

ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

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August 23, 2022

The Honorable Bill Ferguson
President
Senate of Maryland
State House, H-107
100 State Circle
Annapolis, Maryland 21401

The Honorable Adrienne A. Jones
Speaker
Maryland House of Delegates
State House, H-101
100 State Circle
Annapolis, Maryland 21401

The Honorable Isiah Leggett
Chair
Accountability and Implementation Board
Blueprint for Maryland's Future
100 State Circle
Annapolis, Maryland 21401

Re: Report required by House Bill 1372, Chapter 55 (4(d)), 2021, MSAR #13514

Dear President Ferguson, Speaker Jones, and Chair Leggett:

Pursuant to House Bill 1372, Chapter 55 (4(d)), 2021, Anne Arundel County Public Schools has provided a variety of opportunities for students to access tutoring and supplemental instruction across multiple content areas. This report includes the following details regarding those opportunities provided in School Year 2021-2022:

1. how many students the county board served through the program by grade and the subject areas in which tutoring was provided;
2. the method the county board used to identify students for tutoring;
3. the budget and expenditures for the program;
4. the models of tutoring provided to students, including pupil-to-tutor ratio or group size, the frequency of sessions, the amount of time per session, and the number of sessions; and
5. data on student outcomes, disaggregated by the type of model used to provide the tutoring and by race, ethnicity, gender, disability status, English language learner status, and socioeconomic status.

Should you have questions or need additional information, please feel free to contact Dr. Shannon Pugh, Director of Community and School Programming, by phone at 410-222-5318 or email at spugh@aacps.org.

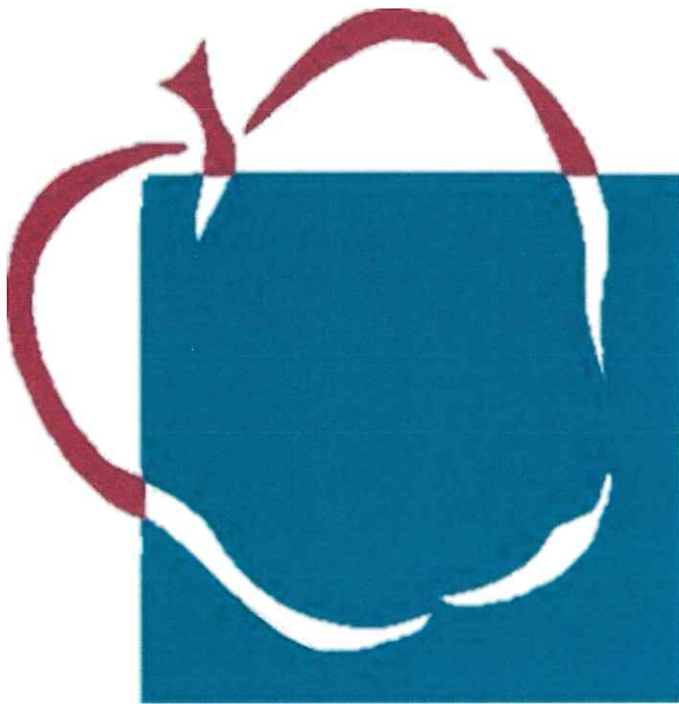
Yours in education,

Mark T. Bedell, Ed.D.
Superintendent of Schools

MB/SP/kmb

Enclosures

cc: Sarah Albert, Department of Legislative Services (5 copies)
Alex Szachnowicz, P.E., Chief Operating Officer, Anne Arundel County Public Schools
Matthew Stanski, Director of Financial Operations, Anne Arundel County Public Schools
Shannon Pugh, Ed.D., Director of Community & School Programming,
Anne Arundel County Public Schools



Anne Arundel County Public Schools, FY22

2021-2022 SCHOOL YEAR

AACPS provided a variety of opportunities for students to access tutoring and supplemental instruction, offering both in-person and virtual experiences and utilizing time during and outside of the school day. Overall, AACPS had approximately 9,300 students take advantage of this unique opportunity.

After school tutoring programs were focused on Math or Literacy and leveraged the iReady platform to provide standards-based instruction aligned with grade-specific student learning outcomes. Transportation was provided on request to allow for equitable access to in-person learning opportunities and reduce barriers to participation.

Our youngest learners had access to targeted instruction and intervention in reading to mitigate the learning loss that occurred as a result of the COVID-19 pandemic. Interventions occurred during the school day to eliminate barriers to access and provide ongoing, sustained support.

AACPS provided Middle and High School Virtual Homework Help and Tutoring for targeted courses in Mathematics, English, World Languages, Social Studies, Science, Computer Science, Reading and ESOL.

Virtual Homework Help was delivered via a drop-in Google Meet environment while Virtual Tutoring was delivered in an appointment-driven small group setting.

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SY 2021-22 Budget and Expenditures

FY22 ARP Tutoring, TSI Federal, TSI State, ESSER II, & ESSER III Grants

(ARP: American Rescue Plan TSI: Transitional Supplemental Instruction
ESSER: Elementary and Secondary School Education Relief)

Category	Program	Object Group	FY22 TSI, Tutoring & ESSER Budget	Total TSI, Tutoring & ESSER	TSI, Tutoring & ESSER Balance	Sum of % Spent
203 Instruction-Salaries & Wages	Instruction Staff Dev.	1-Salaries & Wages	54,000	3,840	50,160	7.11%
	Regular Programs	1-Salaries & Wages	7,388,993	1,600,998	5,787,995	21.67%
	Special Programs	1-Salaries & Wages	960,784	916,480	44,304	95.39%
203 Instruction-Salaries & Wages Total			8,403,777	2,521,318	5,882,459	30.00%
204 Instruction-Supplies & Materials	Guidance Services	3-Supplies & Materials	10,000	10,000	-	100.00%
	Regular Programs	3-Supplies & Materials	4,639,292	1,442,360	3,196,932	31.09%
204 Instruction-Supplies & Materials Total			4,649,292	1,452,360	3,196,932	31.24%
205 Instruction-Other	Regular Programs	2-Contracted Services	620,701	271,298	349,404	43.71%
205 Instruction-Other Total			620,701	271,298	349,404	43.71%
209 Student Transportation		2-Contracted Services	1,861,875	206,934	1,654,941	11.11%
209 Student Transportation Total			1,861,875	206,934	1,654,941	11.11%
212 Fixed Charges		4-Other Charges	1,189,489	556,385	633,104	46.78%
212 Fixed Charges Total			1,189,489	556,385	633,104	46.78%
Grand Total			16,725,134	5,008,294	11,716,840	29.94%

FY22 ARP TSI Federal & TSI State Grant

(ARP: American Rescue Plan TSI: Transitional Supplemental Instruction)

Category	Program	Object Group	FY22 TSI Budget	Total TSI Expenditures	TSI Balance	Sum of % Spent
203 Instruction-Salaries & Wages	Regular Programs	1-Salaries & Wages	631,257	455,297	175,960	72.13%
	Special Programs	1-Salaries & Wages	960,784	916,480	44,304	95.39%
203 Instruction-Salaries & Wages Total			1,592,041	1,371,777	220,264	86.16%
204 Instruction-Supplies & Materials	Regular Programs	3-Supplies & Materials	1,592	-	1,592	0.00%
204 Instruction-Supplies & Materials Total			1,592	-	1,592	0.00%
212 Fixed Charges		4-Other Charges	652,281	500,028	152,253	76.66%
212 Fixed Charges Total			652,281	500,028	152,253	76.66%
Grand Total			2,245,914	1,871,805	374,109	83.34%

FY22 ARP Tutoring Grant

(ARP: American Rescue Plan)

Category	Program	Object Group	FY22 Tutoring Budget	Total Tutoring Expenditures	Tutoring Balance	Sum of % Spent
203 Instruction-Salaries & Wages	Regular Programs	1-Salaries & Wages	6,385,450	961,595	5,423,855	15.06%
203 Instruction-Salaries & Wages Total			6,385,450	961,595	5,423,855	15.06%
204 Instruction-Supplies & Materials	Regular Programs	3-Supplies & Materials	205,760	-	205,760	0.00%
204 Instruction-Supplies & Materials Total			205,760	-	205,760	0.00%
205 Instruction-Other	Regular Programs	2-Contracted Services	186,466	168,403	18,064	90.31%
205 Instruction-Other Total			186,466	168,403	18,064	90.31%
209 Student Transportation		2-Contracted Services	1,788,750	196,209	1,592,541	10.97%
209 Student Transportation Total			1,788,750	196,209	1,592,541	10.97%
212 Fixed Charges		4-Other Charges	537,208	56,357	480,851	10.49%
212 Fixed Charges Total			537,208	56,357	480,851	10.49%
Grand Total			9,103,634	1,382,563	7,721,071	15.19%

FY22 ESSER II & ESSER III Grants

(ESSER: Elementary and Secondary School Education Relief)

Category	Program	Object Group	FY22 ESSER Budget	Total ESSER Expenditures	ESSER Balance	Sum of % Spent
203 Instruction-Salaries & Wages	Instruction Staff Dev.	1-Salaries & Wages	54,000	3,840	50,160	7.11%
	Regular Programs	1-Salaries & Wages	372,286	184,105	188,181	49.45%
203 Instruction-Salaries & Wages Total			426,286	187,945	238,341	44.09%
204 Instruction-Supplies & Materials	Guidance Services	3-Supplies & Materials	10,000	10,000	-	100.00%
	Regular Programs	3-Supplies & Materials	4,431,940	1,442,360	2,989,580	32.54%
204 Instruction-Supplies & Materials Total			4,441,940	1,452,360	2,989,580	32.70%
205 Instruction-Other	Regular Programs	2-Contracted Services	434,235	102,895	331,340	23.70%
205 Instruction-Other Total			434,235	102,895	331,340	23.70%
209 Student Transportation		2-Contracted Services	73,125	10,725	62,400	14.67%
209 Student Transportation Total			73,125	10,725	62,400	14.67%
Grand Total			5,375,586	1,753,925	3,621,661	32.63%



After School Math Tutoring, Grades 4 – 9

DESCRIPTION

The AACPS after-school tutoring program is a county-wide opportunity offered to those students who would benefit from additional curricular support. Participation was voluntary, though highly encouraged. Students received targeted instruction in Math aligned to their performance on Standards Mastery Assessments in iReady. 9th grade students received targeted instruction in foundational Algebraic standards.

GOALS

The goals of the after-school tutoring program are to provide scaffolds and supports to ensure that all students meet grade level expectations in Math by the end of the 2021-22 school year.

CONTENT AREA(S)

Math

STUDENT IDENTIFICATION PROCESS

Students who scored three-or-more grade levels below on their 2020-21 end of year iReady Diagnostics were identified as those who would benefit from additional, targeted instruction.

FORMAT

Tutoring was offered after school, in-person. Transportation was available upon request as well as an opportunity to participate in the after-school dinner program.

PROGRAM OUTCOMES

Decreased the number of students who performed three-or-more grade levels below on their iReady Diagnostic Assessments. Increased the number of students who performed at or above grade level on their iReady Diagnostic Assessments.

DETAILS

Pupil-to-tutor ratio/Group Size: **3.9: 1**

Frequency of sessions: **One time per week**

Number of Sessions: **8**

Amount of Time per Session: **60 minutes**

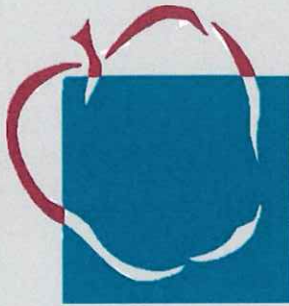
Total Hours of Tutoring: **8 hours per group**

Total Number of Students Served through Program: **827**

Grade	4	5	6	7	8	9
# Students	323	249	68	14	21	152

DISAGGREGATED OUTCOMES

Student Group	Enrolled	Pre- assmnt	Post- assmnt
American Indian/Alaskan Native	0	n/a	n/a
Asian	13	24%	42%
Black/African American	268	22%	33%
Hispanic/Latino	192	22%	36%
Two or more races	41	28%	34%
Pacific Islander	1	8%	54%
White	312	23%	37%
Students with Disabilities (IEP only)	227	22%	32%
504	73	20%	32%
Total (IEP + 504)	300	21%	32%
English Learners	170	24%	37%
Economically Disadvantaged	264	23%	34%
Male	437	23%	35%
Female	390	22%	35%



After School English Language Arts/Literacy Tutoring, Grades 4 – 8

DESCRIPTION

The AACPS after-school tutoring program is a county-wide opportunity offered to those students who would benefit from additional curricular support. Participation was voluntary, though highly encouraged. Students received targeted instruction in Literacy and Reading aligned to their performance on Standards Mastery Assessments in iReady.

GOALS

The goals of the after-school tutoring program are to provide scaffolds and supports to ensure that all students meet grade level expectations in Literacy and Reading by the end of the 2021-22 school year.

CONTENT AREA(S)

English Language Arts/Literacy

STUDENT IDENTIFICATION PROCESS

Students who scored three-or-more grade levels below on their 2020-21 end of year iReady Diagnostics were identified as those who would benefit from additional, targeted instruction.

FORMAT

Tutoring was offered after school, in-person. Transportation was available upon request as well as an opportunity to participate in the after-school dinner program.

PROGRAM OUTCOMES

Decreased the number of students who performed three-or-more grade levels below on their iReady Diagnostic Assessments. Increased the number of students who performed at or above grade level on their iReady Diagnostic Assessments.

DETAILS

Pupil-to-tutor ratio/Group Size: **3.7: 1**

Frequency of sessions: **One time per week**

Number of Sessions: **8**

Amount of Time per Session: **60 minutes**

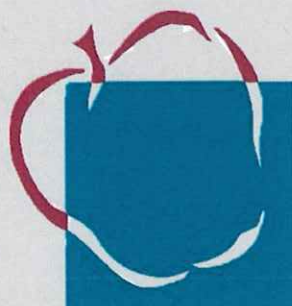
Total Hours of Tutoring: **8 hours per group**

Total Number of Students Served through Program: **715**

Grade	4	5	6	7	8
# Students	333	220	77	41	44

DISAGGREGATED OUTCOMES

Student Group	Enrolled	Pre- assmnt	Post- assmnt
American Indian/Alaskan Native	0	n/a	n/a
Asian	10	28%	39%
Black/African American	228	26%	34%
Hispanic/Latino	218	23%	27%
Two or more races	32	22%	27%
Pacific Islander	0	n/a	n/a
White	227	27%	32%
Students with Disabilities (IEP only)	226	25%	34%
504	54	25%	33%
Total (IEP + 504)	280	25%	34%
English Learners	201	22%	26%
Economically Disadvantaged	250	24%	30%
Male	402	24%	31%
Female	313	27%	31%



Drop-In Homework Help, Grades 6 - 12

DESCRIPTION

AACPS provided Middle and High School Virtual Homework Help for targeted courses in Mathematics, English, World Languages, Social Studies, Science, Computer Science, Reading and ESOL. Virtual Homework Help was delivered via a drop-in Google Meet environment.

Over 120 tutors served in the program during the 2021-22 school year and all tutors were certified AACPS teachers. Sessions occurred Sunday – Thursday evenings from 5 – 9PM.

DETAILS

Timeframe: **September 21 – June 22**

Pupil-to-tutor ratio/Group Size: **4: 1**

Frequency of sessions: **Daily, five days per week.**

Number of Sessions: **160 sessions per week**

Amount of Time per Session: **15 – 60 minutes**

Total Number of Students Served through Program: **2,967**

CONTENT AREA(S)

English, Social Studies, Science, Mathematics, World Languages, Reading, Computer Science & ESOL

STUDENT IDENTIFICATION PROCESS

This opportunity was available to all students in grades 6 – 12 enrolled in courses for which homework help was offered. Students were either self-identified or referred to the tutoring program from their content classroom teacher.

FORMAT

Homework Help sessions were conducted virtually. Students in grades 6 – 12 were able to access Google Meet links on our internal web site and join a session without an appointment.

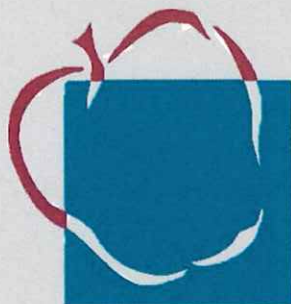
PROGRAM OUTCOMES

Increased access to academic support for students during evening hours. Program afforded the opportunity for students to engage with their teachers virtually during hours of the day reserved for homework/studying outside of the school day, thus increasing engagement and opportunities for academic success.

PARTICIPATION BY STUDENT GROUP AND SUBJECT AREA

Student Group	Enrolled
American Indian/Alaskan Native	3
Asian	160
Black/African American	920
Hispanic/Latino	347
Two or more races	344
Pacific Islander	6
White	1187
Students with Disabilities (IEP only)	326
504	443
Total (IEP + 504)	669
English Learners	13
Economically Disadvantaged	487
Male	1424
Female	1543

Subject	Count
HS Mathematics	1042
HS Science	257
HS English	111
HS Social Studies	45
HS & MS World Languages	224
MS English / Language Arts	225
MS Mathematics	903
MS Science	96
MS Social Studies	64
Total	2,967



Small Group Evening Tutoring, Grades 6 - 12

DESCRIPTION

AACPS provided Middle and High School Virtual Homework Help and Tutoring for targeted courses in Mathematics, English, World Languages, Social Studies, Science, Computer Science, Reading and ESOL. Virtual Tutoring was delivered via Google Meet by appointment only.

Over 120 tutors served in the program during the 2021-22 school year. All tutors were certified AACPS teachers. Sessions occurred Monday – Thursday evenings from 5 – 9PM.

CONTENT AREA(S)

English, Social Studies, Science, Mathematics, World Languages, Reading, Computer Science & ESOL

STUDENT IDENTIFICATION PROCESS

This opportunity was available to all students in grades 6 – 12 enrolled in courses for which homework help was offered. Students were either self-identified or referred to the tutoring program from their content classroom teacher.

FORMAT

Tutoring sessions were conducted virtually. Students in grades 6 – 12 were able to access Google Meet links on our internal web site and join a session with an appointment.

PROGRAM OUTCOMES

Increased access to academic support for students during evening hours. Program afforded the opportunity for students to engage with their teachers virtually during hours of the day reserved for homework/studying outside of the school day, thus increasing engagement and opportunities for academic success.

DETAILS

Timeframe: **September 21 – June 22**

Pupil-to-tutor ratio/Group Size: **4: 1**

Frequency of sessions: **Daily, four days per week.**

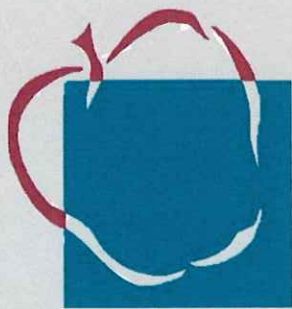
Number of Sessions: **76 sessions per week**

Amount of Time per Session: **60 minutes**

Total Number of Students Served through Program: **1,179**

PARTICIPATION BY STUDENT GROUP AND SUBJECT AREA

Student Group	Enrolled	Subject	Count
American Indian/Alaskan Native	1	Algebra 1 (HS)	190
Asian	64	Algebra 1 (MS)	112
Black/African American	365	Algebra 2	32
Hispanic/Latino	138	English 10	36
Two or more races	137	English 6	84
Pacific Islander	2	English 7/8	16
White	472	English 9	13
Students with Disabilities (IEP only)	106	Geometry	53
504	164	Math 6	237
Total (IEP + 504)	270	Math 6/7 & Math 7	146
English Learners	5	Math 7/8 & Math 8	179
Economically Disadvantaged	189	Spanish	81
Male	613	Total	1,179
Female	566		



Summer Tutoring & Enrichment, Grades 6 - 12

DESCRIPTION

AACPS provided Middle and High School Virtual Summer Tutoring for targeted subjects in Mathematics, English, World Languages, Social Studies, Science, Computer Science, Reading and ESOL. Summer Tutoring was delivered via a drop-in Google Meet environment.

Over 90 tutors served in the six-week program during the summer of 2022. All tutors were certified AACPS teachers. Sessions occurred Monday – Thursday evenings from 4 – 6PM.

CONTENT AREA(S)

English, Social Studies, Science, Mathematics, World Languages, Reading, Computer Science & ESOL

STUDENT IDENTIFICATION PROCESS

This opportunity was available to all students in grades 6 – 12.

FORMAT

Summer Tutoring sessions were conducted virtually. Students in grades 6 – 12 were able to access Google Meet links on our internal web site and join a session without an appointment.

PROGRAM OUTCOMES

Increased access to academic support for students during evening hours. Program afforded the opportunity for students to engage with their teachers virtually during hours of the day reserved for homework/studying outside of the school day, thus increasing engagement and opportunities for academic success.

DETAILS

Timeframe: **July 5 – August 11**

Pupil-to-tutor ratio/Group Size: **4: 1**

Frequency of sessions: **Daily, four days per week.**

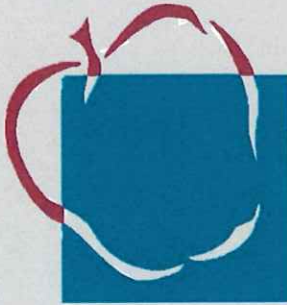
Number of Sessions: **48 sessions per week**

Amount of Time per Session: **15 – 60 minutes**

Total Number of Students Served through Program: **198**

PARTICIPATION BY STUDENT GROUP AND SUBJECT AREA

Student Group	Enrolled	Subject	Count
American Indian/Alaskan Native	0	HS Mathematics	40
Asian	11	HS Science	0
Black/African American	61	HS English / ESOL	10
Hispanic/Latino	23	HS Social Studies	2
Two or more races	24	HS & MS World Languages	4
Pacific Islander	0	MS English / Language Arts	72
White	79	MS Mathematics	59
Students with Disabilities (IEP only)	18	MS Science	7
504	25	MS Social Studies	4
Total (IEP + 504)	43	Total	198
English Learners	4		
Economically Disadvantaged	26		
Male	95		
Female	103		



Transitional Supplemental Instruction for Elementary Reading, Grades K – 3

DESCRIPTION

AACPS hired eleven certified teachers to implement Wilson Foundations Tier 2 intervention and Wilson Reading System Tier 3 intervention to students identified as striving readers. Students were pulled out during their literacy block in order to receive daily, small-group, targeted instruction aligned to their specific reading goals.

GOALS

The goal of the program was to increase students' reading proficiency according to their DIBELS scores (grades K-2) and Fountas & Pinnell Benchmark Assessment System scores (grade 3).

CONTENT AREA(S)

Elementary Reading and Integrated Literacy

STUDENT IDENTIFICATION PROCESS

Students who were reading below grade level according to DIBELS (grades K-2) or the iReady Phonics domain (grade 3) and the Fountas & Pinnell Benchmark Assessment were considered for intervention. A placement tool was used to determine which intervention would benefit students most based on the various data points.

FORMAT

Transitional Supplemental Instruction was implemented during the school day by certified teachers. Instruction was provided during the Foundational Literacy Skills block as well as the literacy block designed to address students' specific needs.

PROGRAM OUTCOMES

Overall, students made gains in early literacy skills as shown by assessment data. Supplemental instruction closed gaps and supported students reaching and/or approaching grade level expectations on DIBELS or Fountas & Pinnell Benchmark Assessment.

DETAILS

Pupil-to-tutor ratio/Group Size: **4: 1**

Frequency of sessions: **Daily**

Number of Sessions: **4624**

Amount of Time per Session: **30 – 45 minutes**

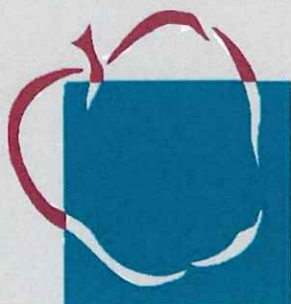
Total Hours of Tutoring: **2752**

Total Number of Students Served through Program: **212**

Grade	K	1	2	3
# Students	17	56	75	75

DISAGGREGATED OUTCOMES

Student Group	Enrolled	Pre- assmnt	Post- assmnt
American Indian/Alaskan Native	0	n/a	n/a
Asian	0	n/a	n/a
Black/African American	72	3.36	5.74
Hispanic/Latino	72	2.11	4.37
Two or more races	10	3.00	5.00
Pacific Islander	0	n/a	n/a
White	58	3.39	6.47
Students with Disabilities (IEP only)	47	3.04	5.61
504	3	3.00	6.00
Total (IEP + 504)	50	3.04	5.72
English Learners	57	1.77	4.00
Economically Disadvantaged	111	3.13	5.81
Male	111	2.73	5.45
Female	101	3.14	5.49



Transitional Supplemental Instruction for Elementary Reading, Grades K – 3

DESCRIPTION

AACPS hired 17 teaching assistants to support students identified as striving readers. The teaching assistants provided targeted support and instruction with the classroom that aligned to students' specific reading goals in grades K-3.

GOALS

The goal of the program was to increase students' reading proficiency according to their DIBELS scores (grades K-2) and Fountas & Pinnell Benchmark Assessment System scores (grade 3).

DETAILS

Pupil-to-tutor ratio/Group Size: **4: 1**

Frequency of sessions: **Daily**

Number of Sessions: **10,200**

Amount of Time per Session: **30 – 60 minutes**

Total Hours of Tutoring: **10,200**

Total Number of Students Served through Program:

Grade	K	1	2	3
# Students	691	765	781	683

CONTENT AREA(S)

Elementary Reading and Integrated Literacy

STUDENT IDENTIFICATION PROCESS

Students who were reading below grade level according to DIBELS (grades K-2) or the iReady Phonics domain (grade 3) and the Fountas & Pinnell Benchmark Assessment were considered for targeted support.

FORMAT

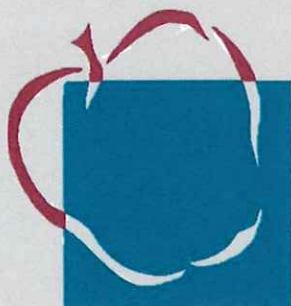
Transitional Supplemental Instruction was implemented during the school day by Teaching Assistants. Instruction was provided during the Foundational Literacy Skills block as well as the literacy block designed to address students' specific needs.

PROGRAM OUTCOMES

Overall, students made gains in early literacy skills as shown by assessment data. Supplemental instruction closed gaps and supported students reaching and/or approaching grade level expectations on DIBELS or Fountas & Pinnell Benchmark Assessment.

DISAGGREGATED OUTCOMES

Student Group	Enrolled	Pre- assmnt	Post- assmnt
American Indian/Alaskan Native	5	5.6	8.8
Asian	39	3.8	6.8
Black/African American	764	3.4	6.2
Hispanic/Latino	1194	2.9	5.6
Two or more races	146	3.4	6.8
Pacific Islander	1	2.0	11.0
White	771	3.9	7.1
Students with Disabilities (IEP only)	403	2.4	4.5
504	81	4.6	7.6
Total (IEP + 504)	484	2.7	5.1
English Learners	967	2.7	5.2
Economically Disadvantaged	1241	3.3	6.0
Male	1494	3.2	6.0
Female	1426	3.5	6.4



After School English Language Arts Tutoring, Grades 6-9

Chesapeake Science Point Public Charter School

DESCRIPTION

During the ELA tutorial sessions, students would read silently for five minutes, respond to a writing prompt, analyze text features, and academic vocabulary. The teacher used i-Ready and Read 180 to assist with instruction.

GOALS

To address the learning loss from the effects of COVID-19 on education

DETAILS

Pupil-to-tutor ratio/Group Size: **4:1**

Frequency of sessions: **Once per week**

Number of Sessions: **8**

Amount of Time per Session: **60 minutes**

Total Hours of Tutoring: **8 hours**

Total Number of Students Served through Program: **112**

Grade	6	7	8	9
# Students	35	27	34	16

CONTENT AREA(S)

English Language Arts

- ELA 6
- ELA 7
- ELA 8
- ELA 9

STUDENT IDENTIFICATION PROCESS

The initial data to select students for the program came from iReady scores, MAP testing placement scores, quarter 4 assessments of the 20-21 academic year, teacher recommendation, amount of Ds and Es for the quarter prior to selection (Fall '21: Q4 '20-'21; Spring '22: Q2 '21-'22); and for the spring session only, the fall MCAP scores.

FORMAT

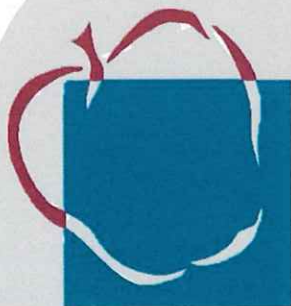
Tutoring was delivered after school by certified teaching staff (some of which were certified in the area of which they were providing tutoring instruction). During this time students received one hour of instruction using iReady supplemental materials. After the hour of instruction, students received a cafeteria provided snack.

PROGRAM OUTCOMES

For the ELA program overall, there was an average growth of 10.3% in ELA performance.

DISAGGREGATED OUTCOMES

Student Group	Enrolled	Pre- assmnt	Post- assmnt
American Indian/Alaskan Native	1	83.3%	83.3%
Asian	20	66.3%	78.4%
Black/African American	56	62.1%	72.4%
Hispanic/Latino	10	72.8%	73.5%
Two or more races	12	64.0%	77.9%
Pacific Islander	0	NA	NA
White	14	64.7%	77.3%
Students with Disabilities (IEP only)	4	38.2%	62.0%
504	21	50.6%	63.9%
Total (IEP + 504)	25	44.4%	63.0%
English Learners	5	66.8%	71.0%
Economically Disadvantaged	25	66.0%	76.1%
Male	63	63.4%	73.0%
Female	50	65.8%	77.1%



CONTENT AREA(S)

Mathematics

- Math 6/7
- Math 7/8
- Math 8
- Algebra

STUDENT IDENTIFICATION PROCESS

The initial data to select students for the program came from iReady scores, MAP testing placement scores, quarter 4 assessments of the 20-21 academic year, teacher recommendation, amount of Ds and Es for the quarter prior to selection (Fall '21: Q4 '20-'21; Spring '22: Q2 '21-'22); and for the spring session only, the fall MCAP scores.

FORMAT

Tutoring was delivered after school by certified teaching staff (some of which were certified in the area of which they were providing tutoring instruction). During this time students received one hour of instruction using iReady supplemental materials or, for the Algebra students, similar supplemental materials from various sources. After the hour of instruction, students received a cafeteria provided snack.

PROGRAM OUTCOMES

For the math program overall, there was an average growth of 9.7% in ELA performance.

After School Math Tutoring, Grades 6-9

Chesapeake Science Point Public Charter School

DESCRIPTION

The math program involved the students working in groups of two or three. The teacher would utilize i-Ready, Math XL, and Mathia learning platforms to address the students' learning loss and provide problem-solving experiences to help build the students' understanding of specific math facts and skills

GOALS

To address the learning loss from the effects of COVID-19 on education

DETAILS

Pupil-to-tutor ratio/Group Size: **4:1**

Frequency of sessions: **Once per week**

Number of Sessions: **8**

Amount of Time per Session: **60 minutes**

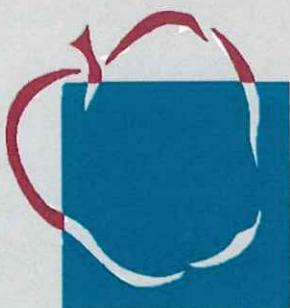
Total Hours of Tutoring: **8 hours**

Total Number of Students Served through Program: **69**

Grade	6	7	8	9
# Students	21	12	29	7

DISAGGREGATED OUTCOMES

Student Group	Enrolled	Pre- assmnt	Post- assmnt
American Indian/Alaskan Native	0	NA	NA
Asian	7	42.1%	54.1%
Black/African American	37	43.6%	50.4%
Hispanic/Latino	8	38.8%	60.8%
Two or more races	2	46.1%	55.5%
Pacific Islander	0	NA	NA
White	7	45.4%	54.7%
Students with Disabilities (IEP only)	1	60.3%	43.8%
504	20	34.4%	43.5%
Total (IEP + 504)	22	47.4%	43.7%
English Learners	4	42.5%	45.8%
Economically Disadvantaged	14	42.5%	53.8%
Male	37	48.0%	54.7%
Female	32	38.2%	51.4%



Contracted Math/ Reading Tutoring Services: Huntington Learning Center

Monarch Academy Annapolis

DESCRIPTION

Students received one-on-one tutoring from contractor Huntington Learning Center to provide additional support in the areas of math, reading, and writing.

GOALS

Move students toward grade level performance in math and reading based on individual student academic needs.

DETAILS

Pupil-to-tutor ratio/Group Size: **1: 1**

Frequency of sessions: **Once per week**

Number of Sessions: **30**

Amount of Time per Session: **60 minutes**

Total Hours of Tutoring: **30 hours**

Total Number of Students Served through Program: **17**

Grade	4	5
# Students	8	9

DISAGGREGATED OUTCOMES

Student Group	Enrolled	Avg. change in scale score
American Indian/Alaskan Native	0	n/a
Asian	0	n/a
Black/African American	14	.3
Hispanic/Latino	3	.7
Two or more races	0	n/a
Pacific Islander	0	n/a
White	0	n/a
Students with Disabilities (IEP only)	5	.3
504	2	.1
Total (IEP + 504)	7	.4
English Learners	3	.6
Economically Disadvantaged	14	.3
Male	8	.1
Female	9	.4

CONTENT AREA(S)

Math
Reading
Writing

STUDENT IDENTIFICATION PROCESS

Students were identified based on iReady diagnostic data and F&P reading scores. Students who demonstrated academic needs were recommended for tutoring by their classroom teacher.

FORMAT

Students could choose between in person or online services.

PROGRAM OUTCOMES

On average, students demonstrated growth, though the growth was not as significant as we had expected.



After School Math Tutoring, Grades 4 – 5

Monarch Academy Annapolis

DESCRIPTION

The after-school tutoring program is aligned to the AACPS model, offered to those students who would benefit from additional curricular support. Participation was voluntary, though highly encouraged. Students received targeted instruction in Math aligned to their performance on Standards Mastery Assessments in iReady.

GOALS

The goals of the math tutoring program are to show growth in the Standards Mastery post assessment as compared to their preassessment to address the learning loss from the pandemic.

DETAILS

Pupil-to-tutor ratio/Group Size: **4: 1**

Frequency of sessions: **Twice per week**

Number of Sessions: **8**

Amount of Time per Session: **60 minutes**

Total Hours of Tutoring: **8 hours**

Total Number of Students Served through Program: **22**

Grade	4	5
# Students	14	8

DISAGGREGATED OUTCOMES

Student Group	Enrolled	Pre- assmnt	Post- assmnt
American Indian/Alaskan Native	0	0	0
Asian	15	25.8	26.8
Black/African American	7	11.8	11.1
Hispanic/Latino	0	0	0
Two or more races	0	0	0
Pacific Islander	1	47.1	48.1
White	6	12.1	11.3
Students with Disabilities (IEP only)	3	14.1	15.3
504	9	26.2	26.6
Total (IEP + 504)	6	11.8	11.1
English Learners	22	25.8	26.8
Economically Disadvantaged	16	23.6	23.4
Male	6	27.1	28.4
Female	0	0	0

CONTENT AREA(S)

Math

STUDENT IDENTIFICATION PROCESS

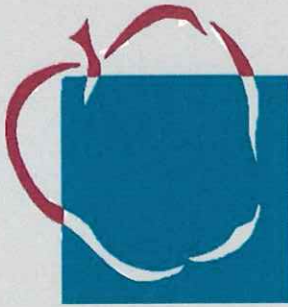
Students were invited to attend if their iReady diagnostic was 3 or more grade levels below their current grade.

FORMAT

Tutoring was provided after school, in-person leveraging the iReady platform. Teachers met with students twice a week for an hour and their data was tracked to monitor growth.

PROGRAM OUTCOMES

On average, students increased their academic performance in mathematics.



Contracted Math Tutoring Services: Huntington Learning Center

Monarch Academy Glen Burnie, Summer 2021

DESCRIPTION

Students received one-on-one tutoring from contractor Huntington Learning Center.

GOALS

Move students toward grade level performance in math based on individual student academic needs.

DETAILS

Pupil-to-tutor ratio/Group Size: **1: 1**

Frequency of sessions: **Once per week**

Number of Sessions: **10**

Amount of Time per Session: **60 minutes**

Total Hours of Tutoring: **10 hours**. *Note: Not every student completed 10 hours.*

Total Number of Students Served through Program: **18**

Grade	3	4	5	6
# Students	4	4	5	5

DISAGGREGATED OUTCOMES

Student Group	Enrolled	Avg. change in scale score
American Indian/Alaskan Native	0	n/a
Asian	0	n/a
Black/African American	11	14 pts
Hispanic/Latino	1	13 pts
Two or more races	2	63 pts
Pacific Islander	0	n/a
White	4	8.75 pts
Students with Disabilities (IEP only)	5	26.2 pts
504	1	3 pts
Total (IEP + 504)	6	22.3 pts
English Learners	1	14 pts
Economically Disadvantaged	8	27.3 pts
Male	0	n/a
Female	18	18.2 pts

CONTENT AREA(S)

Math

STUDENT IDENTIFICATION PROCESS

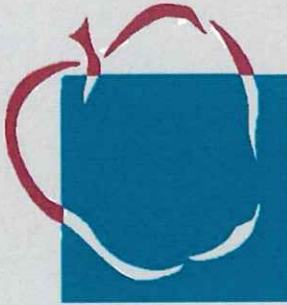
Students were identified based on spring 2021 iReady diagnostic data. Students who scored 3 or more grades below were recommended for tutoring.

FORMAT

Students could choose between in person or online services.

PROGRAM OUTCOMES

Upon program completion, students were given the iReady diagnostic again. The students who participated in one on one tutoring had an average increased scale score of 18.2 points from fall to spring. The average increased scale score for our school (those students who had a spring and fall score) was 1.33 points.



Contracted Reading Tutoring Services: Huntington Learning Center

Monarch Academy Glen Burnie, Summer 2021

DESCRIPTION

Students received one-on-one tutoring from contractor Huntington Learning Center.

GOALS

Move students toward grade level performance in reading based on individual student academic needs.

CONTENT AREA(S)

Reading

STUDENT IDENTIFICATION PROCESS

Students were recommended based on spring 2021 iReady diagnostic data, attendance, and classroom performance.

FORMAT

Students could choose between in person or online services. One chose on-line and the other in person.

PROGRAM OUTCOMES

Both students struggled with one-on-one tutoring. They attended irregularly and struggled to engage. Neither student showed improvement.

DETAILS

Pupil-to-tutor ratio/Group Size: **1: 1**

Frequency of sessions: **Once per week**

Number of Sessions: **10**

Amount of Time per Session: **60 minutes**

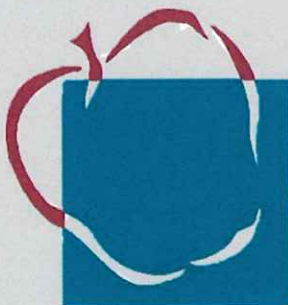
Total Hours of Tutoring: **10 hours**. *Note: Neither student completed 10 hours.*

Total Number of Students Served through Program: **2**

Grade	K	1	2
# Students	1	0	1

DISAGGREGATED OUTCOMES

Student Group	Enrolled	Avg. change in scale score
American Indian/Alaskan Native	1	-111
Asian	0	n/a
Black/African American	1	3
Hispanic/Latino	0	n/a
Two or more races	0	n/a
Pacific Islander	0	n/a
White	0	n/a
Students with Disabilities (IEP only)	0	n/a
504	0	n/a
Total (IEP + 504)	0	n/a
English Learners	0	n/a
Economically Disadvantaged	2	n/a
Male	1	-111
Female	1	3



After School Math Tutoring, Grades 4 – 5

Monarch Academy Glen Burnie

DESCRIPTION

The after-school tutoring program is aligned to the AACPS model, offered to those students who would benefit from additional curricular support. Participation was voluntary, though highly encouraged. Students received targeted instruction in Math aligned to their performance on Standards Mastery Assessments in iReady.

GOALS

The goals of the math tutoring program are to show growth in the Standards Mastery post assessment as compared to their preassessment to address the learning loss from the pandemic.

DETAILS

Pupil-to-tutor ratio/Group Size: **3: 1**

Frequency of sessions: **Once per week**

Number of Sessions: **8**

Amount of Time per Session: **60 minutes**

Total Hours of Tutoring: **8 hours**

Total Number of Students Served through Program: **21**

Grade	4	5
# Students	14	7

DISAGGREGATED OUTCOMES

Student Group	Enrolled	Pre- assmnt	Post- assmnt
American Indian/Alaskan Native	0	n/a	n/a
Asian	0	n/a	n/a
Black/African American	12	12%	28%
Hispanic/Latino	1	29%	50%
Two or more races	0	n/a	n/a
Pacific Islander	0	n/a	n/a
White	8	23%	51%
Students with Disabilities (IEP only)	5	16%	29%
504	0	n/a	n/a
Total (IEP + 504)	0	n/a	n/a
English Learners	0	n/a	n/a
Economically Disadvantaged	0	n/a	n/a
Male	7	28%	51%
Female	14	12%	26%

CONTENT AREA(S)

Math

STUDENT IDENTIFICATION PROCESS

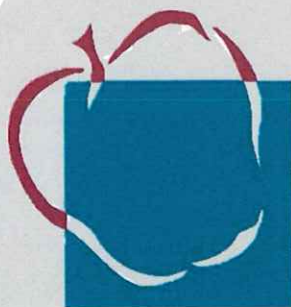
Students were invited to attend if their iReady diagnostic was 3 or more grade levels below their current grade.

FORMAT

Tutoring was provided after school, in-person leveraging the iReady platform. Teachers met with students weekly for an hour and their data was tracked to monitor growth.

PROGRAM OUTCOMES

On average, students scored a 20% on the pre-assessment and a 47% on the post-assessment, increasing their academic performance in mathematics.



After School Math Tutoring, Grades 4, 5, 7

Monarch Global Academy

DESCRIPTION

The after-school tutoring program is aligned to the AACPS model, offered to those students who would benefit from additional curricular support. Participation was voluntary, though highly encouraged. Students received targeted instruction in Math aligned to their performance on Standards Mastery Assessments in iReady.

GOALS

The goal of the tutoring program was to target students who fell in the 3 or more grade levels below group to close instructional gaps and increase iReady scores.

DETAILS

Pupil-to-tutor ratio/Group Size: **4:1**

Frequency of sessions: **Twice Per Week**

Number of Sessions: **8**

Amount of Time per Session: **60 minutes**

Total Hours of Tutoring: **8 hours**

Total Number of Students Served through Program: **14**

Grade	4	5	6	7
# Students	9	3		2

CONTENT AREA(S)

Math

STUDENT IDENTIFICATION PROCESS

Students were identified using their Fall I-Ready Math Diagnostic Assessment 2021. Any student who fell in the "3 or more grade levels below" group was identified for tutoring.

FORMAT

Tutoring was delivered after-school where the teacher led small group explicit instruction within the classroom. Students were given whole group instruction, one on one instruction, and the use of manipulatives. Teachers followed the scope and sequence provided by the AACPS math office.

PROGRAM OUTCOMES

Although students still fell below grade level, most students made growth that range from 2 – 40-point gains. Students reported that they were more confident in the standard covered during tutoring. The Hispanic student group made the most gain, which was a targeted student group on the School Improvement Plan. The tutoring model was most effective because it was in-person with explicit instruction, small teacher and student ratio and the use of manipulatives.

DISAGGREGATED OUTCOMES

Student Group	Enrolled	Pre-assmnt	Post-assmnt
American Indian/Alaskan Native	0	n/a	n/a
Asian	0	n/a	n/a
Black/African American	7	450	460
Hispanic/Latino	5	400	440
Two or more races	1	414	416
Pacific Islander	0	n/a	n/a
White	1	404	448
Students with Disabilities (IEP only)	2	352-404	388-448
504	0	n/a	n/a
Total (IEP + 504)	0	n/a	n/a
English Learners	5	397-438	404-467
Economically Disadvantaged	8	394-438	412-467
Male	6	352-414	388-356
Female	8	394-438	412-467