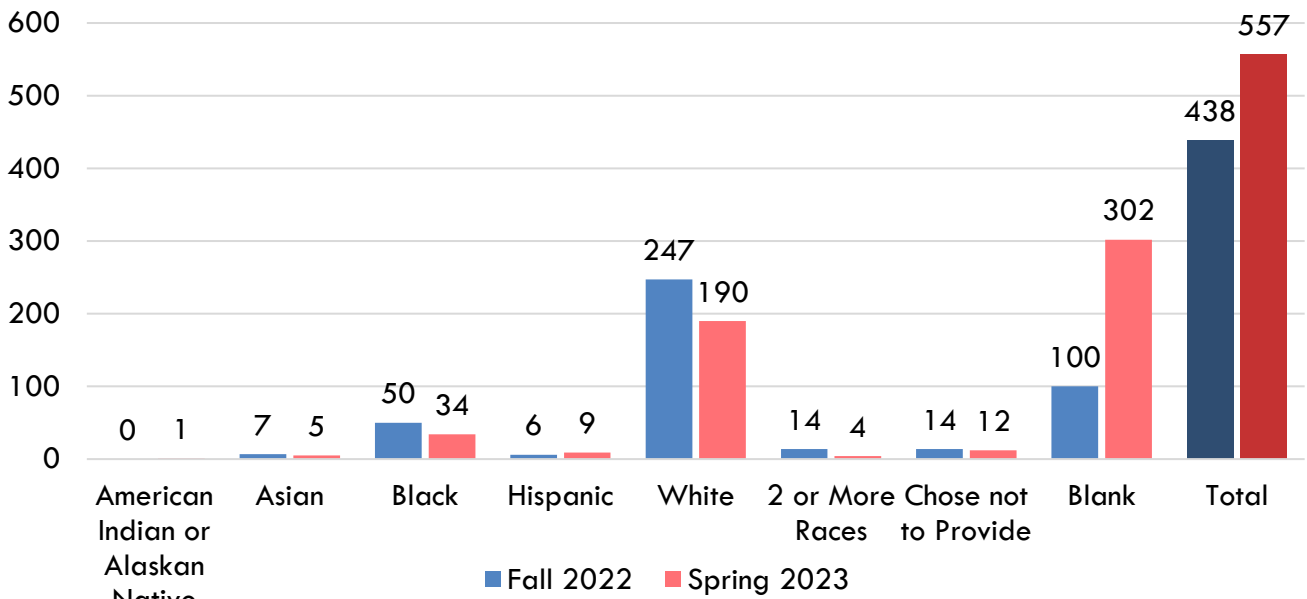
649 unique tutors

Figure 21: Tutors by Ethnicity



649 unique tutors

Figure 22: Tutors by Race



649 unique tutors



Figure 23: Tutors by Age

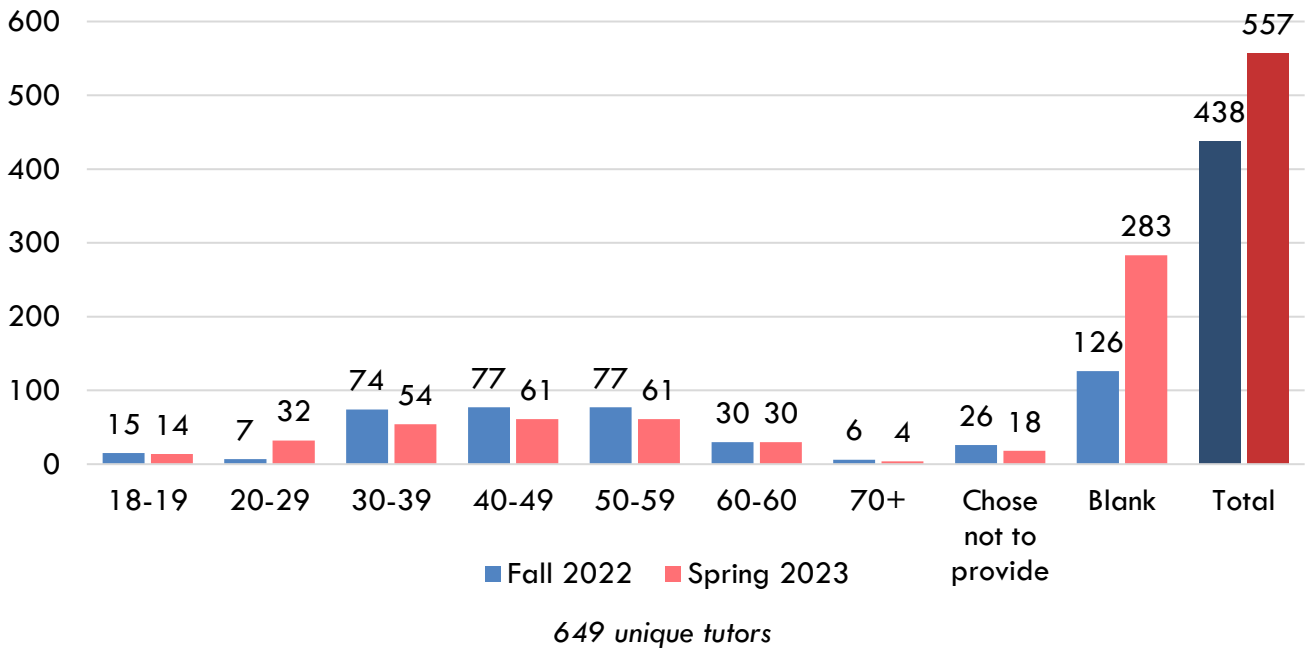
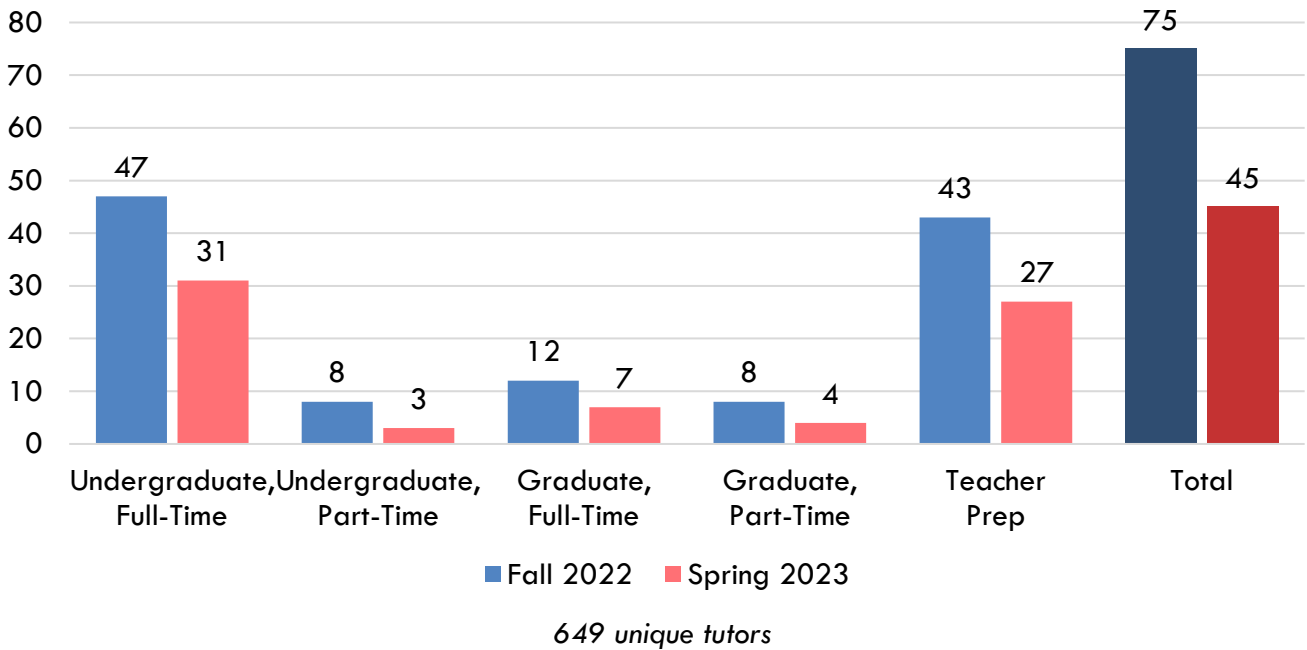


Figure 24: Tutors Student Status



Teacher Prep numbers indicate total undergraduate and graduate students indicating enrollment in a teacher preparation program.

## INSTITUTIONAL AND DISTRICT PARTNERS

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“It is the best thing that could have happened to our school system in the State of Illinois, and it needs to continue so we have an opportunity to gather substantial data and see real change.”

---

**Jeanetta Edward**  
Governors State University

“I see the students progressing through progress monitoring and through simple observation. Students can go to the whiteboard to explain their work with words and with strategies and pictures. The students are feeling more confident in using different types of strategies to come up with answers.”

---

**Melissa Sago**, Principal and Tutor  
Lincoln Douglas, Freeport 145  
Region 2 – Northern Illinois University



“At Elite Community Outreach, we serve the most marginalized students who are on the cusp of dropping out of school. The ITI is a difference maker at our center. Because most of our tutors are close in age to our students and come from similar backgrounds, it makes it cool for our students to learn again. A role model working with them every day is closing the gap. Our data shows that major disciplinary referrals dropped 85% this year, and 75% of our student population improved both their reading and math scores. The ITI is definitely working for our kids.”

---

**Carl Cannon**  
Elite Community Outreach, Peoria District 150  
Region 3 – Illinois Central College



“We definitely see progress in the students from the ITI. Students are enjoying the time they're getting with staff. We use all our staff as tutors in our district. We are seeing the kids who are doing after school tutoring increasing their progress at a much higher rate. There are many positive gains.”

---

**Bobby Beck**, Elementary Principal  
Villa Grove 302  
Region 4 – Illinois State University





“The Illinois Tutoring Initiative has been a great benefit to the students at Penniman Elementary. We have seen an increase in student's test scores and confidence. The tutors are professional and engage students in fun meaningful ways that help them learn best. I look forward to continuing the partnership with the Illinois Tutoring Initiative.”

---

**Tamyra Taylor**, Principal  
Penniman Elementary, Cahokia Heights  
Region 5 – Southern Illinois University Edwardsville

“I am a school social worker and I deal with more of the emotional, social, and behavior side of students, not academics. Becoming a tutor feels natural to me. It has made me a better person. My eyes are more opened to students as a whole. I now understand that they need me as much as I need them. I look forward to going after my work day.”

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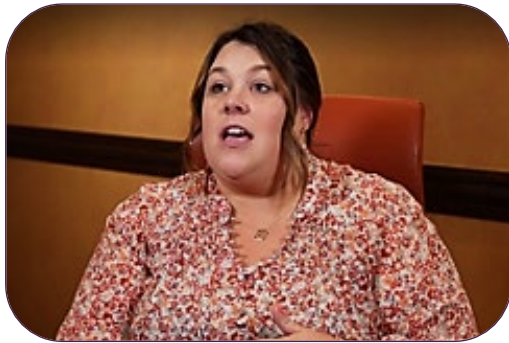
**Juanita Drue**  
Lewis Elementary Carbondale 95  
Region 5/6 – Southern Illinois University Carbondale



“My teachers tell me all the time that my students are doing really well in class right now. They've improved so much. This is awesome! I think it's really great for them. Students are also improving in the classroom socially. The kids look forward to it everyday.”

---

**Morgan Nelson**, District Coordinator  
Grayville Community District No. 1  
Region 6 – Southeastern Illinois College



Priority school districts were identified based on level of funding using the evidence-based funding formula, concentration of low-income students, and disproportionate COVID-19 impact. Table 6 shows priority districts and schools served by each institutional partner for fall 2022 and spring 2023. In total, the ITI partnered with 58 districts and 138 school sites in AY23.

Table 6: Priority Districts and Schools Served Academic Year 2022-23

<b>Region 1 – Governors State University</b>					
<b>Districts Served</b>	<b>F</b>	<b>S</b>	<b>Schools by District</b>	<b>F</b>	<b>S</b>
Hoover-Schrum 157	X	X	Hoover Elementary	X	X
Prairie Hills 144	X	X	Prairie Hills Junior High	X	X
			Highlands Elementary	X	
			Nob Hill Elementary	X	X
			Mae Jemison School		X
			Markham Park Elementary		X
Union Ridge 86	X	X	Union Ridge Elementary	X	X
Park Forest 163	X	X	21st Century	X	X
			Blackhawk Elementary	X	X
			Mohawk Elementary	X	X
Cook County 130	X		Everett F Kerr Middle School	X	
Posen-Robbins 143-5	X		Posen Elementary	X	
			Gordon School	X	
			Childs Elementary	X	
			Kellar Middle School	X	
Burnham 154-5	X	X	Burnham Elementary	X	X
CCSD 168	X	X	Strassburg Elementary	X	X
			Rickover Jr. High	X	X
Country Club Hills SD 160	X	X	Meadowview School	X	X
			Southwood	X	X
Crete Monee SD #201U		X	Balmoral Elementary		X
			Crete Elementary		X
			Crete Monee Middle School		X
			Monee Elementary		X
			Coretta Scott King Magnet		X
			Talala Elementary		X
Flossmoor SD 161		X	Parker Junior High		X
			Flossmoor Hills Elementary		X
			Heather Hills Elementary		X
			Serena Hills Elementary		X
			Western Avenue Elementary		X
<b>Total: 11</b>	<b>9</b>	<b>9</b>	<b>31</b>	<b>18</b>	<b>25</b>

**Region 2 – Northern Illinois University**

<b>Districts Served</b>	<b>F</b>	<b>S</b>	<b>Schools by District</b>	<b>F</b>	<b>S</b>
Rochelle CCSD 231	X	X	Rochelle Middle School	X	X
Hiawatha CUSD 426	X	X	Hiawatha Elementary	X	X
Colona SD 190	X	X	Colona Grade School	X	X
LaSalle ESD 122	X	X	Northwest Elementary	X	X
North Boone CUSD 20	X	X	Manchester Elementary	X	X
			Poplar Grove Elementary	X	X
			North Boone Middle		X
			North Boone Upper Elementary		X
Oglesby ESD 125	X	X	Lincoln Elementary	X	X
			Washington Jr. High	X	X
South Beloit SD 320	X	X	Blackhawk Elementary	X	X
			Riverview Elementary	X	X
			South Beloit Junior High	X	X
DeKalb 428		X	Lincoln Elementary		X
			Cortland		X
			Brooks		X
Freeport 145		X	Empire Elementary		X
			Lincoln Douglas Elementary		X
			Freeport Middle School		X
Rockford 205		X	West Middle School		X
Spring Valley CCSD 99	X	X	John F Kennedy Elementary	X	X
U-46		X	Larson Middle School		X
<b>Total: 12</b>	<b>8</b>	<b>12</b>	<b>22</b>	<b>12</b>	<b>22</b>

Region 3 – Illinois Central College					
Districts Served	F	S	Schools by District	F	S
Riverton 14	X	X	Riverton Elementary	X	X
			Riverton Middle School	X	X
Illinois Valley Central	X	X	Chillicothe Elementary Center	X	X
			Chillicothe Junior High		X
			Mossville Junior High	X	X
			South Elementary	X	X
N. Pekin/Marquette	X	X	Marquette Elementary	X	X
Jacksonville 117	X	X	Jacksonville Middle School	X	X
Peoria 150	X	X	Annie Jo Gordan	X	X
			Elise-Ford Allen Academy	X	X
			Elite Community Outreach	X	X
			Glen Oak Community Learning	X	X
			Harold B Dawson Middle	X	X
			Hines Primary School	X	X
			Lincoln K-8 School	X	X
			Dr. Maude A. Sanders Primary	X	X
			Trewyn Middle School	X	X
			Franklin Primary		X
Sterling Middle School		X			
Norwood 63	X	X	Norwood Elementary	X	X
Riverview 2	X	X	Riverview Elementary	X	X
<b>Total: 7</b>	<b>7</b>	<b>7</b>	<b>21</b>	<b>18</b>	<b>21</b>

Region 4 – Illinois State University					
Districts Served	F	S	Schools by District	F	S
Donovan CUSD 3	X	X	Donovan Junior High	X	X
			Donovan Elementary	X	X
Paris-Union 95	X	X	Mayo Middle School	X	X
			Wenz Elementary School	X	X
Mattoon CUSD 2	X	X	Riddle Elementary School	X	X
			Arland D. Williams	X	X
Martinsville 3	X	X	Martinsville Elementary	X	X
			Martinsville Junior High	X	X
Rantoul 137	X	X	Broadmeadow Elementary	X	X
			Eastlawn Elementary	X	X
			Northview Elementary	X	X
			Pleasant Acres Elementary	X	X
			JW Eater Junior High		X
Villa Grove 302	X	X	Villa Grove Elementary	X	X
Shiloh CUSD 1		X	Shiloh Elementary		X
			Shiloh Junior High		X
Saunemin 428	X	X	Saunemin Elementary	X	X
Decatur 61		X	Hope Academy		X
			American Dreamer STEM		X
			Parsons Elementary		X
			Stephen Decatur Middle		X
			Johns Hill Magnet School		X
			E. J. Muffley Elementary School		X
			South Shore Elementary		X
			Michael E. Baum Elementary		X
			Franklin Grove Elementary		X
			Dennis Lab School		X
			Montessori Academy for Peace		X
Washington Elementary		X			
Pontiac 429	X	X	Lincoln Elementary		X
			Pontiac Junior High	X	X
Tuscola CUSD #301		X	Northward Elementary		X
<b>Total: 11</b>	<b>8</b>	<b>11</b>	<b>32</b>	<b>15</b>	<b>32</b>

Region 5 – Southern Illinois University Edwardsville					
Districts Served	F	S	Schools by District	F	S
Collinsville 10	X	X	Dorris Intermediate	X	X
			Twin Echo Elementary	X	X
			Kreitner Elementary	X	X
			Jefferson Elementary	X	X
			Renfro Elementary	X	X
Cahokia 187	X	X	Penniman Elementary	X	X
East Alton SD 13	X	X	Eastwood Elementary	X	X
East St. Louis District 189	X	X	Lincoln Middle School	X	X
			Mason-Clark Middle School	X	X
			Wyvetter Younge	X	X
<b>Total: 4</b>	<b>4</b>	<b>4</b>	<b>10</b>	<b>10</b>	<b>10</b>

Region 5/6 – Southern Illinois University Carbondale					
Districts Served	F	S	Schools by District	F	S
Carbondale District 95	X	X	Carbondale Middle School	X	X
			Lewis Elementary	X	X
Cobden District 17	X	X	Cobden Elementary	X	X
			Cobden Junior High	X	X
Murphysboro 186	X	X	Murphysboro Junior High	X	X
			Carruthers Elementary School	X	X
Herrin 4	X	X	Herrin Community Elementary	X	X
			Herrin Junior High	X	X
<b>Total: 4</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>8</b>	<b>8</b>

Region 6 – Southeastern Illinois College					
Districts Served	F	S	Schools by District	F	S
Harrisburg 3	X	X	East Side Intermediate	X	X
Anna 37	X	X	Anna Junior High School	X	X
			Davie Elementary school	X	X
Carmi-White 5	X	X	Washington Attendance Center	X	X
			Jefferson Attendance Center	X	X
			Carmi-White County Junior High	X	X
Grayville 1	X	X	Wells Elementary School	X	X
			Grayville Junior/Senior High	X	X
Galatia 1	X	X	Galatia Grade School Annex	X	X
Norris City Omaha Enfield CUSD #3		X	Booth Elementary		X
			Norris City Elementary		X
Carrier Mills-Stonefort CUSD #2		X	Carrier Mills-Stonefort K-8		X
<b>Total: 7</b>	<b>5</b>	<b>7</b>	<b>12</b>	<b>9</b>	<b>12</b>



<b>High School Online Math*</b>					
<b>Districts Served</b>	<b>F</b>	<b>S</b>	<b>Schools by District</b>	<b>F</b>	<b>S</b>
Shiloh CUSD 1		X	Shiloh High School		X
Donovan CUSD 3	X	X	Donovan Senior High School	X	X
<b>Total: 2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>

*\*Data analysis on high school students tutored in math are not included in this report. Data collection ongoing and analysis will be included in final grant report.*

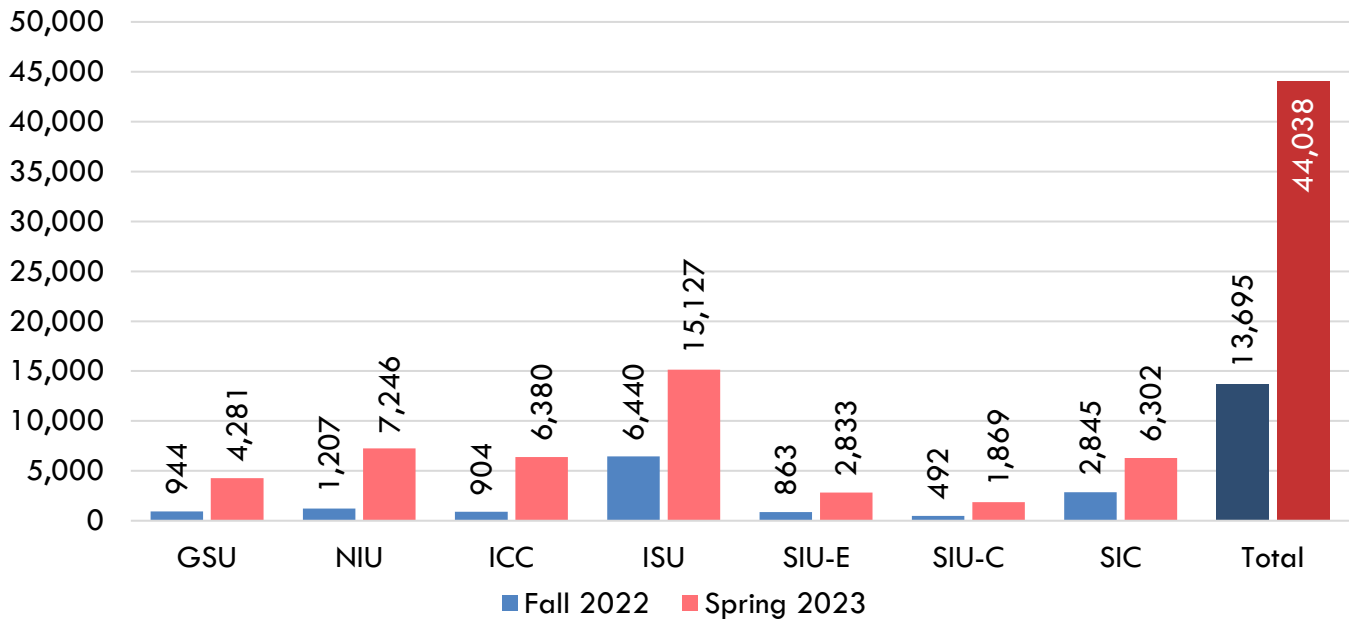
<b>Grand Total: 58</b>	<b>46</b>	<b>57</b>	<b>138</b>	<b>91</b>	<b>133</b>
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*\*F=fall 2022, S=spring 2023*

## TUTORING SESSIONS

The ITI continued to scale across AY23 in both the number of priority districts and schools served. Over the course of the academic year, scaling increased drastically resulting in over three times as many sessions being delivered in spring semester.

Figure 25: Sessions Delivered by Region



## CONCLUSION

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This report provides a look at student and tutor outcomes and demographics in AY23 of the Illinois Tutoring Initiative. Results indicate consistently high student and tutor ratings of tutoring sessions. Tutored students consistently grew more in reading and math over the school year than those not tutored between fall 2022 and spring 2023. These results are consistent across both local and state assessments. Impacts of tutoring were greater in math for students receiving special education services and those who are English Language Learners (ELL). Additional scholarly reports will follow to provide detailed analysis of the findings outlined here.

In addition, outside reports have cited ITI in their analysis of COVID-19 learning renewal as having a positive outcome for the students of Illinois. The CEA brief from the White House highlighted the NAEP data for Illinois and the significant jump in scores for Illinois in 2022. While the economic advisors for the White House do concede that they can't guarantee that the growth is directly related to the Illinois Tutoring Initiative and high-impact tutoring, they do indicate something positive is happening in the renewal of learning for students in Illinois, and the patterns are encouraging.

*“While all states may have had similar ill-effects of the pandemic, those states with tutoring in place appear to have “weathered the storm” better... One example of a state that has undertaken high-fidelity efforts after the pandemic is Illinois. Using ESSER funds, the [Illinois Tutoring Initiative](#) provided high-impact tutoring for students at 125 schools in districts [disproportionately](#) impacted by the pandemic beginning in 2020.”<sup>2</sup>*

The ITI continues to scale to provide high-impact tutoring to more students, districts, and schools in AY24 serving students across 64 districts in 142 schools. Early data analysis indicates consistent results over the fall semester of AY24.

For more information on the Illinois Tutoring Initiative and its mission to build confident learners through high-impact tutoring, visit: <https://illinoistutoringinitiative.org>.

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<sup>2</sup> Council for Economic Advisors. (December 5, 2023). “Weathering the storm”: Federal efforts helped bolster U.S. Education standing among peer nations [Issue Brief]. The White House. Retrieved from <https://www.whitehouse.gov/cea/written-materials/2023/12/05/weathering-the-storm-federal-efforts-helped-bolster-u-s-education-standing-among-peer-nations/>