

One State's Story of High Impact Tutoring as a Post-Pandemic Approach to Learning Renewal

Amy Wilkinson, Southern Illinois University – Edwardsville

Alisa Bhattacharya, Illinois State University

Authors: Borders, C., Bhattacharya, A., Courtad, C., Wilkinson, A., Barrett, J., Kang, G., Kang, J., Mertens, S., & Quast, E., & Woodard, J., Wu., S.





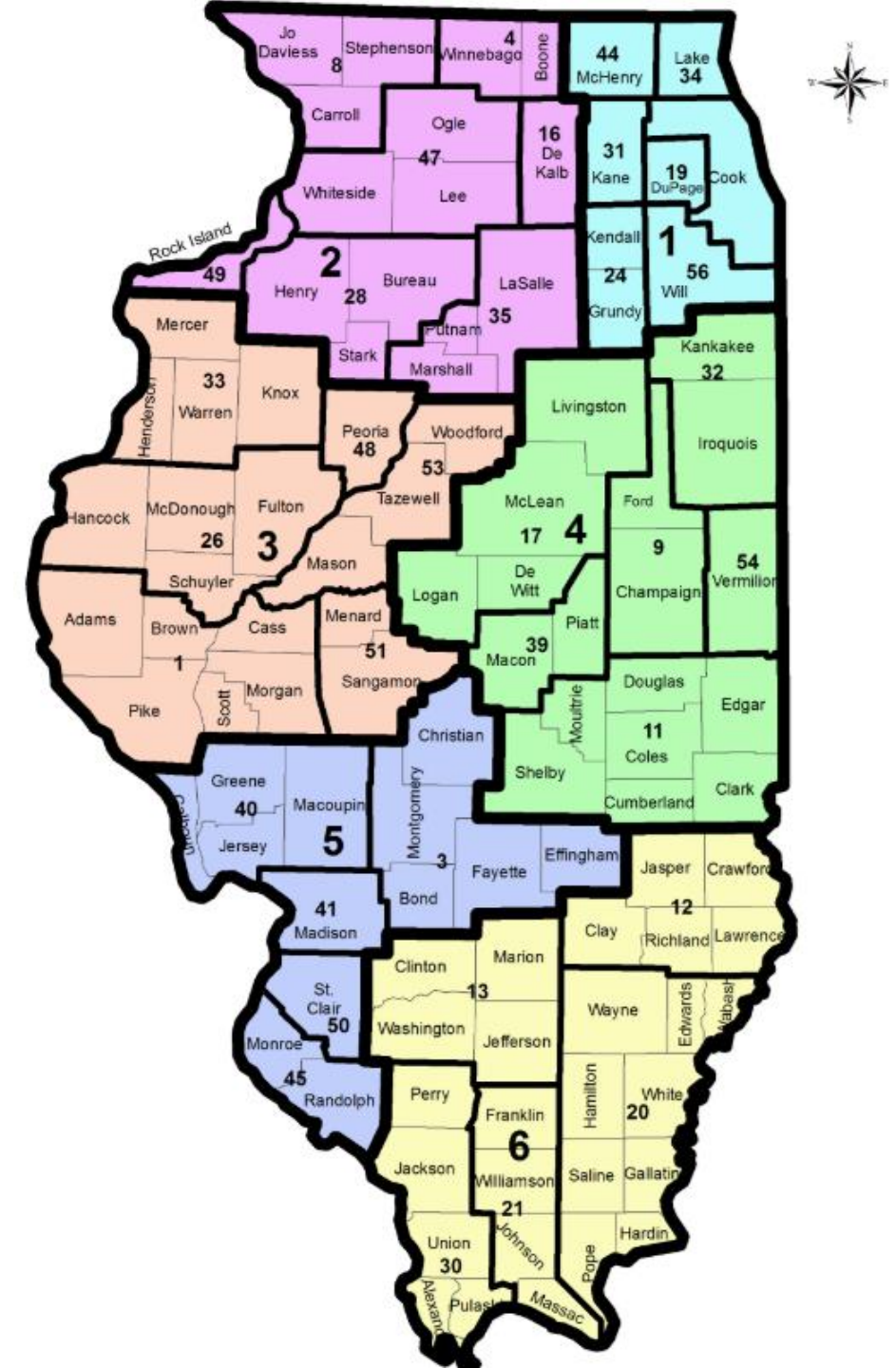
Illinois Tutoring Initiative Mission

**Build confident
learners through high-
impact tutoring**





Illinois Tutoring Initiative Service Areas



Partners



Illinois
State Board of
Education



ILLINOIS STATE
UNIVERSITY

SIUe

SIU
CARBONDALE



Northern Illinois University



Governors State
UNIVERSITY

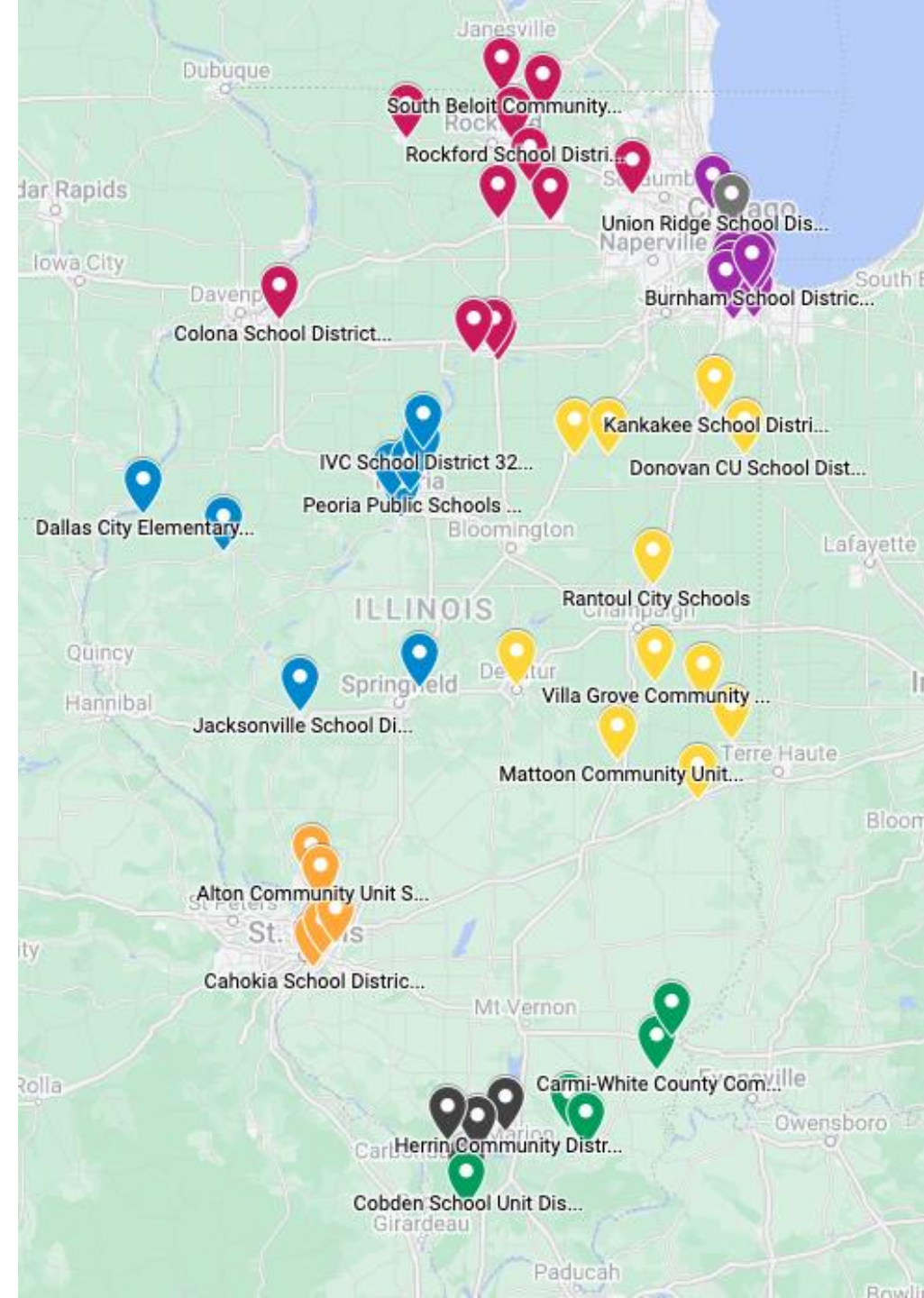




Implementation to Date

	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Regions	4	8	8	8	8
District	8	46	57	63	64
Schools	15	91	133	135	142
Tutors	49	438	557	824	*
Students	119	661	1255	2769	*

**Numbers not available at time of presentation as not all schools had started tutoring yet*



Homework Help vs. High-Impact Tutoring

Homework Help

Sometimes Rapport-building
Support independent practice
Multiple Tutors

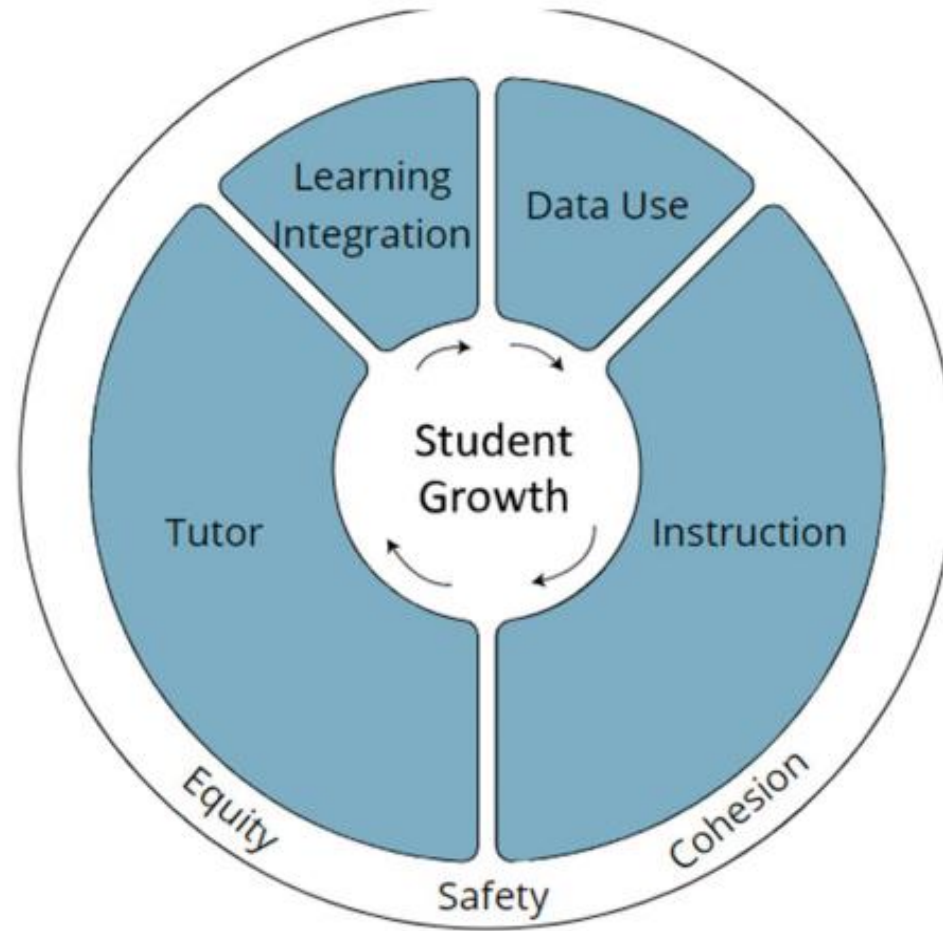


High-Impact Tutoring

Rapport-building
Review previous content
Introduce aim for the day
New content
Guided practice
Checks for understanding
Independent practice



Model - National Student Support Accelerator



High Impact Tutoring: *The Basics*



Evidence-Based



Small Groups



Sustained and Strong Relationships



Close Monitoring of Student Knowledge and Skills



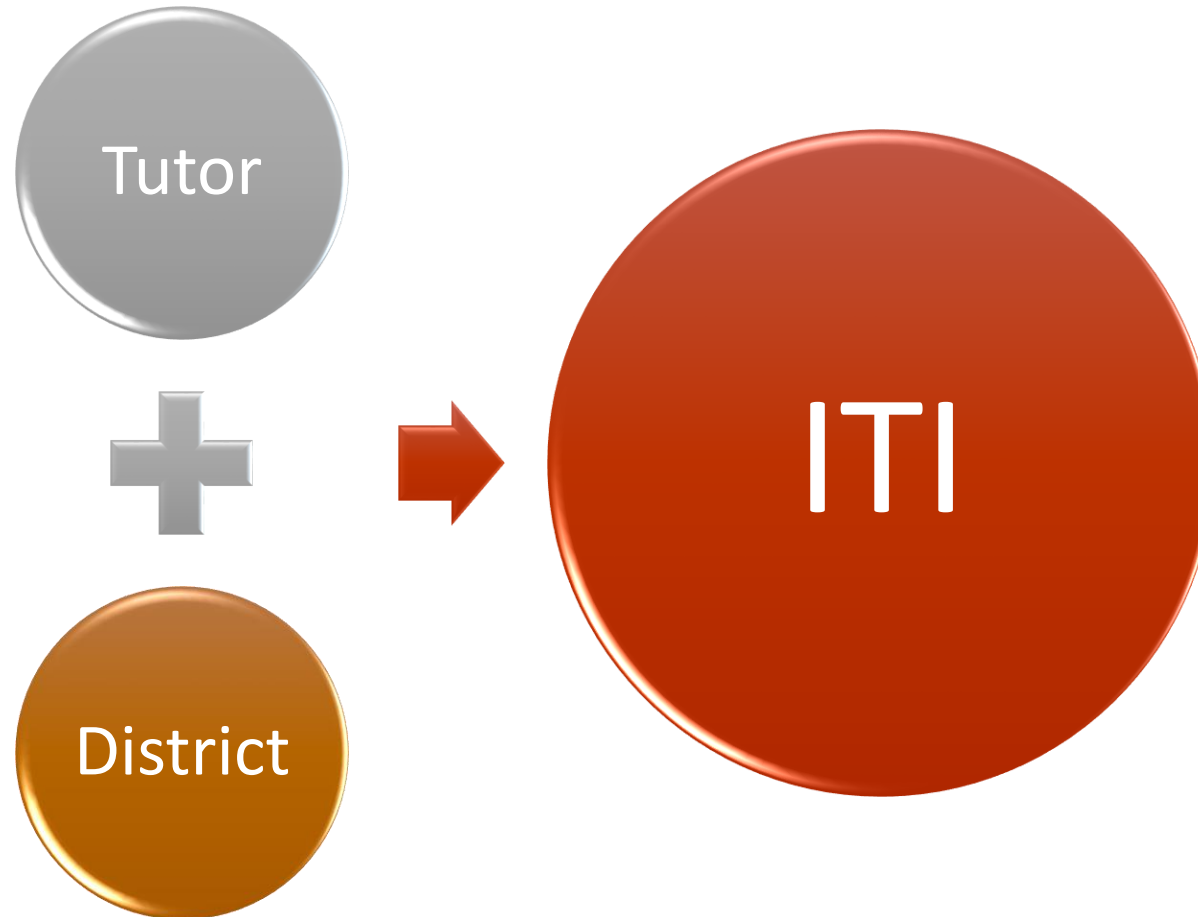
Alignment with School Curriculum



Oversight, Training, and Support for Tutors



Process





Tutor Journey



Preparing Tutors for Quality Implementation



- Core Training
- Content Training
- Implementation Fidelity

Core Training

What is High-Impact Tutoring?

- Five evidence-based characteristics of High Impact Tutoring
- Six effective techniques of working with students
- Plan for effective tutoring

Culturally Relevant Tutoring

- Culturally responsive tutoring
- Assets based perspectives
- Funds of Knowledge

Engaging all learners

- Zone for proximal development
- Universal design for learning
- Accessibility

Content Training

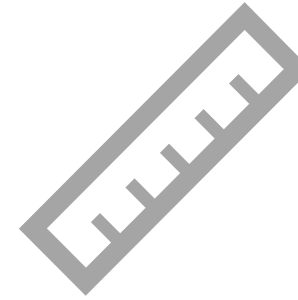


Reading

Phonemic awareness

Vocabulary

Comprehension



Math

Number sense 3rd-5th Grade

6th through 8th grade levels

Algebra

Geometry



District Journey

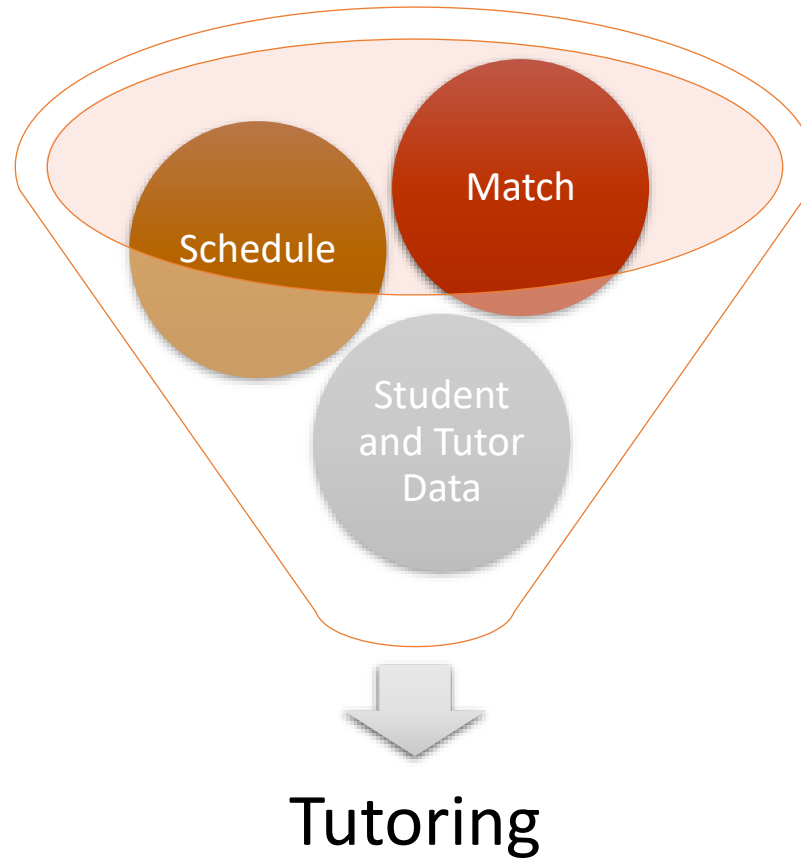
MOU

Select
students

Logistics
and
Scheduling



ITI Process



Outcomes 2022-2023

- Students
 - Reading
 - Math
 - Tutoring Sessions
 - Motivation to Read
- Tutors
 - Tutoring Sessions
 - Self-efficacy
 - Implementation Fidelity

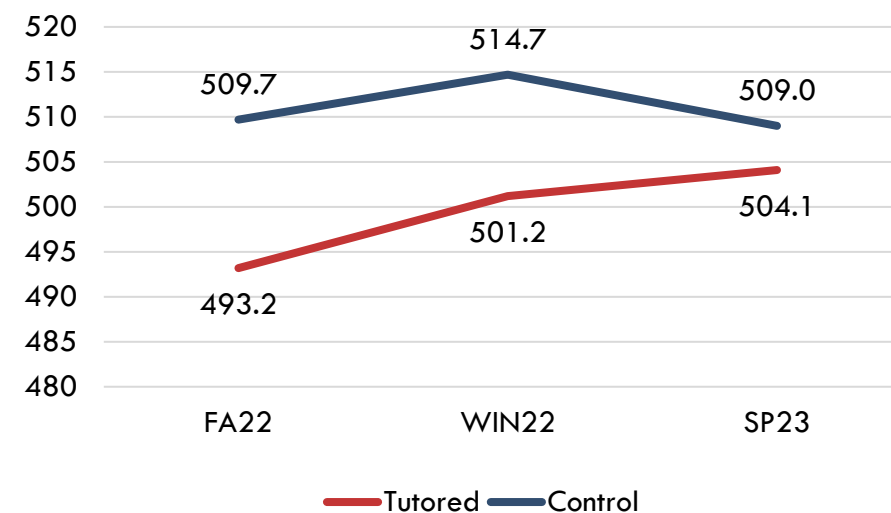
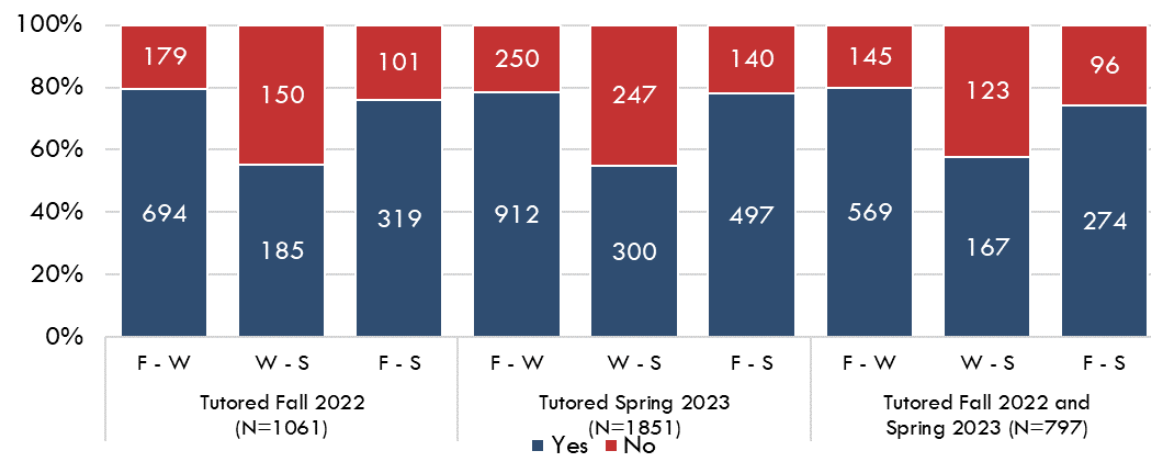


Student Outcomes - Reading

State Testing (IAR)

Students who were tutored **statistically outperformed** those who were not tutored during both 2022 ($t(546)=2.49, p=.006$) and 2023 ($t(2,2528)=2.82, p=.002$).

Local Assessments

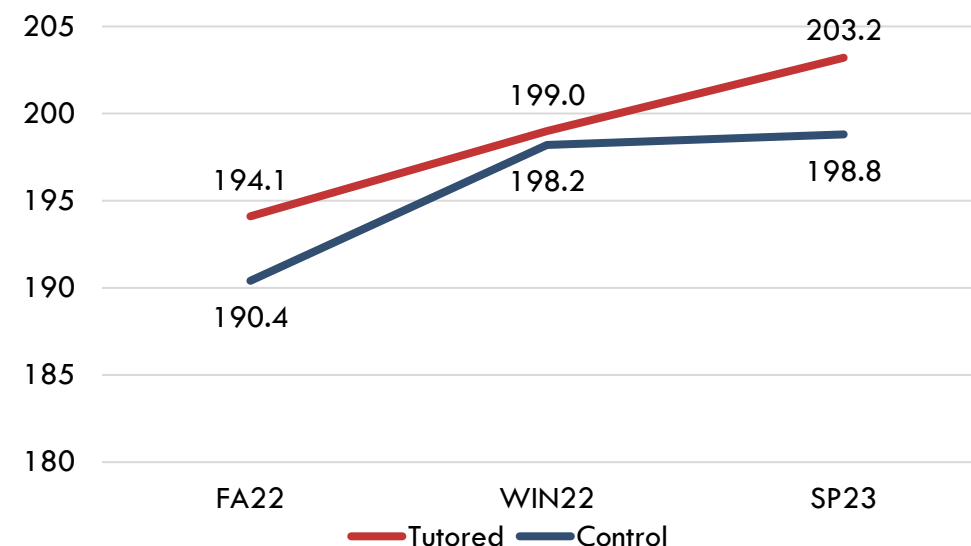
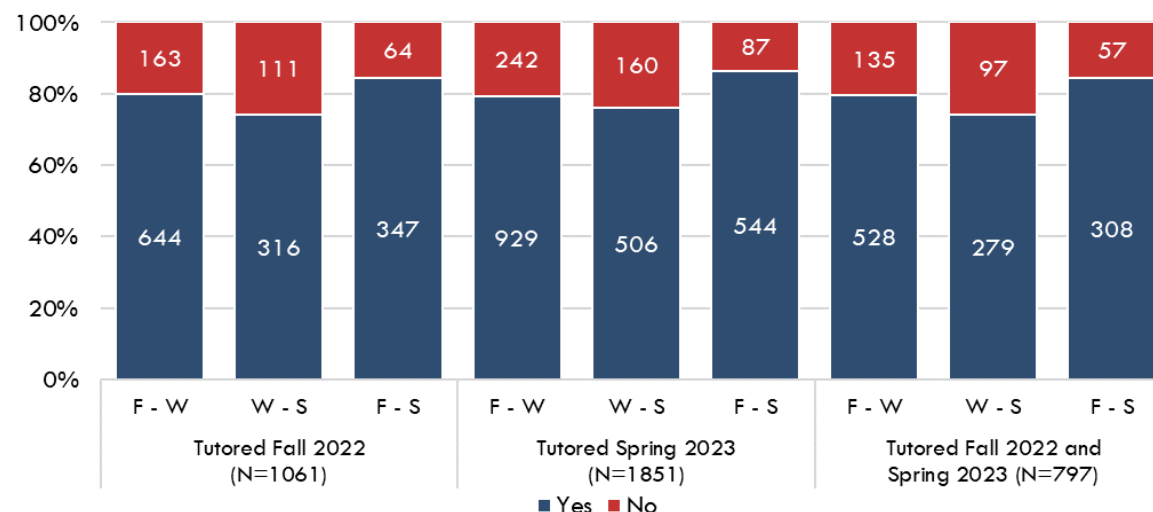


Student Outcomes - Math

State Testing (IAR)

Students who were tutored **statistically outperformed** those who were not tutored during both 2022 ($t_{(546)}=5.86, p<.001$) and 2023 ($t_{(2,2525)}=5.92, p<.001$).

Local Assessments



Even more impact was noted for students in **special education** and those who are **English Language Learners**!

Student Outcomes – Tutoring Sessions

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 Outcomes – Motivation to Read



Survey Instructions: Read each item and rate how certain you are that you can do the things described below.	Start of Spring 2023 Semester (N=1,116)	End of Spring 2023 Semester (N=1,307)
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
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

Tutor Outcomes – Tutoring Sessions

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

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Tutor Outcomes – Self-Efficacy

<i><u>Survey Instructions:</u> Please indicate your opinion about each of the statements below.</i>	Start of Spring 2023 Semester (N=434)	End of Spring 2023 Semester (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

What Is Fidelity?

Multi-dimensional degree to which an intervention is implemented as planned for the increase of the effect of the intervention

→ **Adherence**

Did you use the suggested components from the integrity checklist in your tutoring? (e.g., **96% of steps** implemented correctly)

→ **Quality**

• Did you implement those components with quality (1=poor, 2=fair, 3=good, 4=excellent)?

Frequency

• Did you implement those components with frequency they asked? (e.g., **twice** a week)

Duration

Did you implement those components for the duration they asked? (e.g., **30 min** per session)



Implementation Fidelity

Tutor Session Fidelity Checklist

Check each component that you successfully completed during this session:

1. Relationship Building
2. Review Previous Session
3. Introduce Focus of the Session and
4. set Learning Goal
4. Explicit Instruction
5. Guided practice
6. Deliberate Practice
7. Check for Understanding

1. Relationship Building

- *Demonstrated through positive communication, expressing empathy, and providing honest feedback throughout the session.*
 - **Positive Communication:**
 - Tutors warmly greet students *at the beginning of the session.*
 - “Hey Julie, it’s great to see you again and hope you had a great weekend!”
 - *Throughout the sessions*, tutors engage in positive interactions with the students.
 - “That’s really great thinking! Can you tell me about the next part?”
 - *At the end of the session*, tutors celebrate student achievement of the session and make a positive dismissal comment.
 - “Yay, we had another great session today, and your participation today was great! Hope you will have a great afternoon!”
 - “Julie, I hope you enjoyed the tutor time as much as I did and hope you have a great day!”

Example

Fidelity Checklist



Fidelity Checklist

Wed Feb 01, 2023

I demonstrated relationship building.

No Yes ✓

I demonstrated relationship building by (select all that apply - you must select one)

providing honest
feedback ✓

expressing
empathy ✓

positive
communication ✓

I reviewed the previous session.

No ✓ Yes

I introduced the topic of the session.

No Yes ✓

I set learning goals.

No ✓ Yes

I used explicit instruction.

No ✓ Yes

I used guided practice during the session.

No Yes ✓

I used guided practice during the session by (select all that apply - you must select one)

providing
relevant new
tasks ✓

prompting
students as
needed ✓

providing explanations if
students asked questions

I used deliberate practice during the session.

No Yes ✓

I used deliberate practice during the session through (select all that apply - you must select one)

provided study
materials ✓

observed the
student practice ✓

provided prompts or
demonstrations as needed ✓

I checked for student understanding during the session.

No ✓ Yes

Tutor Outcomes – Implementation Fidelity



Aspect of Tutoring Session	Fall 2022		Spring 2023		Observed* (N=619)
	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)	
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%

The White House noticed something!

“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.”

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/>

Summary

- Consistently high student and tutor ratings of sessions
- Tutored students consistently grew more in reading and math
- Students in Special Education and those who are English Language Learners were even more impacted in Math!
- Continued scaling!

Questions?
Comments?
Ideas?

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The background is a dark teal color. It features several large, black question marks scattered across the upper half. On the right side, there are three glowing yellow lightbulbs with radiating lines, suggesting ideas or inspiration. At the bottom, two hands in black suits are reaching out towards the center, one from the left and one from the right.

Questions?
Comments?
Ideas?

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