

**Early-Phase Competition Absolute Priority 2 (General)**  
**San Diego Unified School District**  
**S411C220083**  
**MetaSocratic Peer Tutoring**

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Applicant Name: San Diego Unified School District (SDUSD)

Project Title: MetaSocratic Peer Tutoring

Type of Grant Requested: (select one)  Early-Phase

Absolute Priorities the Project Addresses:

Absolute Priority 1—Demonstrate a Rationale (Early), Moderate (Mid), Strong (Expansion)

Absolute Priority 2-- Field-Initiated Innovations—General

Competitive Preference Priorities the Project Addresses:

Competitive Preference Priority 1—Promoting Equity in Student Access to Educational Resources and Opportunities

Competitive Preference Priority 2-- Addressing the Impact of COVID-19 on Students, Educators, and Faculty

Total number of students to be served by the project: 2,636

Grade level(s) to be served by the project: 9-12

Your definition of high-need students: those who are socioeconomically disadvantaged, are at-risk of failing due to social or academic issues; have disabilities; are English language learners; or are from underserved minority groups

Brief description of proposed project, including project activities: The MetaSocratic Peer Tutoring program invites 10th through 12th grade academically proficient and higher math students from across a district to tutor low-performing students in grades 9-11, helping them to improve their academic outcomes, and increasing the number of students who are proficient in math to pursue a stem career.

A secondary goal of the program is to provide work-based learning experiences to introduce high school students in Education and Child Development career pathways and introduce and inspire students to pursue the field of education as a potential career path via the integration of tutoring and leadership training. Thus, the curriculum supports student success via developing the academic and socioemotional acumen of both tutees and tutors themselves.

Summary of project objectives and expected outcomes:

GOAL 1: Improve student (tutee) academic growth and achievement and impact their social emotional skills positively.

1. Increase the # of students who complete at least 15 hours of tutoring (12 1.5-hour sessions)
2. Decrease the % Ds and Fs in math, grades 9-11
3. Increase the % of students that demonstrate proficiency on the CAASPP exam in 11th grade
4. Increase the % of tutees showing significant improvement in each of the Thinkist SEL pillars (Tutoring, Leadership, Andragogy, and Equity)

GOAL 2: Increase the number of highly qualified mathematics near peer tutors and impact their social-emotional skills positively.

1. # of qualified applications from 10th, 11th, and 12th grade tutors for training

2. # applicants who complete Level 1 Tutoring Program with Baseline Certification
3. # of tutors who complete Level 2 Tutoring Program with Certification
4. % of peer tutors showing significant improvement in each of the Thinkist SEL pillars (Tutoring, Leadership, Andragogy, and Equity)

GOAL 3: Improve the tutee and tutor experience in the MetaSocratic program.

1. # of applicants with Cs, Ds, or Fs from 9th, 10th and 11th grade to receive tutoring
2. Increase the % attendance at tutoring sessions
3. Increase the # of session logs completed by tutors during the session or within 10 minutes of the session being completed
4. Increase efficiency in the enrollment process by decreasing time to schedule and enroll a tutee (# of hours)

GOAL 4: Improve and evaluate the implementation of the Thinkist program components at scale.

1. Ensure fidelity monitoring as the program scales (% of fidelity measures met)
2. Complete implementation study, including surveys of participants and stakeholders (% of parents, tutors, and tutees who would recommend the program to others)

Describe how the proposed project is innovative: The need we are addressing with MetaSocratic Peer Tutoring is for a high-quality, accessible, and SCALABLE peer tutoring program that includes 1) comprehensive tutor training including social emotional learning, 2) ongoing instructional supports, 3) a learning management platform, and 4) mentorship from tutoring experts.

Identify other studies and/practice related to the proposed project: Please see attached list of references in the application appendix.

Proposed implementation sites: San Diego Unified School District – 25 high school sites

List all organizations partnering with this project: SDUSD, Thinkist, Copia Consulting LLC