



Accelerate 2024-2025 Community of Practice

Implementation
January 16, 2025

Welcome

Let's start with a quick question to answer in the chat:

"When you suspect a student has a reading disability what's one 'red flag' that typically catches your attention?"



Agenda

- › **Welcome** | Jen Bronson, Accelerate
- › **Supporting Our Most Struggling Readers in Math and ELA Tutoring** |
Dave Stevenson + Dr. Katharine Donnelly Adams, Reading Futures
- › **Breakouts** | Dave Stevenson + Dr. Katharine Donnelly Adams, Facilitating
 - Math Tutoring Providers
 - ELA/Reading Tutoring Providers
- › **Closing** | Colby King, Accelerate



Implementation

Capacity building for current grantees towards successfully implementing programs as designed, executing evaluation and other milestones, and delivering project goals.

Audience: Current Grantees (Program and Data Leads) | 4 Meetings

Topic Areas:

- Achieving and tracking tutoring dosage (scheduling + data collection), data roll-up to SEAs
- Developing the school conditions for tutoring (partnerships, tutoring content, space/technology/staff)
- Expanding the pipeline of tutors (CBOs, repurposing existing staff, recruiting students, etc)
- Training and supporting tutors (scripted curriculum, coaching/feedback)

Outcomes:

- Action steps and cycle for continuous improvement of implementation and service delivery processes.
- Scalable systems that ensure program fidelity, enhance operational efficiency, and support seamless expansion to full-scale implementation.

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

Presentation | *Supporting Our Most Struggling Readers in Math and ELA Tutoring*

Dave Stevenson

CEO and Founder, Reading Futures

Dr. Katharine Donnelly Adams

Director of Teaching and Learning, Reading Futures



Presentation | *Supporting Our Most Struggling Readers in Math and ELA Tutoring*



Dave Stevenson

Founder, CEO
Reading Futures



Dr. Katharine Donnelly Adams

Director of Teaching and Learning
Reading Futures

Where I'm coming from

Assessments / Programs

- **DIBELS** (University of Oregon)
- **Texas Primary Reading Inventory**
(University of Texas / TEA)
- **Core Knowledge Language Arts**
(Amplify)
- **Boost/Burst** (Amplify)
- **Lots more screeners**

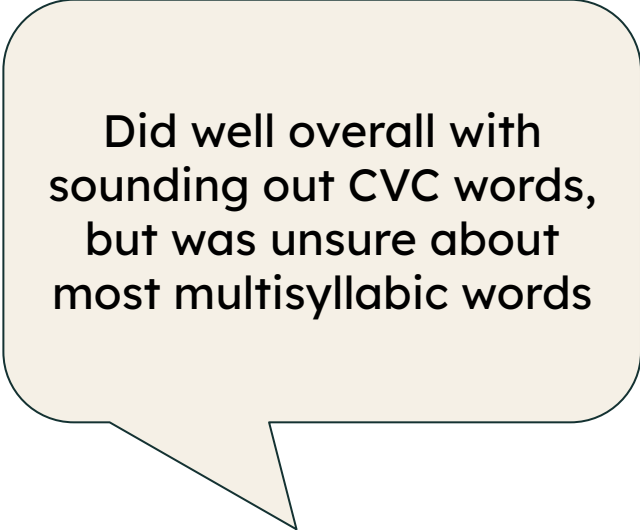
Companies

- **Scholastic**
Product | Project
- **Wireless Generation**
Early employee, 2002
Product | Project
Deals | GR | States
- **Amplify**
EVP 2015-2018
Sales | GR | Comms



We serve the most struggling readers.

- Typically 1st-3rd grade level on iReady or MAP - even in middle or high school.
- Below the 15th percentile on clinical assessments. Often below the 1st!
- Characteristics or indications of dyslexia (or a diagnosis).
- Low self-confidence and academic struggles.



Did well overall with sounding out CVC words, but was unsure about most multisyllabic words

We teach live online “school within school”



We work with leaders in the field



Jason Yeatman

Director, Brain Development and Education Lab, Stanford University

Scientific Advisor, Reading Futures



Maryanne Wolf

Director, Center for Dyslexia, Diverse Learners, and Social Justice, UCLA

Program author and advisor

KDA's advisor tool



Ben Powers

Executive Director, Southport School

Executive Director, The Dyslexia Foundation

Advisor



Resha Conroy

Executive Director, Dyslexia Alliance for Black Children

Pilot + PD Partner



Jerrell Cassady

Professor of Psychology, Ball State University

PI: MCS + Accelerate Study



Katharine Donnelly Adams

Director, Teaching and Learning, Reading Futures

Program author and study lead



Session Objectives

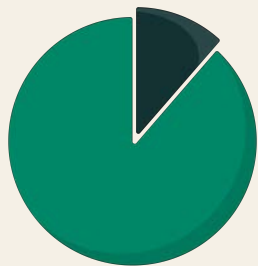
- Understand Reading Disabilities in the public schools
 - What are they?
 - How are they identified and served?
- Discuss implications for tutoring providers working on reading
- Discuss implications for tutoring providers working on math
- Pick some things to try out



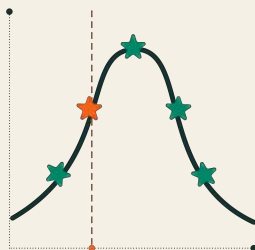
Reading Disabilities in the public schools



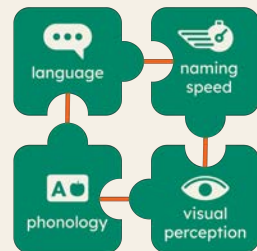
Let's talk about “word reading difficulty” (dyslexia)



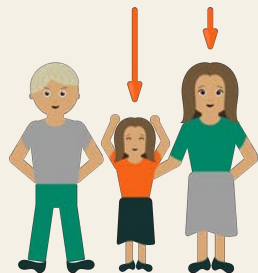
5-10% of the population



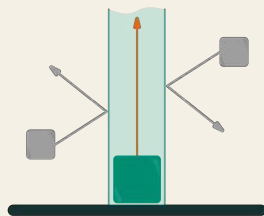
A spectrum disorder



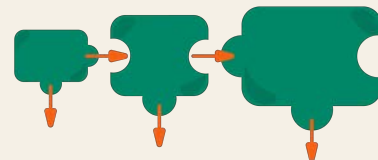
Multi-factorial



50% heritable



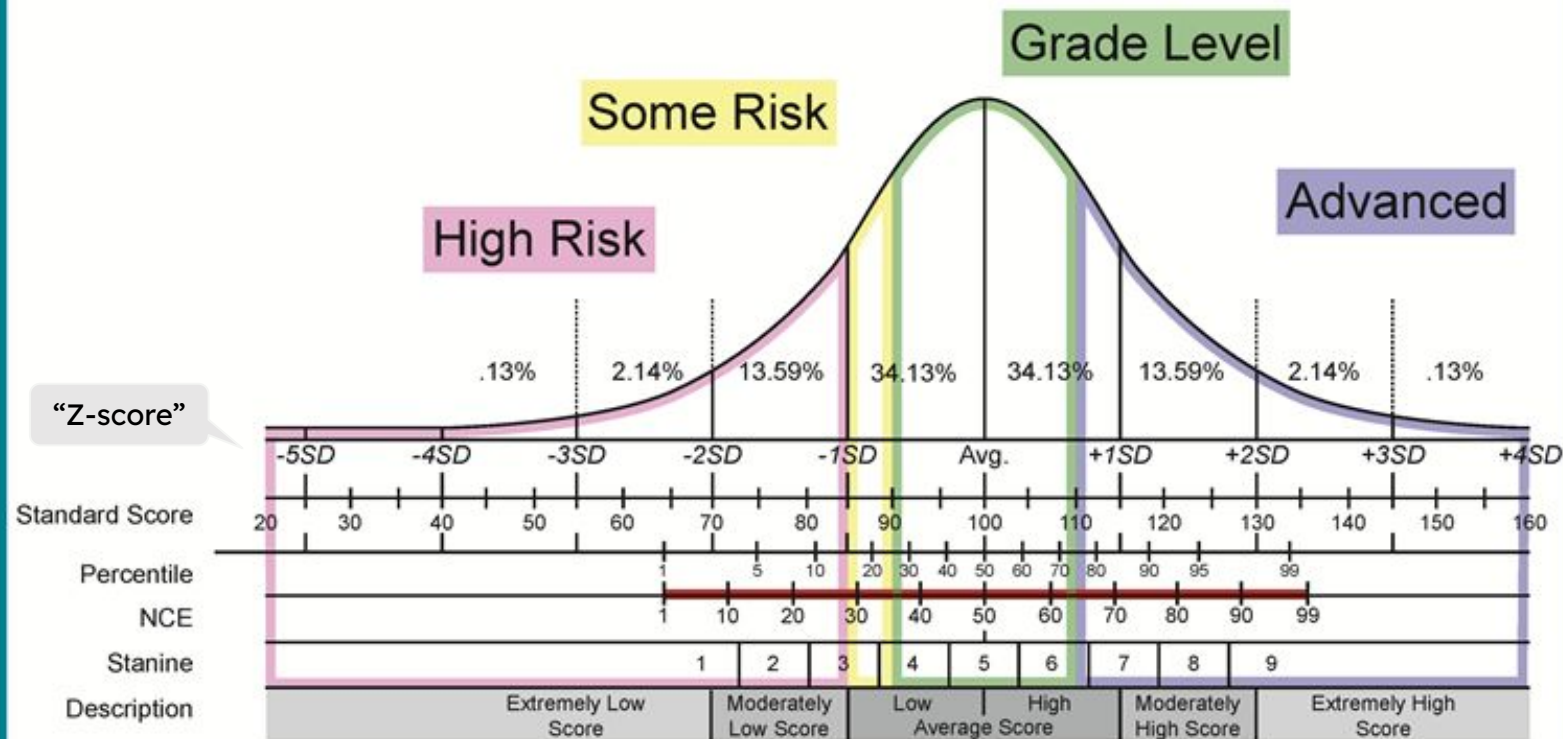
Unrelated to language & vocabulary. Distinct from other cognitive abilities.



Best identified through response to intervention



Bell Curve



“Our kids” struggle profoundly

Did well overall with sounding out CVC words, but was unsure about most multisyllabic words

Guessing. Trying to make parts sound like something she knows

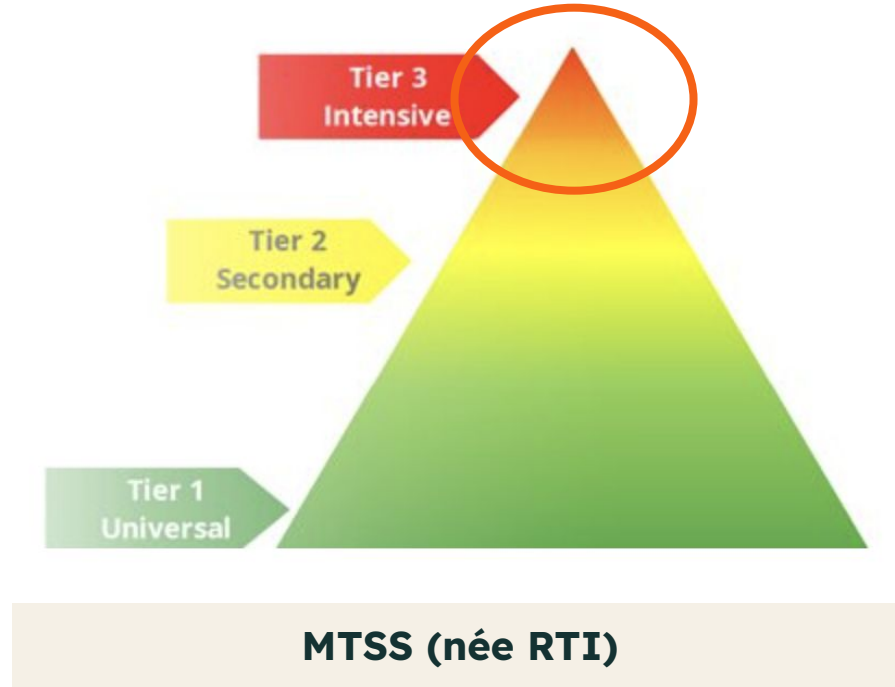
Was able to sound out CVC words, but was not confident with his vowel sounds

I think she has a lot of memorized words. I had her go back and reread/sound out some of the words she got correct the first time and she wasn't able to sound them out and made errors when rereading.

Confident with shorter words. Would attempt word parts on longer words, but blending sounds incorrectly. Somewhat impulsive reading longer words.

Imagine practicing something you are terrible at, in a really awkward way, in front of your peers and having someone tell you “You’re doing it wrong. Do it again.” Over and over and over.

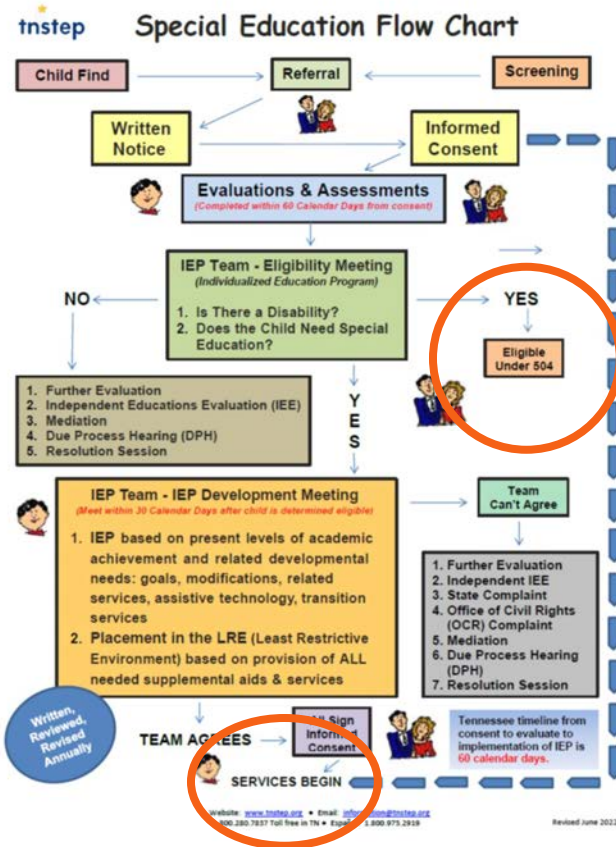
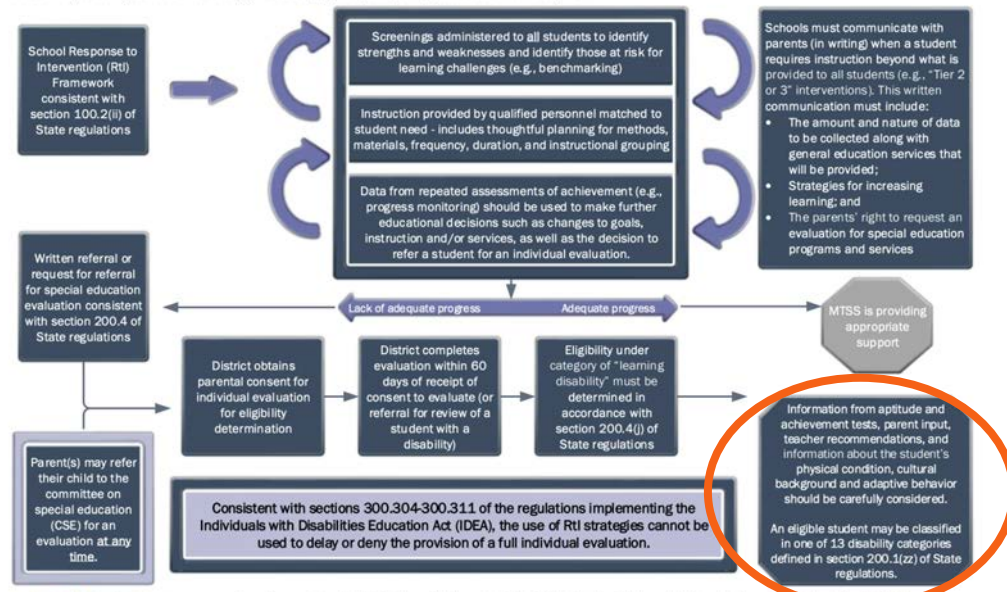
You might find them in the triangle.



Or in the flow chart.

IDENTIFICATION OF STUDENTS WITH LEARNING DISABILITIES WITHIN A MULTI-TIERED SYSTEM OF SUPPORT (MTSS)*

*Multi-Tiered System of Supports (MTSS), according to the Center on Response to Intervention at the American Institutes for Research (2013) is a prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs within intervention tiers that vary in intensity. MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes. The increasingly intense tiers (e.g., Tier 1, Tier 2, Tier 3) represent a continuum of supports.



Getting services and supports:

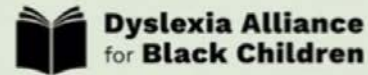
	MTSS Tier 3	504 Plan	IEP
What is it?	Intense intervention, part of a continuum of services.	Accommodations that enable a student to access the general education curriculum.	Specialized services addressing individual needs, based on a disability classification.
What does the student get?	Individual or small-group intervention, looks like “tutoring.”	Accommodations such as: extended time, audiobooks, and text-to-speech.	Specialized instruction and related services (e.g. speech therapy).
How is the work documented?	Intervention plan, with progress monitoring.	Specified accommodations.	Individualized Education Plan, with goals and accommodations, tracking services delivered and progress against those goals.
Is extra staff involved?	Yes – reading specialist, interventionist, tutor, etc.	No – accommodations are in the general education context.	Yes – Special education teacher and related service providers.
Are parents involved?	Not necessarily.	Yes - in development and review of the plan.	Yes – consent for evaluation, participation in plan development, consent to services.



But here's the thing.

Issues in Special Education

- ❑ Black students are more likely to be labeled as intellectually disabled or emotionally disturbed.
- ❑ In NYC, Black children are two times more likely to be identified in the category of emotional disturbance than White children (Fancsali et al., 2021).
- ❑ In addition, individuals with unaddressed dyslexia have an increased risk of mental health issues related to anxiety and depression (MacDonald et al., 2016). This increases the likelihood that unaddressed dyslexia may be misdiagnosed as a behavioral or emotional disturbance or that co-occurring dyslexia is missed.



Disproportionality goes both ways

	Odds ratio	Significance
Student - African American	0.52	$p < .01$
Student - Hispanic	0.68	$p < 0.5$
School - Higher % minority	0.24	$p < .001$

**Odds ratio of dyslexia status
(versus baseline)**

Caucasian Students	6%
Student - Hispanic	4%
Student - African American	3%

Estimated classification

Odegard, T. N., Farris, E. A., Middleton, A. E., Oslund, E., & Rimrodt-Frierson, S. (2020). Characteristics of students identified with dyslexia within the context of state legislation. *Journal of Learning Disabilities*, 53(5), 366–379.



What does it mean for you?

- You can, and should, find yourself serving students with reading disabilities such as dyslexia, if you're serving public schools.
- In the best case, the disability is identified and classified, and your services are part of an overall individualized plan for growth.
- If you are serving Black and Latino students, and particularly in schools with higher ratios of students of color, you are likely to encounter students with missing or incorrect classifications.
- Don't worry! Every student can grow and succeed!



Guidelines for Reading Providers



Program selection and implementation

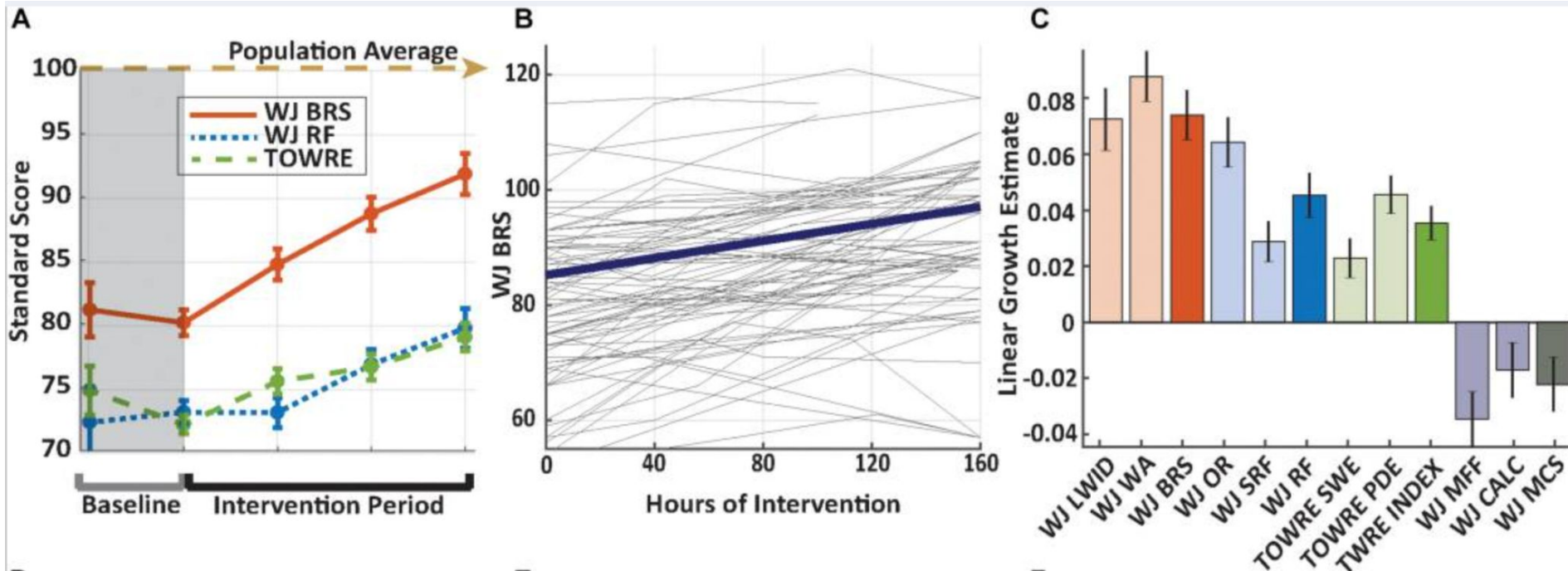
- Look for intervention programs that have an evidence base specific to the population you're trying to serve.
 - Read the “participant characteristics.”
 - What is the mean standard score / percentile?
- Be realistic and communicate honestly about dosage.
- Trust the program. “Mastery” doesn’t quite apply here.
- Keep connected text in the mix!



Assessment selection and implementation

- Look at assessment data on the way in and have a theory of action based on it.
- Use and review assessments that can distinguish between instructional gaps and reading disabilities – and have a plan to adjust based on that data.
- Balance sensitivity and appropriateness.
 - Notice growth (e.g. “decoding”)
 - But, don’t “torch the cake”





(A) Mean growth of composite reading skills. Growth curves are plotted using the intercept and slope estimates from a linear mixed-effects model with session as a categorical variable. The dashed lines represent measurements during the baseline period. Results show growth across reading measures during the intervention period, and no change (or a decline) in scores during the baseline period. Error bars represent ± 1 SEM across participants. (B) Longitudinal growth of basic reading skills. Basic reading skills, measured by the Woodcock Johnson IV Basic Reading composite standard score, plotted for each individual child as a function of hours in the intervention. Participants completed up to 160 h of intervention. The bold line represents the linear fit based on a linear mixed-effects model ($p = 3.53 \times 10^{-13}$). (C) Growth rates across reading measures. Bar heights depict growth in skills per hour of intervention estimated based on a linear mixed-effects model. Error bars depict standard errors from the linear mixed-effects model.

Donnelly PM, Huber E, Yeatman JD. Intensive Summer Intervention Drives Linear Growth of Reading Skill in Struggling Readers. *Front Psychol.* 2019 Aug 23;10:1900. doi: 10.3389/fpsyg.2019.01900.

Integrate with and support school services

- Can you access IEPs and 504s? And/or status and classification or accommodations?
- Offer documentation support:
 - Services delivered (type and minutes)
 - Progress against goals (narrative and quantitative)
- Make a plan for reporting: Quarterly? Annually? More frequently?



Things to think about for Math Providers



Attend to reading difficulties

- Math work is often reading, language, and even vocabulary work.
- Look at the reading data. Consider using it to support grouping. (Does anyone do this now?)
- If able, ask for 504s and IEPs (at least status) as well. You will gain some insight on how to support your students.
- What's possible for accommodations?
 - Screen readers? Text-to-speech? Read the problems out loud?
 - Language modification? (Lower reading level – vocabulary, text complexity, etc – without modifying the problems?)
 - Time management / extra time?



Q&A



Stay in touch!

- Dave Stevenson
 - dstevenson@readingfutures.com
- Dr. Katharine Donnelly Adams
 - kdonnellyadams@readingfutures.com
- Like and subscribe! www.readingfutures.com

Breakout: ELA/Reading Tutoring Providers

1. In your experience, what are the key differences in how you approach intervention for students with severe reading disabilities? Share specific examples of how you've modified your approach, or might do so?
2. Do you have experience with differential response to intervention? "Escape velocity"?
3. Describe a challenging case where traditional reading interventions weren't working. What alternative strategies did you implement, and how did you track effectiveness in a way that was both sensitive and appropriate?
4. How do you balance maintaining grade-level exposure while simultaneously addressing fundamental reading deficits in your most struggling readers? What specific routines or structures have worked best?

Breakout: Math Tutoring Providers

1. When working with students who have severe reading disabilities, what specific modifications to math word problems have been most effective? Do you have examples of before and after modifications?
2. How do you structure your math sessions to account for both reading accommodations (extra time, screen readers) and core math instruction?
3. Describe your process for determining whether a student's math struggles stem from reading challenges versus mathematical conceptual gaps. How does this assessment influence your intervention approach?

Closing



Updates & Reminders

- › **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