



Mountain View
Whisman
School District

Learning Recovery Update

October 7, 2021



Alignment to the Strategic Plan

- Goal Area #1: Effective and consistent instructional practices that meet the needs of all students



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Background

Original Board Approved Plan

- Strategy 1: Changes to Core Instruction and RTI
- Strategy 2: Hiring additional personnel for support during the school day
- Strategy 3: Targeted Intensive Tutoring

Original Strategies Continuing

- Changes in Core Instruction and RTI
 - Intensify scaffolding and reteaching of priority standards from prior year
- Virtual Tutoring for students in all achievement levels
 - Scheduled at convenience of families, intensity varies by academic need
- In-person structured tutoring in Right at School, YMCA and BTB (870 student capacity)

Changes Necessary - Why?

- Insufficient applicants for Instructional Assistant positions
 - Hesitancy to come on campus
 - Fewer people applying for positions overall
- Availability of in-person tutoring is limited and can't fill the scope of our need
- Hiring of 3 RTI teachers is not feasible this school year due to a lack of teacher availability
- Concern about access to virtual tutoring for some students



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Updated Student Support Strategies

Overview of New Strategies

- Outside agency contracted to provide an in person tutor in each grade level at all elementary schools during RTI periods
- In-person tutoring after school for 3rd, 4th, and 5th grade students at Castro and Mistral
 - Castro and Mistral have highest unduplicated counts in the District (ELs and SED students)
- Virtual tutoring support in ELD, Instructional Support and SAI classes at the middle schools during the school day
- Support and supervision of virtual tutoring, on-site after school

In-Person Support During the Day

- Contract with outside agency to provide in person, small group tutors
 - All elementary schools have an additional person at each grade level to support during the RTI period.
 - Reduces group size to provide more targeted groupings under the direction of the classroom teachers
 - Agency tutor works under the direction of the classroom teacher similar to an Instructional Assistant
 - Student grouping based on assessment data, standards mastery
 - Aligned with grade level RTI plan
 - Students will work with both classroom teacher and agency tutor on a rotating basis with a focus on:
 - Reteaching priority standards, supporting identified student needs, and providing enrichment activities

Additional In-Person Tutoring After School

- Mistral and Castro have highest number of unduplicated students (ELs and SED)
 - iReady Diagnostic 3 data was used to identify 3rd, 4th, 5th grade students with highest academic needs in Reading
 - 160 students will be provided:
 - In person tutoring sessions twice weekly for 15 weeks, using outside agency
 - 8 students in a group
 - Agency will group students based on an initial assessment and provided the targeted curriculum to meet individual student needs
 - Focus will be on language development for reclassification, readiness for more complex standards and skills, and readiness for high stakes CAASPP testing

In-Person Tutoring After School - Castro/ Mistral

- Tutoring company can provide 10 in-person tutors to serve 160 students
- Highest need 3rd-4th-5th graders identified based on data
- Students in Grades 3rd-4th-5th have never taken the CAASPP assessment
- Help support reclassification and middle school readiness

	Total 3rd - 4th- 5th Graders
Castro	102
Mistral	58

Virtual Tutoring Support During the Day

- During school day, provide access to virtual tutoring for students in Middle School ELD, Instructional Support, and SAI classes
 - May iReady Diagnostic 3, August iReady Diagnostic 1 data as well as spring 2021 Summative ELPAC data for students in these programs indicate a need for additional support
 - Large gaps in language and academic skills
 - 297 students
 - Teachers utilize the virtual tutoring support as part of their instructional plan for each student
 - Even smaller student groups
 - Increased differentiated instructional opportunities
 - Additionally, students can also access virtual tutoring after school and in the evenings

Virtual Tutoring

On-Site Support and Supervision After School

Based on student academic data and individual student situations (for example: connectivity, parent work situations), site principals prioritized students to stay on-site for their virtual tutoring session

- Tutoring will occur immediately after school
 - 864 students district-wide will be provided this opportunity
 - Snacks will be provided to all who participate
- Supervision will be provided in the following ways:
 - Extending Instructional Assistant hours at sites for supervision and support
 - Compensating teachers that volunteer to stay after school
 - Utilizing At Risk Supervisors

	FEV On-Site (Virtual Tutoring, Supervised, Individualized Student Plan)	FEV At-Home (Virtual Tutoring, Individualized Student Plan)	Air Tutor On-Site (Virtual Tutoring, Supervised), Grades K-2)	Air Tutor At-Home (Virtual Tutoring, Grades K-2)	BTB, YMCA, RAS (In-Person, During Academic Hour Tutoring)
Bubb	26	89	15*	119	97
Castro	4 Available for access to all tier 2 and tier 3 after Sylvan in-person tutoring sessions are completed	6 Available for access to all tier 2 and tier 3 after in-person tutoring sessions are completed (102)	31	49	67
Imai	19	49	5*	44	77
Landels	61	53	11*	98	133
Mistral	28 Available for access to all tier 2 and tier 3 after in-person tutoring sessions are completed	21 Available for access to all tier 2 and tier 3 after in-person tutoring sessions are completed (58)	44	35	47
Monta Loma	30	40	13*	73	68
Stevenson	18	54	19	118	55
Theuerkauf	25	20	32	68	64
Vargas	48	53	29	82	58
Crittenden	128	224			50
Graham	194	340			
Districtwide	581	949	199	686	792

	Sylvan (In-person, Grade 3rd-5th, Castro/Mistral)	Yup (24/7 virtual tutoring, Middle school only)	Paper (24/7 access virtual tutoring, Tier 1 Grade 3rd-5th, and select middle school students)
Bubb			110
Castro	102		44
Imai			131
Landels			72
Mistral	58		44
Monta Loma			28
Stevenson			152
Theuerkauf			24
Vargas			66
Crittenden		553	107
Graham		847	190
Districtwide	160	1400	968

Program Monitoring

Tools:

- Tutoring agencies provide administrative dashboards that track student participation and progress
- Report Groups on district assessment platforms such as iReady to gather growth data for each group and strategy

Measures:

- Usage data
- Tutoring agency-provided assessments
- iReady Diagnostic Assessment growth reports
- Site-based assessments
- Growth from Fall to Spring Literably administrations

Program Monitoring

Processes:

- Principals and LR Coordinator
 - Monitor Administrative dashboards from all tutoring agencies
 - Hold bi-weekly meetings to review student progress
 - Develop next steps for student and family support
- LR Coordinator and tutoring companies have bi-weekly meetings to
 - Monitor student progress, participation, site communication
 - Develop actions to address usage issues



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Impact of Changes

Impact

- Changes to Strategy 2 (Additional personnel during the school day) were needed due to insufficient applicants
- Use of virtual tutoring is necessary as in-person tutoring agencies cannot serve the volume of tutoring needed due to a variety of reasons
 - Hesitancy to come on campus due to Covid
 - Inability of outside agencies to hire staff
- Based on data collected during distance learning it is clear that some students will not be as successful in virtual tutoring without adult support and supervision
- Students in middle school ELD, Instructional Support, and SAI classes have larger gaps that were exacerbated by distance learning and need more intensive support

Status

Strategy	Status
Core Instruction and RTI Changes	September 2021 and ongoing
Implementation of following strategies will begin in October 2021	
Virtual Tutoring K- 2 Tiers Air Tutor 1,2,3 Grades 3-8 FEV Tiers 2 and 3 Grades 3-5 Paper Tier 1	Will require permission slips from parents and individual schedule set
Virtual Tutoring Support during the day ELD, SAI, Instructional Support	No permission slips required as it is during school day with teacher present
In-Person Tutoring Contracted Agency - Castro and Mistral grades 3,4,5 Tiers 2 and 3	Will require permission slips from parents and follow on site group schedule
Support and Supervision of On-site Virtual Tutoring - Tiers 2 and 3	Supervision and support provided by staff
During the Day Support - Contracted agency	Contract presented to Board for approval
In-Person Tutoring in Right At School, YMCA, BTB	Students already enrolled in programs, staff being trained



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Next Steps

Next Steps

- Implement updated Learning Recovery strategies
- Continue communication with stakeholders
 - Site Principals and their teams
 - Site and district parent communications
- Conduct parent orientation sessions and collect parent permission slips as applicable
- Continue planning with outside agencies and current partners for tech setup, creating learning plans
- Implement program monitoring actions for each strategy including:
 - Analyzing usage and achievement data
 - Developing actions steps to support students not participating or not making growth

Questions?