Fall 2015

BCSCR Tutoring Results

Synopsis of Results for K–12 Students from the I-Ready Assessment

BCSCR provides tutoring to students in eligible districts in Arizona, Colorado, New Mexico, and Texas as part of its overall initiative to improve literacy outcomes. Students received reading tutoring in groups of 3 or 4 students for up to 32 hours.

The following report highlights findings of the Fall 2015 tutoring program. Tutoring results were analyzed to answer two questions:
  1. What growth in reading ability did students make?
  2. How well did the BCSCR tutoring model compare with other models and approaches?

For questions about BCSCR, please contact your regional BCSCR coordinator. Contact information is available on the BCSCR website.

Overall Tutoring Results for BCSCR Students

All results are for *valid* scores. A valid score means the student

- took the pre and post test
- had 24+ hours of tutoring
- did not have a rush flag on the posttest

Exactly 2,000 students (a coincidence) have valid scores and are included in this analysis.

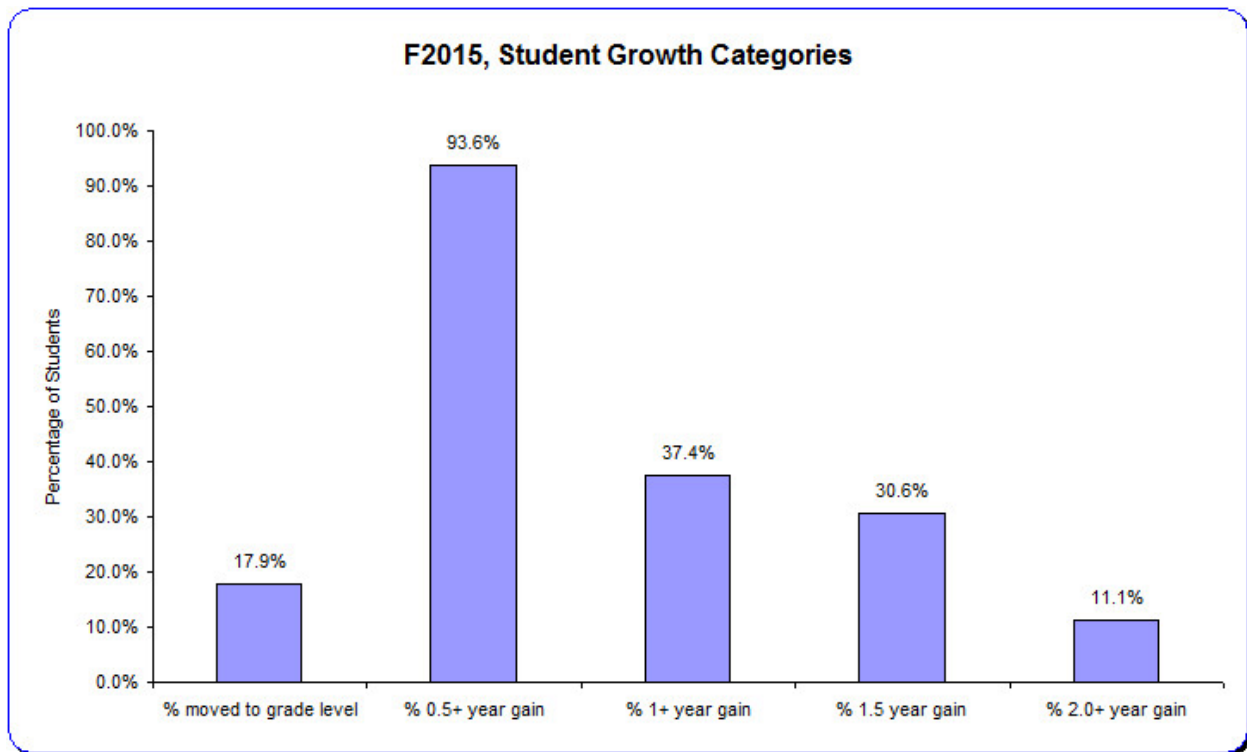**Average Reading Gap, Pre and Post Test**

Overall result: 1.19 grade-level growth in 24 to 32 hours of tutoring.

This graph indicates how far behind grade level, on average, students were at the pretest compared to the posttest. The overall growth, determined by comparing these results, was **1.19 grade levels**, which is a great result. (See below for results for tutoring environments that closely align with the BCSCR approach, which are even better!)
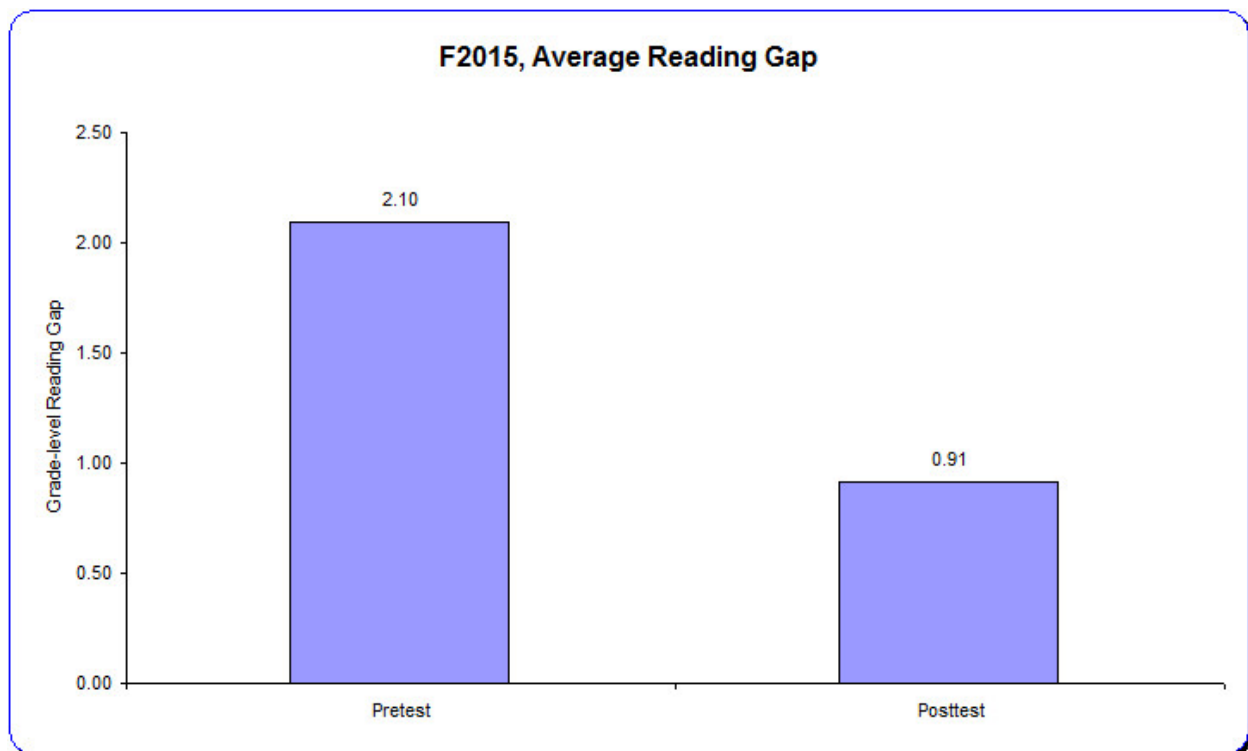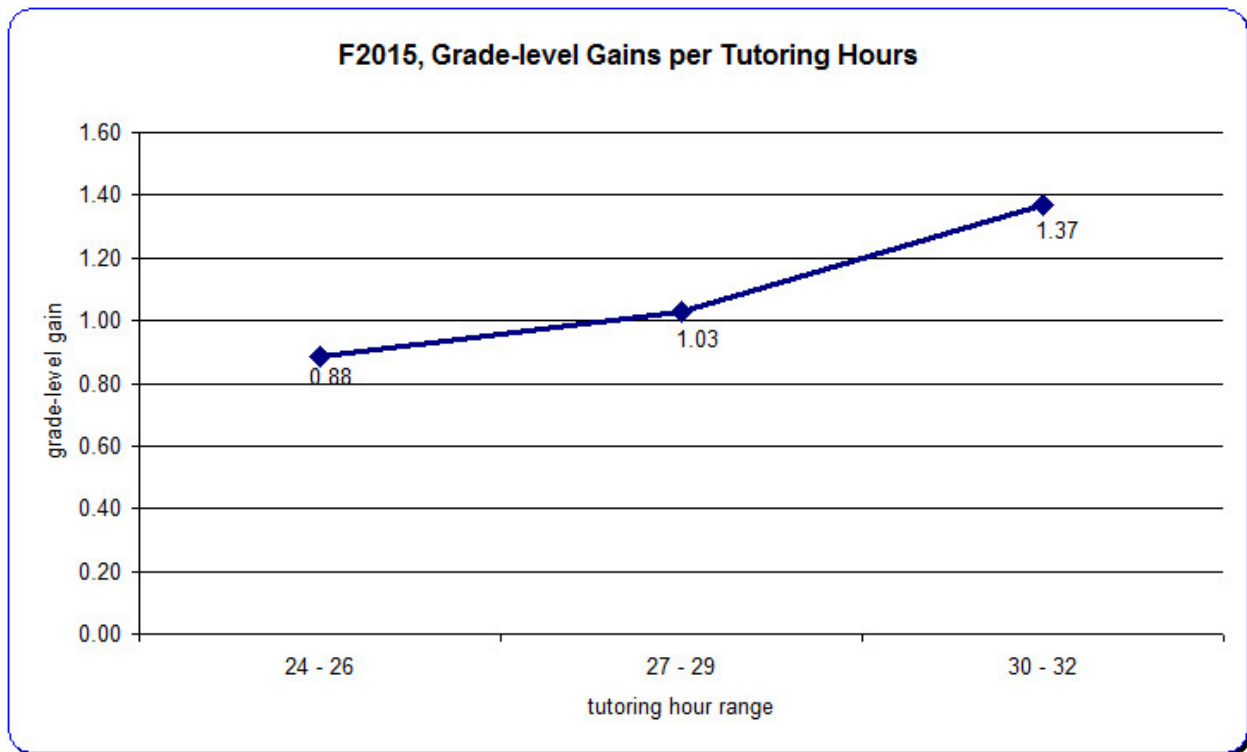
Student Progress by Growth Categories

Students made varying degrees of growth. This graph indicates the percentage of students who made at least an indicated amount of growth. These results are cumulative, not discrete. This means that students who are in the 2+ years category, for example, are also in the 1+ year category. You can read this as "The percentage of students who made X grade level growth *or better*."

F2015, Student Growth Categories

Category	Percentage
% moved to grade level	17.9%
% 0.5+ year gain	93.6%
% 1+ year gain	37.4%
% 1.5 year gain	30.6%
% 2.0+ year gain	11.1%

Average Student Growth by Time Frame

More tutoring time clearly means better average results. We did have a few students who received more than 32 hours of tutoring. Their results are not included in this graph. The conclusion from this finding is that students in the BCSCR tutoring program will typically achieve greater growth by receiving the maximum 32 hours of tutoring for which they are eligible.

F2015, Grade-level Gains per Tutoring Hours

grade-level gain vs tutoring hour range

- 24 - 26: 0.88
- 27 - 29: 1.03
- 30 - 32: 1.37

Program Type Comparisons

We analyzed pre/posttest results for all students with valid scores to determine whether the BCSCR tutoring approach provides students with effective learning opportunities. Students' results were compared based on tutoring implementation characteristics. The results below are only for students with valid results, defined previously.

First, some definitions of program types.

Valid: defined above
Valid, compliant: Valid scores, compliant with the BCSCR approach in all areas:
    1) tutor regularly addressed all 6 reading components,
    2) tutor maintained a standard schedule with 3 or 4 students,
    3) tutor provided appropriate instruction
    4) tutor provided tutor-designed and delivered instruction
Valid, non-6 components: Valid scores, Compliant in all areas except for regularly addressing the 6 components of reading
Valid, non-compliant: Valid scores, Non-compliant in one or more areas, including 6 components of reading. Most of the results in this category are only for non-6 reading components, but other non-compliance issues are also included.

Non-compliance does not mean a tutor was a poor tutor or that the students did not make strong gains. Furthermore, in the case of schedules, the tutor may have had no control or no other options, such as when tutoring sessions were longer than typical in order for students to receive sufficient hours. Thus, non-compliant tutoring does not mean "bad" or "ineffective": non-compliant only means the tutoring implementation did not closely align with the BCSCR program design.

Although students overall in non-compliant tutoring situations did not do as well as students in compliant tutoring situations, many of the students did quite well. Student results were not considered when determining whether the tutoring situation was compliant or non-compliant. In many cases, students with strong growth were added to the non-compliant list, and students with weak growth were added to the compliant list.

Finally, if a tutor's approach differed from the BCSCR approach, scores for all of the tutor's students were added to the non-compliant list, i.e., we didn't pick and choose.

Average Growth by Program Type

What this graph indicates is that tutoring programs that most closely align with our approach provide the best overall gains. This graph compares average scores for students in tutoring that was *compliant in all areas* with *all valid scores*, tutoring that was compliant in all areas *except 6 components of reading*, and tutoring that had *one or more areas of non-compliance*. Tutoring that was non-compliant in one or more areas may have provided good results for some students, but the BCSCR approach produced better gains.

This is an important finding. When tutors and school administrators ask why we emphasize the 6 components of reading so heavily, findings such as these provide the answer. Students in the BCSCR approach outperformed students in the valid, non-6 reading components group by more than 2/3 grade level (1.38 compared to 0.70 grade-level growth, a 0.68 grade-level average difference).
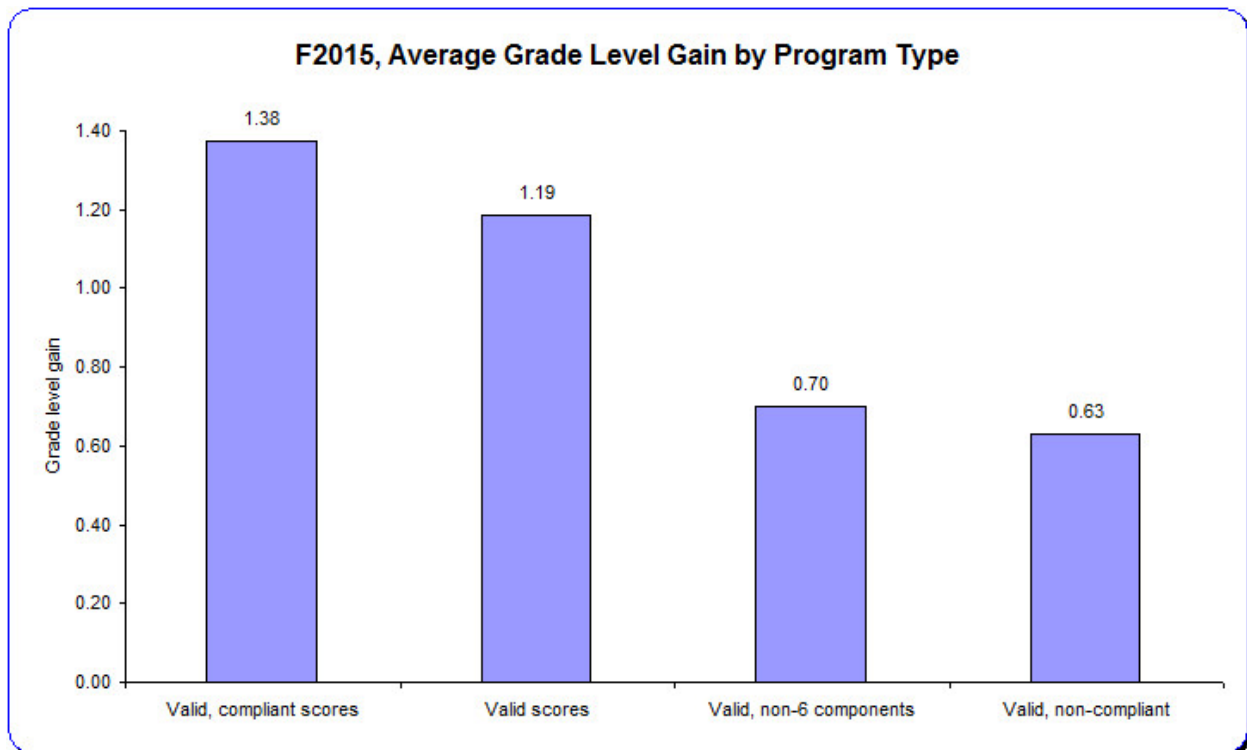

In terms of overall program improvement, results indicate that the entire tutoring program continues to improve. Analysis of the spring and fall 2015 results for students in fully compliant tutoring environments yields the following:

- Spring: 1.09 average grade-level growth
- Fall: 1.38 average grade-level growth

This finding demonstrates a 0.29 grade-level improvement from spring to fall, which indicates that the tutoring program overall is improving. The 1.09 increase in the spring was noteworthy, but we are pleased by the increase demonstrated in the fall.

Growth Categories by Program Type

Again, this graph indicates that non-compliant tutoring approaches did help students make gains, but that the BCSCR approach produced stronger gains. For example, looking at the percentage of students who made 1 or more years of growth, the BCSCR approach outperformed non-BCSCR approaches by 16.9 percentage points. That's a pretty large difference.
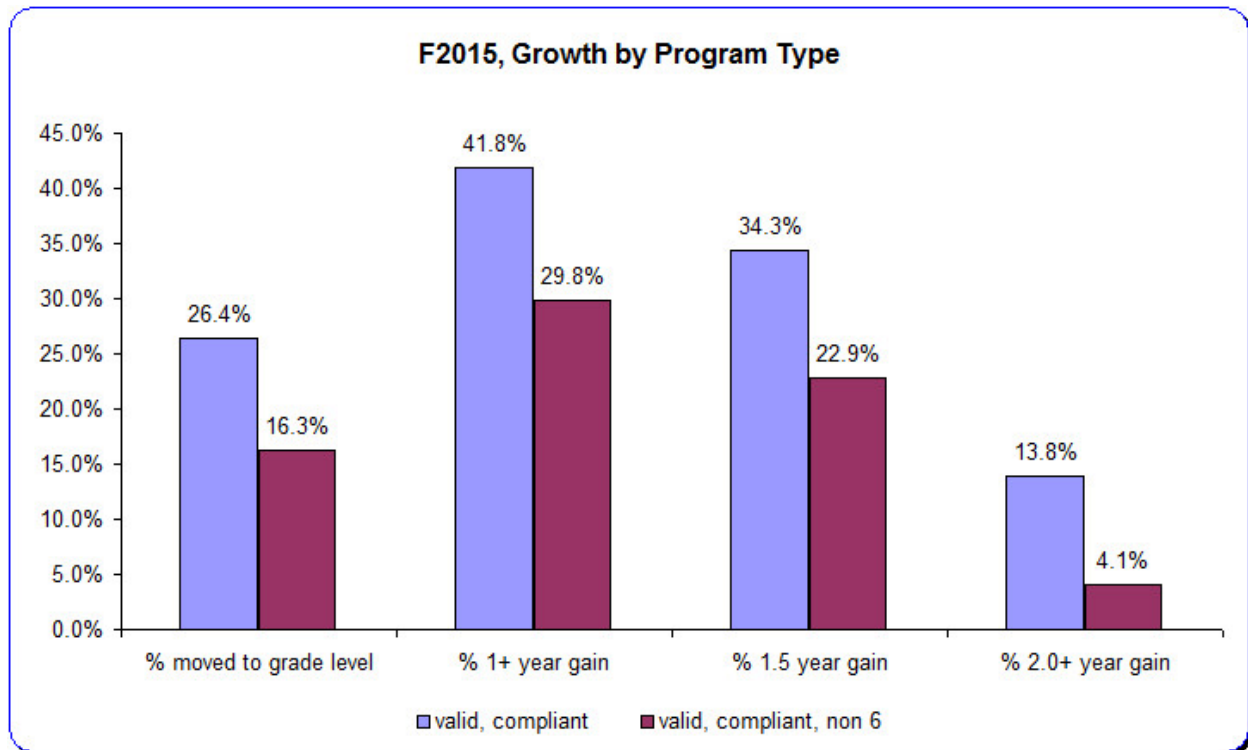
Overall Conclusions about the BCSCR Tutoring Program

1. BCSCR tutoring was highly successful at helping students make reading gains.
2. Implementing the BCSCR tutoring program as designed is preferable and provides greater benefits to students than approaches that did not comply with the program model.