

Student Outcomes for a Statewide High-Impact Tutoring

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Study Sample

- Data collected from high-needs schools in all 6 regions across Illinois (47 districts)
- ITI study sample comprised of tutoring data collected during: Fall 2022, Winter 2022, & Spring 2023
- Analyses include 3,124 individual students
 - 44% (n=1,379) tutored
 - 56% (n=1,745) not tutored

Assessment (Achievement) Data

- Two sources of student assessment data:
 - 1) Illinois Assessment of Readiness (state-level)
 - Available for reading and math
 - Two data points: 2022 & 2023
 - 2) 5 different district-level assessments:
 - Available for reading and math
 - Aimsweb, Fastbridge, I-Ready, NWEA, & Star
 - Three data points: Fall 2022, Winter 2022, & Spring 2023

Illinois Assessment of Readiness (IAR)

- Compared reading and math for tutored and non-tutored students
- 2 data points: 2022 & 2023
- Conducted independent samples t -tests
- Also conducted factorial analysis of variance (FANOVA) when including SES, SPED status, ELL status, race/ethnicity, & region

IAR Data: Results

- t -tests: Reading IAR
 - 2022: tutored students scored statistically higher
 - $t_{546} = 2.49, p=.006$ (Cohen's $d=.24$ = medium effect size)
 - 2023: tutored students scored statistically higher
 - $t_{2,528} = 2.82, p=.002$ (Cohen's $d=.11$ = small effect size)
- t -tests: Math IAR
 - 2022: tutored students scored statistically higher
 - $t_{546} = 5.86, p<.001$ (Cohen's $d=.57$ = large effect size)
 - 2023: tutored students scored statistically higher
 - $t_{2,525} = 5.92, p<.001$ (Cohen's $d=.23$ = medium effect size)

IAR Data: FANOVA Results

- FANOVA: Reading IAR by other variables
 - Significant interaction effects for tutored * region
- FANOVA: Math IAR by other variables
 - Significant interaction effects for tutored * SPED, ELL, & region

District-Level Assessments

- Available for reading and math
- 5 district assessments: Aimsweb, Fastbridge, I-Ready, NWEA, & Star
- 3 data points: Fall 2022, Winter 2022, & Spring 2023
- Conducted repeated measures ANOVA

	Aimsweb	Fastbridge	I-Ready	NWEA	STAR
# Districts	4	2	6	25	10
# Students	375	115	406	1,809	419

District-Level Assessments: Results

- Statistically significant gains in achievement scores for the following:
 - Aimsweb (reading)
 - Fastbridge (math)
 - NWEA (reading & math)

Student Outcomes: Motivation to Read

- Pre-post, self-report Likert scale (1-7) at start (N=1,116) and end (N=1,307) of Spring semester 2023
- Positive growth across all items
- Items of particular interest:
 - Independently sound out difficult words (pre=5.18, post=5.33);
 - Read difficult books (pre=4.55, post=4.85);
 - Felt their skills were more comparable to their peers (pre=4.79, post=5.07), and
 - Increased persistence in reading (pre=5.05, post=5.27).

Tutor Outcomes: Self-Efficacy

- Pre-post, self-report Likert scale (1-5) at start (N=434) and end (N=515) of Spring semester 2023
- Positive growth across all items
- Items of particular interest:
 - Independently sound out difficult words (pre=5.18, post=5.33);
 - Help students think critically (pre=4.08, post=4.18),
 - Respond to difficult questions (pre=4.25, post=4.37),
 - Adjust lesson to the proper level for the student (pre=4.37, post=4.47), and
 - Provide appropriate challenges for very capable students (pre=4.23, post=4.41).

Summary

- For the state-level IAR assessments, students participating in Illinois Tutoring Initiative outscored non-tutored students in both reading and math.
 - Special education students and English language learners demonstrate greater growth on the IAR math assessment.
- Tutored students outperformed non-tutored students on some district assessments (Aimsweb, Fastbridge, & NWEA).
- Need additional years of data to document systemic growth in student achievement.