Overview

- In the 2020-2021 school year, AKR moved quickly to offer its in- and out-of-school trainings and tutoring programs, traditionally delivered in one-on-one in-person settings, to the virtual environment.
- This new model offered the opportunity to expand the organization's geographic reach to serve more students outside of the central Arkansas area. However, since AKR did not have existing data sharing agreements with these students' home districts, and due to the severe disruption that resulted from the pandemic in public schools, AKR needed to implement a new method of student assessment in order to continue to measure its programmatic success.
- The organization chose to assess students' reading proficiency with the online platform MobyMax.

In-School Tutoring Program: Spring 2021

- AKR served a total of 28 students in the LRSD and HSSD through virtual in-school tutoring in spring 2021.
- The data show that 69% of students assessed read below grade level at the start of the tutoring program; 100% of these students demonstrated an increase in reading scores, and one student was found to have moved from below grade level reading to reading at grade level.
- The average percent increase was 22%, the equivalent of 5 months' growth in just 10 weeks of one-to-one tutoring with AKR's trained volunteers.

Out-of-School Tutoring Program: Spring 2021

- AKR served a total of 34 students in the spring 2021 out-of-school virtual tutoring program.
- Of the students who were assessed, 58% were found to read below grade level at the start of the program.
- At the end of the program, the data showed that 55% of students' scores increased; 45% of students' scores showed no change. Of those whose scores increased, the average increase was 35%, the equivalent of 8 months of reading level improvement in an average of just 7 weeks of one-to-one tutoring.
- A positive correlation was found between an increase in reading score and number of tutoring sessions attended, although the coefficient of 0.2 indicated that it was not a strong correlation.
- Three students' scores indicated that they went from reading below grade level to reading at grade level.