

K12 Intensive Tutoring

Statutory and/or Budget Language

\$1,000,000 of the general fund—state appropriation for fiscal year 2024 and \$1,000,000 of the general fund—state appropriation for fiscal year 2025 are 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.

Purpose:

The renewed *K-12 Intensive Tutoring* grant funds are intended to retain tutors, hire additional tutors, and train tutors to work with selected students in identified areas of need through partnerships over an extended period. Tutoring was focused on groups of students highly impacted by the pandemic. The renewal of funds for an additional two years allowed for established partnerships and programs to continue toward maximizing benefits and outcomes for students.

Description of Services Provided

Six districts provided high-dosage tutoring to identified student groups to advance achievement compromised by educational disruptions during 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 7 to 10-month period.
- was integrated into the regular school day.

Criteria for Receiving Services and/or Grants

The original FP 204 K-12 Intensive Tutoring Grant Applications (FY '22-'23) were scored on a rubric scale for comprehensively addressing the following areas:

1. Specify the personnel you will recruit to be tutors.
2. What training did they/will they receive to be effective with students?
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 the district does this represent?



4. What data was used to determine the student population for tutoring services?
5. What content area(s) and/or focus area(s) will the students be engaged in during tutoring services?
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.
7. What are the desired student outcomes planned?
8. How will student success be determined?
9. When and how will progress monitoring be done?
10. Budget Plan to demonstrate use of requested funds.

For FY '23-'24 the six previously awarded districts were required to complete an End-of-Year data and reflection report for their original award. An explanation of funds used and unused was also required. All six districts requested funding to be continued and provided plans for the continuation of services that were established in the original award. A modified application process was made available to the six districts through iGrants. All applications and plans for renewal were reviewed thoroughly. Award amounts were adjusted for all six districts based on spend-down patterns in the first year, needs communicated, and anticipated results during the renewal.

Beneficiaries in the 2023-24 School Year

Number of School Districts	6
Number of Schools	15
Number of Students	1,014
Number of Educators	48
Other	N/A

Are Federal or Other Funds Contingent on State Funding?

No

State Funding History

Fiscal Year	Amount Funded	Actual Expenditures
2024	\$1,000,000	\$1,000,000
2023	\$1,000,000	\$837,779

Number of Beneficiaries Per Fiscal Year (e.g. School Districts, Schools, Students, Educators, Other)

Fiscal Year	Number of Beneficiaries
2024	1,083
2023	669

Programmatic Changes Since Inception (If Any)

The renewal of funds for an additional two years allowed for the six districts to retain the tutors they were able to hire in the first year of funding, reduce the amount of initial onboarding training, focus on content and engagement strategy training, and revise service schedules to better match student and building needs.

Program Evaluation or Evaluation of Major Findings

1. Brinnon School District: "Our tutors are kind and caring individuals. They developed positive relationships with the students. This relationship-building helps to enhance academic growth and also creates a love of learning and school in the students they worked with. In grade levels where there was more intensive tutor time, more growth was seen. We will remember that when planning for 24-25."
2. Burlington- Edison School District: "Greatest success was that 16 of the 17 seniors who were at risk of not graduating, graduated!!!"
3. Mt Adams School District: "Elementary- Several successes were achieved in the reading program. Students demonstrated improved reading scores on iReady, DIBELS and phonics screener assessments. English language learner (ELL) students also showed significant progress, achieving higher scores in decoding and comprehension. There was notable improvement in reading fluency, accuracy and comprehension, as well as in phonological and phonemic awareness. Students advanced to higher reading levels as measured by district assessments and the leveled reading systems used in our school district. Targeted interventions expanded students' vocabulary, enhancing overall reading comprehension and language skills. Increased confidence in reading abilities was evident through student feedback and observations, and students developed positive attitudes towards reading, often reflected by their increased engagement and taking leadership in small groups and class activities. There were several notable unplanned successes achieved. Students with Individualized Education Programs (IEPs) received targeted support twice, effectively giving them a double dose of reading intervention. This approach fostered a positive reading culture, with students eagerly anticipating their WINN (What I Need Now) time. Additionally, as students grew more confident in their reading abilities, they became more proactive in participating and engaging in lessons, often taking the lead during class activities. High School: One area

that was planned and has been successful is the growth we are seeing in student language acquisition. About 50% of our students need intervention in the following four domains: reading, writing, speaking and listening. We used data from both the WIDA assessment and classroom assessments to identify small groups of students to have our tutors work with daily. On Wednesdays, they also held an intervention time for academic language development students about writing. This had positive results, and we are seeing students move levels in both the EDGE curriculum and growth on the WIDA test. Another area that was unplanned was that we saw growth in was the positive relationships our students and tutors built with each other. One of our tutors was able to help in both tribal history and WA state history and because he is an enrolled Yakama member, he was able to offer our students a perspective beyond the textbooks.”

4. South Kitsap School District: “We saw an increase in our high growth percentile in STAR data for MS students Improved class grades in all levels Growth in student confidence as determined by surveys and these students signing up for next-level math classes. Relationships with adults in a safe manner for some marginalized students. Due to training for tutoring, we saw some best practices start to be used in the classrooms to benefit all students.”
5. Wahluke School District: “Our planned successes were to have growth in students that participated in tutoring. The unplanned success was the attendance of most students who participated increased. Another unplanned success was having more teachers wanting to participate in the training provided so they can tutor in the fall. More graphic novels - they are quicker to get through which makes students feel more accomplished, but also have great vocabulary to learn and are especially helpful to ELL learners. Use rewards for at least 20 minutes each session so they learn how to sound out words vs. guessing. Continued practice on IXL in lower grades, specifically for compare/contrast, problem/solution and cause/effect reading comprehension.”
6. Wilson Creek: “Students showed significant growth in NWEA scores. Unplanned success: student motivation grew. Secondary students began to pass their classes.”

Major Challenges Faced by the Program

Staffing in WA schools remains a challenge in all positions and that is consistent even with tutoring positions that didn’t require 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.

Future Opportunities

Planned for the final year of funding implementation:

1. Brinnon School District: "We have one grade level with many academic needs. That teacher was less effective working with tutors and support staff. She has resigned. We will make certain that grade level is well supported with the intensive tutor(s) and will provide training for the new teacher and tutor(s). This will be an expansion for us, and it will be important."
2. Burlington- Edison School District: "Continue best practices of tutoring from research and last year's successes, try to increase support to reach more students, and include other tutoring programs to collaborate with our student case load."
3. Mt. Adams School District: "Elementary: For our tutoring program, we will adjust the tutoring session times for those specific students who are most at risk in terms of reading achievement. These adjustments will be made throughout the school year as reading progress monitoring data is collected. These students that need intensive support will be provided additional small group instruction time to close the gap in terms of foundational reading skill development. For our tutoring program, we will continue providing support in our tiered system of reading interventions for students in grades K-4 who show gaps in their reading levels based on assessment data. Students will be assessed and continuously monitored to place them into groups that build on foundational reading skills necessary to achieve reading at grade level. With this tutoring program, we are able to provide additional small group instruction opportunities that provide explicit literacy instruction in order to fill the gaps for each student who assesses below grade level in literacy. Additionally, the Intensive Tutors increased collaboration among educators to modify and adjust instruction effectively, further enhancing the support provided to each student. High School: The high school bell schedule is changing so that will bring about a change in our tutoring program. We have moved to block schedules with periods that are 87 minutes long. We believe this will allow us to serve more students with our tutoring schedule. We plan to concentrate next year on the academic language development (ALD) classes. This year, we learned that our students needing language (reading, writing, speaking, listening) intervention benefited greatly from having small group time with a tutor. Next year, we plan to have the tutors use their time to work with small groups to support interventions within ALD classes. This is both a duplication and an expansion as we did some ALD tutoring this year but next year we will expand and focus almost entirely upon language."
4. South Kitsap School District: "We will continue the push in math support in MS and HS but will screen applicants better as that proved to be a barrier in some classrooms. Mid-year we struggled to find outside tutors to recruit teachers for after school tutoring at

our schools. This increased significantly our ability to serve student in need and reduced our failure rate as once a student started to sink, the teacher and school reached out to student and families about tutoring, so interest and number of students served increased significantly. In 24-25 we want to start sooner and tap into certified staff sooner for greater impact. We want to expand our tutoring to all grades for class failure to keep students on track to graduate as well as keeping them engaged in school.

5. Wahlake School District: "Recruitment starting now, last year we planned for \$250,000 spanning across two school years, so our plans were built on a \$125,000 budget. We will also provide math training for tutors." Doubling efforts, tutoring staff and students to be served.
6. Wilson Creek School District: "The ability to group students based on needs, not just grade level was incredibly helpful to provide the students with what they truly needed. Next year, we would like to expand more in the Secondary grades.

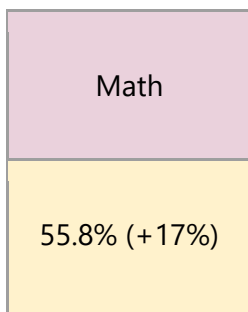
Other Relevant Information

As reported by Burlington- Edison 11/2/2023- Kim Welling: "Very exciting news! My full-time, Latino Spanish-speaking Tutor hire has a full caseload of 30 students! He serves students during lunch, advisory and study hall classes as well as pulls out of end-of classes that teachers agree would be beneficial one-on-one support. He will also push into classrooms to check up on students and support them in class.

He is also meeting with the students who get lunch detention for being truant or Tardy as an intervention instead of a punishment!

When he meets with students, they set goals and go over their grades and attendance weekly."

Brinnon 11/1/2023- Trish Beathard: "We did a lot of math tutoring and look at this comparison from 2019 pre-pandemic. This a 3rd - 8th grade math score increase!"



Schools/Districts Receiving Assistance

[Click here to see a list of all OSPI grant recipients in the 2024 Fiscal Year.](#)

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