



Washington D.C. Public Schools TutorMate System Pilot Results Cluster 1, 2011-12

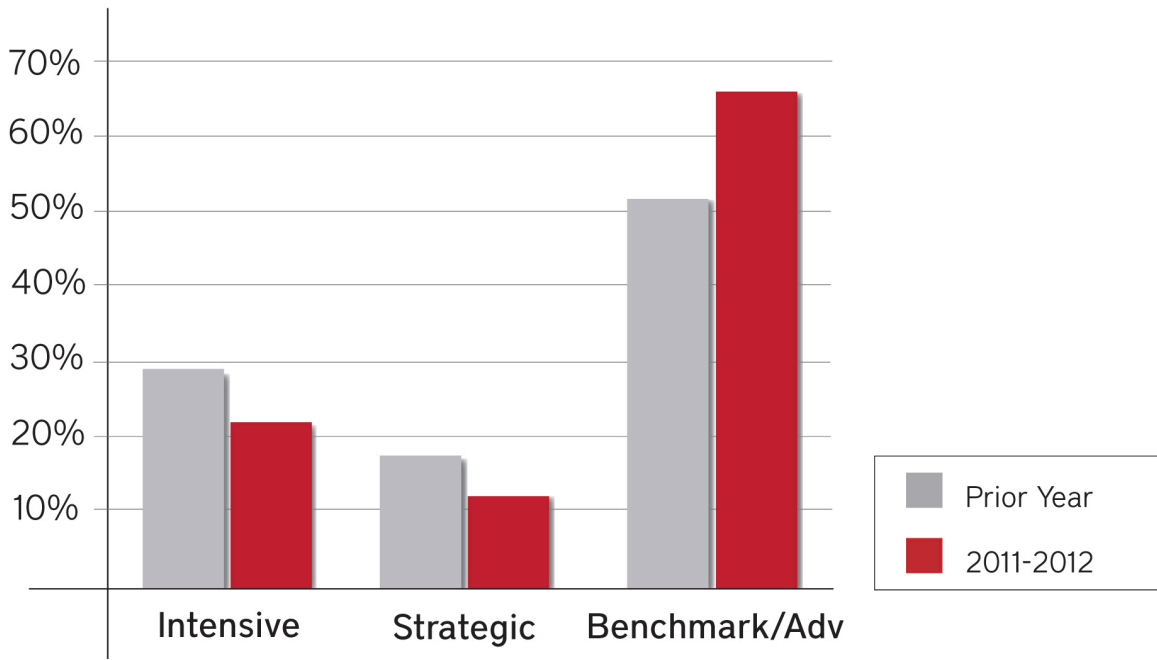
Executive Summary

In the prior school year (2010-2011), Innovations for Learning (IFL), an Illinois not-for-profit corporation, conducted a pilot of the TutorMate System in four schools in Cluster 1 of the DC Public Schools. On the basis of substantial reading score gains (from 16% benchmark/advanced the prior year to 49% benchmark/advanced in the six pilot classrooms in 2010-2011) the implementation of the TutorMate System was expanded to all first-grade classrooms in Cluster 1 for the 2011-2012 school year.

During 2011-12 all first grade classrooms in Cluster 1 used the TutorMate System. By the end of the school year, 60% of the teachers were implementing the entire system with fidelity and without further support and monitoring, and 40% of the teachers were implementing the system with fidelity with continued support and monitoring. None of the teachers in Cluster 1 failed to implement the system with fidelity.

For purposes of evaluating the impact of our project, we utilized the District's own DIBELS and TRC testing, which is conducted for all first grade students three times per year. We compared the end-of-year scores for first grade teachers in 2011-2012 against end-of-year scores for 2010-2011, except where the teachers had participated in the pilot in the 2010-2011 year, in which case we used the scores in 2009-2010 as the prior comparison year. (Note that results from Kenilworth Elementary School were excluded due to a change in teacher mid-year). The results are summarized in the chart below:

Cluster 1 School Totals



The Cluster 1 Instructional Superintendent and participating principals and teachers concluded that the substantial gains in reading were significantly impacted by the TutorMate System. Specifically, they believe that the TutorMate System increased teacher satisfaction with teaching, teacher competency in small group instruction, and student engagement.