



# New Jersey Tutoring Corps, Inc. School Year 2022-23 Efficacy Report

## *Background*

With funding from the New Jersey Pandemic Relief Fund (NJPRC) and the Overdeck Family Foundation (OFF), The College of New Jersey (TCNJ) School of Education launched the [New Jersey Tutoring Corps](#) pilot program in summer 2021. The overall purpose of the NJ Tutoring Corps pilot program was to provide tutoring for PK-5 students in New Jersey (NJ) in order to address pandemic-related learning loss.

TCNJ's Tutoring Corps pilot program ran in the summer of 2021 and the 2021-22 school year and focused on mathematics, aiming to improve students' confidence in and attitudes toward learning math as well as build their self-esteem and growth mindset. The program partnered with two prominent youth organizations in NJ – Boys and Girls Clubs of NJ (BGC) and the Y Alliance of New Jersey (YMCA) – to implement small group tutoring in under-resourced communities around the state. While at TCNJ, the program also operated in the summer of 2022.

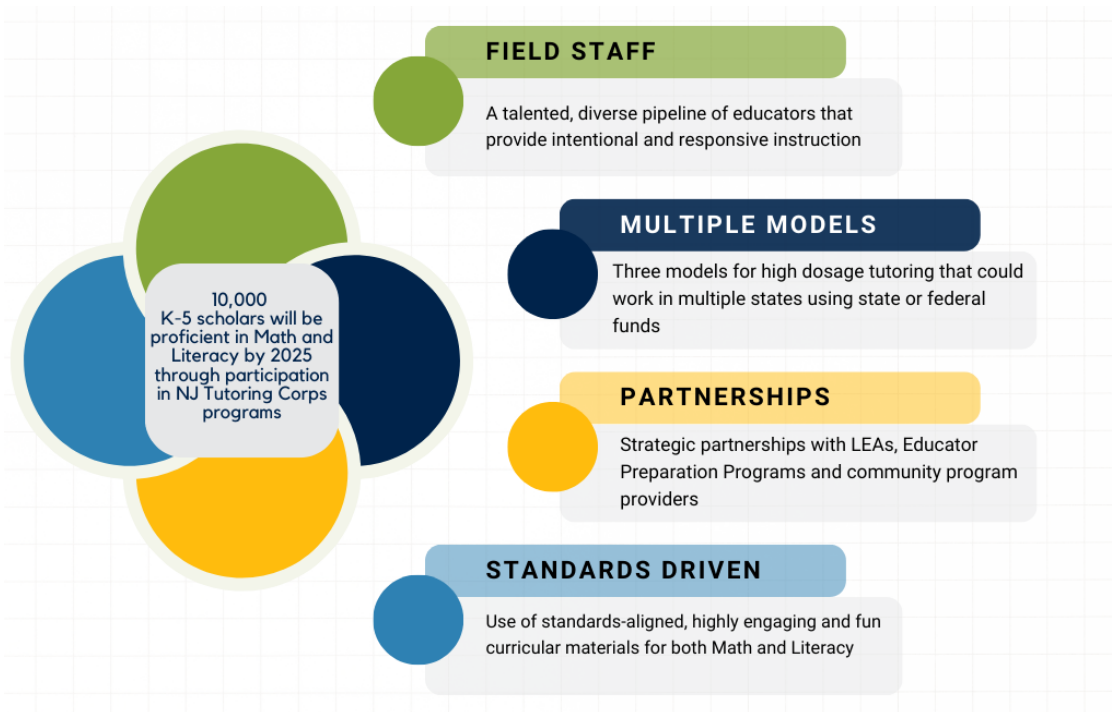
Today, the New Jersey Tutoring Corps, Inc. has left TCNJ and functions as an independent 501 (c)(3) intentionally designed to coordinate and lead high-impact tutoring programming statewide. It is a group of committed, visionary educators devoted to growing young minds and strengthening teaching and learning through high-impact tutoring experiences for under-resourced scholars. NJTC's vision is for every young scholar to have access to the academic and social-emotional support that they need in order to be successful learners.

## *Organizational Goals*

- Close academic gaps in math and literacy for scholars in PK-8;



- Increase scholars' confidence and love of learning in math and literacy;
- Establish a statewide pipeline of educators that can support high-dosage tutoring programming;
- Establish a network of high-impact tutoring programs working collaboratively across the state.



Theory of Change

## Program Overview

NJTC provides PK-5 tutoring in literacy and math embedded during the school day, after school and during summer programs in partnership with school districts, YMCAs, and Boys and Girls Clubs. Over the 2022-23 school year, approximately 499 scholars - we refer to our students as scholars as part of our asset-based mindset modeling - received tutoring services in math and 267 received tutoring services in literacy. NJTC scholars are broadly representative in terms of their racial background and gender. The large majority of scholars receive free- or reduced-priced lunch.

Scholars are tutored in groups of 3-5 for 1-hour sessions 2-3 times per week, with the same tutor working with the same scholars for the duration of their participation. Depending on the site, this typically lasts 12-15 weeks during the school year. In total, NJTC hires and trains 200+ education



professionals ranging in pre-service teachers, paraprofessionals, and certified teachers, to retired superintendents to lead local logistics, coaching and tutoring. NJTC partnered with Curriculum Associates using their iReady Curriculum for literacy and math. In addition, ConnectED Workforce provides their Knowtion platform for communications, news alerts, and opportunities for field staff.



### **Tier I or Tier II Intervention**

Tutoring is an allowable intervention for MTSS or RTI implementation



### **Small Ratios 1:3**

30 to 60 min sessions  
2-3x/week  
During the school day or afterschool



### **High Quality Instructional Materials**

iReady Diagnostics and curricular tools



### **Instructional Coaching for Staff**

Tutors receive coaching aligned to a Modified Danielson framework

## **Staffing**

The NJTC program uses a 3-tiered field staff system: site coordinators, instructional coaches, and tutors. Site coordinators provide oversight at one to two program sites each and largely handle program logistics. The instructional coaches provide pedagogical support directly to tutors. The tutors are responsible for high quality and highly engaging instruction. During the 2022/23 school year program, the NJ Tutoring Corps Leadership team included our Chief Executive Officer (CEO), Chief Operating Officer (COO), Finance Director and Program Director. NJTC has recently also hired a Program Assistant, Summer Program Manager, School Year Program Manager, and Chief Development Officer.

Site coordinators and coaches meet weekly throughout programming to troubleshoot challenges, solve problems, and celebrate successes. In the 2022-23 school year, there were a total of 16 Site Coordinators, 9 Instructional Coaches, and 46 Tutors across 19 sites. Site coordinators manage tutor and student schedules and groupings, ensuring curriculum materials and other resources were available to tutors, covering absences, checking on tutor progress, and assisting with evaluation activities. Instructional coaches were responsible for the observation and subsequent coaching of tutors, effectively utilizing a modified Danielson model of observation and coaching. In addition, all tutors and coaches were trained in the giving and receiving of feedback. Coaches were required to hold a teaching certificate and to have experience in coaching or other forms of teacher leadership.



Additionally, Master Trainer/Coaches conduct site visits, observe tutoring sessions and provide instructional coaching to the tutors. The CEO, COO and Program Director also conducted site visits in order to better understand program implementation across the sites and to support programming as needed.

## Training

Mandatory, fully-paid training was provided to staff during the week before programming began. Training was provided by internal staff and Master Trainers/Coaches with the exception of Social Justice and Social/Emotional Skills training which were provided by national experts in those fields. Among 2022-23 school year staff, 63% of tutors, 78% of instructional coaches, and 100% of site coordinators reported that they felt prepared after the training.

Training covered the following components:

- Curriculum and Assessment Training for iReady
- Role-Based Training
- Social Justice Skills
- Social and Emotional Learning Skills
- General Professionalism
- Asset-Based Mindset & Feedback
- Organizational Culture
- Organizational Structure
- Use of the Knowtion platform
- Operational Logistics
- Professional Learning Community

## Programming Locations

The map to the right shows the locations with which the NJTC worked during the school year program. There were 19 site locations in total, located throughout New Jersey. 13 were in partnership with the Hamilton YMCA and Hamilton Township School District, 2 were in partnership with KIPP and Boys and Girls Clubs, and the other four locations were at Clinton Township School District (Hunterdon County), Stillwater Township School District (Sussex County), Waterford Township School District (Camden County) and Roseville Community Charter School (Essex County).





## Evaluation Model

The program evaluation was conducted by Dr. Ellen Behrstock-Sherratt, an experienced researcher and program evaluator. The evaluation included analysis of post-program surveys administered by program leadership and student growth data for math and literacy provided by i-Ready.

These data sources included:

- **Quantitative data.** i-Ready collected baseline data using a computer-based, adaptive assessment for each scholar in math and reading. For each scholar, an annual typical growth goal was generated this baseline and a stretch goal aimed at accelerating the learning of those below grade level. i-Ready then supplied the growth data for each student for each of the following domains: math (Numbers and operations, algebra and algebraic thinking, measurement and data, and geometry); and reading (phonological awareness, phonics, high-frequency words, vocabulary, and comprehension). Of note is that growth over the 2022-23 school year program should be interpreted in light of the fact that the i-Ready growth goals were based on expected growth over a typical academic school year.
- **Qualitative data.** Post-program surveys were completed by 152 scholars in Grades 3-5 that received math tutoring (46% of all math scholars), 120 scholars in Grades 3-5 that received literacy tutoring (71% of all literacy scholars) , 30 tutors (65% of all tutors), and 12 coaches and site coordinators (48% of all Site Leadership). The evaluation also included analysis of summary growth data provided by i-Ready. The surveys captured perceptions about enjoyment of the program and the subject area and self-efficacy (for scholars) and satisfaction, self-efficacy, and program operations (for staff).

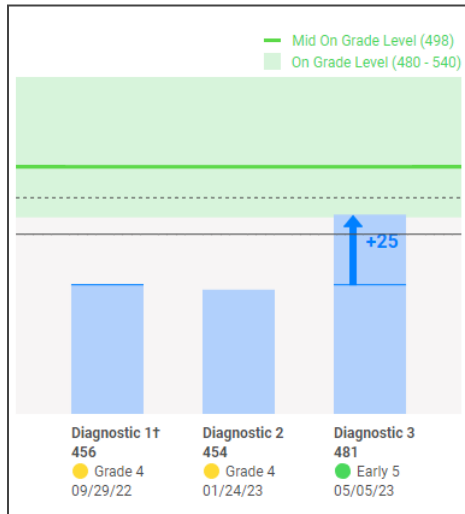
## Program Impact & Scholar Outcomes

Scholars completed a pre and post diagnostic assessment aligned to New Jersey state standards. These diagnostics were aligned to the curricular tools that tutors used to support scholars throughout the year.

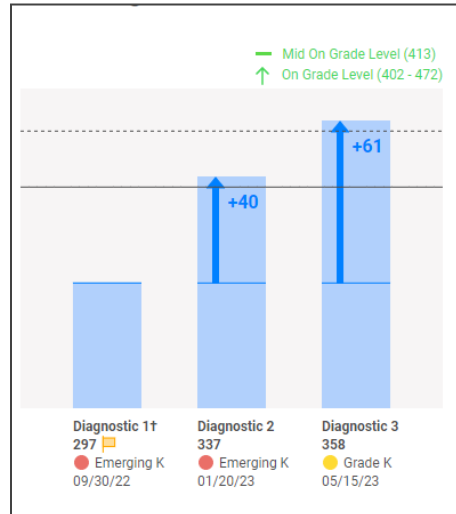
### Quantitative Data

#### Math

Both pre- and post-data at least four weeks apart are available for 481 math scholars. ***Across all grade levels, the percent of scholars performing at grade level in math improved from 16% to 40%. These gains were statistically significant at the 99% level. Statistically significant gains were also seen across all grade levels.***



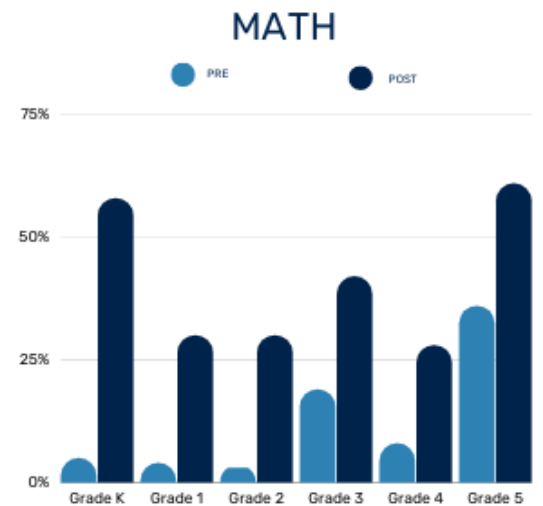
\*Fifth grade scholar



\*First grade scholar

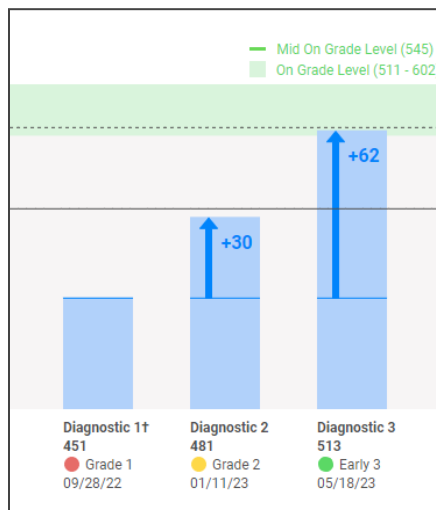
Above are two scholar spotlights. These scholars participated in tutoring with NJTC from February to May. Below, student growth in math is presented for all sites by grade level. The chart below displays the median pre- and post-scores by grade level.

- **Kindergarten:** In kindergarten, the percent of scholars performing at or above grade level increased from 5% to 58%.
- **Grade 1:** In 1st grade, the percent of scholars performing at or above grade level increased from 4% to 30%.
- **Grade 2:** In 2nd grade, the percent of scholars performing at or above grade level increased from 3% to 33%.
- **Grade 3:** In 3rd grade, the percent of scholars performing at or above grade level increased from 19% to 42%.
- **Grade 4:** In 4th grade, the percent of scholars performing at or above grade level increased from 8% to 28%.
- **Grade 5:** In 5th grade, the percent of scholars performing at or above grade level increased from 36% to 61%.

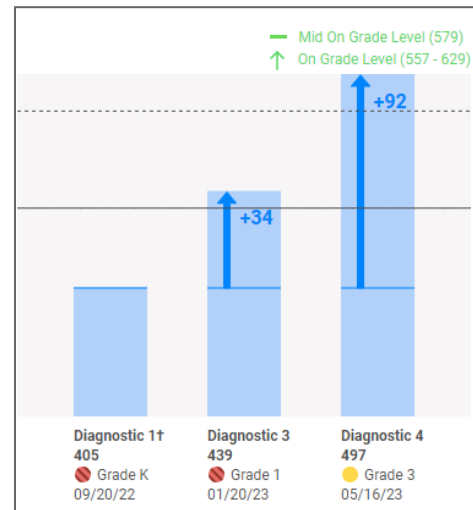


## Literacy

Both pre- and post-data at least four weeks apart are available for 263 literacy scholars. *Across all grade levels, the percent of scholars performing at grade level in literacy improved from 23% to 40%. These gains were statistically significant at the 99% level. Statistically significant gains were also seen at the 1st, 2nd, and 3rd grade levels.*



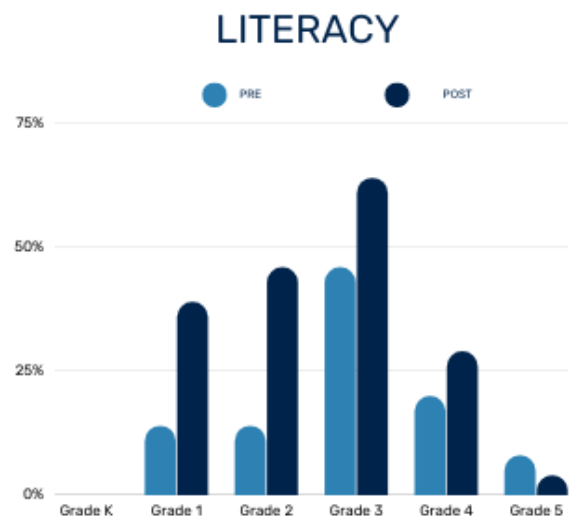
\*Third Grade scholar



\*Fourth Grade scholar

Above are two scholar spotlights. These scholars participated in tutoring with NJTC from February to May. Below is an overview chart of median pre- and post scores by grade level.

- **Kindergarten:** Literacy data were not collected for kindergarteners.
- **Grade 1:** In 1st grade, the percent of scholars performing at or above grade level increased from 14% to 39%.
- **Grade 2:** In 2nd grade, the percent of scholars performing at or above grade level increased from 14% to 46%.
- **Grade 3:** In 3rd grade, the percent of scholars performing at or above grade level increased from 46% to 64%.
- **Grade 4:** In 4th grade, the percent of scholars performing at or above grade level increased from 20% to 29%.





- **Grade 5:** In 5th grade, the percent of scholars performing at or above grade level showed a slight decline from 8% to 4%. NJSLA testing overlapped NJTC end-of-program testing, and the emphasis was placed on NJSLA; in addition, one site refused to allow grade 5 scholars to participate in NJTC post-testing due to the demands of NJSLA.

*NOTE: Location-based analyses are being compiled and will be reported in an addendum to this report.*

## Qualitative data

Using survey data collected from scholars, tutors, site coordinators, instructional coaches, and our partner organization site directors, the program evaluated the satisfaction of these constituent populations with the program in various forms. The data below summarizes the findings of the program in regard to efficacy and satisfaction by scholar, tutor and site leadership.

# Scholar Satisfaction

## Scholar Satisfaction

Scholars in grades 3-5 completed a post-program survey on the program and their self-perceived levels of confidence in learning literacy and math, asking for help when needed, and offering assistance to others.

**93%**  
scholars enjoyed  
working with their tutor.

## Math

Of the 152 math scholars across seven sites that completed a post-program survey:

- 82% of scholars think they will participate more in math class after tutoring;
- 79% of scholars enjoy learning more now than they did before tutoring started;
- 67% of scholars feel stronger doing math now compared to how they felt when tutoring started.

**84%**  
scholars liked participating  
in the program.

**80%**  
scholars felt like they could  
help their friends with math  
if they asked or needed it

## Literacy

Of the 120 literacy scholars across six sites that completed a post-program survey:

- 98% of scholars enjoyed working with their tutor;

“I feel way more  
confident with ELA”  
- NJTC Scholar





- 88% of scholars liked participating in the program;
- 81% of scholars believe they could help their friends with reading or writing if they asked or needed it;
- 87% of scholars think they will participate more in literacy class after tutoring;
- 84% of scholars enjoy learning more now than they did before tutoring started;
- 71% of scholars believe that their skills in literacy are stronger post-program than when tutoring started.

**“I like tutoring in math because it makes me feel more confident for the preparation of the NJSLA”- NJTC Scholar**

## Tutor Satisfaction

Of the 30 tutors across seven sites that completed a post-program survey:

- 87% were satisfied or very satisfied with their role as a tutor;
- 80% agreed or strongly agreed that managing tutoring responsibilities was what they expected;
- 87% agreed or strongly agreed that supporting the scholars was rewarding;
- 93% agreed or strongly agreed that working with the site staff was easy;
- 93% agreed or strongly agreed that they feel that they have made a difference;
- 90% agreed or strongly agreed that they have grown professionally;
- 90% agreed or strongly agreed that they have observed scholar growth.

**“I believe I fostered a positive learning environment for my scholars where they felt appreciated for what they know, confident to learn and grow, and accepted as a group coming together to improve their reading and math skills.”**  
- Tutor for NJTC

**“Tutoring with NJTC during the school day has been an amazing and life-changing experience. After working with the scholars during the school day, I am now going to go back to school to earn another degree and teaching license. I know what grade level I prefer to work with and have a better understanding of what it would be like to be a teacher.”**  
- Tutor for NJTC



## Site Leadership Satisfaction

Furthermore, the NJTC provides opportunities for all staff to receive feedback. In total 51 evaluations were completed by instructional coaches and site coordinators of 10 tutors. The evaluations showed consistently strong performance, with ratings (out of 5) of 4.6 for punctuality, 4.5 for preparedness, 4.6 for engagement with students, and 4.3 for use of curricula, materials, and Fun Factor for optimum student learning.

Of the 9 instructional coaches across five sites that completed a post-program survey:

- 89% were satisfied or very satisfied with their role as an instructional coach;
- 78% agreed or strongly agreed that managing their coaching responsibilities was what they expected;
- 89% agreed or strongly agreed that supporting the tutors was rewarding;
- 78% agreed or strongly agreed that working with the site staff was easy;
- 89% agreed or strongly agreed that they believe that they have made a difference;
- 89% agreed or strongly agreed that they have grown professionally.

Only three site coordinators across three sites completed a post-program survey. Of these:

- 67% were satisfied or very satisfied with their role as a site coordinator;
- 100% agreed or strongly agreed that managing their site coordinator responsibilities was what they expected;
- 100% agreed or strongly agreed (if applicable) that supporting the scholars was rewarding;
- 100% agreed or strongly agreed (if applicable) that working with the site staff was easy;
- 67% agreed or strongly agreed that they believe that they have made a difference;
- 100% agreed or strongly agreed that they have grown professionally.



"I feel like I have been able to help support our tutors with lessons, management strategies and support with NJTC program specifics." - Instructional Coach for NJTC



"My tutors were amazing with the scholars, always prepared, and very professional." - Site Coordinator for NJTC





## Reflections

The NJTC team and internal staff learned much from the school year 2022/23 program. Those learnings are summarized below, and include both program aspects to continue and program aspects to grow. There is room for improvement and celebration.

- Satisfaction among staff and students was very high. Participants enjoyed their experience, found it rewarding, felt they grew from it, and believed they made a difference;
- Of particular note was that 98% of scholars that received tutoring in literacy (and 93% of scholars that received tutoring in math) enjoyed working with their tutor;
- Though still very high, the lowest rated area was scholars' believing that they now possess stronger skills compared to how they felt when tutoring started. 67% of scholars receiving tutoring in math and 71% of scholars receiving tutoring in literacy felt that they had stronger academic skills;
- This comparatively lower level of scholar confidence, however, is not reflected in the quantitative data which showed high levels of growth both in math and literacy;
- Student growth was especially pronounced in kindergarten in math, where the percent of scholars performing at or above grade level increased from 5% to 58%. The percent of scholars performing at or above grade level also more than doubled in 1st, 2nd, 3rd, and 4th grade in math (increasing from 4% to 30%, 3% to 33%, 19% to 42%, and 8% to 28%, respectively) and in 1st and 2nd grade literacy (increasing from 14% to 39% and from 14% to 46% respectively);
- In some locations, timing of the NJSLA overlapped with our post-testing. We asked districts to prioritize NJSLA. This is an issue we will revisit as we plan our school year 2023/24 program;
- The one area of no growth was 5th grade literacy, where performance was low and declined further, from 8% of scholars performing at or above grade level to 4% of scholars performing at or above grade level. Therefore, 5th grade literacy is considered an area for program leadership to consider avenues for improvement.

While the NJTC prepares for the next School Year 2023-2024 cycle, the following steps will allow us to implement the above learnings:

- Closely partner with iReady's support team to ensure easy, timely, and consistent rostering;
- Meet in the Fall with our program partners - districts, community organizations - to plan the coming program cycle and begin assembling rosters of scholars;
- Deeper training into computer adaptive testing (CAT) and diagnostics, how they work, and how consistent pre and post testing is essential;



- NJTC will add a new platform component, Tutor by Pearl, to track logistics like staff and scholar attendance, notes on lessons delivered and progress observed, and data on tutor performance;
- Continue to rehire our high-quality staff at consistent locations to build on strong, existing relationships - currently, NJTC has a 71% retention rate of field staff;
- Seek research partners that will enable the program to produce a wider body of research to help inform the field;
- Make stronger recruitment decisions about partner districts and programs who understand high-impact tutoring and the results it achieves, are willing to be flexible in terms of space, time, and duration of tutoring, and are willing to allow NJTC access to data, putting in place strong, data-sharing agreements;
- Refine the training program, specifically to reinforce the value of a growth-mindset and continuous learning for all.