

M E M O R A N D U M

February 13, 2023

TO: Education and Culture Committee

FROM: Essie McGuire, Senior Legislative Analyst

SUBJECT: **Briefing: Tutoring Interventions in Montgomery County Public Schools**

Purpose: To receive briefing and update information

Expected Attendees:

- Dr. Peggy Pugh, Chief Academic Officer, MCPS

Today the Education and Culture (E&C) Committee will discuss tutoring interventions in Montgomery County Public Schools (MCPS). Tutoring support services for students have been one significant strategy that MCPS has employed to mitigate learning loss and other challenges experienced by students during and as a result of the COVID-19 pandemic.

Background

In January, 2022, MCPS expanded its tutoring services to enable all students access to some form of tutoring services. MCPS provided an overview of this effort to the Board of Education on January 27, 2022; the overview presentation is attached at circles 9-20 for reference.

The MCPS website describes the purpose of its tutoring services as “an important strategy to accelerate learning at a student’s grade level or above; to support students who are performing below grade level; or to provide additional support beyond classroom instruction to support student success.” Information on the approved vendors and how families can access tutoring supports can be found at the following website:

<https://www.montgomeryschoolsmd.org/curriculum/tutoring.aspx>

HHS/E&C Committee discussion

The Health and Human Services (HHS) and E&C Committees met together on November 17, 2022, to discuss “Blueprint for Maryland’s Future: More Resources to Ensure all Students are Successful”. Tutoring services were discussed as one element of the strategy to meet that Blueprint component. The Committees requested follow up information in the following areas:

- Information on the numbers and demographics of students served, how much tutoring is provided in-person and virtual, language diversity of tutoring available, and how tutoring is being promoted and information shared;
- Plans for continued funding and evaluation; and
- Efforts to leverage community partnerships with residents and organizations to expand capacity.

MCPS has been asked to address these topics in the presentation for today’s discussion.

Funding

MCPS identified the following funding sources as support for tutoring interventions. Funding includes stipends for staff and contractual services for general and special education students.

- FY 2022 Supplemental Instruction and Tutoring Grant - \$17M (Ends 12/31/2024)
- ESSER II Grant - \$30.5M (Ends 9/30/2023)
- ESSER III Grant - \$21M (Ends 9/30/2024)

The Board of Education is currently reviewing the Superintendent’s Recommended FY24 Operating Budget for MCPS and will transmit the FY24 request to the County Council and the County Executive by March 1. The Superintendent’s recommended budget for FY24 identifies new funding for tutoring: “To extend tutoring services previously funded by federal pandemic relief funding, the proposed budget includes \$3,000,000 for professional part-time salaries to provide tutoring before and after school and \$2,000,000 for contractual services for online tutoring.” The Committee will have further discussion during budget deliberations on the relationship of this funding request to the Federal grant funds and continuity of services in this area.

Intervention Models

MCPS outlines the following models of tutoring interventions in the table below:

Forms of Tutoring Support		
High Dosage Tutoring, MCPS Staff	High Dosage Tutoring, External Provider	Homework Help/Academic Support (External Provider)
<ul style="list-style-type: none"> • Provided by MCPS staff • Students chosen by school using multiple data points • High dosage of support using MCPS curriculum OR Tier III evidence-based interventions • In person, virtual 	<ul style="list-style-type: none"> • Provided by vendor staff • Available to all MCPS students • Student or parent can request scheduled sessions • Virtual 	<ul style="list-style-type: none"> • Provided by vendor staff • Available to all MCPS students • Student or parent can request tutoring 24/7 • Virtual

Students served

MCPS provided the following data on usage of tutoring services to the Board of Education as of January 20, 2023:

- High school: 2,737 students
- Middle school: 1,512 students
- Elementary school: 5,008 students
- Total students: 9,257

Vendor tutoring: 5,161 students

- Tutor Me Education: 4,166 students
- Fev Tutor: 995 students

The total number of students accessing MCPS and vendor tutoring is 14,418.

The MCPS Office of Shared Accountability prepared a preliminary report to the Board of Education on October 12, 2022, that provided data related to students receiving tutoring services in the 2021-2022 school year. This report is attached on circles 1-8; circles 2-3 show the demographic characteristics of students participating separated by tutoring type.

- A total of 5,154 students received tutoring in the 2021-2022 school year.
- Of these students, 2,135 received tutoring in English Language Arts (ELA) and 2,221 received services in math.
- Additional demographic information is provided on circles 2-3.

The preliminary report indicates that of students in Grades K-8 receiving tutoring services, mean test scores increased for Grades K-8 students in math and Grades 3-8 students in reading. The preliminary data also shows that mean test scores decreased for Grades K-2 in reading. The report states that a final evaluation will be forthcoming and will include additional measures of outcomes, as well as data for high school students.

This packet contains the following:

Circle


October 12, 2022, memorandum	
“2021-2022 MCPS Tutoring Program: Preliminary Report of Student Outcomes”	1-8
January 27, 2022, Presentation to the BOE	9-20
February 16, 2023, MCPS Presentation to the County Council	21-40

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

October 12, 2022

MEMORANDUM

To: Members of the Board of Education

From: Monifa B. McKnight, Superintendent of Schools 

Subject: District-level Tutoring Summary Analysis

Please find attached a copy of the data brief, *2021–2022 MCPS Tutoring Program: Preliminary Report of Student Outcomes*, which provides information about the students who received high-dosage tutoring by schools in Montgomery County Public Schools (MCPS) during the 2021–2022 school year. The data brief serves as a preliminary report on the academic outcomes of students who participated in the MCPS tutoring program. Additional information from our external partners that provided tutoring services to students (i.e. FEV Tutors, Tutor Me) will be shared at a later date.

If you have any questions about the data brief, please contact Dr. Kecia L. Addison, director of shared accountability, Office of Strategic Initiatives, via email. If you have questions about tutoring provided to students, please contact Mrs. Justine B. Pfeiffer, coordinator, Department of College and Career Readiness and Districtwide Programs, Office of Curriculum and Instructional Programs, via email.

MBM:PKM:SSS:KLA:nth

Attachment

Copy to:
Executive Staff
Dr. Addison
Mrs. LaGrange
Mrs. Pfeiffer
Ms. Webb

MONTGOMERY COUNTY PUBLIC SCHOOLS, ROCKVILLE, MARYLAND

2021-2022 MCPS Tutoring Program: Preliminary Report of Student Outcomes

Kendra D. Price, Ph.D.
Applied Research and Evaluation

According to the 2021-2022 MCPS Tutoring Report extracted from Performance Matters (PM) on July 17, 2022, 5,154 students received tutoring services during the 2021-2022 school year. Of those students, 2,135 students received services in English Language Arts (ELA) or reading, and 2,221 students received services in mathematics. Please note that of these totals, 414 students received services in both ELA and mathematics.

Participation by Tutoring Type

Of the 2,135 ELA students, 1,574 (73%) students participated in high dosage tutoring (HDT), and 526 (24%) students participated in an evidence-based intervention (EBI). A total of 35 students received both HDT and EBI services in ELA. Table 1 provides demographic information for the recipients of ELA services. For mathematics, 2,221 students received tutoring. Of this total, 1,842 (82%) students participated in HDT, and 373 (16%) students participated in an EBI. A total of six students received both HDT and EBI services in mathematics. Table 2 provides demographic information for the recipients of mathematics tutoring.

Table 1

Demographic Characteristics of ELA Tutoring Participants (N=2,135)

Demographics	High Dosage Tutoring		Evidence-Based Intervention		ELA Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender						
Female	728	46.3	266	50.6	1009	47.3
Male	844	53.6	260	49.4	1124	52.6
Non-Binary	--	--	--	--	--	--
Race						
Asian	137	8.7	34	6.5	172	8.1
Black or African American	460	29.2	105	20.0	575	26.9
Hispanic/Latino	691	43.9	342	65.0	1051	49.2
White	217	13.8	35	6.7	258	12.1
Two or More Races	--	≤5.0	--	--	--	≤5.0
All Other	--	≤5.0	--	--	--	≤5.0
FARMS	870	55.3	376	71.5	1264	59.2
Special Education	340	21.6	128	24.3	469	22.0
EML and ReEML	609	38.7	329	62.5	954	44.7

Note: Due to rounding, percentages may not total 100. Disaggregated data for students of both tutoring types (*n*=35) are not reported, but these students are included in the total. (--) and (≤5) reflects suppressed data for small sample sizes; All Other = American Indian, Alaskan Native, Native Hawaiian, and Pacific Islander; FARMS = Free and Reduced-Priced Meals; EML and ReEML = Emergent Multilingual Learner and Recently Exited EML.

Table 2

Demographic Characteristics of Mathematics Tutoring Participants (N = 2,221)

Demographics	High Dosage Tutoring		Evidence-Based Intervention		Mathematics Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender						
Female	991	53.8	201	53.9	1196	53.8
Male	851	46.2	172	46.1	1025	46.2
Race						
Asian	154	8.4	26	7.0	180	8.1
Black or African American	653	35.5	80	21.4	738	33.2
Hispanic/Latino	639	34.7	224	60.1	863	38.9
White	317	17.2	26	7.0	344	15.5
Two or More Races	--	≤5.0	--	≤5.0	--	≤5.0
All Other	--	--	--	--	--	--
FARMS	882	47.9	264	70.8	1150	51.8
Special Education	347	18.8	88	23.6	436	19.6
EML and ReEML	478	26.0	182	48.8	662	29.8

Note. Due to rounding, percentages may not total 100. Disaggregated data for students of both tutoring types (*n*=6) are not reported, but these students are included in the total. (--) and (≤5) reflects suppressed data for small sample sizes; All Other = American Indian, Alaskan Native, Native Hawaiian, and Pacific Islander; FARMS = Free and Reduced-Priced Meals; EML and ReEML = Emergent Multilingual Learner and Recently Exited EML.

Student Outcomes

Measures of Academic Progress (MAP) in Reading Fluency

Tables 3 and 4 provide MAP Reading Fluency (MAP-RF) performance data for recipients of ELA tutoring. Table 3 provides the percentages of students in Grades K-1 who achieved a performance level of “meets” or “exceeds” on either the Phonological Awareness or Phonics and Word Recognition subtests of MAP-RF. From fall 2021 to spring 2022, the percentage of HDT K-1 students meeting or exceeding grade-level expectations in reading fluency decreased by 33.5 percentage points. The percentage of EBI K-1 students meeting or exceeding grade-level expectations decreased by 25 percentage points.

Table 4 provides the percentages of students in Grade 2 who achieved a performance level of “meets” or “exceeds” on the Oral Reading subtest of MAP-RF. Of the 359 Grade 2 students who received ELA tutoring, only 35 had Oral Reading scores for both fall 2021 and spring 2022 and are included in the table. Of the 35 students, the percentage of HDT Grade 2 students meeting or exceeding grade-level expectations in reading fluency decreased by 51.5 percentage points from fall 2021 to spring 2022.

Table 3

Percentages of K-1 ELA Tutoring Participants Meeting MAP-RF Evidence of Learning Expectations in Fall 2021 and Spring 2022 by Tutoring Type and Student Subgroup (N=426)

Demographics	Fall 2021		Spring 2022	
	<i>n</i>	%	<i>n</i>	%
High Dosage Tutoring	149	55.4	59	21.9
Gender				
Female	74	58.3	27	21.3
Male	75	52.8	32	22.5
Race				
Asian	28	71.8	--	35.9
Black or African American	28	49.1	--	21.1
Hispanic/Latino	59	46.5	--	14.2
White	28	75.7	--	--
Two or More Races	--	83.3	--	--
All Other	--	33.3	--	--
FARMS	60	43.8	21	15.3
Special Education	--	47.6	--	--
EML and ReEML	72	50.7	31	21.8
Evidence-Based Intervention	48	32.4	--	7.4
Gender				
Female	27	33.8	--	--
Male	21	30.9	--	--
Race				
Asian	--	--	--	--
Black or African American	--	--	--	--
Hispanic/Latino	28	27.5	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
FARMS	27	26.2	--	--
Special Education	--	--	--	--
EML and ReEML	25	26.0	--	--

Note. Due to rounding, percentages may not total 100. Data for K-2 students receiving both ELA tutoring types (*n*=9) are not included in the table. (--) reflects suppressed data for small sample sizes; All Other = American Indian, Alaskan Native, Native Hawaiian, and Pacific Islander; FARMS = Free and Reduced-Priced Meals; EML and ReEML = Emergent Multilingual Learner and Recently Exited EML.

Table 4

Percentages of Grade 2 ELA Tutoring Participants Meeting MAP-RF Evidence of Learning Expectations in Fall 2021 and Spring 2022 by Tutoring Type and Student Subgroup (N=35)

Demographics	Fall 2021		Spring 2022	
	<i>n</i>	%	<i>n</i>	%
High Dosage Tutoring	28	84.8	--	33.3
Gender				
Female	--	93.3	--	--
Male	--	77.8	--	--
Race				
Asian	--	--	--	--
Black or African American	--	--	--	--
Hispanic/Latino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
FARMS	--	78.9	--	--
Special Education	--	--	--	--
EML and ReEML	--	--	--	--

Note. Data for Grade 2 students receiving EBI services (*n*=2) are not included in the table. (--) reflects suppressed data for small sample sizes; All Other = American Indian, Alaskan Native, Native Hawaiian, and Pacific Islander; FARMS = Free and Reduced-Priced Meals; EML and ReEML = Emergent Multilingual Learner and Recently Exited EML.

Measures of Academic Progress in Reading and Mathematics

Tables 5 and 6 provide the fall 2021 and spring 2022 means and standard deviations of MAP Rasch UnIT (RIT) scores for students in Grades 3-8 in reading (MAP-R) and students in Grades K-8 in mathematics (MAP-M), respectively. For MAP-R, from fall 2021 to spring 2022, HDT students demonstrated an increase of 6.8 percentage points and EBI students demonstrated an increase of 8.9 percentage points. For MAP-M, HDT students demonstrated an increase of 9.6 percentage points, and EBI students demonstrated an increase of 12.6 percentage points. Data are presented for students with both fall 2021 and spring 2022 MAP-R or MAP-M scores.

Table 5

Means and Standard Deviations of MAP RIT Scores in Reading by Tutoring Type and Student Subgroups

Demographics	Fall 2021		Spring 2022	
	Mean	SD	Mean	SD
High Dosage Tutoring	189.7	19.7	196.5	17.3
Gender				
Female	191.0	19.1	197.7	16.7
Male	188.5	20.1	195.5	17.9
Non-Binary	--		--	
Race				
Asian	192.4	19.0	200.1	16.9
Black or African American	191.9	19.6	197.9	17.1
Hispanic/Latino	184.8	19.5	191.8	17.6
White	195.3	18.7	202.6	15.1
Two or More Races	196.3	17.2	203.5	13.5
All Other	186.0	11.2	196.5	11.8
FARMS	185.9	19.7	192.7	17.3
Special Education	186.6	17.7	193.2	16.3
EML and ReEML	178.9	18.0	187.4	16.5
Evidence-Based Intervention	172.6	17.4	181.5	17.7
Gender				
Female	172.5	17.9	181.4	17.5
Male	172.6	17.0	181.5	17.9
Race				
Asian	167.5	15.7	188.5	17.6
Black or African American	179.7	17.7	187.1	17.6
Hispanic/Latino	169.8	16.7	178.6	16.8
White	183.7	19.3	190.7	22.7
Two or More Races	--	--	--	--
All Other	--		--	
FARMS	171.1	17.3	179.6	17.3
Special Education	174.2	16.6	182.7	15.9
EML and ReEML	168.1	15.5	177.4	16.3

Note. Data for students receiving both tutoring types ($n=35$) are not included in the table. (--) reflects suppressed data for small sample sizes; All Other = American Indian, Alaskan Native, Native Hawaiian, and Pacific Islander; FARMS = Free and Reduced-Priced Meals; EML and ReEML = Emergent Multilingual Learner and Recently Exited EML.

Table 6

Means and Standard Deviations of MAP Scores in Mathematics by Tutoring Type and Student Subgroups

Demographics	Fall 2021		Spring 2022	
	Mean	SD	Mean	SD
High Dosage Tutoring	191.2	24.9	200.8	22.6
Gender				
Female	191.2	24.1	200.8	22.2
Male	191.3	25.7	200.8	23.2
Race				
Asian	200.6	29.7	211.0	26.0
Black or African American	191.8	24.5	200.8	22.1
Hispanic/Latino	184.4	21.7	194.2	20.0
White	200.1	24.2	210.2	22.2
Two or More Races	--	--	--	--
All Other	--	--	--	--
FARMS	186.1	22.8	195.5	21.1
Special Education	182.7	21.1	192.7	18.7
EML and ReEML	180.3	20.4	190.9	18.7
Evidence-Based Intervention	172.8	19.6	185.4	18.0
Gender				
Female	173.2	19.2	185.2	18.1
Male	172.3	20.1	185.6	18.1
Race				
Asian	174.5	23.6	187.1	18.0
Black or African American	176.6	19.2	183.9	17.7
Hispanic/Latino	171.2	19.5	189.0	16.8
White	174.7	18.4	184.4	17.7
Two or More Races	--	--	--	--
All Other	--	--	--	--
FARMS	172.1	19.8	184.1	17.9
Special Education	168.2	18.3	180.7	17.3
EML and ReEML	169.2	18.9	182.6	17.9

Note. Data for students receiving both tutoring types ($n=6$) are not included in the table. (--) reflects suppressed data for small sample sizes; All Other = American Indian, Alaskan Native, Native Hawaiian, and Pacific Islander; FARMS = Free and Reduced-Priced Meals; EML and ReEML = Emergent Multilingual Learner and Recently Exited EML.

Conclusion

The performance data presented in this report are preliminary results for students in Grades K-8. The complete evaluation report for the MCPS tutoring program is forthcoming and will include a report of achievement outcomes for high school students. The preliminary results demonstrate

increases in mean MAP scores for K-8 students in mathematics and Grades 3-8 students in reading. For students in Grades K-2 receiving ELA tutoring services, however, the percentages of students who met or exceeded grade-level expectations in MAP-RF decreased from fall 2021 to spring 2022. Pending data availability, the final evaluation report will include additional measures of student outcomes, such as scores from the Maryland Comprehensive Assessment Program (MCAP) and Evidence of Learning outcomes.

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

Tutoring Overview

Models of MCPS Tutoring

1. High-dosage tutoring that supports current grade-level curriculum provided by **MCPS staff** outside of the school day.
2. Evidence-based interventions implemented by **MCPS staff** during and outside the school day.
3. Tutoring provided by **external contractors**, to both supplement high-dosage tutoring in local schools **and** provide “on-demand” tutoring by request.

Models of MCPS Tutoring

High-Dosage Tutoring

- Directly supports success in daily classroom instruction, aligned to the grade-level curriculum
- “Acceleration of Learning”
- Multiple sessions per week outside of regular instruction, 60-90 minutes per session
- Virtual or in-person
- Students identified and invited based on needs
- Delivered by MCPS staff or external providers

Evidence-Based Interventions

- For students significantly below grade level
- Evidence-based interventions
 - Orton-Gillingham
 - Really Great Reading
 - i-Ready
 - System 44
 - Read/Math 180
 - iLIT - iLIT for ELL
- Delivered by MCPS staff

On-Demand Tutoring, Homework Help

- Open to all students, all grade levels
- Can serve all courses and content areas
- Available 24/7, flexible scheduling
- Currently virtual
- Delivered by external providers

Identifying Student Needs

Multiple measures, students identified and referred at school level:

- Attendance/engagement
- Evidence of Learning measures (i.e. grades, MAP, district assessments)
- Teacher recommendations based on current learning observations
- Diagnostic assessments
- Students already in research-based interventions who demonstrate need for additional support

Current Implementation: MCPS

Tutoring and interventions delivered by MCPS tutors

- Rolling start dates beginning October/November 2021
- MCPS teachers and paraeducators outside the school day (hourly rate)
- Varying levels of school readiness/staff availability
- Impact of staffing shortages
- Staff hired as of 1/20/22: **1,272**
- Students served as of 1/20/22: **3,709**

Student Participation: MCPS

By Program and Level

	High-Dosage Tutoring	Evidence Based Interv.
Elementary	1633	829
Middle	580	200
High	442	25
Total	2,655	1,054

Overall Participation

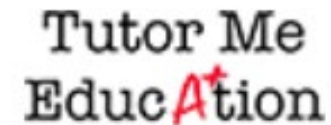
Asian	7.2%
Black/Afr. American	29.4%
Hispanic/Latino	46.1%
White	11.7%
All Other	5.6%
FARMS	58.5%
Special Education	15.3%
English Learners	35.4%

Training and Support

- Lead Tutor at each school coordinates implementation, supports tutors, and serves as liaison between school and central office coordinator
- Comprehensive training and ongoing support for all curriculum and intervention programs used
- Regular office hours, training, and support
- Collaboration across special education, English learners and multilingual education, communications, and technology

External Providers

Initial implementation:



- RFP Summer 2021, evaluation in fall, two companies approved in November
- Focus on aligning to MCPS priorities, culturally relevant practices, meeting the needs of all students
- Contracts, background checks, data sharing, technology integration
- Supplements high-dosage tutoring, referrals by schools
- 24/7 On-Demand Tutoring, “Homework Help”
 - All courses, all grade levels, available to all students, multiple languages
- Early launch for selected schools, all students on January 25, 2022

External Tutoring Providers



Initial priorities for external vendors:

1. Provide services to students in selected schools without enough staff
2. Provide services to students in schools with some staff, but need supplemental tutors
3. "On-demand" tutoring or "Homework Help" in any course, all grade levels, open to all students

Outreach and Communication

- Ongoing support to schools to continue hiring MCPS staff and conduct direct outreach to students for MCPS tutoring
- School referrals to external partners for students who need tutoring services, communication with families underway
- Direct communication between families/external partners to take load off schools
- Systemwide messaging and website, translations

Free, On-Demand Online Tutoring Coming Soon for K-12 Students

Beginning on Tuesday, Jan. 25, all students will have access to free tutoring and 24/7 homework help to support success [...]

MCPS Quicknotes POSTED ON JANUARY 19, 2022

TUTORING

As part of strategic efforts to mitigate learning disruption, high dosage tutoring and are an important strategy to accelerate learning at a student's grade level or above; to support students who are performing below grade level; or to provide additional support beyond classroom instruction to support student success.

New - Free, On-Demand Online/Virtual Tutoring Available for All Students, K-12

New Partnerships with FEV Tutor and Tutor Me Education

Beginning on January 25, 2022, all students will have access to free tutoring and 24/7 Homework Help to support success in their current courses/grade level, through two new approved tutoring providers, [FEV Tutor](#) and [Tutor Me Education](#). As part of comprehensive strategies to mitigate learning disruption associated with the pandemic, all students will have access to these virtual tutoring services through their MCPS Google Account, using Clever. Some students will also be referred directly by their local school. Click [HERE](#) for access directions.

[Tutoring Models](#)

Monitoring Progress and Impact

<p>High-Dosage Tutoring MCPS Staff</p>	<p>Evidence-Based Interventions MCPS Staff</p>	<p>High-Dosage or On-Demand Tutoring External Providers</p>
<p>Grades, MAP, District Assessments</p> <p>Platform: Performance Matters</p>	<p>Growth within intervention, MAP, District Assessments</p> <p>Platform: Specific to intervention + Performance Matters</p>	<p>As provided by vendor + Grades, MAP, MCAP, Evidence of Learning</p> <p>Platform: Performance Matters</p>
<p>Evidence of Learning</p>		

Funding Sources For Tutoring

Funding includes stipends for staff and contractual services for general and special education students -

- FY 2022 Supplemental Instruction and Tutoring Grant - \$17M (Ends 12/31/2024)
- ESSER II Grant - \$30.5M (Ends 9/30/2023)
- ESSER III Grant - \$21M (Ends 9/30/2024)

Montgomery County Public Schools (MCPS) Tutoring

**Presentation to the Montgomery County Council
Education & Culture Committee
February 16, 2023**

Purpose: Why High Dosage Tutoring?

- Research has shown that high-dosage tutoring programs accelerate learning, combat educational inequities, and are highly cost-effective relative to other educational interventions.
- The goal of the MCPS high-dosage tutoring program is to increase student achievement in English Language Arts and Mathematics through intensive, consistent, and personalized direct instruction and support.

	MCPS Tutoring	Virtual On Demand	Virtual High Dosage	Weekend Sites	Community Tutoring (in development)
Provider	Staffed by MCPS employees	Tutor Me Education FEV Tutor	Tutor Me Education FEV Tutor	Staffed by MCPS employees	Staffed by community members
Style	Virtual, In-Person, Both	Virtual	Virtual	In-Person at four sites	In-Person - central sites being identified
Timing	Before/After School	After school/Evening	Some during school (FEV Tutor) primarily after school	Saturdays and Sundays	Evening - after school-based programs
For which students?	Students identified by school using multiple measures	Available to any student	Available to any student	Students identified by school using multiple measures	Available to any student as staffing allows

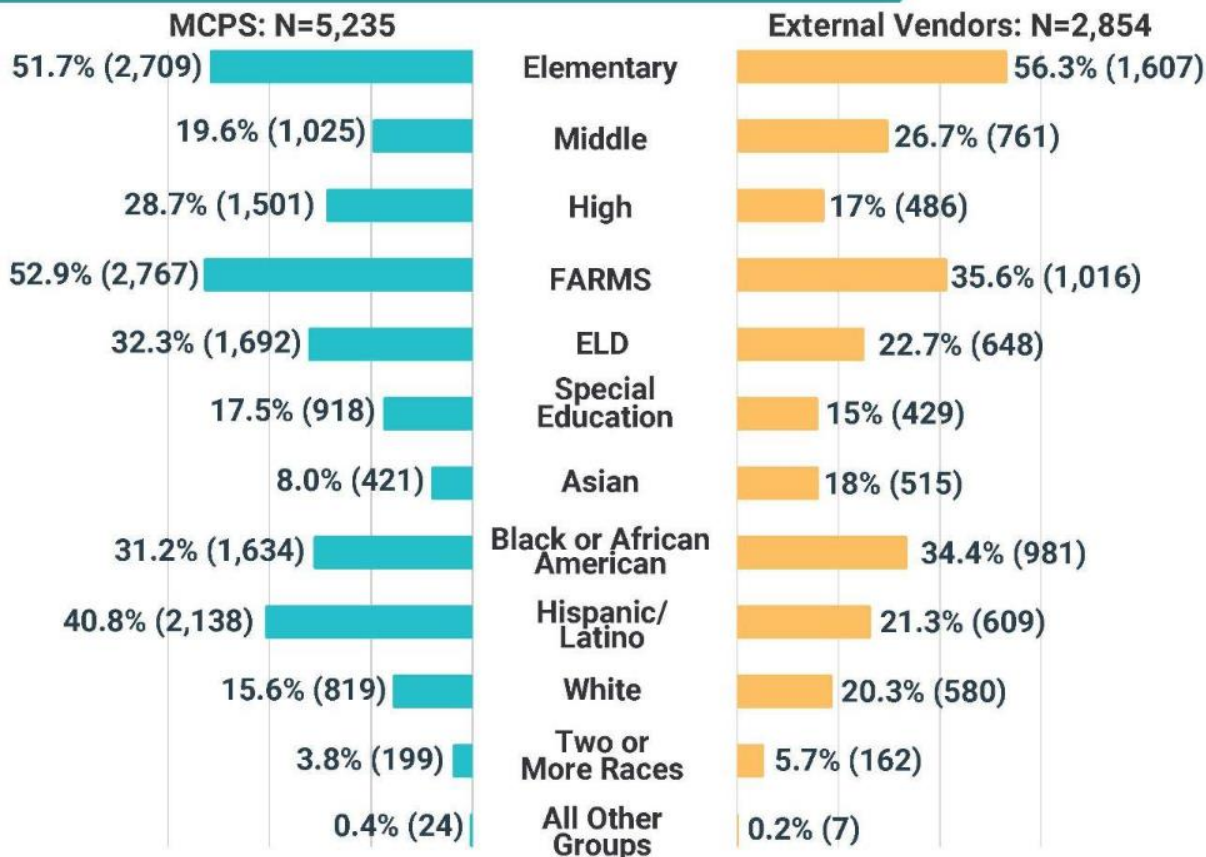
MCPS Tutoring At A Glance

Type of Tutoring	Number of Students	Number of Sessions (usually one hour) School Year 22-23
MCPS Tutoring	Approx. 10,500	Approx. 102,000
FEV Tutor	Approx. 1,000	Approx. 32,000
Tutor Me Education	Approx. 4,200	Approx. 73,000
Total	Approx. 15,700 students	

By Provider: Tutoring Participant Demographics



Participant Demographics



- Compared with external vendor tutoring participants, MCPS tutoring participants were more likely to be in high school (29% vs. 17%) and less likely to be in middle school (20% vs. 27%).
- Compared with external vendor tutoring participants, MCPS tutoring participants were more likely to receive FARMS services (53% vs. 36%) and ELD services (32% vs. 23%).
- Compared with external vendor tutoring participants, MCPS tutoring participants were more likely to be Hispanic/Latino (41% vs. 21%) and less likely to be Asian (8% vs. 18%).

Note: The total of MCPS tutoring participants includes students who received tutoring in any subject. The total of External Vendor-provided tutoring participants includes students who received tutoring with either Tutor Me Education or FEV Tutor; students who received tutoring from both providers are counted once. All other groups includes American Indian/Alaskan Native and Native Hawaiian/Pacific Islander students.

MCPS Tutoring: In-Person, Virtual, Hybrid

Elementary	41 in-person schools 31 virtual schools 61 hybrid (offering both in-person & virtual) 4 schools with no MCPS tutoring
Middle	9 in-person schools 2 virtual schools 25 hybrid (offering both in-person & virtual) 2 schools with no MCPS tutoring
High	4 in-person schools 21 hybrid (offering both in-person & virtual) All 25 high schools have MCPS tutoring
Weekend Central Sites	All four sites are in-person K-12 tutoring <ul style="list-style-type: none"> • Belmont and Little Bennett elementary schools and • Eastern and Julius West middle schools

Tutoring Services: FEV Tutor & Tutor Me Education

- **Request for Proposals (RFP) Process began in Summer 2021**
 - 27 submissions
 - Technical Review - eliminated proposals not in alignment with the RFP
 - Review Committee (school-based staff, central office staff, community members)
 - evaluated using rubric
 - Three finalists were interviewed by interview panel
- **MCPS Coordinator of Tutoring meets with both companies weekly**
 - Continue to find additional ways to reach more students
 - Evaluate usage, problem solve, share information

FEV Tutor & Tutor Me Education

Both companies:	Difference between companies:
<ul style="list-style-type: none">● Offer on-demand & scheduled high dosage tutoring● Record sessions, take session notes, evaluate learning● Have highly interactive platforms● Are accessible through MCPS Clever with single-sign on system● Are free and unlimited to all MCPS students	<ul style="list-style-type: none">● FEV Tutor has no camera - for the tutor or the student<ul style="list-style-type: none">*supports desire for privacy*eliminates barrier for students inhibited by having a person watching them● Tutor Me Education has the camera available for the tutor and the student

Language Diversity Supports

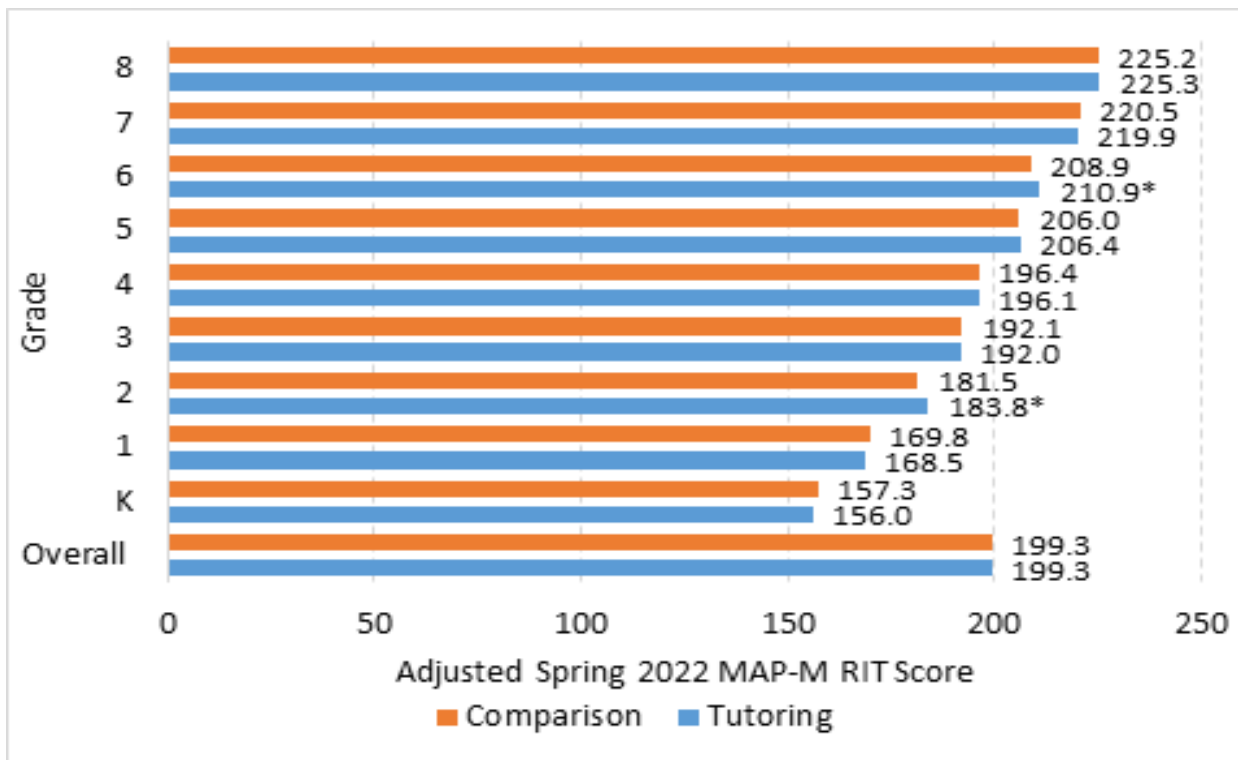
MCPS Tutoring	<ul style="list-style-type: none">• Supports immersion students as staffing is available• Supports foreign language (high school courses) as staffing is available
FEV Tutor	<ul style="list-style-type: none">• Has a language toggle built into their platform that translates all text into over 50 languages
Tutor Me Education	<ul style="list-style-type: none">• Has tutors available in almost all languages, including ASL• MCPS students can request a tutor who speaks a specific language to support current courses

Outreach and Promotion

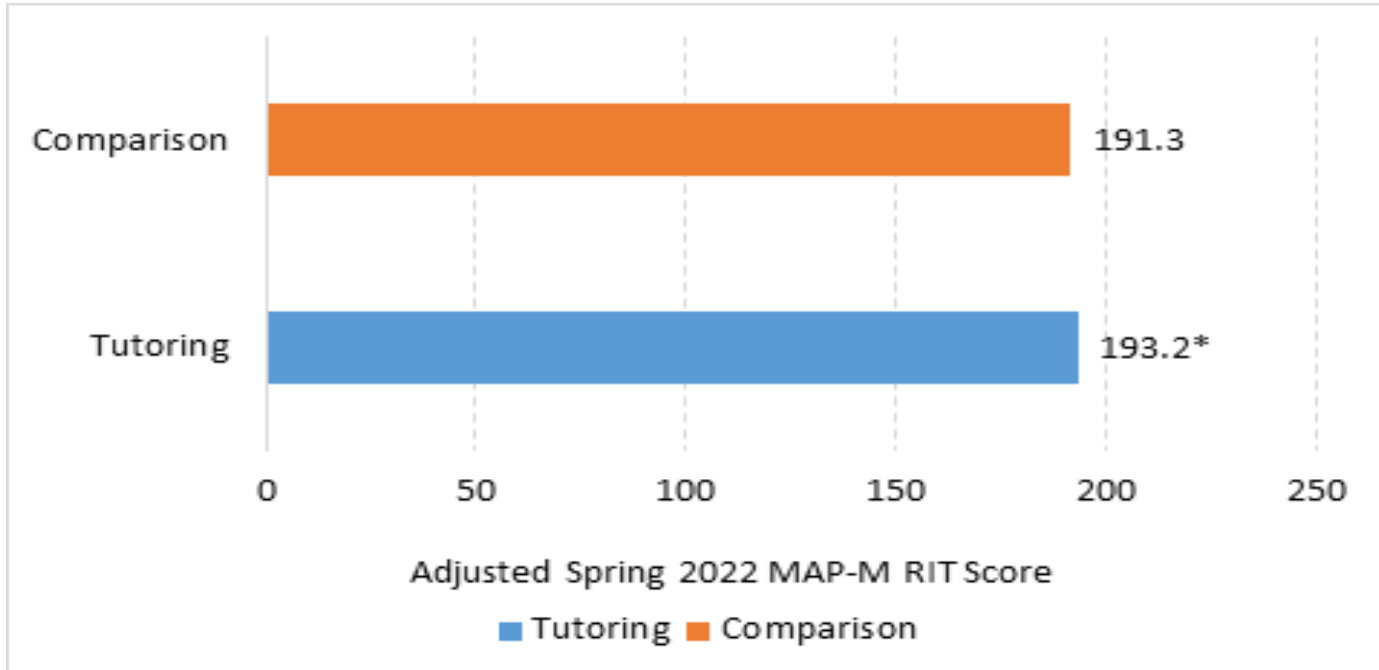
- Personal invitations to students based on multiple measures
- Parent Community Coordinators, Counselors, and Pupil Personnel Workers share tutoring information with families
- All school websites have a link to the tutoring website
- Principals have been provided sample communication to share with their local communities
- Principals have been provided language to share with their staff so all staff are equipped to answer community requests about tutoring options
- Thursday *Things You Need to Know* messages to all MCPS community members
- Central office tutoring coordinator meets with MCPS groups to promote tutoring
 - Athletic Directors
 - Special Education Secondary site coordinator (RITC)
 - Each school has a lead tutor who receives regular communication about tutoring updates

Tutoring Data: Math & Reading 2021-2022

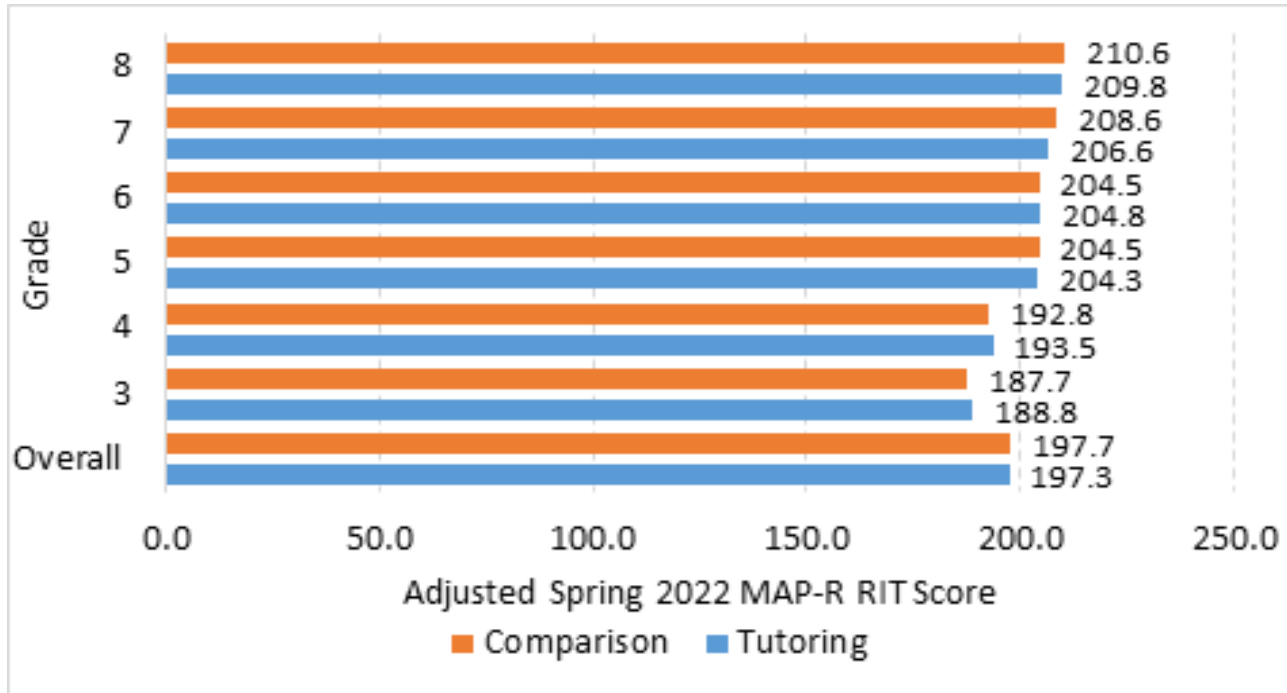
MATH



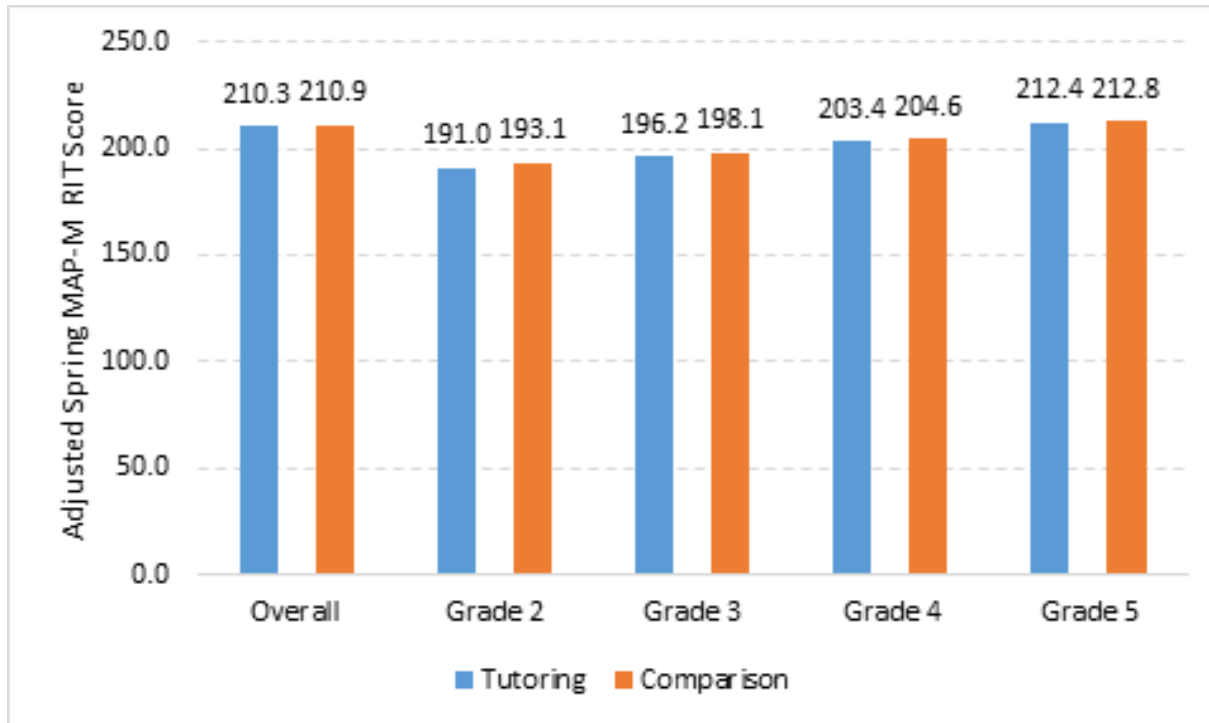
MATH - Special Education Services



READING



Externally Provided Tutoring: FEV Tutor



EVALUATION

- MCPS has spent the last year building tutoring into our student information system (Synergy) and data warehouse (Performance Matters) to ensure a reliable and efficient way to track tutoring data.
- Session attendance is taken for each student and then sent to Performance Matters so the volume and type of tutoring can be evaluated on its impact to existing data points (grades, district assessments, attendance, graduation completion, and normed assessments like MAP and MCAP).
- These accountability systems will allow us to do a detailed research study into the effectiveness of the different versions of tutoring we are currently offering.

FY24 Evaluation Plan

- During the FY24 school year, a detailed study of tutoring will occur to determine:
 - Which curriculum & interventions were most effective?
 - Which volume and duration of tutoring was most effective?
 - Which students benefited most from tutoring?
 - How did the tutoring companies (FEV and Tutor Me Education) do compared to each other and compared to MCPS tutoring?
- For FY25:
 - Program will contain the most effective tutoring programs based on evaluation.
 - Serve only students two to three grade levels below & pathway for non-College and Career ready students.

Design Principles for Effective Tutoring

(Annenberg Institute, 2021)

FREQUENCY



GROUP SIZE



PERSONNEL



FOCUS



MEASUREMENT



RELATIONSHIPS



CURRICULUM



SCHEDULING



DELIVERY MODE



PRIORITIZATION



Future Plans and Funding

- Internal accountability systems will allow us to do a detailed research study into the effectiveness of the different versions of tutoring we are currently offering
- ESSER funding through FY24
- The coordinator tutoring position has been moved to the local budget
- Future accelerator for FY25

Future Plans: Community Tutoring

Where/when will tutoring occur?

- Four central, weeknight schools are booked for tutoring

Who will support MCPS students?

- The Montgomery County Panhellenic Council contacted to collaborate with sororities and fraternities
- Montgomery College education program students
- MCPS education career pathway students
- Former MCPS classroom monitors hired during virtual learning, positions ended