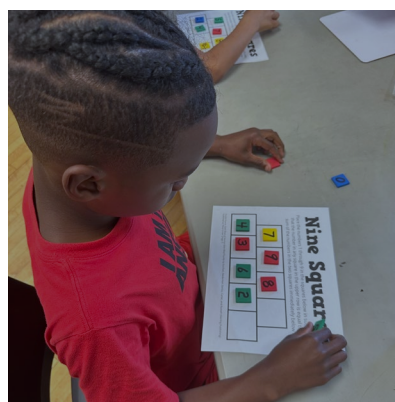
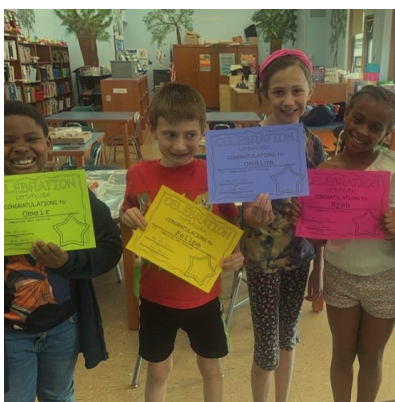




New Jersey
TUTORING CORPS, INC.

2023-24

SCHOOL YEAR REPORT



njtutoringcorps.org



A Word from the CEO

When we launched New Jersey Tutoring Corps (NJTC) in 2021, our highest priority was to provide our partners, funders, staff, and supporters with transparency and precise data so that we can continuously evaluate our results. As part of our mission, we commission an independent evaluator each tutoring cycle to review our work and our scholars' progress to ensure NJTC is providing the strongest possible impact to the communities we serve. We are pleased to share our 2023/24 school year report showcasing our work over the last school year.

During the 2023-2024 school year, NJTC placed 57 site coordinators and instructional coaches throughout the Garden State, served 25 school districts at 80 school sites, assisted over 3600 scholars, and employed 226 tutors.

At the beginning of the program, 4% of our scholars were grade-level proficient in math. By the end of the program cycle, 26% were grade-level proficient in Math. In Literacy, 12% of scholars were grade-level proficient at the start of the program cycle, and 30% were at or above grade level at the end of the cycle. Some of the largest growth that we saw was with our scholars furthest behind - two to three grade levels behind. In Literacy, scholars that were two or three grade levels behind made 83% progress towards annual typical growth compared to scholars that were only one grade level behind. In Math, scholars two to three grade levels behind made 70% progress towards typical growth compared to scholars only one grade level behind.

We follow the recommendations of the Annenberg Institute for effective high-impact tutoring. These include:

- Consistency – the same tutors working with the same scholars throughout a program cycle;
- Frequency – tutoring occurring two to three times weekly;
- Duration – tutoring sessions of 30-60 minutes;
- Ratios – low tutor-to-scholar ratios of 1:1 up to 1:3.

By far, the 2023-24 school year was our largest cohort to date and the culmination of a great deal of time, labor, and effort by the NJTC team to scale our tutoring model and to ensure New Jersey has a needed statewide focal point for tutoring across the state.

Enclosed is a full report showcasing all the findings of the independent analysis. In addition to the data, there are also a series of recommendations for the future, found at the end of the report.

Please share this report with others in your circles. We will continue to release this report publicly, which is found on our website [here](#).

NJTC has existed solely as a non-profit entity since November of 2022. While these results showcase the value NJTC is bringing to New Jersey public schools, we could not achieve these results without the support from a series of foundations, strategic partners, donors, and the assistance of Governor Phil Murphy, Senate Majority Leader Theresa Ruiz, and Senate Education Committee Chair Vin Gopal.

Most of all, we thank our friends and partners in school districts throughout New Jersey. With each relationship, we have created a foundation of learning that has the potential to continue to serve in the years to come. We hope these findings interest you, and we share the growth and success of NJTC with you all.

With warm regards,

Katherine Bassett, CEO

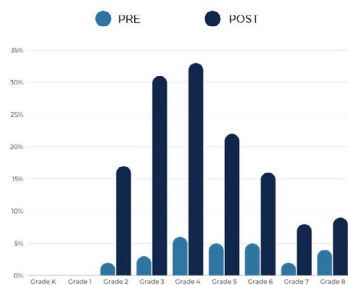


New Jersey TUTORING CORPS, INC.

SCHOOL YEAR 2023-2024 CYCLE

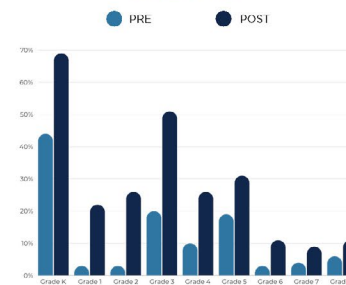
THE RESULTS ARE IN!

MATH



Across grades 2-8, the percent of scholars performing at grade level in math improved from 4% to 26%

LITERACY



Across grade levels, the percent of scholars performing at grade level in literacy improved from 12% to 30%

Results found to be statistically significant by external researcher

97%

scholars enjoyed working with their tutor.

92%

scholars liked participating in the program.

81%

scholars felt like they could help their friends with math

“

“When I started I did not want to read but now I want to read!”

- NJTC Literacy Scholar”



80 SCHOOL YEAR LOCATIONS

25 School District Partners, including
1 Boys & Girls Club Partner

- 15-25 weeks of high impact tutoring using iReady materials
- 25 partners at 80 locations statewide
- 2,175 K-8 scholars participated in Literacy
- 2,233 K-8 scholars participated in Math
- 226 Tutors
- 57 Instructional Coaches and Site Coordinators

New Jersey Tutoring Corps, Inc.

SCHOOL YEAR 23-24

AUGUST 2024

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About NJTC

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 K-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 New Jersey YMCA State Alliance – to implement small group tutoring in under-resourced communities around the state.

New Jersey Tutoring Corps, Inc. (NJTC) is a 501c3 intentionally designed to coordinate and lead high-dosage tutoring programming statewide. They are a group of committed, visionary educators devoted to growing young minds and strengthening teaching and learning through high-dosage tutoring experiences for their state's under-resourced scholars. Its 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.

THE NJTC MODEL

NJTC follows the recommendations of the Annenberg Institute for high-impact tutoring. Primarily, the tenets that it has adopted from the Annenberg Institute include:

- consistency: the same tutor works with the same scholar throughout a program cycle;
- ratios: small tutor to scholar ratios of 1:1 up to 1:3; NJTC will go as high as 1:4 in some instances;
- frequency: tutors meet with scholars 2-3 times per week;
- duration: tutoring sessions run from 30 to 60 minutes, depending on school district schedules.



“(NJTC is good at) Working closely with the students to ensure they meet/exceed the standards.”

**- School Director,
iLearn Charter
Network**

NJTC offers three program models: embedded during the school day; after school; and summer. For the school year 2023/24, most of the programs that NJTC ran were embedded school day. A few were after school.

The program uses a 3-tiered onsite staff system: Site Coordinators, Instructional Coaches, Dual Role (SC/IC) and Tutors. Site coordinators provide oversight at one to two program sites each and largely handle program logistics. The Instructional Coaches provide pedagogical support. The Dual Role (SC/IC) performs both job duties for the smaller tutoring locations. The Tutors are responsible for high-quality and highly engaging instruction.

Site Coordinators and Coaches meet weekly throughout programming to troubleshoot challenges and solve problems. In School Year 2023 - 2024, there were a total of 23 Site Coordinators and 34 Instructional Coaches across the 80 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.

THE SCHOOL YEAR 2023/24 PROGRAM

WHAT NJTC DOES WELL



**"Providing services for
struggling students,
monitoring data,
effective communication
with staff."**

**- School Principal,
Waterford Township
School District**

NJTC worked at 80 locations throughout the state, with 24 district partners, 1 Boys and Girls Club, and over 3,600 scholars during the 2023/24 school year. Not all scholars took the i-Ready pre-post diagnostic assessments, accounting for the difference in numbers reported through pre-post testing.

NJTC employed 226 tutors who met with groups of 2-4 students (or "scholars") during 30 - 60 minute sessions 2-3 times per week, with the same tutor working with the same scholars for 15 - 25 weeks between September 2023 and June 2024. NJTC tutored in math, literacy, or both depending on district needs. It co-designed programs with district partners in order to be certain that scholars were well-served in accordance with district requirements. Data shows that, overall, the scholars with whom NJTC worked demonstrated double-digit growth between i-Ready pre- and post-diagnostic assessments.

TRAINING PROTOCOLS

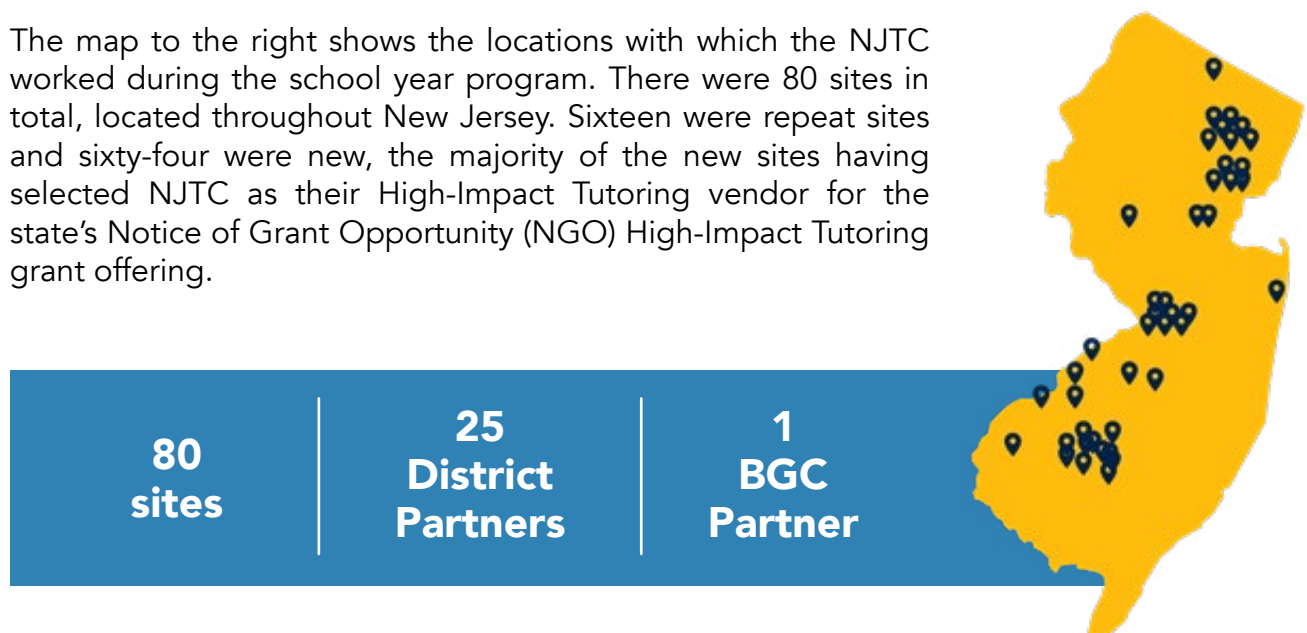
Mandatory, fully-paid training was provided to all staff the week before programming began. Training was facilitated by internal staff and Master Trainers/Coaches (with the exception of Social Justice and Social/Emotional Skills training, which were provided by national experts in those fields). Training covered the following components:

- ✓ Curriculum and Assessment Training for i-Ready
- ✓ Utilizing the Tutor With Pearl platform for attendance tracking and mini-surveys post each session
- ✓ Role-Based Training
- ✓ Social Justice Skills
- ✓ Social and Emotional Learning Skills
- ✓ General Professionalism
- ✓ Asset-Based Mindset & Giving and Receiving Feedback
- ✓ Organizational Culture
- ✓ Operational Logistics
- ✓ Professional Learning Community

Their program utilized a modified Danielson model for instructional 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 and coaches conducted site visits, observed tutoring sessions and provided instructional coaching to the tutors.

PROGRAMMING LOCATIONS

The map to the right shows the locations with which the NJTC worked during the school year program. There were 80 sites in total, located throughout New Jersey. Sixteen were repeat sites and sixty-four were new, the majority of the new sites having selected NJTC as their High-Impact Tutoring vendor for the state's Notice of Grant Opportunity (NGO) High-Impact Tutoring grant offering.



Evaluation Model

The external 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 with a 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). Data were included only for scholars that received 25 weeks of instruction.

QUALITATIVE DATA

Survey data was captured in two ways: immediately post session for scholars and tutors through a post-program survey. Post-session surveys conducted through the Tutor With Pearl platform totaled 57,999 scholar responses. Post-program surveys were completed by 1,677 scholars in Grades K-8 that received math tutoring, 1,412 scholars in Grades K-8 that received literacy tutoring, 141 Tutors (50% of all Tutors), 19 Coaches (82.6% of all Coaches), 18 Dual Roles (100% of all Dual Roles) and 15 Site Coordinators (100% of all Site Coordinators). 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).

QUANTITATIVE DATA

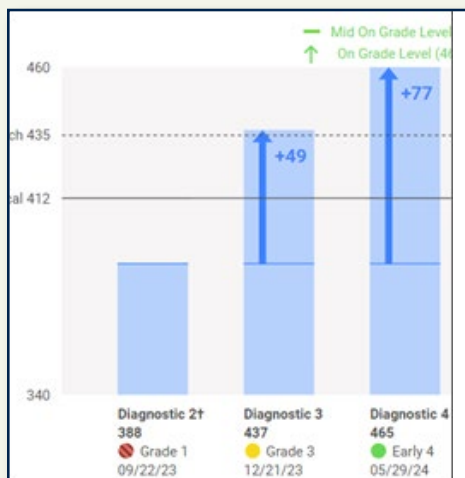
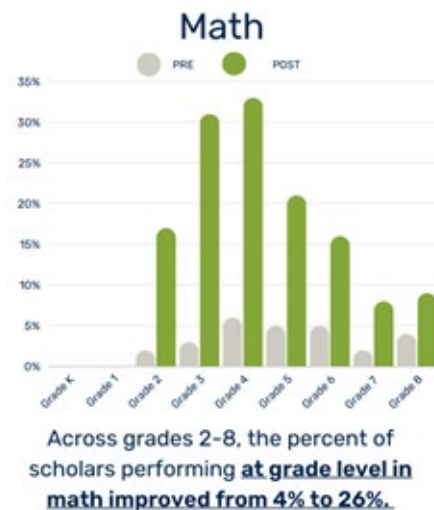
Math

Both pre- and post-data in math are available for 2,253 scholars. *Across all grade levels, the percent of scholars performing at grade level in math improved from 4% to 26%. These gains were statistically significant at the 99% level. Gains were also seen across all grade levels, with statistically significant gains in 1st, 2nd, 3rd, 4th, 5th, 6th and 7th grades.*

The median percent growth toward i-Ready's typical growth goal was 83%, with 43% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 49%, with 17% of scholars meeting the stretch goal in math. These gains are attributable to not only NJTC tutoring services, but to the other critical partners supporting each scholar's learning throughout the year, including but not limited to classroom teachers, directors of instruction, school principals and district leadership. On the right, student growth in math is presented for all sites by grade level. The graph to the right displays the median pre- and post-scores by grade level.

A spotlight on one fourth grade scholar's growth is provided in the box below, showing where this scholar started at the pre-diagnostic; their growth at the mid-point diagnostic assessment; and finally, at the end of the program cycle, the total growth this scholar made at the program cycle's end.

The data below are provided for each grade level. Please note that no i-Ready data was available for scholars in kindergarten.



Grade 4 Math: Scholar Growth Spotlight

- **Kindergarten:** no data available from iReady
- **Grade 1:** In 1st grade, there were no scholars performing at or above grade level at the start or end of the year, although improvements were observed. Namely, 15% of scholars were 2 grades below grade level at the start of the year and by the end of the year 0 scholars were 2 grade levels below (100% of scholars were 1 grade level below). The median percent growth toward i-Ready's typical growth goal was 57%, with 40% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 45%, with 15% of scholars meeting the stretch goal in math.
- **Grade 2:** In 2nd grade, the percent of scholars performing at or above grade level increased from 2% to 17%. The median percent growth toward i-Ready's typical growth goal was 75%, with 37% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 47%, with 13% of scholars meeting the stretch goal in math.
- **Grade 3:** In 3rd grade, the percent of scholars performing at or above grade level increased from 3% to 31%. The median percent growth toward i-Ready's typical growth goal was 88%, with 46% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 60%, with 19% of scholars meeting the stretch goal in math.
- **Grade 4:** In 4th grade, the percent of scholars performing at or above grade level increased from 6% to 33%. The median percent growth toward i-Ready's typical growth goal was 78%, with 39% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 47%, with 13% of scholars meeting the stretch goal in math.

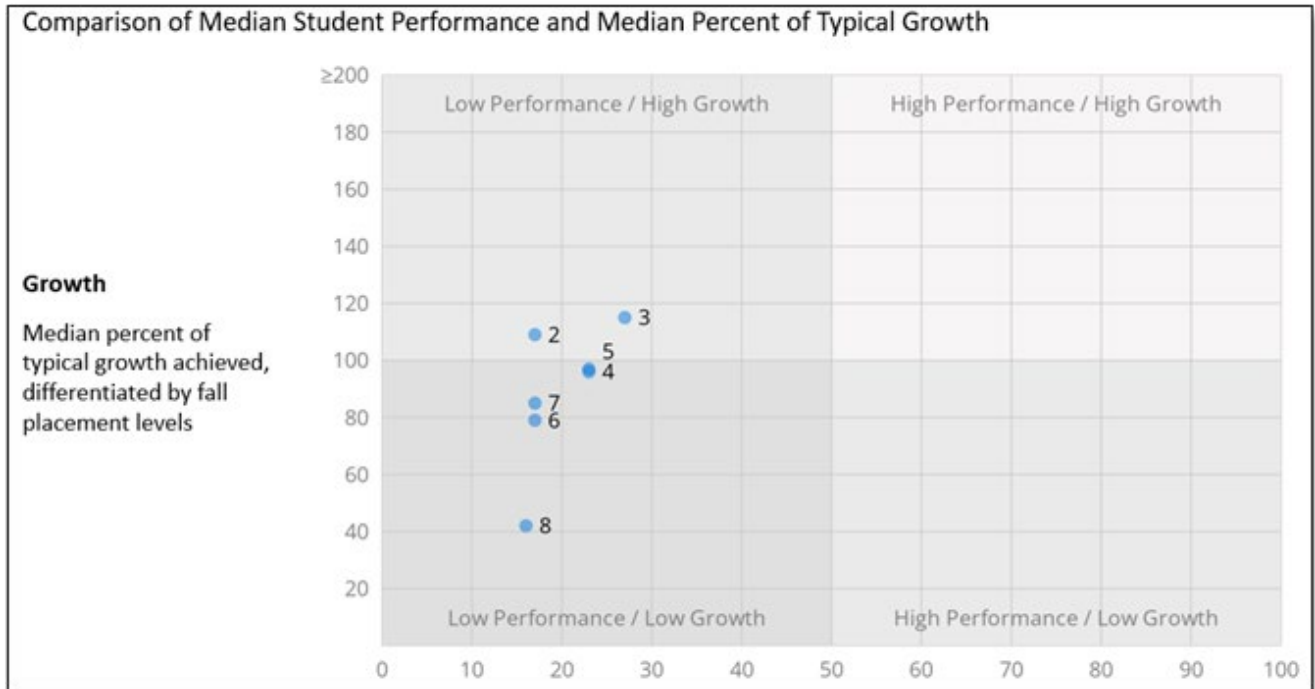


- **Grade 5:** In 5th grade, the percent of scholars performing at or above grade level increased from 5% to 22%. The median percent growth toward i-Ready's typical growth goal was 85%, with 45% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 44%, with 19% of scholars meeting the stretch goal in math.
- **Grade 6:** In 6th grade, the percent of scholars performing at or above grade level increased from 5% to 16%. The median percent growth toward i-Ready's typical growth goal was 76%, with 42% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 36%, with 15% of scholars meeting the stretch goal in math.
- **Grade 7:** In 7th grade, the percent of scholars performing at or above grade level increased from 2% to 8%. The median percent growth toward i-Ready's typical growth goal was 84%, with 47% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 36%, with 20% of scholars meeting the stretch goal in math.
- **Grade 8:** In 8th grade, the percent of scholars performing at or above grade level increased from 4% to 9%. The median percent growth toward i-Ready's typical growth goal was 42%, with 33% of scholars meeting the typical growth goal in math. The median percent growth toward i-Ready's stretch goal was 16%, with 15% of scholars meeting the stretch goal in math.



Math Growth relative to baseline placement as calculated by i-Ready

The graph below reflects the aggregate growth of all scholars working with NJTC tutors relative to their baseline placement. All scholars started the year in 'low performance' meaning they were not on grade level. Grade levels who had the highest median growth scores were grades 2 and 3.



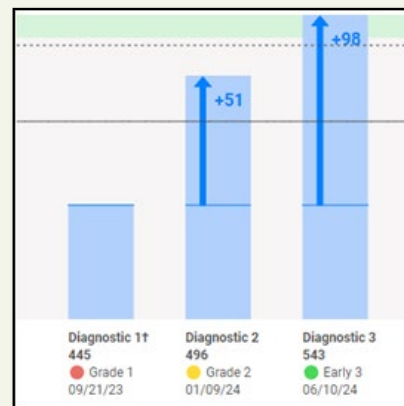
Literacy

Both pre- and post-data in Literacy are available for 2,191 scholars.

Across all grade levels, the percent of scholars performing at grade level in literacy improved from 12% to 30%. These gains were statistically significant at the 99% level. Gains were also seen across all grade levels, with statistically significant gains in 1st, 2nd, 3rd, 4th, 5th, and 6th grades. The median percent growth toward i-Ready's typical growth goal was 103%, with 51% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 52%, with 23% of scholars meeting the stretch goal in reading.

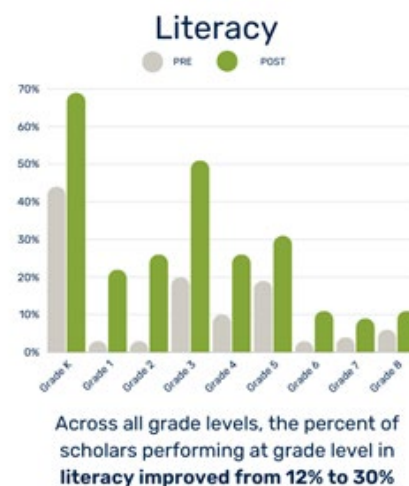
A scholar spotlight is provided for a third grade scholar, again at the program cycle beginning, mid-point, and end.

Scholar Growth Spotlight



Below, student growth in literacy is presented for all sites by grade level. The chart displays the median pre- and post-scores by grade level.

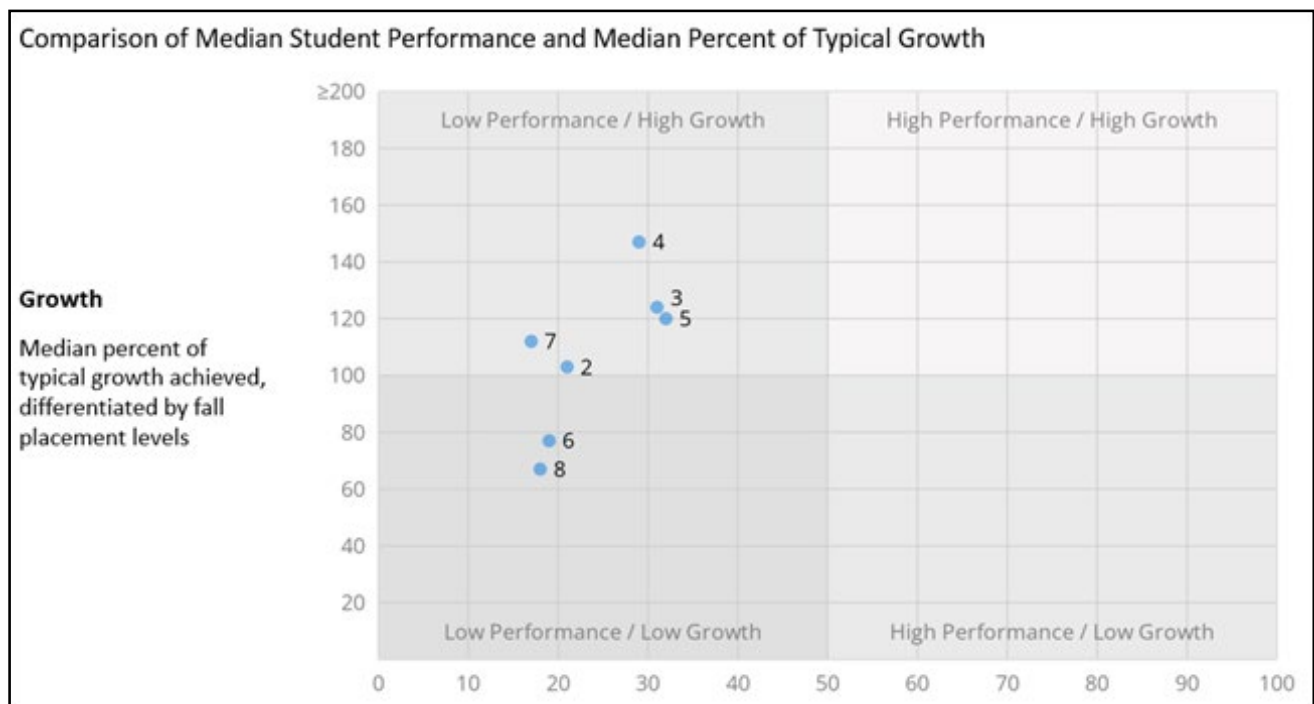
- **Kindergarten:** In kindergarten, the percent of scholars performing at or above grade level increased from 44% to 69%. The median percent growth toward i-Ready's typical growth goal was 44%, with 19% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 32%, with 6% of scholars meeting the stretch goal in reading.
- **Grade 1:** In 1st grade, the percent of scholars performing at or above grade level increased from 3% to 22%. The median percent growth toward i-Ready's typical growth goal was 77%, with 64% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 52%, with 81% of scholars meeting the stretch goal in reading.
- **Grade 2:** In 2nd grade, the percent of scholars performing at or above grade level increased from 3% to 26%. The median percent growth toward i-Ready's typical growth goal was 80%, with 42% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 49%, with 11% of scholars meeting the stretch goal in reading.
- **Grade 3:** In 3rd grade, the percent of scholars performing at or above grade level increased from 20% to 51%. The median percent growth toward i-Ready's typical growth goal was 106%, with 53% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 58%, with 24% of scholars meeting the stretch goal in reading.
- **Grade 4:** In 4th grade, the percent of scholars performing at or above grade level increased from 10% to 26%. The median percent growth toward i-Ready's typical growth goal was 124%, with 57% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 64%, with 30% of scholars meeting the stretch goal in reading.
- **Grade 5:** In 5th grade, the percent of scholars performing at or above grade level increased from 19% to 31%. The median percent growth toward i-Ready's typical growth goal was 96%, with 50% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 43%, with 19% of scholars meeting the stretch goal in reading.



- **Grade 6:** In 6th grade, the percent of scholars performing at or above grade level increased from 3% to 11%. The median percent growth toward i-Ready's typical growth goal was 74%, with 45% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 27%, with 18% of scholars meeting the stretch goal in reading.
- **Grade 7:** In 7th grade, the percent of scholars performing at or above grade level increased from 4% to 9%. The median percent growth toward i-Ready's typical growth goal was 106%, with 51% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 36%, with 17% of scholars meeting the stretch goal in reading.
- **Grade 8:** In 8th grade, the percent of scholars performing at or above grade level increased from 6% to 11%. The median percent growth toward i-Ready's typical growth goal was 44%, with 43% of scholars meeting the typical growth goal in reading. The median percent growth toward i-Ready's stretch goal was 16%, with 15% of scholars meeting the stretch goal in reading.

Literacy Growth relative to baseline placement as calculated by i-Ready

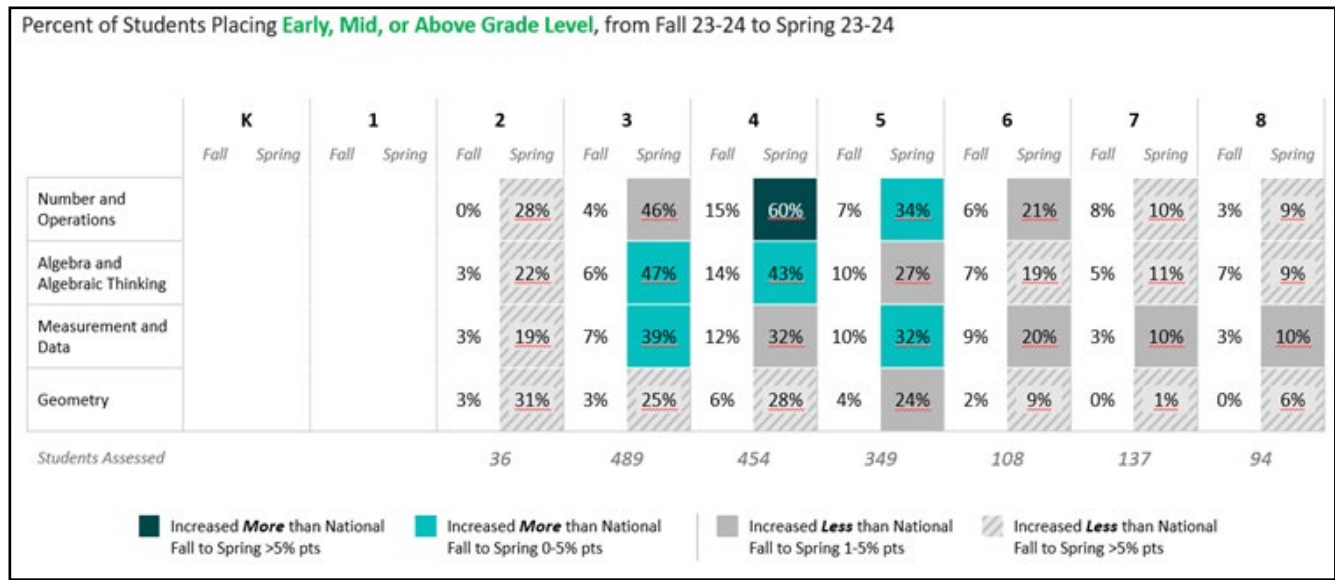
The graph below reflects the aggregate growth of all scholars working with NJTC tutors relative to their baseline placement. All scholars started the year in 'low performance' meaning they were not on grade level. Grade levels seeing the highest median growth scores were grades 3, 4 and 5.



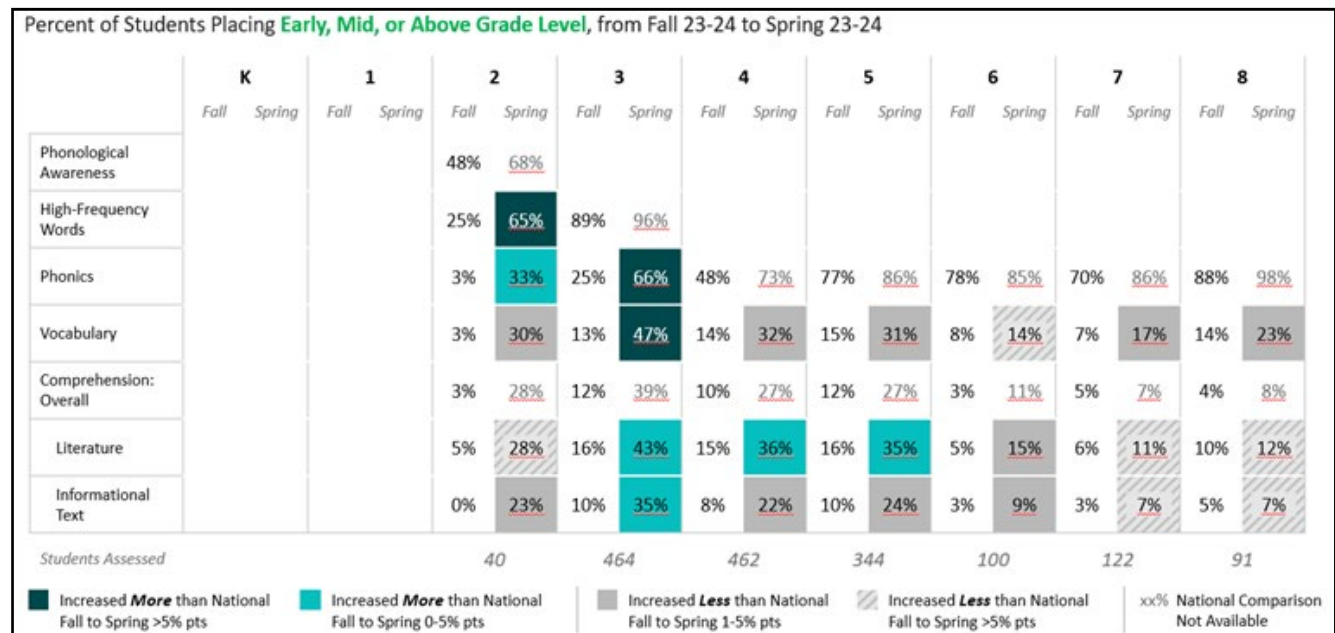
DOMAIN LEVEL PROGRESS

The following two graphics display the relative growth in domain level knowledge. There are 4 domains in Math and 5 domains in Literacy. The tables below show the growth by grade level in each domain for each content area.

Math



Literacy



QUALITATIVE DATA

Using survey data collected from Scholars, Tutors, Site Coordinators, Instructional Coaches, and Site Directors, the program was able to evaluate the overall satisfaction of these constituent populations in various forms. The data below graphically summarizes the findings of the program in regard to efficacy and satisfaction. Survey data was collected post-tutoring sessions through Tutor With Pearl. Program-wide survey data was collected by NJTC.

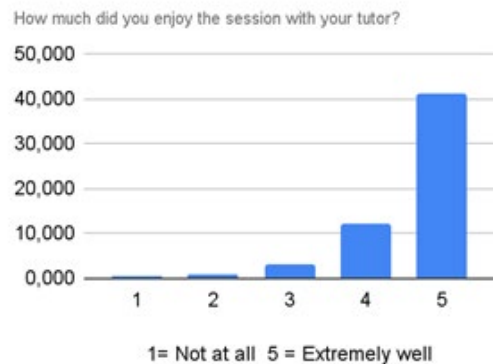
Post-Session Survey Results

Scholars Post-Session Survey Results

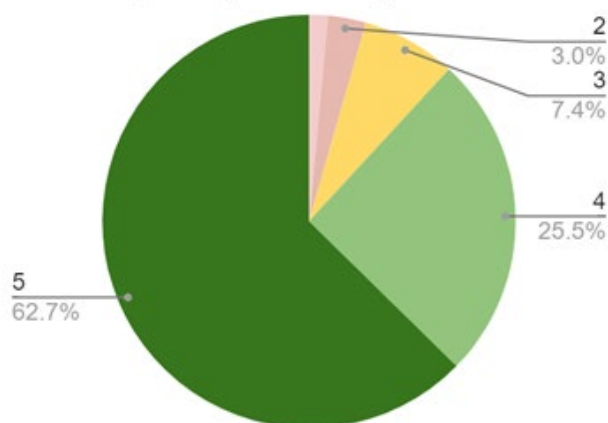
The following post-session results were collected through their operations platform, Pearl. After each tutoring session, scholars and tutors completed short 5-question surveys. The scholar survey had the following questions:

- How confident are you that you understood the material in this tutoring session?
- How much did you enjoy this session with <TUTOR>?
- How much do you think you learned this session?
- Overall, how did this tutoring session go?
- Open-ended scholar comments

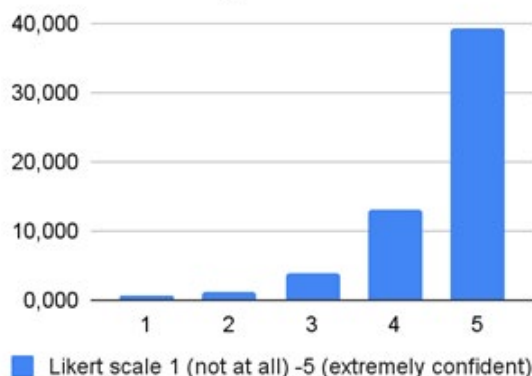
57,999 surveys from 2,911 scholars
over 20 weeks of programming



How much do you think you learned during this session?



How confident are you that you understood the material in this tutoring session?



■ Likert scale 1 (not at all) -5 (extremely confident)

Through this data, NJTC is able to conclude that scholars are overwhelmingly enjoying the tutoring sessions, feeling confident they understood session materials, think they learned either "quite a bit" or a "tremendous amount," and believe that overall the tutoring session went well.

90.5%

of scholars reported post-session that they were confident or extremely confident they learned after the lesson.

“

"I forgot long division and Mrs. Rogers taught it clear and it helped me understand it more."

- **Math Scholar**

“

"I like going to tutoring class because I know more math than I used to."

- **Math Scholar**

Tutors Post-Session Survey Results

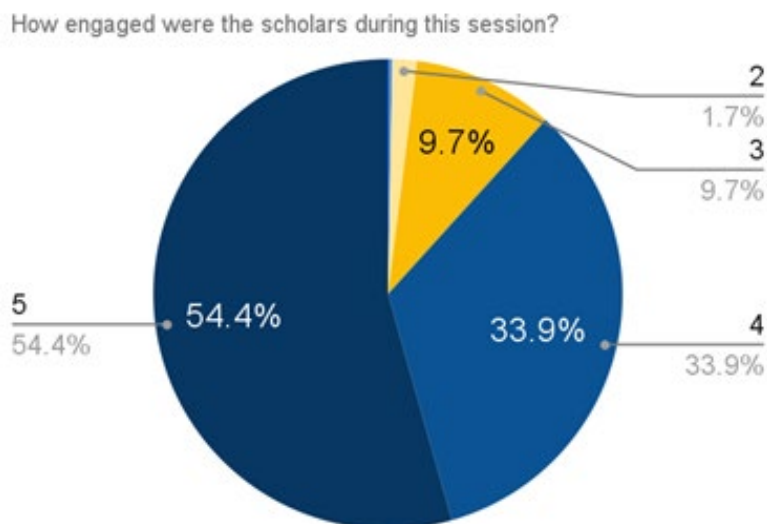
The following post-session results were collected through the operations platform, Tutor With Pearl. After each tutoring session, scholars and tutors completed short 5-question surveys. The tutor survey had the following questions:

- How engaged were the scholars during this session?
- How much did you enjoy the session with these scholars?
- How much do you think the scholars learned during this session?
- Overall, how did this tutoring session go?

18,999 surveys from 220 tutors
over 20 weeks of programming



Like scholars, tutors overwhelmingly viewed sessions positively. Ninety percent enjoyed the sessions with scholars, and large majorities believed the scholars were quite or extremely engaged, believed scholars learned “quite a bit” or a “tremendous amount,” and that overall the tutoring session went quite or extremely well.



Post-Program Survey Results

Scholar Satisfaction

Scholars in grades k-8 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. These surveys were conducted by NJTC.

Math

There were 1,677 scholars that completed a post-program survey. Among them:

- 97% enjoy working with their tutor;
- 91% like participating in the math tutoring program;
- 84% of scholars enjoy learning more now than they did before tutoring started;
- 82% of scholars think they will participate more in math class after tutoring;
- 82% think they could help their friends with math if they asked or needed it;
- 76% of scholars feel stronger doing math now compared to how they felt when tutoring started.



“Tutoring helped me feel unstuck with questions and I learned I needed to practice more. it was fun when we played games to learn and then we kept getting better at math. it was fun being with the tutor because the tutor slowed things down for me to learn.”

- Math Scholar



Literacy

There were 1,412 scholars that completed a post-program survey. Among them:

- 98% enjoy working with their tutor;
- 92% like participating in the literacy tutoring program;
- 85% of scholars enjoy learning more now than they did before tutoring started;
- 82% think they could help their friends with reading and writing if they asked or needed it;
- 81% of scholars think they will participate more in reading and writing class after tutoring;
- 78% of scholars feel stronger in reading and writing now compared to how they felt when tutoring started.



"I love the Literacy/English class. it is the best class ever. I feel VERY confident in sharing. If someone asked me to help them with their work in reading I would help them! I would participate in class more."

- Literacy Scholar

Scholar Voice



"I would add that my test scores and progress have improved in math and I can now participate with the lesson."

- Math Scholar



"I liked doing tutoring because it made me more confident. Now I raise my hand more because I know what I'm doing in class. It helped me understand everything on the test. I'm more focused and I don't mess up as much."

- Math Scholar



"When I started I did not want to read but now I want to read!"

- Literacy Scholar



"I like going to tutoring class because I know more math than I used to"

- Math Scholar

Tutor Satisfaction

In total, 140 Tutors completed a post-program survey. The survey results showed:

- 76% rank the likelihood they would recommend NJTC to a friend or colleague interested in education an 8, 9, or 10 out of 10.
- 95% agree that overall NJTC met their needs fairly well, very well or extremely well (63% agree that overall NJTC met their needs very well or extremely well).

“

“I love working for the NJTC. They are very good at communication, training, and supporting their employees.”

- **NJTC Tutor**

“

“NJTC excels in providing a nurturing environment where aspiring and experienced educators alike can unite as a community. This collaborative space is instrumental in fostering skill enhancement as someone who plans to work in education.” - **NJTC Tutor**

Onsite Leadership Satisfaction

In total 52 site leaders completed an end-of-year survey. This includes 19 instructional coaches, 15 site coordinators, and 18 dual-role site leaders. Site coordinators provided oversight at one to two program sites each and largely handled program logistics. The Instructional Coaches provided pedagogical support using a modified Danielson model. The Dual Role (SC/IC) performed both job duties for the smaller tutoring locations.

The evaluations showed positive responses across all categories and near unanimous agreement among onsite leadership staff that they believed they made a difference, grew professionally, and found their role rewarding.



Instructional Coach Satisfaction

Of the 19 instructional coaches that completed a post-program survey:

- 100% agreed or strongly agreed that they believe that they have made a difference;
- 100% agreed or strongly agreed that they have grown professionally;
- 100% agreed or strongly agreed that supporting the tutors was rewarding;
- 92% were satisfied or very satisfied with their role as an instructional coach;
- 85% agreed or strongly agreed that managing their coaching responsibilities was what they expected;
- 85% agreed or strongly agreed that communicating with their site team has been consistent; and
- 77% agreed or strongly agreed that working with the site staff was easy.

“

“It has been a wonderful experience working with these talented tutors and collaborating with the welcoming iLearn admin and teachers.

The tutors and students have grown so much, and I am honored to be a part of their development!” - **NJTC Instructional Coach**

“

“I enjoyed coaching, especially giving tutors ideas for instruction. They appreciated the feedback. Working with them was very rewarding.”

- **NJTC Instructional Coach**



Site Coordinator Satisfaction

Of the 15 site coordinators that completed a post-program survey:

- 100% agreed or strongly agreed that they believe that they have made a difference;
- 100% agreed or strongly agreed that they have grown professionally;
- 100% agreed or strongly agreed that supporting the tutors was rewarding;
- 90% agreed or strongly agreed that communicating with their site team has been consistent;
- 90% agreed or strongly agreed that working with the site staff was easy;
- 80% were satisfied or very satisfied with their role as a site coordinator; and
- 70% agreed or strongly agreed that managing their coaching responsibilities was what they expected.

“

“Initially, it was challenging, but as the program progressed, I thoroughly enjoyed my role as Site Coordinator as it related to the overall program.”

- NJTC Site Coordinator

“

“In the short period of time as a Site Coordinator I was able to work closely with the tutors to develop a number of challenging and interesting assignments for the scholars. Entering the tutoring sites I was able to observe very conscientious, thorough, and accurate tutors.”

- NJTC Site Coordinator



Dual Role- SC/IC Satisfaction

Of the 18 dual role site coordinator/ instructional coaches that completed a post-program survey:

- 100% were satisfied or very satisfied with their role as a site coordinator and 91% were satisfied or very satisfied with their role as an instructional coach;
- 91% agreed or strongly agreed that they believe that they have made a difference as a site coordinator and as an instructional coach;
- 91% agreed or strongly agreed that they have grown professionally as a site coordinator and as an instructional coach;
- 91% agreed or strongly agreed that supporting the tutors as a site coordinator and as an instructional coach was rewarding;
- 91% agreed or strongly agreed that communicating with their site team as a site coordinator and as an instructional coach has been consistent;
- 91% agreed or strongly agreed that working with the site staff as a site coordinator and as an instructional coach was easy; and
- 91% agreed or strongly agreed that managing their coaching responsibilities as a site coordinator and coach was what they expected.



"I was very blessed to have tutors who wanted to go as deep as they could with their instruction. It was in alignment with my core values associated with academic intervention and it increased our possibility to have a greater impact."

- Dual-role SC/IC



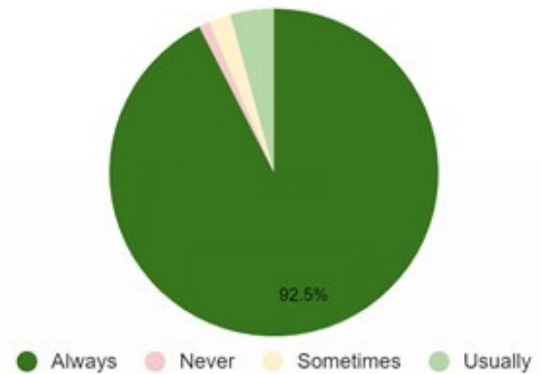
"I LOVE this job!!! Being in a learning environment is my second "home"! I love the problem-solving and diverse responsibilities of this position! Every day is full of new challenges and things to figure out. I have truly enjoyed creating my weekly (tentative-as things changed from day-to-day) schedule and the tutoring schedule, reviewing ADP timecards, meeting with our district coordinator and principals and NJTC staff during our trainings and meetings, and helping to make my team a valued asset in both of our sites." - **Dual-role SC/IC**

Program Partner Satisfaction

In total 93 program partners completed an end-of-year survey. This includes program directors, teachers, principals, and district administrators. The evaluations showed that program partners viewed NJTC staff professionalism, respect, and communications are strong, and that the program overall meets their needs, is one they would recommend, and positively impacts scholars' academic confidence. Specifically:

- 97% agree that NJTC staff professionalism is either outstanding, exceeds expectations, or meetings expectations;
- 92% agree that NJTC staff always treat them with respect;
- 90% agree that NJTC communications with them is either outstanding, exceeds expectations, or meetings expectations;
- 90% agree that overall NJTC met their needs fairly well, very well or extremely well (70% agree that overall NJTC met their needs very well or extremely well);
- 88% are very likely or extremely likely to recommend NJTC to an organization in need of tutoring services; and
- 85% agree or strongly agree that after participating in this program, their scholars are more confident in math and/or literacy.

NJTC's Level of Respect



Partner Voice

“

“High-quality and engaging small group instruction. Positive relationship building with students and staff.”

- **District Administrator,
Hudson Elementary**

“

“NJTC was very transparent and worked well with staff members to meet the needs of different teachers.”

- **School Principal, Hamilton
Township School District**

“

“NJTC was a reliable and helpful program to offer additional support to struggling students.”

- **Teacher, Hamilton
Township School District**

“

“I really love how prepared the tutors are, and how well they interact with the students. Having them use their own supplies and materials takes the stress off me as I have my own curriculum I am responsible for.”

- **4th Grade Teacher, East Greenwich**



Conclusion & Reflections

School Year 2023-2024 was both exciting and challenging for NJTC. Staffing over 80 locations and embedding the majority of tutoring programs during the school day were two major unprecedented changes to the program design. Despite the challenges experienced through the school year, NJTC was able to meet all of the organizational goals set at the beginning of the cycle. They achieved these goals while adhering to the original vision for every young scholar to have access to the academic and social/emotional support that they need in order to be successful learners. Building relationships (tutor and scholar, tutor and site leader, on site and Central staff, etc) remains a priority of utmost importance to ensure the success of their tutoring model.

NJTC Organizational Goals

- Grow impact, including impact on scholars, educator pipeline, and brand;
- Ensure long-term financial sustainability, increasing fees for service, philanthropic partners, diversifying Board, and improving cash position and modeling;
- Strengthen infrastructure, including platforms, partner experience, and organizational culture.

Through their annual End of Program evaluation process (as outlined in this report), NJTC was able to determine that their model is a good model. The following list is a sample of positive feedback received from all stakeholder categories for the 2023-2024 school year program:

- Scholar engagement - kids LOVED sessions;
- Flexible tutors and site leaders;
- Tutors making their own lesson plans/coming with materials prepared;
- Overall responsiveness to partner needs;
- Tutors come with their own supplies and materials;
- Making connections with the students and making engaging lessons;
- Supportive and encouraging environment.

Additional Operational Goals achieved during School Year 2023-2024

- Closely partnered with i-Ready's support team to ensure easy, timely, and consistent rostering; requested additional support to understand computer adaptive testing (CAT) and diagnostics, how they work, and how consistent pre and post testing is essential for integrity of growth data;
- Met in the Fall with program partners - districts, community organizations - to plan the coming program cycle and begin assembling rosters of scholars;
- NJTC added a new platform component, Tutor With Pearl, to track logistics like staff and scholar attendance, notes on lessons delivered and progress observed, and data on tutor performance;
- Continue to rehire high-quality staff at consistent locations to build on strong, existing relationships;
- Sought research partners that will enable the program to produce a wider body of research to help inform the field;
- Refined the training program, specifically to reinforce the value of a growth-mindset and continuous learning for all.

The following list is a sample of constructive feedback received from all stakeholder categories for the 2023-2024 school year program:

- Observing SC and IC to make sure they are performing their job duties effectively;
- Help tutors use manipulatives that are provided;
- More thoughtful scheduling of scholar sessions; grouping by skill and not just availability; support districts to ensure no scholar is being taken out of direct instruction in order to attend tutoring;
- Be selective with the sites that utilize Dual Role positions; separate trainings for this position;
- Improve asynchronous training sessions; more hands-on (in person) training in Pearl and iReady (ie. ability to try it during training);
- Improve communication and collaboration with classroom teachers; better align teaching practices, skills, strategies to the current school curriculum;
- EOY diagnostic testing not so close to (or after NJSLA).

While the NJTC prepares for the next School Year 2024-2025 cycle, the following steps will allow them to implement the above learnings:

- Program Managers will visit sites to make sure every site leader is performing all job duties as expected; hold site leaders accountable for tutor lesson plan and performance;
- Master Trainer role created to oversee improvements to training program; EdPuzzle videos created to review and prepare in advance of live training sessions; create additional opportunities for Site Leaders to receive hands on support with Pearl and i-Ready as well as manipulative support for tutors;
- Continue to 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;
- Program Team will continue to review the requirements of the locations that are requesting Dual Role site leaders; make sure small location with a maximum number of tutors to oversee;
- Continue to encourage direct and immediate collaboration with classroom teachers for embedded school day programs;
- In some locations, timing of the NJSLA overlapped with NJTC post-testing. NJTC asked districts to prioritize NJSLA. This is an issue that will be revisited in planning the school year 2024/25 program.





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TUTORING CORPS, INC.

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