ILLINOIS TUTORING
INITIATIVE

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

July 31, 2023

The Illinois Tutoring Initiative (ITI) stems from work of the Illinois P-20 Council in spring 2021 to identify evidence-based strategies for learning renewal and supports 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 project management for the initiative 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 2022-2023 (AY22-23) along with demographic information. Insights from students, tutors, and district and higher education partners are also included with permission. In summary:

- 2,115 individual students in grades 3-8 received tutoring services; 38% were tutored in both fall 2022 and spring 2023;
- 68% of these students are 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
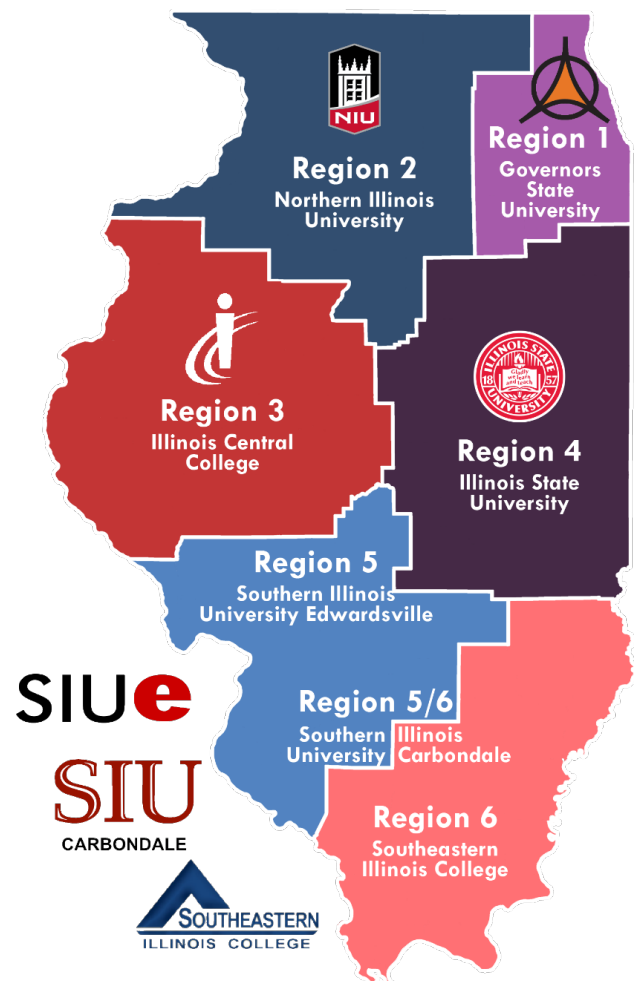
Initial results for AY22-23 indicate that over 70% of tutored students for whom district partners reported local assessment data had expected, or more than expected growth, in reading and math between fall 2022 and spring 2023. Students tutored in reading were further assessed using a tool to evaluate their reading engagement and motivation. From fall 2022 to spring 2023 students demonstrated 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 and lead to increased reading achievement overtime.

At the end of each tutoring session students were asked to complete a brief evaluation. Across AY22-23, students consistently reported high confidence in understanding the material, enjoyment, and learning at rates of approximately 90% or better. These end-of-session ratings by tutored students improved in each category from fall 2022 to spring 2023.

Tutors were surveyed at the beginning and end of the spring 2023 semester about self-efficacy in their work. 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 tutor sense of self-efficacy grew for these and all items on the self-efficacy instrument.

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 of the institutional partners conducted in-person observations of tutors at tutoring sites to conduct additional checks for fidelity to the program, as well as identify areas where tutors might need additional support. Across elements of high-impact tutoring, there was general alignment between tutors' self-reported fidelity to the program and the behaviors observed by institutional partners.

Additionally, just as students were asked to briefly reflect on each session, tutors also 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 growth from fall 2022 to spring 2023 in the percentage of tutors reporting positive student engagement and learning.

Student attendance at tutoring sessions during AY 22-23 was inconsistent. While tutors across the state averaged over 80% attendance, student attendance was approximately 60%. High-impact tutoring features regular work with students for one hour at least three times each week. Lower attendance is potentially a limiting factor to the benefits experienced by students. 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 partners are continuing 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 AY22-23. Additional reports will follow to elaborate on the findings outlined here. A future report planned for fall 2023 will include a statistical analysis of factors leading to increased learning and engagement among tutored students.

For more information on the Illinois Tutoring Initiative and its mission to build confident learnings through high-impact tutoring, visit IllinoisTutoringInitiative.org.

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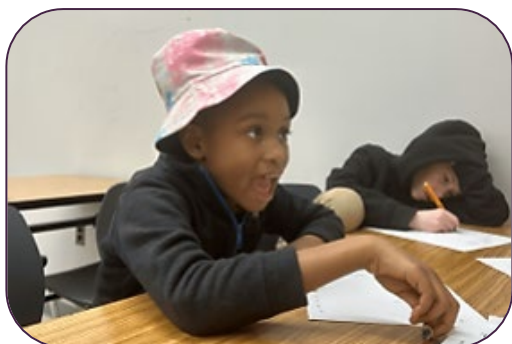
"I love the educational games that we play, reading books, and I love the rewards for doing a good job. I think tutoring is helping me because I am learning to read better and I'm making better grades."

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*

Throughout the 2022-23 academic year, districts submitted interim assessment data for students in both reading and math, regardless of the subject area tutored. Numbers reflect students for whom data was available for both points in time (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 over time 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 of time, the student made the expected amount of growth during that period. If the score increased, the student made more growth than expected on the assessment.

Tutored Student Growth – Reading

Results displayed below show how many students demonstrated expected, or more than expected growth between the noted semesters. District submission of spring 2023 scores is delayed and ongoing with approximately 60% of districts providing data as of this report. Therefore, the numbers reflect less student information for the winter 2022-23 to spring 2023 and fall 2022 to spring 2023 periods. This report will be updated as additional data are provided.

Figure 2: Students with Growth in Reading – Number
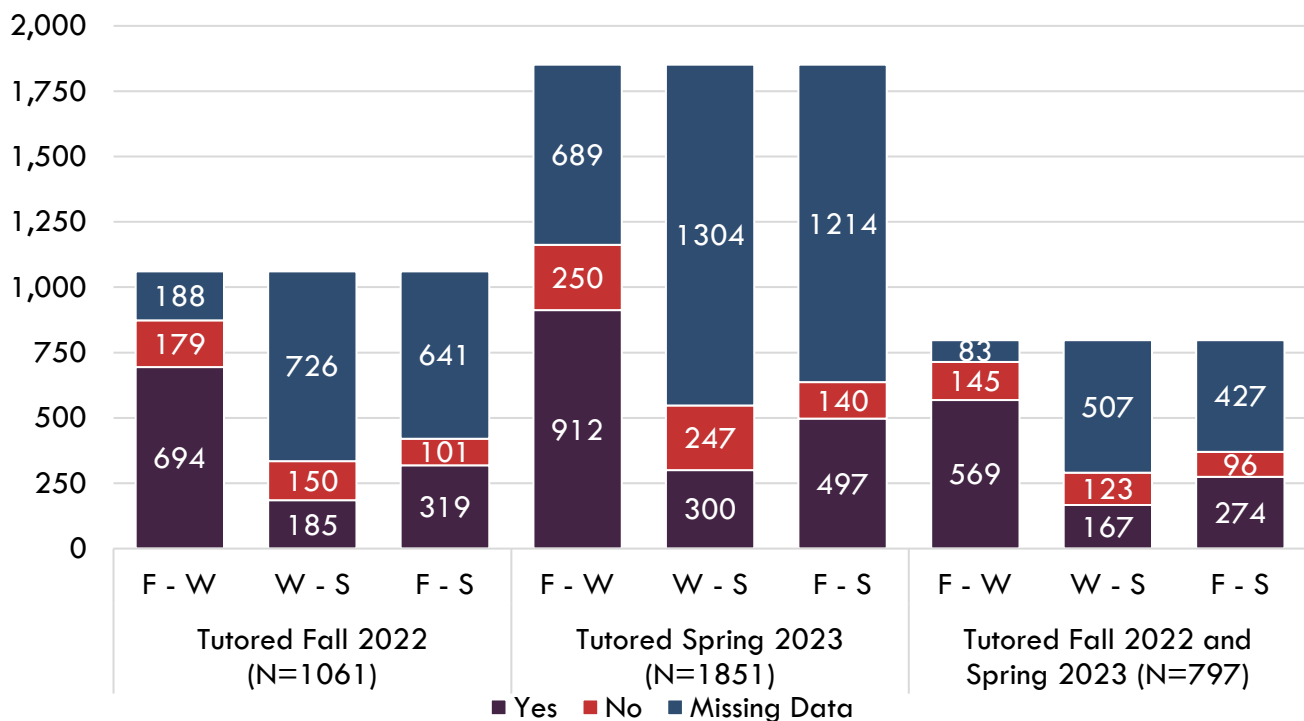
F = fall 2022, W = winter 2022-23, S = spring 2023
2,115 unique students tutored. 60% of districts provided spring 2023 data as of this report; updates will be made with additional district data submission.

Initial results indicate that over 70% of students with data had expected, or more than expected, growth in reading between fall 2002 and winter 2022-23 and between fall 2022 and spring 2023. This pattern is consistent, whether students were tutored in the fall 2022, spring 2023, or both semesters.
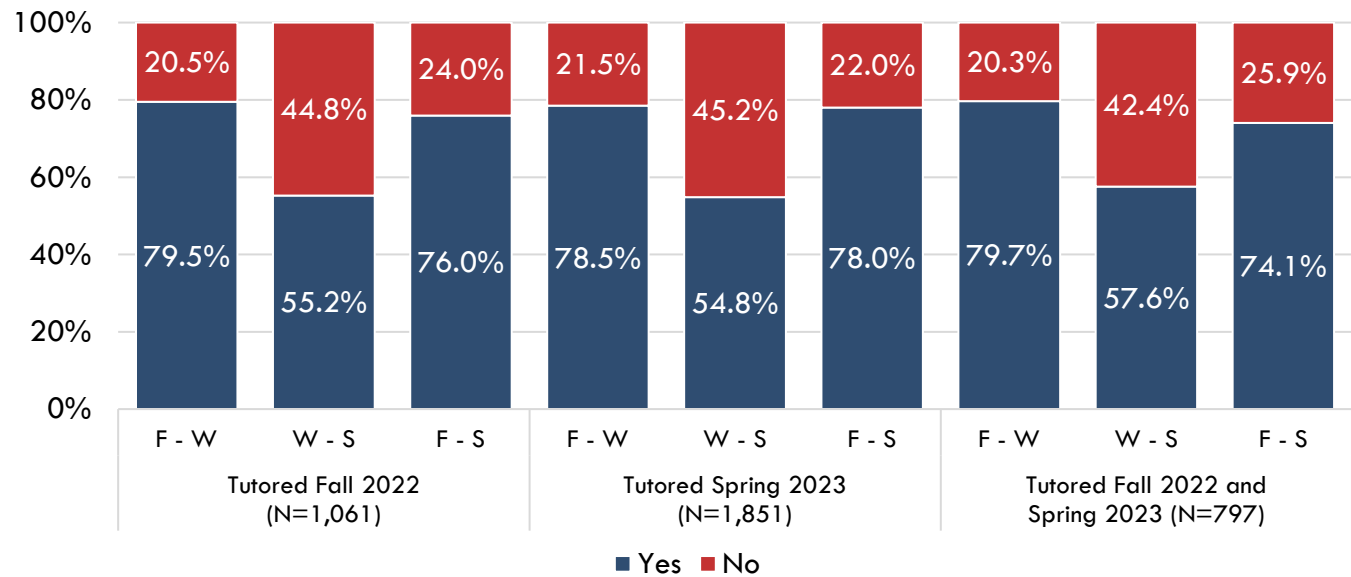
Figure 3: Students with Growth in Reading – Percent

F = fall 2022, W = winter 2022-23, S = spring 2023
2,115 unique students tutored. 60% of districts provided spring 2023 data as of this report;
updates will be made with additional district data submission.

Student Reading Motivation

Reading motivation refers to the goals and beliefs a student holds about the processes and outcomes of reading.[1] Student reading motivation was measured at the start and end of the spring 2023 semester through a survey. Growth was seen across all items. Students demonstrated 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 and lead to increased reading achievement overtime.

Table 1: Student Reading Survey Questions and Results

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

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[1] 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 Eribaum.

	Start of Spring 2023 Semester	End of Spring 2023 Semester
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

Tutored Student Growth – Math

Results displayed below show how many students demonstrated expected, or more than expected growth between the noted semesters. District submission of spring 2023 scores is delayed and ongoing with approximately 60% of districts providing data as of this report. Therefore, the numbers reflect less student information for the winter 2022-23 to spring 2023 and fall 2022 to spring 2023 periods. This report will be updated as additional data are provided.

Figure 4: Students with Growth in Math – Number
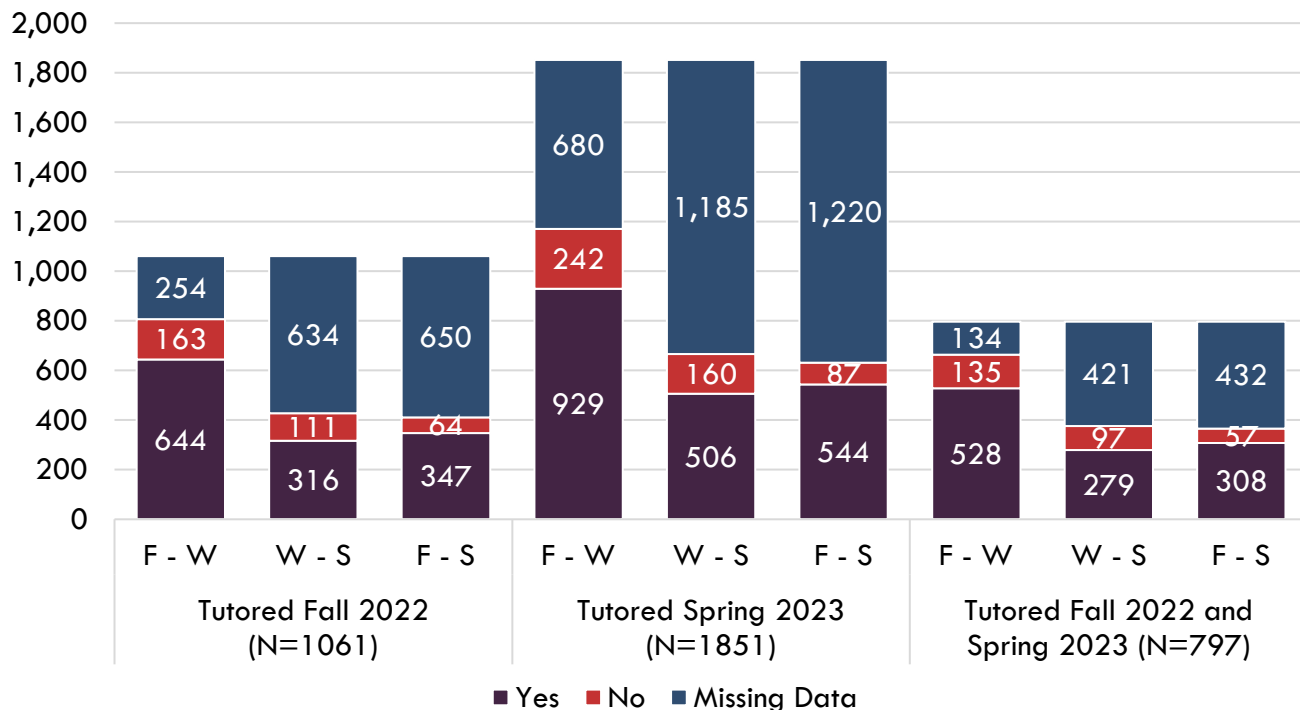
F = fall 2022, W = winter 2022-23, S = spring 2023
2,115 unique students tutored. 60% of districts provided spring 2023 data as of this report;
updates will be made with additional district data submission.

Initial results indicate that over 70% of students with data had expected, or more than expected growth in math across all periods.

Figure 5: Students with Growth in Math – Percent
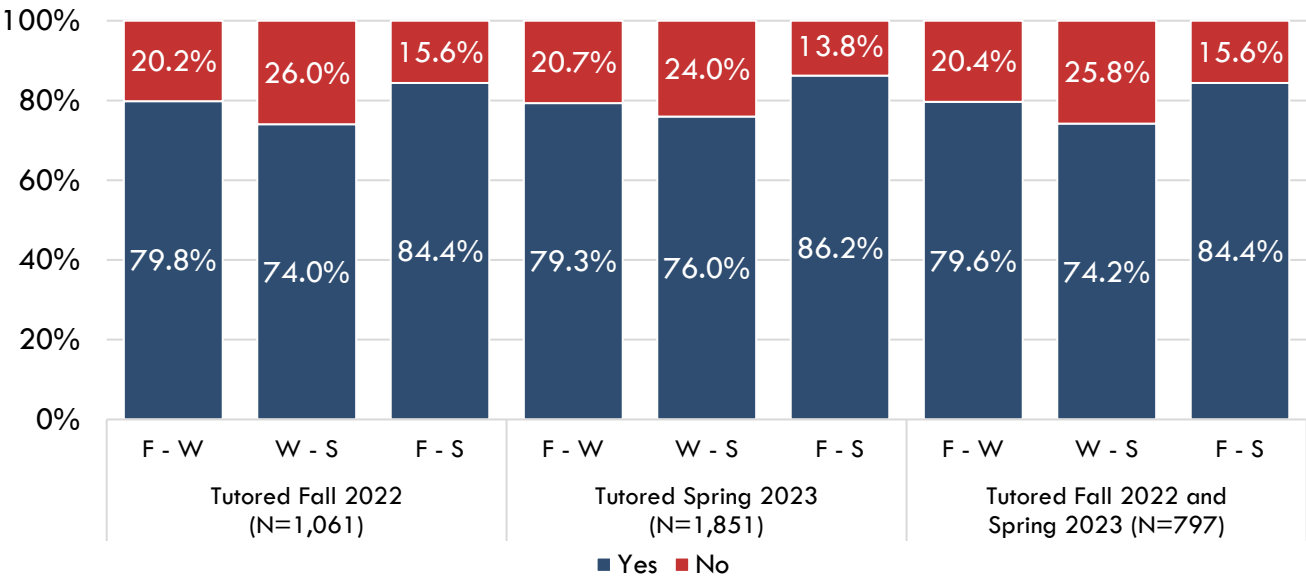
F = fall 2022, W = winter 2022-23, S = spring 2023
2,115 unique students tutored. 60% of districts provided spring 2023 data as of this report;
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Attendance Rates

While tutors across the state averaged over 80% attendance, student attendance at approximately 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 6: Tutor and Student Attendance Rates
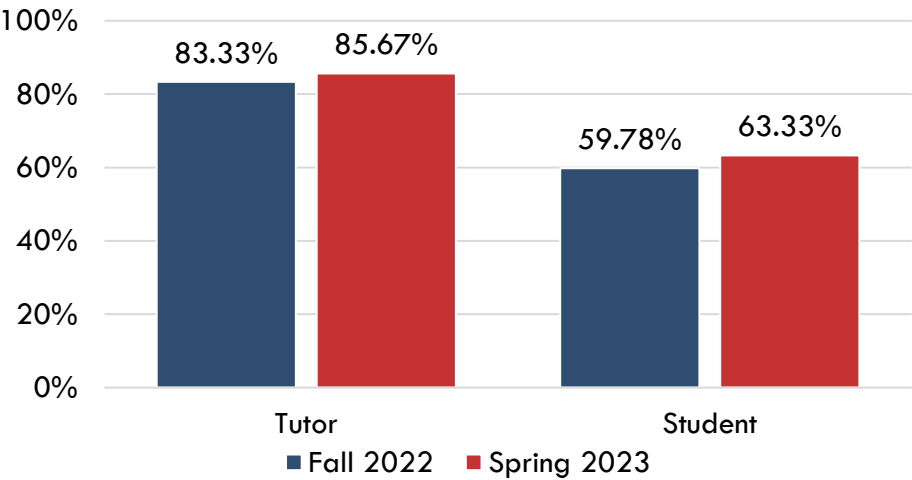
Student Session Feedback

At the conclusion of each tutoring session, students completed a short feedback survey. Students reported consistently high confidence in understanding the material, enjoyment, and learning.

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 7: Students Tutored by Region
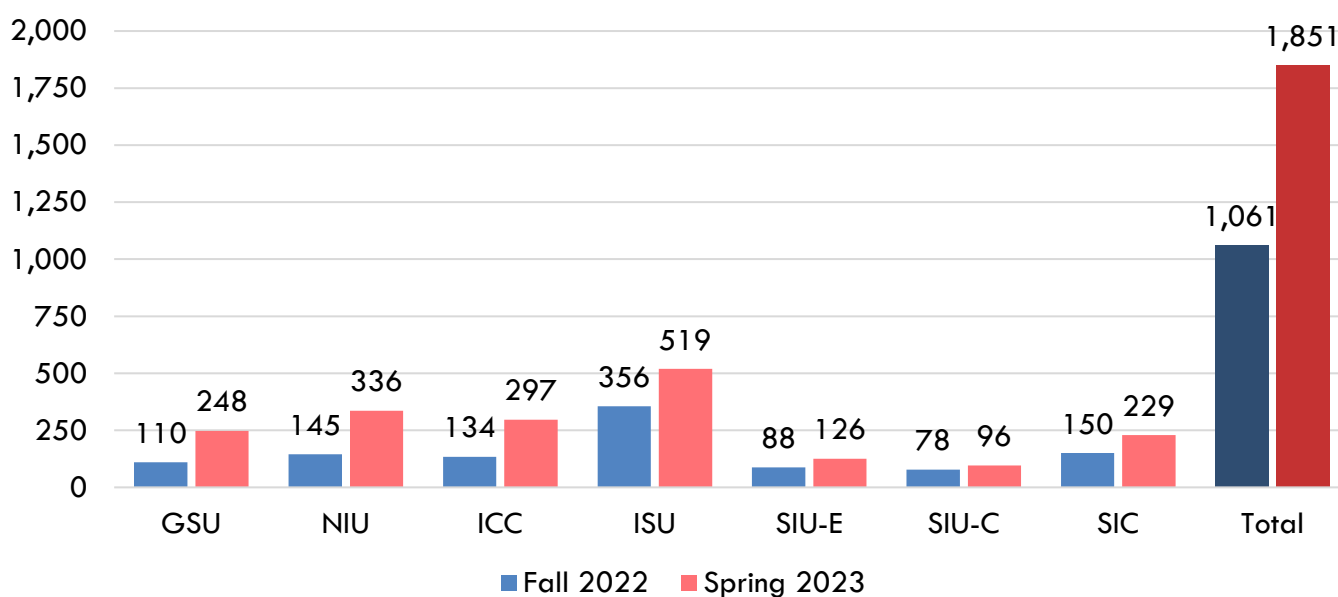
2,115 unique students tutored

Figure 8: Students Tutored by Grade

Grade	Fall 2022	Spring 2023
3rd	268	443
4th	229	406
5th	182	320
6th	151	295
7th	126	176
8th	101	156
Blank	4	55
Total	1,061	1,851

■ Fall 2022 ■ Spring 2023
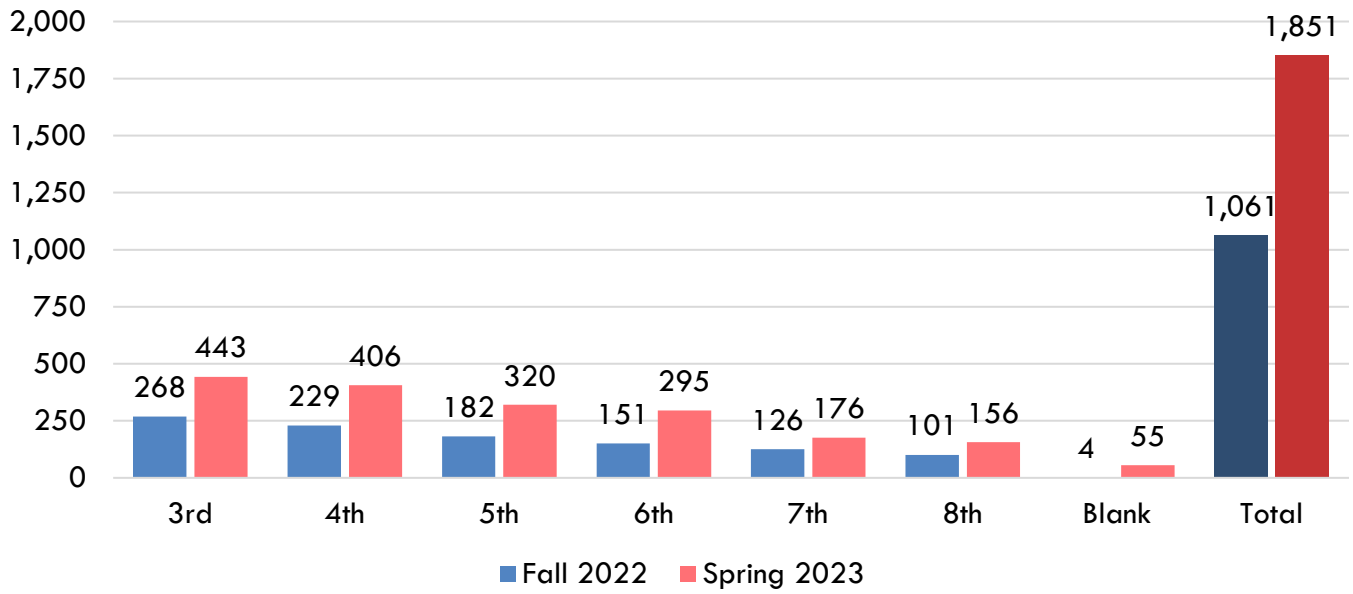
2,115 unique students tutored

Figure 9: Students Tutored by Subject

Subject	Fall 2022	Spring 2023
Literacy	684	1,009
Math	322	601
Both	16	125
Blank	39	116
Total	1,061	1,851

■ Fall 2022 ■ Spring 2023
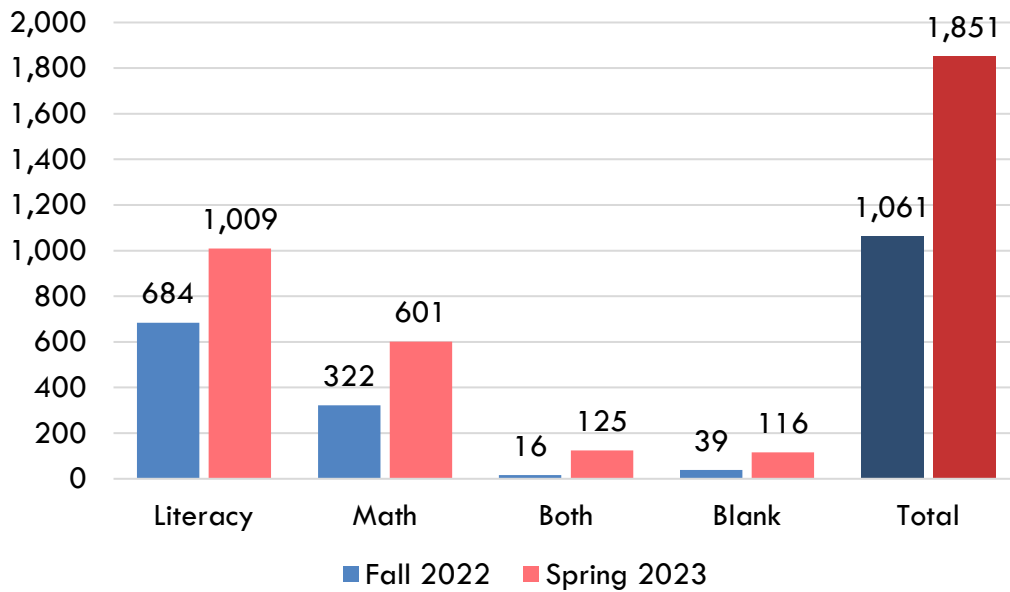
2,115 unique students tutored

Figure 10: Students Tutored by Race

Figure 10: Students Tutored by Race

	American Indian or Alaskan Native	Asian	Black	Hispanic or Latino	Native Hawaiian or Other Pacic Islander	Two or More Races	White	Blank	Total
Fall 2022	0	5	200	87	1	33	640	95	1,061
Spring 2023	1	8	427	131	1	57	803	423	1,851

■ Fall 2022   ■ Spring 2023

2,115 unique students tutored
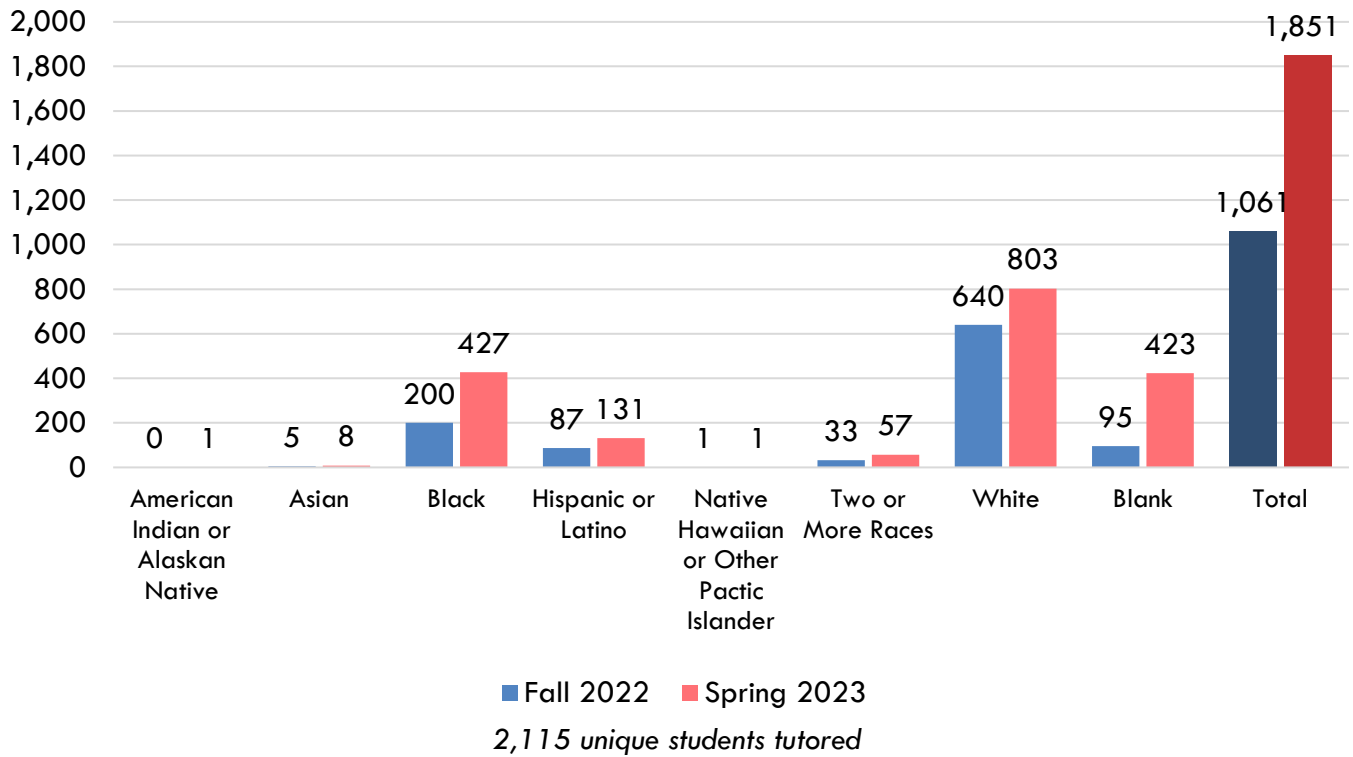
Figure 11: Students Tutored by Special Education (SED) Status

	SED	Not SED	Blank	Total
Fall 2022	130	791	140	1,061
Spring 2023	172	1,108	571	1,851

■ Fall 2022   ■ Spring 2023

2,115 unique students tutored

Figure 12: Students Tutored by Low-Income Status

2,115 unique students tutored

Figure 13: Students Tutored by ELL

2,115 unique students tutored

Student Languages Spoken

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

"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 t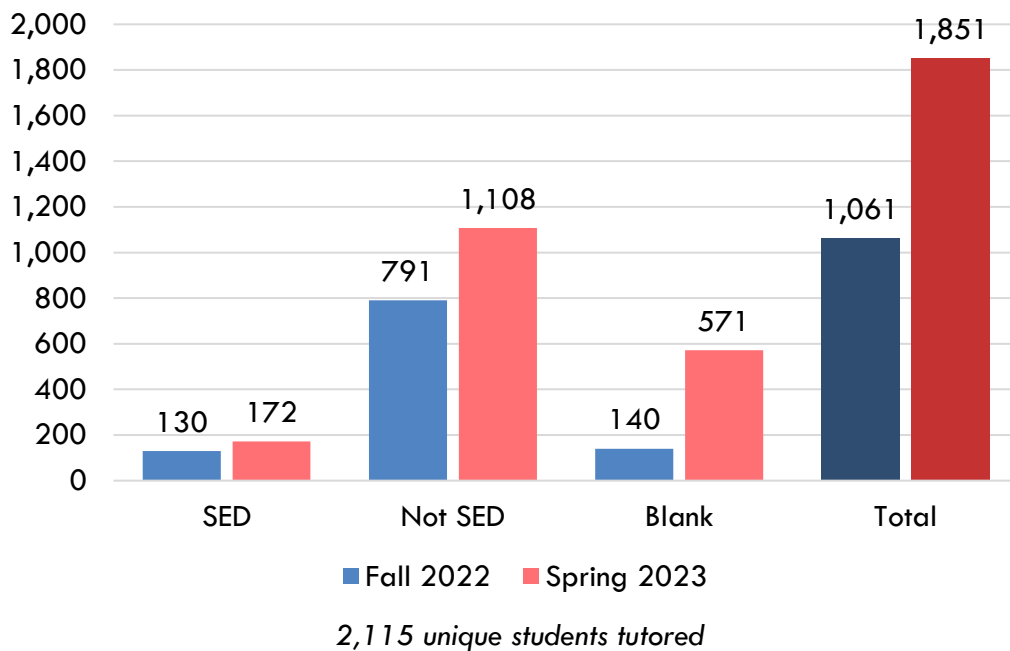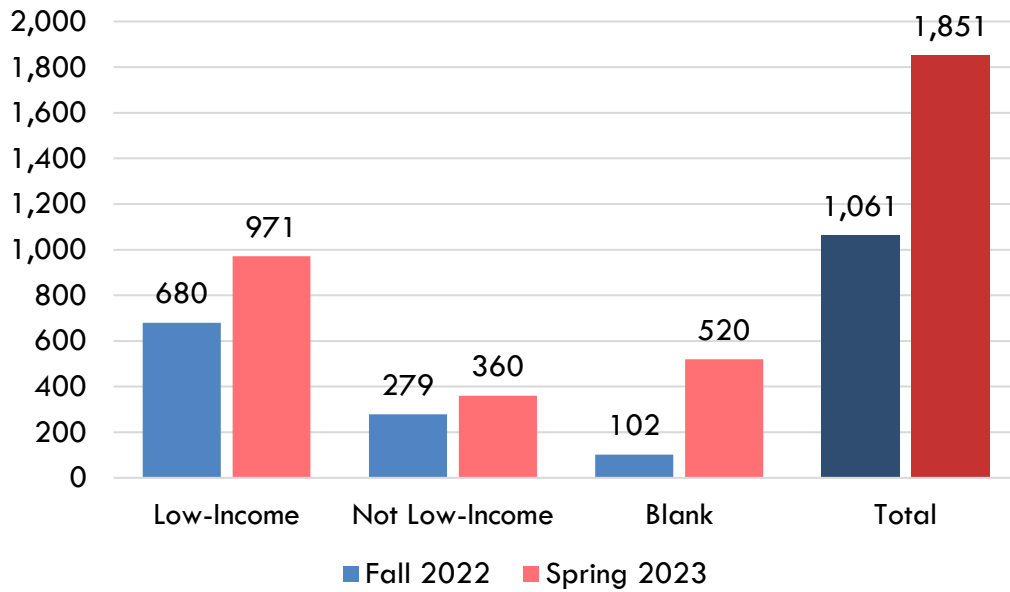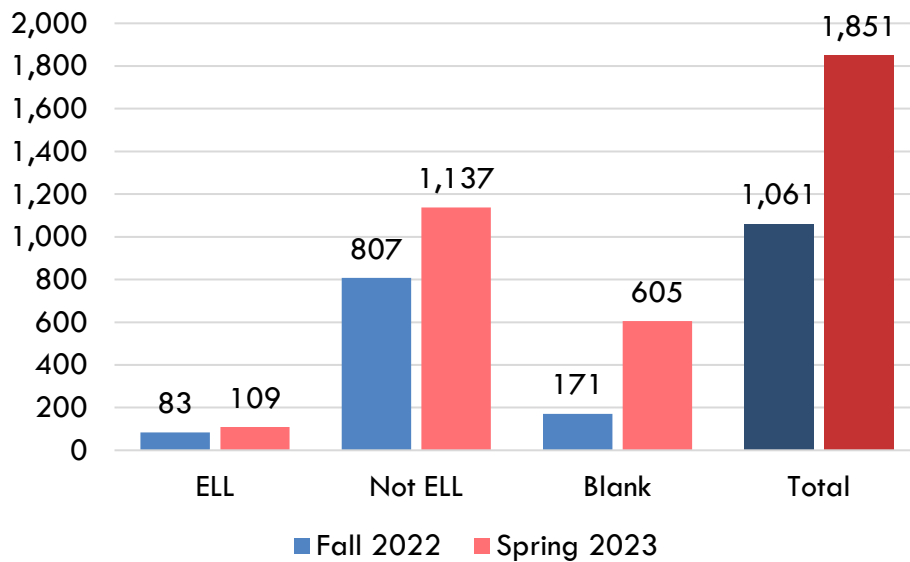hat teachers will see such an exciting difference in their students. Parents will see more confidence in their learners. I cannot rave about it enough."

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 Owen
Carmi-White Junior High School, Carmi-White County CUSD 5
Region 6 — Southeastern Illinois College

Tutors in the ITI were also assessed on multiple outcomes during AY22-23. 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 a variety of 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 the ability to exert control over one's own motivation, behavior, and social environment. Tutor self-efficacy was measured at the start and end of the spring 2023 semester. Results indicate that tutor sense of self-efficacy grew for each item. Self-efficacy is important for tutors because this is related to their own goal-setting and improvement in their work with students.

Table 3: Tutor Self-Efficacy Survey Questions and Results

Survey Instructions: *Please indicate your opinion about each of the statements below.*	**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

*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 prior to being matched with students to tutor. Each module has a quiz with an 80% passing requirement. Additional content modules are available to provide tutors with information about common misconceptions and specific tools and strategies to support student learning in reading and math. The graphs below indicate average scores across all trained tutors on core and content modules.

Figure 14: Core Training Modules

Module	Score
What is High Impact Tutoring?	87.17%
Culturally Relevant Tutoring	90.77%
Engaging All Learners	91.90%
Fidelity Practice Session Video Survey	86.44%

Figure 15: Content Modules

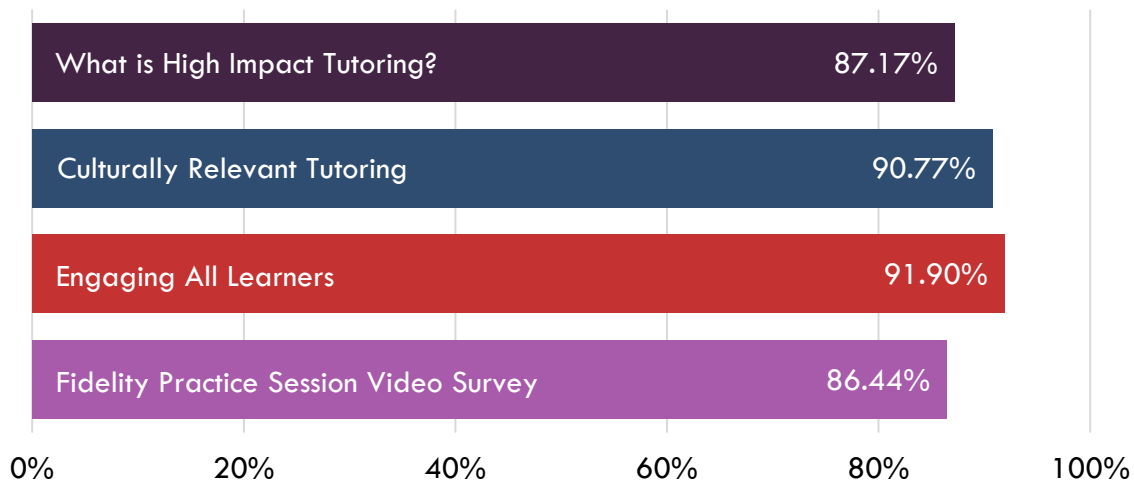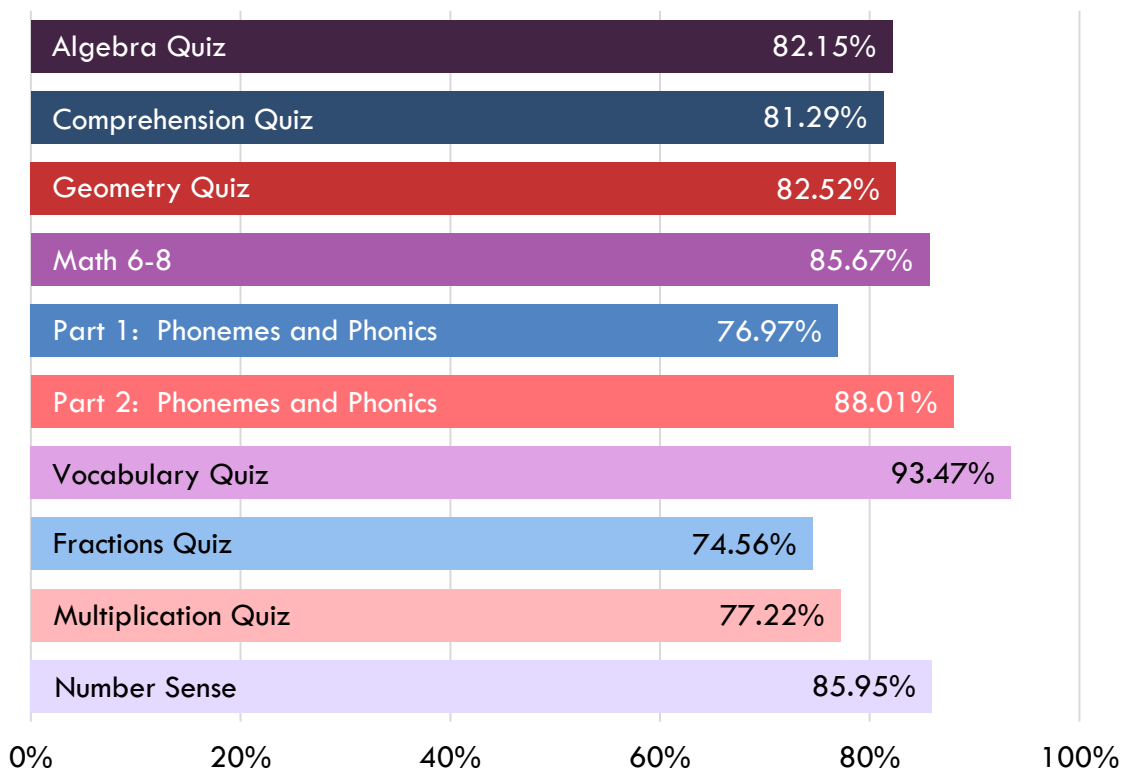| Module	Score
Algebra Quiz	82.15%
Comprehension Quiz	81.29%
Geometry Quiz	82.52%
Math 6-8	85.67%
Part 1: Phonemes and Phonics	76.97%
Part 2: Phonemes and Phonics	88.01%
Vocabulary Quiz	93.47%
Fractions Quiz	74.56%
Multiplication Quiz	77.22%
Number Sense	85.95%

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 were required to undergo more intensive training on session fidelity in early spring 2023. Spring 2023 results indicate a large increase in tutors 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		
	Self-Report (N=6,973)	Observed (N=132)	*through 1/29/23* (N=2,693)	*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%

Tutor Session Feedback

At the conclusion of each tutoring session, tutors and students complete a short feedback survey. 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 16: Tutors by Region
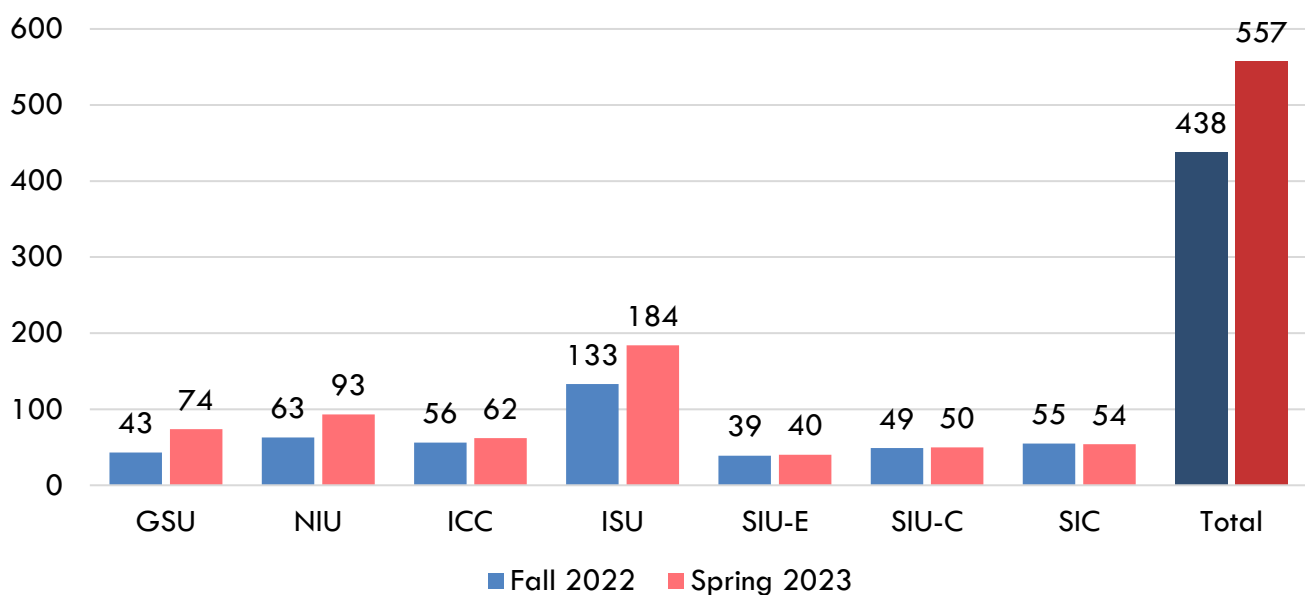
649 unique tutors

Figure 17: Number of Languages Spoken by Tutors
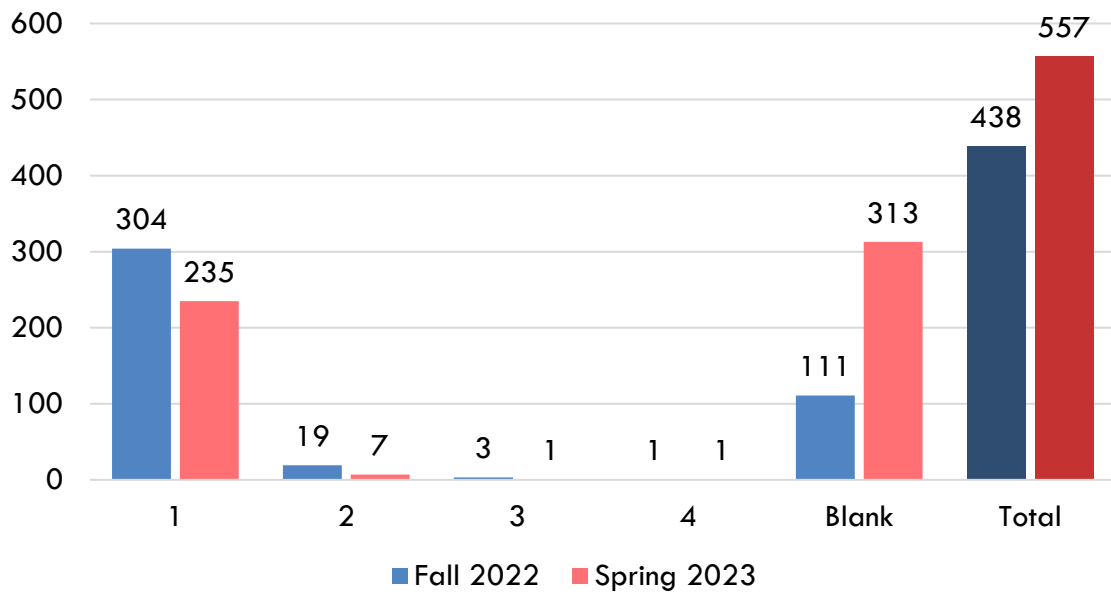
649 unique tutors

Figure 18: Tutors by Highest Degree
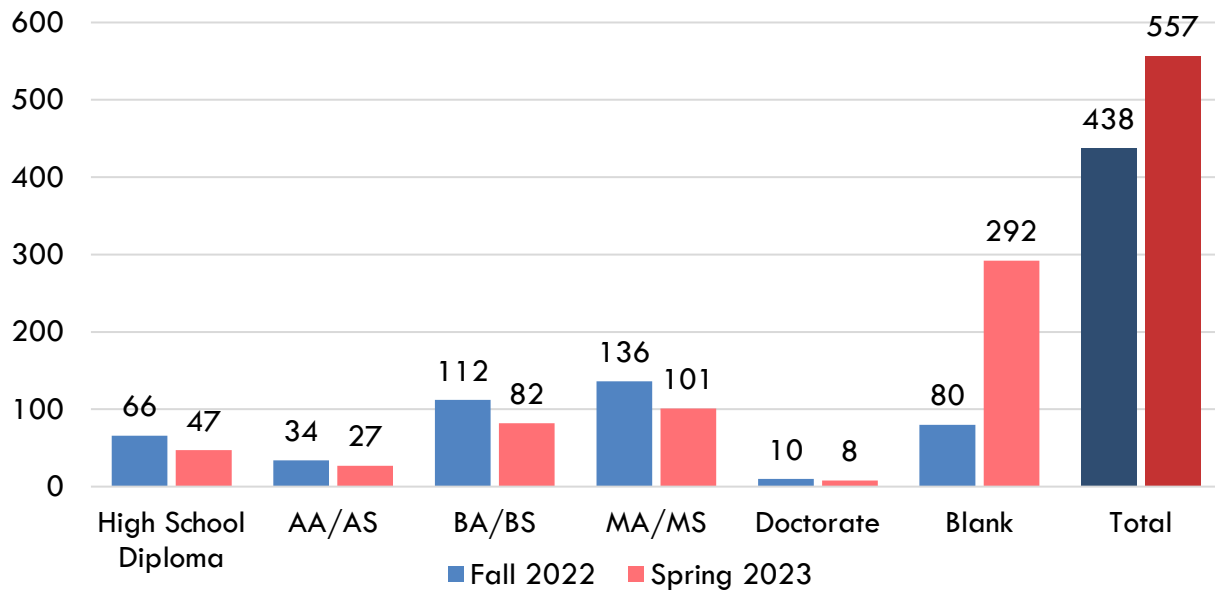
649 unique tutors

Figure 19: Tutors by Ethnicity
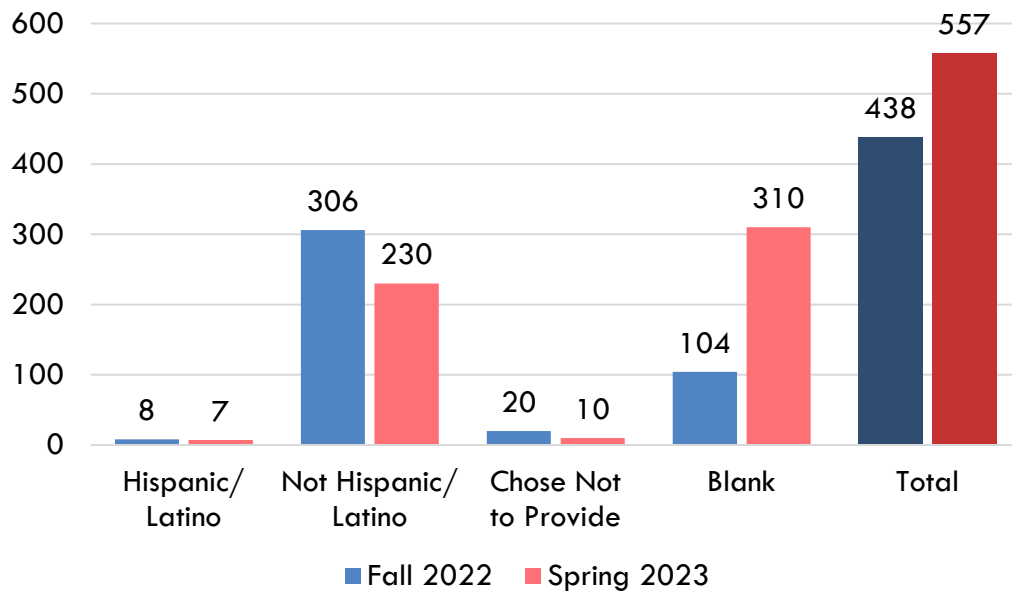
649 unique tutors

Figure 20: Tutors by Race
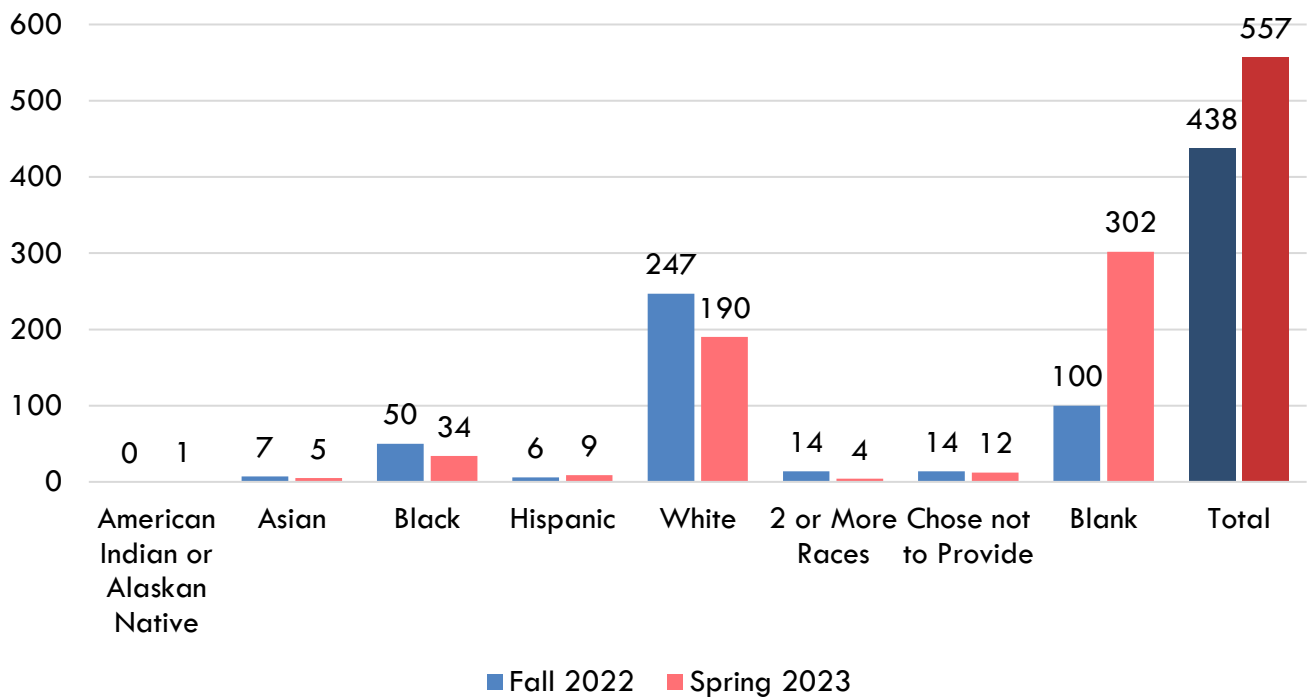
649 unique tutors

Figure 21: Tutors by Age

Fall 2022 ■ Spring 2023

Age	Fall 2022	Spring 2023
18-19	15	14
20-29	7	32
30-39	74	54
40-49	77	61
0-59	77	61
60-69	30	30
70+	6	4
Chose not to Provide	26	18
Blank	126	283
Total	438	557

649 unique tutors

Figure 22: Tutors Student Status

Fall 2022 ■ Spring 2023

Status	Fall 2022	Spring 2023
Undergrad, Full-Time	47	31
Undergrad, Part-Time	8	3
Graduate, Full-Time	12	7
Graduate, Part-Time	8	4
Teacher Prep	43	27
Total	75	45

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

"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 aga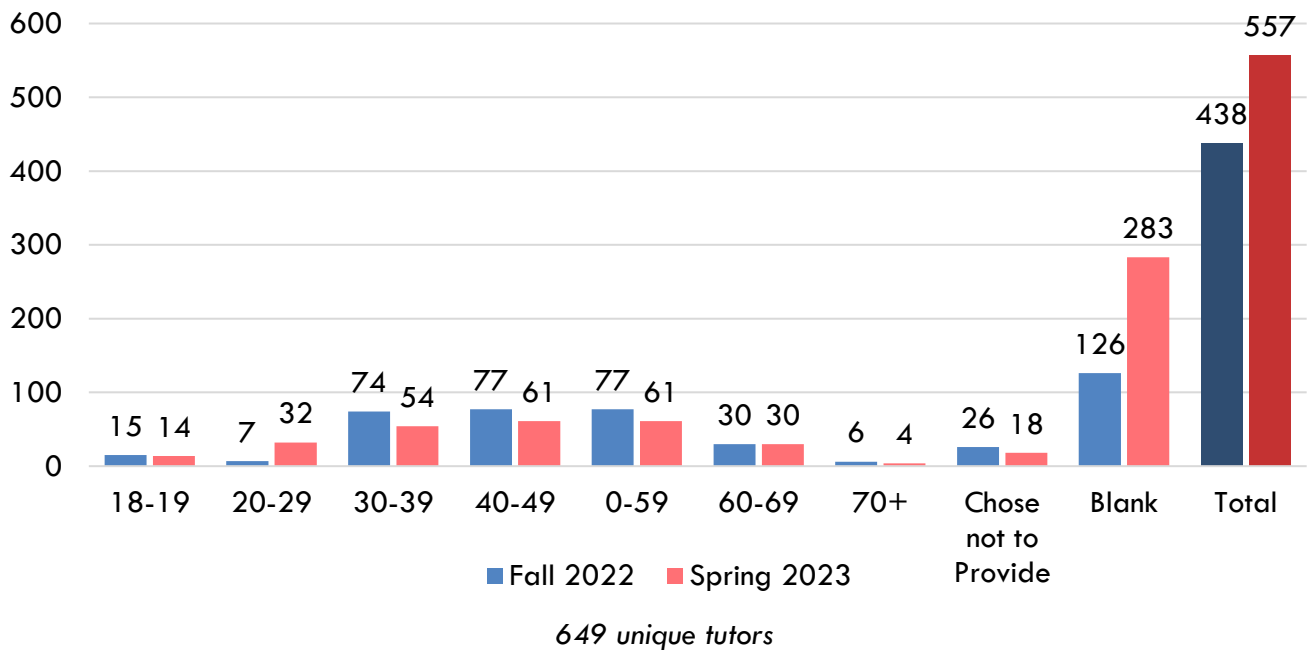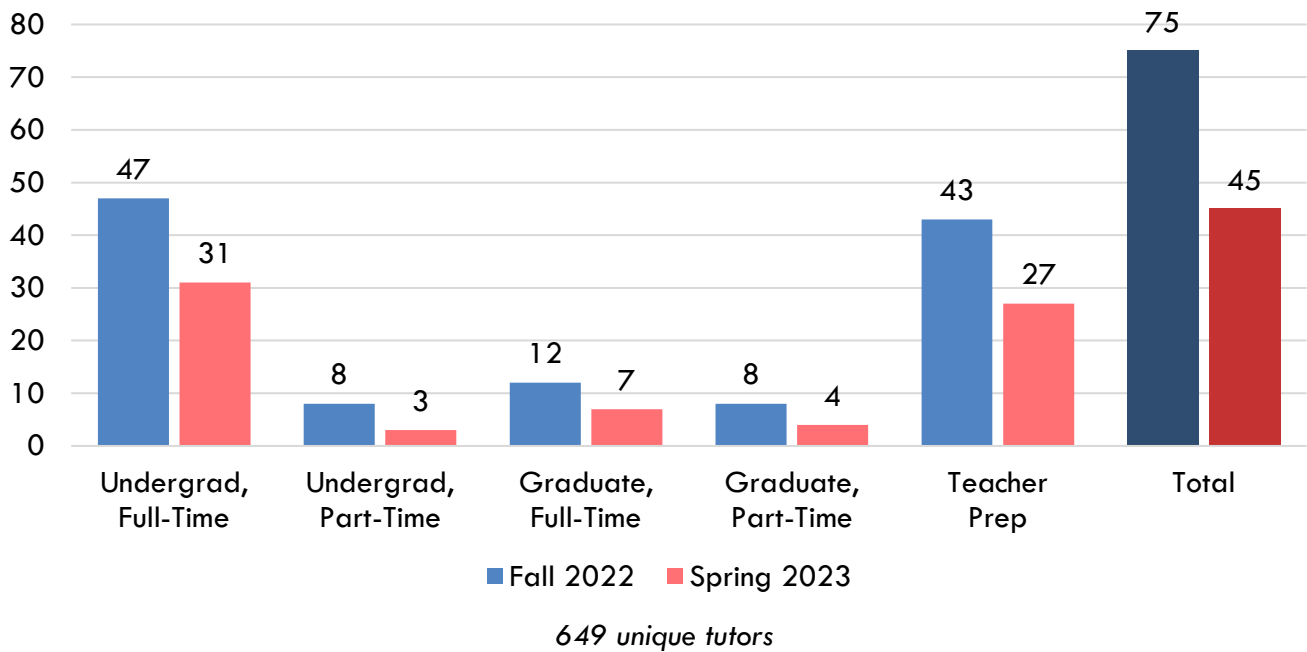in. A role model working with them every day is closing the gap. Our data shows that major disciplinary referrals dropped 85% this year, and 75% of our student population improved both their reading and math scores. The ITI is definitely working for our kids."

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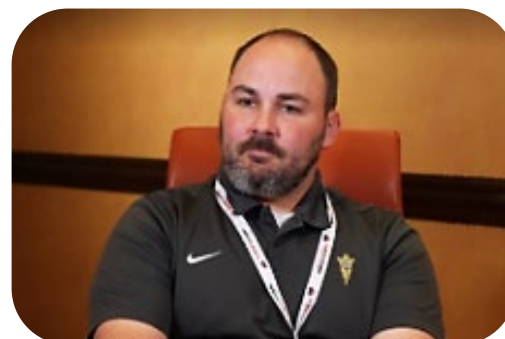
"The Illinois Tutoring Initiative has been a great benefit to the students at Penniman Elementary. We have seen an increase in student's test scores and confidence. The tutors are professional and engage students in fun meaningful ways that help them learn best. I look forward to continuing the partnership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

Juanita Drue
Lewis Elementary Carbondale 95
Region 5/6 – Southern Illinois University Carbondale
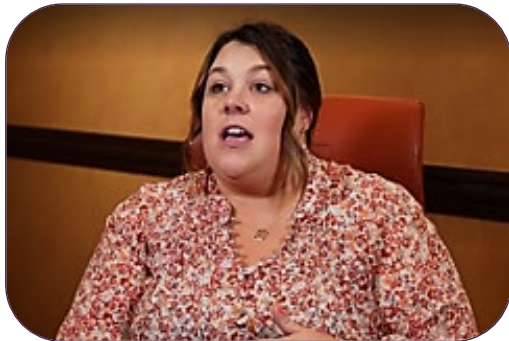
"My teachers tell me all the time that my students are doing really well in class right now. They've improved so much. This is awesome! I think it's really great for them. Students are also improving in the classroom socially. The kids look forward to it everyday."

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

The ITI continued to scale across AY22-23 in both the number of priority districts and schools served. 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 AY22-23.

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

Region 1 – Governors State University					
Districts Served	**F**	**S**	**Schools by District**	**F**	**S**
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
Total: 11	**9**	**9**	**31**	**18**	**25**

Region 2 – Northern Illinois University					
Districts Served	**F**	**S**	**Schools by District**	**F**	**S**
Rochelle CCSD 231	X	X	Rochelle Middle School	X	X
Hiawatha CUSD 426	X	X	Hiawatha Elementary	X	X
			Hiawatha Junior High School	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	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
Total: 12	**8**	**12**	**22**	**12**	**22**

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
Total: 7	**7**	**7**	**21**	**18**	**21**

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
Total: 11	**8**	**11**	**32**	**15**	**32**

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
Total: 4	**4**	**4**	**10**	**10**	**10**

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
Total: 4	**4**	**4**	**8**	**8**	**8**

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
Total: 7	**5**	**7**	**12**	**9**	**12**

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

Grand Totals: 58	**46**	**57**	**138**	**91**	**133**

*F=fall 2022, S=spring 2023

Over the course of the academic year, scaling increased drastically resulting in over three times as many sessions being delivered in spring semester.

Figure 23: Sessions Delivered by Region
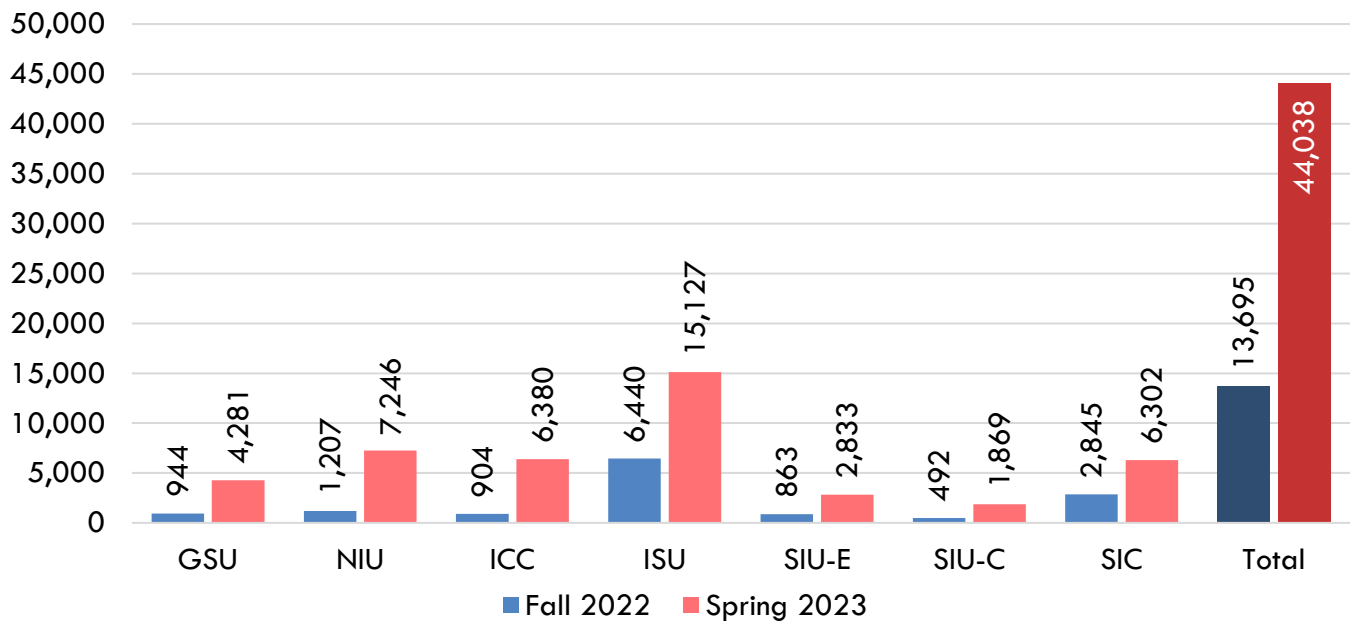
This report provides an initial look at student and tutor outcomes in AY22-23 of the Illinois Tutoring Initiative. Results indicate consistently high student and tutor ratings of tutoring sessions. Tutored students made academic gains in both reading and math across the school year. A subsequent report will feature additional statistical analyses of multiple variables, like impact of tutor dosage, additional tutor training, as well as different student and tutor characteristics on student growth. These analyses will be conducted and presented after state test results are available in the fall 2023 semester.

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