



*Presentation to the Board
Los Angeles Leadership Academy
May 19, 2022*

Vikram Akula, PhD
Founder & CEO

Alex Dardick
Student Success Lead

Tutorly has helped improve math scores at LALA

In '21-22, 142 students took 2,899 sessions (~20 sessions/student)

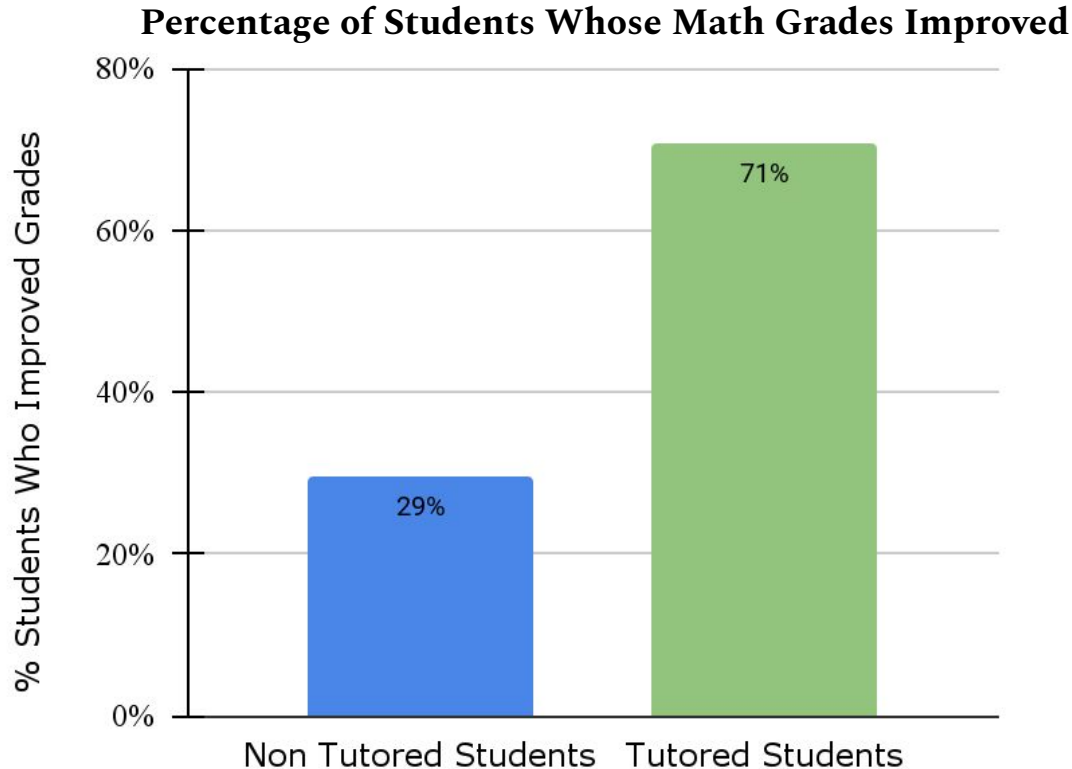
- ↑ A quarter of students increased their math grades by at least one letter grade—a 25% rise in GPA
- ↑ Assessment scores increased by 21%
- ↑ Tutored students improved performance on the MAP math exam
 - RIT score increase of 5.06 compared to non-tutored students who had a *decrease* of 0.16
 - Percentile increase of 5.40 compared to non-tutored students who increased only 0.18



**Tutorly has helped improve math scores at LALA
through 2,899 sessions for 142 students**

(charts and graphs)

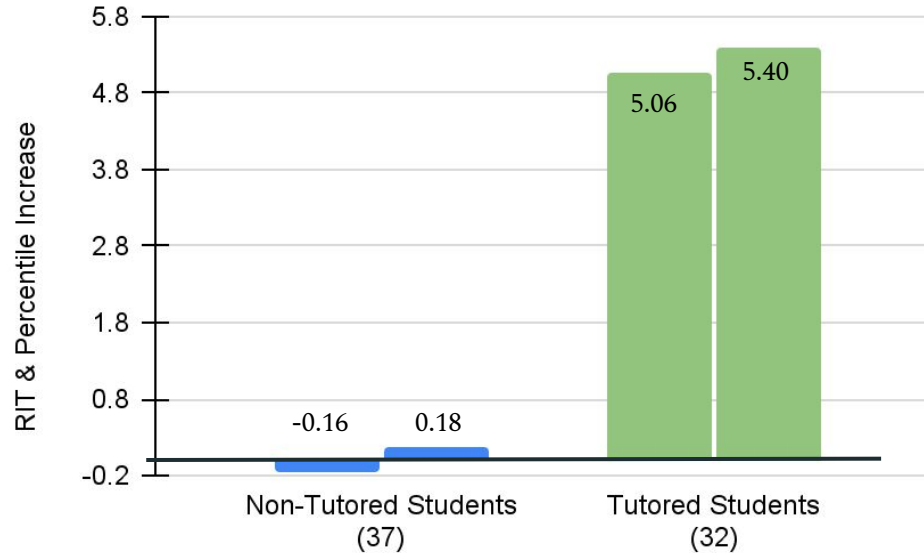
A higher % of tutored students improved math grades compared to non-tutored students



Nearly a quarter of students who participated in tutoring saw their math grades increase by at least 1 letter grade—a 25% rise in GPA

Tutoring at LALA was correlated with gains in MAP math scores and percentiles

Comparison of MAP Math Improvement from Spring '21 to Winter '22

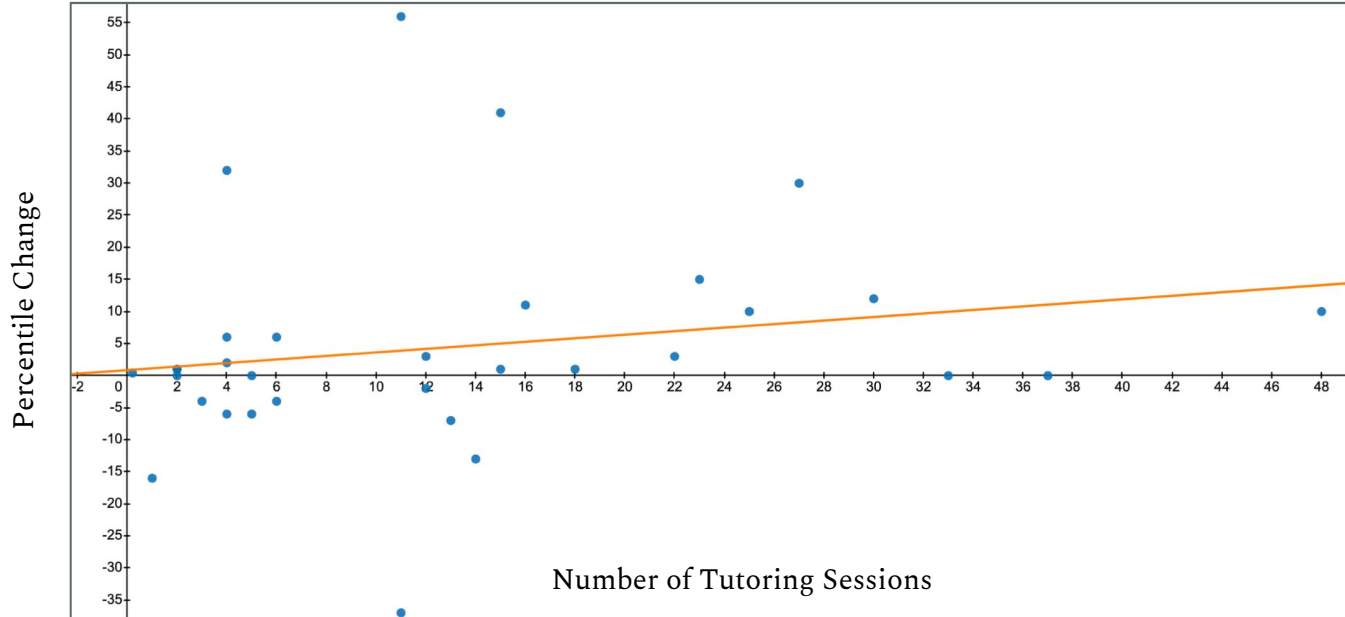


Explanation of MAP analysis in appendix

Note: RIT stands for Rasch UNIT and is a measurement scale developed to simplify the interpretation of test scores

MAP math percentile improved as a function of sessions tutored

LALA Student Percentile Improvement in Math Section of MAP exam

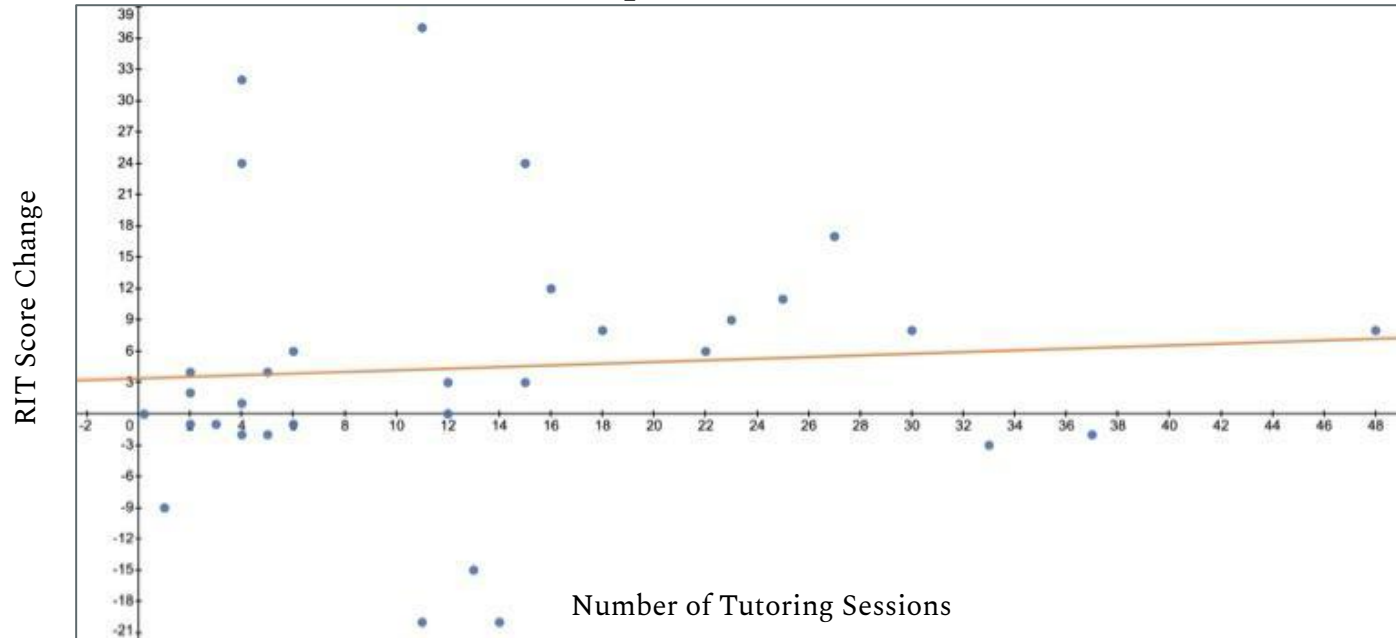


Explanation of MAP analysis in appendix

Each point on the graph represents the average increase in percentile (y-axis) for students who participated in the indicated number of tutoring sessions (x-axis). The linear regression equation is $Y = 0.2761 * X + 0.8637$.

MAP math RIT scores improved as a function of sessions tutored

LALA Student RIT Score Improvement in Math Section of MAP exam

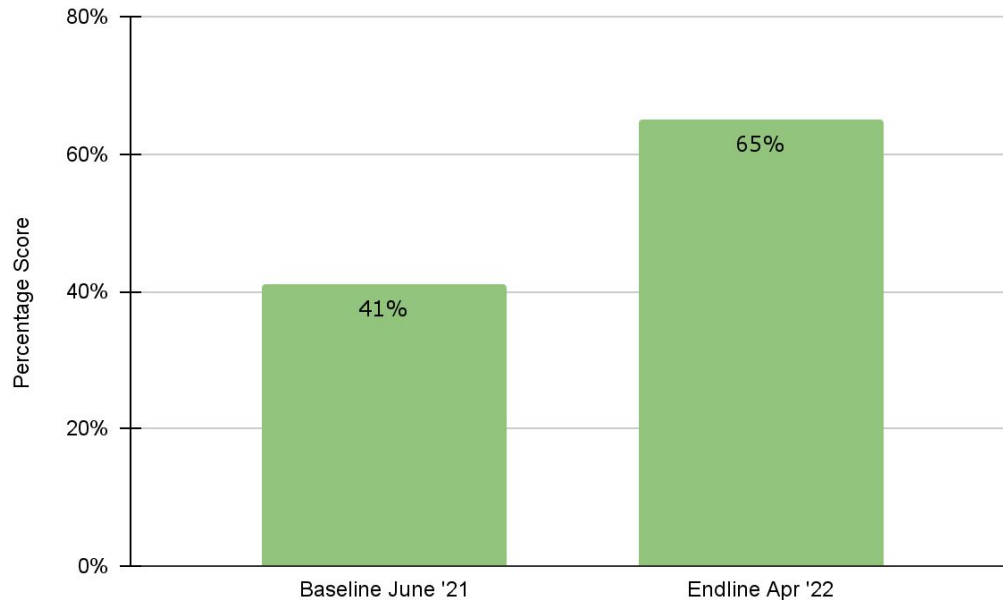


Explanation of MAP analysis in appendix

Each point on the graph represents the average increase in RIT score (y-axis) for students who participated in the indicated number of tutoring sessions (x-axis). The linear regression equation is $Y = 0.07966 * X + 3.397$.

LALA student performance improved by 21 percentage points

Math Assessment Results for Los Angeles Leadership Academy



Explanation of analysis in appendix

Supplemental College Counseling Services



- 106 sessions for 18 seniors who had a GPA of ≥ 2.5 , eligible to apply to the California State University systems
- Results
 - Private colleges – 2
 - University of California – 6
 - California State University – 5
 - Community Colleges – 3
 - Opted for the workforce – 2

A-G Completion Improvement Initiative



- Builds on 2021-22 work with a focus on 1-1 tutoring
- Budget of \$99,825 for 1,650 sessions for at-risk students
 - for A-G subjects
 - for college counseling

Tutorly's High Impact Tutoring

Tutorly uses high-impact online tutoring which research has deemed best-in-class



Key characteristics of high-impact tutoring:

- Tutoring materials aligned with school curriculum
- High frequency of sessions—3 or more sessions per week for 50 minutes each
- Consistent tutor in 1:1 sessions to build strong relationships between tutor and student
- Intensive training and oversight of tutors to ensure quality interactions
- Formative assessment to closely monitor student progress



Tutoring sessions are highly interactive



The screenshot displays the Acellus Learning System interface. At the top, it says "Acellus The Science of Learning" and "Problems View and Edit". The user is logged in as "Welcome, Vikram". The course is "Integrated Mathematics I - Credit Recovery - Semester 1". The lesson title is "Order of Operations". The learning objective is "By the end of this lesson, you will be able to evaluate mathematical ex...".

The main content area shows a math problem: "Evaluate the expression, if $x=12$, $y=8$, and $z=3$ ". Below the text is the expression
$$\frac{2xy - z^3}{z}$$
. The problem is submitted by "Sara Seerden".

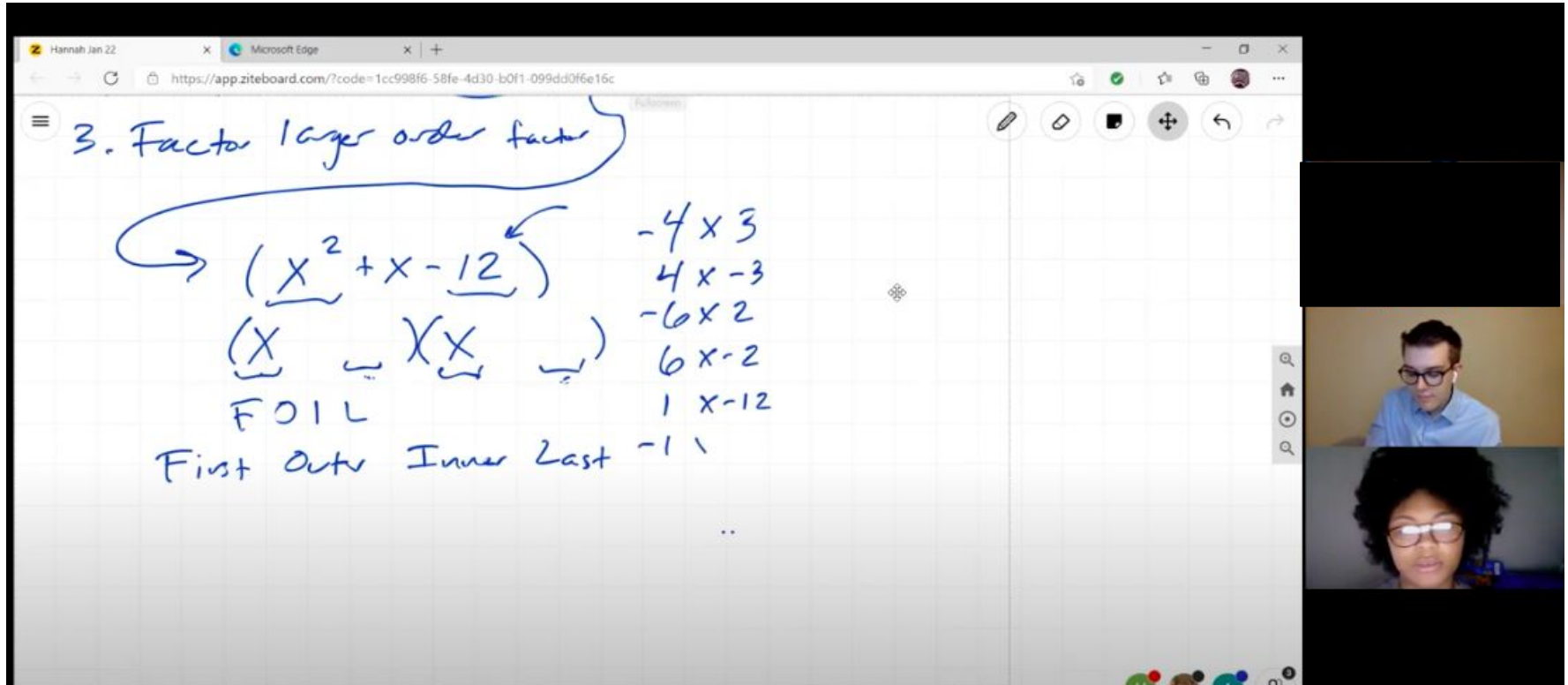
On the left, there is a sidebar with "All Problems" and "Problem Steps". Problem 8 is selected, showing the expression
$$\frac{2xy - z^3}{z}$$
. Problem 9 shows the expression
$$xy^2 + z^3$$
. Problem 10 is also visible.

At the bottom right, there is a video feed of a tutor, Benjamin Ryu. The system also includes options for "Specify Audio Clip", "Acceptable Answers", "Student Responses", "Help Problem", "Modern Graph Paper", "Instructive Problem", "Practice Problem", "Assessment Problem", and "Create Copy".

Tutors check for understanding at each step, ensuring student learning.

Click on the arrow for a link to 1-2 min clips of various tutors

Two-way whiteboard makes student and tutor feel they are in the same room



The screenshot shows a Zoom meeting interface. The main window is a whiteboard from the app 'ziteboard.com'. The whiteboard content is as follows:

3. Factor large order factor

$(x^2 + x - 12)$

$(x \quad - \quad x \quad x \quad - \quad 12)$

FOIL
First Outer Inner Last

-4×3
 4×-3
 -6×2
 6×-2
 1×-12
 $-1 \quad 1$

On the right side of the whiteboard, there are two video feeds. The top one shows a man with glasses and a light blue shirt. The bottom one shows a woman with glasses and dark curly hair. The Zoom interface includes a toolbar at the bottom with icons for mute, video, chat, and other controls.

Collaborative key takeaway closure exercise consolidates student learning

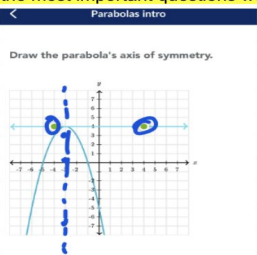
Tutor: Ben

- This document is a way to review what you learned and create your own study guide after each session
- In-session, please have a dedicated space to take **hand-written notes** :)

September 27

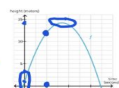
Whiteboard link

What were the most important questions we solved together?



Draw the parabola's axis of symmetry.

Kevin kicked a ball in the air. The function f models the height of the ball (in meters) as a function of time (in seconds) after Kevin kicked it.



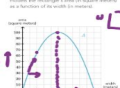
Which of these statements are true?

- The ball reached the ball from a height of about 7 m.
- The ball reached the ball from a height of about 12 m.
- The highest point the ball reached about 1.25 m above the ground.
- In its highest point, the ball was about 1.6 m above the ground.

@ 1 s, ball is 12 m high

$t \geq 0$

Kevin took a certain length of fencing to enclose a rectangular area. The function f models the perimeter (in square meters) as a function of the width (in meters).



Which of these statements are true?

- The area reached the ball from a height of about 7 m.
- The area reached the ball from a height of about 12 m.
- The highest point the ball reached about 1.25 m above the ground.
- In its highest point, the ball was about 1.6 m above the ground.

$$x = 0 \quad y = 0$$

What important math rules/concepts did we use?

- Parabola
- Vertex
- Axis of symmetry - dividing line between a parabola
- Open upward, open downward

Personalized homepages are a hub for student resources



Welcome, Adriana

View Your Key Takeaways

Tutorly
Adriana Lopez

• This document is a way to review what you learned and create your own study guide after each session in-session, please have a dedicated space to take **hand-written notes!**

• **What questions do you still have?**

• **What are questions/concepts from class th**

• **Remember to upload homework before each session by texting (947) 888-7044!**

Join Your Session: [Zoom Link](#)

Message the Tutorly Team or Your Tutor: (947) 888-7044

Homework Folder

Resources Folder

Session Recordings

Key Takeaway Adriana Lopez - Fall
Last modified by Louis Andre 2 months ago
[docs.google.com](#)

Time Table

Days	Time
Tuesday	8:00PM

COUNT 1

Key Takeaways

Easy-to-find Zoom link

24/7 H.W. & scheduling help

Student homework uploads

Tutor-shared resources

Session recordings

Schedule

24/7 text line provides help in real time



Mia

APP

11:56 PM

Even at midnight!

I need help using distributive property

F

Frank Serbeniuk 12:21 AM

OK. Give an example of a question.



Mia APP 12:22 AM

$7(3z+12)=?z+?$

Sent via zapier.com/app/editor/108798148#slack

F

Frank Serbeniuk 12:23 AM

OK. You will multiply the 7 times each thing inside the parentheses. What is 7 times 3z?



Mia APP 12:24 AM

21?

Sent via zapier.com/app/editor/108798148#slack

F

Frank Serbeniuk 12:25 AM

Almost. It's 21z.

The z doesn't disappear.

Next, do the 7 times the 12.



Mia APP 12:26 AM

Right

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But the z is already put on there

Sent via zapier.com/app/editor/108798148#slack

84

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Frank Serbeniuk 12:26 AM

Oh. You're just looking for the answer in front of the z. Then 21 is all you input.



Mia APP 12:26 AM

Yes

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Frank Serbeniuk 12:27 AM

Correct. 84 is the next thing for the next question.



Mia APP 12:27 AM

And 7 times 12 is 84

Sent via zapier.com/app/editor/108798148#slack

Okay thank you

Sent via zapier.com/app/editor/108798148#slack



Frank Serbeniuk 12:27 AM

The rule is that anything outside the parentheses (but right next to it) gets multiplied by everything inside.

Tutor Training

Highly selective tutor recruitment and rigorous training ensure high-quality sessions



- We find the best tutors
 - Tutorly identifies tutors through licensing access to a proprietary global database and then inviting the best tutors to apply
 - Tutors go through a rigorous application process, including proficiency tests, simulated sessions, and background check
 - Less than 5% of applicants are accepted
- We train to elevate their quality
 - 30+ hours of tutor training in pedagogy and ed-tech
 - Tutor training team regularly reviews sessions, providing detailed feedback for tutors

Eleven Tutor training modules (1 of 2)



<p style="text-align: center;">① The Tutorly Model</p> <ul style="list-style-type: none">• Video• Presentation• Tutorly Rubric• Post-Session Test	<p style="text-align: center;">② Tutoring Setup</p> <ul style="list-style-type: none">• Video• Presentation• Post-Session Test
<p style="text-align: center;">③ Your First Session</p> <ul style="list-style-type: none">• Video• Presentation• Relationship Building• Post-Session Test	<p style="text-align: center;">④ Tutoring Session Logistics</p> <ul style="list-style-type: none">• Video• Presentation• Tutor Timesheet• Tutoring Self-Reflection• Post-Session Test
<p style="text-align: center;">⑤ Making Students Independent Learners</p> <ul style="list-style-type: none">• Video• Presentation• Post-Session Test	<p style="text-align: center;">⑥ Closing the Session</p> <ul style="list-style-type: none">• Video• Presentation• Post-Session Test

Eleven Tutor training modules (2 of 2)



<p>⑦ Trauma-Informed Tutoring</p> <ul style="list-style-type: none">• Video• Presentation• Post-Session Test	<p>⑧ Behavior Management</p> <ul style="list-style-type: none">• Video• Presentation• Handling Difficult Tutoring Situations & Difficult Students (UCF Upward Bound)• Post-Session Test
<p>⑨ Meeting Students</p> <ul style="list-style-type: none">• Video• Presentation	<p>⑩ Bitpaper</p> <ul style="list-style-type: none">• How to Use Bitpaper• Best Whiteboard Practices
<p>⑪ ELD Training</p> <ul style="list-style-type: none">• Making Math Content Accessible to ELL's• Intro/Using Language to Support ELL's• Using Charts, Manipulatives, Visuals and Tech Tools to Support ELLs in Math• Scaffolded Instruction• ELL Support Resource Guide for Tutorly Math	

More details on our website

Contact Us

alex@mytutorly.com

818.324.0392

vikram@mytutorly.com

201.314.2464

Appendix

Explanation of MAP analysis (slides 5-7)



- Charts and graphs show improvement in student performance of LALA grade 9-11 students in the math section of Spring '21 MAP test versus the Winter '22 MAP
- Data includes only students who tested for both Spring '21 and Winter '22. Data does not include grade 12 students, since they did not take Spring '21 MAP. Data excludes one outlier who had a 61 RIT score increase and 83 percentile increase.
- From July 2021 until December 2021 (with the bulk of students commencing in September 2021), **the average number of sessions for tutored students was 14.3 which was correlated with an average RIT increase of 5.06 and an average percentile increase of 5.40**
- Non-tutored students included students with one or zero tutoring sessions because many students had at least one session, since a teacher had mandated an initial session for a homework assignment. So **the average number of sessions for non-tutored students was 0.24 which was correlated with an average RIT decrease of 0.16 (i.e., a and an average percentile increase of 0.18**

Explanation of Assessment Process (slide 8)



- To measure student progress, a subject matter expert designed pre- and post-assessments based on LALA's curriculum
- For more information, look at our assessment materials [here](#)
- Tutorly team proctored assessments using Imocha; see [here](#)
- Students increased scores on the assessments by 24 percentage points, as shown in the chart on slide 12