

## Tutoring Outcomes Evaluation: 2022-2023

### **Recommendation 1: Identify evidence-based low-cost tutoring initiatives and strategies.**

<b>Opinion</b>	<b>Responsive Action Plan (Provide Narrative Response)</b>	<b>Status of Responsive Action</b>	<b>Estimated Date of Full Implementation of Responsive Action</b>
Concur	<p><u>Reflection:</u> MCPS employed staff members who were trained in using an acceleration model for preparing students for upcoming learning or an evidence-based intervention. They were also trained in using the curriculum and/or Tier III MCPS-approved interventions.</p> <p>In addition, MCPS used two vendors to support additional students in need of academic support and enrichment. All services were provided free of cost.</p> <p><u>Plans for the 2023-2024 school year based on the recommendations:</u> MCPS will be expanding upon our evidence-based, low-cost tutoring initiatives that will be shared with the community in the fall of 2023. These include:</p> <ul style="list-style-type: none"> <li>• Instructional support from paraeducators in elementary ELA and mathematics with a focus on grades K-3 based on identified students</li> <li>• Partnerships for student tutors with local universities,</li> <li>• Collaboration with community and non-profit organizations to provide tutoring,</li> <li>• George B. Thomas Learning Academy to provide Saturday tutoring,</li> <li>• Increasing the capacity of schools to strategically create a master schedule that allows for more in-</li> </ul>	Implemented	9/1/2023

### Tutoring Outcomes Evaluation: 2022-2023

	<p>school academic intervention directly related to the core instruction,</p> <ul style="list-style-type: none"><li>• Communicating a menu of free or low-cost learning resources available to all MCPS students.</li></ul>		
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## Tutoring Outcomes Evaluation: 2022-2023

### Recommendation 2: Pilot test new low-cost approaches to tutoring.

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p><u>Reflection:</u> In piloting new low-cost tutoring initiatives, secondary schools set up tutoring focused on executive functioning skills.</p> <ul style="list-style-type: none"> <li>• Students were chosen based on their academic performance on both district and external measures, and after conducting a root cause analysis, teams determined the executive functioning strategies needed to support students with learning.</li> <li>• Students learned strategies for organization of time and materials, and accountability systems to employ to keep themselves on track with their school work and goals</li> <li>• This work increased the students’ time on task, completion of learning tasks, and improvement of study skills needed for the success in their graduation required courses.</li> </ul> <p>Research on the effectiveness of tutoring nationwide indicates that the best impact occurred when high dosage intervention was provided to students during the school day, by trained professionals, in alignment with the curriculum.</p> <p><u>Plans for the 2023-2024 school year based on the recommendations:</u> In agreement with national research, MCPS has increased training and support for paraeducators previously hired for the sole purpose of providing academic intervention. This year, in an effort to evaluate the effectiveness of this high level of support, the following is happening:</p> <ul style="list-style-type: none"> <li>• Providing learning supports during the school day by trained professionals using the curriculum,</li> <li>• Aligning the tutoring program with evidence-based best practices from the literature,</li> <li>• Tracking the number of minutes students are receiving support,</li> </ul>	Implemented	9/1/2023

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- Conducting a high dosage of academic intervention with a minimum of three times per week for a minimum of 30 minutes per session
- Providing more opportunities for tutor consistency by having tutors work with the same groups of students and hence building relationships with them,
- Ensuring opportunities for tutor-student relationship building,
- Providing on-going professional development to support both instructional supports and high intensity tutoring in varied ways to this group of paraeducators

Students will be identified based on their performance in math and ELA	The following measures will we used:	When will the data be monitored	Type of services	Who is providing the services?
Math	MAP-M: Grades District Curriculum assessments	MAP-M: spring and fall  Grades District Curriculum assessments: Quarterly	Tier II Instruction: focused on supporting students in response to Tier I instruction  Tier III Intervention: additional and on- going	Math coaches and supervisors in collaboration with teachers and paraeducators  Other tutors through partnerships, community volunteers, and grants

**Tutoring Outcomes Evaluation: 2022-2023**

				<p>intervention to support students individually or in small groups</p> <p>Tutoring: additional and on-going support to support students individually or in small groups</p>			
ELA	MAP-R DIBELS (ES) Grades District assessments	MAP-R: spring and fall DIBELS (ES): Grades: quarterly District assessments	<p>Tier II Instruction: focused on supporting students in response to Tier I instruction</p> <p>Tier III Intervention: additional and on-going</p>	<p>Instructional Specialists and supervisors in collaboration with teachers and paraeducators</p> <p>Other tutors through partnerships, community</p>			

**Tutoring Outcomes Evaluation: 2022-2023**

				intervention to support students individually or in small groups	volunteers, and grants		
				Tutoring: additional and on-going support to support students individually or in small groups			

## Tutoring Outcomes Evaluation: 2022-2023

**Recommendation 3: Identify existing or new community partners for additional low-cost tutoring support and to increase tutoring dosage.**

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p><u>Reflection:</u> In preparation for the 2023-2024 school year, the district the district will:</p> <ul style="list-style-type: none"> <li>• Prioritize any partners with strong evidence of their tutoring effectiveness or who would offer ready access to appropriate tutoring staff</li> <li>• Identify the resources and supports already available in schools by conducting a site inventory</li> <li>• Create a menu of resources for families based on existing, MCPS approved online tools for families and students to use</li> </ul> <p>Current low or no-cost tutoring partnerships and resources include:</p> <ul style="list-style-type: none"> <li>• George B. Thomas Learning Academy</li> <li>• Khan Academy</li> <li>• MCPS provided online free academic resources for students</li> <li>• Montgomery County Public Library programs</li> </ul> <p>Upcoming partnerships:</p> <ul style="list-style-type: none"> <li>• Partnerships with local postsecondary institutions</li> <li>• Grow-your-own internship opportunities through teacher training programs</li> <li>• MCPS Teacher Academy Interns</li> </ul>	Partially Implemented	11/30/2023

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