



# Accelerate 2024-2025 Community of Practice

Coherence and Alignment

April 3, 2025

# Welcome



# Agenda

- > **Welcome** | Jennifer Bronson, Accelerate
- > **Family and Community Engagement** | Dr. Eyal Bergman, Learning Heroes
  - **Family Engagement in HDT** | Panel Discussion
    - Kate Bauer-Jones, Future Forward
    - Amy Counts, Arkansas Department of Education
- > **Breakout Discussions** | Accelerate Staff
- > **Data Standard** |
  - Dr. Jason Godfrey, Accelerate
  - Britta Tremblay, Littera
  - Nate Casey, Pearl
- > **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*

# Leading Family Engagement | *Improving Tutoring Outcomes through the Home-School Relationships*

Dr. Eyal Bergman

Learning Heroes



# Leading Family Engagement | *Improving Tutoring Outcomes through the Home-School Relationships*



**Dr. Eyal Bergman**

Senior Vice President,  
Learning Heroes



# Leading Family Engagement

Improving Tutoring Outcomes through  
the Home-School Relationships

Accelerate COP

April 2025



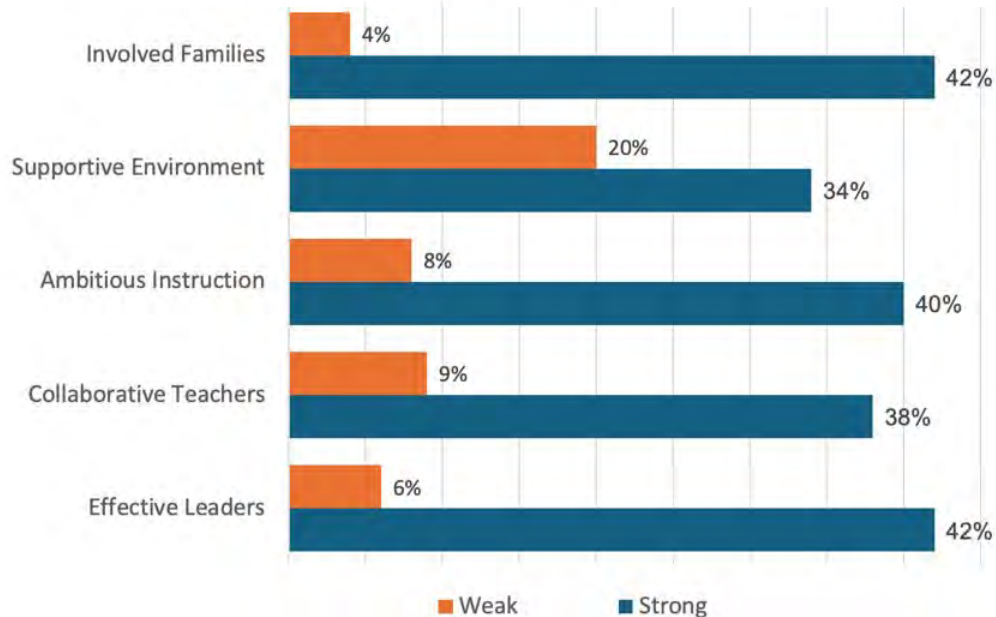
# My Roots





# Family Engagement is Essential for Improvement

Likelihood of Substantial Improvement In Math

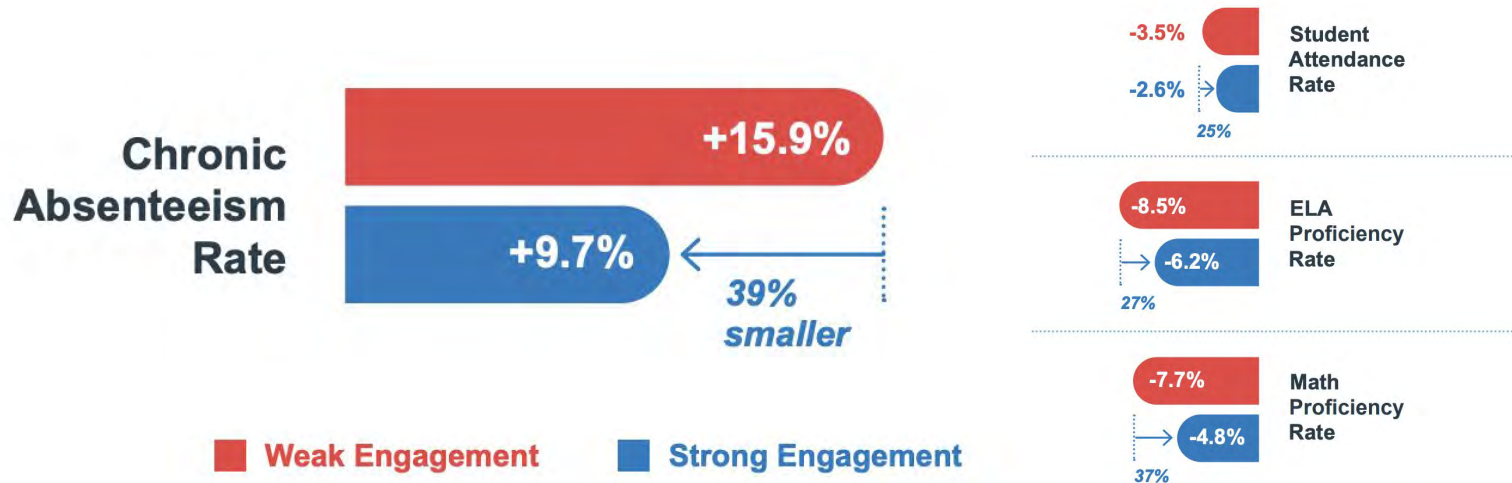


- Strong family engagement was **just as important** in predicting improvement as the other four essentials.
- A school chronically weak at engaging its families **only had a 4% chance** of improvement.

Credit: Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: University of Chicago Press.

# Family Engagement Impact Study

Average change in outcomes from 2018-19 to 2021-22



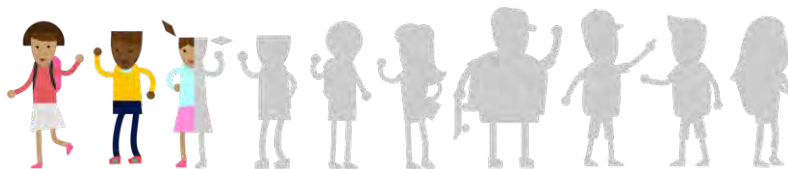
# Our Call to Action



## PERCEPTION

88%

**Parents**, regardless of *race, income, and education level*, believe their child is at or above grade level in reading and math.\*



## PERFORMANCE

28%

**Eighth grade students** nationally score proficient or higher in math.\*\*

*\*B-Flation: How “Good Grades” Can Sideline Parents, Gallup/Learning Heroes 2023*


*\*\*2024 NAEP data*

# For Parents, Good Grades = Grade Level

Parents and teachers rank the most important ways to know how a child is achieving




## Teachers

- 
- #1** Your/the teacher's in-class observations
  - #2** Results from classroom tests/quizzes from the teacher
  - #3** Interactions with the student
  - #4** Results from benchmark tests
  - #5** Results from student's year-end tests
  - #6** Report card grades
  - #7** Homework
  - #8** Parent feedback



## Parents

- 
- 
- #1** Written or verbal feedback from the teacher
  - #2** Report card grades
  - #3** Results from classroom tests/quizzes from the teacher
  - #4** Your child
  - #5** Results from your child's year-end state tests
  - #6** Benchmark tests
  - #7** Homework

# Challenge for Tutoring Providers

“I’m so glad that tutoring is made available...”

“... for the kids that need it.”

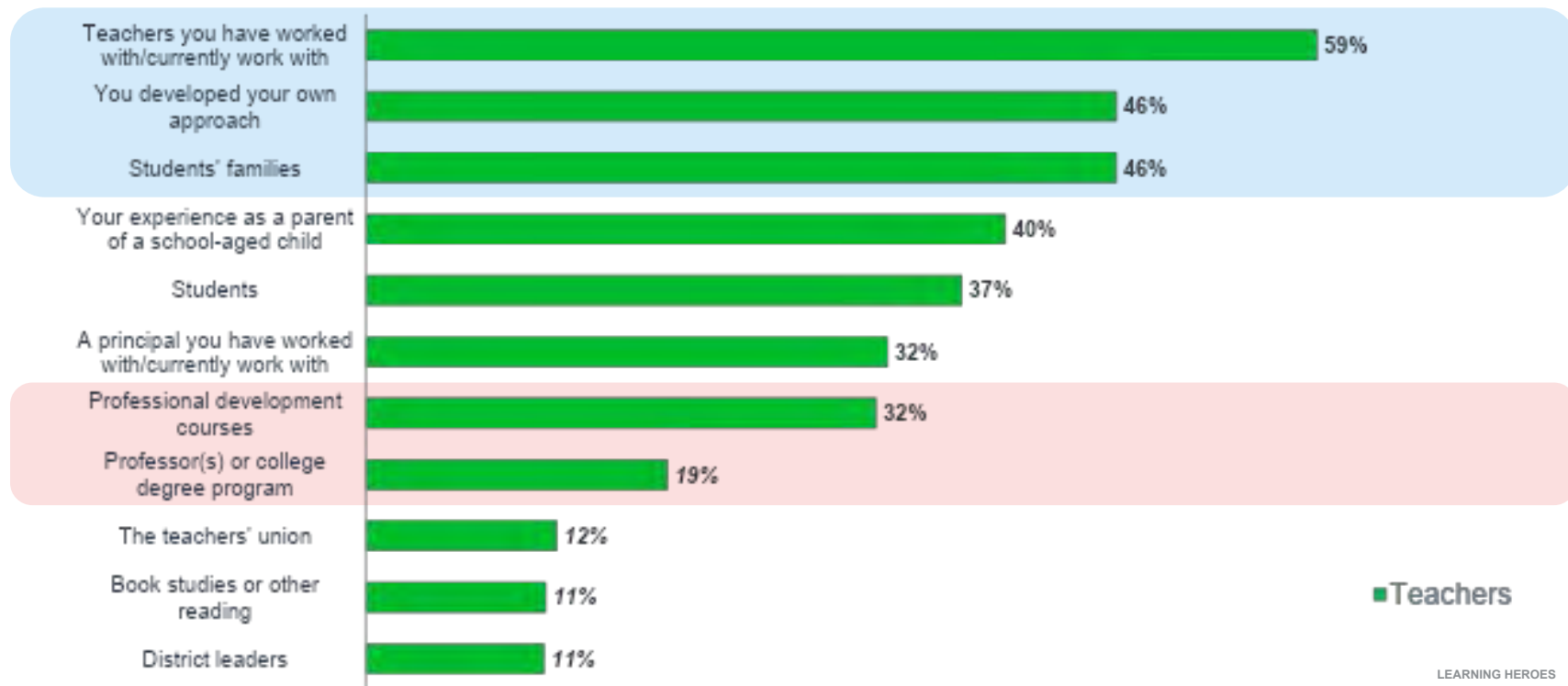
# Short Discussion

How do you see these dynamics playing out in your work and/or community?

What bright spots offer hope for deeper and more purposeful family engagement?

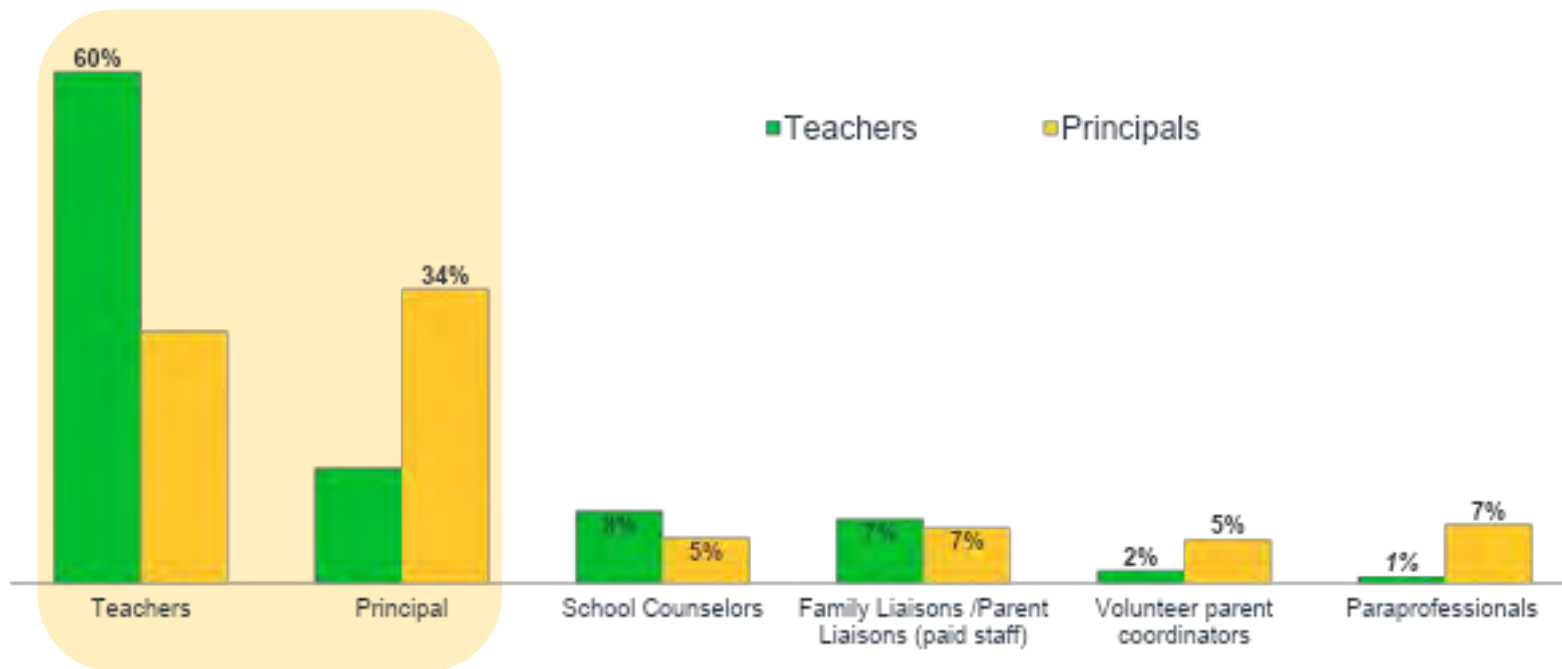
# Most teachers haven't been trained

## Which of influenced your approach to family engagement?



# No Consensus on Primary Responsibility

Who has the primary responsibility for family engagement at your school?







# UNLOCKING THE "HOW"

DESIGNING FAMILY ENGAGEMENT STRATEGIES  
THAT LEAD TO SCHOOL SUCCESS

MARCH 2022

WRITTEN BY  
Dr. Eyal Bergman

## Three key sources:

1. Seven years of Learning Heroes national polling data
2. *Dual Capacity-Building Framework for Family-School Partnerships (Version 2)*
3. *Embracing a New Normal: Toward a More Liberatory Approach to Family Engagement*

<https://www.bealearninghero.org/unlocking-the-how>

# Pillars of Effective Family Engagement

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## TRUST

Place trust and teamwork at the center of the home-school relationship



## STUDENT LEARNING

Anchor family engagement strategies in student learning & well-being



## INFRASTRUCTURE

Invest in building systems and structures that enable this work

# Placing Trust & Teamwork at the Center



# Anchoring in Student Learning & Well-being

## GOALS TO ANCHOR ON

- ✓ Chronic absenteeism
- ✓ ELA proficiency
- ✓ School culture

## NOT GOALS

- ✗ More parent volunteers
- ✗ Coffee with the principal
- ✗ Attendance at Back to School Night

# Examples of Safe-to-Fail Experiments



## Trust

- Home visits/  
Community walks
- Positive calls home
- Ask about hopes  
and dreams



## Student Learning & Well-being

- Share formative  
assessment data  
in conferences &  
family events



## Infrastructure

- Applying PD days
- Adding interview  
questions
- Discussion during  
staff meetings



# Leadership Look Fors (Unlocking the How Appendix)





## Contact

**Dr. Eyal Bergman**

Senior Vice President

[ebergman@learningheroes.org](mailto:ebergman@learningheroes.org)

# Panel | *Family Engagement in High-Dosage Tutoring*

Kate Bauer-Jones

Future Forward

Dr. Amy Counts

Arkansas Department of Education





## Panel | *Family Engagement in High-Dosage Tutoring*



**Kate Bauer-Jones**

Executive Director, Future Forward



**Dr. Amy Counts**

Director of Curriculum Projects, Arkansas  
Department of Education

# Presentation | *Data Alignment and Tutoring Assessment Standards (DATAS)*

Dr. Jason Godfrey

Accelerate

Britta Tremblay

Littera

Nate Casey

Pearl



## Presentation | *Data Alignment and Tutoring Assessment Standards (DATAS)*



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# Data Alignment and Tutoring Assessment Standards (DATAS)

# Outline of presentation:

1. Scope of the problem
2. Building a coalition & a mission
3. Defining a data-centered solution

# Scope of the problem



“A new era of data collection is  
urgently needed”



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—Cooper Conway,  
50CAN

“There are very few cross-state efforts to identify what works and what doesn’t—and until that changes, progress will stall.”



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—Tom Kane,  
Harvard University



# Building a Coalition



Steering Committee Members



**Britta Tremblay**  
*VP of Product*  
Littera



**Jennifer Bronson**  
*Managing Director of Programs*  
Accelerate



**Jason Godfrey**  
*Director of Data Science*  
Accelerate



**Dr. Brent Raby**  
*Associate Superintendent*  
West Aurora SD 129



**Fatemeh Momeni**  
*Research Director*  
University of Chicago Education Lab



**John Failla**  
*CEO & Founder*  
Pearl



**Justin Serrano**  
*CEO*  
Littera



**Nate Casey**  
*Chief Strategy Officer*  
Pearl



**Nicole Carmichael**  
*Integrated Data System Manager*  
Delaware DoE



**Shani Young**  
*Director of Learning*  
North Carolina Education Corps



**Spencer Ellis**  
*Grant Program Manager*  
CO DoE



**Zhanying Zong**  
*Director, Assessment & Accountability*  
LA DoE

# Defining a Data-Centered Solution



# What is DATAS?

1. A commitment. A short form that someone in your agency's data office can complete that publicly declares alignment with research-backed best practices.
2. A toolkit. An array of tools that enable agencies to assess the cost, impact, and implementation fidelity of their programs. The toolkit provides documentation to provide clarity between student- and session-level data providers.

# The Commitment



## THE COMMITMENT

I, [Name], [Title/Position], of [Organization Name], affirm my commitment to advancing student outcomes and maximizing the impact of tutoring investments by championing standardized data collection and reporting. Together, we can build a foundation of transparency, accountability, interoperability, and continuous improvement in high-dosage tutoring programs.

### 1. **Champion Data-Driven Decisions for Equity and Excellence:**

We commit to using data as a tool to promote educational equity and drive effective decision-making. By supporting robust data systems, we will ensure that every student has access to impactful, high-quality tutoring that meets their individual needs.

### 2. **Empower Partners with Interoperable Data:**

We will strive for seamless data interoperability between our organization and our partners. This includes establishing clear, secure guidelines that enable data sharing while protecting student privacy and ensuring compliance with regulations.

### 3. **Adopt National Standards for Data Collection and Implementation:**

We will collect and report on the variables defined in the high-dosage tutoring data dictionary, ensuring consistency across programs. Relevant data on student characteristics, dosage, and outcomes will be gathered and stored in standardized formats to facilitate comparability and actionable insights.

### 4. **Commit to Continuous Improvement through Transparency and Insights:**

We will leverage the data collected to reflect on progress, share insights, and refine tutoring programs. By fostering a culture of transparency and collaboration, we aim to ensure that all investments are effectively aligned with student success.

# The Toolkit

1. Dictionaries
2. Example Data Sets
3. Data Validator
4. Dashboard Tool
5. DSAs, MOUs, etc...



# The Dictionaries

	column name	description	data type	example values	range of values
Identifiers	student_id	a unique identifier for the student, stored as a string.	string	10-digit	all integers
	district_id	Federal LEAID	string	7-digit	all integers
	district_name	district name	string	Denver Public Sc	N/A
	school_id	school ID	string	6-digit	all integers
	school_name	school name	string	Denver High Schi	N/A
Student characteristics	current_grade	grade level served	integer	8	[-1-12]
	gender	student gender	boolean	Male	[TRUE, FALSE]
	ethnicity	student ethnicity	string		no more than 10 unique strings
	ell	english-language learner flag	boolean	TRUE	[TRUE, FALSE]
	iep	iep flag	boolean	FALSE	[TRUE, FALSE]
	gifted_flag	gifted flag	boolean	TRUE	[TRUE, FALSE]
	homeless_flag	homeless flag	boolean	TRUE	[TRUE, FALSE]
	disability	disability flag	boolean	TRUE	[TRUE, FALSE]
Performance levels	economic_disa	economic disadvantage flag	boolean	TRUE	[TRUE, FALSE]
	ela_state_scori	ELA score from 2 years ago	integer	750	defined by agency
	ela_state_scori	ELA score from last year	integer	750	defined by agency
	ela_state_scori	ELA score from current year	integer	750	defined by agency
	math_state_scori	math score from 2 years ago	integer	750	defined by agency
	math_state_scori	math score from last year	integer	750	defined by agency
	math_state_scori	math score from current year	integer	750	defined by agency
	performance_le	prior year performance level (e.g. basic, advanced)	string	advanced	no more than 6 unique strings
	performance_le	current year performance level (e.g. basic, advanced)	string	basic	no more than 6 unique strings

Example Dataset

column name	description	source	data type	example values	range of values
student_id	Unique identifier for each student	School database	String	12345, S67890	Unique values per student
session_topic	Subject of the tutoring session	Tutoring records	String	"math", "ela"	"math", "ela"
session_date	Date of the session (YYYY-MM-DD)	Tutoring records	Date	2024-06-15	Valid date format
session_duration	Duration of the session in minutes	Tutoring records	Integer	45, 60	Positive integers
session_ratio	Student-to-tutor ratio	Tutoring records	String	"1:1", 2.5	Any ratio format or float
tutor_id	Unique identifier for each tutor	Tutor database	String	T54321, 98765	Unique values per tutor

Example Dataset

Student data

Session data



# Example Datasets

```
1 student_id,session_topic,session_date,session_duration,session_ratio,tutor_id
2 3047429848,ela,2024-10-05,60,1:5,19923
3 3047429848,ela,2024-11-27,30,1:4,43951
4 3047429848,ela,2024-10-09,90,1:5,95574
5 3047429848,ela,2025-01-25,30,1:3,28331
6 3047429848,ela,2025-04-20,60,1:4,69779
7 3047429848,ela,2024-12-13,60,1:3,61807
8 3047429848,ela,2024-10-11,90,1:3,92648
9 3047429848,ela,2024-12-12,30,1:4,92648
10 3047429848,ela,2025-02-07,30,1:1,59870
11 3047429848,ela,2024-11-11,90,1:3,28794
12 3047429848,ela,2025-03-24,30,1:5,90962
13 3047429848,ela,2025-01-23,60,1:5,61807
14 3047429848,ela,2025-06-01,45,1:3,80394
15 3047429848,ela,2025-04-06,30,1:5,65162
16 3047429848,ela,2025-03-20,30,1:3,90962
17 3047429848,ela,2025-02-17,60,1:4,50955
18 3047429848,ela,2025-04-18,60,1:2,47330
```

# Data Validator

## Student Tutoring Data Validator

Student Data

Session Data

### Validate Session Data

File selected: example\_session\_dataset.csv

Validate

100%

**Congratulations! Your data are valid.**

Note: This tool runs entirely locally in your browser. Your data never leaves your machine.

# Data Dashboard

## DATAS Analysis Toolkit

Step 1: Upload Data Step 2: Program Characteristics Step 3: Charts & Results

### 1. Upload Your Data

Feel free to use our example [student](#) and [session](#) datasets to explore the toolkit.

To use your own data, upload your session and student below. Be sure that your data is formatted according to our [data dictionary](#). Our [validator](#) can help you troubleshoot your data formatting.

Upload Tutoring Session Data (CSV)



Drag and drop file here

Limit 200MB per file • CSV

Browse files

Upload Student Data (CSV)



Drag and drop file here

Limit 200MB per file • CSV

Browse files

Please upload both CSV files to proceed.



# Documents (coming soon)

1. Sample DSA between provider and LEA/SEA
2. Sample MOU between provider and LEA/SEA
3. Model Regulations
4. Field guide for state regulations
5. Hand-off to more in-depth resources

# In Summary,

DATAS is first a way to publicly acknowledge the need for high-quality implementation in the tutoring space. Then, for agencies that are able, it is a step-by-step guide to building a program that has contractual obligations for interoperability, implementation fidelity, cost tracking, and measurable student progress.





# Thank you



[jason.godfrey@accelerate.us](mailto:jason.godfrey@accelerate.us)

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# Closing





# Updates & Reminders

- › **Evidence for Impact Grant Opportunity** – Letters of Interest are due Tomorrow, April 4, 2025 by 11:59PM EST
- › **Phase 4 Reports in Temelio** – Due by COB, Friday, April 11, 2025
- › **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
<b>National Landscape</b>	<b>CoP KICK OFF</b> <b>Mon., Aug. 26, 2pm EST</b>		Tues., Oct. 22, 2pm EST		Tues., Dec. 10, 2pm EST
<b>Coherence &amp; Alignment</b>				Thurs., Nov 7, 2pm EST	
<b>Implementation</b>			Tues, Oct. 1, 2pm EST	Thurs., Nov. 21, 2pm EST	

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

# Survey