Mathematically Connected Communities - Mathematics Out of School Time Tutoring (MC2-MOST)
End of Year Evaluation Report
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Introduction

MC2 at New Mexico State University are providing teachers across the state with professional learning focused on "research based diagnostic assessments, learning progressions, and high-quality instructional tools in the form of Ready Set Math Curriculum." As part of this program, teachers are providing tutoring to their students in math. This report provides an overview of student math assessment changes during the second half of the academic year and summarizes the end of program teacher feedback regarding their Mathematics Out of School Time (MOST) tutoring experience. This is for the second year of the program – AY 2024-2025.

Approach

Forefront Math Assessments: Students had a numerical score and a corresponding proficiency level, ranging from Well Below Basic, Below Basic, Basic, and Proficient. Proficiency levels at the start and end of the spring semester were compared to assess changes. Results are broken down by grade level and demographic group. A total of 371 individual students had data across 382 assessment records. Note that only students who had a pre and post assessment for an individual test were included for this summary.

Teacher Surveys: Teachers participated in a survey at the start and end of the academic year. Both surveys asked about confidence they had in key areas related to the MOST program, and the end of year survey asked for feedback about what teachers enjoyed, what can improve, and if their students engaged in the tutoring. Only teachers who took both surveys (n = 29) are included in this summary.

Math Assessments

First, looking at proficiency across all students, more students ended the semester basic or proficient compared to the start of the semester, where several were well below basic or below basic. These positive shifts particularly held for first and second grade, with the majority of students ending the year at a proficient level on their assessment. All changes in proficiency levels can be found in Table One below, with a visual of these data in Figure One. Note that a few students had more than one grade level assessment and are included in each grade level results accordingly.

For each grade level, the corresponding assessments were all included in the results. Assessments included for each grade level are:

- First Grade: 1st Grade Universal Screener for Number Sense and Modified 1st Grade – Midyear
- Second Grade: 2nd Grade Universal Screener for Number Sense and Modified 2nd Grade – Midyear
- Third Grade: 3rd Grade Universal Screener for Number Sense, Modified 3rd Grade – Midyear, and Modified 3rd Grade – Spring

Grade Level	Total Number of Students	Time	Well Below Basic	Below Basic	Basic	Proficient
First Grade	68	Start of Semester	7 (10%)	**37 (54%)**	21 (31%)	3 (4%)
	68	End of Semester	0 (0%)	11 (16%)	16 (24%)	**41 (60%)**
Second Grade	101	Start of Semester	15 (15%)	**49 (49%)**	22 (22%)	15 (15%)
	101	End of Semester	3 (3%)	8 (8%)	27 (27%)	**63 (62%)**
Third Grade	213	Start of Semester	17 (8%)	**175 (82%)**	17 (8%)	4 (2%)
	213	End of Semester	1 (0%)	**96 (45%)**	92 (43%)	24 (11%)

Table One: Proficiency Level Changes - All Students
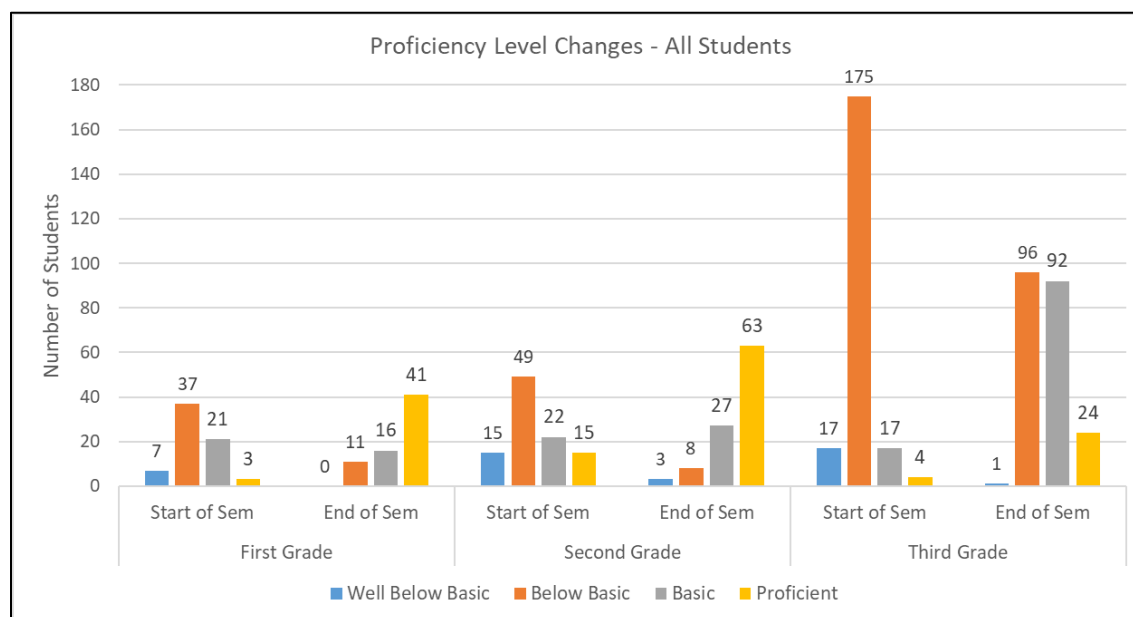

Figure One: Proficiency Level Changes - All Students

Results look at Hispanic and American Indian students next. Patterns for these groups generally mirror the results for all students, with more students ending the semester at a proficient level and few ending the semester at a well below basic or below basic level. As with all students, these results were particularly the case for first and second grade assessments. Proficiency levels for Hispanic and American Indian students can be found in Tables Two and Three below, with visualizations of these data in Figures Two and Three. For American Indian students, all grade levels were combined for analysis to preserve confidentiality.

Grade Level	Total Number of Students	Time	Well Below Basic	Below Basic	Basic	Proficient
First Grade	52	Start of Semester	5 (10%)	**28 (54%)**	16 (31%)	3 (6%)
	52	End of Semester	0 (0%)	8 (15%)	13 (25%)	**31 (60%)**
Second Grade	75	Start of Semester	10 (13%)	**39 (52%)**	19 (25%)	7 (9%)
	75	End of Semester	1 (1%)	7 (9%)	18 (24%)	**49 (65%)**
Third Grade	174	Start of Semester	14 (8%)	**140 (80%)**	16 (9%)	4 (2%)
	174	End of Semester	1 (<1%)	**76 (44%)**	**76 (44%)**	21 (12%)

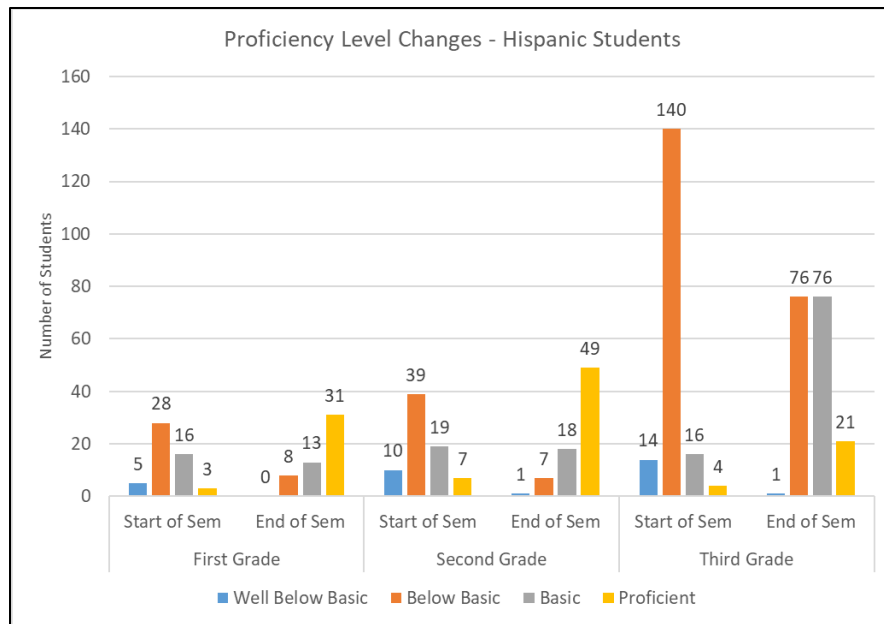*Table Two: Proficiency Level Changes – Hispanic Students*

Figure Two: Proficiency Level Changes – Hispanic Students

Grade Level	Total Number of Students	Time	Well Below Basic	Below Basic	Basic	Proficient
All Grades	26	Start of Semester	2 (8%)	**19 (73%)**	3 (12%)	2 (8%)
	26	End of Semester	1 (4%)	8 (31%)	7 (27%)	**10 (38%)**

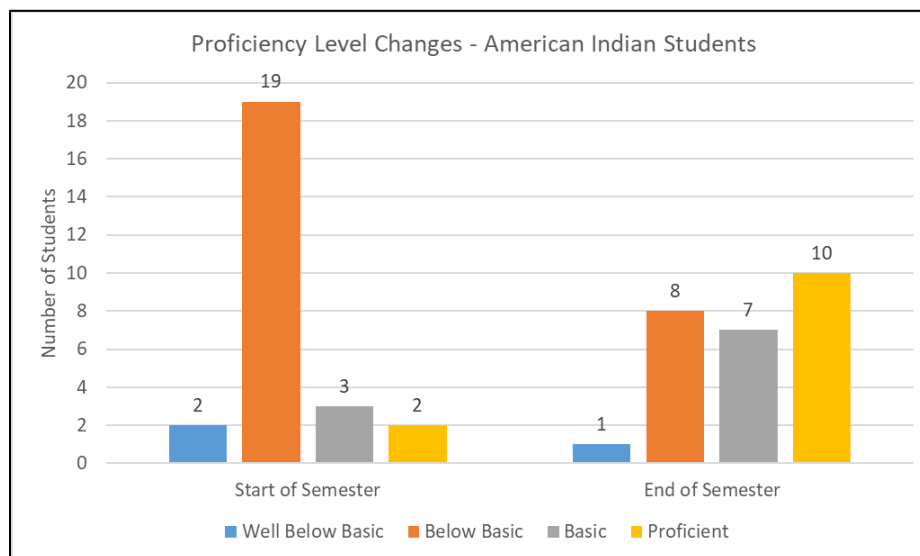*Table Three: Proficiency Level Changes – American Indian Students*

Figure Three: Proficiency Level Changes – American Indian Students

Teacher Surveys

Teachers were **asked to rate their level of confidence to succeed** in various areas related to the tutoring program. Overall, there was a positive shift in responses, with more teachers feeling extremely confident in the areas of focus. Most notably, teachers felt more confident using the Ready, Set, Math intervention and AVMR kits at the end of the year compared to the start of the year. All responses are in Table Four below.

	Time	Extremely Confident	Very Confident	Somewhat Confident	Slightly Confident	Not Confident at All
Using assessment data to make quick changes to math instruction with my students:	Pre	1	**15**	8	5	0
	Post	8	**18**	3	0	0
Using the Ready, Set, Math intervention approach with my students:	Pre	0	7	8	3	**11**
	Post	3	**23**	3	0	0
Using the Add+VantageMR© (AVMR) kit to assess my students in math:	Pre	0	8	7	4	**10**
	Post	8	**17**	4	0	0
Using tailored interventions to support student learning:	Pre	1	**14**	9	4	1
	Post	4	**20**	5	0	0
Adjusting my instruction based on student assessment results:	Pre	2	**16**	10	1	0
	Post	8	**18**	3	0	0
Knowing how to plan for small group math intervention	Pre	1	**11**	10	7	0
	Post	5	**18**	6	0	0

Table Four: Pre-Post Confidence

The next section of the survey pertained to **what areas teachers felt they improved the most and what about their work with the STEM center helped them improve.** Teachers described how they improved using intervention strategies such as Ready, Set, Math (RSM) and Add + Advantage MR(AVMR), along with adjusting their instruction based on student assessment data and using tailored interventions to support student learning. See below for example quotes:

- *I improved the most in using tailored interventions and adjusting my instruction. Prior, I knew my students had "gaps" but now I am able to find specific gaps to target and use the resources.*
- *I think I improved the most with using the AVMR kit to assess my students. The trainings that were given were very detailed and easy to follow. The hands on practice was very beneficial*

Additionally, teachers were asked if there **could be any improvements made so the professional development was more helpful**. Many responses noted that the sessions were helpful as designed, and among those who did offer feedback, some suggestions included areas such as having additional practice and time to explore the curriculum and materials provided and time to plan lessons with other teachers. See below for sample quotes:

- *I honestly don't know how the professional development could have been better. It was one of the best things I could have done as a teacher.*
- *I enjoyed the hands on approach that was used during the professional development. However, I would have liked more practice or guided practice with students before doing it independently.*

Moving along to the next section, **teachers were asked if they plan to continue using the Ready, Set, Math approach.** According to the results, almost all teachers responded with "yes" (n=28) while one responded with "possibly." Teachers were also **questioned about whether they plan to use the *AVMR for math* assessments in the future.** Similar to the previous responses, almost all teachers responded with "yes" (n=27) while one teacher responded with "possibly" (one did not respond). For those who responded with "no" or "possibly" to either question, they were **invited to briefly explain why they would not use the Ready, Set, Math or AVMR interventions.** Only one teacher provided a response and stated that they are still learning and growing.

The following section pertains to **whether monthly check-ins from the NMSU Team were helpful**, and most participants felt that these were very helpful (n=19). See Table Five for all frequencies.

	N*
Not at All Helpful	0
Slightly Helpful	0
Somewhat Helpful	9
Very Helpful	**19**
Extremely Helpful	0

Table Five: Helpfulness of Check-ins
*denotes missing response

In terms of **meeting frequency with the support team**, almost all teachers felt that they met the right amount (n=25). All responses are in Table Six below.

	N*
Yes- we should have met MORE often	1
Yes- we should have met LESS often	1
No- we met the right amount	**25**

Table Six: Frequency of Meetings
*denotes missing responses

When asked **how their students reacted to tutoring,** all the feedback from teachers was very positive. Most teachers mentioned that their students were engaged and enjoyed tutoring, and several stated that their students loved tutoring because of the math interventions. See below for sample quotes.
- *Students were engaged and happy to come! They had favorite games and enjoyed the hands on learning.*
- *They really enjoyed it. They would ask me daily if that was a tutoring day. For my students from my class it was fun/interesting to see them do math in other ways.*

In terms of **final comments**, most teachers provided positive feedback regarding their experience. Some common themes mentioned included gratitude for the opportunity, learning new skills to utilize with their students, and students' positive reaction to the program. A few teachers provided suggestions for program

improvement, including challenges with the schedule and time requirements. Example representative quotes are below.

- *I'm really happy to have been a part of this it was implemented in my class as well and made me more confident as a teacher.*
- *I am so grateful for this PD experience and feel like it has really helped me understand and recognize gaps in my students' mathematical understanding; it has also provided me resources and many different ways to address those gaps to improve my students' understanding of math*

Final Summary and Recommendations

Overall, student assessment results show a positive impact from participation in NMOST Tutoring, and teachers reported that they enjoyed their professional development experience. Based on a review of all data, the following recommendations were gleaned for program leaders to consider:

- **Positive Impact for Students:** Student math assessment proficiency levels improved from the start of the semester to the end of the semester, with many more students ending the semester at a proficient level on their assessment. These results held for demographic sub-groups of students as well. These data suggest this approach is working to impact student math test scores, and though the impact was also positive for third grade, the shift was not as strong as what was found for first and second grade. It would be worth looking at why this might be and if anything about that assessment or content needs additional preparation or time during the professional development.
- **More Time to Prepare:** Teachers enjoyed the materials they were given, and a number of them asked for more time to practice with these materials/tools and to also have time to prepare lesson plans for the classroom. Having additional time set aside for these purposes is advised in the future.
- **Follow Up:** As teachers begin the next academic year, if feasible, it would be helpful to follow up with them or have informal times when they can connect with the support team to see how any of these new tools/approaches are being used and if they still need assistance with any component. This does not need to be too time intensive, and it could also give teachers who are doing well with the approach an opportunity to share success stories and recommendations.