

LITERACY FIRST TUTORING MODEL PROGRAM EVALUATION

Students receiving tutoring experienced significant improvements in their literacy skills compared to comparable peers who did not receive Literacy First tutoring--even though students did not receive the intervention for the full year.

- 48% of tutored students met their annual iReady growth goal compared to only 25% of their comparable peers. If the program had been available for the full year, likely an additional 5 students would have met their growth goal resulting in 66.7% of tutored students reaching their annual growth goal.
- Literacy First students' average growth on the iReady reading screener was 17.6 percentage points higher than their comparable peers who did not receive tutoring.
- Literacy First students' average growth on the phonics portion of the iReady reading screener was 21.3 percentage points higher than their comparable peers who did not receive tutoring.
- Nine students finished the program on or above grade level on the phonics portion of iReady. The remaining students are close to reaching grade level and likely would close the gap if the intervention had been available for the full year.



BACKGROUND & IMPLEMENTATION

Three tutors, each serving 10 students a day, were hired by Chattanooga 2.0 and trained by Literacy First. The Literacy First model focuses on building students' skills in phonics. The tutors began working with first-grade students at East Side Elementary School at the beginning of quarter 2 in October and expanded to include second-grade students in February. The tutors received personalized, ongoing virtual and in-person coaching and support from Literacy First and Chattanooga 2.0 throughout the process to ensure effective implementation and support continuous improvement in their teaching methods.

DATA SOURCES

iReady Universal Reading Screener

Students were tested using iReady, the district's universal reading screener in the fall, winter, and spring. This screener assessed the growth of students who received tutoring through the Literacy First model compared to similar peers who did not receive tutoring. The iReady data provides an external, objective comparison of student growth between those receiving the tutoring intervention and those who did not.

Literacy First Progress Monitoring

The Literacy First program has a robust internal monitoring system to track student progress. Student progress is monitored weekly to allow for adjustments in the intervention and to graduate students when they reach grade-level benchmarks. In addition, tutors host biannual data meetings with teachers and administrators to review progress. Finally, students not receiving tutoring are tested using nonsense words and oral reading fluency assessments at the beginning, middle, and end of the year to allow for comparison to tutored students.

Teacher Surveys

Classroom teachers whose students participated in tutoring were surveyed to gain additional insights into students' reading abilities, confidence, and perseverance on difficult tasks. Teachers shared anecdotes about students' progress and the impact of the tutoring program.

iREADY RESULTS

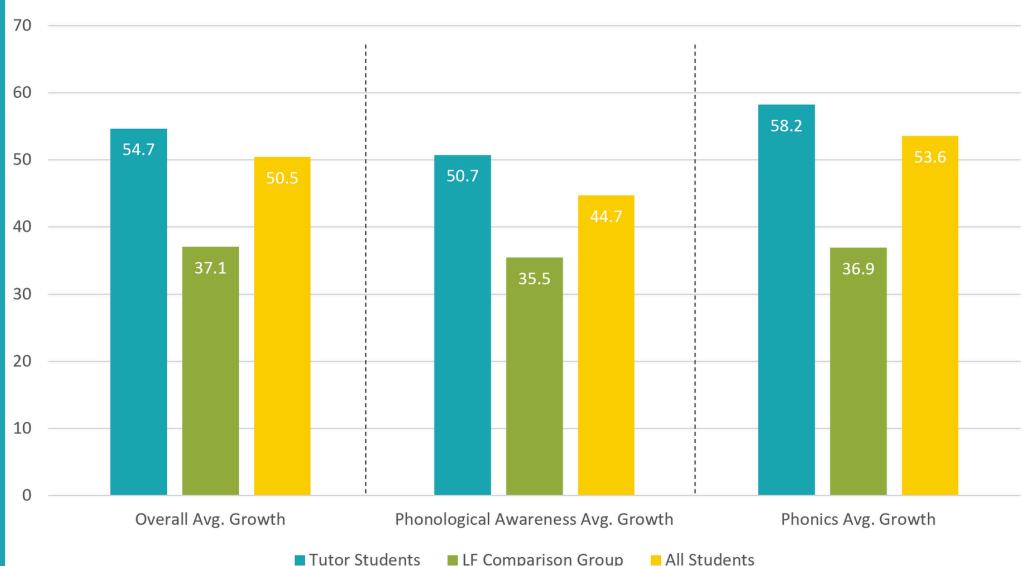
First-grade students receiving the Literacy First tutoring intervention saw significant growth from fall to spring.

The tutored students experienced greater overall growth, averaging 54.7 points, compared to the comparison group's average growth of 37.1 points. The overall average growth for tutor students also exceeded the average growth for all first-grade students combined.

Notably, Literacy First students demonstrated the most growth in phonics, which is the primary focus of the tutoring program.

Nearly 50% of tutored student met their annual growth goal compared to only 25% of their comparable peers.

AVERAGE IREADY GROWTH FROM FALL TO SPRING



*LF Comparison Group - Students who qualified for Literacy First tutoring services but did not receive the intervention.

LITERACY FIRST PROGRESS MONITORING RESULTS

- On the end-of-year decoding measure, first-grade students receiving Literacy First tutoring scored approximately 50% better than their comparable peers.
- From the middle-of-year to the end-of-year oral reading fluency assessment, second-grade students improved by 31 words per minute, nearly double the improvement of their peers, who increased by about 16 words per minute.
- 73% of the tutored students made significant progress in closing the gap in targeted skills while in the program.

TEACHER SURVEY RESULTS

ENCODING & DECODING

Teachers noted improvement from fall to spring in students' ability to name letters, spell words, and sound out words.

"She has grown at a great pace. She can read and write much more than before."

"She has grown in encoding and decoding skills and really soaked up and applied the new spelling patterns."

READING FLUENCY & COMPREHENSION

Teachers observed a decrease in students' struggles with reading fluency and an improvement in their ability to comprehend what they read on the first attempt.

"His speed with reading, has increased a lot... he still rushes, but he is quicker to try and faster to produce the sounds."

"He is a faster and more confident reader than before. He is one of my stronger readers. I would not have said that at the beginning of the year."

PERSEVERANCE & CONFIDENCE

Teachers reported that students became more confident in their reading abilities, which allowed them to persevere through challenging moments and work more successfully independently.

"She has built confidence in herself as a reader."

"He has built his confidence in himself and reading. He is more willing to try and work independently."

KEYS TO SUCCESS

- Hiring tutors who have ties to the community and who are skilled at building trusting relationships with their students.
- Evidence-based, scripted curriculum and weekly progress monitoring for a targeted caseload of tier 2 students in primary grades
- Personalized, ongoing support and professional development for the tutors, including virtual coaching from Literacy First and in-person assistance from Chattanooga 2.0.
- Strong collaborative relationships with school and district stakeholders.
- Access to screener data to assess effectiveness mid-year and make necessary adjustments (e.g., weekly distribution of books to support comprehension).