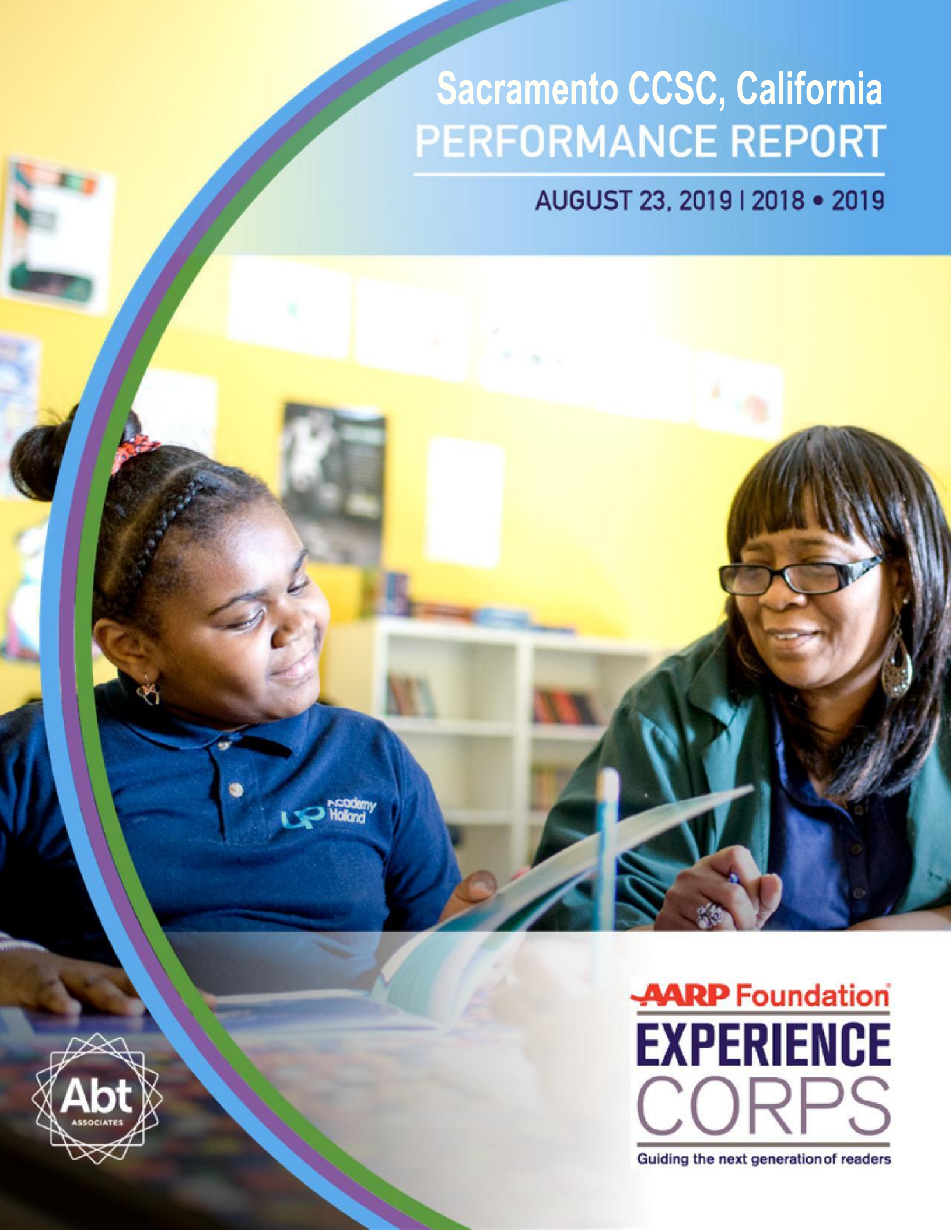


Sacramento CCSC, California PERFORMANCE REPORT

AUGUST 23, 2019 | 2018 • 2019



AARP Foundation
EXPERIENCE
CORPS
Guiding the next generation of readers

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Executive Summary

The AARP Foundation Experience Corps (EC) program places adults age 50 and older into elementary schools and afterschool locations to tutor students in reading and literacy. This report presents data for Sacramento CCSC, California schools that were collected using: (1) a pre- and post-tutoring assessment, which is completed by teachers or site supervisors for each student who received sustained tutoring; (2) a teacher/site supervisor program evaluation survey, which solicits input on the value of the EC program; and (3) a tutor survey, which captures the tutors' experiences. Records from the EC Salesforce database provide additional data about the number of students, teachers, and tutors who participate in the program as well as tutor time spent tutoring and types of tutoring.

Snapshot – Scope and Participants

- The EC program served 76 classrooms in 19 schools and afterschool locations in Sacramento CCSC, California.
- 636 students received 4,937 hours of tutoring from 57 tutors. 437 of these students received sustained one-on-one or small group tutoring during the school year.

Pre- and Post-Tutoring Assessments

In Sacramento CCSC, California, teachers or site supervisors completed both the pre- and post-tutoring assessment surveys for 279 students.

- 50% of students who were below grade level at the beginning of the year improved their reading and literacy performance by at least a half grade.
- 27% of students improved by one full grade level or more or were classified as on or above grade level by the end of the year.
- 23% of students were classified as on or above grade level by the end of the year.
- 43% of students who had previous attendance issues were rated as exhibiting improvement in attendance by the end of the year.
- 36% of students who had previously displayed disruptive behaviors were rated as exhibiting improvement by the end of the year.
- 77% of students who had received low ratings for one or more social and emotional indicators at the beginning of the year—concentration, motivation, self-confidence, or participation—received a higher rating at the end of the year.



Teacher/Site Supervisor Program Evaluation

74 teachers or site supervisors completed the Sacramento CCSC, California teacher/site supervisor program evaluation.

- 89% of respondents reported that the EC tutors had a moderate or strong influence on student reading and literacy performance.
- 94% of respondents reported that the EC tutors had a moderate or strong influence on student social and emotional indicators, such as motivation, concentration, participation, or self-confidence.
- 82% of respondents reported that the EC tutors had a moderate or strong influence on providing teachers or site supervisors with extra time to assist students who were struggling academically.
- 78% of respondents indicated that they were likely to request a tutor again next year.



Tutor Survey

50 tutors completed the Sacramento CCSC, California tutor survey.

- 100% of tutors reported that they were satisfied with the academic progress they made with students.
- 100% of tutors reported that they were satisfied with the relationships they had with the students they tutored.
- 100% of tutors reported that participating in the EC program helped them stay physically and mentally active.
- 98% of tutors reported that the program increased their sense of purpose in life.
- The Net Promoter Score, which indicates how likely tutors are to recommend the EC program to a friend, was 86.



EC Program Overview and Evaluation Methodology

AARP EC currently employs two specific tutoring strategies: sustained tutoring (either one-on-one or in small groups of 2 to 4 students) and literacy assistance.

- Tutors that use the **sustained tutoring strategy** work one-on-one or in small groups with students throughout the school year. On average, these tutors work with their students for 30 minutes per session, twice per week, with the goal of meeting for at least 35 sessions or until the student reaches benchmarks.
- For the **literacy assistance strategy**, tutors provide general classroom literacy support. They may work with different students in the classroom each day on a one-on-one, small-group, or whole-class basis. The literacy assistance strategy has no goal for a minimum number of sessions and progress relating to individual student goals is not tracked.

As part of a comprehensive and ongoing strategy to collect information about the program's implementation and influence, EC program staff members distribute electronic survey links to the participating teachers/site supervisors and tutors. The results of the following surveys are presented in this report:

Pre- and Post-Tutoring Assessment Surveys

Classroom teachers and site supervisors complete pre-tutoring assessment surveys for each student in their class at the beginning of the school year and post-tutoring assessment surveys at the end of the school year. The surveys ask about the performance of students who are served by the sustained strategy.



Teacher/Site Supervisor Program Evaluation Survey

All teachers or site supervisors who have an EC tutor serving in their classroom or afterschool program are asked to complete a teacher/site supervisor program evaluation survey at the end of the school year. This two-page survey asks respondents to rate EC tutors' knowledge and skills, as well as the influence EC tutors had on students' academic performance and engagement behaviors.



Tutor Survey

At the end of the school year, tutors are asked to complete a tutor survey to provide information about their participation in and satisfaction with the EC program.



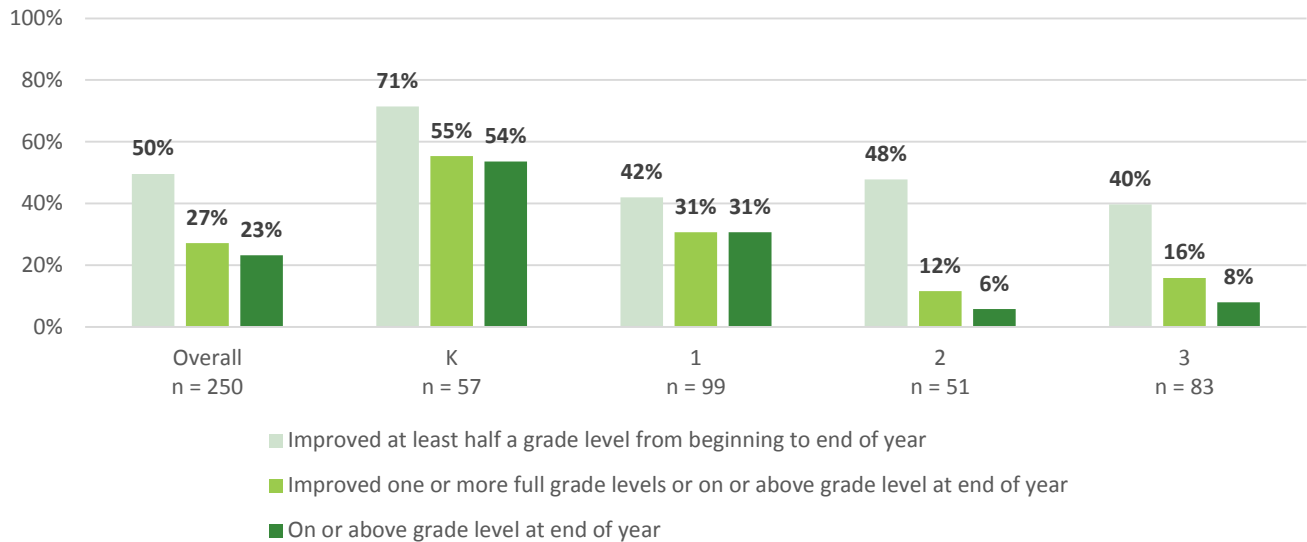
In the presented figures and appendices, we have only included data that represents ≥ 5 students, teachers, and tutors to protect participant privacy.

Reading/Literacy Performance

Figure 1 shows the changes in students' reading and literacy performance from the beginning to end of year. Teacher perceptions of tutors' influence on reading literacy are shown in Figure 2. Figure 3 shows how satisfied tutors were with the academic progress made by students.



Figure 1. Ratings of Student Reading and Literacy Improvements by Grade



Note: The analysis in Figure 1 includes only students who began the year below grade level and had ratings for both the beginning and end of the school year.



Figure 2. Teachers/Site Coordinator Ratings of Tutor Influence on Reading/Literacy

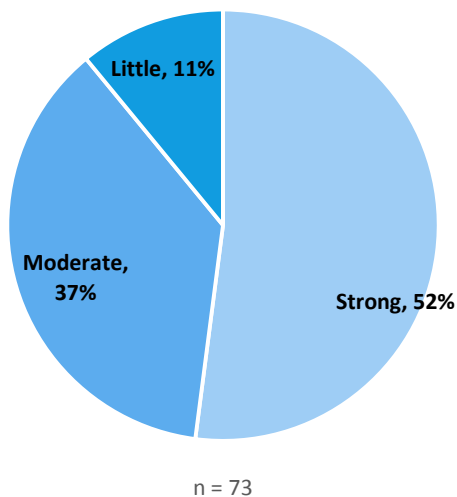
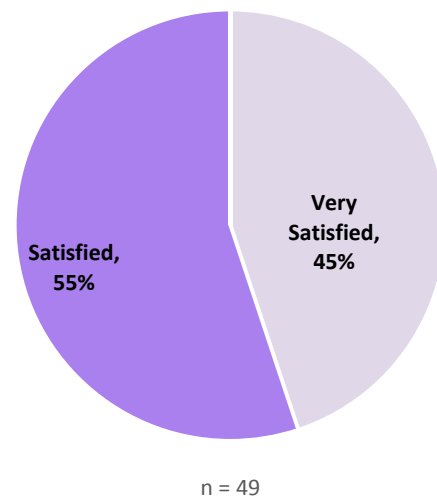


Figure 3. Tutor Satisfaction with Student Academic Progress



"I could see the light come on in their eyes. They were so proud of the way they read a sentence or remembered a tough word." – Tutor, Sacramento CCSC

Behavior/Social-Emotional Learning

Figure 4 demonstrates the improvements that students made in six domains of social-emotional learning (SEL) and behavior over the course of the school year. Figure 5 shows teacher/site coordinators' ratings of tutor influence on three specific behavior domains. Figures 6 and 7 present tutor satisfaction ratings on their behavioral progress and relationships with students.



Figure 4. Student SEL Behaviors

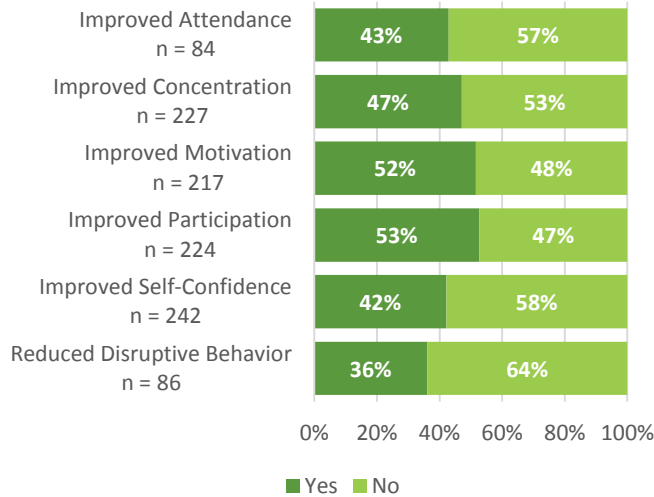
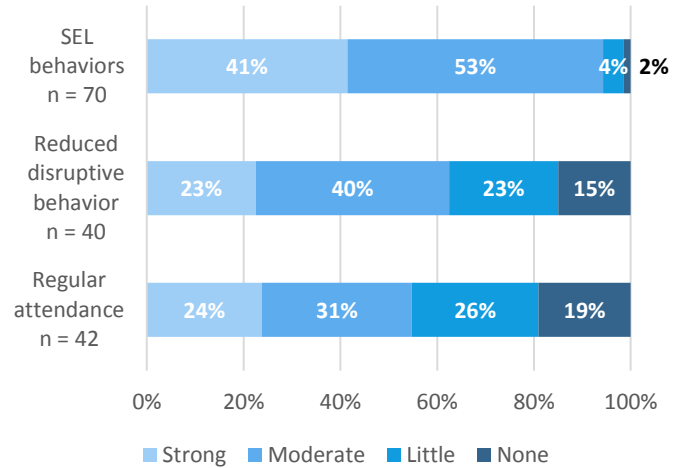


Figure 5. Teacher/Site Coordinator Ratings of Tutor Influence on SEL and Related Behaviors



Note: The analysis in figure 4 includes only students' who had ratings for both the beginning and end of the school year and were identified as needing improvement at the beginning of the school year.

Note: The SEL behaviors in figure 5 includes participation, motivation, concentration, and self-confidence.



Figure 6. Tutor Satisfaction with Student Behavioral Progress

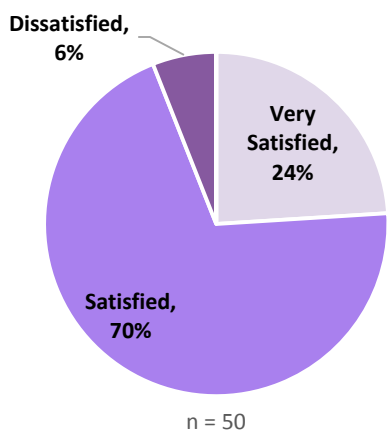
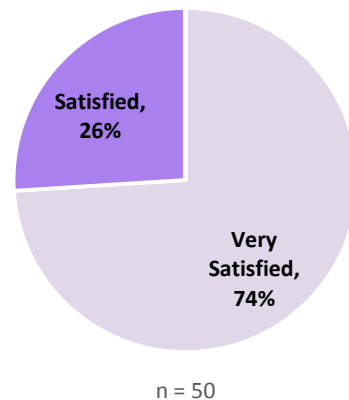


Figure 7. Tutor Satisfaction with Relationships with Students



"A group of students who are particularly distracted really benefited from dramatic reading of a book. They focused and really read well and even ACTED the parts (while still sitting in their chairs). They are natural extroverts!" – Tutor, Sacramento CCSC

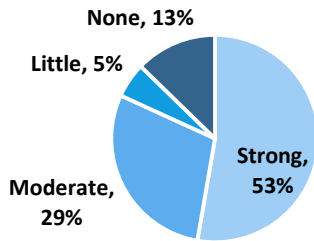
Program Quality

Figures 8 and 9 provide the teachers'/site coordinators' ratings of tutor influence on instruction and tutor skills. Figure 10 summarizes tutors' satisfaction with the EC program.



Figure 8. Teacher/Site Coordinator Ratings of Tutor Influence on Instruction

Providing you with extra time to assist students who were struggling academically
n = 55



Helping you to differentiate instruction for more students
n = 60

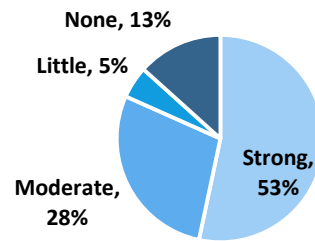
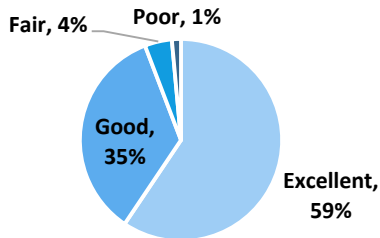


Figure 9. Teacher/Site Coordinator Ratings of Tutor Skills

Ability to address students' learning needs
n = 69



Overall quality of assistance
n = 70

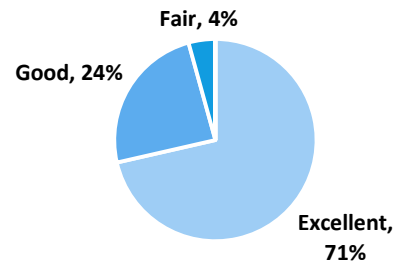
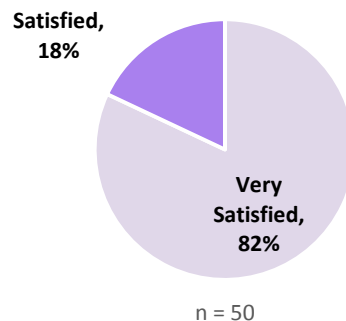


Figure 10. Tutor Satisfaction with the EC Program



Tutor Experience

Figure 11 presents tutors' ratings of the opportunities that EC has provided for them in six areas. Figure 12 shows tutors' satisfaction with the pre-service training that they received. Figure 13 shows tutor satisfaction with EC and the number of tutors who would recommend EC.



Figure 11. Tutor Reports of Opportunities Provided by the EC Program

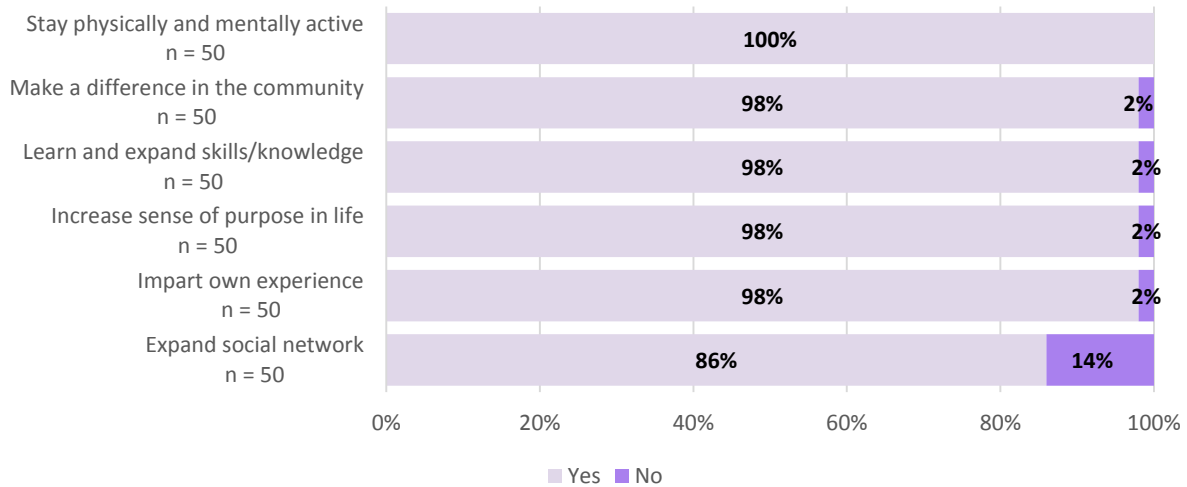


Figure 12. Tutor Satisfaction with Preparation from Pre-service Training

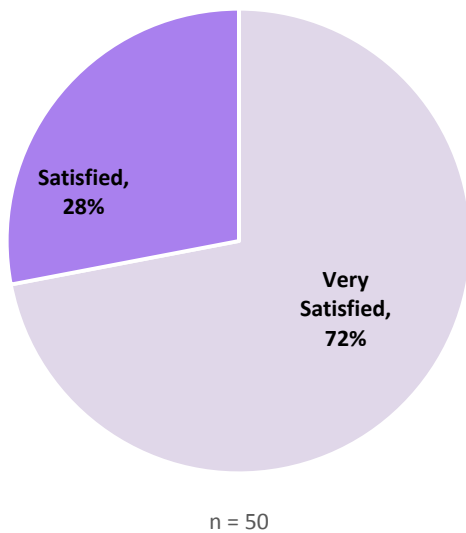
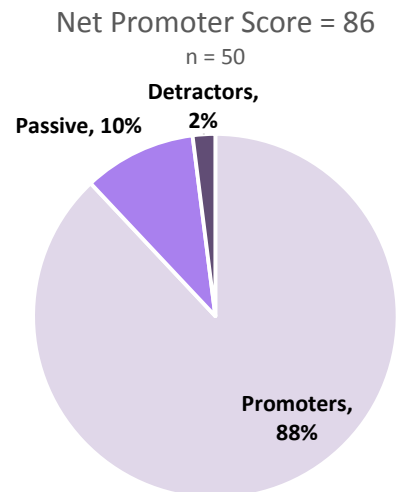


Figure 13. Tutor Likelihood to Recommend the EC Program



Note: In Figure 13, tutors rated the likelihood that they would recommend the EC program to a friend on a scale of 1 (highly unlikely) to 10 (extremely likely). The Net Promoter Score is the percentage of promoters (9-10) minus the percentage of detractors (1-6).

“One session out of the blue she announced how she had read and discussed one of the reader books with her Nana. It was incredibly reaffirming to realize the positive impact we have, even if we don’t always see the results immediately.” – Tutor, Sacramento CCSC

Appendices

Table A1. Pre-Tutoring Assessment (n=433)

Student Characteristics		%	n		
Grade	Kindergarten	25%	433		
	1 st Grade	29%			
	2 nd Grade	25%			
	3 rd Grade	21%			
Gender	Male	47%	433		
	Female	53%			
Race/Ethnicity	American Indian or Alaska Native	1%	433		
	Asian	22%			
	Black or African American	14%			
	Native Hawaiian or Other Pacific Islander	1%			
	White	9%			
	Multiracial	7%			
Hispanic/Latino	Yes	44%	421		
	No	6%			
	Maybe	0%			
	N/A	50%			
Eligible for Free or Reduced-Price Meals	Yes	68%	392		
	No	1%			
	Don't Know	31%			
Identified as English Language Learner	Yes	35%	412		
	No	61%			
	Don't Know	4%			
Reading and Literacy Performance at BOY		%	n		
Student's Overall Reading and Literacy Performance (Grade Level Proficiency)	2 or more grade levels behind	5%	341		
	1.5 grade levels behind	10%			
	1 grade level behind	37%			
	0.5 grade levels behind	39%			
	On or above grade level (proficient)	10%			
Social and Emotional Indicators at BOY					
	Very low	Low	Moderate	High	n
Participation	4%	27%	48%	21%	342
Motivation	1%	23%	52%	23%	341
Concentration	5%	30%	46%	18%	342
Self-Confidence	3%	24%	59%	14%	342

Table A2. Post-Tutoring Assessment (n=328)

Reading and Literacy Performance at EOY					%	n
Student's Overall Reading and Literacy Performance (Grade Level Proficiency)	2 or more grade levels behind				6%	326
	1.5 grade levels behind				10%	
	1 grade level behind				25%	
	0.5 grade levels behind				32%	
	On or above grade level (proficient)				28%	
Social and Emotional Indicators at EOY						
	Very low	Low	Moderate	High	n	
Participation	3%	15%	46%	36%	328	
Motivation	3%	10%	48%	40%	328	
Concentration	5%	17%	46%	32%	328	
Self-Confidence	3%	9%	61%	27%	328	
Tutor Influence						
	None	Little	Moderate	Strong	n	
Improving Student's Reading and Literacy Performance	2%	12%	40%	46%	307	
Improving Student's Social and Emotional Indicators (e.g., participation, motivation, concentration, self-confidence)	2%	14%	56%	27%	264	
Attendance and Behavior					%	n
Improved Attendance	Yes				11%	326
	No				15%	
	N/A				74%	
Reduced Disruptive Behavior	Yes				9%	327
	No				17%	
	N/A				74%	

Table A3. Teacher/Site Supervisor Program Evaluation Survey (n=74)

Classroom Characteristics					%	n
Grade of Students Served by EC Tutor	Pre-Kindergarten				0%	74
	Kindergarten				22%	
	1 st Grade				23%	
	2 nd Grade				27%	
	3 rd Grade				27%	
	4 th Grade				0%	
	5 th Grade				1%	
Tutoring Location of Students Served	A dedicated space in the classroom (push-in)				15%	74
	A dedicated space outside the classroom (pull-out)				68%	74
	Location space varies by day				1%	74
	After school				26%	74
					Mean	n
Number of Students in Classroom					22	73
Number of Tutors in Classroom					1	73
Program Perceptions					%	n
Benefit of Program for Participating Students	Not beneficial				0%	72
	Low benefit				3%	
	Moderate benefit				32%	
	Very beneficial				65%	
Likelihood to Request Tutor Next Year	Yes				78%	74
	Maybe				16%	
	No				5%	
Tutor Influence						
	None	Little	Moderate	Strong	n	
Improving Student Reading and Literacy Performance	0%	11%	37%	52%	73	
Increasing Student SEL Behaviors (participation, motivation, concentration, self-confidence)	1%	4%	53%	41%	70	
Improving Regular Student Attendance	19%	26%	31%	24%	42	
Reducing the Occurrence of Disruptive Student Behavior	15%	23%	40%	23%	40	
Providing Teacher with Extra Time to Assist Students Who Were Struggling Academically	13%	5%	29%	53%	55	
Helping Teacher to Differentiate Instruction for More Students	13%	5%	28%	53%	60	

Tutor Skills					
	Poor	Fair	Good	Excellent	<i>n</i>
Ability to Address Student Learning Needs	1%	4%	35%	59%	69
Ability to Communicate Effectively with Teacher	0%	8%	28%	64%	61
Overall Quality of Assistance	0%	4%	24%	71%	70

Table A4. Volunteer Tutor Survey (n=50)

Tutor Characteristics		%	n		
Race/Ethnicity	American Indian or Alaska Native	0%	50		
	Asian	6%			
	Black or African American	4%			
	Native Hawaiian or Other Pacific Islander	0%			
	Hispanic or Latino	4%			
	White	78%			
	Multiracial	4%			
	Other	4%			
Served in Program in Previous Year	Yes	40%	50		
	No	60%			
Years Served with Program	1 year	58%	50		
	2 years	36%			
	3 years	6%			
	4 years	0%			
	5 years	0%			
	6 years	0%			
	7 years	0%			
	8 years	0%			
	9 years	0%			
	10 or more years	0%			
Highest Level of Education	Less than High School	0%	47		
	High School Diploma or Equivalent	9%			
	College Degree	45%			
	Post Graduate or Professional Studies	47%			
Satisfaction with Program					
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	n
Academic Progress Made with Students	0%	0%	55%	45%	49
Behavioral Progress Made with Students	0%	6%	70%	24%	50
Relationship with Students	0%	0%	26%	74%	50
Guidance from EC Site Coordinators and Staff	0%	0%	24%	76%	50
Pre-service Training	0%	0%	28%	72%	50
Overall Quality of Training Sessions	2%	0%	26%	72%	50
Schedule this Year	0%	8%	28%	64%	50
Learning Opportunities Offered	0%	0%	32%	68%	47
Program Overall	0%	0%	18%	82%	50

Program Perceptions and Benefits		%	<i>n</i>
Opportunities Provided by Program	Expand your social network or relationships	86%	50
	Stay physically and mentally active	100%	50
	Make a difference in your community	98%	50
	Impart your own experiences	98%	50
	Increase your sense of purpose in life	98%	50
	Learn and expand your skills/knowledge	98%	50
Most Important Factors in Decision to Serve in Program	Desire to help children	96%	50
	Program was highly recommended	2%	50
	Desire to give back to the community	66%	50
	Desire to stay mentally and physically active	32%	50
	Other	4%	50
Likelihood to Recommend Volunteering to a Friend	1 (Highly unlikely)	0%	50
	2	0%	
	3	0%	
	4	0%	
	5	2%	
	6	0%	
	7	0%	
	8	10%	
	9	14%	
	10 (Extremely likely)	74%	