

# ACE: A Community for Education Evaluation Report



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The Meadows Center

FOR PREVENTING EDUCATIONAL RISK



# ACE: A Community for Education Evaluation Report

## **The Meadows Center for Preventing Educational Risk**

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# Executive Summary

This report is an evaluation of the A Community for Education (ACE) tutoring program for the 2012–2013 school year. More than 2,000 kindergarten through second-grade students at 22 different campuses in the Austin area received one-on-one literacy tutoring in either English or Spanish from a trained ACE tutor during the year. Twice as many students received tutoring in 2012–2013 than in 2011–2012. Students were screened three times a year and monitored weekly through fluency measures. Comparison students were the screened students who did not meet the criterion for participating in ACE tutoring. In addition, an anonymous survey was administered to teachers and principals on campuses ACE served and to ACE tutors.

Approximately two-thirds of kindergartners receiving ACE tutoring met established benchmarks by the end of the year. Similarly, nearly 70% of first-graders receiving tutoring in English and more than 80% of first-graders receiving tutoring in Spanish met benchmarks on nonconnected text fluency measures. On measures of oral reading fluency, which have higher cognitive demands, slightly less than half of first-graders and one-third of second-graders enrolled in ACE tutoring in either English or Spanish met end-of-year benchmarks.

On all measures at all grades, distinctions emerge between students who respond to treatment (students who meet end-of-year benchmarks) and students who inadequately respond to treatment (students who do not meet end-of-year benchmarks.) It is difficult to determine which students are likely to respond, based on a single screening score. The data suggest that students who respond to intervention are likely to have done so by the time they have received 30 lessons.

Results show that ACE tutoring had a significant impact on the reading growth of kindergartners who began tutoring in the spring semester and on first-graders who began tutoring in the fall semester. This finding is true for English and Spanish instruction.

Several recommendations arise from this evaluation.

***First, we recommend segmenting the initial training into several smaller sections spread out among the first weeks.*** This segmenting would reduce the number of tutors feeling overwhelmed and allow the ACE staff to focus the training more on specific areas of need.

***Second, we recommend that ACE focus its efforts on kindergartners during the spring.*** This focus would result in more accurate identification and service and would enable ACE to use existing resources to expand its focus on first- and second-grade students during the critical fall semester. Program data consistently show that first- and second-graders who are tutored and exited during the fall semester go on to achieve both middle-of-year and end-of-year benchmarks. Data for students who enter tutoring in the spring are much more variable. This change would likely please key stakeholders, as the majority of respondents for the teacher and principal surveys expressed the desire for the program to expand service to more children who struggle and those who struggle more significantly.

***Finally, we recommend that ACE establish a cut point for determining children's response to the intervention and re-evaluate and consider releasing from the program students who do not progress at a sufficient pace.*** The decision to exit students from tutoring should continue to be made on a case-by-case basis. However, ACE may want to adopt a general rule to exit from tutoring students who have not met or closely approached target benchmarks after a certain number of lessons, as continued tutoring likely will not make a difference. The threshold for the number of lessons may differ across grade levels.

# Background of ACE: A Community for Education

A Community for Education (ACE) is an AmeriCorps program that provides trained tutors for children in kindergarten to second grade in Austin-area schools. Specifically, during the 2012–2013 school year, ACE tutors provided one-to-one intensive bilingual literacy tutoring to students at Allison, Andrews, Brooke, Cook, Dawson, Govalle, Harris, Houston, Langford, Oak Springs, Ortega, Perez, T.A. Brown, Uphaus, Walnut Creek, Widen, Williams, Winn, Wooldridge, and Zavala elementary schools in Austin Independent School District and at Decker and Oak Meadows elementary schools in Manor Independent School District.

ACE tutors represent a variety of ethnicities and educational backgrounds, including recent college graduates and parents of students attending the targeted schools. Before the school year, ACE staff members train all tutors, and staff members support the tutors throughout the school year by providing onsite assistance, additional training, and supervision.

The goals of ACE are to do the following:

- Provide high-quality, research-based early literacy intervention to struggling readers in low-income elementary schools in Austin and Manor, Texas
- Empower families and the community to meet critical education needs of their students
- Inspire AmeriCorps members to a lifetime of service by providing a meaningful and productive experience

Founded in 1994, ACE is part of the Charles A. Dana Center, an organized research unit at The University of Texas at Austin. Although it is part of UT Austin, the Dana Center and ACE receive no funding from the university. ACE receives financial support from individuals and grants from foundations, communities, and governmental agencies.

## Evaluation Design

The evaluation of the ACE 2012–2013 program year answers the following 12 broad questions:

- Q1.** *How many central Texas schools and students did ACE serve in the 2012–2013 school year?*
- Q2.** *How many students returned to tutoring after exiting in 2012–2013?*
- Q3.** *How many students returned to tutoring after exiting in 2011–2012?*
- Q4.** *Did differences in student outcomes, as measured by benchmark measures, exist between schools?*
- Q5.** *Did the kindergarten students who received tutoring through ACE meet established benchmarks?*
- Q6.** *Did the first-grade students who received tutoring through ACE meet established benchmarks?*
- Q7.** *Did the second-grade students who received tutoring through ACE meet established benchmarks?*
- Q8.** *What was the average number of lessons students received overall?*
- Q9.** *What were the effects of the ACE reading intervention on the reading performance of kindergarten, first-grade, and second-grade low-achieving readers who entered the ACE program in the first semester?*
- Q10.** *What were the effects of the ACE reading intervention on the reading performance of kindergarten, first-grade, and second-grade low-achieving readers who entered the ACE program in the second semester?*



**Q11.** *What were teachers and principals' opinions of ACE in 2012–2013?*

**Q12.** *What were tutors' opinions of ACE in 2012–2013?*

## Assessment Data Collection

The assessment data listed in the table below were collected during the 2012–2013 school year. ACE tutors and/or staff members collected all student assessment data used for this evaluation.

Students were administered measures in either English or Spanish, depending on their language proficiency, as determined by their schools. Tutoring was then provided in that language.

**Table 1. Measures Administered in English**

Measure	Grade Level	Description
Letter Sound Fluency (LSF)	K	Measures the number of letter sounds students identify correctly in 1 minute
Dynamic Indicators of Basic Early Literacy Skills Next: Nonsense Word Fluency (DN-NWF)	1	Has students read simple nonsense words and measures the number of correct letter sounds (CLS) and whole words read (WWR) in 1 minute
DN: Oral Reading Fluency (DN-DORF)	1, 2	Has students read a passage leveled at the end of the grade level and measures the number of words read correctly in 1 minute

**Table 2. Measures Administered in Spanish**

Measure	Grade Level	Description
Medidas incrementales de destrezas esenciales: LSF (M-LSF)	K	Measures the number of letter sounds students can identify correctly in 1 minute
Fluidez en las palabras sin sentido (FPS)	1	Has students read simple nonsense words and measures the number of correct letter sounds read in 1 minute and words recoded
Fluidez en la lectura oral (FLO)	1, 2	Has the student read a passage leveled at the end of the grade level and measures the number of words read correctly in 1 minute

All measures were administered for benchmarking purposes three times during the school year: beginning, middle, and end—except for the first-grade DN-DORF and FPS, which were administered at only the middle and end of the year.

Students who were benchmarked, or screened, were put on a waitlist and ordered from highest to lowest scores. All students who scored below the beginning-of-year benchmark (see Table 3) were eligible to receive ACE tutoring services. Students who scored closest to, but still below, the benchmark were prioritized on the waitlist (and therefore enrolled in tutoring before students whose scores were the lowest on the benchmark measure).

**Table 3. Benchmark Goals**

Measure	Grade Level	Benchmark Goal		
		Beginning of Year	Middle of Year	End of Year
LSF	K	10	21	41
M-LSF	K	8	15	35
DN-NWF	1	27 (1 WWR)	43 (8 WWR)	58 (13 WWR)
FPS	1	50 (8 recodes)	70 (14 recodes)	90 (20 recodes)
DN-DORF	1	N/A*	23	47
FLO	1	N/A*	20	40
DN-DORF	2	52	72	87
FLO	2	45	55	65

\*These measures are not given to first-graders until the middle of the year.

ACE benchmarked all students in the schools to identify those who would benefit from treatment. For the 2012–2013 school year, students who did not qualify for ACE tutoring were considered to be in the comparison group for program evaluation purposes only. The benchmark data from the comparison students were used for the regression discontinuity analysis to evaluate treatment effects. Data were collected from comparison students who consented in Austin Independent School District; data were collected from all comparison students in Manor Independent School District, unless the students opted out. No demographic data were collected for the comparison students.

Alternative forms of the same measures were used for progress monitoring. ACE tutors progress monitored students weekly (typically on Wednesday) to ensure that they were making adequate progress.

When a student scored at or above a benchmark score and showed a consistent pattern of accelerated growth (three or more consecutive progress-monitoring scores above the aim line), the student could exit

the intervention program—provided the teacher, ACE tutor, and ACE supervisor all agreed. Students were then drawn from the waitlist to fill empty slots.

Students who exited were progress monitored for 3 weeks after exiting to ensure that they continued to progress without the intervention. All current and exited students were benchmarked at the middle and end of year to ensure that students who continued to struggle were re-enrolled in intervention, as space allowed.

In addition to the student data collected through benchmark and progress-monitoring measures, a survey was administered to all ACE tutors and the principals and teachers at the campuses ACE served. The surveys were administered online, and no identifying data were collected. The principal survey consisted of seven questions, 5 of which being open-ended. Thirteen principals completed the survey. The teacher survey asked six questions, 4 of which being open-ended. A total of 133 teachers completed the survey. The tutor survey consisted of eight questions, four of which being open-ended. A total of 56 tutors completed the survey.

# Evaluation Report

Evaluators from The Meadows Center for Preventing Educational Risk relied on ACE-collected benchmark, screening, and progress-monitoring data and data from anonymous surveys to answer the 12 evaluation questions for the 2012–2013 school year. Findings are reported for each question.

## **Q1. *How many central Texas schools and students did ACE serve in the 2012–2013 school year?***

In the 2012–2013 school year, ACE served 2,045 students in two districts and 22 schools. Slightly more than half of the students ( $n = 1,148$ ) received tutoring in English; the rest of the students ( $n = 897$ ) were tutored in Spanish. A total of 953 kindergartners, 591 first-graders, and 501 second-graders received tutoring. During the school year, 198 students were discontinued from tutoring due to withdrawal from school, behavior, or special education eligibility. Approximately 2% of the students ( $n = 42$ ) were identified as requiring speech and language services.

**Table 4. Student Totals, By School**

School	Students Who Received Tutoring
Allison	95
Andrews	90
Brooke	92
Cook	128
Dawson	34
Decker	102
Govalle	94
Harris	102
Houston	112
Langford	108
Oak Meadows	89
Oak Springs	74
Ortega	82
Perez	78
T.A. Brown	75
Uphaus	83

School	Students Who Received Tutoring
Walnut Creek	104
Widen	128
Williams	107
Winn	94
Wooldridge	105
Zavala	69

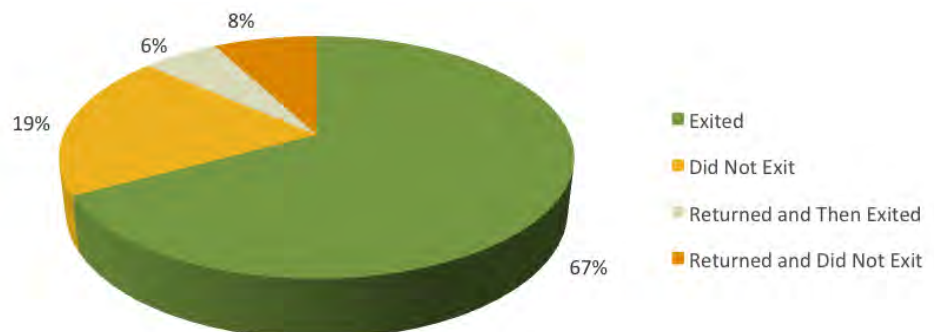
**Q2. How many students returned to tutoring after exiting in 2012–2013?**

**Q3. How many students returned to tutoring after exiting in 2011–2012?**

ACE's selection procedures (as previously described) were designed to ensure that students closest to achieving the benchmark were served before students performing well below the benchmark. This model of selecting and serving "bubble" students is based on the theory that these students will benefit more rapidly from an additional boost of intervention, so they do not continue to struggle and possibly fall further behind in the general education classroom. Ideally, these students require a less intensive session of intervention (as compared to their peers performing well below the benchmark at the beginning of the year) to score at or above the benchmark and will maintain these gains throughout the school year.

Data from 2012–2013 benchmark measures indicated that more than two-thirds of the students ACE served no longer required intervention services. These students will be referred to as "responders" throughout this report, indicating that the intervention was appropriate for these students.

**Figure 1. Types of Students, 2012–2013**



During the 2012–2013 school year, approximately one-quarter of the students, however, did not exit from tutoring or exited once during the year but returned to ACE tutoring and did not exit again. These students will be referred to as “inadequate responders,” as the data suggest that they did not respond to the intervention at the rate required to meet benchmark by the end of the year and/or were not able to maintain adequate progress without ACE intervention.

It is important to keep in mind that few students truly do not respond to intervention; rather, most students commonly referred to as “nonresponders” do respond to the intervention—just at an insufficient pace to reach a particular benchmark. Given ACE’s rolling start dates and waitlist procedures, it may be that several of the students who did not exit the intervention would have exited (by meeting a benchmark) if they had received more intervention (i.e., began intervention earlier in the year). Therefore, as opposed to “nonresponders,” this report will use the term “inadequate responders,” as we believe that it is a more appropriate term to classify these students.

A total of 249 students, or 13.5% of those who received ACE tutoring, exited in the 2012–2013 school year only to return. Of these returning students, 106 met standards and exited again by the end of the year; 143 returned but did not exit. The majority (71%) of students who exited and returned in the 2012–2013 school year were first-graders (see Figure 2); this finding may be due to the use of two different measures in first grade. A possible scenario has students meeting exit criteria on the nonsense word measures (DN-NWF and FPS) and then requalifying and returning to tutoring based on their scores on the connected text measures (DN-DORF and FLO).

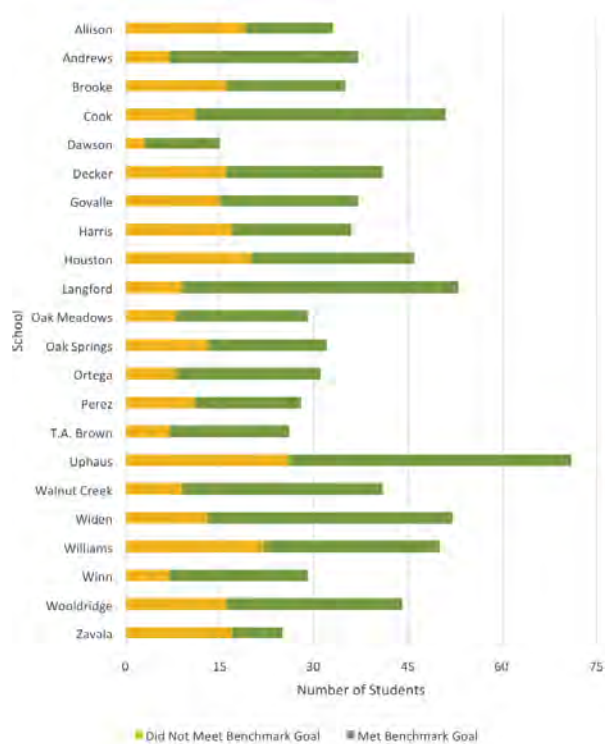
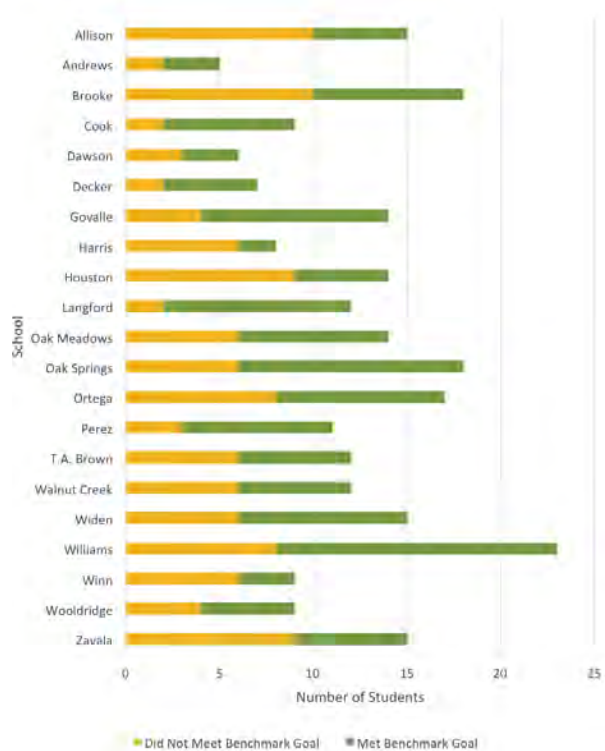
**Figure 2. Students Who Exited and Returned, 2012–2013**

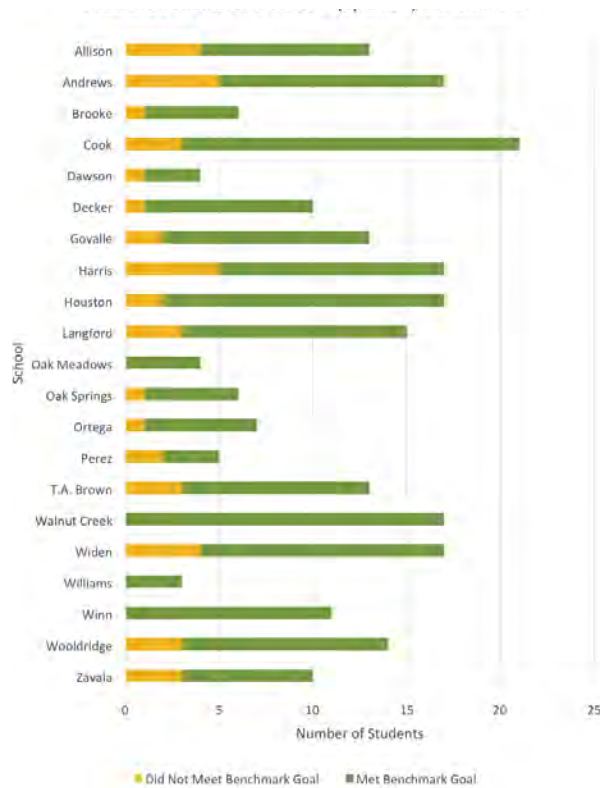
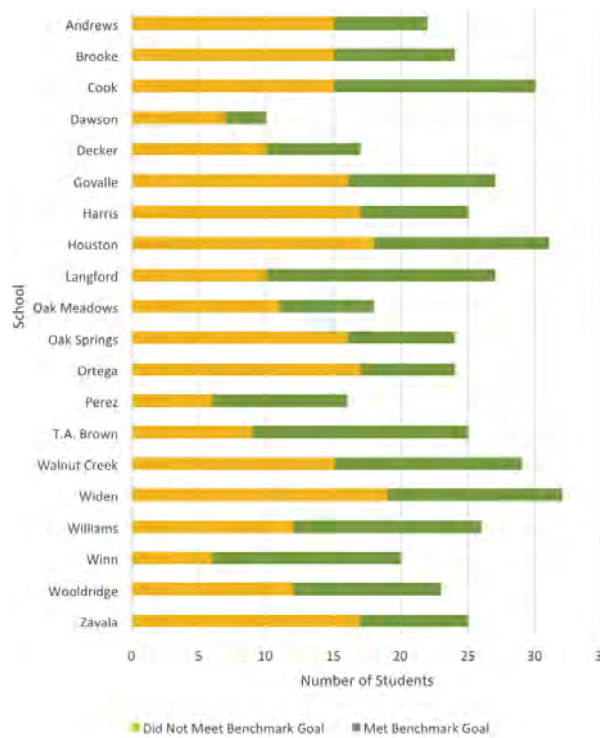
Of the students who received tutoring in 2012–2013, only 85 had exited in 2011–2012 and then returned in 2012–2013, indicating that although they met end-of-year benchmarks in 2011–2012, they did not meet beginning-of-year benchmarks in 2012–2013. Of the 85 students who returned, 59 met standards and exited at the end of 2012–2013; 26 did not. The fact that less than 10% of students who exited tutoring in 2011–2012 requalified for tutoring in 2012–2013 indicates that students who exit ACE tutoring typically maintain their gains in reading achievement and do not require additional assistance in future years.

**Q4. Did differences in student outcomes, as measured by benchmark measures, exist between schools?**

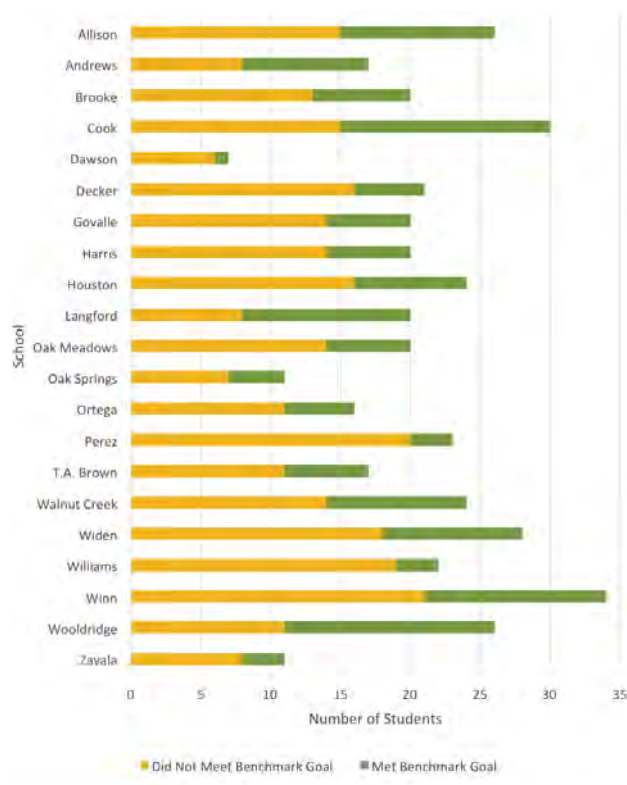
Figures 3 through 7 show the numbers of ACE students at each campus who met and who did not meet the end-of-year benchmarks at each grade level. The results for DN-NWF (English) and FPS (Spanish) are disaggregated; for all other measures, the results are combined at each grade level. Results for whole words read on the DN-NWF and recodes on the FPS are not included in this report, as the results mirrored the correct letter sounds results. ACE provided tutoring to only kindergartners at Uphaus, so Uphaus is not included in figures 4 to 7.



**Figure 3. Kindergarten: End-of-Year LSF (English) and M-LSF (Spanish) Benchmark****Figure 4. First Grade: End-of-Year DN-NWF CLS (English) Benchmark**

**Figure 5. First Grade: End-of-Year FPS (Spanish) Benchmark****Figure 6. First Grade: End-of-Year DN-DORF (English) and FLO (Spanish) Benchmark**

**Figure 7. Second Grade: End-of-Year DN-DORF (English) and FLO (Spanish) Benchmark**



Overall, these figures show that the campuses performed similarly, in terms of student outcomes. All campuses did better with kindergartners and first-graders on measures of letter sound fluency and nonsense word fluency; all campuses struggled more with helping first- and second-graders reach end-of-year benchmarks in oral reading fluency. These results are similar to those from the end of the 2011–2012 school year.

Figures 8 through 13 show the numbers of students who exited, by grade level at each campus. Although slight differences existed across campuses, overall, each school exited similar numbers and percentages of students at each grade level, and all campuses struggled with helping first- and second-grade students tutored in English exit from tutoring and achieve benchmarks.

Figure 8. Kindergarten: English

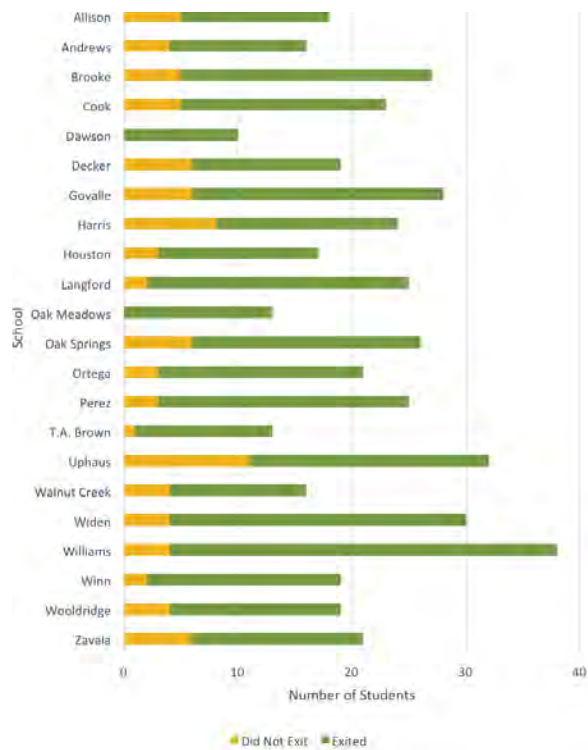


Figure 9. Kindergarten: Spanish

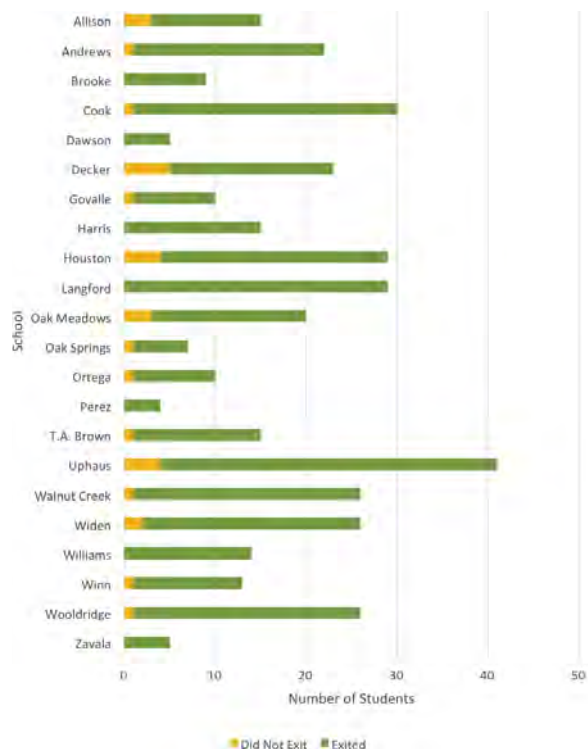


Figure 10. First Grade: English

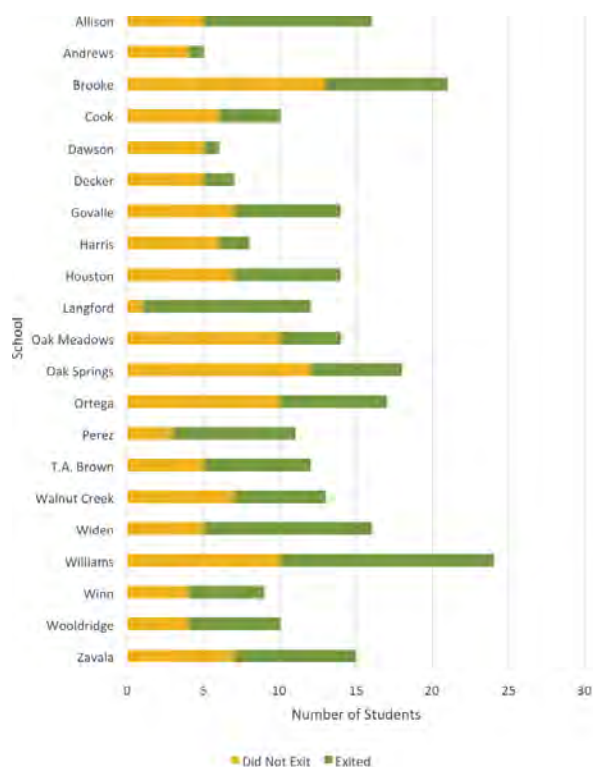


Figure 11. First Grade: Spanish

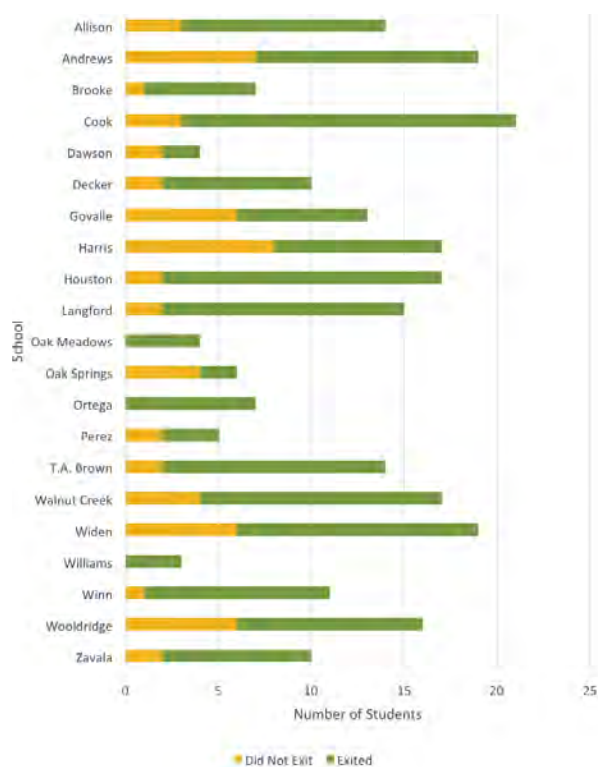


Figure 12. Second Grade: English

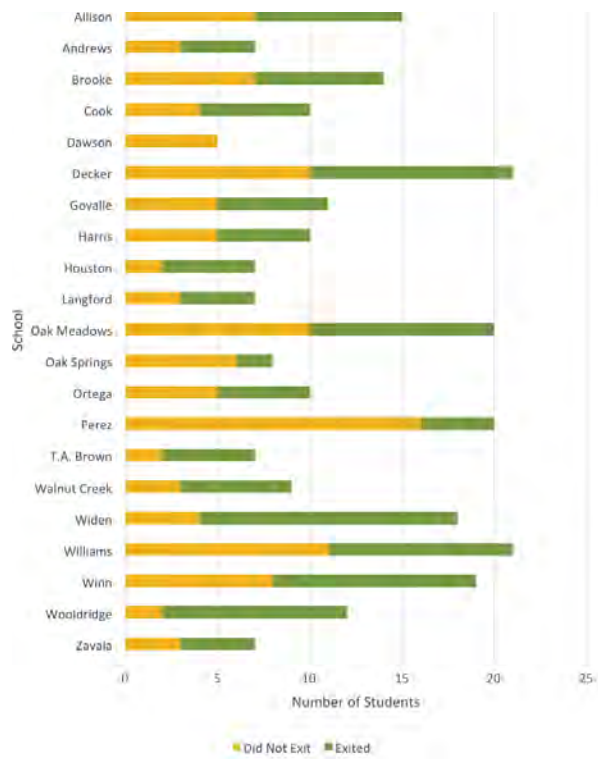
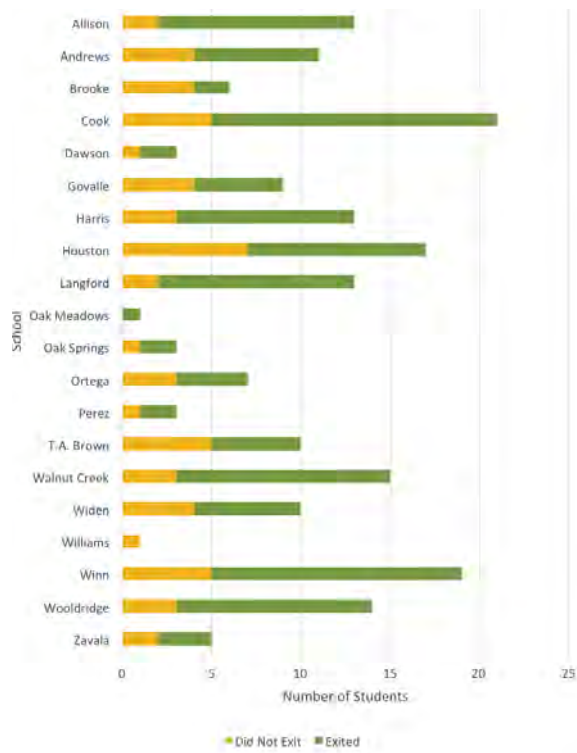


Figure 13. Second Grade: Spanish



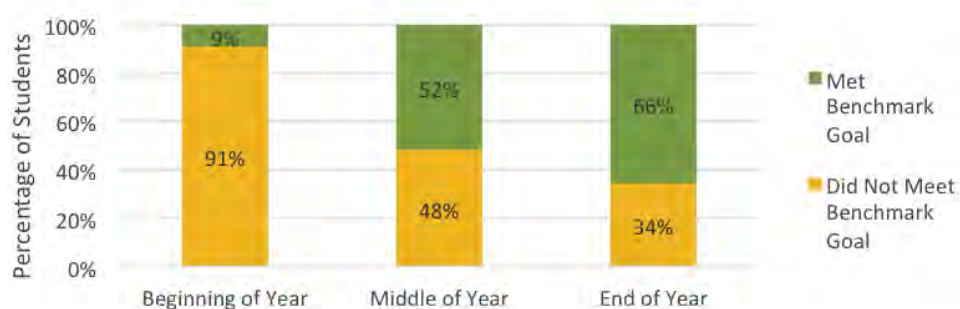
The overall lack of differences between campuses and tutors may suggest that ACE's training and supervision of tutors are consistent across campuses and that the intervention is consistently implemented across schools and tutors. This finding is similar to last year's results, which is notable, given the large expansion of ACE tutoring during the 2012–2013 school year.

**Q5. Did the kindergarten students who received tutoring through ACE meet established benchmarks?**

Kindergarten students are assessed with the LSF, a timed measure that requires students to correctly identify the sounds of given letters.

The end-of-year benchmark is 41 sounds correctly identified per minute for the English measure and 35 sounds correctly identified per minute for the Spanish measure. By the end of the 2012–2013 school year, approximately two-thirds of kindergartners receiving ACE tutoring met those benchmarks (see Figure 14). This percentage is slightly lower than the results from 2011–2012, when 72% of kindergartners met the end-of-year benchmark; however, given ACE's remarkable expansion in terms of number of campuses and students served, direct comparisons between student performance should be made with caution and only to look for general trends.

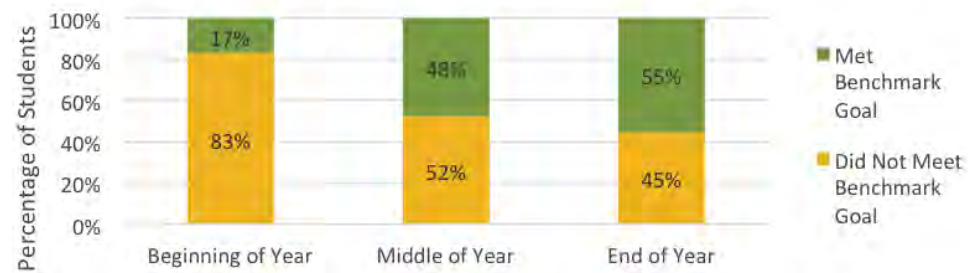
**Figure 14. Kindergarten: LSF (English) and M-LSF (Spanish) Benchmark**





**Q6. Did the first-grade students who received tutoring through ACE meet established benchmarks?**

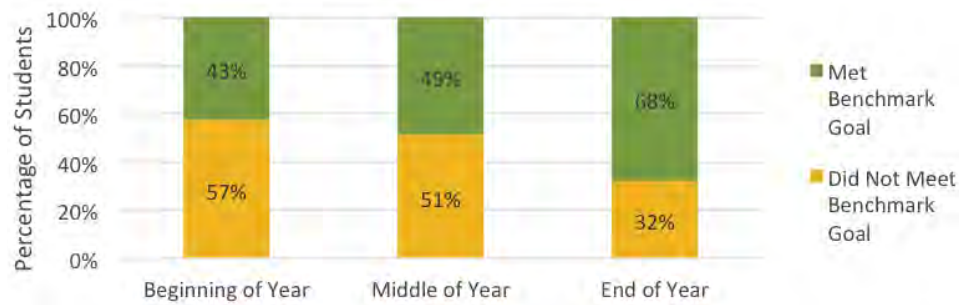
**Figure 15. First Grade: DN-NWF (English) CLS Benchmark**



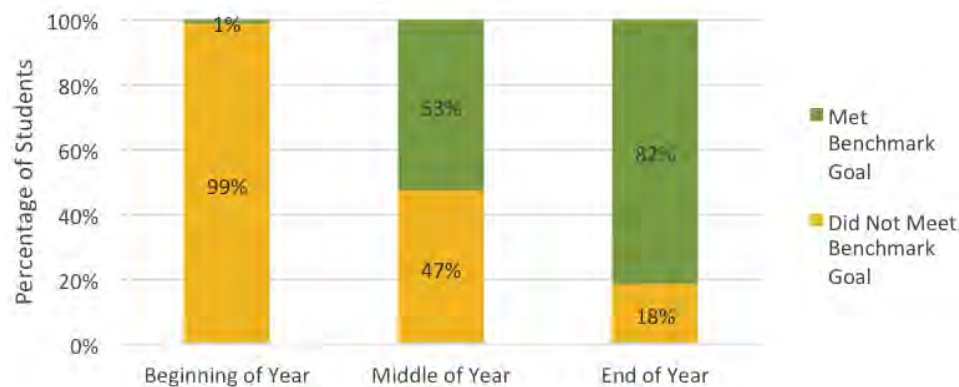
First-grade students receiving tutoring in English are assessed with the DN-NWF, a timed measure that requires students to read simple consonant-vowel-consonant combinations that are nonwords. This assessment measures early readers' ability to decode and blend regular sounds fluently and accurately, a foundational skill for reading and comprehending text. The end-of-year benchmark for the DN-NWF is 58 letter sounds correctly read per minute (CLS). By the end of the 2012–2013 school year, approximately 55% of first-graders receiving ACE tutoring in English met the DN-NWF benchmark (see Figure 15). A smaller percentage of first-graders met the benchmark on the DN-NWF in 2012–2013 than in 2011–2012; however, as previously discussed, these types of direct comparisons should not be made.

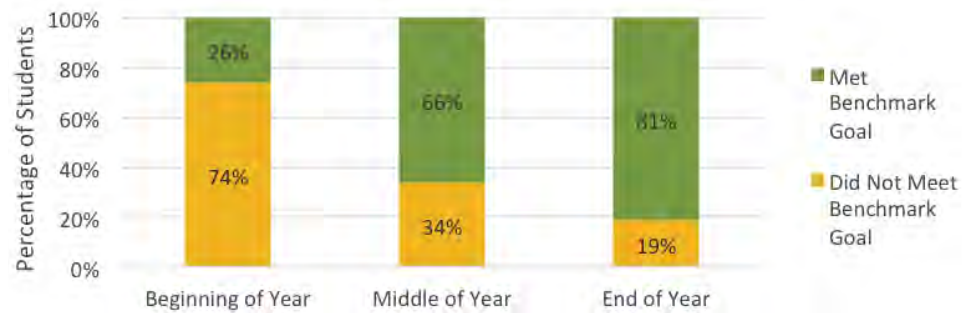
Another way to score students on the DN-NWF is to count whole words read (WWR). The argument for using WWR in addition to or in place of CLS is that the skills necessary to read whole nonsense words are more proximal to reading connected text than decoding each sound in isolation (CLS). WWR measures a more difficult skill (blending regular sounds) than CLS. The end-of-year benchmark for the DN-NWF is 13 WWR. Figures 15 and 16 show that more first-graders tutored in English met the WWR benchmark (68%) than the CLS indicator (55%).



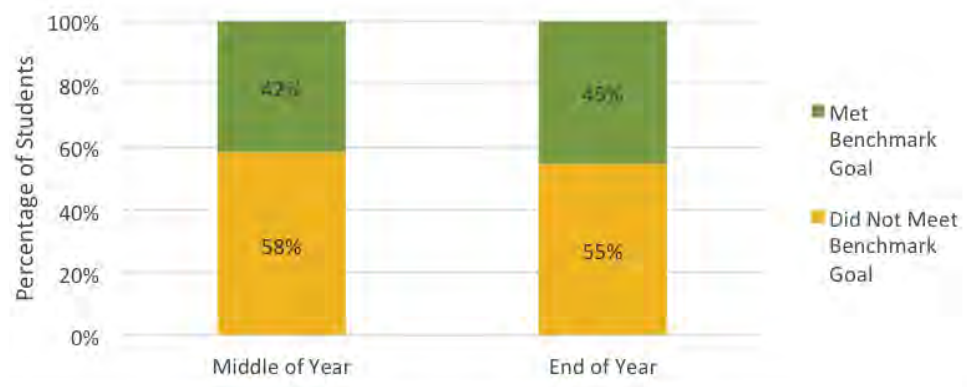
**Figure 16. First Grade: DN-NWF (English) WWR Benchmark**

First-grade students receiving tutoring in Spanish are assessed with the FPS, the Spanish equivalent of the DN-NWF. Similarly to the DN-NWF, two scoring methods exist: CLS and whole words read (for this assessment, known as “recodes”). The end-of-year benchmarks for the FPS are 90 CLS and 8 recodes. By the end of the 2012–2013 school year, approximately 82% of first-graders receiving ACE tutoring in Spanish met the CLS benchmark (see Figure 17). This percentage is almost identical to that of students who met the end-of-year recodes benchmark (see Figure 18).

**Figure 17. First Grade: FPS (Spanish) CLS Benchmark**

**Figure 18. First Grade: FPS (Spanish) Recodes Benchmark**

In addition to the nonsense word fluency measures, first-grade students were assessed with the DN-DORF (English) and FLO (Spanish) curriculum-based measures, which require students to read an end-of-grade-level passage aloud. Scores are based on the number of words read correctly in 1 minute. Oral reading fluency measures are administered at only the middle and end of the year in first grade. Students tutored and assessed in English are expected to read 47 words correctly per minute by the end of the year on the DN-DORF. Students tutored and assessed in Spanish are expected to read 40 words correctly per minute by the end of the year on the FLO. By the end of the 2012–2013 school year, approximately 45% of first-graders enrolled in tutoring met these oral reading fluency benchmarks (see Figure 19).

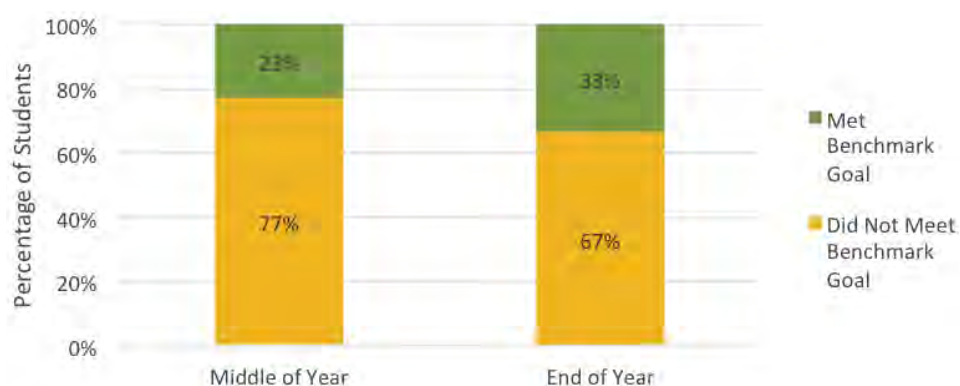
**Figure 19. First Grade: DN-DORF (English) and FLO (Spanish) Benchmark**

The discrepancy between the number of students meeting the benchmark on either the nonsense word fluency measures as compared to the number of students meeting benchmark on oral reading fluency

measures may be explained by a ceiling effect for the nonsense word fluency measures. Students typically plateau on these measures by March and do not continue to make significant gains. For oral reading fluency measures, students typically do not plateau in terms of scores, and the cognitive demands are significantly more complex (reading connected text, use of more complex phonetic patterns, and inclusion of phonetically irregular words.) Historically and across settings, it is not unusual to see similar results, where students perform better on assessments of foundational skills (such as the DN-NWF and FPS) than on measures of oral reading fluency (such as the DN-DORF and FLO).

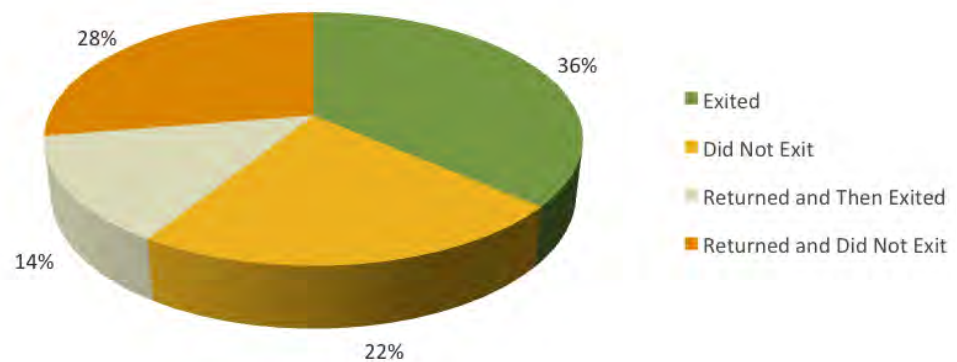
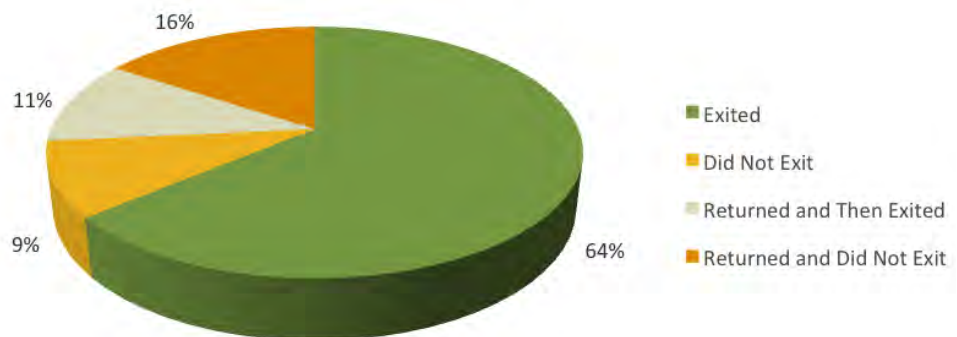
The percentage of first-graders meeting end-of-year benchmarks on the measures of connected text (DN-DORF and FLO) is similar to what was seen in 2011–2012. Interestingly, when the data are disaggregated by language of tutoring and assessment, differences between percentages of students meeting the end-of-year benchmark are found; these differences were not noted in 2011–2012. For the 2012–2013 school year, approximately one-third of first-graders tutored in English met the end-of-year benchmark (see Figure 20), and nearly 60% of first-graders tutored in Spanish met the end-of-year benchmark (see Figure 21).

**Figure 20. First Grade: DN-DORF (English) Benchmark**



**Figure 21. First Grade: FLO (Spanish) Benchmark**

Another way of examining this discrepancy is to look at exit rates for first-graders tutored and assessed in English (see Figure 22) and those tutored and assessed in Spanish (see Figure 23).

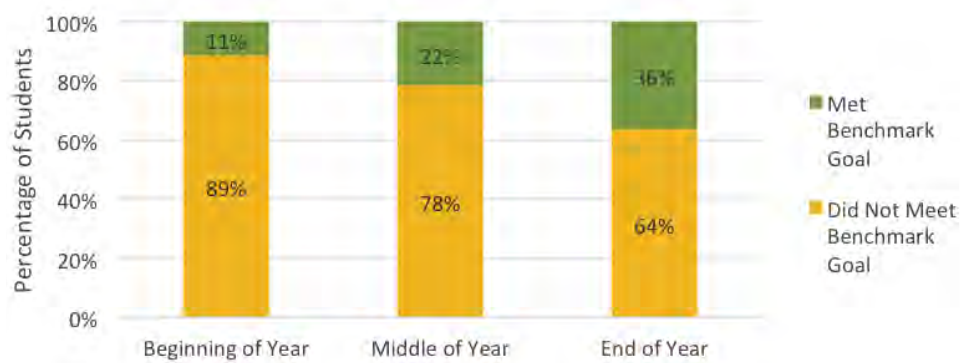
**Figure 22. Types of Students: First-Graders Tutored in English****Figure 23. Types of Students: First-Graders Tutored in Spanish**

One possible explanation for the difference in exit rates and percentages of students who met end-of-year benchmarks is that Spanish is a more transparent (e.g., more phonetically regular and consistent) language than English; therefore, reading in Spanish may be less cognitively demanding. However, this difference was not noted in 2011–2012, calling into question this explanation.

**Q7. Did the second-grade students who received tutoring through ACE meet established benchmarks?**

Second-grade students who receive ACE tutoring are assessed with oral reading fluency measures, DN-DORF (English) and FLO (Spanish). Scores are based on the number of words read correctly in 1 minute. Second-grade students tutored and assessed in English are expected to correctly read 87 words per minute by the end of the year on the DN-DORF. Students tutored and assessed in Spanish are expected to correctly read 65 words per minute by the end of the year on the FLO. By the end of the 2012–2013 school year, slightly more than one-third of second-graders enrolled in tutoring met the DN-DORF and FLO benchmarks (see Figure 24).

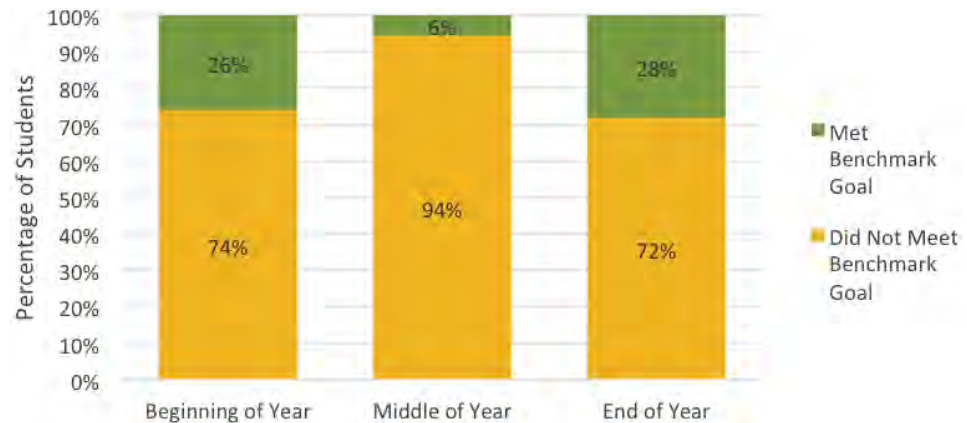
**Figure 24. Second Grade: DN-DORF (English) and FLO (Spanish) Benchmark**



In March 2012, ACE began offering to second-graders tutoring on foundational skills to address these students' lack of adequate growth. The reasoning was that more time spent on these skills at the beginning of the school year might allow a higher percentage of second-graders to score at benchmark at the end of the year. Although we hesitate to make direct comparisons between school years—as the groups of students are

different, the measures used are different, and ACE expanded to many more campuses, it should be noted that more second-graders met the benchmarks in 2012–2013 (see Figure 24) than in 2011–2012 (see Figure 25).

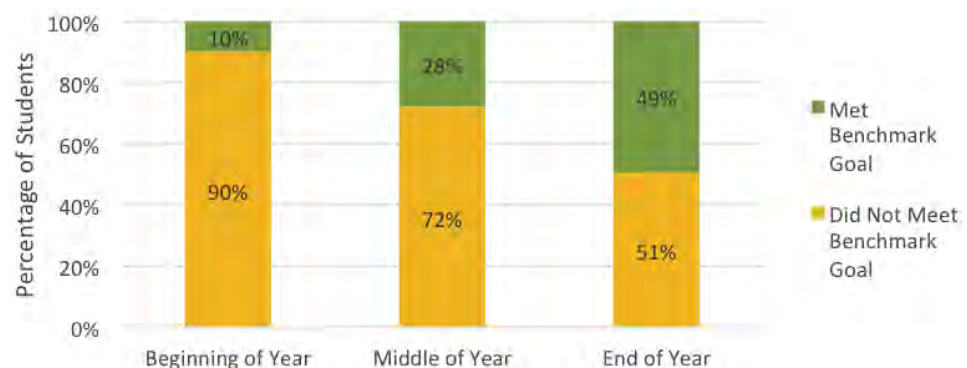
**Figure 25. Second Grade: R-CBM and R-SPAN Benchmark, 2011–2012**



**Note.** R-CBM = Reading Curriculum-Based Measure (English); R-SPAN = Reading Curriculum-Based Measure (Spanish). These measures were not used in the 2012–2013 school year.

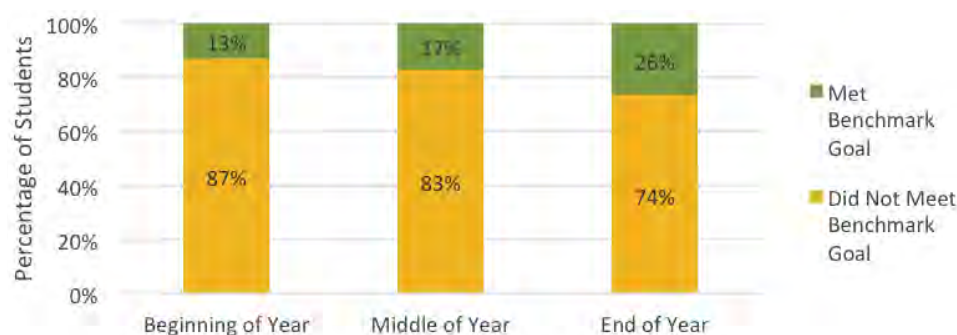
Similar to findings for first-graders, a difference in the percentage of students who met the benchmark emerged between students tutored in Spanish and students tutored in English. Nearly half of the students tutored in Spanish met the end-of-year benchmark goal on the FLO (see Figure 26), but only roughly a quarter of students tutored in English met the end-of-year goal on the DN-DORF (see Figure 27).

**Figure 26. Second Grade: FLO (Spanish) Benchmark**





**Figure 27. Second Grade: DN-DORF (English) Benchmark**

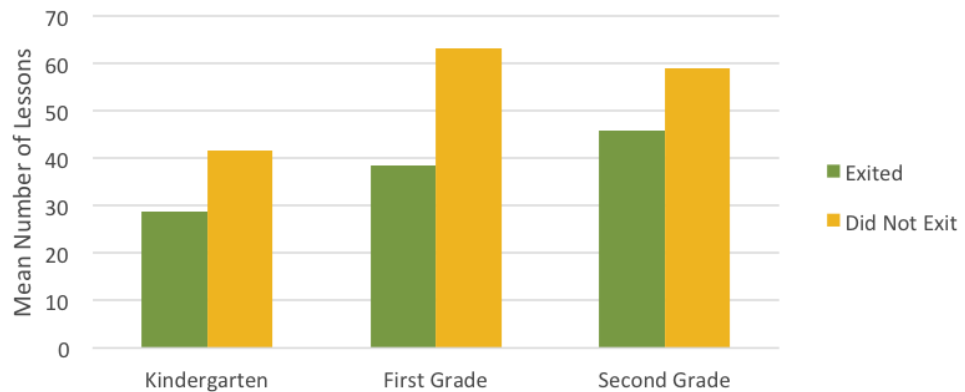
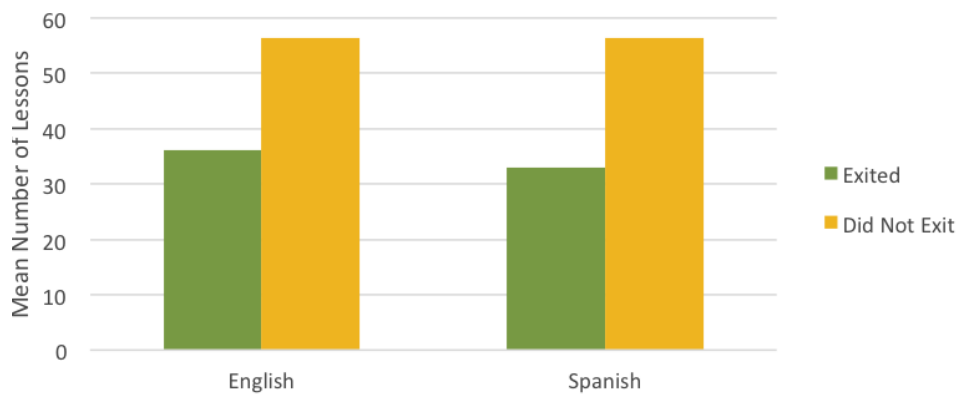


It is difficult to pinpoint the cause of such inadequate response of first- and second-grade students tutored in English. The finding may, however, suggest the need to examine the program with respect to this population to identify ways to improve outcomes.

**Q8. What was the average number of lessons students received overall?**

Students who received English intervention from ACE averaged 43 lessons; students who received Spanish intervention averaged 37 lessons. However, for both groups, the standard deviation was quite large (30 for English and 25 for Spanish), so a large degree of variability exists.

At each grade level, students who exited tutoring at some point during the school year received fewer lessons, on average, than students who did not exit tutoring (see Figure 28). This pattern is the same for students tutored in English and students tutored in Spanish (see Figure 29). This finding supports the conclusion that responders to the ACE intervention typically achieve their middle-of-year benchmarks and exit the program after receiving between 20 and 30 lessons. It appears that increasing the length of stay in the program and the number of lessons received does not affect many of the inadequate responders, who generally do not achieve middle-of-year or end-of-year benchmarks, despite greater exposure to the tutoring program. This interpretation is to be taken with caution, however, because as will be observed in the histograms that follow, some students who do not exit have received fewer than the 20 to 30 lessons that appear to be most effective for those who do exit.

**Figure 28. Average Number of Lessons by Grade: Students Who Exited and Did Not Exit****Figure 29. Average Number of Lessons by Language: Students Who Exited and Did Not Exit**

The histograms in the following five figures represent the number of students (frequency) per total number of lessons for all students who exited (Figure 30), all students who did not exit (Figure 31), all kindergarten students who exited (Figure 32), all first-grade students who exited (Figure 33), and all second-grade students who exited (Figure 34). As Figure 30 shows, approximately 60% of the students who exited tutoring at some point during the year did so by their 40th lesson; the majority of these students exited between lessons 30 and 40. Approximately 86% of the students who exited did so within 60 lessons.



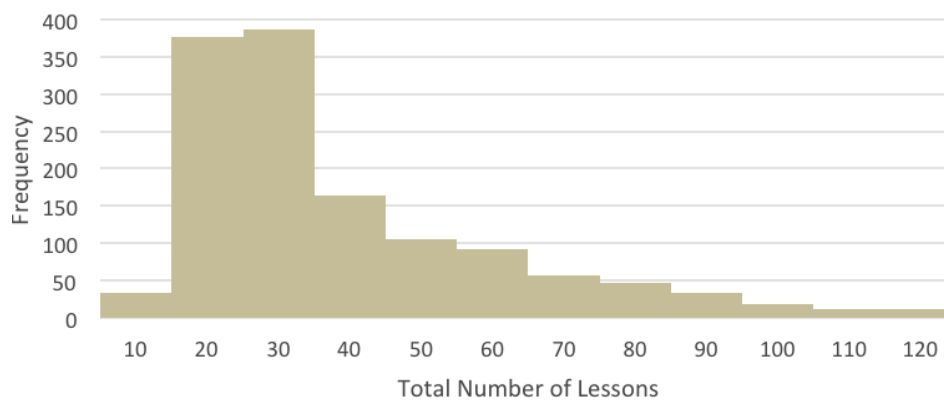
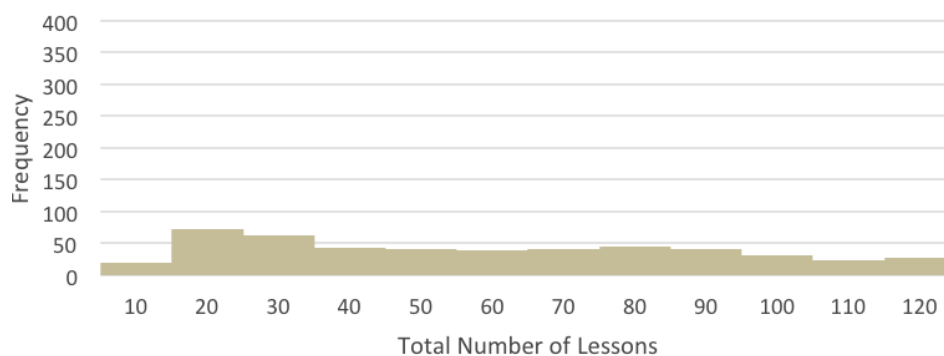
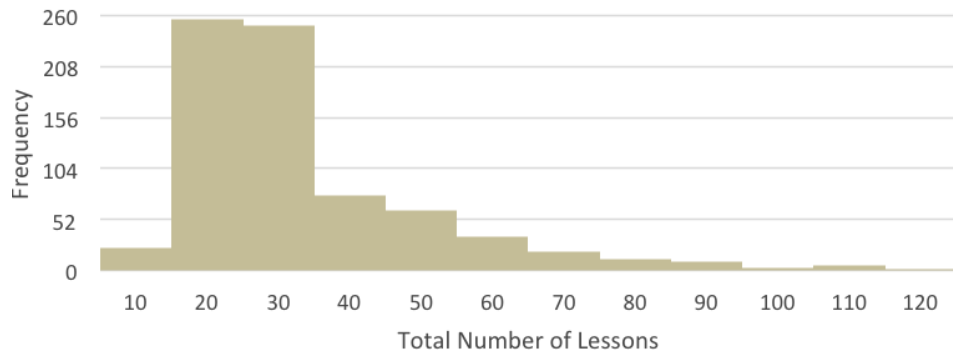
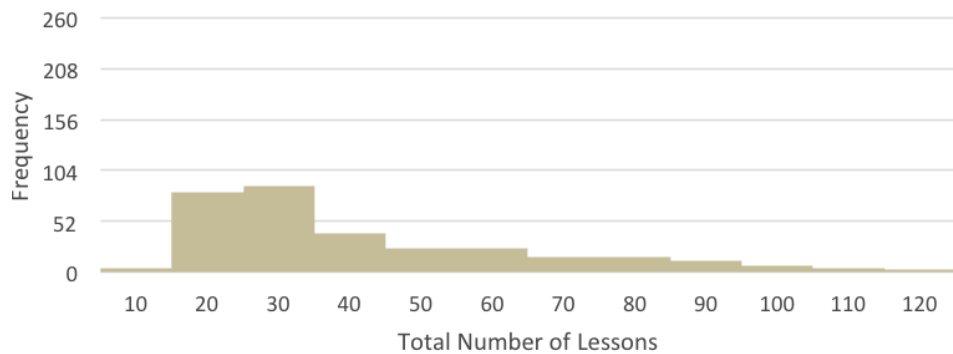
**Figure 30. Total Number of Lessons for Students Who Exited**

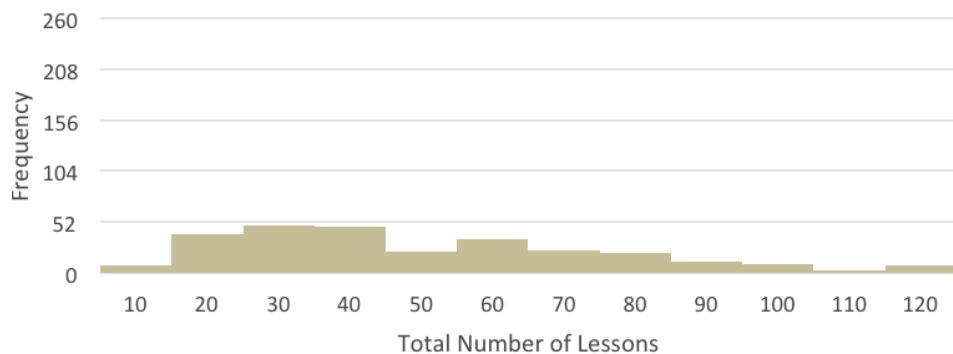
Figure 31 shows the total number of lessons for students in all grades who did not exit tutoring. It is important not to automatically classify these students as inadequate responders, as some of them received few lessons; it may be that these students would have responded to the intervention had they been provided more lessons (i.e., if they had received intervention earlier in the school year).

**Figure 31. Total Number of Lessons for Students Who Did Not Exit**

The next three figures show the total number of lessons for kindergartners (Figure 32), first-graders (Figure 33), and second-graders (Figure 34). The pattern for kindergartners ( $n = 750$ ) indicates that 20 to 30 lessons is generally sufficient to achieve benchmark goals and exit the tutoring program. For kindergartners who exited, the median number of lessons was 23 and the 75th percentile was 33 lessons. For first-graders who exited, the median number of lessons was 27 and the 75th percentile was 53 lessons, indicating that 30–50 lessons is generally sufficient.

**Figure 32. Total Number of Lessons for Kindergartners Who Exited****Figure 33. Total Number of Lessons for First-Graders Who Exited**

The pattern for second-grade students was slightly more variable, with most of the students who exited receiving between 20 and 60 lessons (Figure 34). The median number of lessons was 38, and the 75th percentile was 63 lessons.

**Figure 34. Total Number of Lessons for Second-Graders Who Exited**

**Q9. *What were the effects of the ACE reading intervention on the reading performance of kindergarten, first-grade, and second-grade low-achieving readers who entered the ACE program in the first semester?***

**Q10. *What were the effects of the ACE reading intervention on the reading performance of kindergarten, first-grade, and second-grade low-achieving readers who entered the ACE program in the second semester?***

To estimate treatment effects, a regression discontinuity (RD) design was implemented with the ACE-treated and nontreated students during the 2012–2013 school year. RD was ideal because it conditioned the mean difference in outcomes for treated and nontreated students (the treatment effect) at the cutoffs that ACE used to determine who entered the program (students who scored below the cutoff at benchmark) and who did not (students who scored above the cutoff at benchmark).

Two implementation challenges are known to affect the ideal conditions for RD. The first challenge is that for reasons that are not always clear, some students who score below the benchmark cutoff (eligible students) do not receive treatment (known as “no shows”). One possible explanation for the no shows in this evaluation is that these students received intervention through another program, such as the Texas Literacy Initiative, which served students in Cook, Dawson, Decker, Houston, Oak Meadows, Widen, and Wooldridge in the 2012–2013 school year. The second challenge for RD is that some students who score above the benchmark cutoff (noneligible students) do receive treatment (known as “crossovers”).

Another complexity with using an RD design with the ACE program is that students are selected starting from the benchmark cutoff and then working down the waitlist. Based on school needs and the availability of tutors, students scoring furthest below the benchmark cutoff did not always enter the treatment program. Therefore, for the subsequent RD analyses, a treatment range (or bandwidth) was selected to not include the students who scored too low for the ACE program. For more information on RD, see Appendix A.

Table 5 provides results from the RD analyses and information on the score range used for the assignment variable. The results include the regression coefficient estimates, their standard errors, and  $p$ -values. A  $p$ -value less than .05 for the  $\beta_2$  coefficient indicates a significant treatment effect for that analysis. Note that a significant treatment effect is typically only generalizable and reliable to the students closest to the cutoff, although with a linear functional form, a case could be made that the treatment effect is reliable well beyond the cutoff. All other coefficients included in the regression model produced significant results but will not further be discussed because the focus of the RD analysis was on examining treatment effects.

**Table 5. RD Analyses**

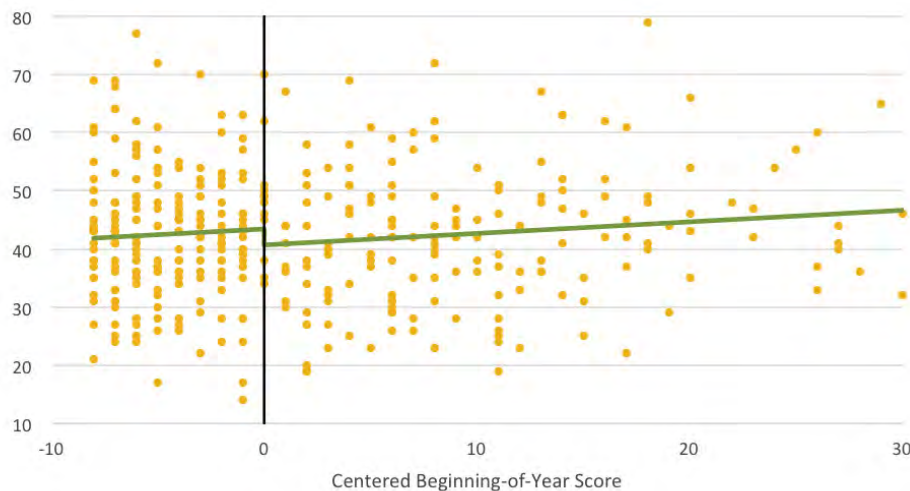
Grade	Measure	Time	RD Results						
			Range	$\beta_0$ (SE)	$p$	$\beta_1$ (SE)	$p$	$\beta_2$ (SE)	$p$
K	LSF	BOY	2–58	40.68 (1.20)	< .01	0.20 (0.09)	.02	2.76 (1.72)	.11
1	DN-NWF CLS	BOY	16–93	61.12 (3.41)	< .01	1.28 (0.16)	< .01	12.09 (4.63)	< .01
1	FPS	BOY	26–172	117.88 (3.76)	< .01	0.64 (0.08)	< .01	15.03 (5.36)	< .01
2	DN-DORF	BOY	37–133	84.69 (1.96)	< .01	0.89 (0.07)	< .01	2.71 (2.78)	.33
2	FLO	BOY	10–104	72.55 (1.18)	< .01	0.67 (0.06)	< .01	-2.42 (1.93)	.21
K	LSF	MOY	3–68	33.04 (1.30)	< .01	0.66 (0.07)	< .01	14.58 (2.03)	< .01
K	M-LSF	MOY	3–68	34.29 (1.07)	< .01	0.58 (0.05)	< .01	10.16 (1.68)	< .01
1	FLO	MOY	0–117	35.85 (1.10)	< .01	1.01 (0.03)	< .01	3.95 (1.82)	.03
2	DN-DORF	MOY	58–154	85.47 (1.67)	< .01	0.97 (0.06)	< .01	3.03 (2.56)	.24

**Note.** BOY = beginning of year, includes only students who began treatment in the first semester; MOY = middle of year, includes only students who began in the second semester.

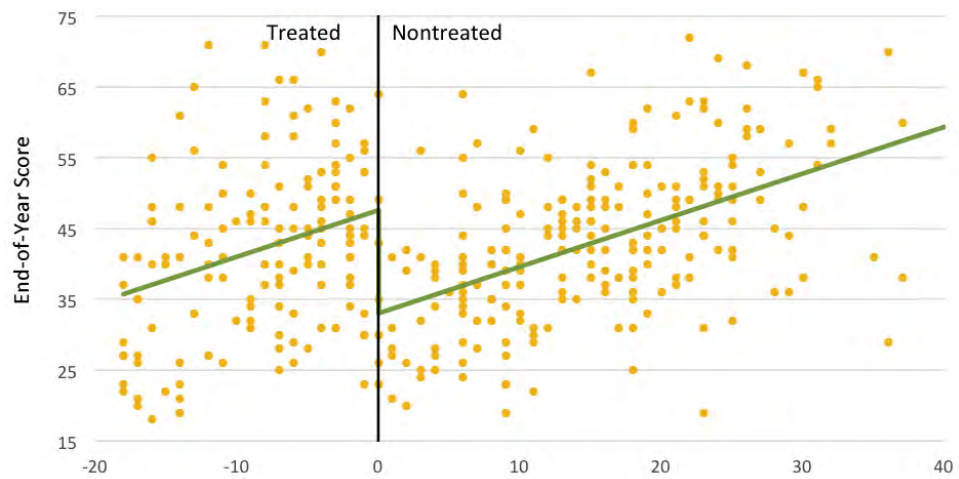
## Kindergarten

The RD analyses did not find a significant treatment effect for kindergarten students tutored in English who began in the first semester ( $\beta_2 = 2.76$ ,  $p = .11$ ; see Figure 35). This finding is possibly due to measurement error at the time point and/or a very low cutoff. It could also indicate that the cutoff or the time point did not accurately identify whether students needed treatment—ACE tutoring.

**Figure 35. Kindergarten: LSF (English) at Beginning of Year**

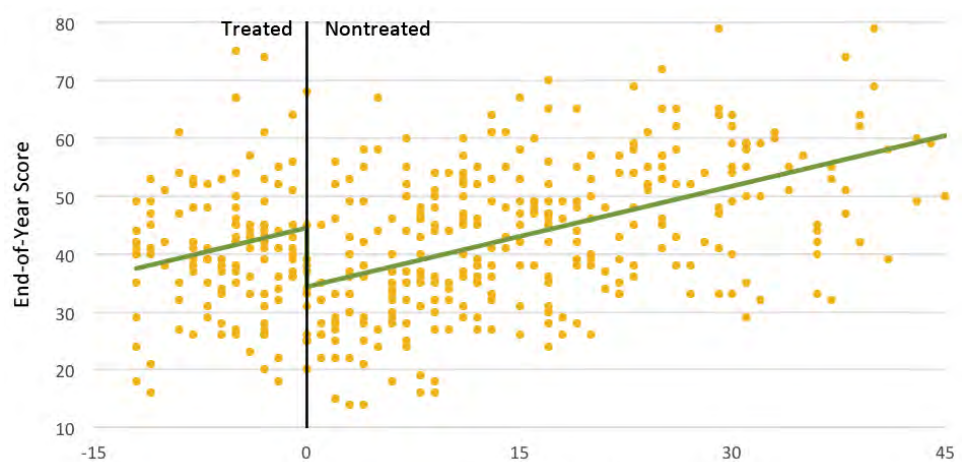


However, once the middle-of-year benchmark was conducted, the time point and cutoff value seemed to correctly identify students who needed treatment, as a treatment effect was detectable. The average observed mean difference at the cutoff was 14.58 score points ( $p < .01$ ). This finding means that there was an effect for the ACE treatment, where the kindergarten students tutored in English who began in the second semester scored, on average, about 15 points higher on the end-of-year benchmark (at the middle-of-year cutoff) than students who did not receive treatment (Figure 36).

**Figure 36. Kindergarten: LSF (English) at Middle of Year**

For kindergartners tutored in Spanish who began in the first semester, there were too many crossovers to conduct an RD analysis (see Table 2 in Appendix A). At the middle-of-year benchmark, the sample was sufficient for analysis and revealed a significant treatment effect. Kindergarten students tutored in Spanish who began treatment in the second semester scored, on average, about 10 points higher ( $p < .01$ ) on the end-of-year benchmark than nontreated students at the cutoff (Figure 37).

These results show that ACE tutoring had a significant effect on kindergarten students who began treatment in the second semester. These students improved more than students who did not receive ACE tutoring, and this finding held true for students tutored in English and students tutored in Spanish.

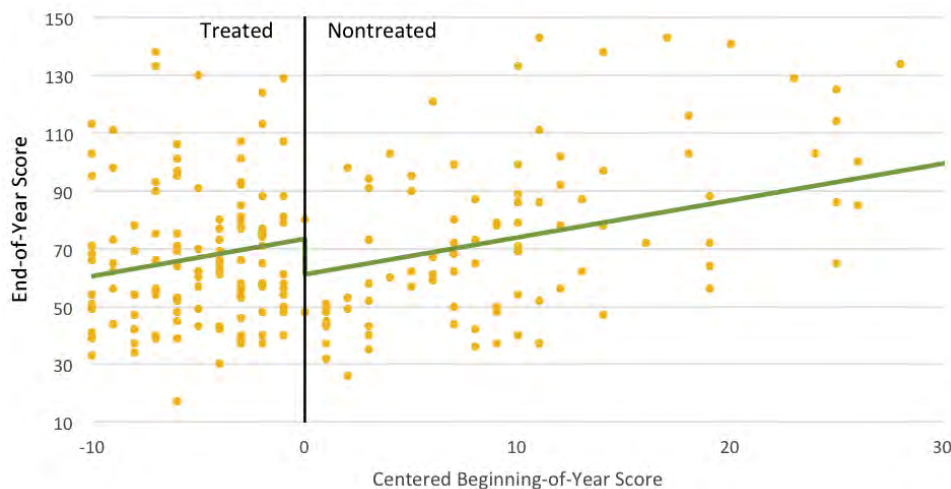
**Figure 37. Kindergarten: M-LSF (Spanish) at Middle of Year**

## First Grade

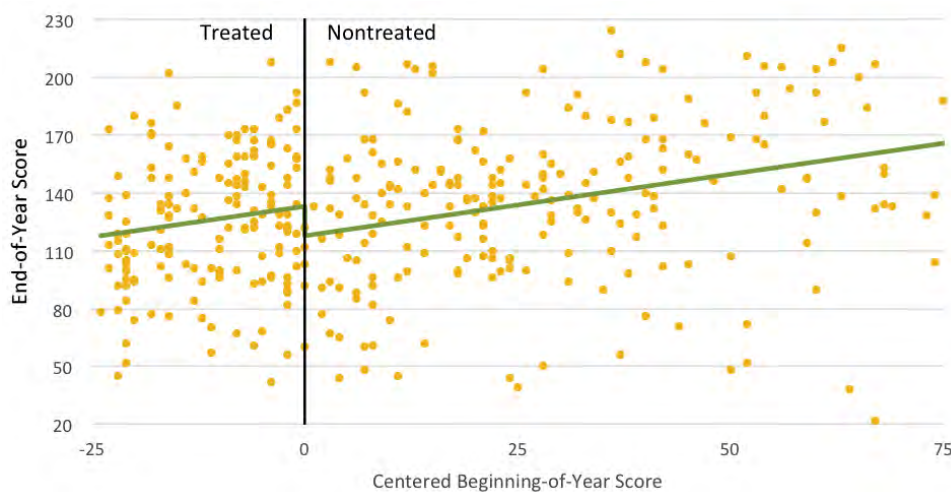
In first grade, a significant treatment effect was discovered on both the English DN-NWF CLS and FPS measures for students who began treatment in the first semester. On average, students tutored in English scored 12 points higher ( $p < .01$ ; Figure 38) and students tutored in Spanish scored 15 points higher ( $p < .01$ ; Figure 39) on the end-of-year benchmark than comparison students at the cutoff.

These results show that ACE tutoring had a significant effect on first-graders who began treatment in the first semester. These students improved more than students who did not receive ACE tutoring, and this finding held true for students tutored in English and students tutored in Spanish.

**Figure 38. First Grade: DN-NWF CLS (English) at Beginning of Year**



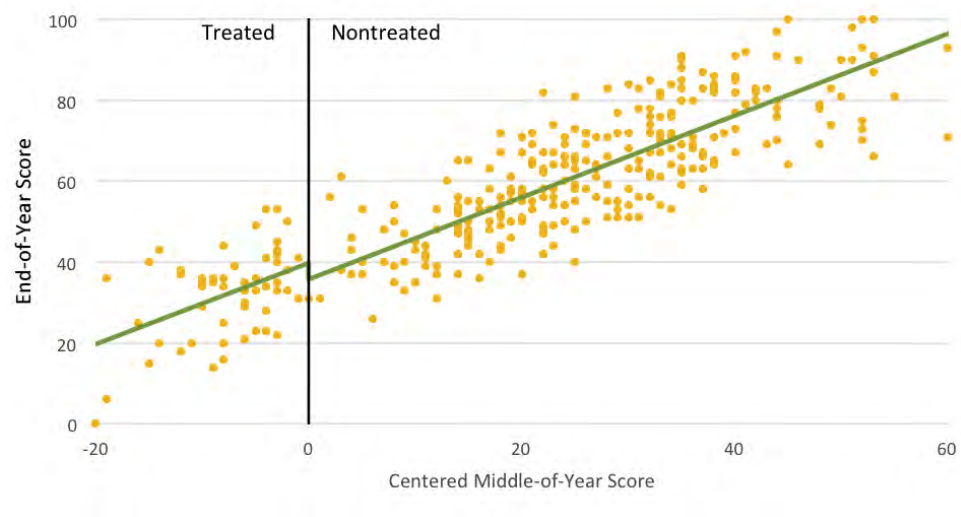
**Figure 39. First Grade: FPS (Spanish) at Beginning of Year**



On the same measures but with students who began treatment in the second semester, RD analyses could not be conducted because of the large number of no shows in both interventions and the large number of crossovers for the English intervention (see Table 2 in Appendix A). For the oral reading fluency measure, the sample of students tutored in English who began treatment in the second semester also did not meet the criteria for an RD analysis.

Analyses found a significant treatment effect on oral reading fluency for students tutored in Spanish who began in the second semester. These students scored, on average, 4 points higher on the end-of-year benchmark than nontreated students at the cutoff ( $p = .03$ ; Figure 40). This result shows that ACE tutoring had a significant effect on first-graders tutored and assessed in Spanish who began treatment in the second semester.

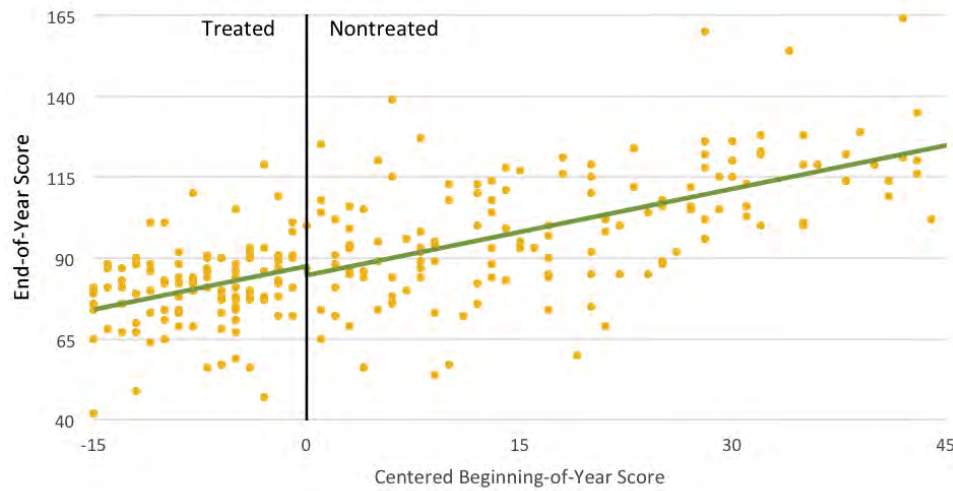
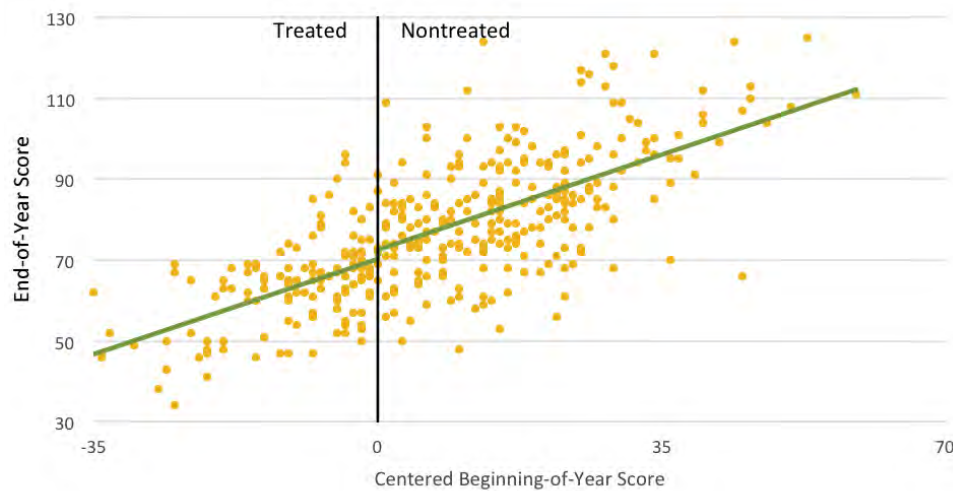
**Figure 40. First Grade: FLO (Spanish) at Middle of Year**



## Second Grade

For second-grade students who began treatment in the first semester, no significant average observed mean differences at the cutoff were found for oral reading fluency (English:  $\beta_2 = 2.71$  and  $p = .33$ , Figure 41; Spanish:  $\beta_2 = -2.42$  and  $p = .21$ , Figure 42).



**Figure 41. Second Grade: DN-DORF (English) at Beginning of Year****Figure 42. Second Grade: FLO (Spanish) at Beginning of Year**

The sample of students tutored in Spanish who began treatment in the second semester had too many no shows relative to the smaller sample size. For students tutored in English who began treatment in the second semester, analyses found an average observed mean difference of 3.03 ( $p = .24$ ; see Figure 43).

**Figure 43. Second Grade: DN-DORF (English) at Middle of Year**

Overall, in kindergarten, treatment effects were found with students who began in the second semester, revealing that the ACE program made a positive impact. At the beginning of the year, the low cutoff scores made it harder to discern a treatment effect, and the lack of adherence to the cutoff with the Spanish intervention also hindered any possible analyses. In first grade, the DN-NWF CLS and FPS assessments revealed ACE's positive impact on students who began in the first semester. For students who began in the second semester, RD analysis was not possible because of the high number of no shows and/or crossovers. First-grade oral reading fluency results for students tutored in Spanish showed a smaller but significant treatment effect; the English oral reading fluency sample included too many no shows. RD analyses could be conducted with the second-grade sample, except for students tutored in Spanish who began treatment in the second semester. No significant treatment effects were found in second grade, but results revealed positive average observed mean differences at the cutoff for the students tutored in English.

**Q11. What were teachers and principals' opinions of ACE in 2012–2013?**

An online survey was administered to teachers and to principals of 20 of the 22 campuses receiving ACE services at the end of the spring 2013 semester. Responses were anonymous. Teachers and principals were asked to

provide both qualitative and quantitative responses to questions probing their satisfaction with the program. Highlights of principals' responses are provided in Appendix B, and the full responses are provided in Appendix E. Highlights of teacher survey responses are found in Appendix C, and all responses are provided in Appendix F. A total of 133 teachers and the principals of 13 campuses responded to the surveys. General findings are reported here.

## Teachers' Opinions of ACE

Teachers were asked how important ACE tutoring was to their students' reading success. Responses were very positive, indicating that teachers felt the program was instrumental in helping students increase their reading fluency and accuracy. Furthermore, teachers regarded the program as extremely helpful, in that it provided individualized instruction and interventions for struggling readers whom general education teachers are not always able to adequately support.

Teachers were largely satisfied with scheduling arrangements, though many acknowledged that the demands of the school environment often made it difficult to maintain regular schedules for tutoring. They described the ACE tutors as punctual and highly flexible, qualities the teachers greatly appreciated.

About 80% of the teachers reported that the ACE program was very important to their campus. Many teachers cited the low student-to-teacher ratio and the crucial role the program played in providing individualized, extra support to the students who needed it. Furthermore, teachers reported that the ACE tutors were regarded as members of the campus community and were loved by the children. Many teachers felt that the tutors' presence at the campus not only supported students academically, but also improved their self-esteem and participation in school, including attendance.

When asked what one or two things they would change about ACE tutoring, teachers said they would expand the program, have ACE tutors work with more students, begin tutoring sooner in the year, and continue tutoring later into the year.

## Principals' Opinions of ACE

Principals were asked how ACE helped their campuses meet campus improvement plan goals. They described the program as crucial to helping them meet K–2 literacy goals and accelerate the achievement of English learners. All of the principals surveyed felt the program was effective (31%) or very effective (69%) in improving K–2 literacy skills on their campus. Importantly, because ACE focused on students it could boost to grade-level reading, ACE helped campuses achieve campus improvement plan goals related to the percentage of students reading on grade level.

All but two principals felt that the ACE staff was very accessible and highly visible in the school. Principals and teachers frequently described ACE tutors as going above and beyond their duties and helping even when not asked. Principals lauded the tutors' effectiveness in communicating weekly with teachers and reading specialists about student progress.

When asked what one or two things they would change about ACE, principals, like teachers, said they would like more ACE tutors on their campus. Additionally, some principals expressed the desire for ACE tutors to work with students who perform below the “bubble” level to help those students access the core curriculum.

Generally, principals felt that the ACE tutors were integral members of their campus communities, worked hard, were well trained, and achieved important results. Furthermore, principals reported that ACE tutors improved campus morale and were appreciated by students and teachers.

### **Q12. What were tutors' opinions of ACE in 2012–2013?**

An online survey was administered to ACE tutors at the end of the spring 2013 semester. A total of 56 ACE tutors responded. As with the principal and teacher surveys, responses were anonymous. Highlights of tutor survey responses are presented in Appendix D. Full tutor survey results are presented in Appendix G. General findings are summarized here.

Nearly all of the respondents expressed a high level of satisfaction with their experience as an ACE tutor. Most tutors reported positive experiences working with students and campus staff members. Most tutors described positive and effective relationships with their program

supervisors, although some commented that more supervisory support would be helpful. According to most respondents, the most rewarding aspects of being an ACE tutor were the relationships they developed with their students and observing their students make progress.

Likewise, most (97%) of the tutors who responded to the survey indicated that tutoring had a significant and measurable influence on students' academic success. Tutors also said that the interventions seemed to be more effective for some students than for others. Furthermore, some expressed that the tutoring intervention was more impactful at certain grade levels than at others. One tutor commented that the focus on reading rate in second grade was less effective than the focus on foundational skills in kindergarten and first grade. This particular tutor felt that second-grade students would also benefit from a more balanced approach. Many tutors commented on the increasing self-confidence of their students as readers as an additional benefit of the intervention.

The tutors largely felt supported by their ACE supervisors and reported variable but mostly positive relationships with the school staff with whom they worked. They emphasized how important it was to establish good relationships with and gain the support of the school staff.

When asked for advice to improve ACE's ability to meet its mission, some tutors offered specific recommendations regarding the intervention itself and some aspects of program execution. The level of specificity of many of their responses reveals a high level of familiarity and technical fluency with the various components of reading that the intervention targeted. This finding also suggests that the training and mentorship the program provided its tutors promoted an impressively high degree of professional competency with the targeted components of reading instruction—especially given that the tutors were AmeriCorps volunteers, most of whom with no prior experience with or training in teaching. However, many tutors mentioned that the current training program left them feeling “overwhelmed” at the beginning of the school year. Several tutors recommended segmenting the training, such as providing only an overview of the ACE tutoring program and how to administer benchmark assessments in the initial training sessions.

## Recommendations

The ACE tutoring program expanded substantially with the 2012–2013 school year, increasing from 11 to 22 campuses and from about 900 to more than 2,000 students served in kindergarten through grade 2 in either English or Spanish.

The program was well received and highly rated by school personnel, including principals and teachers. School personnel widely agreed that the program served a vital function by providing struggling students with the additional, individual instruction they needed to meet expected grade-level performance in reading. Most of those surveyed wished the program could serve even greater numbers of students.

Results of the current evaluation are largely consistent with those of the previous year. The vast majority of kindergartners who received tutoring met benchmark goals in foundational literacy skills by the end of the year, as measured by letter sound fluency assessments, and a majority of first-graders met these goals, as measured by nonsense word fluency assessments. A lower percentage of first-graders and second-graders achieved end-of-year benchmark goals on oral reading fluency measures. These findings are not uncommon in early reading research literature and may reflect the complexity of teaching and learning advanced, language-based reading skills versus foundational, explicit basic reading skills. Further, a greater percentage of students tutored in Spanish achieved benchmark goals and exited the program than students tutored in English. This finding may be due to Spanish's phonetic transparency (especially when compared to English).

The inclusion of comparison group data this year allowed us to carry out more nuanced analyses, the findings of which point to specific implications for enhancing program implementation and further improving its outcomes. Specifically, the analyses show that ACE tutoring had a significant effect on the reading growth of kindergartners who began tutoring in the spring semester and on first-graders who began tutoring in the fall semester. This finding holds true for students tutored in English and students tutored in Spanish.

In light of these findings, we offer the following recommendations.

***Segment the training into several smaller sections spread out among the first few weeks.***

The similar exit rates and percentages of students who met benchmark goals across campuses suggest that ACE tutoring implementation was similar across campuses. This finding is similar to what was found at the end of 2011–2012; however, given the expansion of the ACE program to significantly more campuses, the consistency across campuses deserves to be highlighted. In addition, the results indicate that training and support for tutors were consistent across schools.

However, the qualitative data indicate that a sizeable number of the tutors found the training “overwhelming.” Breaking up the training into several smaller sections spread out among the first few weeks might reduce the number of tutors who feel overwhelmed and allow ACE to focus training more on specific areas of need (namely, first- and second-grade interventions in English). In addition, it is recommended that future anonymous surveys of tutors ask specific questions about the training and how it can be improved.

***Begin screening kindergartners at the middle of the year and tutor kindergartners only during the spring semester.***

Differences between kindergartners who received treatment and those who did not were not apparent, based on the relationship between the beginning-of-year and end-of-year benchmarks. It is possible that the beginning-of-year benchmarks were too insensitive and/or that the children were too inexperienced at the start of kindergarten to determine who could benefit the most from tutoring.

By the middle of the year, kindergartners who struggled with foundational literacy skills emerged and were accurately detected by benchmark assessments. Therefore, we believe the program can best identify and serve kindergarten students by focusing its efforts in that grade level during the spring. An additional motivation for this recommendation is that it would enable ACE to use existing resources to expand its focus on first- and second-grade students during the critical fall semester.

***During fall semesters, continue to identify and serve “bubble” students in the first and second grades and use resources formerly allocated to kindergarten to make tutoring available to even more first- and second-graders.***

Program data consistently show that first- and second-graders who were tutored and then exited during the fall semester went on to achieve both middle-of-year and end-of-year benchmarks. Data for students who entered tutoring in the spring are much more variable.

Furthermore, it appears that, especially in first grade, a number of students who met criteria to receive the intervention never received it. It may be that these students received intervention assistance through other means, such as the Texas Literacy Initiative. Regardless, a greater portion of ACE program resources could be dedicated to helping all first- and second-graders who qualify during the fall semester. This shift would bring more struggling students up to expected performance in reading by the middle of the school year, putting them on track for grade-level performance at the end of the year. This change also would likely please key stakeholders, as the majority of teacher and principal survey respondents expressed the desire for the program to expand service to more children who struggle and those who struggle more significantly.

***Establish a cut point for determining students’ response to the intervention; re-evaluate and consider releasing from the program students who do not make progress at a sufficient pace.***

The majority of students who received tutoring and exited the program met benchmark goals in fewer than 40 tutoring lessons. At each grade level and in each language, students who did not meet benchmark goals and did not exit averaged more than 50 lessons received. Despite receiving significantly more tutoring, these students continued to respond inadequately, suggesting the likelihood that they need a different kind of intervention. Although the decision to exit students from tutoring should continue to be made on a case-by-case basis, as a general rule, if students have not met or closely approached target benchmarks after the 40-lesson threshold, it is fairly likely that continued tutoring will not make a difference. Establishing such a cut point to review progress and



dismiss inadequate responders would ensure that struggling students do not continue to receive inappropriate intervention and that program resources target students with whom the program can make the greatest impact.

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# Appendix A.

## Regression Discontinuity Design

To obtain valid estimates of the treatment effects, we must assume with regression discontinuity (RD) designs that there is a discontinuity in the probability of receiving treatment at the cutoff based on the assignment variable (benchmark score), there are no alternative causes for the shift in the regression line at the cutoff, and there is no interference between students. In addition, correct specification of the functional form of the regression line is necessary, which was assessed for each analysis. For more information on regression discontinuity, refer to Bloom (2012) or Shadish and Cook (2009).

For all of the analyses, a linear form with a single-level model fit the data well. The following regression equation represents the average observed treatment effect for students who entered the ACE program in the first semester,

$$EOY_i = \beta_0 + \beta_1 (BOY_i - Cutoff) + \beta_2 (TREAT_i) + \varepsilon_i,$$

where  $EOY_i$  is the end-of-year benchmark score for student  $i$ ,  $\beta_0$  is the mean end-of-year score for nontreated students at the cutoff,  $\beta_1$  is the slope for relationship between the end-of-year and beginning-of-year (centered at the cutoff) benchmark scores,  $BOY_i$  is the beginning-of-year benchmark score (assignment variable) for student  $i$  (centered at the cutoff),  $\beta_2$  is the estimated shift at the cutoff (or treatment effect),  $TREAT_i$  is the group assignment to treatment or nontreatment for student  $i$ , and  $\varepsilon_i$  is the random error for student  $i$ .

The following regression equation represents the average observed treatment effect for students who entered the ACE program in the second semester,

$$EOY_i = \beta_0 + \beta_1 (MOY_i - Cutoff) + \beta_2 (TREAT_i) + \varepsilon_i,$$

where the only difference with the first equation is that the middle-of-year (MOY) benchmark score is used as the assignment variable.

No covariates were included in the model because demographic data were not obtained for the sample of students. A “sharp” RD was used for all analyses in which less than 5% of the analysis sample contains “no shows” and “crossovers.” Table 1 includes those numbers per analysis conducted, and Table 2 displays the information for why analyses were not conducted. Attrition occurred from beginning and middle to the end of year; the number of missing cases is provided in Table 1 by treated versus nontreated students. Assuming that missingness occurred at random, the models were fit by using full maximum likelihood estimation.

**Table 1. Number of Students by Grade and Measure for Analyses That Met RD Requirements**

Grade	Measure	Time	Below Benchmark Goal			Above Benchmark Goal		
			Treated	No Shows	Attrition	Not Treated	Crossovers	Attrition
K	LSF	BOY	205	15	16	219	2	15
1	DN-NWF CLS	BOY	126	11	7	133	1	16
1	FPS	BOY	152	20	8	274	1	13
2	DN-DORF	BOY	117	13	6	185	0	15
2	FLO	BOY	137	14	7	286	4	32
K	LSF	MOY	127	10	2	238	1	12
K	M-LSF	MOY	109	18	0	354	3	5
1	FLO	MOY	52	7	1	327	0	13
2	DN-DORF	MOY	57	13	0	196	0	13

**Note.** BOY = beginning of year, includes only students who began treatment in the first semester; MOY = middle of year, includes only students who began treatment in the second semester.

**Table 2. Number of Students by Grade and Measure for Analyses that Did Not Meet RD Requirements**

Grade	Measure	Time	Below Benchmark Goal		Above Benchmark Goal	
			Treated	No Shows	Not Treated	Crossovers
K	M-LSF	BOY	255	38	365	15
1	DN-NWF CLS	MOY	79	60	182	23
1	FPS	MOY	54	65	329	3
1	DN-DORF	MOY	87	50	182	1
2	FLO	MOY	53	28	278	0

**Note.** BOY = beginning of year, includes only students who began treatment in the first semester; MOY = middle of year, includes only students who began treatment in the second semester.

# Appendix B.

## Principal Survey Highlights

In late spring of 2013, an online survey was administered to principals at the 20 campuses ACE serves; 13 principals participated. Responses were anonymous. Below, we feature selected questions and responses that are representative of the whole. See Appendix E for a full list of all questions and responses. A discussion of and recommendations based on these results are included in the main report.

### **1. *How does ACE help you meet your campus improvement plan (CIP) goals?***

- Our CIP goals focused on literacy—specifically, having our primary children reading at or above grade level. ACE plays a HUGE part in helping us achieve this goal. We also have a goal for increasing achievement for our English language learners, and ACE helps us support their instruction and acceleration.
- ACE provides essential support to our K–2 students in meeting our CIP goals for improvement in primary literacy. By providing directed, intensive reading interventions, many students who would not have met grade-level expectations met or exceeded those targets.
- It helps by working with us to focus on data-driven intervention for early literacy.
- ACE supports moving students to tier 1 in all grade levels.
- Improving students' literacy skills in early grades is a campus goal, and the work of ACE tutors in grades K–2 is instrumental in helping us meet our CIP goal.
- ACE tutors help students get to grade level quickly. They support the community in parent goals and support the campus in all needs.

**2. Rate the effectiveness of the ACE program on your campus in improving literacy skills in kindergarten to grade 2.**

Options	Percentage	Count
1: Very ineffective	0.0%	0
2: Ineffective	0.0%	0
3: Effective	30.8%	4
4: Very effective	69.2%	9

- With the help of ACE, we were able to increase the percent of students reading on grade level. This year, we reached our goal of 80%! This is a huge accomplishment since 97% of our students participate in the free and reduced lunch program.
- All students working with ACE tutors demonstrated significant progress.
- Kindergarten students on level in reading are the highest they have been in the 4 years I have been here. Smaller gap for first grade.

**4. Rate the accessibility of the ACE staff.**

Options	Percentage	Count
1: Very inaccessible	15.4 %	2
2: Somewhat inaccessible	0.0 %	0
3: Somewhat accessible	0.0 %	0
4: Very accessible	84.6 %	11

- The ACE staff was highly visible in the school. They helped with everything without even being asked.
- Our ACE tutors are very visible and engaged with our students and the entire school community.

- The ACE staff has helped with our monthly school events, such as Road to College Night and Family Literacy Night.
- Our ACE team communicated effectively with teachers to share information about student progress and growth weekly. ACE team members also communicated with reading specialists and coaches to ensure that all the students in need of support were being seen.

**5. *If you could change one or two things about ACE tutoring, what would you change?***

- I would like our tutors to begin working with students below the “bubble” level to ensure that they can access core literacy instruction. Through guided reading, teachers can better move the “bubble” students to grade level. With additional support from ACE tutors AND the classroom teachers, our more struggling students would be more likely to make enough progress to access the daily instruction.
- Having more ACE tutors for our large campus. : )
- Just to have more ACE tutors.

**7. *List any other comments or suggestions.***

- I had heard about ACE for several years from my colleagues. It was exciting to have the opportunity to have the program on my campus. And WOW! ACE made a HUGE difference on the reading achievement of my students this year.
- Thank you for letting Wooldridge be part of this wonderful program.
- We love the ACE tutoring program and include our tutors as part of our campus family. They are integral to the success of our students and contribute significantly to a positive, inclusive, and robust school community!

- We credit ACE in collaboration with our hard-working K–2 teachers with making strides toward helping all scholars meet their reading goals. The strong ACE tutors, the strong system of training and support that they receive, and the structure of the one-to-one relationships that scholars build with the tutors makes it an essential part of Andrews.
- For 2 years, ACE AmeriCorps has worked with our students and has helped to develop a love for reading that students did not have. They have also been a part of our staff, and their enthusiasm is noted.
- In our first year of joining the ACE family, our mentors were truly a part of our community. They were effective in instruction and in communicating with teachers about the progress students were making weekly. The ACE mentors built a strong positive rapport with our children, who looked forward to working with them daily. As the principal, I appreciated meeting with the ACE team monthly and receiving data about each student. Thank you.
- We love our ACE AmeriCorps tutors. They are a very important part of the work we do at Decker Elementary.
- The teachers who provide the interventions are provided with great training.
- We are delighted to have had the ACE tutoring program in our school. It motivated not only kids, but staff as well! Sometimes, it is easy to give up on struggling students. The ACE tutors brought youth, vigor, optimism, and dynamism to our K–2 literacy program. Wow! What an impact they have had in the lives of our students and in the lives of the adults (myself included) at Brooke!
- I thank you all for the hard work and for helping us increase our students' success in reading.



# Appendix C.

## Teacher Survey Highlights

In late spring of 2013, an online survey was administered to teachers on the 20 campuses ACE serves; 133 teachers participated. Responses were anonymous. Below, we feature selected questions and responses that are representative of the whole. See Appendix F for a full list of all questions and responses. A discussion of and recommendations based on these results are included in the main report.

**1. *How important is ACE tutoring to the reading success of your students?***

- Essential! The students who were seen by an ACE tutor had an increasing amount of progress in their reading levels. This program is an important extension of support needed for each child.
- ACE tutoring is pivotal to the early success of our young readers. ACE provides the support our lower grades do not always receive.
- ACE tutoring made a huge difference at our campus. The staff is very well trained and offer one-to-one reading interventions that general ed. teachers are not able to provide. They were a huge help this year!
- The tutors that worked with my students have been instrumental in helping raising their achievement in reading accuracy, fluency, and DRA levels. They have also helped the students in their social and emotional growth, in addition to their academic success this year.

**2. *Rate your satisfaction with scheduling arrangements for children served by ACE.***

Options	Percentage	Count
1: Very dissatisfied	3.8%	5
2: Dissatisfied	1.5%	2
3: Satisfied	28.6%	38
4: Very satisfied	66.2%	88

- This must be one of the hardest things the ACE tutors encounter because of the nature of a school environment. The tutors were punctual when pulling kids from class and had great flexibility toward any school/teacher who needed to change the schedule. The tutors who assisted my students were able work around any changes and still pull the students to complete all their sessions.
- They were more than flexible. They made it so our kids were picked up on a rotating schedule, so that the students did not repeatedly miss the same area of direct instruction. They would also be flexible “on the fly” ... say we were taking a spelling test, they were more than willing to come back 5 minutes later.
- The ACE tutors worked very hard to accommodate our changing schedules. They were always smiling and willing to be flexible.

**3. *How important do you think the ACE tutoring program is to your campus?***

Options	Percentage	Count
1: Very unimportant	6.0%	8
2: Unimportant	1.5%	2
3: Important	12.8%	17
4: Very important	79.7%	106

- Many students come to us not having received basic reading skills necessary to success. ACE helps our campus in closing this enormous achievement gap. As a campus, one might say that ACE is a life preserver, keeping us from drowning in the waters of illiteracy.

- Our school is a Title I campus and over 900 students. The teacher-student ratio is high, and therefore, students don't always get the 1:1 attention they need. They get small-group and peer support, but for a small percentage of students, they still need 1:1. The ACE tutors are able to support a classroom teacher with the 1:1 support in reading.
- Having the program on our campus helps students with academic growth and also improves their self-esteem and attendance. Students also benefit knowing that an adult cares about them and values their learning experiences.
- Some of our students don't have the support at home that they need to be able to improve in reading. For my students, the extra tutoring they received during the day with the ACE tutoring program was significant to achieve their on-grade reading level.
- One student would have failed kindergarten without the assistance from the ACE tutor, who went above and beyond anything ACE could pay the tutor. It was entirely selfless. It made the entire difference in this child's life. I don't have time to describe it. Just believe me.
- These young people become members of our community. They are loved by the children. They give extra hours and hands without being asked. The students know when you care about them. This bond makes them want to do well when you go back to academics with them.

**4. *If you could change one or two things about ACE tutoring, what would you change?***

- They would teach later into the year and begin tutoring sooner in the year, so that the students who have the most need actually have some additional support.

- I wish they could work with more students!
- I wish that we would have more tutors to be able to address each child in the classroom.
- More tutors!!!
- I wish that the ACE tutors could expand their tutoring to students who were reading at lower levels and also to third-grade students.
- If anything, I would like to see the program expanded and add more tutors to reach more students. We have a great need on our campus to move reading forward. Many of our children are still below grade level in reading.

# Appendix D.

## Tutor Survey Highlights

In late spring of 2013, an online survey was administered to all ACE tutors; 56 tutors participated. Responses were anonymous. Below, we feature selected questions and responses that are representative of the whole. See Appendix G for a full list of all questions and responses. A discussion of and recommendations based on these results are included in the full report.

**1. *Rate your overall satisfaction with your experience as an ACE tutor.***

Options	Percentage	Count
1: Very dissatisfied	1.8%	1
2: Dissatisfied	0.0%	0
3: Satisfied	39.3%	22
4: Very satisfied	58.9%	33

- I really enjoyed the various experiences I had with ACE, and I feel like I've grown so much from my year of service.
- I have truly enjoyed my time working for the ACE program. We have the best staff of supervisors, who support tutors in all of their endeavors.
- The overall bond formed between tutor and student made my year of service worthwhile. I enjoyed working in a school setting and am looking into furthering my career inside a public school setting. I enjoyed working with a team of tutors and have formed long-lasting relationships within this program.
- The relationships I formed with my students have influenced my life in such a way that will forever change me, and I have learned lessons about myself that I will carry with me always. The school I worked at was a second home for me, and I truly felt like I was making a difference in my students' lives.

- I believe as much as ever in the power and promise of ACE's mission.

**2. *Rate the influence you feel tutoring had on the academic success of the students you tutored.***

Options	Percentage	Count
1: No influence	0.0%	0
2: Little influence	3.6%	2
3: Significant influence	42.9%	24
4: Very significant influence	53.6%	30

- I had several students who did not know any letters or sounds at the beginning of the year and were able to begin reading by May.
- My students became more motivated and confident. They were able to learn how to cope with their mistakes and strive to fix them and learn from them. And, of course, they grew to be very successful in their reading skills.

**3. *Was the level of support from ACE supervisors adequate for you to be a successful tutor?***

Options	Percentage	Count
Yes	94.6%	53
No	5.4%	3

**4. *Describe your relationship with the school staff.***

- There was some confusion and tension at first, but things got better. And by the end of the school year, we were on good terms with everyone on campus. They were appreciative of our work with the students and they became allies and amazing fonts of knowledge.
- The school staff supported most of our needs, and we worked together to help the students become stronger readers.

- Given the nature of our task as ACE tutors, it is imperative that there exists a mutually supportive relationship between members and school personnel. In my experience, the staff at Perez was tremendously supportive of ACE. As a returning member, I had the pleasure of working with many familiar faces this year. The teachers and administrators seemed to genuinely appreciate our presence and value our work with the students.
- My experience with the staff at my campus was phenomenal. Our teachers were very supportive of the program, flexible with our tutoring schedules, and were always available to discuss our students' progress. The administration and teachers invited us to all school functions and really made us a strong part of the school community. As a team, we also made great efforts to participate in activities, clubs, and after-school programs. The office staff was also very friendly and provided us with the resources and supplies we needed throughout the year.

**5. Rate your overall satisfaction with all aspects of your service year in ACE.**

Options	Percentage	Count
1: Very dissatisfied	0.0%	0
2: Dissatisfied	3.6%	2
3: Satisfied	44.6%	25
4: Very satisfied	51.8%	29

- I am so grateful for all the opportunities presented to me by this program. On the whole, it has been a positive experience and has put me on a path toward developing myself on so many levels—be they professional, personal, and everything else in between.
- I felt that I have truly grown along with ACE. With more responsibilities as an ACE leader at a new school, I felt a little out of my comfort zone at first, but with the support of the supervisors and fellow members, I found myself gaining new skills as well as confidence in my abilities.





# Appendix E.

## Principal Survey Full Results

In late spring of 2013, an online survey was administered to principals of the 20 campuses ACE serves; 13 principals participated. Responses were anonymous. Below are all questions and all responses. See Appendix B for featured questions and responses. A discussion of and recommendations based on these results are included in the main report.

**1. *How does ACE help you meet your campus improvement plan (CIP) goals?***

- Our CIP goals focused on literacy—specifically, having our primary children reading at or above grade level. ACE plays a HUGE part in helping us achieve this goal. We also have a goal for increasing achievement for our English language learners [ELLs], and ACE helps us support their instruction and acceleration.
- ACE helped tremendously with raising our primary DRA scores.
- CIP goals include 80% of primary students will be at or above grade level by the end of the year. ACE's work with our students helps move us toward that goal.
- ACE provides essential support to our K-2 students in meeting our CIP goals for improvement in primary literacy. By providing directed, intensive reading interventions, many students who would not have met grade-level expectations met or exceeded those targets.
- ACE has helped us show improvement in K-2 overall reading, fluency, and comprehension skills.
- ACE has helped us meet our CIP goals by supporting our primary goal of increasing the number of students reading on grade level in K-2.

- It helps by working with us to focus on data-driven intervention for early literacy.
- ACE supports moving students to Tier 1 in all grade levels
- This supports the goal of having our scholars on or above grade level in reading.
- ACE supports our primary grades with tutoring and reading intervention to work toward having our scholars read at or above grade level by the time they reach third grade.
- Improving students' literacy skills in early grades is a campus goal, and the work of ACE tutors in K–2 is instrumental in helping us meet our CIP goal.
- ACE helps us with providing during-the-day tutoring to students who are reading below grade level. It helps us increase our students' success in reading.
- ACE tutors help students get to grade-level proficiency quickly. They support the community in parent goals and grant goals and support the campus in all needs.

**2. *List one or two CIP goals that you feel ACE tutoring helps you meet.***

- Increase K–2 students reading at or above grade level on end-of-year DRA/EDL assessments. Increase by 20% ELLs who make progress from beginning proficiency level to intermediate proficiency level on the Texas English Language Proficiency Assessment System in reading, grades 2–6.
- The ACE tutoring program has led to improved reading performance among primary students, helping to reach our goal of 80% on grade level in reading. This support is provided both during the

school day, after school, and during our summer reading program. Through their volunteer work with our Family Literacy Evenings, as well as their involvement in other important family academic and social events, our ACE tutors also help us achieve our CIP goal to increase the engagement of our parents in the educational life of their children.

- 1. Improve reading performance at the primary grades. 2. Increase students reading at or above grade level.
- Provide early literacy intervention in grades K–2 through ACE Ameri-Corps.
- ACE has helped us meet our CIP goal of supporting our bilingual students in reading—increasing the number of students reading fluently in kindergarten and first grade and increasing letter recognition and sound-symbol relationship in kindergarten for both the English and Spanish readers.
- Identifying targeted need and intervention for primary Tier 2 students in kindergarten through grade 2. Helps close gap of students not on level in primary grades, thus affecting academic success (in literacy) in intermediate grades.
- Raising the percentage of Tier 1 students. Preparing bilingual students for early transition.
- Helps us meet the goal of having scholars on or above grade level in reading.
- Reaching our ELL population, having a bilingual ACE staff member to meet Winn’s scholar population, increasing scholar reading levels.
- Implement a campuswide balanced literacy program to produce highly literate learners.

- Increase in number of students reading at or above grade level.  
Increase students' fluency rates for reading.
- Academic reading and parent relationships.

**3. *Rate the effectiveness of the ACE program on your campus in improving literacy skills in kindergarten to grade 2.***

Options	Percentage	Count
1: Very ineffective	0.0%	0
2: Ineffective	0.0%	0
3: Effective	30.8%	4
4: Very effective	69.2%	9

- With the help of ACE, we were able to increase the percent of students reading on grade level. This year, we reached our goal of 80%! This is a huge accomplishment since 97% of our students participate in the free and reduced lunch program.
- All students working with ACE tutors demonstrated significant progress.
- Our bilingual students had a higher rate of exiting than our English speakers. The ACE data give me more information on specific students to target at the beginning of the year.
- Kindergarten students on level in reading are the highest they have been in the 4 years I have been here. Smaller gap for first grade.
- ACE has worked seamlessly to support the goals of our campus.
- Supports the middle-of-the-road scholars, so that teachers can teach the most struggling.
- Students came out at the end better prepared for their next grade level.

- High percentage of students supported; programs and community supported by tutors.

#### 4. ***Rate the accessibility of the ACE staff.***

Options	Percentage	Count
1: Very inaccessible	15.4%	2*
2: Somewhat inaccessible	0.0%	0
3: Somewhat accessible	0.0%	0
4: Very accessible	84.6%	11

\*Both respondents left very positive comments. See below.

- The ACE staff was highly visible in the school. They helped with everything without even being asked.
- Our ACE tutors are very visible and engaged with our students and entire school community.
- ACE members were always available to collaborate with teachers. The ACE support staff was also just a phone call away whenever we had questions. (**Note:** Respondent chose "1: Very inaccessible.")
- ACE staff have helped with our monthly school events, such as Road to College Night and Family Literacy Night.
- Our ACE team communicated effectively with teachers to share information about student progress and growth weekly. ACE team members also communicated with reading specialists and coaches to ensure that all the students in need of support were being seen.
- Visible in the halls, classrooms, and common areas; communicate data and student progress; respond to student needs.
- The staff was always friendly, visible, and willing to help out.

- Staff was ALWAYS available for any and all additional campus needs, after school and during school—without questions. (**Note:** Respondent chose “1: Very inaccessible.”)
- All four of our ACE staff members were excellent. They communicated well, were highly dependable and friendly, and were very visible.
- Jason is always available for any questions and/or support requested. Susan is always an e-mail away. Girls are always helpful and always integrating themselves with the staff.

**5. *If you could change one or two things about ACE tutoring, what would you change?***

- Would like to see an exchange of professional development between the school and ACE, so we could better align what ACE tutors do in their sessions and what teachers can take away as learning gleaned. Also, maybe add more writing in the lessons.
- Not a thing.
- I would like our tutors to begin working with students below the “bubble” level to ensure that they can access core literacy instruction. Through guided reading, teachers can better move the “bubble” students to grade level. With additional support from ACE tutors AND the classroom teachers, our more struggling students would be more likely to make enough progress to access the daily instruction.
- I would like for the second-grade intervention to focus more on comprehension issues.
- I would like to have a monthly update on the students and their progress, so I can align it with our data points and talk to teachers about improvement.

- Having more ACE tutors for our large campus. :)
- Just to have more ACE tutors. :)
- I wouldn't change anything at this point.
- Think about supporting scholars with the two-way dual language if they are in second grade.
- No changes.
- The top-level students did not get to work with them. I think it would be a huge enrichment opportunity if they worked with above-grade-level students, perhaps in an after-school setting.
- Give us more tutors.

**6. *Describe ACE tutoring in one to three words or phrases.***

- A helping hand for literacy support: Support for student success!
- Amazing, caring young adults who are extremely dedicated to the success of their students.
- Consistent, robust, and focused.
- Essential for reading success, essential for scholars to see themselves as readers.
- Important to success.
- Effective support!
- Effective, focused, and consistent.
- Targeted, data driven, student focused.

- Focused support in reading.
- Committed, stakeholders, community.
- Inspiring, effective, and highly motivating!
- Intensive reading tutoring.
- Unbelievable, kind, reliable.

**7. *List any other comments or suggestions.***

- I had heard about ACE for several years from my colleagues. It was exciting to have the opportunity to have the program on my campus. WOW! ACE made a HUGE difference on the reading achievement of my students this year.
- Thank you for letting Wooldridge be a part of this wonderful program.
- We love the ACE tutoring program and include our tutors as part of our campus family. They are integral to the success of our students and contribute significantly to a positive, inclusive, and robust school community!
- We credit ACE, in collaboration with our hard-working K–2 teachers, with making strides toward helping all scholars meet their reading goals. The strong ACE tutors, the strong system of training and support that they receive, and the structure of the one-to-one relationships that scholars build with the tutors makes it an essential part of Andrews.
- For 2 years, ACE AmeriCorps has worked with our students and has helped to develop a love for reading that students did not have. They have also been a part of our staff, and their enthusiasm is noted.



- In our first year of joining the ACE family, our mentors were truly a part of our community. They were effective in instruction and in communicating with teachers about the progress students were making weekly. The ACE mentors built a strong positive rapport with our children, who looked forward to working with them daily. As the principal, I appreciated meeting with the ACE team monthly and receiving data about each student. Thank you.
- We love our ACE AmeriCorps tutors. They are a very important part of the work we do at Decker Elementary.
- The teachers who provide the interventions have great training.
- We are delighted to have had the ACE tutoring program in our school. It motivated not only kids, but staff as well! Sometimes, it is easy to give up on struggling students. The ACE tutors brought youth, vigor, optimism, and dynamism to our K-2 literacy program. Wow! What an impact they have had in the lives of our students and in the lives of the adults (myself included) at Brooke!
- I thank you all for the hard work and helping us increase our students' success in reading.



# Appendix F.

## Teacher Survey Results

In late spring of 2013, an online survey was administered to teachers on the 20 campuses ACE serves; 133 teachers participated. Responses were anonymous. Below are all questions and responses. See Appendix C for featured questions and responses. A discussion of and recommendations based on these results are included in the main report.

**1. *How important is ACE tutoring to the reading success of your students?***

- The tutoring is extremely important to our kindergarten reading program.
- This tutoring program offers students one-on-one time with an adult who is supporting their growth in reading fluency and comprehension for a concentrated amount of time, so it can make a large impact.
- The ACE tutors are a great asset to the school because they provide additional support for at-risk students. The 1:1 time provides students support with reading skills they are struggling with.
- The students I had this year who worked with ACE were very motivated to read. They enjoyed the one-on-one instruction, and the ACE tutors were GREAT! Most of my students were on grade level or above by the end of the year. A couple of my students did not make the expected gains, despite all of the extra tutoring they received.
- It is a valuable resource on a campus such as ours, which did not have the adequate amount of intervention support for the size of our population. I believe it played an important role in the gains my students made.

- Of course, the work they do in reading fluency and comprehension is important, but the real power is the consistent, daily interaction the students get.
- They really helped students improve fluency.
- ACE is important because it offers support and intervention. I feel and believe that it is a partnership, and I embraced ACE! I was very thankful for the support because it allowed me to help balance time to support all students, not just those students who were struggling.
- It is extremely beneficial for students to receive 1:1 instruction to help close the gaps for any instruction needed to reach higher-level goals.
- I found ACE tutoring very helpful because it gave my students more one-on-one time, which can be difficult to provide during the year. The tutors were friendly, and my students really enjoyed working with them.
- Very important—they help with fluency in the lower grades.
- The students who were seen by an ACE tutor had an increasing amount of progress in their reading levels. This program is an important extension of support needed for each child.
- I think ACE is very helpful to “bubble” students, who might otherwise fall through the cracks, while literacy specialists focus on the highest-need students. Because it is a 1:1 ratio, I think the program has a mentorship aspect to it that may or may not be recognized and utilized to the fullest.
- It is very important and greatly appreciated!

- Very important—the ACE tutors really help out with one-to-one instruction. ACE also helps the students individually build fluency and comprehension strategies to use in the classroom.
- Very important to our primary grade students who are falling behind.
- It was very important. I could tell a difference in my students that participated in the program!
- ACE has the potential to really get those “bubble” kids over the line.
- ACE tutoring is pivotal to the early success of our young readers. ACE provides the support our lower grades do not always receive.
- ACE tutoring made a huge difference at our campus. The staff is very well trained and offer one-to-one reading interventions that general ed. teachers are not able to provide. They were a huge help this year!
- ACE is an essential program. In a time when all resources are handed to testing grades at the expense of early intervention, ACE is absolutely imperative to the success of our younger students.
- The ACE tutors help the middle-of-the-road students, who don't normally get extra help. This is very beneficial, because it reinforces objectives taught.
- The tutors who worked with my students have been instrumental in helping raise their achievement in reading accuracy, fluency, and DRA levels. They have also helped the students in their social and emotional growth, in addition to their academic success, this year.
- Some students need that extra practice during the school day to be able to reach the reading goal.

- ACE tutoring has improved our students' success tremendously this year. Without them, some of my struggling students might have not made much progress.
- These tutors have been able to turn many students into accomplished and confident decoding readers. The tutors have been very successful teaching reading.
- I do not feel that ACE is very important, but it is helpful.
- It is important because of the extra support we receive from the external tutoring group. [In addition to] our daily small-group sessions and one-on-one interactions with students in need, they benefit from practicing their reading skills and getting feedback outside the classroom, so they can reach their reading goals.
- Very important—they provide 1:1 instruction that is successful for these students. It provides another level of intervention to assist the classroom teacher.
- CRUCIAL! I've never had any help outside my classroom for these kids in 9 years of teaching, until the ACE program made it here. And you guys make a big difference!!!
- I have seen how it helps students grow—especially those whose family are not as involved in practicing the skills the students are learning in the classroom or helping them with their homework.
- ACE has allowed my students to practice their reading skills, stimulate their interest in reading, and increase their fluency level.
- ACE tutoring has helped my struggling students tremendously this year. It has pushed the students who were working on fluency and phonics to reach and surpass their reading goals for the year.
- ACE has been fundamental in the reading success of my students.

- The ACE tutoring is instrumental in the reading success of our students. A large percentage of the students ACE serves increased their reading level during the year so that they were on, or close to on, grade level this school year.
- The ACE tutors have been very helpful and professional this school year. They have provided important teaching of essential reading skills to my students. I am glad they were part of our team this year!
- The ACE program has been a tremendous asset to our campus. Students have grown academically through the nurturing guidance and tutoring of the four remarkable tutors.
- ACE tutoring has been a huge help to my students' success in reading. I have seen drastic improvements over the year. This program is extremely important to benefiting our students' reading progress.
- Very important—the one-to-one tutoring helped our students tremendously!
- So important—the one-on-one tutoring daily makes such a difference! Every student who has worked with ACE has made great gains!
- ACE tutor teachers are highly valued when support is limited due to teacher shortage or other reasons. The consistency is key to their success.
- Very important—they not only provided literacy support and academic support, but also emotional support for students with behavioral difficulties.
- I think the consistent extra support has been very helpful.
- It is very important since we have very little support in reading for the K–2 students.

- Absolutely necessary for success—the class size is illegal and the student issues too great for any one person to accomplish the goals requested by the district.
- I think they did a wonderful job, because they helped the students improve their reading skills.
- It helped some of my students to accelerate their reading scores.
- Very important—having a class of 20 students, it is very difficult to meet every/all individual needs of every student. With our ACE tutors, they make it possible to have that extra teacher in the classroom. Students who need that extra push (help) are able to receive it not only in the classroom, but for 25 extra minutes each day. I also think the one-on-one with students is very important. With some students, one-on-one teaching can be more effective, which is not always possible to do in the classroom.
- ACE helps light the spark that develops a love for the printed word. My students look forward to their quality time with their ACE volunteer. The ones that graduate their program show their certificate with pride. Thank you, ACE!
- ACE has worked with six of my students [and has affected them] in a positive way. The focus of improving our students' fluency through the ACE program has helped us in focusing in on other reading skills that our students are still lacking.
- Super, super, super important—we work with so many struggling readers that we have to “prioritize” who we can give extra intervention time to. AmeriCorps tutors allow for so many more children to be seen during the day for special interventions. Plus, the one-on-one time with these children is invaluable and not even something classroom teachers can do.



- I believe ACE tutors really helped speed up progress of kids who were below grade level.
- Incredibly important—they are an invaluable part of our community of educators, foster learning of all the students, and play an integral role in closing the achievement gap.
- It was crucial for the students who were helped. Without the help, it would have been very difficult for them to get on level for the following year.
- They did such a wonderful job with the students. Their reading fluency really showed progress.
- ACE tutoring has played an important part in the reading success of the students in my classroom. The ACE tutorial teachers developed a wonderful relationship with my kids and our school staff. They loved reading with them—a great motivator in reading.
- The ACE tutors were very helpful, working with my students who needed extra help. The ACE tutors are very important in helping my students to be successful in reading. They score a 10! (10 being the highest score)
- ACE tutors were very helpful to my students. I could see a lot of academic growth as well as a boost to the students' self-image. The children always looked forward to working with their tutors. I look forward to working with them again next year.
- I find the ACE tutoring program to be essential to the students' success in reading.
- ACE tutoring is essential for the reading success of our students at Allison. Without it, we would not have as many students meet the necessary gains to be successful readers.

- It is important, but it is unclear how much progress the student would have made without the intervention.
- I saw a tremendous gain in fluency and confidence with both students.
- Extremely important!! Without them, the reading levels of some of my students wouldn't have been near as high.
- It is very important because it allows struggling students to get 1:1 support that targets their specific need(s).
- The program has been key to two of my students reaching grade level in reading. The extra few minutes a day gave them the push they needed, over and above what I was able to do in the classroom.
- Our ACE tutors have been most valuable during this school year in helping our students become successful readers. I was impressed by their knowledge, professionalism, and compassion for our students.
- They have helped so much! We don't have a reading specialist who works with our students, so to have extra reading help from ACE tutors is so important and helps boost our students' reading skills and levels.
- ACE is very important because I get support and feedback on reading. I can tell the students are more confident and better readers. They also support in the emotional development of the students with the one-to-one instruction. Thanks.
- ACE is and was very important to my students. ACE tutors worked very hard with my students.

- The ACE tutoring really helped my students, and the students really looked forward to each time they came to help them with reading. The students have shown great improvement and are more confident readers.
- It was very important! Students who came in knowing some letters and sounds were serviced first. With the help of tutors, they began reading quickly and are reading above grade level. Students who were tutored later in the year have a good foundation and are reading on grade level. A few of these may need extra help in first grade.
- ACE helps students who need just a bit of a “bump” to get there. It hits those middle children. Wish they could see more of my students. I would say ACE is very important.
- The students enjoyed the one-to-one attention they received. Each student always returns with a big smile, as if a positive feeling of accomplishment has just filled them.
- We try to meet with our reading groups every day or every other day. But sometimes other things get in our way. ACE tutoring is there every day to help our students and teachers when they are unable to do so.
- It is a very important one-on-one tutoring program, and it is the best way students can improve their reading skills.
- We have not had any help in the primary grades, and the ACE students have been a wonderful addition to our school. They work hard and have helped get our students moving up!
- ACE tutoring is important for my students because most of the time, they need extra encouragement on a one-on-one basis. Thanks and congratulations!

- Tutors add a magical element. Part of it is the one-on-one relationship that I can't give them, as a classroom teacher. This builds confidence in the students and trust for adults. Trust is an element that these children often have not experienced with adults. Academically, they are the life support that helps these students over the hump...re-explaining and supporting what was taught in the classroom. With limited-language children, hearing it another way, and possibly slower, is a gift. Simply said, they are very important. I would cry if they were discontinued.
- The ACE tutors were a tremendous help. They gave my students the individual attention that they need.
- It is extremely important. The one-on-one daily tutoring really makes a difference.
- ACE tutoring was imperative to my struggling students' success. They would have not been able to progress as timely as their peers without their tutor.
- The ACE tutors have definitely benefited my students.
- Each child who was tutored came up to grade level. Approximately 75% were reading below grade level. I am most grateful for the kindness, support, and willingness of the tutors to go above and beyond to help two of my individual students. Thank you.
- The tutors really helped the kindergartners learn their letters and sounds, which helps them with their prereading skills. GREAT JOB!
- ACE tutoring has been extremely important to the reading success of my students. With our low-socioeconomic-status schools that serve so many struggling readers, it really helps to have ACE tutors aiding us and pulling out for one-on-one instruction those students who need just a little "push" to succeed. They thrive on the

individualized attention, and sometimes, these tutors are our only resource for intervention, other than the regular classroom teacher.

- The ACE tutoring was the best thing that happened to my class this year. The tutors were very helpful and very dedicated to helping my students learn the skills to be successful in reaching their academic goals. I would love to continue this partnership in helping my students feel good about their academic achievement.
- They have been a great help with the “bubble” students.
- I really think it is important for students to have that one-on-one help. With a full class, teachers do not have time.
- Very important—ACE tutoring helped my students with reading readiness, helping them learn their letters and syllables. ACE tutors also helped students make that step forward in their reading and improve their reading fluency and comprehension.
- The ACE tutors have made a huge difference in kindergarten! Out of my 21 students, ALL 21 knew all 26 letters and sounds by January! This has NEVER happened before! There are usually at least five who struggle to learn those basics, making it harder to move on with reading. This year, we were able to get much further with our guided reading groups, and as a result, my students scored much higher as a group on the DRA at the end of the year! I think the ACE tutors were essential in all of this!
- The ACE program is very important on my campus and is a very special tool that we are lucky enough to have in our tool box. This is my second campus to work at that has the ACE program, and I continue to be impressed by this program. I believe that there is nothing better than one-on-one reading instruction that is provided daily. I had several students this year that made HUGE gains, and that is in large part due to their ACE tutor.

- I believe they were instrumental in helping our struggling students. It is great when a student gets to work one-on-one.
- ACE tutoring was very beneficial to my students, and the tutors were consistent in coming and getting them daily. My students did jump levels quickly and became more confident in their abilities.
- ACE tutoring was vital to my students being able to progress to reading on grade level by the end of the year.
- The ACE program is a wonderful resource. Any time students can get one-on-one help, it is a bonus situation.
- More of my students were able to progress further than expected with the help of the ACE tutoring program. All of the students who were part of the program showed marked improvement over a short period of time. It was great.
- ACE really helped me to further support the students who needed it most! I was so happy to have them this year!
- It is very important. It was so important, I would work around their schedule.
- Words cannot express the importance of their tutoring to the success of my students. I saw light bulbs go on and pride in abundance.
- I feel the ACE tutors have really helped in students' confidence levels since it was a one-on-one program. I am rarely able to give that service to my students, so it helped in giving them the foundation they need to practice the reading strategies taught.
- Greatly successful.

- ACE is very important because it allows students to have one-on-one instruction and interaction that may not always be possible in the regular classroom.
- It's very essential to diminish the gap in reading between the high readers and low readers.
- The ACE tutoring has been crucial for our students. They come to school with very little literacy experience, and the ACE tutors really help us fill in gaps in the students' knowledge.
- ACE has been very important to the success of our kids. There is a great partnership between teacher and ACE mentor to provide just what each child needs.
- They serve a small number of students, only two from my class this year. I think it was somewhat helpful but hard to know how they would have done without. Other students with comparable DRA scores were able to achieve the same amount of growth as the ACE students.
- I feel like it would be more helpful if it helped the below-bubble kids. I'm not talking about the really low kids, but the kids that they pulled were actually the kids of mine who were on grade level. So it would have been more helpful if they pulled the kids slightly below grade level.

**2. *Rate your satisfaction with scheduling arrangements for children served by ACE.***

Options	Percentage	Count
1: Very dissatisfied	3.8%	5
2: Dissatisfied	1.5%	2
3: Satisfied	28.6%	38
4: Very satisfied	66.2%	88

- This must be one of the hardest things the ACE tutors encounter. Because of the nature of a school environment, and some teachers in particular, it is hard to have a consistent adherence to a schedule. The tutors were punctual when pulling kids from class and had a great flexibility toward any school- or teacher-needed change to the schedule. The tutors who assisted my students were able work around any changes and still pull the students to complete all their sessions.
- The tutors were flexible with their schedules and understood when we needed to keep students in the room.
- The students who were seen by ACE tutors were able to be exited from the program pretty quickly. They just needed the little boost of reinforcement that was provided by ACE.
- I understand that scheduling is always a challenge because everyone is doing reading at the same time.
- They were more than flexible. They made it so our kids were picked up on a rotating schedule, so that the students did not repeatedly miss the same area of direct instruction. They would also be flexible "on the fly"...say we were taking a spelling test, they were more than willing to come back 5 minutes later.
- I recognize that the students who did receive support were able to reach their goals and move on. However, my dissatisfaction was in the fact that the student I had who needed the most support was only seen for approximately 1 and a half weeks for tutoring. So, he really didn't have any advantage from the program. I was also disappointed that they stopped tutoring so early in the year and did not tutor up until at least May 31.
- The ACE tutors worked very hard to accommodate our changing schedules. They were always smiling and willing to be flexible.



- The tutors were very flexible with teachers and schedules.
- They made it a point to schedule lessons only during the language arts block.
- Some students were pulled out during math, so they had to catch up when they returned. Some students could handle it; some couldn't.
- The ACE team was flexible and accommodating of our schedule. They were on time and when having extra time, they would visit and support the classroom. They helped all children, not just the ones that qualified for the service.
- For me, these tutoring sessions are more important than anything else that takes place at school. When the tutors arrive, I let their students leave immediately. On a few occasions, I've had to alter the tutoring schedule, and these tutors have always accommodated me.
- Tutors were always on time, flexible, and conscientious of our time.
- The ACE tutors are ALWAYS eager to support ALL of our children. They have been very flexible.
- Scheduling is always difficult. The ACE program seemed to work around teachers' schedules, and it wasn't a problem.
- The ACE tutors work hard at finding a good time to see each student on their roster. They are willing to switch their schedules around to make sure the students aren't missing core blocks of learning.
- The arrangement of pickup for our students was around the language arts reading block, which reinforces what we do in class DAILY.

- They were flexible and worked with me cooperatively. They tried to take multiple children at the same time to avoid disruption.
- The students who are weak in reading are also weak in math, in particular understanding the story problems. Students were pulled during my math block of time. Not only did it keep those students pulled from their math time, but it also interrupted my entire class every time they came to pull out or return students.
- ACE tutors were very good about ALWAYS communicating with me if there was ever a need for a schedule change. They worked very hard with trying to work around the classroom schedule to make sure their students were not missing valuable classroom time.
- The ACE volunteers always check to make sure the schedule is acceptable. They always know that things change and are very flexible.
- AmeriCorps tutors are extremely respectful of the scheduling needs of teachers and flexible when special issues come up.
- I really liked the fact that my students were mostly pulled during center time. This was great because students didn't miss out on instruction in other content areas.
- The ACE staff was very flexible and made adjustments to each change in our daily schedule.
- The tutors were very accommodating and tried to be flexible in adjusting their schedule to ours.
- Tutors are willing to work with us as to when they pull our students. They are willing to rearrange if we are testing or have special events.
- Always on time. Flexible if we had a field trip or special event. Able to work around our schedule.

- The ACE tutors at my campus were very responsive to coordinating the scheduling, so that I could work with groups well. Very responsive!
- I think that regardless of when the students are pulled out, they will always be missing some whole-class material. My students usually get scheduled during language arts, which means they are still working on similar skills as their peers.
- The tutors worked with our classroom schedule, were very punctual, and were consistent.
- Our ACE tutors worked so hard to accommodate our students' schedules, along with the teachers'. They were very mindful of core instruction times and worked with us to make a schedule that was beneficial to everyone.
- They are willing to switch students when they can to accommodate what students need in the classroom as well.
- Talked to me about concerns with schedule, adjusted it to fit my needs and theirs, and always kept to the schedule.
- I believe this service is so important that I am willing to work around the tutor's schedules.
- I'm really rather flexible when they come and get my students, and ACE is really good about coming at another time that day if something arises out of the blue.
- We had some teachers complaining that the students were missing a lot of core instruction. But I believe that those students would not have understood the core because they are behind. So it works out.

- One of the things that makes ACE so valuable is that it is consistent. The tutors are so well trained and monitored. No one on campus uses time or energy managing them. It is seldom that a program maintains itself. Tutors actively look for ways to help. When asked to do more, they go the extra mile.
- Tutors are very flexible and always willing to work with the teacher/student schedule.
- I was satisfied that two children were served per day, but I wish more could be served.
- The tutors were flexible and creative in solving scheduling problems.
- I know our tutors were flexible with scheduling around other core subjects, special areas and lunch, computers, library, etc. However, at times, those times have to be utilized for tutoring. Sometimes the children are pulled during math or writing, and they struggle equally in those areas.
- The ACE tutors at my campus always try their best to accommodate all their students, even when there are scheduling conflicts due to campus events. They will switch kids around, so that they all get their tutorials as often as possible.
- They were always ready to help, very professional, and were a great help with field trips.
- The schedule took into account not only the individual student's academic day, but the student's time of being most focused (such as early morning).
- I have nothing against the scheduling, but any time students are pulled for additional help, they will miss or have to get separate help with what ever subject they were pulled from.

- Sometimes, students had to miss core instruction, but I feel that for the most part, they were benefiting more from the one-on-one time with ACE than from the whole-group lesson.
- The tutors were so flexible and willing to work with our schedules!
- Their regular schedule fit with our schedule, and any time I needed to reschedule, they were more than happy and able to do so.
- Due to the positive impact the ACE tutors offered my students, I was happy in being flexible. It was difficult, however, on Fridays, as it is a testing day. Individual students missed certain tests, and I had to find a time to make up their tests throughout the day. Perhaps on Fridays they could go as a group?
- All teachers have to be flexible!
- I was satisfied, except when the students were assessed because then students were pulled during instruction and it was very disruptive. Also, it didn't seem like we got notice, except at the end of the year.

**3. *How important do you think the ACE tutoring program is to your campus?***

Options	Percentage	Count
1: Very unimportant	6.0%	8
2: Unimportant	1.5%	2
3: Important	12.8%	17
4: Very important	79.7%	106

- Our campus has a large amount of students who come to us not having received the basic reading readiness skills that are necessary for success. ACE helps our campus in closing this enormous achievement gap. As a campus, one might say that ACE is a life preserver, keeping us from drowning in the waters of illiteracy.

- It could garner a rating of 4 (very important) if they worked with bilingual students in both languages or in the language they are struggling with the most.
- Our school is a Title I campus with over 900 students. Teacher-student ratio is high, and therefore, students don't always get the 1:1 attention they need. They get small-group and peer support, but for a small percentage of students, they still need 1:1. The ACE tutors are able to support a classroom teacher with the 1:1 support in reading.
- You work very hard with our students, and some teachers mention that you work very hard with our kiddos with reading. Thank you!!
- My only wish is that they could take more kids at a more varied level. I understand the requirements for accepting children into ACE, but I sure wish they could take more than just the "bubble kids."
- I believe that because the tutors assess the students initially, they are able to target specific needs to specific students. They are able to teach in a more private setting with a 1:1 ratio.
- Our students need all the help they can get in reading. ACE allows us to work with our students and in some cases "double dip" them during the day. The one-on-one time is invaluable.
- I think ACE serves a very important role helping bubble kids get caught up, so literacy interventionists can focus on the highest-needs students.
- It is a big help to have additional reading support, especially due to the fact that many students at my campus don't receive reading support at home.
- Due to the new dual language model being implemented at our school, there is very little time for guided reading and one-to-one instruction. ACE tutors help with both of these types of instruction.

- We have many students who need extra support, and we don't always have the means to get the one-on-one that some of these students need.
- We have very little primary support, so it is imperative that we have a program like ACE to help the teachers fill the gaps with our students.
- Having the program on our campus helps students with academic growth and also improves their self-esteem and attendance. Students also benefit knowing that another adult cares about them and values their learning experiences.
- Some of our students don't have the support at home that they need to be able to improve in reading. For my students, the extra tutoring they received during the day with the ACE tutoring program was significant to read on grade level.
- Again, they have been a great addition to our campus and have helped the children to be successful.
- As a kindergarten teacher, I work to lay the foundation for a lifetime of learning and success for my young charges. I believe the ACE tutoring is huge in helping me do this.
- They work with very few children, and focus on only fluency.
- Our students benefit from this kind of program.
- The primary grades have in the past been overlooked when it has come to help with our reading specialists, so this has helped first grade a lot. It gives the students an opportunity to work with someone other than the classroom teacher.
- They provide an important adjunct program to our classroom instruction.

- The systematic approach to reading instruction has helped our children move through several levels of reading. In fact, so many students achieved success that we were able to exit many children and replace them with more students in need.
- Many of our students need extra support in reading. This program allowed for many of our students to receive the extra support they needed to grow.
- Our students need all the support they can get, and the quick, one-to-one tutoring sessions with the friendly tutors were very helpful.
- We are a low-performing campus. I believe that if we support the primary foundation of reading, there will be less struggle in the upper grades.
- They provide one-on-one support and attention to kids who rarely get support at home. They also help the teacher feel that she is not alone in trying to make a difference with these kids.
- One student would have failed kindergarten without the aide, who went above and beyond anything ACE could pay them for. It was entirely selfless. It made the entire difference in this child's life. I don't have time to describe it. Just believe me.
- It did help raise the reading scores of some of the students in my grade level.
- The extra help is amazing!
- Our community was a book desert for many years. It has been challenging to get parents to know the joy of reading. They don't always model reading in the home. Consequently, reading is thought of as only a school thing. AmeriCorps has helped the students with different reading strategies that make reading fun. Reader's theater comes to mind.



- Our campus is pretty high needs, and that means that most of our efforts and interventions are geared toward State of Texas Assessments of Academic Readiness grades. However, early intervention is the most important, and so ACE helps to balance that discrepancy.
- ACE tutoring is and will continue to lessen the gap between our struggling students and our on-level students. ACE tutors also help give students one-on-one support that many do not receive at home. My students were always excited to see the tutors, and they quickly developed bonds with them.
- There are many students below level and not enough tutors to help them; therefore, the ACE tutors are lifesavers to our campus.
- The one-on-one tutoring is invaluable to our campus of high-needs students.
- We have so many high-needs students who can use this extra support!
- It has been great...just wish more kids could take advantage of the program.
- We absolutely need them! They not only tutored the students, but they supported the campus fully in all areas. And they mentored the students even after the students had “graduated” from their program. Awesome!!!
- Very important, as options for additional intervention are extremely limited at the first-grade level. Best practices show that early intervention is key to reading success, but current circumstances leave us woefully underserved.
- In first grade, they are the only one-to-one support in reading. I can tell they make a difference.

- The tutors showed school spirit, were known by all of the students who they tutored and did not, and were positive toward everyone.
- In talking with other teachers on my grade level, they have experienced the same positive benefits with their students.
- ACE helps those middle-of-the-road students. It usually gives them the bump they need to be on target or near.
- It's very important because our reading specialists don't have as much time to spend with the primary grades.
- These young people become members of our community. They are loved by the children. They give extra hours and hands without being asked. I think of Claire making coffee for the staff every morning. She got here before I did, and I get here around 6:45. Chris doing the "green team" after school. The students know when you care about them. This bond makes them want to do well when you go back to academics with them.
- Our campus is struggling to improve passing rates on middle- and end-of-year assessments. We need all the help we can get to support our students to meet their goals.
- Any time we can have one-to-one support for children, it is valuable.
- This support has been critical to building success and confidence for each of these students. They have the building blocks to be successful in third grade now.
- We are in great need of additional resources for our struggling readers. The intervention that ACE tutoring provides is a very important benefit to our children.

- The ACE tutors helped us reach our students' academic goals each week.
- ACE tutors not only help students in their academic progress, they do lots of extracurricular activities, like after-school programs or field trips. They are really involved with school activities and are a good aid for teachers trying to reach all of their kids, especially the ones who need that extra help.
- Every teacher I talked with has said the ACE tutors' one-on-one work with kids has made a big difference in our kids reading and overall academic abilities.
- It's very important, especially for struggling students, to get one-on-one help in reading.
- The instructional coaches have not been able to work with our kindergarten students. But ACE worked with kindergarten students, and they showed growth.
- We don't receive many supports in the primary grades, so I feel that ACE is very important in supporting early literacy at our campus.
- Our students especially need that one-on-one attention since very often, they are not receiving that attention at home.
- Just from speaking to some of my fellow workers, I don't feel they are as appreciated by all. I believe this happens because they don't give the program a chance. If only they would, they would see how effective this program really is. I believe some teachers have difficulty letting go of that control. It was difficult for me at the beginning, but I later realized it is a support. I am very grateful I gave the program a chance.
- Our campus is a very low-performing, and the bonds they formed with the children engaged them in reading and learning basic skills.

- A lot of students come to school with very limited vocabulary and phonics skills. ACE tutoring gives extra support to our students that they won't get otherwise.
- We need all the help we can get! They were wonderful!
- The students at our school need as much intervention as possible.
- We appreciate everything that they did for our kids.
- The ACE mentors have become part of our campus!
- Some kids really need the one-on-one. I wish we could use that to inform which students are taken.
- Very important—we need the help, but it would be more helpful if you helped the lower-performing kids.

**4. *If you could change one or two things about ACE tutoring, what would you change?***

- I would have MORE TUTORS, giving them better facilities in which to conduct their important deeds. Some teachers that have ACE tutors become disconnected and assume that all is going well, but may not have a clear understanding as to the particulars of what the tutors are working on with their students. So, maybe a brief in which the teacher is informed as to what intervention, or area of work, that the student has received. I'm not big on mandated meetings, but maybe an informal "touching base" conversation to make sure the teachers keep themselves in the loop would be good.
- I think the tutoring can serve our lowest-performing students as well. At this time, these students were not taken for tutoring.
- That I would be talked to during my planning time, not lunch.

- I like how all tutors work with students.
- I would have the ACE tutors work with the “low” kids sooner.
- I wouldn’t change anything about the program. However, I would like to selfishly see more tutors to help service our students.
- I would like to see comprehension support in the tutoring sessions and not just fluency support for students.
- I cannot think of any changes. The program ran smoothly all year.
- The only things I would change are the things outside of the program. Our school did not have the appropriate space to provide to the tutors, and they were forced to take the common area away from the use of an entire grade level. That was quite unfortunate but not in their control.
- I wish they could take more kids and more a more varied level.
- A broader scope for second-graders. Comprehension skills!!
- I wish that teachers and ACE could have more time to share data. If we were able to have a data day together, it would be great! I am aware that this is an issue that ACE has no control over.
- 1. They would teach later into the year and begin tutoring sooner in the year, so that the students who have the most need actually have some additional support. 2. Students who are already receiving support should not be excluded. Students receiving support from a reading specialist can be seen with up to six more students, and their specific needs are not always being met.
- I wish they could work with more students! I’d like to know more about the specific skills they are working on in a given time period.

- I would like to see them monitor comprehension in addition to fluency.
- I wish that we would have more tutors to be able to address each child in the classroom.
- I wish the tutors or program supervisors would communicate more directly with the teachers. It seems that the literacy interventionist is expected to be a go-between. This is not the most effective or efficient way of supporting, communicating, or collaborating with classroom teachers. It seems to separate ACE from the staff to some degree.
- ACE tutoring is awesome! I would like to set aside weekly or biweekly “check-ins” with tutors to go over assessment data. It’s hard to find time due to everyone’s busy schedules, but times could be established at the beginning of the school year.
- Last year, ACE served more of my students who were on the borderline. This year, they served the kids at the bottom. In my opinion, more kids were able to reach success last year than this year. I would have liked more input on selecting the kids who were served.
- ACE tutors should provide a very short data presentation at the end of the year, documenting progress of the students in the program. Most teachers are not provided with specific information on whether students made progress or not. This expectation would also provide tutors with the opportunity to practice professional public speaking.
- ACE is wonderful. There is probably not much to be done, but second grade does seem to have issues exiting as successfully as kindergarten and first grade. I am thinking that with years of ACE being here, that will become less of an issue, as our students will come into second grade more prepared, thanks to their years of ACE in kindergarten and first grade.

- Maybe sitting in on some of our planning sessions to give input.
- Establishing early in the year a system for pick-up of students. At the beginning of the year, I went through many interruptions due to the tutors coming into the classroom to get their students. I think it is best if they wait outside for their student.
- I would increase the number of tutors available at the campus. I would set a time limit (number of weeks that a student receives services, and if the student doesn't reach a certain level, exit them and put another student in their place).
- I noticed that the ACE tutoring program focused mostly in phonics and fluency. There are students who are great decoders and fluent readers but do not comprehend. I wish the ACE tutoring program would include comprehension in their tutoring practices.
- No changes—the group at our school was awesome. Andrea, Rachel, Rosio, and Adam went beyond their duties to become part of our staff and community. They not only helped with the children, they also participated in school functions, field trips, book fairs, etc.—and ALWAYS with a smile and a positive attitude. We love them, and my students do, too.
- One of my students entered the ACE program in November and will continue until the end of school this year, as she seems to have difficulty retaining information for long periods. Though she is considered too young to test for a learning disability, I suspect she has one. I am wondering if there should be a cutoff point after awhile, so that she can be released and other students who are on the waiting list can benefit from the program.
- I would have them work with more students and work on comprehension, not only fluency.

- I noticed the focus this year was in phonics. It would be great if reading fluency and comprehension are included in the future.
- Service students who are below grade level, too.
- I would not necessarily change anything, but it would help to see the curriculum being used in order to support students in the classroom or remind them to use the skills they learned in ACE.
- I would like students with higher needs being served by ACE tutors.
- My lower-performing kids did not get pulled with the ACE tutors, and some of them could use the extra support.
- More tutors!!!
- I wish that the ACE tutors could expand their tutoring to students who were reading at lower levels and also to third-grade students.
- I would prefer them to tutor our lowest-performing students, according to their specific needs.
- I would like to know about how the reading program works and how it is rated, as per the individual reading level.
- The ACE program concentrated on students who were deemed average—not high or low. My concern was that the students who needed the most tutoring, because of their highest academic risk status, were not provided service. I understand that results are more clear when progress can be shown with “medium risk” students, but the most needy students seem to “fall through the cracks” under the current qualifying rules.
- If anything, I would like to see the program expanded, adding tutors to reach more students. We have a great need on our campus. Many of our children are still below grade level in reading.



- 1. Get to know teachers and the campus a little better. 2. Meet with teachers and coaches once a month for about 20 minutes to share data and progress.
- I feel like my students who are lower performing should also be pulled. This would enhance their learning. The more exposure they have to the material, the stronger the student becomes.
- If I could change anything about ACE, it would be to add more tutors to see more students, especially the struggling students or those behind.
- If they could see more students or spend more time with the students they see. Their day seemed to have large blocks of free time.
- There should be more of them.
- Perhaps tutors could come into the classroom during reading time and work with two or three students at a time during reading group time.
- Clone your volunteers. More family nights. A readers theater after-school workshop.
- If it were possible, I would prefer for the ACE tutors to work with my students in the classroom, as opposed to being pulled out. This would save on time during transition and ensure that the student is not missing any content-based instruction.
- We need MORE ACE tutors. If we had one tutor per classroom, ACE tutors could get to know each classroom and that classroom's unique needs. Although I like the current tutoring lessons and the increased student time (in the last 3 years...), I do miss when we used to have tutors assigned to teachers. It was nice to be able to communicate regularly with the tutors, so that we could have a shared vision of our students' needs.

- I would also love to see the tutors help our students build their comprehension a bit more.
- I would have them tutor in the classroom.
- Nothing. Loved it!
- I only wish that they could work with the students that are lower performing or really struggling to learn. But I understand that is the way the program works.
- It was great just like it was.
- I would not change anything; they adjusted their schedules to meet ours.
- More tutors!
- ACE would serve more students—maybe small groups instead of one-on-one. They would share the results of their progress monitoring regularly. Tutors would spend the first 6 weeks providing intervention to the lowest-performing students, instead of the middle.
- I wish they didn't have to pull students during science. Perhaps they could pull some during science and some during social studies, so that those subjects are affected less. Tutors spend a lot of time getting to their room. Perhaps we could find a place closer for them to work with the students. Time is precious!
- I think the 3 years I have seen it in action have been great. I think the tutors themselves modify things and make changes as needed.
- I would like them to meet with teachers to share pretest and post-test screening methods, materials, and selection criteria. I, for one, would like to have seen progress reports. I wish more of my students could have been served.

- More tutors!!! :)
- I would have more tutors, a group for each grade level, K, 1, and 2.
- ACE tutors did an excellent job with my students. 99% of my students mastered letters and sounds. I believe I would ask them to take their skills a little further by helping the bilingual students learn the syllables.
- I wish that more of my students could have worked with them, as they really helped my students.
- The only thing I would change would be to retest students at mid-year to see if student needs have changed. This might help the lowest-performing groups to be seen quicker.
- Truly, at the beginning of the year, it would be much more beneficial if they could get those children who are struggling with letters and sounds. Usually the children they take end up really being our high-performing kiddos. It does help them, but extra help with our low-performing little ones would be a godsend.
- Have more tutors in the school.
- I wish we could have an ACE tutor assigned to an individual teacher for the whole year. That is, they would work only with our students and not anyone else.
- It would be nice if they could tutor not just the bubble students, but the ones below grade level.
- I wish they were in their own space. It is distracting to them and to the class when we walk past them in the hall. I don't like being the bad guy, keeping the line on task. Otherwise, the children would crowd around the tutors. This is good because it shows how the children feel about the tutors, bad because it borders on chaos.

- I would like for the students who are struggling the most to meet with the tutors at the beginning of the year, instead of the end. For the last 2 years, those particular students only received 1–2 weeks of instruction and would have benefited if the intervention would have started earlier. The students who placed out early on didn't need the tutoring as much because they would have picked up quickly from classroom instruction. This has been my particular experience the last 2 years.
- The quality of the tutors was exceptional. We could use even more tutors.
- I wish the curriculum and progress monitoring were more flexible, especially for students with particular needs such as stuttering.
- I had so many students below grade level that one of my students never got pulled. So I just want more tutors.
- I am so impressed by the volunteers that I can't find anything to change about them or the process.
- I just wish they could see more kids—I guess we'd need more tutors for that.
- More tutors are needed. Having bilingual tutors has greatly benefited our population. If we had more tutors, it would help in scheduling tutoring times, so that they do not conflict with other core subject times.
- It would be nice to get periodic data or reports from tutors with what they working on and students' progress.
- Possibly, the exiting criteria. Often, they end up seeing some of my higher readers for an extended time because that student has plateaued in one section of their progress monitoring, when students who require more help are not being seen.

- Give teachers some kind of written feedback about students' progress every other week. And I think it would be helpful me for them to share what activities are beneficial (working) for our students, so that we can try them in class with other students.
- I wish we could have more tutors.
- I would have more ACE tutors, so that they could help more students.
- This is coming from a "collecting data" standpoint, but I think it might be nice if we (the classroom teachers) could access the data that we collect. I know they do fluency checks on coding and recoding nonsense words, and I know they can most likely provide that if I ask, but a system that would be accessible to ACE and the teachers would be nice. Not sure if that is even doable. :)
- I was very unimpressed by the lack of communication between the tutors and the teachers. The tutors would not let us know when they were going to be gone. This would affect the flow of the classroom because the students would anticipate that they were coming. I wish that the tutors were more consistent in picking the kids up regularly.
- Sharing the data with the classroom teacher.
- I wish that they could have gotten to the lower students sooner. They did not get pulled until the end of April, and by then it was almost too late to help them raise their reading level before their end-of-year assessments.
- I would like for them to share some of the strategies they use with me, so I can use them for some of the other struggling students they can't reach.
- Work more on comprehension.

- I would love more support. I had a couple of students who did not get serviced, and those two students really needed the help.
- Maybe not waste time in benchmarking students who are below a certain level, since ACE knows they won't be serving these students. And then maybe the Friday group work instead of individual.
- I would like for them to work with two students at a time.
- I would like more ACE tutors.
- The bubble kids did get help. The low-performing kids never got help because time ran out at the end of the year. This was my only concern.
- I don't believe fluency is an appropriate measure. Our lower-performing kids are not seen, and they could really use the help, more so than the bubble kids. I had many kids over a year behind, and having help on first-grade reading would have been great. Instead, slow readers who are on level were helped.
- Help the lower-performing kids, not the kids on grade level.

**5. Describe ACE tutoring in one to three words or phrases.**

- A slogan? ACE is the place. Individualized and effective reading tutoring. Appropriate, capable, effective tutoring!
- ACE tutoring is an excellent service to our students.
- Respectful, part of the school community, eager to support.
- They are very respectful and very kind to the students. They are involved and interested in our kids. They have a very clear aim and do all they can to reach it.

- Very helpful in getting students developed in letter-sound recognition.
- Knowledgeable, professional, great relationship with the students and teachers.
- Knowledgeable about their students needs and academic growth.
- Wonderful, personalized instruction.
- Great job!!!
- Valuable, effective, supportive.
- Exceeds expectations, excellently trained, sincerely loving, ready, committed, devoted.
- Systematic, regular fluency practice.
- Positive reinforcement, time effective, desires academic success.
- Individualized reading instruction.
- Caring, optimistic, positive.
- Helpful.
- Supportive, essential, crucial.
- ACE is very data driven and organized. The tutors seem very conscientious and reliable.
- Excellent support for teachers and students!
- The program has been instrumental on our campus.

- Professional work ethic, part of our school family, supports students and teachers, and raises morale.
- Patient, kind, and helpful.
- They were a great group of girls that I felt always worked very hard with their students. It really felt like they were very involved and helped in all aspects of our school culture.
- Supportive, engaging.
- Beneficial.
- Beneficial, necessary, non-negotiable.
- Made huge difference!
- Essential, part of the campus, loved by the children.
- Tutors fit in very well with faculty as well as students.
- Excellent community service.
- Another person that students could work with, talk to about their home environment, etc.
- Helpful, responsibility, social skills develop.
- Supportive, successful, intervention.
- Great for high-need schools.
- Empowering.
- Empowering, life-changing.



- Good idea, but not effective.
- A great support for students and resource for teachers.
- Confidence for students, encouraging.
- Great intervention/resource.
- Necessary on our campus, valuable with our student population.
- Friendly, professional, and hardworking.
- Knowledgeable, responsible, helpful.
- Caring, knowledgeable, capable.
- Invaluable, necessary.
- Great.
- Wonderful.
- Good.
- Very helpful!
- Helpful, talented, willing.
- Excellent program!!!!!!!!!!!! Tutors are AWESOME!!!!
- Supportive, caring.
- AWESOME.
- ACE tutoring is one-on-one reading tutoring for K–2 students to provide support in the foundations of reading.

- AWESOME!!!
- Helpful, patient, supportive.
- Great attitude, willing to help with other things on campus.
- Responsible, respectful, professional.
- A selfless act of kindness and love that changes lives for children and teachers.
- The ACE tutoring was extremely helpful in teaching our students to read.
- One more tutoring program.
- Hard workers, effective, caring!
- Catalyst, professional.
- ACE tutoring is very flexible with scheduling and very positive when working with our students.
- AWESOME, INVALUABLE, GREAT VALUE!
- Success, support, positive.
- Incredibly important—they are an invaluable part of our community of educators, foster learning of all students, and play an integral role in closing the achievement gap.
- Persistent, flexible, friendly.
- Patient, reliable, knowledgeable.
- FANTASTIC!!!

- The ACE tutors were very committed and professional working with my students. They truly cared about each student they worked with. The students were excited to go and work with the ACE tutors. The other students would ask, "When are you going to work with me?" It was a great impact on the students in learning!
- Awesome, student success!
- The one-on-one help that our students so desperately needed!
- Successful, consistent, invaluable.
- Helpful, positive.
- Very professional, beneficial to students, strong bonds with students, high expectations.
- Energetic, supplemental, partners, indispensable.
- Helps improve students' overall success. Excellent support.
- Effective safety net!
- An ASSET!
- Crucial to growth.
- Positive, supportive, and professional.
- Excellent, understanding, hardworking, with lots of patience!
- Awesome, positive, and dependable.
- Positive, professional, caring.
- ACE—people are WONDERFUL!

- Great, awesome! Wish there were more of you.
- Wonderful, can't do without them, exceptional.
- A+ program.
- Positive kids.
- ACE is a program that supports young readers who are meeting challenges in breaking the reading barrier. It is also a program that helps young adults give back and find them self in the process.
- Beneficial, needed, flexible.
- ACE tutoring is awesome!
- Enthusiastic, fantastic, a tremendous help.
- Awesome, important.
- Supportive, friendly, and required.
- Valuable for students.
- Courteous and efficient staff, flexible, cognizant of the needs of the learners on our campus.
- Diligent, persevering, kind.
- Wonderful.
- A big blessing.
- Wonderful, successful, great, friendly, dedicated.

- ACE tutors are great and add a lot to the achievement and motivation of students.
- Always willing to help, energetic, courteous.
- Helpful, accommodating, always friendly.
- Hardworking, committed, and respectful people.
- Amazing results!
- Helpful, organized, beneficial.
- Specialized reading help for struggling students.
- It was effective.
- Just...wonderful!
- Effective if done regularly.
- The ACE tutors on our campus were positive and nurturing with the students. They were eager to work with the classroom teachers. They are very well trained.
- Wonderful, flexible.
- Helpful, friendly, and accommodating.
- Effective.
- Great additional support.
- ACE tutoring is detrimental to the incoming year.
- Awesome, helpful, and engaging.

- ACE tutoring has pushed my students to develop their reading skills with a stronger pace.
- Professional, makes a difference, approachable (lots of open communication).
- Effective.
- Supportive, helpful, and very useful.
- Helpful, amazing, and essential.
- Tremendously helpful.
- Dedicated, caring tutors.
- ACE tutoring provides students additional supports with the intent of making them feel and be successful.
- Sweet, dedicated.
- Nice and helpful. Look forward to next year.

**7. *List any other comments or suggestions.***

- Well, the fact that ACE is needed in the first place is lamentable. However, the need exists and ACE steps up to the challenge. Hopefully, school districts, campuses, and individual teachers can realize the great value of the program. Words cannot succinctly convey the good that the ACE program does. The encouragement and skills the children receive from tutors are positive and enduring. Thank you, ACE, for all the good you have done!!
- The ACE tutors that my students and I had the opportunity to work with were phenomenal! They helped to make my students successful readers and writers.

- The ACE tutors were very friendly toward faculty, staff, and students. The students looked forward to their 1:1 tutoring sessions with their tutor.
- Keep doing what you are doing with our kiddos. I know you are really helping with reading.
- Keep doing what you're doing. Every year, I have a great relationship with ACE tutors who work at our school. Recruit MORE!!
- Thank you, ACE! And a special thank you to Caitlin Todd and Michael Sandhu, who worked with my students!!!!
- Thank you for all you do. They were great tutors, and the students really enjoyed their time with them. The students seemed to enjoy the 1:1 attention and recognition they received for completing their goals. It would be wonderful if we could all work under such circumstances.
- Thank you for all your help this year!
- Our ACE readers this year showed sincere love in what they do. They took the time to seek answers to really help their students.
- Thanks for all the hard work!
- We will sorely miss those who do not return.
- I really appreciated the extra support from my ACE tutors! As a first-year teacher, I am still trying to figure out how it all fits together, so it was nice to have extra support for my kids. They were amazing!
- Thank you for your hard work and dedication!
- Keep up the great work!! Govalle is lucky to have the ACE program on campus. :)

- Thank you for the service that your tutors gave to our students this year! They have been a pleasure to work with. They are hard-working, dedicated, caring, and very effective.
- In my campus, Harris Elementary, the tutors were great—friendly and professional.
- Andrea, Rosio, Rachel, and Adam are a great group of tutors. They were always supportive, positive, and very involved in our school. They were members of our community and well liked by everyone, including parents. I wish they could all come back next year. Thanks to them, many of my students had a successful year, not only because of their tutoring, but also because they gave these children their time, made them feel important and loved, giving them better self-esteem. Great, great job!
- Thanks, thanks, thanks! I hope the ACE tutors will be around for more years to come!
- I am really grateful for the ACE tutoring team that served our students this year. Keep the good work.
- You guys rock!!!
- Toward the end of the year, there were times when ACE's lists were to take up some students who didn't actually need ACE. In fact, they were students above grade level. But I spoke with the tutors and they retested students. So it's always good to double-check with the teacher.
- My students love going with Mr. Richard, Ms. Elizabeth, and Ms. Taylor. They have been amazing!
- Thank you for supporting many students. I hope the program is renewed at higher funding levels to help more students.



- I hope to see the program expanded in our school and district!
- Go, ACE!!!!!!
- The students enjoy the ACE tutors.
- Love ACE.
- Great job, ACE tutors!
- Thank you!
- Probably already put too many comments, but I cannot say enough about our ACE tutors. I have been working with them at our school for 9 years now, and the program just keeps getting better. The interventions are SO well planned and the tutors have better training in interventions than many teachers I know. WE LOVE ACE!
- The students really showed progress, and I owe a lot of that to the ACE tutors. They worked with them daily like clockwork. I think they are awesome.
- ACE provided great reading support for the kids in my classroom. It has helped increase their love of reading.
- I hope this program will be funded for a very long time.
- ACE reading tutoring has done amazing things for my students. I am grateful to have them on our campus!
- Great program!
- I would like to understand more about what they do with the students. Is there a place to access that sort of information? Or perhaps a training for the teachers so we have a better appreciation for the materials and then how what we do fits in?

- It has been great working with our campus tutors. They are flexible, and do a great job at providing feedback.
- Some discussion of screening results with teacher would be helpful before picking students to be served. The first child selected in my room turned out to be my gifted/talented student, who apparently did not test well at the time of fall screening but has read consistently above grade level all year. He loved the extra attention and is no doubt the better for it, but I would have suggested another student for the program.
- Please keep up the fabulous work!!
- Thanks for being in our school!!! We love working with you and love seeing the students grow because of your help.
- I just want to say thank you and keep up the super reading support!
- I enjoyed my many conversations with my ACE tutor. She was always very professional, polite, and very friendly. All my students looked forward to working with her daily. She is remarkable and did an outstanding job with my students. Thank you for allowing her to be at our campus and work with our children.
- The ACE tutors who were in charge of the bilingual students really made sure to notify teachers if they were going to be absent due to meetings or illness. They also made it a point to participate in all things related to the campus. They showed positive attitudes no matter what and always came when they said they would.
- I just want to thank you for providing this service to our campus and hope to see you next year.
- We have had wonderful tutors here. They are friendly, kind, open, nice, and helpful. Just love them. They're part of our family!!

- Just want to say thank you. All of the tutors who have been at our campus have done a wonderful job. Thank you, again.
- I have thought about being a volunteer. I bet other teachers who are retiring might be tempted to keep teaching children this way.
- Again, I would like for the students needing the most assistance to be met with first instead of at the end.
- We would love to have more tutors. Congratulations!
- Our tutors were pleasant and professional. My students loved seeing them on campus, even if they weren't served by the tutors directly. AmeriCorps' volunteering requirement also encouraged our tutors to become a part of the campus. It created a tightly knit community that our students need from us.
- Thank you. We truly appreciate your service to our children.
- I have taught second through fifth grade. Two years ago, I had a class of students who were mostly below grade level by 2 to 3 years. Due to the specific structure of the way that we were required to teach, I was not able to bring these students to a level of success with which they deserved. That was the first time that I've seen children so young give up on learning and school. Research shows that by the time a child is in fifth grade, remedial work is too late because they can't get caught up academically. We will have a better future for America through your tutoring program.
- Keep up the good work.
- I'm not familiar with the process of how our tutors are hired, but it must be a very thorough one. I have been very pleased and impressed with the bilingual tutors, as well as what I have seen with the other tutors on campus, in terms of their training and total commitment to the program and to our students.

- I am so glad that we had the opportunity to have the ACE tutors at our school.
- We love our tutors. They always go above and beyond their basic tutoring and become an integral part of our campus, helping out on field trips and with campus events.
- I hope our school keeps having the grant to have this great and beneficial service for our students. We love our ACE tutors, and we'll welcome new faces. :)
- We are really hoping the ACE tutors will be back on our campus next year!
- The ACE tutors who serviced my students were very cordial and professional. They really cared about my students and made sure they succeeded. For example, one of my students was going through a serious personal problem when he started with his tutor, and his academics had lagged behind. Not only did his reading improve, but his mother asked me to thank his ACE tutor because he spoke very highly of her. Those few minutes a day of undivided attention for the students really helped.
- I enjoy getting help with my students. I am glad that there are bilingual personnel available to serve the Spanish-speaking population.
- Maybe if we had one or two more people tutoring, more students could benefit from the tutoring.
- Please provide us with more support. The students needing services here far outweigh how many teachers can see them on a daily basis. The more support we have, the better off our students will be. I thank you for providing this campus with your teachers. I hope to see you again next year.

- Please continue this service/program for low-performing schools. It really is a comfort to teachers to know we have some support for children who really need that extra push and one-on-one attention.
- ACE tutors are always warm and friendly to our students and staff. They are consistent and focus their tutoring on areas that will best benefit our students.
- Thank you kindly for all of your hard work this year!
- Having the same tutors at our school next year would really help us. They know the kids and the staff and could smoothly begin the year.
- The ACE tutors are wonderful and irreplaceable!
- Thank you for bringing such a great program to my campus!
- I felt the program was better when there was an ACE tutor assigned to one or two teachers, and the tutors reached more kids.
- Help the lower-performing kids.



# Appendix G.

## Tutor Survey Full Results

In late spring of 2013, an online survey was administered to all ACE tutors; 56 participated. Responses were anonymous. Below are all questions and responses. See Appendix D for featured questions and responses. A discussion of and recommendations based on these results are included in the main report.

**1. *Rate your overall satisfaction with your experience as an ACE tutor.***

Options	Percentage	Count
1: Very dissatisfied	1.8%	1
2: Dissatisfied	0.0%	0
3: Satisfied	39.3%	22
4: Very satisfied	58.9%	33

- I was given the opportunity to work with a diverse community and learned so much over the last year.
- Relationships developed with the students tutored over the course of the year, and you saw how much impact you had on their educational as well as social improvement.
- The tutoring part of the experience was my favorite. Sometimes, I found the curriculum counterintuitive, and a number of times, the students required further explanation than the script provided to understand an activity or concept. But overall, I loved my time with the students above all else.
- Great staff, amazing members, great campus.
- Supportive staff, worthwhile mission.

- I really enjoyed the various experiences I had with ACE and I feel like I've grown so much from my year of service.
- On the whole, I am satisfied with my year as an ACE tutor. The experience brought about many changes in many areas of my life—some personal, some professional, but all very valuable. I certainly have some qualms about the program, but I have been forced to reflect more deeply on them and have chalked them up to learning experiences and a greater sense of what I look for in a workplace. I am so very grateful for the opportunities and the year I had.
- Could not have asked for better staff to make me feel part of the family from day 1.
- I liked being able to develop relationships with the children.
- I am excited to have formed a strong professional and social relationship with my school and students.
- I enjoyed the leadership building.
- Just seeing the great progress of each child is reason enough. But specifically, I remember Abraham—that after 3 months, he could not read two syllables together. And 1 day, suddenly, he read 27 words in a minute, not just claspingsyllables in words but also understanding the meaning of the story. It took my breath away.
- I'll never forget my wonderful students! The ACE staff is great, too.
- I loved working with my kiddos, but I felt that my responsibilities were next to nothing and that ACE cared little about my opinion.
- I had a great experience, from my team to my campus.
- I loved working with my students and the school's staff. However, my campus leader was not supportive this year.



- Excellent community work. Enriching and inspiring work. Thoughtful and comprehensive curriculum. Sometimes lacking in supervisor support. Great that ACE expanded, but accommodate expanding with more supervisors, so that each member has support and open communication with no “dropped balls” on e-mail response.
- Very friendly staff.
- I have truly enjoyed my time working for the ACE program. We have the best staff of supervisors, who support tutors in all of their endeavors.
- Support of the ACE supervisors and encouragement to chase future goals.
- I love working with kids. I felt supported by our supervisors.
- Fantastic leader, great school, great environment, very welcoming. Everyone was flexible and open.
- Being in the same room with the people I worked with was miserable. But the students’ success is what got me through.
- I loved the school I was at because I was lucky enough to have spent another year there.
- I had a great time working with my team and felt that I was very supported from both the leader, teachers, and my supervisor.
- The overall bond formed between tutor and student made my year of service worthwhile. I enjoyed working in a school setting and am looking into furthering my career inside a public school setting. I enjoyed working with a team of tutors and have formed long-lasting relationships within this program.

- Inconsistent expectations and communication. Redundant data entry. Downtime after school.
- I had a great relationship with my supervisor. I always got a quick response to any problems.
- I am in between dissatisfied and satisfied, but decided to click “satisfied” because of the connections I made with my students. The relationships I formed with them have influenced my life in such a way that will forever change me, and I have learned lessons about myself that I will carry with me always. The school I worked at was a second home for me, and I truly felt like I was making a difference in my students’ lives. As far as the program, however, I had much higher expectations. I imagined coming to a program where most people had a background in education and were in the same kind of field. This did not happen. For most of my experience, I felt overqualified. There were times it was challenging because of behavioral issues, but overall, it was not a very challenging job, and just very different than I thought it would be. I will miss my students dearly and can now not imagine my life without meeting them, but I was sadly disappointed with the many moments of disorganization and uncertainty that the program had throughout the year.
- The initial training was completely overwhelming, especially for someone not coming from an education background. Initial training of benchmarking, then actually benchmarking, and then continuing the rest of training while the waitlist was made would be very beneficial. Also, while I understand language of instruction is important, it made me feel that I could deviate from it. That I had to follow each and every lesson step by step in the LOI. Informing tutors that you have to make the lesson your own, while following the LOI, would be helpful.

- The supervisors have been incredibly supportive and helpful this year, despite the at-times-overwhelming expansion of ACE. I believe as much as ever in the power and promise of ACE's mission.
- Great program; they are always willing to listen to input and use it to improve. Good support from supervisors and using campus leaders to stay organized. Love the progress monitoring and being the favorite part of my kids' day.
- Loved the staff, the other tutors, and everything about the program.
- Very fulfilling in the nature of the work.

**2. *Rate the influence you feel tutoring had on the academic success of the students you tutored.***

Options	Percentage	Count
1: No influence	0.0%	0
2: Little influence	3.6%	2
3: Significant influence	42.9%	24
4: Very significant influence	53.6%	30

- I don't expect the children to realize the impact ACE tutors have had, but I know our positive attitude and passion for our work was influential.
- A few of them just needed a little encouragement and attention, but I worked with some students who made leaps and bounds during our time together and am especially proud of my time with them.
- Got more than 13 students to grade-level reading, instilling in them a new sense of confidence that will go on with them throughout their life.

- For the younger children—mainly kindergarten and early first-grade interventions—I feel that tutoring had a significant, measurable success rate. For children receiving FLO or DORF/Read Naturally interventions, I feel that successes were severely cut short by the repetitive nature of the instruction. I understand that, as an RTI model, there is only so much room available for varied instruction. But from a theoretical-pedagogical standpoint, there is no way that shoving the same pattern—1) key words, 2) cold read, 3) repetition of nonfiction/no-plot-line story, 4) hot read, 5) basic and rushed comprehension without focus on student production (writing) of knowledge, 6) next story—at these kids is the best way to instill literacy skills. I’m sure the program is well-researched, and I do not mean to discredit its benefits. Surely, there were tons of gains made across the board, and that is laudable!! But I would contend that there must be other ways to accurately measure data in a controlled environment without having to be so monotonous in routine. I experienced a definite point of diminishing returns with the Read Naturally program for many of my students. Most ended up being a yearlong or near-yearlong caseload kids. I honestly believe that after about 4–5 weeks of Read Naturally instruction, its effectiveness is overshadowed by student resentment and burnout (and, partially, tutor burnout, too!).
- I think we did not have great influence with kindergartners or first-graders. However, with second-graders, I felt like I had an influence.
- Several of the teachers of the children who I tutored mentioned that if it were not for ACE, these kids would have stayed behind and that delay would be almost impossible to reverse in the school system.
- I saw the most dramatic academic improvement in my kindergarten students, but the progress of the first- and second-graders, as it was harder-won, was all the sweeter! For many students, the numbers speak clearly for their success. But I had one student who, over

the course of the year, made no progress, as measured by weekly assessments and benchmarking. However, his Read Naturally level and goal went up, and he retained plenty of information he learned from the passages over the year (I made him badges for each story, and at the end of the year, we flipped through the badges and he told me what he remembered about each animal or event or person). Moreover, the student had an unstable family life (parent in jail, shuttling between different family members) and acted out a great deal in class, ending up suspended several times. I think our tutoring relationship—one-on-one, stable, focused, warm—proved very important psychologically.

- I feel that I had a great deal of influence on some and not so much on others. I had some pretty emotional kids, and I feel that even though they didn't graduate, I still helped them improve in their reading.
- I had several students who did not know any letters or sounds at the beginning of the year and were able to begin reading by May.
- For lower-performing students, more influence. Sometimes, interventions seemed not that impactful because the students selected didn't really need intervention—they were just eligible because of confusion with a task issue, in which case, intervention felt like it could've been better applied. Frustrating when students don't improve, despite your intervention, because they aren't supplementing learning with reading/practice at home.
- Witnessing how much students progressed throughout the year.
- Seeing my students begin to read, especially kindergartners who had not known any letter sounds to begin!
- I had many exits. Plus, teachers were surprised by how much their students improved.

- My students became more motivated and confident. They were able to learn how to cope with their mistakes and strive to fix them and learn from them. And of course, they grew very successful in their reading skills.
- A lot of these kids, unfortunately, probably wouldn't have been able to have the intensive help that ACE can provide. Schools and teachers try their very best to have that one-to-one with children that they know need it. Undoubtedly, you begin to see changes in the child's grades as well as self-esteem.
- I definitely think that what we did made an impact; however, at the end of the year, I saw a lot of my students who had exited earlier in the year dropped below the end-of-year goal.
- I expressed to my students that reading is key to greater success. I am confident that the majority of the kids I tutored with excel in their academics.
- It as a successful program for most. It was sometimes difficult to find out who does not fit the mold and may really need special education. I wish we had more say in that because I feel I wasted my time on a few very low students.
- I exited more than 3/4 of my focus children. I believe I had a significant influence on the academic success of these students.
- I think my tutoring had a very significant influence on my students' academic success because of the way I presented it to each child. I was very in tune with how each of my students learned and would try to incorporate that as much as I could into our lessons. I also think I put a lot of effort into each and every session, so that made a huge difference in the quality of each lesson. I made strong connections with each and every one of my students and because of that, I think they trusted me enough to know that I knew what I was doing and really engaged in what I was trying to teach them.

There were times I did not go by the book and presented a lesson that was adjusted for them, and that, I believe, made an impact. Because I took my job very seriously, and was extremely passionate about each and every child, I made sure that I did not slack or try less because the student's success depended on it.

- While early on, the kids seemed to only need a small bit of support, the kids further down the waitlist definitely needed help. And watching them eventually be able to complete the tasks and exit the program makes me feel that the program really did help.
- I feel that my tutoring definitely helped to significantly improve my students' reading skills. However, in some instances where behavior or outside circumstances were difficult, I felt as though my influence was less significant.
- Kindergarten and first grade, I think we made a significant difference in not only literacy skills, but confidence in themselves and their ability, which led to better marks and behavior in class. It was incredible to see and have the teachers praise us for it as well. I, sadly, believe that the second-grade interventions were a waste of time, as the only gains that were made were flukes. PLEASE CHANGE SECOND-GRADE INTERVENTIONS. Studying sight words more, using sound partners, and evaluating other aspects of the fundamentals of reading would be much more effective than trying to get kids to read as fast as they can. Fluency will come naturally once kids are confident in their ability to read, so we need to help them with their ability first, especially considering this will be easier and more accurate to measure.
- I feel many students are now aware of the level of effort they put into their work.

**3. *Was the level of support from ACE supervisors adequate for you to be successful tutor?***

Options	Percentage	Count
Yes	94.6%	53
No	5.4%	3

**4. *Describe your relationship with the school staff.***

- My relationship with the school staff was professional. I was very careful not to become too close because we do not adhere to the same guidelines. Nonetheless, I was very supportive of all events and assistance my campus required.
- The school staff had an appreciation for the work we were doing and were very supportive.
- It was rocky at first. It was a new campus, and the teachers seemed ill-informed about who we were and what we do. They also were a little put out at first with the beginning-of-year testing and wait-list. At the beginning of the year, many of them wanted a specific child worked with and were frustrated that we were not seeing the students they recommended immediately. There was some confusion and tension at first, but things got better. And by the end of the school year, we were on very good terms with everyone on campus. They were very appreciative of our work with the students and they became allies and amazing fonts of knowledge.
- They were demanding, but they loved me. As long as I got things done efficiently and in a friendly manner, everything was alright.
- It was not difficult to develop relationships with the staff at my campus. Most of the people who work there are very nice and made me feel comfortable.
- Excellent—they loved us, and we loved them.



- I feel that I was fairly lucky in my placement. However, I must also admit that I never felt that I was fully accepted into the circle of the staff. There was always an impenetrable force up dividing teachers and professionals from ACE staff—at least, I certainly felt that way, and perhaps my assessment of the situation is partially conjecture. That said, there were numerous examples of this division on my campus with a large portion of the staff. Teachers in the grades we worked with were almost 100% receptive and open to our participation with the students (minus a few cases here and there). Beyond that, however, there was almost an air of rudeness I encountered: “hellos” and smiles unreturned or completely ignored, a seeming determination to not learn tutor names (until the very last day even, when we were thanked in front of the whole staff and had to give our names to the presenter, who full well should have known our names, given the position this person held at the school). Of course, not all interactions were as such, but it is these asocial ones that stick out and that eat away at your thoughts. I felt very much that I was confined to the ACE space and that to venture out of it was to breach a territory that was not mine. I think some kind of introduction should be made between ACE tutors and all staff before the school year kicks off (I vaguely remember us attending a morning announcement assembly at the beginning of the year, but our introductions were fast and easily overlooked upon the craziness of 300 kids in one space and the beginning of a school year). But more reaching out from the school would be appreciated, so that we tutors may more fully understand our role—because to this day, I am not sure what I was or where I fell in the hierarchy of the school. All tutors should receive full staff e-mails about campus updates, policies, etc. (barring ones with confidential information that can only be disseminated to Austin or Manor Independent School District employees). I felt out of the loop COUNTLESS times and was always met with surprise by teachers, who found themselves having to explain things to me that were known to everyone else.
- It was a supportive relationship.

- Very integrated—the school staff supported most of our needs, and we worked together to help the students become stronger readers.
- Given the nature of our task as ACE tutors, it is imperative that there exists a mutually supportive relationship between members and school personnel. In my experience, the staff at Perez was tremendously supportive of ACE. As a returning member, I had the pleasure of working with many familiar faces this year. The teachers and administrators seemed to genuinely appreciate our presence and value our work with the students. I doubt I shall ever feel as welcomed or as appreciated as I did every single day at Perez.
- I worked well with all of the staff at my school. I was also able to work closely with several staff members through various school projects and clubs. This was enjoyable and provided me with experience that I could take away from working with great educators.
- I feel that the school staff was very open and welcoming and that I created great bonds with many of the staff at my school.
- I felt right at home as soon as I felt the warm welcome from a school ACE had not been tutors at before. The more our role was unveiled, the more gratitude and sense of trust and openness I felt from teachers, principals, and children in the school.
- I had a very positive relationship with the school staff. The staff was very helpful, and I was able to collaborate with teachers.
- School staff were highly supportive and encouraging. They invited us to their homes, asked us to participate in potlucks, showers, etc., and threw parties for us at school.
- The first couple of weeks weren't so great, but as time passed, our relationship was OK.

- I had a very open line of communication with them. I was able to freely talk with the principal, office staff, and teachers. They all were comfortable to ask questions and listen to answers.
- Perfect—at the beginning of the year, some teachers showed some distrust of us, but with the passage of time and the results shown, it became a very productive relationship for both parties.
- My relationship with school staff ranged from cordial to warm. I had most contact with the kindergarten teachers, for whom I assisted on field trips. The school administration was supportive and friendly but hands-off, and weeks would go by with no communication initiated or required. The literacy specialist was also friendly and available to give advice, but not particularly involved with our team.
- Excellent! The school staff were always so grateful to us for our work with the students.
- My relationship with the school staff was excellent. They were all very welcoming and excited to work with us.
- I worked closely with the first-grade staff and got to know those teachers whose kids I tutored pretty well. I didn't have much interaction with the rest of the staff.
- Harmonious.
- My school was very welcoming. The teachers were very supported. I met with several of my teachers on a weekly basis to discuss student progress. I really enjoyed working at my school.
- Excellent relationship, given it was a first-year school. By the end of the year, we had teacher advocates for ACE, as well as a supportive principal, who wanted ACE to return, despite budget cuts.

- It was awkward in the beginning, but as the year went by, it became more friendly.
- My experience with the staff at my campus was phenomenal. Our teachers were very supportive with the program, flexible with our tutoring schedules, and were always available to discuss our students' progress. The administration and teachers invited us to all school functions and really made us a strong part of the school community. As a team, we also made great efforts to participate in activities, clubs, and after-school programs. The office staff was also very friendly and provided us with the resources and supplies we needed throughout the year.
- I am extremely satisfied with my school and staff that I was lucky enough to work with. They welcomed us into their school and made us feel comfortable and part of the school environment.
- One word: amazing—I got along with everyone, adored them, and the feeling was mutual.
- The relationship with the staff at my school was great. They were very supportive, and the teachers had wonderful things to say to brighten our day and to thank us for our dedication to the students. We were regularly invited to staff functions and luncheons.
- Teachers at first were hesitant for us to pick up a student, but later, our relationships grew. We became friends with our teachers. We kept our relationship very professional toward our principal.
- They were very friendly and welcoming toward me and my team.
- The school staff was very friendly and supportive of our program, making it easy to pull students from class and feel like a part of the school.

- It was fantastic. The school staff was very friendly and flexible. We all worked together to help these struggling students reach their literacy goals.
- They were always willing to help and, for the most part, very friendly. There were a few challenging teachers, but it still was a very supportive school staff overall.
- I LOVED everyone at my school. I was lucky enough to return to a campus that undoubtedly just stole my heart. I was on a first-name basis with just about everyone, which I feel made communication much easier.
- I think the team as a whole had a great relationship with the school staff. There was open communication between our team and the teachers, and a lot of collaboration occurred throughout the year. However, I felt that sometimes, we were unaware of other, more general school events. It think it would be helpful to be on the school's listserv or at least have the team leader be on the listserv, so the leader can relate relevant information to the rest of the team.
- I feel that knowing how school staff feels about ACE being in the schools is a great motivation to continue working with the children. Knowing that you're wanted and that teachers support the program make it more inviting that you are doing something positive for the children.
- The relationship between the teachers and the school staff was phenomenal. The teachers showed great concern in their students' progress and showed a dear concern in my overall plans after the program. If it were not for the teachers giving positive feedback and noticing improvement with the students I tutored, I am sure that my confidence in this program would not have been as great.
- Welcoming, supportive, open communication, team effort.

- My relationship with the school staff was friendly, professional, and respectable. We always followed protocol for supplies, etc. The school staff always kept us informed of important dates, events, etc.
- I had a positive relationship with all the staff at my school. They all respected us, and the principal was supportive of us and our mission, regularly telling me how much she loved what we were doing.
- Apart from the two teachers who had repeated scheduling conflicts with us, I experienced support and encouragement from the majority of staff. They praised our efforts, and stated how we are making a difference and are a huge help.
- My relationship with school staff grew to be strong by the end of the year. The first-grade teacher we worked with was so supportive of me, and I got to know her well by June. I would help her class a lot, spent a lot of time with her students, and built connections with students beyond my own. The principal was always supportive as well, and by the end of the year, I truly felt like the school was a home away from home. I felt appreciated and respected, and it made for a wonderful year working with wonderful people.
- Some teachers were apprehensive of us at the beginning of the year, but we were able to earn their respect and trust, and by the end of the year, we had very strong relationships with most of them. Administration and other faculty were extremely friendly and supportive to us all year long.
- Very cooperative.
- I thought the relationship with the school administrators could have been much stronger. The teachers knew us and saw us every day, but we had little to no interaction with the principal, vice principal, etc.; perhaps more steps could be taken to strengthen this relationship for new campuses in the future. I think they could probably use a little extra presence/support to really get off the ground.

- Our faculty and administrative staff was always available and supportive of our program and each individual tutor.
- School staff was amazing! Right from the get-go, the principal offered us resources, space, help, etc. Some of the teachers were a little hesitant at first—in part because I'm not sure the program was truly explained to them. But after a while, they were understanding, helpful, and encouraging.
- The school staff were always very welcoming and friendly to me. They seemed in general to understand the purpose and need for ACE, and some of them were extremely grateful for our work in their classrooms. As the year progressed, the school staff seemed to understand our role more, and I became friendlier with many of the teachers, feeling comfortable coming to them to discuss students or ways that we could help with extracurricular activities or field trips.
- Our principal was wonderful, and the teachers in kindergarten were very supportive. First-grade teachers were supportive as well. But second grade was slightly less supportive, as the progress that was made with those [other] grades was not apparent.
- I got along with everyone pretty well, from official school staff to ACE tutors. However, some parts of it were a drag. For example, team building was overrated and at certain times downright torturous. After working 10 hours a day with the same people 5 days a week, it is extremely annoying to have to set aside additional time to yet again hang out with the same people and to repeat the same conversations. There has to be a better alternative.
- Our team had constant interaction with the kindergarten to second-grade teachers at our school. This relationship was key in the success and development of our students. I would have liked more input and interaction with the administration at our campus.

- As a leader on my campus, I got to know many members of the staff. Especially the kindergarten teachers since we worked with so many of their students.
- Many of the staff were very helpful and willing to reach out to us. Some of the staff did not know about the program before the year started and therefore were not as receptive to us being on campus.
- Very supportive teachers who genuinely cared about their students.

**5. *Rate your overall satisfaction with all aspects of your service year in ACE.***

Options	Percentage	Count
1: Very dissatisfied	0.0%	0
2: Dissatisfied	3.6%	2
3: Satisfied	44.6%	25
4: Very satisfied	51.8%	29

- Overall, I was actually very satisfied. But I have to put “satisfied” because a number of things came up for me and my campus this year that were not handled super well and made things much harder than at the start of the year. I do not know all that was involved in the decision to leave our campus leaderless after our leader filled a vacant permanent position with ACE. I do not know why it had to happen that way, but—regardless of the reasons—relationships between members at our campus really crumbled after that. One of our team members was given 90% of the responsibilities of a leader without any of a leader’s authority or a leader’s pay. Also, up-to-date information became really inconsistent because no one seemed quite sure who was supposed to send it to us or how. This was mishandled, but I am still overall very satisfied.
- I had a fantastic, hand-picked team, teachers that I made support me, and a staff that knew I would get the job done with little supervision.



- At times, I felt that things were disorganized, but overall, I have had a good experience.
- I think that we could tutor more kids in less time. We have to work 8.5 hours a day to reach our hours by June, but we only work with 10 kids. We worked 5 hours with kids, had an hour for lunch, and planned (at most) for 1 hour. That leaves an extra 1.5 hours of nothing every day. I think that time could be spent with more kids.
- I am so, so grateful for all the opportunities presented to me by this program. On the whole, it has been a positive experience in my life and has put me on a path toward developing myself on so many levels—be they professional, personal, and everything else in between.
- It was a great growing experience, because I will not have the opportunity to work in a classroom setting again.
- Our team leader's promotion to an office position at the Dana Center ruptured the balance of our team's working relationship. None of us were promoted to leader in his stead, but rather his duties were farmed out unequally among the four of us. This led to some resentment and confusion of authority. We were sometimes kept in the loop, sometimes invited to leader meetings—but often, we received information and instructions late. Socially, our leader had fostered a happy, integrated, can-do attitude on campus. This mostly evaporated after he left in December. I don't believe our work with the students suffered, and all the data were processed in the end. But we were much more isolated, tense, and unhappy in the second semester, compared with the first.
- I felt that my responsibilities were next to none and that ACE does not do a good job of developing us into professionals. Right down to what we wear, ACE nitpicks to a degree that leaves little room for us to develop professionally, which is part of the AmeriCorps mission.

- I really had a great team, and I attribute a lot of my success this year with ACE to that. I feel we all became very close and got along really well.
- I loved working at school, and the service projects we did were a lot of fun. However, my campus leader was disrespectful.
- I am satisfied with my year of service because I feel my work was impactful, both my tutoring service as well as my community partnership experience.
- Some things were still disorganized, but overall, the support made procedures clear and concise.
- I love the program and its purpose. I learned a lot about myself. I feel like I grew professionally.
- I was satisfied with the amount of opportunities we had to serve and the different projects we could be a part of and involved in.
- The teachers and staff were all very supportive to our mission.
- An overall great service year, from holiday service projects to team building. Most of the service projects that I participated in throughout this past year, I am certain that I would not have done otherwise. Everything was impactful and worthwhile.
- PST is overwhelming and confusing when trying to apply what was learned to real life.
- I am between satisfied and dissatisfied. The program itself was not what I thought it would be. However, the children I met I will never forget, and I formed relationships with them that I will always carry with me. The lessons I've learned this year are lessons that I will always carry with me as well, but my overall satisfaction is hard to

clearly state. I loved my job and my team to pieces, but the program itself was a bit disappointing.

- The only thing that I can think of is—is it possible to make the program 11 months? Getting in all those hours gets a little difficult and with lots of weekend work, you can get a little burnt out.
- I felt that I have truly grown along with ACE. With more responsibilities as an ACE leader at a new school, I felt a little out of my comfort zone at first, but with the support of the supervisors and fellow members, I found myself gaining new skills as well as confidence in my abilities.
- I had a great year. I think ACE is so well structured, and that is why it is super effective. The only hard thing was that there was a lot of downtime. I often wished I could just go home if we weren't doing anything, but I understand the need for a certain number of hours and for certain members to have that motivation in order to work hard and show that the program has impressive workers.
- I really appreciate the encouragement given to us by our leaders, who make each of us feel important and supported.
- Maybe we could have more chances for everyone to get together, because even at the end of the year, there were members who I had never talked to and felt like I had never seen before. Also, we could have more service projects.

**6. *What advice would you give to improve ACE's ability to meet the mission of ensuring that children advance to grade-level performance in reading?***

- Keep up the good work. What worked the most was how flexible the program could be, according to every child's needs. The most prevalent example was the new split of three Read Naturally and two Sound Partners lessons.

- Possibly provide more activities during the lessons where the children have something to take home and share with parents. For example, the second-graders doing readers theater have the option to take their play home and share it with their families. If there was something similar we could do with the younger children, it could be beneficial to know that they are still reading (even a little bit) when they go home.
- Nonsense words are the worst. My advice is to avoid them as much as humanly possible.
- We need more unique interventions for individual children and more flexibility for the tutor to try a new approach (if capable).
- I think it would be good to make more of an effort to connect with the students on a personal level and make them feel comfortable. It is often easier to learn when that is present.
- I think the Alma books get too hard too fast for the kids. I also think that the Spanish kindergarten alphabet chart could be made much more legible. It should look like the English one. It currently has way too much information on it.
- Reiterate the big-picture overall mission to members more.
- Hold more frequent and consistent data meetings to make sure exits are happening on time.
- I would advocate for the (continued) early introduction of Sound Partners into lesson curriculum. Having seen substantial improvement in both the progress-monitoring scores and the day-to-day growth in reading for many students, I feel that Sound Partners is a fantastic tool that we, as tutors, can use to assess the unique learning needs of each focus child and subsequently respond with appropriate interventions. At the same time, over the course of this past year, I quickly came to recognize the benefits of a multifaceted approach.

Specifically, the 3-2 Sound Partners/Read Naturally format seemed to keep my students engaged, stave off loss of interest on their part, and allow for even more precisely tailor-made lessons (e.g., choosing a Read Naturally story about frogs for a student who loved said topic). Tangentially, many of my students expressed a desire to continue with readers theater. I found readers theater to be an effective reward for hard work and good behavior.

- I think that for first-graders, we should make the transition from nonsense word fluency to oral reading fluency as soon as possible. If they exit the nonsense word fluency measure in the fall semester, I think we should put them into Read Naturally immediately.
- I really think that the Read Naturally format has to be altered in some way that provides for more varied instruction. That said, I do NOT think that more reader's theatre is the best option. A 1-on-1 learning environment does not lend itself well to collaborative reading in a play/theatre setting. Beyond that, the Spanish versions of the reader's theatre scripts are fraught with so many grammatical errors that I was uneasy presenting the material to students' eyes. Kids will internalize whatever materials are put in front of them, so we need to make sure what we have is 100% correct, so as to not reinforce incorrect learning. An alternative to reader's theatre might include more ties to classroom instructional themes, connections to student interests, etc. There are so many different things waiting to be tried out!
- Keep fidelity high. Late in the year, we found out that one member at our school wasn't doing lesson plans at all like instructed, including leaving 2/3 of the entire LOI and lesson plan out to just hang out and have fun with the kids. I took the FC into my caseload, followed the LOI, and had the FC shoot up with phenomenal results, proving that it works.
- Tutors should have more discretion in lesson structure. The lessons become very boring.

- Define grade-level performance, and align ACE student goals more closely with that definition. I understand the difficulty of this, but we cannot claim advancement to grade level without doing so.
- Help make progress-monitoring tests similar to Read Naturally. Or add practice progress monitoring to lessons.
- More fidelity.
- I only gave tutorials in Spanish, and I think something urgent to do is to review the materials in Spanish, as there are many errors in translation, grammar, tenses, and use of certain words. This would help a lot to tutors that Spanish is not their first language, but especially students in learning the language properly.
- 1) Please don't remove team leaders without selecting a replacement through a fair and transparent process. 2) Guided reading training would be wonderful. 3) Some of my students would have benefited from more individualized lesson plans. 4) A more streamlined data system would be great! (AIMSweb, OnCorps, waitlist, paper files...it was quite unwieldy.) 5) Maybe have two sessions of PST. The first could focus on benchmarking and policies and procedures. The tutors could then go into the schools, meet the teachers and students, and administer beginning-of-year benchmarking. Then return to UT for the second session of PST—an in-depth tutoring training. I think covering all of it all at once led to some confusion of the different systems and expectations at work. And it was a somewhat overwhelming amount of information. 6) More targeted meet-ups between teams at different campuses. I don't think the sister school team meetings were effective—they always just covered e-mails we had all received in the past week. But I would have liked to share stories and tips and ideas about students and tutoring with people from different campuses and to learn from them.
- I think you are doing a great job!

- Care less about the data and more about the kids. Not every kid is going to learn phonics to read.
- The kindergarten progress monitoring is hard for them, especially as the year progresses. I had kindergartners who were beginning to read well, yet couldn't complete the progress-monitoring task.
- Provide new lessons on a monthly basis or as needed.
- It would be helpful to have the Read Naturally 3.5 level for second-graders. Some of my students had a "task issue" with nonsense words, and tutors need to be aware of how to address the issue.
- Re-examine how children are assessed, and determine some way to "undo" the task issue difficulties. Change language of instruction and benchmarking to better assess students. Try to find some way to teach comprehension for second-graders. Fluency is important, but students improving in fluency but not in comprehension aren't necessarily going to advance to grade level. Maybe have days when we read a story and discuss elements in story, talking it out, making them come up with summary, teaching them tricks on how to make inferences and retain details.
- I think most of the assessments and instruction are good; nothing needs to be changed. Maybe for kindergarten, though, help them to start reading in the middle of the month.
- Provide more training days for tutors to attend to help reinforce the training they received during PST. This also will help maintain fidelity if tutors are frequently reminded and refreshed of our policies and procedures.
- Continue to listen to the tutors and take their suggestions into consideration, since we are the ones executing the lessons and know what the kids enjoy. Also, keep researching to know the best interventions for the students.

- Do more fidelity checks of tracking logs or ask for weekly updates from members on number of lessons given to each child to make sure they're actually seeing their full caseload everyday.
- Encourage members to reach out to supervisors, and actually follow through with the tutors to see whether they implemented the advice.
- Improve second-grade interventions because exit rates are much lower.
- For second grade, work on more flash card type of activities. Or read more books together to ensure speed of reading.
- If the students are ready, jump them up to the next level ASAP. If not, set a deadline when all students should jump to the next level. For example, if some first-graders are ready for Read Naturally, let them try it out. However, by the time January hits, all first-graders should do Read Naturally and a little bit of Sound Partners. That early start in fluency would be so beneficial.
- Don't just relay important information to leaders, but provide documents and attachments for members on their team as well. It's confusing hearing it from another. It's like telephone.
- ACE needs to keep fine-tuning the curriculum. Sometimes, hiccups in lessons occurred, and data collection becomes hard to explain when it's new to the people telling us how to do it. It makes it worse when you have a fear of screwing up.
- While I had a great experience with ACE, I know that some other tutors didn't feel the same way. I think that at the beginning, there are very clear standards set with regard to time sheets, etc.; however, when those rules and standards are broken, the consequences didn't seem to be enforced. I understand that is generally a difficult area to enforce, as supervisors aren't at the school every day, but I



heard stories of other tutors at the campus feeling like their concerns and comments about another members' behavior weren't listened to or taken seriously. In addition, I would like for there to be more opportunity for us as tutors to interact with the students families, since we know how big of an impact their families have on their success. Maybe during parent-teacher conferences, we could also meet the parents along with their classroom teachers? I think, or at least hope, it would help reinforce the importance of reading for the parents.

- Be more accommodating that the set program may not work for every child, and therefore, some kids need less or more than what the program offers.
- Make sure the tutors are 100% invested in the mission from beginning to end. Motivation is key!
- Drop some students who are actually too low-performing, so we can move on to the next student, who could really benefit.
- I think the preservice training should be more hands-on to better prepare the tutors. If part of the preservice training were held on the campuses, that would be a lot more useful than breaking up into groups for a certain amount of time to go through each binder. This will allow the tutor to start strong that first week of tutoring.
- Provide a little more flexibility and leniency in terms of exit criteria at smaller schools. As a smaller campus, we ran out of kids on our waitlist in March but were still pushed to exit students. Though these students had reached the ACE exit criteria, they were still at the bottom of their classes. Instead of leaving ourselves with holes in our schedules and these students without the extra support they needed, holding on to them for longer would have benefited both parties.
- Less readers theatre—maybe make it optional for the child.

- Preservice training needs to be completely revamped. Looking back, the tasks that tutors have each day and week are not that difficult, but the way in which those tasks were presented felt confusing and jumbled. Spanish and English tutors need to have separate trainings when it comes time to learn about the curriculum, words correct per minute, and Sound Partners. The binder itself should be more organized, clearly stating the directions and what the objective of each lesson component is. The language of instruction should be completely rewritten or worded in a way that is not as robotic and makes more sense to what will actually be said. I think a full demonstration or a video of a complete 30-minute lesson should be shown in order for new tutors to see what the dynamic and student should look like. It was very confusing going from someone explaining it, to watching a video, to then trying it out because then, it would quickly go on to the next thing. And come the first day, I did not feel prepared at all and felt I needed to study what I was even supposed to do. So to prevent that kind of stress, it should be taken a bit more slowly. There should be an explanation and showing of materials used (for example) for kindergarten. Then there should be a video of a tutor using these same materials, so tutors can clearly see what they are used for. Editing the language of instruction comes into play here, because I found it very confusing to follow during the training.
- Maybe tutors could have slightly bigger caseloads? Even increasing the number from 10 to 11 would allow us to reach even more kids, and there is certainly plenty of time in the day to accommodate an extra time slot or two. Kindergarten is such a unique grade, since the kids learn things at an incredible rate. Maybe ACE could help kindergartners to be better prepared for first grade by reconsidering some of our benchmark goals. The number of letter sounds required for a kindergartner to qualify as an exit in the fall is very low (10, I think), and so some of those early kids get ahead at the beginning of the year, get exited, and end up falling behind their peers by the end. Also, it seems like we could/should start kindergartners on Sound Partners or Alma as early as possible, because they are both

effective, and because the kids who are going to be successful in first grade are the kids who started reading in kindergarten. I think it's safe to say that all kids who don't have their letter sounds by the end of kindergarten will struggle moving into first grade, but that not all kids who have their letter sounds by the end of kindergarten will necessarily be successful in first grade. I guess what I'm suggesting is that we could change the end-of-year measure for kindergartners from letter sounds to nonsense words or something like that. Just that it should be required that kids have some ability to actually read words before being exited in the spring.

- I think the nonsense word progress monitoring for first grade (English) is not at all indicative of what my students clearly showed they could do in the classroom. There has to be a better way to do it.
- Do more check-ins with exited students—monthly or bimonthly follow-up.
- It would be great if ACE could get involved in summer reading programs to help prevent some of the fall back that happens in lower-income students.
- I believe that some areas of preservice training, like lesson planning, assessments, and the Read Naturally and kindergarten lessons, were not as effective as they could have been, and as a result, many tutors felt rather unprepared to start tutoring at the beginning of the year. I believe if training was completed in a more individualized, small-group setting, like on a campus, members would be able to better absorb the all the information.
- The first-grade progress monitoring for English students didn't really gauge the students' ability to code and recode words. Also, it helped tremendously to practice progress monitoring with the students, using old tests on Mondays and Tuesdays. This helped take away the element of surprise and confusion by the time the students saw the actual test on Wednesday.

- Second-grade interventions need to be changed. Don't make first-graders do DORF, too! We started that at the end of the year, and it prevented us from getting to the kids who we could have really helped with Sound Partners. Also, toward the end of the year with the more challenging students, it would have been nice to be able to cater to their needs, strengths/weaknesses, etc., as we got to know them and figure out why they struggle so much. Sometimes it is difficult to help them if we have to keep "fidelity" to the program. I know this is difficult to change, but not all kids learn the same way, so to be completely strict and standardized hurts them sometimes. Overall, however, we definitely made an impact, and it was incredible to see.
- I would really like to see the first-graders being tested in DORF as soon as they graduate NWF, beginning in the fall session. After middle-of-year testing, there were many that had to be re-picked up and worked with until the end of the year. I think this would help exit them faster and give us the ability to pick up more students.
- Ensure that all lessons are taught with fidelity all year long.
- Provide freedom to work more closely with teachers to reach goals together. Maybe change Read Naturally to something more fun and interactive for both kids and tutors.

**7. *Describe ACE tutoring in one to three words or phrases.***

- Changes the game.
- Rewarding, unforgettable, communal.
- Transformative, inspiring! Exhausting.
- Amazing, devoted, needed.
- Fulfilling, energizing, exhausting.

- Exhausting, entertaining, exciting.
- Consistent, structured, effective.
- Impacting, effective, requires patience.
- Demanding, transcendent, transformative.
- More than necessary.
- Commitment, possible, learning.
- Impacting, necessary, amazing.
- Meaningful, fun, effective.
- Enriching.
- Streamlined, essential literacy engagement.
- Helpful, improvement.
- Amazing, inspiring, rewarding.
- Service, commitment, and results.
- Challenging, exhausting, fulfilling.
- Life changing!
- Rewarding, educational, fun.
- Challenging, personal growth, fulfilling.
- Challenging, rewarding, and amazing!

- Shine.
- Fulfilling work.
- Awesome.
- ACE tutoring is a highly effective intervention model that is working to change the face of childhood literacy in the Austin area.
- Life-changing experience.
- Phenomenal.
- Dedicated, encouraging, determined.
- Inspiring, caring, meaningful.
- Efficient, important, meaningful.
- Service, love, dedication.
- ACE tutoring is effective, efficient, and successful.
- Fruitful in life experience.
- Roller coaster ride, hard work.
- Personal, impactful, challenging.
- Impacting, life changing, you grow as a person, flexible—you have to learn to be accommodating and patient with what is asked of you and with the children.
- Life changing.
- Intensive. More than just a tutor.

- Intense, rewarding, life changing.
- Satisfying, worthwhile, and rewarding.
- Empowering.
- Caution: It will change your life. Join at your own risk.
- Rewarding, fun, enriching.
- Wonderful.
- Rewarding, exhausting, character-building.
- Challenging, fulfilling.
- Reading role modeling.
- Effective, accessible to children of any culture or background, fun!
- Rewarding, structured, character-building.
- Awesome, fun. Austin!
- Inspiring, instrumental, ubiquitous.
- Rewarding, challenging, and fun.
- Rewarding, challenging, fun.
- Pretty freaking awesome.

**8. List any other comments or suggestions.**

- If possible, more large professional development meet-ups. For example, at the last life after AmeriCorps cohort meeting, we broke up into groups that reflected our future plans. It would be great if we could have more time with those groups because there was so much to discuss and not enough time at that particular event to discuss it. It would also allow those in the cohort with similar future plans to get to know one another (in such a large cohort, it is not easy to get to know everyone) and possibly create a support group that encourages our development in that specific future plan. Plus, at these meetings, more specified information/resources could be provided.
- The program has great value, and its rapid increase attests to that.
- I would have loved some more efficient data entry. Oncorps (when it comes to lesson numbers and BM scores) and AIMSweb are both extremely tedious and poorly designed. This was not from all the leaders, but I sometimes got weird attitude from the leaders at other campuses. You know the "I'm too important and busy to tell you what your job is" attitude that people can give off when they want you to feel smaller than them? That attitude. It made me feel unappreciated and less inclined to sign up for their extra-hours events in future. I did not appreciate when "extra-hours" events were scheduled during tutoring times. Not only is that not "extra," but it also cuts my time short with my students. And isn't tutoring children the point?
- I had a great year this year. I reinforced my ability to lead others and interact with people in much higher positions than myself with confidence and intellect. From what I heard, not all campuses were as problem-free as my own. Harsher disciplines and stricter practices should help as the program expands.
- I am so happy that I chose to participate in this program and have met so many people that I might not have if I had not. Whether or



not I return to work with ACE, I will always remember how this time has shaped me as a person and a learner.

- Instead of weekly off-campus meetings, I'd suggest a once-a-month off-campus lunch. That would be much more fun and encouraging. I also really think each tutor should have 12 kids at a time. Our impact could be even bigger if we did.
- I had a great year. Yes, it was tiring, but I woke up every day excited about my job.
- Consider more training for first-year leaders, possibly having a third-year member spend a whole week with them.
- I wonder if there might be an alternate means of progress monitoring first- and second-graders. Specifically, I often felt that the difficulty of the progress-monitoring passages may not have aligned well with the difficulty of the Read Naturally passages. As such, while a student's cold read scores may have shown significant improvement, and while the student may have moved up in Read Naturally levels, the weekly assessment scores often did not reflect said growth.
- I think preservice training could be more effective if it was done at the schools in teams, so future tutors can get a better idea of what they need to do and get to know who they are going to work with.
- I felt a great sense of welcome from day 1 of training and highly appreciate all the support every staff member provided throughout the year.
- Remember that ACE is an AmeriCorps-funded program and that your volunteers have given a year of their lives for the cause. Listen to your volunteers when they have concerns, and consider making changes if trends emerge from the feedback.

- GET RID OF THE T-SHIRTS!! I was approached on multiple occasions by teachers and administration on my campus asking why we wore these T-shirts all the time. They seemed to think it made us look less professional and even at one point put forth the suggestion that it might affect student-tutor interactions for fear of the students perceiving a marked difference between teacher and tutor and their levels of professionalism and to what degree they might command respect. I agree wholeheartedly (but obviously did not voice my agreements when confronted with these awkward interactions!) and think that the dress code should be revisited. AmeriCorps volunteers may be demographically young and generally inexperienced in a professional sense, but having a T-shirt policy dictated to me left me feeling patronized and as if I were not intelligent enough or blessed with enough common sense to realize what is and is not professional attire for an elementary school. Another note regarding leaders: There really ought to be some kind of check system put in place for all members of the campus—leaders included. There were multiple points throughout the year that I found myself in situations that could have been easily avoided had I had a better understanding of what was going on and what should have been done. I don't like to blame, and frankly I tend to internalize a lot of blame anyway, so instead I like to think of solutions and prevention. One such would be more transparent communication of leader responsibilities and of tutor responsibilities between all members. The very idea of a team effort is shortchanged when one member has all the information and—for whatever reason—does not pass it all along to his/her teammates. I think that a more communal effort would help a lot on campuses where the dynamic is strained.
- ACE was overall a transformational experience for me.
- Even though the program has grown, the transition went pretty smoothly.
- Given the various ways to get hours to comply with the service, make sure that hours for tutorial lessons are the most that can be.

- I wish that PST had included more thorough information on the appropriate steps to take when a tutor has reason to believe a child might be suffering from abuse or neglect. During PST, we were told simply to tell the classroom teacher about it and that the classroom teacher would take care of all further steps and reporting. However, both the school counselor and a licensed social worker have told me that that is not enough. The individual who formed the suspicion or had the conversation with the child must make the report herself. On the Department of Family and Protective Services website: "Texas law says anyone who thinks a child, or person 65 years or older, or an adult with disabilities is being abused, neglected, or exploited must report it to DFPS" ([www.dfps.state.tx.us/Contact\\_Us/report\\_abuse.asp](http://www.dfps.state.tx.us/Contact_Us/report_abuse.asp)). This website has a 24-hour Abuse Hotline number. Our school counselor told me that we tutors ought to tell the teacher, tell the counselor, and make a report to the department or Child Protective Services ourselves, as soon as possible after the conversation/incident/suspicion forms. She also told me that tutors, working one-on-one with children, may sometimes be in a better position to notice or be told things that might escape a teacher's attention, spread out as it is among over 20 children. The counselor asked that ACE tutors be made available for the pre-school-year training she runs for the teachers and staff. This occurs in August. I told her that our contract didn't start until September. Still, I think it would be a good idea to include some training on abuse/neglect spotting and reporting in PST and to make sure that information conforms to Texas state laws and Austin Independent School District expectations.
- Thank you for an amazing year!
- I feel like some leaders need more training. This year, my campus leader was disrespectful to me. She would raise her voice to me whenever she was upset about her own personal issues (and on one occasion she yelled at my students). She made me feel bad about myself. While I loved working with my students and learning from my teachers, I did not feel supported by my leader.

- Do a survey on PST about a month into actual tutoring. I'm sure the advice you get then about what happened will be a lot more helpful than us trying to think back at the end of the year. Split up the leader position across the group of tutors. You could have one person be the data person, the person to communicate with the school, and whatever else it is exactly that the leader does. This will make everyone feel more valued and will lessen group tensions inherently because you won't have a peer telling you what to do. There's no reason the leader e-mails can't be sent to everyone. The more you know... The T-shirts are crap. Get rid of them. Don't replace them with Polos either. We look like idiots wearing them. Make a dress code and stick to it. We're adults and should know how to dress ourselves. This isn't our first rodeo for a lot of us. Come up with a specific set of rules for giving time off. It's crap to hear that so-and-so got a day off for this, but I couldn't get time off for that. Don't tell us we get no days off in the beginning, when we do. Come up with some better guidelines for giving those days off.
- Any way to simplify the oncorps buddy checks at the end of the year would be great!
- Have an ACE townhall-style meeting. Talk to members about concerns or ways to improve overall service experience during the service year, not just at the end of the year in an impersonal survey. Try harder to not make the office staff seem like such a "favorites club" for leaders—all ACE members work hard. Yes, leaders do a lot to facilitate good service experience, but all of us are AmeriCorps members in a challenging year of service, and appreciation more regularly and personably will go a long way to keep happy members. You'll see this will naturally encourage members to be more involved.
- Have some type of support for the kindergartners when they begin reading.

- I look forward to seeing how ACE continues to grow in the future, and change the city of Austin through reading. Additionally, I would love to help support ACE in any way possible.
- I love ACE and look forward to seeing the impact that ACE will continue to have in Austin.
- I think Fridays should be read-aloud day—you pick a well-known, well-loved kids' book, read it to the kids, and then ask comprehension and vocabulary questions.
- New campuses, along with new leaders, need to have extra support, and the support needs to be documented and checked.
- Love this program. Supervisors were excellent. I felt supported all the time. A great place to work.
- I love ACE!
- I really enjoyed my time at ACE.
- Be a little more organized.
- If ACE can continue with more support for their leaders, it would only be a positive. It's a very hard job to take on, and without a doubt, there are times you just feel like you could collapse at any minute with all of the weight put on our shoulders.
- No T-shirts! I understand the value of a dress code when there has been inappropriate dress in the past, but in general, I think as adults, we are all fully capable of dressing ourselves. Throughout the year, I had both students and teachers ask why we always wore those shirts, and honestly, I felt unprofessional in them. I think it is better if standards are set, and that infringements are dealt with on a case-by-case basis.

- I think ACE is an amazing program and definitely follows the mission to help children have a great literacy foundation to be great readers and open doors of opportunity for them.
- Have more trainings throughout the year. Have more communication between staff and members.
- There should be more service projects during the spring semester. It would really help with maintaining hours to have at least one a month. Please add Latinitas to the possible community partnerships list. It's a great nonprofit organization that provides media-based after-school lessons for girls at the elementary and middle school levels. It was a great way to get extra hours during the week.
- As we were doing all of our end-of-year data, it seemed like testing the kindergartners in nonsense words would be useful data to have, if not to evaluate their progress at the end of this year, definitely to look at with the data from beginning-of-year testing next year.
- If ACE is to continue to grow, I think a lot of preplanning needs to be done beforehand. There were many times I felt as if decisions and changes were made on a whim, and it got frustrating. I understand there is a learning curve and an adjustment period to expanding a program, but I felt that because ACE has been around for 20 years, they should have a clearer understanding about what their tutors should do in most situations. Also, hour expectations should be better spaced out, rather than jam-packed at the beginning of the year. There should be better-planned service projects and maybe committees other than the media committee that plans events.
- ACE is a great program, and I'm very happy to be a part of it. It would be amazing to see programs like ACE started up in other cities in the United States because I believe it is an effective model.
- I had a very enjoyable time this year and am very thankful for the ACE program.

- While bringing awareness to ACE was the high point of the year for me, wearing an ACE T-shirt every day was the low point. I get what their intention is and the awareness they bring, but wearing them constantly actually has an opposite effect from this intention. Aside from the fact that not all tutors have college T-shirts to stretch out their collection (not to mention the lack of time for/access to laundry facilities), wearing a T-shirt every day simply looks unprofessional. I have had teachers and staff ask me if we “have to” wear them every day, and I often felt that they took us less seriously as a result of looking more like students than teachers. If you want people to see the logo, perhaps we could just wear them on service projects, in the first month of the year, or one day a week, or even just put up more ACE materials around campuses. A professional dress code would be much more appropriate.
- Gabi Garcia was such a supportive and encouraging supervisor. I couldn’t have done this year without her!
- Overall a great program with an important mission: reading. While the focus group may not have the money to travel, etc., they can still learn about places and things through reading. A program that works.
- Keep up the amazing work! I am going to miss this job!!
- Although the work can get a bit routine and cumbersome, there should be unannounced visits by supervisors to make sure everyone is doing their part.
- I would like to see the language of instruction organized in a more user-friendly way. I had trouble understanding the exact chronological order of a few of the lessons at the beginning of the year. I also hope that the feedback given for the Read Naturally passages that we felt were out of date will be used for next year’s curriculum.

- I had a wonderful experience with ACE. I think the only changes I would suggest would be to not have first-year members be leaders on campuses and to be sure the supervisors are checking in with campuses frequently!
- I think there should be more information given about the mentoring piece and how to handle behavior toward the beginning of the year. Every child is not the same, so a behavior chart simply will not work with them all. Also, some of the kids stay with us for the entire year, so we really do become their mentors as well as tutors.
- Maybe think about focusing more on first grade and kindergarten, seeing as how these are the students who seem to be more affected by our work.

**9. *Tell us about your future plans.***

- I will be returning to ACE as a leader for the 2013–2014 year!
- Going back to school to study information systems management.
- I want to work with children in many capacities. I hope to be a teacher, tutor, mentor, and one day a mother. I want to stay involved in education for years to come.
- Got a tutoring job with Sylvan. Planning on joining the Austin Fire Department. Eventually will get published and become a billionaire. Will give a million to ACE for being there for me.
- I am looking forward to the future and will make sure to keep in touch.
- Working here in Austin!
- I plan on saving the world...one lesson at a time.



- Traveling!
- I will be returning to school to pursue a career in health care.
- I will be attending the University of Edinburgh in Scotland to earn a master's degree in intellectual history.
- I will be an ACE leader and attend graduate school in the future.
- After this ACE experience, I would like to become certified to teach and continue studying bilingual education!
- I plan to move to Chicago and begin a career in management.
- Education field.
- Work and school.
- Doing another year!!!!!!
- Get a job managing operations, if possible, in the communications field.
- I will be enrolling as a Ph.D. student at The University of Texas at Austin in the Performance as Public Practice Program (Department of Theatre and Dance).
- Grad school.
- Flamingo farmer in Florida.
- I am planning on working at a salon this summer and hopefully continuing that part time in the fall when I come back as an ACE tutor!
- Applying to grad school.

- I am going to be working for a new social marketing company and am looking into Ph.D. programs.
- Professional school. Again, try harder to acknowledge accomplishments of all ACE members, not just leaders who are becoming teachers. ACE Facebook page and blog, I'm looking at you.
- Plan to teach for the summer.
- Following 2 years with ACE, I will pursue a career in teaching, an opportunity that would not have been possible without the skills, experience, and literacy foundation I received while working for ACE. I'm very grateful to have had this opportunity, and it has been one I will never forget.
- ACE team leader during 2013–2014, start teaching in 2014, go to grad school, and be an elementary school counselor in an underprivileged community.
- I plan on becoming an educator, starting in elementary. Also, my end goal would be becoming a reading specialist.
- Return as an ACE leader!
- I plan to continue with ACE and then explore my options in the field of education.
- I plan to continue with ACE as a leader and then get into teaching.
- I will be a teacher!
- It won't involve a nonprofit, that's for sure.
- Try to find work. Go back to school.
- Returning to ACE and then...?

- I am returning to make change and be a role model for these kids.
- Currently applying for teaching positions!
- Teaching or nonprofit. Currently job hunting.
- I have accepted a job as a bilingual tutor with another company and plan to apply to law schools this fall for the next school year. My goal is to work as an immigration lawyer.
- Returning to ACE next year as a leader!
- Communities in Schools, then hopefully Peace Corps.
- I will be going to graduate school at Smith College in Boston, MA. I will be earning my master's degree in education of the deaf/hard of hearing and will study an audiology-based education plan that assists children with cochlear implants on being mainstreamed into public schools by using oral/aural teaching methods.
- A second year with ACE, and maybe grad school after that.
- History teacher.
- Grad school next year, work in the private sector until then.
- Graduate school for elementary education degree.
- Returning to ACE.
- I will be going to Spain in September to work as a North American language and cultural assistant!
- Pediatric occupational therapy!

- I am attending graduate school in the fall. I definitely appreciate the goals of ACE and hope I can financially contribute to it in the future. Thank you for all the work you guys do!
- I will be returning to ACE for another successful year!
- I am working at the Capital Area Food Bank.
- Continuing to work with kids!



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