

# Student Experience Survey Results

## Children’s Tutoring Initiative 2026

### Executive Summary

This report looks at the Children’s Tutoring Initiative through the eyes of the children it serves. In spring 2026, students completed a short survey: eight rating questions about how they felt about reading, themselves, and their learning, plus two open questions inviting them to describe what they gained and what they loved most.

The picture they paint is overwhelmingly positive. Nine in ten students said they enjoyed the program, an equal share said they felt supported and encouraged, and 88% agreed their reading skills improved. Just as striking as the numbers is the warmth and specificity of what the children wrote: repeatedly they describe books they could not read before but can read now, the confidence to raise their hand in class, and the simple joy of time spent with a tutor who made them feel known.

### Ratings

Students rated eight statements on a 1-to-5 scale, where 5 means they strongly agreed. The table below shows the share of students who agreed or strongly agreed with each statement: a rating of 4 or 5.

Survey statement	% Agree
I enjoyed participating in this program	90%
I felt supported and encouraged during this program	90%
I think my reading skills improved	88%
This program helped me feel more confident in myself	87%
I understand what I read better than before	85%
This program helped me feel good about my learning	85%
This program made me more excited about reading	79%
I feel more confident sharing my ideas about what I read	72%

The two highest-rated statements: enjoyment and feeling supported, each at 90% speaks to the relationship at the heart of the program. The strong 88% agreement that reading skills improved confirms that children feel the academic progress, not just the warmth. The lowest score, while still positive at 72%, was confidence in sharing ideas about reading, suggesting a natural next area to nurture as students grow.

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## Student Voices

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The open-ended answers were read and grouped into the themes that came up most often. Four themes emerged, and are noted below.

### 1. “There were books I couldn’t read, but now I can.”

By far the most common response was simple and direct: their reading got better. Children described moving from being stuck on words to reading smoothly, understanding stories, and tackling chapter books. For many, reading itself became the favorite part of their day.

### 2. Confidence that reaches beyond the page

Students repeatedly connected the program to how they feel about themselves. Several described raising their hand in class for the first time, feeling comfortable reading aloud, or simply feeling proud of what they could do. The confidence question drew 87% agreement, and the written answers show why.

### 3. The tutor relationship

When asked about their favorite part, many children named their tutor rather than an activity. They wrote about being greeted at the door, being helped when they got stuck, and getting to know someone who got to know them. This relationship appears to be the engine behind the high enjoyment and support scores.

### 4. Joy, curiosity, and fun

Learning was fun. Children mentioned games, prizes, drawing, and fascinating facts from squids and mammals to the first people on the Moon. This sense of play and discovery runs through the whole survey and helps explain why reading became something they look forward to.

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## In Their Own Words: 20 Voices

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*The quotes below are drawn directly from the children’s survey responses, grouped by theme.*

### On reading growth

*“My reading - there were books I couldn’t read but now I can. It also helped my spelling.”*

*“My tutoring teacher helped me with my reading because I did not know how to read.”*

*“Lot more words and I read better.”*

*“I got better at reading. I learned to check to see if it made sense.”*

*“Reading. Straight and smooth.”*

*“Paying attention to the punctuation when I read.”*

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## On confidence

*"I answer questions in class now. Before I did not feel comfortable answering questions."*

*"My reading and my confidence."*

*"Today I can share my ideas."*

*"A lot of confidence."*

*"I get to learn more, I am getting smarter."*

*"Being better at reading and learning to always do your best."*

## On their tutors

*"My tutor is the nicest person I met."*

*"Seeing my tutor when I would come in the door."*

*"My favorite part about tutoring was I got to read with someone that helped me with my reading — when I got stuck on a word she helped me."*

*"Hanging out with my tutor and getting to know her, and her know me."*

## On joy and discovery

*"Reading is the best thing ever!"*

*"Lots about mammals and animals and interesting things I never knew about!"*

*"I learned to read by playing games."*

*"I learned more things with my tutoring teacher, and it was fun."*

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## Insights for Children's Tutoring Initiative

The children's feedback affirms that the Children's Tutoring Initiative is delivering on its core promise: stronger readers who feel good about themselves and their learning.

- Skill gains and emotional wins are showing up together, and children feel both more capable and more confident.
- Relationships are key. The consistent, caring tutor relationship is what students remember most, and it underpins the program's highest scores.
- The clearest growth area is expression. Confidence in sharing ideas about reading drew the lowest agreement at 72% (though still positive), pointing to discussion and comprehension dialogue as a worthwhile area to deepen.