



Accelerate 2024-2025 Community of Practice

Coherence and Alignment

January 9, 2025

Welcome



Agenda

- › **Welcome** | Jennifer Bronson, Accelerate
- › **Randomized Controlled Trial Case Studies** | 2024-25 Call to Effective Action Grantees
 - NC Ed Corps | Steve Molinari and Maura O'Mahony
 - Amplify | Alanna Phelan
 - Off2Class | Kris Jagasia
- › **RCT + School Partnerships Panel** | Dr. Cara Jackson, Abt Global
- › **Breakout Discussions** | Accelerate Staff
- › **Closing** | Colby King, Accelerate

Norms



Remain muted when not speaking



Keep your video on when possible



Avoid multitasking



Endorse, reiterate a viewpoint in the chat.



Use the hand raise function



Complete the Zoom poll

Randomized Controlled Trial Case Studies | *2024-25 Call to Effective Action Grantees*

Maura O'Mahony + Steve Molinari

NC Ed Corps

Alanna Phelan

Amplify

Kris Jagasia

Off2Class



RCT Overview | *NC Ed Corps*



Maura O'Mahony

Data & Evaluation Manager, NCEC



Steve Molinari

School Partnership Manager, NCEC

NCEC | RCT Research Design Overview

Learning Questions:

1. What is the impact of access to NCEC-supported literacy tutoring for early elementary students on overall early literacy skills?
2. What is the impact of access to NCEC-supported literacy tutoring for student-specific reading subskills targeted by the intervention?

Further investigation using exploratory subgroup impacts, the impact on the likelihood of making expected growth, and descriptive patterns of student growth based on differences in dosage:

1. How does the impact of access to NCEC-supported literacy tutoring vary across student demographic groups (e.g. race, socioeconomic status, gender, EL and IEP status, grade level), subgroups based on student attendance rates, and school-level tutor characteristics, as available?
2. To what extent are students receiving NCEC-supported tutoring more likely to make average projected growth than students in the control group?
3. How does student growth compare between students receiving full (at least 15 hours) vs. moderate (9-14 hours) vs. low dosage (less than 9 hours) of NCEC-supported tutoring?

Kickoff Timeline

May-June preplanning with
NCEC/Accelerate

July-Current- YPL/WSFCS & NCEC Meet via Teams BiWeekly

4/30/24; Accelerate Grant Received	6/20/24 YPL, WSFCS & NCEC meet to kickoff outcome goals/plan for success	7/11/24 Hiring process approved-15 returners interested; any new hires on boarded by 9/16	August- all tutors hired, Schools chosen, curriculum ordered, communication handled through kickoff meeting	8/22/24- Plan to securely transfer BOY Data with masked ids for lottery	September- create tutoring schedule, train tutors and support implementation
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NCEC | *RCT Implementation, Addressing Concerns, and Key Partnership Elements*

- Winston Salem Forsyth County Schools district leads were receptive to focusing on students who fell in the below average/strategic support range (roughly around 26th-40th percentile) on the BOY Dibels assessment with a sample size of around 320 students
- Flexibility remained in the non-treated/control group ([FAQ doc](#))
- 1 school ended up dropping out; dispersed tutors and worked with YPL to select students from lottery
 - Looked at the other 9 schools and compared their tutoring schedules to the number of treatment group kids for each grade. We picked the two schools where we could add in the most extra groups and still have a control group for each tutored grade level.

Continued timeline

24-25 SY YPL/WSFCS & NCEC Meet via Teams BiWeekly

Oct-Dec tutoring using mCLASS interventions supported by NCEC

12/4/24 YPL, Accelerate & WSFCS in person day

Jan- MOY testing, support WSFCS with looking at that data

Feb-May tutoring continues with coaching support from NCEC

May/June- EOY Testing; data sharing with YPL

June-July Data analysis answering learning questions

NCEC | *Lessons Learned*

- Clarity of process
- Prior to lottery selection; communication & increased per school involvement
- Tutor lead/principal attendance at meetings
- Maximizing return for the school district
- Curriculum

**communicate,
communicate,
communicate.**

RCT Overview | *Amplify*



Alanna Phelan

Senior Vice President, Tutoring, Amplify

Amplify | *Research Design Overview*

Learning Questions

- What is the effect of literacy high-dosage tutoring services (during the school day) being offered to students in the lower 40th national percentile rank compared to students not receiving those services?
- How do students scoring at or below the 40th NPR change in reading achievement over time (rate of change/ slopes) when receiving high-dosage tutoring? What does the rate of change look like based on students' subgroup membership?
- Does the frequency and duration of literacy high-dosage tutoring influence student reading achievement and growth over time for these students?
- *Stretch:* How do student perceptions of self-efficacy and/or their enjoyment of learning to read change when receiving high-dosage tutoring?

RCT Design Parameters

- Partnership with Jonesboro Public Schools (AR); AR Dept. of Education; University of Arkansas
- Students were identified based on scoring in the lower 40th NPR on fall 2023 assessment results
- District agreed to a “rolling” implementation – originally set to start with cohort 1 in spring 2024, cohort 2 in fall 2024, cohort 3 in spring 2025.
- Students were randomly assigned to two treatment groups - blocked within school and stratified by grade and NPR quintile

Amplify | *Implementation, Addressing Setbacks and Concerns*

Implementation

- Tight coordination with Cohort 2: Cohort 1 and 2 students were both assessed at beginning of year and will be at middle of year (late January); Cohort 2 students to begin tutoring last week of January
- Cohort 2 has received teacher- and interventionist-led small group instruction that Cohort 1 students have not received this fall

Addressing Setbacks and Concerns

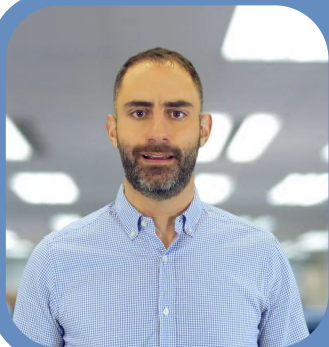
- Shift in timelines: start delayed from spring 2024 to fall 2024 – will no longer have a treated vs. untreated control group for 2 semesters
- Shift in scope: now a G1-3 RCT instead of K-G4 as originally intended (G4 students still receiving tutoring but not included in RCT)
- Shift in state assessment: new state assessment timelines mean students will not have received a full semester of tutoring before testing; will look at mCLASS DIBELS nationally normed results in addition to state assessment results
- Shift in required interventions: changes in state requirements for dyslexia screening and intervention have meant that some students have been pulled from tutoring

Amplify | *Key Partnership Elements*

Key Partnership Elements

- Invested district leadership
- Frequent communication and capacity-building
- Information sharing with teachers and families
- Communicative research partner
- Flexibility

RCT Overview | *Off2Class*



Kris Jagasia

Co-founder and CEO, Off2Class

Off2Class | *The ML service Mode* | *Research Design Overview*

ML Service Model 'Blueprint' for districts:

- Incoming students identified through intake home language survey/assessment and take a yearly state assessment (WIDA - 38 states)
- Districts use federal funds to provide services to MLs - mix of 'push-in' and 'pull-out' - in secondary most dedicated ELD courses are non credit-bearing
- HS/MS vs K-6 service model complexities (Newcomers, SLIFE, LTMLs)

Partners:

- Richland 2 (SC): mixed urban/suburban/semi-rural around the state capital (Columbia), 29K students, 1400 MLs
- Off2Class: Curriculum and Assessments for Secondary MLs - existing Richland 2 curriculum partner (2022-24)
- Littera: Previous tutoring partner for Off2Class curriculum, including a pilot at Richland 2 (spring 2024)

Key Parameters & Timelines

- 180 students (grades 7-12) across 10 schools and 9 teachers, with January 2024 WIDA (Reading) Access scores of 1.0 to 2.5
- Students split into two RCT arms: Teacher-led vs. Tutor-led - Off2Class Foundational Literacy: 2-3 x 30-minute sessions per week

Off2Class | *Addressing Concerns and Key Partnership Elements*

Addressing Principal/School/District Concerns

- WIDA ACCESS: state assessment for MLs (testing window January 2024 vs. 2025)
- Compressed timelines for activity created an opportunity for post-WIDA period: **Feb - May 2025**
- Teacher and instructional requests, could be positioned to a post-WIDA period delivery

Key Partnership Elements

- District champion unicorns....
- Concept of a Random Control Trial - within classrooms: ‘teachers don’t do stuff randomly’
- WIDA Reading levels is not the ‘whole picture’
- Teacher support & sponsorship is critical
- Tutor training on curriculum is key
- Mixed class configurations (bell schedule limitations)
- Equity and doing the right thing: Mid year (or Summer) arrivals

Jan/Feb 2024	May 2024	June - August 2024	Sept-Jan 2024	Jan/Feb 2025
2024 WIDA Testing Window (Baseline)	CEA kickoff	Student selection, RCT arms, scheduling	Instruction	2025 WIDA Testing Window

Panel | *RCT + School Partnerships*

Dr. Cara Jackson

Principal Associate, Research, Monitoring, & Evaluation, Abt Global



Panel | *RCT + School Partnerships*



Dr. Cara Jackson

Principal Associate, Research, Monitoring, & Evaluation,
Abt Global

Closing



Updates & Reminders

- › **Save the Date** – Feb. 11 and 12 in Washington D.C. Be on the lookout for additional communications in the coming weeks.
- › **Resources** from the CoP can be found here:
<https://accelerate.us/community-of-practice/>
- › **Upcoming Community of Practice Sessions**

Calendar

	August	September	October	November	December
National Landscape	CoP KICK OFF Mon., Aug. 26, 2pm EST		Tues., Oct. 22, 2pm EST		Tues., Dec. 10, 2pm EST
Coherence & Alignment				Thurs., Nov 7, 2pm EST	
Implementation			Tues, Oct. 1, 2pm EST	Thurs., Nov. 21, 2pm EST	

	January	February	March	April	May
National Landscape		CONVENING Tues., Feb. 11 – Wed., Feb. 12			Tuesday, May 6, 2pm EST
Coherence & Alignment	Thurs., Jan 9, 2pm EST			Thurs., April 3rd, 2pm EST	
Implementation	Thurs., Jan 16, 2pm EST			Thurs., April 24th, 2pm EST	

Survey