

Expanded In-school Tutoring Program Year 2 (Academic Year 2018-2019) Evaluation Report



Lafayette Parish School System
Pugh Family Foundation
William C. Schumacher Family Foundation



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Introduction

Academic year 2018-2019 marked the second year of an ambitious three-year public-private partnership to expand in-school tutoring programs in high-need public elementary schools in Lafayette Parish.

The Lafayette Parish School System (LPSS) operates various school-based tutoring programs. In summer 2017, two local philanthropic organizations, the Pugh Family Foundation (PFF) and the William C. Schumacher Family Foundation (SFF), partnered with LPSS administrators to expand in-school tutoring on two of three high-poverty, low-performing elementary school campuses categorized by LPSS as Emerging Elementary Schools (EES).

During year two, in-school tutoring services at Alice N. Boucher Elementary (ABE), Carencro Heights Elementary (CHE) and J.W. Faulk Elementary (JWF) were expanded from 9,500 hours to more than 19,000 hours. The three schools served 723 in English language arts (ELA). Additionally, the program delivered nearly 8,000 hours of tutoring in mathematics skills were provided to 450 students on these three elementary school campuses during the 2018-2019 academic year.

The EITP provides a valuable service to a community of student in great need. The area served by EITP schools is one of the highest poverty sections of the parish. The scale of the need should not be underestimated and necessary commitment needed to help these schools.

This evaluation is designed to assess the effectiveness of year one of the Expanded In-school Tutoring Program (EITP) and to provide recommendations for the program's future measurement and assessment.

English Language Arts Tutoring by School

	Students	Sessions	Hours
<i>ABE</i>	313	24,094	12,047
<i>CHE</i>	151	153	77
<i>JWF</i>	239	13,411	6,706
<i>LP</i>	14	519	260
<i>Transferred</i>	6	195	98
<i>All</i>	723	38,372	19,186

Math Tutoring by School

	Students	Sessions	Hours
<i>ABE</i>	234	9,384	4,692
<i>CHE</i>	34	102	51
<i>JWF</i>	177	6,124	3,062
<i>LP</i>	9	296	148
<i>Transferred</i>	1	20	10
<i>All</i>	455	15,926	7,963



LAFAYETTE
PARISH SCHOOL SYSTEM



PUGH FAMILY
FOUNDATION



William C. Schumacher
FAMILY FOUNDATION

Participating Schools

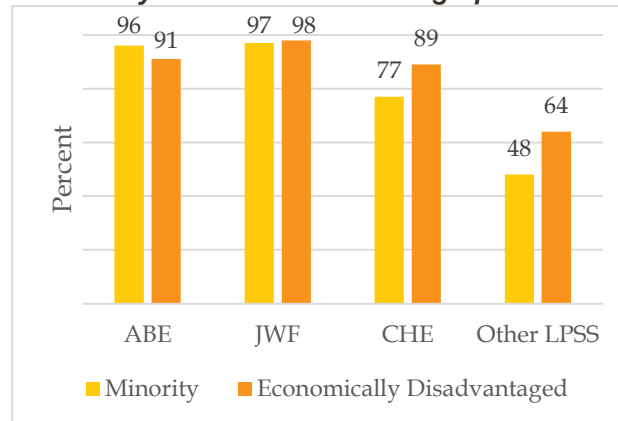
Tutoring services were expanded on three LPSS campuses

During the 2018-2019 academic year, grant funding was utilized to expand in-school tutoring services at three LPSS' Emerging Elementary Schools: Alice N. Boucher (ABE) Carencro Heights (CHE), and J.W. Faulk (JWF) Elementary Schools.

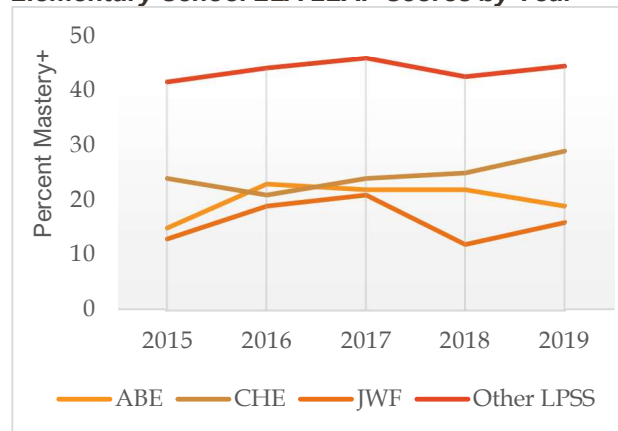
These three schools serve a substantially higher percentage of minority and economically disadvantaged¹ students than the district's other elementary schools, according to Louisiana Department of Education (LDOE) statistics compiled by Modern Metrics Barn for this evaluation. According to the LDOE, a lower percentage of students in these three schools achieved Mastery-level results on the standardized LEAP assessments from 2015 to 2019 than other LPSS elementary schools.

While the EITP provided tutoring in both English language arts (ELA) and math skills during year two, this evaluation will only consider ELA achievement due to math achievement data quality issues.

Elementary School Student Demographics



Elementary School ELA LEAP Scores by Year²



*The EITP schools serve high poverty and high minority students.
The schools have consistently underperformed on LEAP assessments.*

Kindergarten

ELA iSTEEP

Pretest: Letter Naming Fluency (LNF)

Kindergarten assesses students first with pre-literacy skills. The first is testing the ability to identify letters of the alphabet.

Posttest: CVC Phoneme Fluency (CVC)

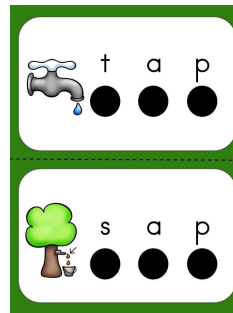
Consonant-Vowel-Con-sonant (CVC) Phoneme Fluency measure the ability to identify simple words.

iSTEEP

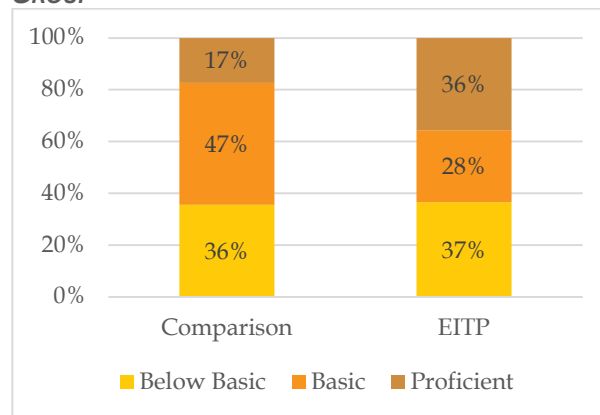
iSTEEP provides a suite of products for assessing, analyzing, progress monitoring and next generation technology. It is used by LPSS as a part of a state-mandated progress monitoring. LNF and CVC are developmentally appropriate measures of preliteracy skills in Kindergarten. For all students in EITP and comparison schools LNF is well correlated with CVC ($r=0.31$, $P<0.01$)

Fall LNF was used to create a comparison group matching EITP Kindergarten students on the same measure. In the spring, 19% more EITP students were rated as “proficient” on CVC. The effect of the program centered on students assessed at basic with students assess at “below basic” about equal between comparison and EITP groups.

An Example of CVC Phoneme Fluency Prompt



EITP STUDENTS WERE 19% MORE LIKELY ASSESSED AS PROFICIENT THAN THE COMPARISON GROUP³



N: Comparison=104, EITP=115

EITP students were statistically more likely to be at proficient on the Spring iSTEEP.

Kindergarten School Comparisons

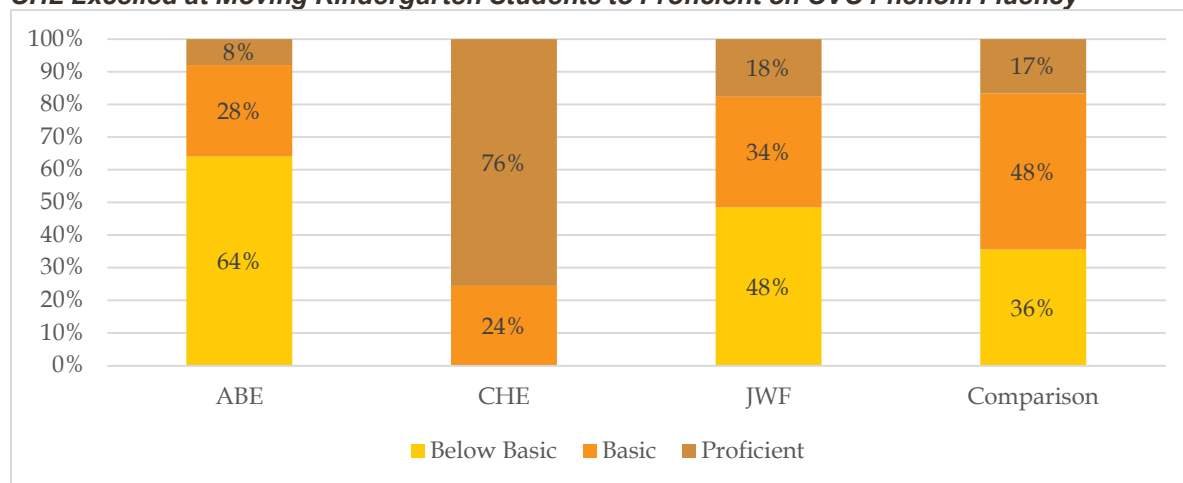
ELA iSTEEP (ELA)

The three EITP schools directed their own programs of selecting students and tutoring students. When considering fall (LNF) to spring (CVC) growth, the three EITP schools did not achieve similar results.

CHE achieved outstanding results with all EITP students (n=41) assessed at “basic” or “proficient” on the Spring CVC measure. CHE alone was responsible for the success of the program and achieved by the EITP. In addition, CHE EITP students were 59% more likely to be assessed at “proficient” than the comparison students.

CHE EITP students were 59% more likely to be assessed at proficient than comparison students.

CHE Excelled at Moving Kindergarten Students to Proficient on CVC Phenom Fluency⁴



N: ABE=25, CHE=41, JWF=62, Comparison=90

Kindergarten Demographic Subgroups

ELA iSTEEP

EITP demographic subgroups experienced a strong positive effect of the program.

Female Students

It is necessary to consider the effect of any intervention on subgroups of the population. Subgroup analysis allows the program to adapt to better serve the needs of all students.

After dividing the group by gender, it was discovered that girls were 26% more likely to be assessed at “proficient” on the spring iSTEEP and 9% less likely to be “below basic.”

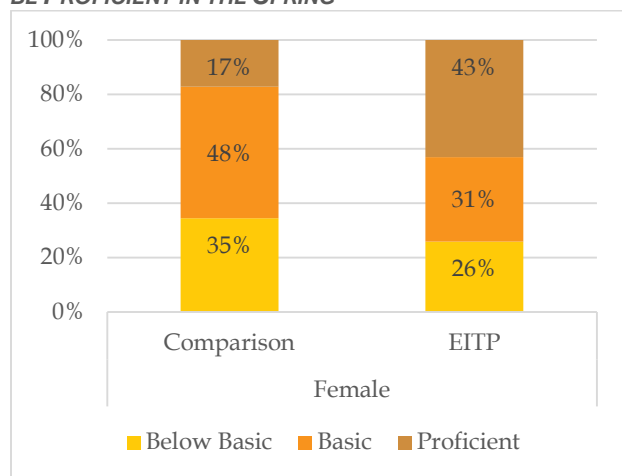
Ethnicity

The EITP schools serve a population that includes 86% Black or Hispanic students. It is necessary to understand the effects on these subgroups.

Consistent with the EITP group as a whole, Black students were 13% more likely to be assessed at “proficient” on the Spring iSTEEP with much of difference coming from the “basic” assessment group.

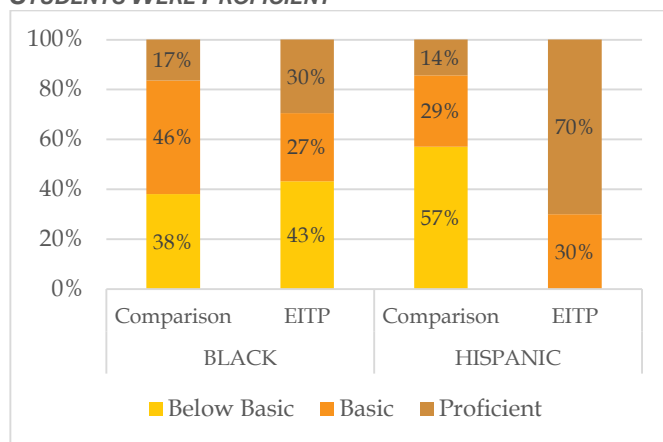
Despite a small sample, the results from Hispanic students were undeniable. All Hispanic students were assessed at “basic” or “proficient” on Spring EITP compared to 43% from the comparison group.

FEMALE EITP STUDENTS WERE 26% MORE LIKELY TO BE PROFICIENT IN THE SPRING⁵



N: Females Comparison=58, EITP=58

EITP BLACK STUDENTS WERE 13% MORE LIKELY TO BE PROFICIENT WHILE 70% OF HISPANIC EITP STUDENTS WERE PROFICIENT⁶



N: Black Comparison 79, EITP 88; Hispanic, Comparison 7, EITP 10

First Grade

ELA iSTEEP

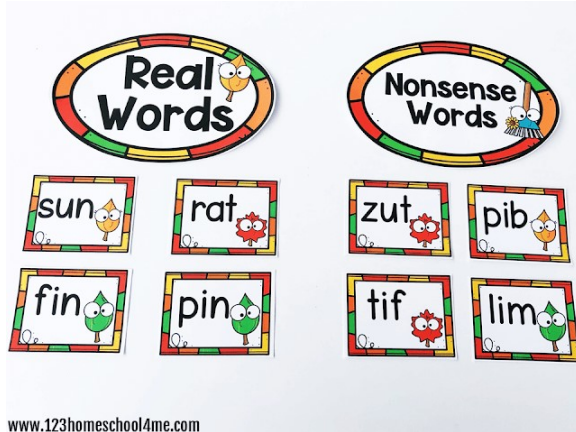
Nonsense Word Fluency (NWF)

NWF sequences that follow regular phonetic rules and are pronounceable, but have no meaning — for example, bif or yom or mig.⁷

Oral Reading Fluency (ORF)

ORF measures the ability to correctly read a developmentally appropriate passage of text.

REAL VERSUS NONSENSE WORDS

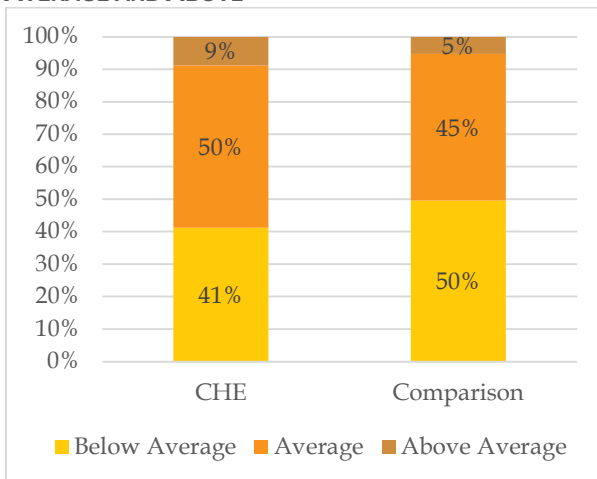


First Grade Growth

As students transition from preliteracy skills to actual reading, the assessment measures transition from NWF to ORF. These two developmentally appropriate assessment techniques were widely available and predictive ($r=0.57$, $P<0.01$).

The EITP schools did not experience the same first grade results. Concentrating on CHE, the students were 9% more likely to be assessed “average” or “above average” in the spring than the comparison group.

CHE EITP STUDENT EXCEL WITH MORE STUDENTS AVERAGE AND ABOVE⁸



N: CHE=34, Comparison 133

CHE EITP students were 9% more likely to be average or above on Spring Oral Reading Fluency.

LEAP Grades 3-5

ELA Leap

Pretest: Propensity Score

An algorithm was used to match EITP students to statistically similar comparison group based on prior year LEAP, LEAP 360, special education status, and ethnicity.

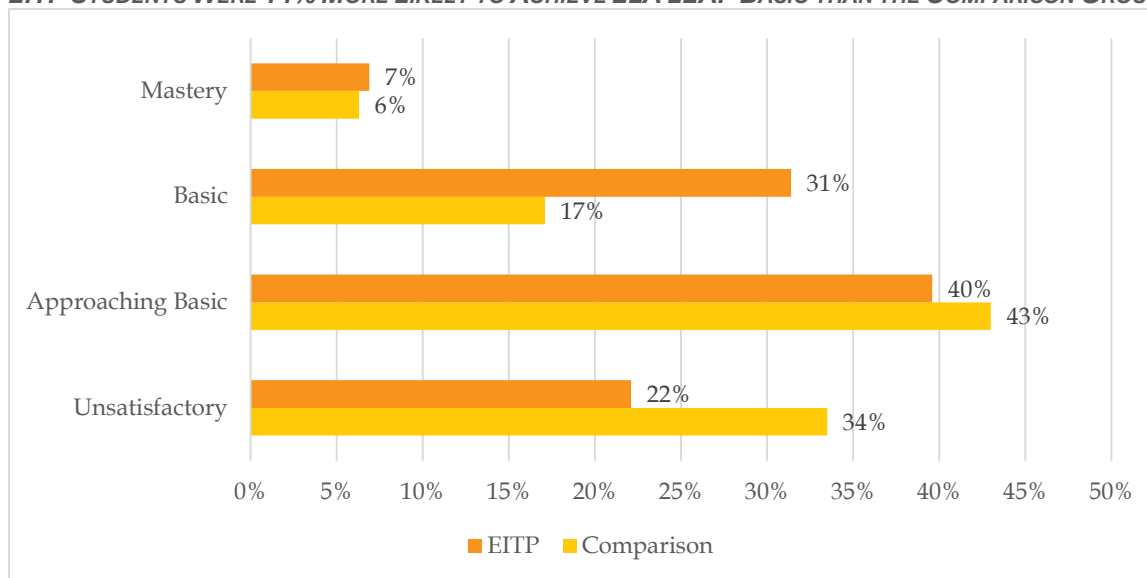
Posttest: LEAP ELA

The annual LEAP assessment is a state mandated measure of progress in ELA.

The evaluation matched 303 EITP Students with 316 comparison students to measure growth from spring 2019 ELA LEAP assessment.

Based on the 619 third to fifth grade student used for the assessment, EITP students were 14% more likely to be assessed at “basic” and 12% less likely to be at “unsatisfactory” on the ELA LEAP.

EITP STUDENTS WERE 14% MORE LIKELY TO ACHIEVE ELA LEAP BASIC THAN THE COMPARISON GROUP⁹



N: Comparison=316, EITP=303

On the Spring 2019 ELA LEAP, EITP student performed significantly better than a scientifically drawn comparison group.

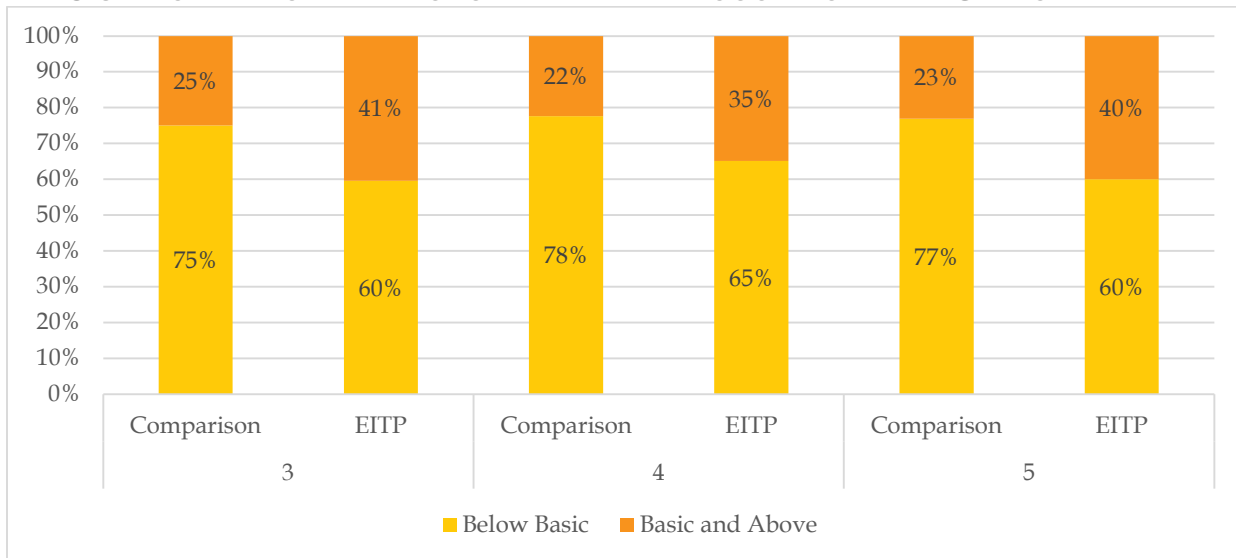
LEAP Grade Level Differences

ELA LEAP

ELA LEAP differences were consistent across grade levels. While approximately 23% of the comparison students were at basic and above, EITP students were 13-17% more likely to achieve basic or above on the LEAP assessment.

EITP Students were more likely to achieve Basic and Above at all three grade levels.

EITP STUDENTS WERE MORE LIKELY TO ACHIEVE ELA LEAP BASIC OR ABOVE AT ALL GRADES¹⁰



N: 3rd Grade Comparison=96, EITP=99, 4th Grade Comparison=116, EITP=109, 5th Grade Comparison=104, EITP=95

LEAP Demographic Differences

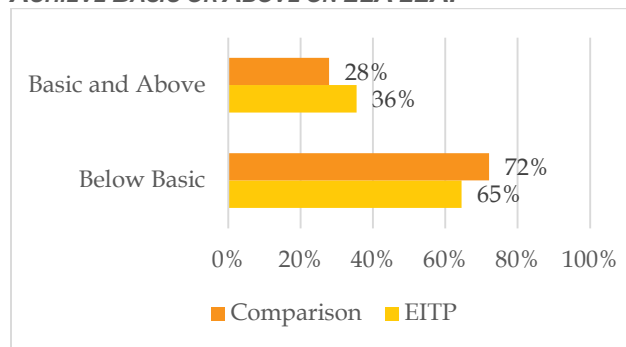
ELA LEAP

Male Students

At all grade levels, it is necessary to consider the effect of the EITP on subgroups of the population.

Male students tend to be a population of concern in ELA growth. Male students in the EITP were 12% more likely to be at basic or above on the Spring ELA LEAP.

MALE EITP STUDENT ARE 12% MORE LIKELY TO ACHIEVE BASIC OR ABOVE ON ELA LEAP¹¹



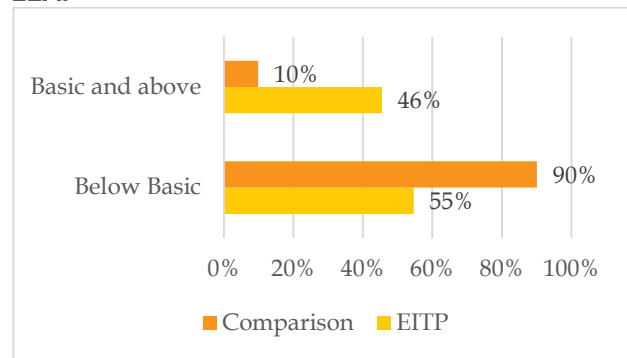
N: Male Comparison=185, EITP=152

Special Education

Special education students (excluding gifted students) were selected for additional subgroup comparison.

EITP students in special education were 36% more likely to achieve basic or above on spring ELA LEAP.

SPECIAL EDUCATION EITP STUDENTS ARE 36% MORE LIKELY TO ACHIEVE BASIC OR ABOVE ON ELA LEAP¹²



N: Special Education Comparison=71, EITP=11

Subgroup analysis reveal significant gains from the EITP.

LEAP Second Year EITP Students

ELA LEA

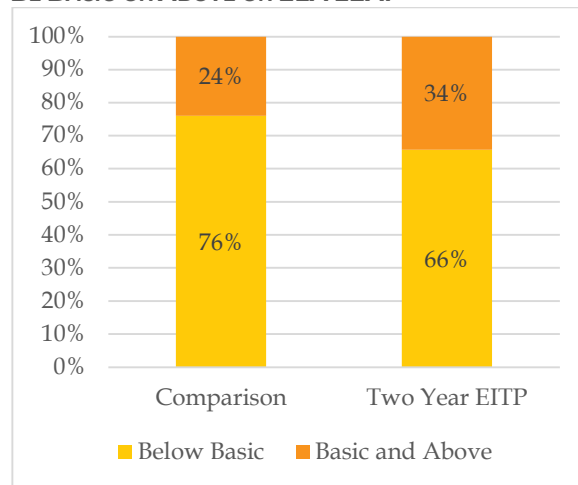
Since this is the second year of the EITP, 132 students were identified as second year in the program. While it important to realize that these students were still considered at risk, It is worth considering if the program can still have an impact.

Student experiencing two years of EITP are able to outperform comparison students with 10% more likely to achieve basic and above on the spring 2019 ELA LEAP.

Students by Years in EITP Grades 3-5

	1	2	Total
<i>ABE</i>	111	60	171
<i>CHE</i>	18	27	45
<i>JWF</i>	58	45	103
<i>LP</i>	6		6
<i>Transferred</i>	3		3
<i>Total</i>	196	132	328

STUDENTS PARTICIPATING IN TWO YEARS OF EITP EXPERIENCE ARE SIGNIFICANTLY MORE LIKELY TO BE BASIC OR ABOVE ON ELA LEAP¹³



Student receiving a second year of EITP continue to benefit academically as demonstrate by ELA LEAP.

Conclusions

Successes

The EITP provides real evidence of successful gains in for ELA performance.

Kindergarten students overall were significantly more likely to achieve the highest level of “proficient” on the iSTEEP ELA assess. In addition, female, black and Hispanic students echoed the same achievement growth.

In both Kindergarten and First Grade, CHE drove the success of the EITP. Participating student growth from CHE accounted for much of the academic differences on iSTEEP ELA.

EITP students in grades three to five were assessed using the LEAP ELA. Overall, the EITP students were more likely to achieve “Basic” than the comparison students. EITP was successful at moving students to “Basic” and above across grade levels. Male students and those in special educations (omitting gifted) were particularly likely to experience strong gains.

Students who experienced a second year of the EITP continued to see benefits of the program.

Challenges

While successful, the EITP did not achieve consistent results across all grade and demographic groups. A careful examination of the students who benefitted from the program reveals areas of improvement. In particular, male students in Kindergarten and grade one and female students in grades three to five did not show the same benefit of the program.

The was not an acceptable pretest for grade two so assessment was not possible for these students.

The iSTEEP for Math provided inconsistent results contrary to expectations. There is evidence of an alignment problem between iSTEEP Math and either the selection of EITP participants or the tutoring services delivered.

LEAP ELA results indicate that students who would have been below basic benefitted significantly from the EITP.

Appendix

Methods, Glossary, & Endnotes

Methodology

Tutoring Tallies for the EITP

	All Students	ELA Participants	ELA Sessions	ELA Hours	Math Participants	Math Sessions	Math Hours
<i>ABE</i>	626	313	24,094	12,047	234	9,384	4,692
<i>CHE</i>	603	151	153	77	34	102	51
<i>JWF</i>	512	239	13,411	6,706	177	6,124	3,062
<i>LP</i>	23	14	519	260	9	296	148
<i>Transferred</i>		6	195	98	1	20	10
<i>Total</i>	1,764	723	38,372	19,186	455	15,926	7,963

Comparison Groups

Distribution of Students

ELA	ABE	CHE	JWF	LP	Transferred	Sessions	Hours	Total
<i>K</i>	25	42	50	3	1	3,822	1,911	121
<i>1</i>	56	34	54	1	1	7,514	3,757	146
<i>2</i>	61	30	32	3	1	5,599	2,800	127
<i>3</i>	55	17	32	1	1	6,187	3,094	106
<i>4</i>	59	20	34	3	2	7,946	3,973	118
<i>5</i>	57	8	37	2		7,275	3,638	104
<i>6</i>				1		29	15	1
Total	313	151	239	14	6	38,372	19,186	723
Math	ABE	CHE	JWF	LP	Transferred	Sessions	Hours	Total
<i>K</i>	17	4	28	1		861	431	50
<i>1</i>	42	15	36	1		2,661	1,331	94
<i>2</i>	42	14	21	2		1,969	985	79
<i>3</i>	44		31	1	1	3,655	1,828	77
<i>4</i>	46	1	30	2		3,392	1,696	79
<i>5</i>	43		31	1		3,359	1,680	75
<i>6</i>				1		29	15	1
Total	234	34	177	9	1	15,926	7,963	455
All	ABE	CHE	JWF	LP				Total
<i>K</i>	119	104	86	3				312
<i>1</i>	103	124	91	2				320
<i>2</i>	122	82	76	4				284
<i>3</i>	82	102	82	1				267
<i>4</i>	113	110	73	5				301
<i>5</i>	87	81	104	2				274
<i>6</i>				6				6
Total	626	603	512	23				2,875

Glossary

Achievement Levels: Achievement levels provide more information than benchmarks. Rather than a student simply being on benchmark or not, achievement levels describe the student's skill competence. For example, LEAP uses five achievement levels: Unsatisfactory, Approaching Basic, Basic, Mastery, and Advanced. The Louisiana Department of Education recently changed the goal (Benchmark) for LEAP from Basic to Mastery.

Benchmark: Benchmark expectations define the level of performance a student should achieve aligned with expectations of subject mastery as defined by the assessment instrument. The benchmark goal may be a single level or multiple levels used for describing the student's achievement.

Economically Disadvantaged: Economically disadvantaged is defined as below a household income less than 200% of the Federal Poverty Level as measured annually by the U.S. Department of Health and Human Services.

LEAP ELA: LEAP has changed over the years but remains a primary measure of student academic success. It is given to students in grades three and above once a year. The pretest measure must be given the year prior to LEAP. As such, third grade serves as a pretest for fourth grade LEAP. Third grade does not have a clear pretest, so LEAP is available only for fourth and fifth grades in this evaluation.

The EITP served 23.6% of the students at Alice N. Boucher Elementary School and 43.9% of the students at J.W. Faulk Elementary School.

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End Notes

- ¹ Economically disadvantaged is defined as below a household income less than 200% of the Federal Poverty Level as defined annually by U.S. Department of Health and Human Services.
- ² Source: Louisiana Department of Education Spring 2020
(<https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>), Other LPSS Elementary data = average of other district schools without regard to the school population.
- ³ N: Comparison=104, EITP=115, Chi Square= 12.3, $p < 0.002$, Cramer's V = 0.237, $P < 0.002$
- ⁴ N: ABE=25, CHE=41, JWF=62, Comparison=90, Chi Square= 74.7 $p < 0.00$
- ⁵ N: Female Comparison 58, EITP 58; Chi Square=9.3 $p < 0.01$
- ⁶ N: Black Comparison 79, EITP 88; Hispanic, Comparison 7, EITP 10, Chi Square= Black 7.2 $p < 0.03$, Hispanic 8.4 $p < 0.02$
- ⁷ <https://blog.dyslexia.com/nonsense-teaching-words/>
- ⁸ N: ABE=52, CHE=34, JWF=48, Comparison 133, Chi Square= 15.5 $p < 0.02$
- ⁹ N: Comparison=316, EITP=303, Chi-Square=20.8 $p < 0.00$ Cramer's V=0.18, $p < 0.00$
- ¹⁰ N: 3rd Grade Comparison=96, EITP=99, 4th Grade Comparison=116, EITP=109, 5th Grade Comparison=104, EITP=95; Chi-Square 3rd=13.5 $p < 0.00$, 4th=17.2 $p < 0.00$, 5th=7.1 $p < 0.06$.
- ¹¹ N: Male Comparison=185, EITP=152, Chi-Square=13.2 $p < 0.00$.
- ¹² N: Special Education Comparison=71, EITP=11, Chi-Square=15.5 $p < 0.00$.
- ¹³ N: Comparison=102, EITP 18-19 only=39, EITP 2 School Years=32, Chi-Square=21.0 $p < 0.00$