



K-12 Intensive Tutoring Programs

1. **Purpose:**

Grants were awarded to districts to recruit, hire, and train tutors to work with selected students in identified areas of need through “intensive tutoring” partnerships over an extended period of time. Particular focus on groups of students highly impacted by the pandemic.

2. **Description of services provided:**

Selected LEAs provided high-dosage tutoring to identified student groups to advance achievement that was impacted by educational disruptions from the pandemic. High-dosage tutoring, at a minimum was:

- Provided consistently by trained tutors or educators.
- Had a tutor to student ratio at or below 1:5.
- Occurred at least two to three days per week for at least 30-50 minutes over a seven to 10-month period.
- Was integrated into the regular school day.

3. **Criteria for receiving services and/or grants:**

Form Package (FP) 204 K-12 Intensive Tutoring Grant Applications were scored on a rubric scale for the following eight areas:

1. Specify the personnel you will recruit to be tutors.

For maximum points, responses must include:

- The process used to recruit tutors is clear
- The LEA plans to recruit/train teachers, teacher candidates (student teachers), instructional paraprofessionals, substitute teachers, retired teachers, and/or other educational professionals
- The training/support team is clearly identified, e.g., superintendent, director, lead.

2. What training did they/will they receive to be effective with students?

Note any follow-up training and ongoing oversight of tutors, if applicable. For maximum points, responses must include:

- A minimum of ten hours training (paras- Fundamental Course of Study applicable) • Training and monitoring efforts for tutors are clearly articulated
- Acquired expertise for tutors is stated



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- Training components include a focus on building relationships and progress monitoring (including effective formative feedback processes along with rubrics to interpret student responses)
 - Clear process for ongoing oversight/training of tutors.
3. Describe the specific population of students, and the number of students to be served through this tutoring funding. What percentage of total students in district does this represent?

For maximum points, responses must include:

- Population of students to benefit from tutoring is clear (grade, buildings, student demographic)
4. What data was used to determine the student population for tutoring services?

For maximum points, responses must include:

Articulation of the methods, measures, information used for determining students that would benefit

- A wide range of students will participate beyond remedial core content (open enrollment) as the focus is on acceleration of learning not remediation (“scaffold up”)
 - References the needs assessment of the LEA and/or school(s)
 - Student surveys and other data are provided.
5. What content area(s) and/or or focus area(s) will the students be engaged in during tutoring services?

For maximum points, responses must include:

- The area of need to be addressed by tutoring services stated (content, skills, behaviors) is clearly stated
 - Reading and/or math emphasis
 - Enrichment and/or SEL components in addition to core subject area(s)
 - The intensive tutoring program uses evidence-based curriculum/program.
6. What is the specific schedule of services? Describe the specific time frames, frequency, adult to student ratio, and total duration of service for the identified students.

For maximum points, responses must include:

- Tutoring is integrated into the school day
- Prefer 1:1 tutoring ratio but no larger than 1:5 tutoring ratio
- Minimum of 2-3 times/week
- Minimum of 30 to 50-minute sessions/classes
- Minimum of 5 months (one semester) to 10-months (full school year): preferably as a class period.

7. What are the desired student outcomes planned?

For maximum points, responses must include:



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- Desired student gain(s) is/are specified.
8. How will student success be determined?
- For maximum points, responses must include:
 - Qualitative and/or quantitative measures to be used
 - Academic, attendance indicators and/or Social Emotional Indicators, including use of early warning indicators.

9. When and how will progress monitoring be done?

For maximum points, responses must include:

- A detailed plan for progress monitoring (when and how information will be gathered and by who).
- Academic and other factors (attendance, SEL)
- Progress monitoring includes student generated artifacts such as exit tickets and/or teacher observation of student discourse
- Formal processes are included such as structured assignments administered multiple times over the tutoring duration
- There is a process in place for how tutors will check students' understanding on key performance tasks
- Student goal setting and reflection is an ongoing process

10. Budget Plan

For maximum points, responses must include:

- Tutoring stipends and professional learning stipends are required rows
- The professional learning stipends include sufficient training/start-up costs (approximately \$1200-2500 per tutor).

Beneficiaries in the 2022-23 School Year:

Number of School Districts:	6
Number of Schools:	15
Number of Students:	586
Number of Educators:	62
Other:	N/A

4. Are federal or other funds contingent on state funding?

No



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5. State funding history:

Fiscal Year	Amount Funded	Actual Expenditures
2023	\$1,000,000	\$837,779

6. Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:

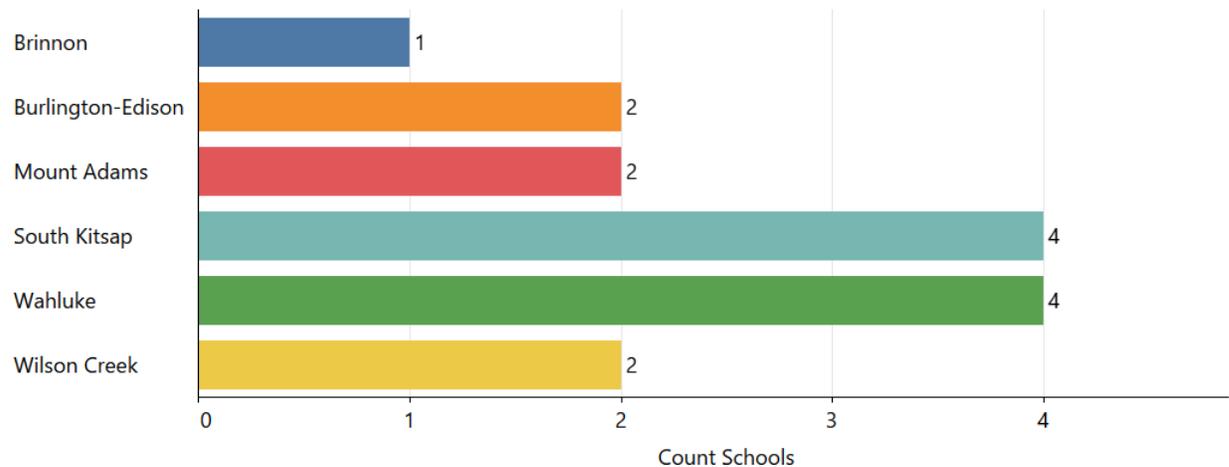
N/A

7. Programmatic changes since inception (if any):

The primary focus for this proviso was acquiring and training staff to work closely with students in a tutoring relationship over several weeks/ months. Two of the districts awarded had a difficult time recruiting to staff the tutoring positions they had planned for, even with the recruiting efforts they had identified in their applications. Delays in hiring created a surplus of funds. After monitoring spend down patterns 1/3 of the way into the school year a school district voluntarily released a portion of their award to another district that had a trained volunteer, they were able to then hire and expand the reach of services.

8. Program evaluation or evaluation of major findings:

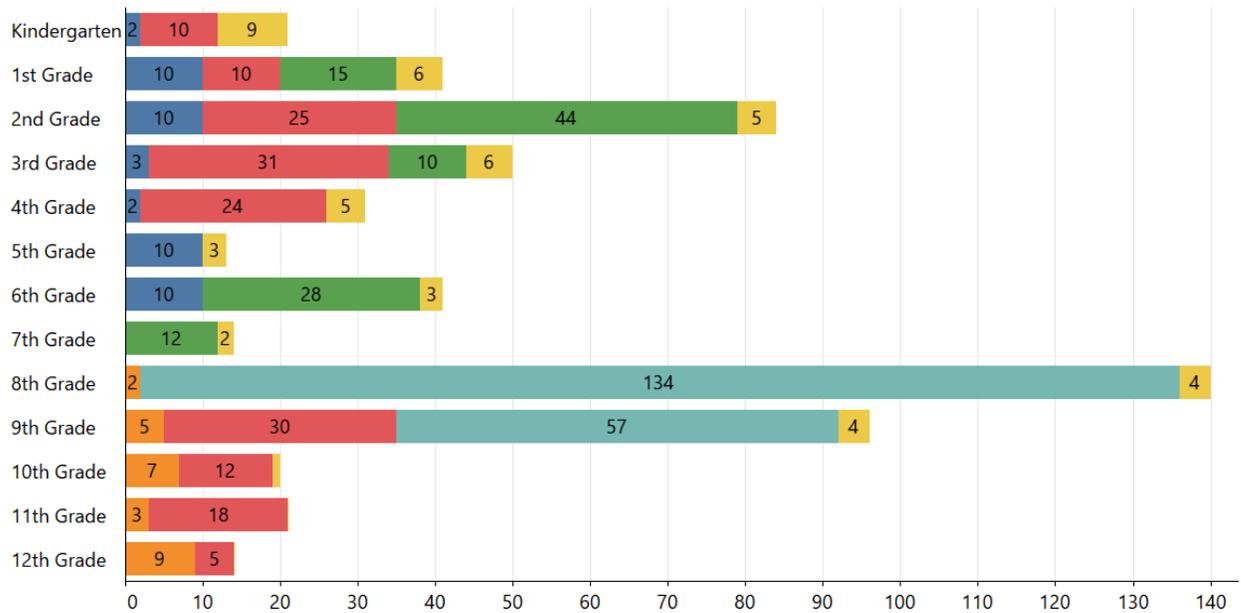
Count of Schools





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Student Served, by Grade Level



Brinnon- Saw very strong progress in reading fluency with first and second grade students, as indicated with Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing. Fifth and sixth grade students demonstrated strong math progress. Strong reading growth in K-4 was evident.

Burlington-Edison- Qualitative and Quantitative data was consistently monitored. Student and staff surveys, weekly grade checks, goal setting and reflecting, attendance tracking and formal data graphs to show attendance and grades. 78% of students say their grades and attendance has improved since working with a tutor. 65% say their mental health has improved. 100% of the students in the program say the tutor has cared about them and made a difference in their lives.

Mt. Adams- Elementary: With this intensive tutoring grant, elementary was able to provide additional small group targeted and explicit foundational reading skills instruction to students who showed reading gaps according to various assessment data. Having these tutors allowed for students to express that they felt supported in their academics. High School: Tutors were able to build relationships with students making connections and providing the support they needed to be successful. Planned successes were more students who worked with tutors passed their classes. For example, in 9th grade Algebra, 95% of our 9th graders passed at the end of 1st semester.



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South Kitsap- More engagement for subgroup populations. More adult and community desire to engage with schools. Diversity in tutors to better represent students. Small group setting created safe culture for learning and making mistakes to learn by.

Wahluke- Planned success was to rotate students in sessions to get a dose of intensive tutoring and another session to increase student attendance rates. An unplanned success was classroom teachers and admin reaching out to get more PD to support Tier 1 instruction in the classroom.

Wilson Creek- Tutoring took place in all schools; elementary, middle school, and high school, during the school day by the main tutor. All of the schools are on one campus and the tutor was assigned to all schools. After school tutoring was available to all students regardless of their grade level. Growth in math and reading. Growth in self-esteem. Improvement in organization.



Brinnon School
District's Intensive Tut

9. **Major challenges faced by the program:**

Staffing in WA schools is a challenge in all positions and that was consistent even with tutoring positions that did not need credentialing. Opening up buildings and reintegrating to in-person services after the pandemic has been met with decreased human resources as teleworking options expanded. However, creative networking within the communities of each of the school districts eventually led to solid staffing choices that made real impact with students.

10. **Future opportunities:**

The requests for the 2023-2024 SY:

Brinnon- The intensive tutoring grant was a "game changer" for us. We had excellent tutors. We would like to have more very small groups. We want to continue our literacy work in K-4 classrooms with math as needed and really drill down on middle school math gaps. Our funding did not stretch to our 7th and 8th grade students. These changes would require additional funding. With 85% of our students qualifying for free and reduced meals, people are more important than "things." Our students respond well to a trust adult to teach them in positive and supportive environment. The small and individual sessions are valuable to us.



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Burlington-Edison- Our tutoring program was just gaining momentum. We just need more tutors to do the intense one-on-one work. We would do exactly what we are doing which we call our, "T.A.P. In Program," that is meeting the needs of 78+% of the students we served!

Mt. Adams- If there was funding available, we would want to continue with this support with at least 5 teachers, 2 at the elementary and 3 at the high school (Math, ELA, Science). We would want to start right at the beginning of the year rather than in October which is when we finally got our intensive tutors hired. At the high school level, we would want to continually adjust the tutors schedule using grade level success teams which is a function identified in our high school improvement plan.

At the elementary school, we would continue our tiered system of reading interventions for students who show gaps in their reading levels. By adding the 2 tutors this year, we were able to reduce student group sizes and provide additional explicit instruction. We would continue to place tutors with students that show significant needs and gaps in their foundational reading levels.

This opportunity was exceptional for small districts. It allowed more targeted support for students that are struggling to achieve. We would also want to try to expand our after-school tutoring opportunities with these tutors.

South Kitsap- Would keep the same for our math but want to increase training for mentor teachers to better use teachers and may move to more targeted subgroups. The 9th grade failure supports were very hard to implement in the High School so would like to use our Needs assessment to better target students for class support and start sooner in the year.

Wahluke- We would love to expand our tutoring program. We were unable to serve every student that needed the extra dose of tutoring. We would like to recruit more tutors from outside the district that would be willing to support our students. We would also like to have each building have a consistent schedule, which would end up costing more.

Wilson Creek- If we had funding, we would wholeheartedly continue and duplicate this program for our students. It allowed us much flexibility and additional intervention time for our students.



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11. **Statutory and/or budget language:**

\$1,000,000 of the general fund—state appropriation for fiscal year 2023 is provided solely for grants to school districts, charter schools, and state-tribal education compact schools to establish K-12 intensive tutoring programs. Grants shall be used to recruit, train, and hire tutors to provide one-on-one tutoring services to K-12 students experiencing learning loss as a result of the COVID-19 pandemic. The tutors must receive training in proven tutoring models to ensure their effectiveness in addressing learning loss.

12. **Other relevant information:**

N/A

13. **Schools/districts receiving assistance:**

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14. **Program Contact Information:**

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