



Accelerate 2024-2025 Community of Practice

Coherence and Alignment

November 7, 2024

Welcome



Agenda

- › **Welcome** | Jennifer Bronson, Accelerate
- › **Instructional Coherence in Early Grades Literacy** | Karen Lawrence, Tennessee SCORE
- › **HQIM & Tutoring Alignment** | Dr. Nakia Towns
- › **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

Coherence & Alignment

Engage with PK-12 educational systems by exploring topics that shape the conditions and environments for implementation, sustainability, and scale – from shifting strategic priorities to evolving stakeholder expectations.

Audience: Full CoP (Academic, Content, and Partnership Leads) | 3 Meetings

Topic Areas:

- Multi-Tiered Systems of Support (MTSS), High Quality Instructional Materials (HQIM)
- Chronic absenteeism and attendance, family engagement
- Funding & resource allocation, internal and external operational considerations

Outcomes:

- Comprehensive understanding of evolving challenges and opportunities within the K-12 ecosystem that shape the on-the-ground context for our work.
- Foundational framework for long-term viability and scale by identifying sustainable funding and integration strategies within PK-12 systems.



2024-25 Community of Practice Members

Air Education	Oko Labs	DC Public Schools	OnYourMark
Carnegie Learning	PeerTeach	FEV Tutors	Pearl
Cognition	PLUS Tutoring (Carnegie Mellon Univ.)	Great Oaks Foundation	READ USA
CityTutor DC	Teachley	Guilford County Schools	Reading Futures
Coursemojo	Tennessee SCORE	Heart Math Tutors	Reading Partners
ExpandEd Learning	100 Black Men MBR	Ignite Reading	Rhode Island Dep, of Ed
Future Forward	Air Tutors	Joyful Readers	Saga Education
Hamilton County Schools	Amira	JUMP Math	San Francisco Ed Fund
Intervene K-12	Amplify	KIPP Indy	Southeast Community Foundation
Magpie	ASSISTments	The Literacy Lab	Step Up Tutoring
Math Corps	Baltimore City Public Schools	Littera Education	Success For All
NC Ed Corps	Bay Area Tutoring Association	Leaders of Excellence	TFA Ignite
Off2Class	Boston University - ECRI	New Schools for New Orleans	Third Space Learning
	Black Hills Special Services	Once	Tutored by Teachers

Presentation | *Instructional Coherence in Early Grades Literacy*

Karen Lawrence

Senior Director of Networks and Partnerships, Tennessee SCORE



Presentation | *Instructional Coherence in Early Grades Literacy*



Karen Lawrence

Senior Director of Networks and Partnerships,
Tennessee SCORE

Tennessee Policy Context

Over the last decade, Tennessee has worked hard to improve early literacy instruction.

Revised ELA standards and adopted the RTI² Framework

2014

TN decided what it would teach across grade levels and how it would remediate students who were behind through tiered support.

Revised the RTI² Framework to emphasize a focus on core instruction

2016

TN created a clear focus on strong core instruction for all students alongside tiered support that was different from core instruction.

Passed the Tennessee Literacy Success Act and the Tennessee Learning Loss Remediation & Student Acceleration Act

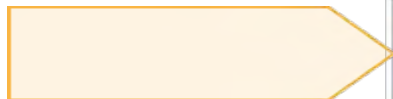
2021

TN required adoption of HQIM for core literacy instruction, instruction grounded in foundational skills, and provided funding for HDT as another setting for student academic support.



Tennessee Guidance

Program Element	HDT	RTI ²	
		Tier 2	Tier 3
How should students be identified for support?	40 th percentile or below on the universal screener with a focus on “approaching” students	Below the 25 th percentile on the universal screener coupled with additional evidence or use of local, relative norms for a large number of students to serve*	
How should the support be staffed?	Adult who has completed Tennessee accelerating literacy and learning corps (TALLC) training	Highly trained personnel adequately trained to deliver the selected intervention, and taught by qualified, certified teachers, if possible	
What materials should be used?	High-quality materials aligned with classroom content	Systematic scientifically research-based interventions that target the student's identified area of deficit that produce reliable and valid results	
What is the maximum staff-to-student ratio for small-group support?	1:3	1:5	1:3
How frequently should small groups meet?	30-45 minutes two times weekly	30 minutes daily	Minutes daily, grades K-3 • Kindergarten: 40-45 • Grades 1-2: 40-60 • Grades 3: 45-60
How long does this support last?	One year of support (As outlined in the TN ALL Corps grant requirements)	No specified duration or number of progress monitoring data points before recommending a change in frequency of intervention sessions, interventions, provider, time of day, or for initiation of a special education referral	



Average Student Growth

K-12
demographic
data from
four pilot
districts.

K-12 Student Demographic Information For Tennessee Overall As Compared To Four Case Studies Districts, 2022-23 School Year								
	Total Enrollment	Black	Hispanic	White	Other Race/ Ethnicity	Economically Disadvantaged	Students With Disabilities	English Learners
Tennessee	967,356	24%	13%	60%	3%	30%	13%	8%
Case Study Districts	114,987	21%	14%	62%	3%	24%	14%	8%

Results for
15,937
students
without IEPs
during the
2022-23
school year.

Students Without IEPs: Average Composite Score Percentile Growth From Beginning To End Of Year				
Beginning-Of-Year Percentile Performance Range	Core Literacy Instruction Only	HDT	RTI ² Tier 2	RTI ² Tier 3
1st-10th Percentile	8.6	19.3*	11.0	5.7
11th-25th Percentile	11.5	11.7	7.8*	-1.2*
26th-40th Percentile	6.5	5.7	1.6*	-1.6*
41st-99th Percentile	-0.5	-1.6	0.8*	-5.9*

Maximize Tennessee Systems, Structures, Content, and Staff

Tennessee schools have an opportunity to create a world where every adult in a building who supports students with reading — *certified general and special educators, interventionists, paraprofessionals, and tutors* — have shared knowledge of the same materials and assessments to support student learning; and students are supported by a team of adults who know exactly which foundational skills, topics, texts, and tasks students need to achieve grade-level literacy success.

To achieve this, Tennessee should:

- Clarify RTI² as a **PROCESS**
- Identify high-dosage / high-impact tutoring as the small group **SUPPORT STRUCTURE**
- Use universal screeners for **INITIAL IDENTIFICATION**
- Use embedded assessments from aligned HQIM to **PLAN SUPPORT & MONITOR PROGRESS**
- Use adopted HQIM or aligned materials for tutoring **CONTENT**

Supporting Students with IEPs

**Inaccurate
View**



**Accurate
View**



TN SCORE Research Questions

- What is the effect of participating in **instructionally coherent** high-dosage tutoring in K, 1st, 2nd, and 3rd grade literacy compared to business as usual?
- How do the effects of instructionally coherent high-dosage tutoring on academic achievement differ by students' prior achievement levels?
- How do the effects of instructionally coherent high-dosage tutoring differ for tutoring focused on foundational reading skills, knowledge building competencies, or both?
- To what extent do tutoring groups vary in dosage and the qualifications of tutors?

Study design: blocked randomization

Level of randomization: Students

Level of analysis: Students

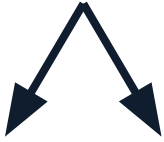
Blocking: School*grade*skill set

Treatment: Benchmark-aligned materials

Control: Spire or Core 5



Foundational
skills



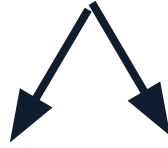
Treatment



Control



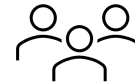
Knowledge
building



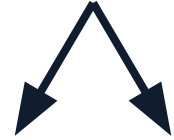
Treatment



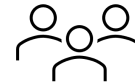
Control



Foundational skills +
knowledge building



Treatment



Control

Breakout #1

Reflection Prompt:
"Evidence to Action"

In randomly assigned pairs or small groups (2-4 people), discuss the following questions.

- › **Share** ONE striking point from the case studies that resonates with your context
- › **Discuss:** To what extent your HDT model currently fits within pre-existing structures and is aligned to Tier 1/core curriculum

Breakout #2

Reflection Prompt:

"Monday Morning Next Steps"

In randomly assigned pairs or small groups (2-4 people), discuss the following questions.

- › **Identify ONE** immediate action you could take to increase instructional coherence in your setting
- › **Share ONE** potential barrier and how you might address it

Presentation | *HQIM & Tutoring Alignment*

Dr. Nakia Towns, Chief Operating Officer, Accelerate



Presentation | *HQIM & Tutoring Alignment*



Dr. Nakia Towns
Chief Operating Officer,
Accelerate

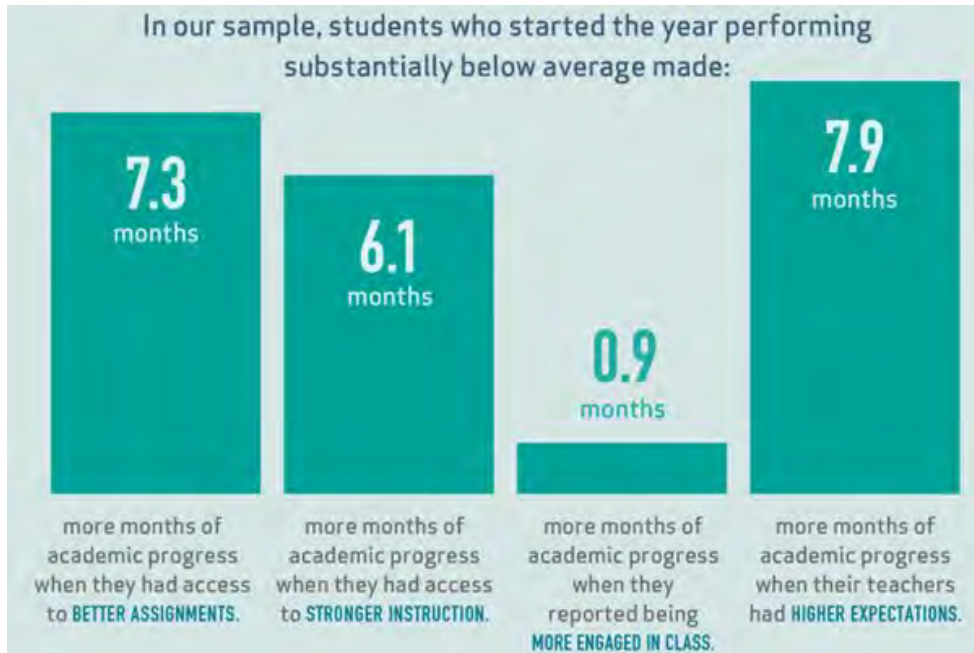
HQIM & Alignment - Why It Matters



“Task predicts performance.”

– Richard Elmore

TNTP's Opportunity Myth




Students who are below grade level benefit the most from better materials and better assignments (tasks).

What is HQIM?

Common features of HQIM programs (EdReports Criteria):

- › ELA materials use **systematic, explicit phonics** instruction; **Knowledge-building** approach to comprehension; **Text complexity** progression.
- › Math instructional materials emphasize **conceptual understanding, procedural fluency**, and **mathematical reasoning**.
- › Embedded **assessment** systems
- › Clear **scope and sequence**

What is HQIM?



View Full Report →

2017
EL Education K-5 Language Arts

PUBLISHER
Open Up Resources

SUBJECT
ELA

GRADES
K-5

REPORT RELEASE
3/5/2018

FORMAT
Core: Comprehensive

QUICK GLANCE

Grade Level Alignment ⓘ

Science of Reading ⓘ

ALIGNMENT (GATEWAY 1 & 2) ⓘ

Meets


USABILITY (GATEWAY 3) ⓘ

Meets

KEY AREAS OF INTEREST

Foundational Skills ⓘ 78/84

Building Knowledge ⓘ 182/192



View Full Report →

2021
Eureka Math²

PUBLISHER
Great Minds

SUBJECT
Math

GRADES
K-8

REPORT RELEASE
3/28/2023

FORMAT
Core: Comprehensive

QUICK GLANCE

Grade Level Alignment ⓘ

ALIGNMENT (GATEWAY 1 & 2) ⓘ

Meets

USABILITY (GATEWAY 3) ⓘ

Meets

Hamilton County Schools Example

STRATEGIC OBJECTIVE/PRIORITY		VISION
<i>Audience</i>	<i>IF WE...</i>	<i>THEN...</i>
Teachers	1. Support teachers in building their knowledge of what strong literacy instruction looks like using EL materials and how to use their shared planning time to meaningfully prepare for and internalize EL lessons (HCS and EL Education).	<p>Teachers will implement EL Education materials in all K-5 classrooms with fidelity</p> <p><i>AND THEN</i></p> <p>All students will have access to teachers with high expectations and engaging and high-quality literacy content and instruction that supports them to be proficient readers, writers, and thinkers who are <i>(critical consumers of OR empowered by)</i> literacy and are fully prepared to explore the post-secondary opportunities of their choosing.</p>
Coaches	2. Build the capacity of coaches to deeply understand the design of the EL materials and provide coaching support to teachers in using EL materials and providing strong literacy instruction.	
Principals	3. Support principals to establish a shared vision of excellent literacy instruction, create a school culture with systems and roles that support that vision, and align their expectations and feedback for teachers to that vision.	
HCS District Team	4. Create, support, and monitor the implementation of a strategy aligned to HCS's vision for literacy to support schools as they implement EL materials.	

Gwinnett County Public Schools Example

THE VISION

Each student — including students with higher needs and students of color — has access to high-quality and culturally relevant curriculum, instruction, materials, coursework, and class offerings to meet their needs, so all students can reach high standards and thrive.

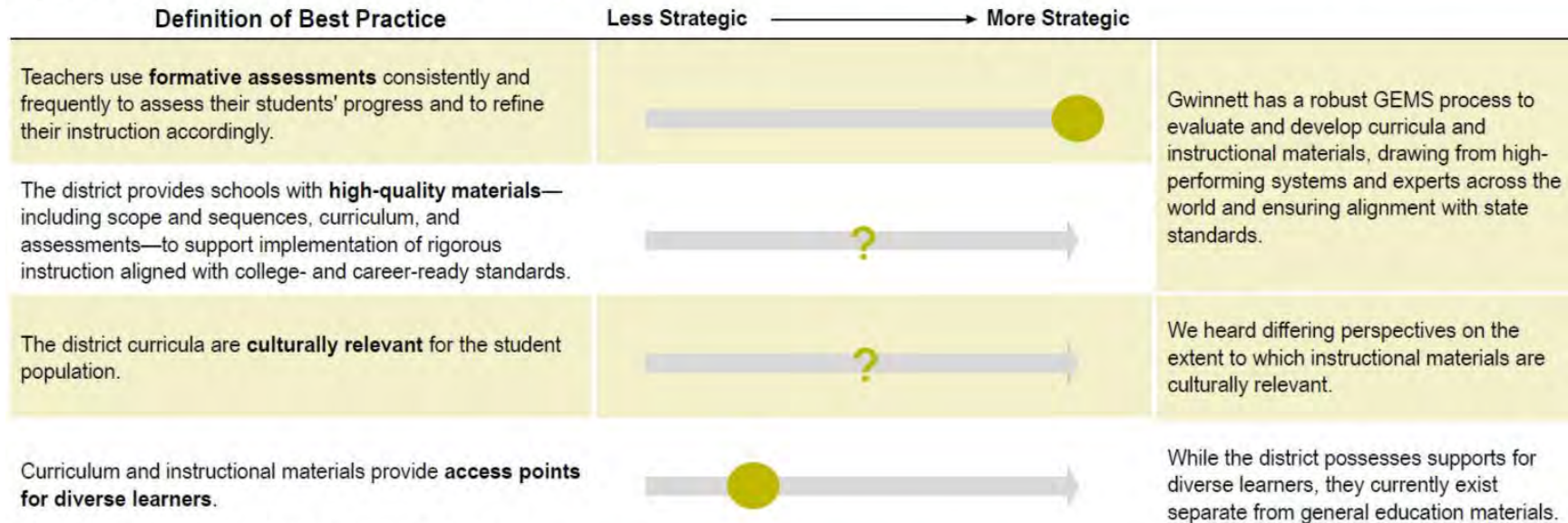
High-Quality & Culturally Relevant Curriculum & Instructional Materials

- Curriculum and instructional materials that are comprehensive, aligned to high standards, and appropriately challenging for students' grade level can improve learning. This is especially true for students with less-effective teachers.
- Culturally relevant curriculum and materials— such as literature with characters who look like students or face relatable challenges—can increase engagement, improve outcomes, and boost students' sense of belonging and identity.

*Education Resource Equity in Gwinnett County,
Education Resource Strategies (ERS), Nov. 2020*

Gwinnett County Public Schools Example

Gwinnett possesses a strong foundation and process for curriculum development and implementation, though supports are not yet consistently in place to ensure access to rigorous grade-level content for all students.



*Education Resource Equity in Gwinnett County,
Education Resource Strategies (ERS), Nov. 2020*

DIVISION OF CURRICULUM & INSTRUCTIONAL SUPPORT

Creating Alignment - Content Mapping

- › Align supplemental materials to HQIM **scope and sequence**
- › Match **phonics progression and sound-first** approaches
- › Match **common vocabulary** for mathematical concepts and consistent visualizations and models
- › Connect **vocabulary** and background **knowledge building**
- › Use compatible **instructional routines**

Creating Alignment - Assessment & Instructional Design

- › Use **similar diagnostic** approaches
- › Align **progress monitoring** and skill measures
- › Maintain **consistent language** and terminology
- › Use **parallel instructional routines**
- › **Share tutoring materials** with teachers and coaches
- › Review and align to **instructional frameworks** and **observation tools**

Implementation Strategies

- › Partnership Approaches
 - › Regular **communication** with classroom teachers
 - › Joint **data review** processes
 - › Coordinated **student support plans**
 - › **Teacher awareness/access** to tutoring materials
 - › **Tutor training on/awareness of** core materials
- › Quality Control
 - › **Observation and feedback** cycles

GCPS Example - Tiered Supports

THE VISION

Each student — including students with higher needs and students of color — gets the combination of high-quality instructional time and teacher attention they need through evidence-based approaches, so all students can reach high standards and thrive.

Instructional Attention




- Significantly smaller group sizes (e.g., reductions of 8 to 15 students) allow teachers to provide more individualized attention to students, which can improve performance. The greatest gains are for students from low-income backgrounds and students of color, particularly in grades K-3.
- Other approaches to increase attention for students based on their needs—such as intervention blocks, within-class groups, or extra tutoring—can also significantly boost learning for students who are behind.

*Education Resource Equity in Gwinnett County,
Education Resource Strategies (ERS), Nov. 2020*

GCPS Example - Tiered Supports

THE VISION

Each student — including students with higher needs and students of color — gets the combination of high-quality instructional time and teacher attention they need through evidence-based approaches, so all students can reach high standards and thrive.

Key Concept	Description	Less Strategic  More Strategic
#1 Instructional Time	Each student who needs more high-quality instructional time receives it; students are provided opportunities to accelerate their learning in subjects they are struggling in.	
#2 Instructional Attention	Each student who needs more high-quality, individualized instructional attention receives it, through evidence-based approaches such as significantly smaller class and group sizes, intervention blocks, or <u>high-dosage tutoring</u> .	

*Education Resource Equity in Gwinnett County,
Education Resource Strategies (ERS), Nov. 2020*

Key Takeaways - Q&A

- Alignment doesn't require using identical materials (but it does require intentionality)
- Incorporating HQIM design principles is critical to credibility and buy-in
- Focus on supporting, not competing with (or replacing), core instruction
- Investment in alignment pays off in student results

Closing



Updates & Reminders

- › **Phase 2 Interviews** – Continue through mid-November
- › **Save the Date** – Feb. 11 and 12 in Washington D.C.
- › **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