



Update for Arly Kruse Educational Foundation
July 2021

Overview

In early 2021, Impact on Education proposed two specific uses for the Arly Kruse Educational Foundation's \$29,125 investment: Alicia Sanchez Elementary School and Escuela Bilingue Pioneer Elementary, both in Lafayette, requested funding for targeted in-school Catch-Up tutoring of their students. Both programs selected the students using literacy and math assessment data as well as teacher recommendations and attendance data (to ensure reliable and consistent participation). Because Alicia Sanchez enrolled fewer students than expected, only \$21,375 was allocated this spring to provide targeted tutoring to 44 high needs elementary school students in Lafayette to improve their academic skills and future success. The remaining \$7,750 will be used in fall 2021.

Results

Escuela Pioneer Bilingue Elementary began an 8-week tutoring program on March 8.

- 23 students receiving instruction (15 3rd graders and 8 4th graders)
- Using iStation to deliver Literacy instruction and Dreambox to deliver Math instruction, depending on the need
- Two BVSD teachers delivering the tutoring--one for 3rd grade and one for 4th grade
- Total cost was \$2,250
- Data showed the following:
 - 3rd grade math (met for 2 hrs/wk for 8 weeks)
 - Average growth over 11 kids = 5.6 points (out of 18) on pre/post-assessment
 - All students grew at least 3 points out of 18
 - One student grew from 7/18 on pre-assessment to 18/18 on post-assessment
 - One student grew from 2/18 on pre-assessment to 9/18 on post-assessment
 - 4th grade math (met for 1 hr/wk for 8 weeks)
 - Average growth over 6 kids = 1.5 points (out of 12) on pre/post-assessment
 - Growth ranged from no increase (one student only) to an increase of 2 points out of 12 on pre/post-assessment
 - 4th grade reading (met for 1 hr/wk for 8 weeks)
 - Average growth over 6 kids = 1.2 points (out of 9) on pre/post-assessment
 - Growth ranged from increase of 1 point to increase of 2 points out of 9 on pre/post-assessment

- Included two students with IEPs

Alicia Sanchez Elementary School began an after-school tutoring program to targeted students.

- 21 total students (5 2nd graders and 16 3rd graders) receiving literacy instruction
- Most students (14) began on March 2. Seven new students joined on April 6
- Curriculum was delivered by A La Carte Learning Solutions, a virtual 35-lesson tutoring program, using a structured literacy curriculum delivered by a low (3:1) teacher-to-student ratio
- Curriculum is designed to be delivered in person, but was delivered virtually (students logged on from school to connect in small groups with their tutor)
- New students were offered fewer sessions because of a lag in confirmation from parents and then placement testing. It was important to get them started with tutoring this spring, so an abbreviated 24-lesson program was provided for seven of the students.
- Total cost was \$17,500
- Consistent attendance was a challenge, and only 14 students were assessed at the end of the program. However, the data collected showed the following:
 - 85% (12/14) students who were tested at the end of the program showed growth.
 - 58% of these students grew a grade level or more in their assessed reading skills with growth rates ranging between 1.1 grade level and 4.2 grade levels.
 - 42% of them showed growth ranging between .5 and .9 grade levels.
 - 15% (2/4) students tested showed no growth as measured by the tutoring assessments.

Conclusion

The Arly Kruse Education Foundation partnership with Impact on Education offered an opportunity to evaluate two different ways of delivering tutoring to students who need additional instruction. While students showed growth in both models, the success of the Escuela Bilingue Pioneer model was far more cost effective while demonstrating similar student outcomes as the Alicia Sanchez program.

As a result, Impact on Education has met with BVSD Assistant Superintendent Robbyn Fernandez and we are planning to expand upon the model from Pioneer to reach more elementary school students in the 21-22 school year. We are also exploring ways to provide this supplemental instruction during the school day to ensure that we can reach all students who need the additional support.