

Student Impact Case Study



Live, Online Instruction from State Certified Teachers



DUAL IMMERSION ACADEMY

The Dual Immersion Academy

The Dual Immersion Academy (DIA), a K-8 charter school in Salt Lake City, Utah, and a partner with the Utah State University, implemented an innovative program in the Winter/Spring of 2017 to provide intensive remediation for a group of GEAR UP students. DIA reached out to iTutor (<https://www.itutor.com/>) to design and implement two separate programs. iTutor provided access to its Virtual Classroom and matched its state certified teachers with DIA students for live, video-enabled online instruction. DIA provided Math and Language Arts topics each week to the iTutor teachers, who designed and delivered lessons to the students. DIA provided the computer lab and supervised student attendance and engagement.

In the first of two programs, and with support provided by the grant administrator at Utah State University, nine 8th grade students selected by DIA attended two, 45-minute after-school tutoring sessions each week for 13 weeks, totaling ten hours of one-on-one tutoring. Five students were tutored in Math and four in Language Arts.

The results were impressive. Using pre-pilot and post-pilot assessments conducted by DIA using the Adaptive Diagnostic Assessment of Mathematics test and the Diagnostic Online Reading Assessment test for Language Arts, most math students showed an average gain of one academic year and students tutored in reading showed an average gain of four months grade level equivalency.

Math

Four of the five students, as a group and individually, demonstrated improvement in math by almost three and half months in their grade level equivalency (GLE) when comparing pre-pilot to post-pilot GLE scores, after ten hours of one-on-one tutoring. The 5th student lost ground in GLE comparisons.

Based on the strength of these initial findings, DIA entered into a new service agreement with iTutor for that same school year (Spring 2017) to provide tutoring in Math and Language Arts for select 8th graders who were on the "bubble" of passing Utah's high-stakes test known as SAGE.

Middle school students received 12 hours of afterschool tutoring on a one to three basis, three days per week, for four weeks. The tutoring focused on Geometry and Algebra skills. Findings showed that 91% (21 out of 23) of students improved their 2017 SAGE math score over their 2016 score, Additionally, 52% (12 of 23) of students scored either Highly Proficient or Proficient in their 2017 SAGE math test.

By using Adaptive Diagnostic Assessment of Mathematics tests that were administered by school officials, 65% (10 of 15) of students made a .5 GLE (half of a grade level) increase or higher in their Geometry or Algebra skills. Twenty-five percent (4 of 15) of students made a full GLE (1.0 or more) grade level increase in Geometry or Algebra skills.

Language Arts and Spelling

The focus of iTutor's instruction, Language Arts and Spelling subtest scores, showed similar results. Three out of the four students improved as a group by more than a full GLE. A 4th student showed no change.

Based on the strength of these findings, DIA entered into a new service agreement with iTutor for that same school year (Spring, 2017) to provide tutoring in Math and Language Arts for select 8th graders who were on the "bubble" of passing Utah's high-stakes test known as SAGE. In addition, DIA made a presentation of these results to its GEAR UP peers throughout the State of Utah, completely independent of iTutor.

Summary

Five students were tutored in Math and four in Language Arts. The results were impressive. Using pre-pilot and post-pilot assessments conducted by DIA using the Adaptive Diagnostic Assessment of Mathematics test and the Diagnostic Online Reading Assessment test for Language Arts, most math students showed an average gain of one academic year and students tutored in reading showed an average gain of four months grade level equivalency.

Lessons Learned

- Before any sessions begin, make sure to test Wi-Fi connectivity, web-cameras, and microphones to ensure that operations run smoothly. Additionally, familiarize students with virtual classroom tools and the experience of interacting with their online tutor.
- Tutoring sessions were highly focused on specific skills gaps based on guidance from program staff.
- Pre- and post-assessments conducted by program staff enabled the demonstration of academic growth during iTutor's intervention.
- After-school tutoring classes need moderate staffing to ensure students settle in, log on, and are focused on their online instruction.
- Modest (less than \$10 value) incentives to recognize student attendance and engagement are helpful, especially when the students help design the incentive program.
- Program staff needs to track student attendance (which iTutor can help with), hours of participation, and any missed sessions. If any sessions are missed, they should be re-scheduled in consultation with the student and their iTutor liaison.

"iTutor made it possible for us to have highly qualified tutors work with our students to build their skills. Our students loved being part of this program and are requesting it again this year"

— *Angela Fanjul, Executive Director of Dual Immersion Academy*

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