

2024 State of High-Dosage Tutoring Convening Key Takeaways & Resources

Decoding Early Literacy Policy: A Tutoring Provider's Guide to State Policy and Funding

MODERATOR

Pete Lavorini, [Overdeck Family Foundation](#)

SPEAKERS

Dr. Cora Scott, [Delaware Department of Education](#)

Mindy Sjoblom, [OnYourMark](#)

Dr. Allison Rose Socol, [The Education Trust](#)

Key Takeaways:

- States are reshaping their approaches to reading and early literacy, highlighting the need to plan for the long-term with continuous evaluation and improvement, analyze student data before third-grade state level reading assessments, and use high quality instructional materials aligned to the science of reading.
- Tutoring providers should lean into their implementation expertise, because the gaps in current early literacy policies often reveal themselves as variability in district and school-level implementation. Advocates from all sectors champion tutoring as an intervention – a unique opportunity for providers to advance their work without being entangled in political complexities given the current bipartisan support.
- Providers can use a “divide and conquer” approach to keep current on state policy and local rules. This makes it possible to intentionally strategize, and to determine which states offer Science of Reading alignment and the conditions necessary for successful implementation of a SoR tutoring model. Providers should center the data and “sweat hard over the data [they] care about” in order to create partnerships for the long-term.

Resources:

- [On the Same Page, “How States are Encouraging the Science of Reading”](#) | Bellwether Partners
- The [Campaign for Grade-Level Reading](#) resources and webinars| Upcoming webinar: [The Science of Reading for Emergent Bilinguals](#) on Tuesday, February 13th

HDT for System Leaders: Strengthening Instructional Coherence and Building Effective Data Systems

MODERATOR

Andrew Shachat, [Watershed Advisors](#)

SPEAKERS

Karen Lawrence, [TN SCORE](#)

Dr. Jimmy Leak, [Guilford County Schools](#)

Dr. Janet Wilson, [Littera Education](#)

Key Takeaways:

- The disconnect between the content being taught and the assessments used to measure learning in Tier 1 and during intervention is a major issue that needs to be addressed. Alignment is key for an effective system.
- Creating a strong value proposition as a tutoring provider requires carefully considering how programs align to the district curriculum and support Tier 1 classroom instruction. This will allow programs to effectively complement broader learning goals.
- It is important to challenge the notion that tutoring is “just” an intervention. Effective tutoring needs to be a core component of a system’s overall learning strategy, integrated fully with the curriculum and goals. Consider how to align MTSS and tutoring to be symbiotic and connected directly to content goals.
- Achieving resource equity is crucial to scale tutoring to students who need the support. Sustainability requires going beyond a one-size-fits-all approach, since interventions can look different depending on the environment. Not all tutoring looks the same - we need to examine different models and how they work for different types of students.

Resources:

- [Presenter slide deck](#)
- TN SCORE - [Learning Acceleration Resources](#) including [Early Literacy Success for All Students report](#), [K-3 Early Literacy Instructional Coherence Toolkit](#), and [Tennessee Case Studies](#).
- [Outcomes Based Contracting](#) resources and tools | Upcoming webinar: [Getting Results: How Outcomes Based Contracting Can Strengthen Student Support](#) on Tuesday, March 12th.

High Dosage Tutoring: The Knowns and Known Unknowns in Building Evidence

MODERATOR

Dr. Matthew Steinberg, [Accelerate](#)

SPEAKERS

Dr. Joanna Cannon, [Walton Family Foundation](#)

Dr. Christina Grant, [Office of the State Superintendent of Education](#)

Dr. Thomas Kane, [Center for Education Policy Research, Harvard University](#)

Key Takeaways:

- High-quality research and evidence is needed to guide effective tutoring program design and implementation. There is a need to build consensus on terminology, benchmarks, and best practices.
- Leadership at all levels (federal, state, district) must create opportunities for research to inform policies, resource allocation, and continuous program improvement. Strong partnerships between researchers and practitioners are essential.
- Real-time data tracking systems should be leveraged to enable evidence-based pivoting and adaptation. Contextual nuances must be considered.
- Significant investments in research, data infrastructure, and stakeholder buy-in are required to build and sustain effective tutoring programs at scale.
- Key unknowns remain around optimal tutoring dosage, subject-specific considerations, tutor qualifications, and cost-benefit tradeoffs. Rigorous ongoing research is needed.
- Sustainability planning is critical as federal recovery funds sunset. Targeted interventions for highest-need students must remain priority.
- Regular feedback loops between researchers, policymakers, and local leaders can foster continuous improvement. Misinformation must be countered by high-quality evidence.

Resources:

- [Students are making a 'surprising' rebound from pandemic closures. But some may never catch up](#) | New York Times
- [Learning Engineering Virtual Institute \(LEVI\)](#) resources



Accelerate

The National Collaborative for Accelerated Learning

Innovations at the Nexus: AI in Education and High-Dosage Tutoring

MODERATOR

Kevin Huffman, [Accelerate](#)

SPEAKERS

Yusuf Ahmad, [The Reinvention Lab @ Teach For America](#)

Amanda Bickerstaff, [AI for Education](#)

Key Takeaways:

- AI is becoming more ubiquitous in education, but we are still in the early adoption phase. Critical literacy and responsible use of AI tools is needed.
- Trust in AI systems should be balanced with an awareness of limitations and potential biases based on the underlying training data.
- Users can help shape more equitable and responsive AI by actively engaging with the technology and providing feedback.
- Exciting use cases are emerging for personalized and adaptive learning at scale, but hype should be balanced with critical assessment. Bias mitigation remains an urgent concern - AI still exhibits troubling biases against women and minorities based on past data.
- Leading AI models to explore include [Chat GPT-4](#) and [Claude](#). However, all models have strengths and weaknesses to understand.
- Rigorous testing and auditing processes ("red teaming") are important to identify flaws in AI systems.

Resources:

- Check out the [Playlab](#) to see and test out AI models and [AI for Education](#) for their library of resources and tools.
- Conferences like [ASU+GSV's AI Revolution in Education](#) provide learning opportunities to stay current on the state of AI in education.

Learning Lift-off: Strategies for Student Uptake and Engagement

MODERATOR

Seth Kolker, [Accelerate](#)

SPEAKERS

Dr. Daniel Belenky, [mindpathlearning](#)

Matt Miller, [OKO Labs](#)

Dr. Soren Rosier, [PeerTeach](#)

Key Takeaways:

- Student engagement hinges on behavioral, cognitive and emotional factors. Effective programs incorporate motivational research on expectations, value and comfort.
- Alignment to core academic scope and sequence is crucial and student input helps tailor activities to their needs and interests.
- Fostering a culture of innovation and idea testing is critical - routines like weekly ideation workshops can help. Codify and share what works.
- Providers can co-design processes that elevate student voice and are highly valuable in building effective engagement strategies.
- Strong research and evidence must inform program design decisions and measurable outcomes.
- For peer learning, reciprocity is key - all students rotate through expert and learner roles. This builds leadership skills more equitably.

Resources:

- [Session Slide Deck \(including demos\)](#)
- [The Learning Design Principles Toolkit \(edited\)](#)
 - [Pearson version](#)

Establishing and Strengthening District Partnerships: Strategies for Effective Community Based Organization–District Tutoring Partnerships

MODERATORS

Jennifer Krajewski, [ProvenTutoring](#)

Dr. Amanda Neitzel, [ProvenTutoring](#)

SPEAKERS

Matt Barrow, [Baltimore City Public Schools](#)

Alonna Berry, [Office of Governor John Carney, Delaware](#)

Kara Hamilton, [Guilford County Public Schools](#)

Casey McLeod, [KIPP Indianapolis](#)

Jennifer Rosenbaum, [DC Public Schools](#)

Key Takeaways:

- States and districts are using data to shape decision-making. They are using data to decide what programs to keep and to evaluate how a program is implemented.
 - One district leader demonstrated the value of being data-based. From the number of programs they are tracking (currently 17) to the attendance rate of students last year to this year, the leader had crucial information at his fingertips. The district knows exactly which programs will stay and which will be cut post-ESSER because they have been tracking outcomes on iReady, attendance, provider district partnerships, and cost.
- Sustainability of tutoring is a key consideration for district and state leaders; many described different approaches to ensuring cost-effectiveness (e.g., increasing student:tutor ratios without losing quality).
- Attendees learned about the benefits of working with a charter management organization, especially the agility and autonomy of CMOS in scheduling and fundraising.

Resources:

- [Accelerate's First Call to Effective Action: A Synthesis of Lessons Learned](#)
- *Coming soon: Accelerate will be releasing a field guide on CBO-led tutoring programs.*

Policy Over Politics in 2024! State and Federal Policy Updates

MODERATOR

Dr. Nakia Towns, [Accelerate](#)

SPEAKERS

Superintendent Cade Brumley, [Louisiana Department of Education](#)

Melissa Junge, [Federal Education Group, PLLC](#)

Patrick Steck, [Deans for Impact](#)

Key Takeaways:

- Tutoring programs present opportunities to accelerate learning, foster student thriving, and diversify the teaching workforce through apprenticeships.
- Understanding how students learn and tailoring instruction is critical for impact. Elevating local voices and perspectives in program design is important.
- Braiding funding streams (Title I, state, federal) and building incentives into existing structures could support sustainability. Requirements should balance oversight with simplicity.
- Changing the prevailing mindset from a "culture of no" to "culture of yes" is crucial to overcoming bureaucratic hurdles to innovation. Understanding where resistance comes from can help shift the mindset to shared solutions.
- Bipartisan support for tutoring creates openings to advance policy change. But the policy context across learning recovery, the educator workforce, and funding streams must be considered holistically.
- While federal COVID relief funding sunsets, opportunities exist to extend liquidation periods and services. Districts must actively plan for sustainability.
- Multi-pronged action is needed across policy, practice and community engagement. Appreciating both technical and cultural barriers, and moving together, is key to systems change.

Resources:

- [ESSER Extension Information for State & District Leaders](#) | Accelerate
- [Beyond Recovery: Funding High-Impact Tutoring for the Long-Term](#) | Accelerate

