



# Accelerate 2024-2025 Community of Practice

National Landscape

May 6, 2025

# Norms



*Remain muted  
when not speaking*



*Keep your video on when  
possible*



*Avoid multitasking*



*Endorse, reiterate a  
viewpoint in the chat*



*Drop questions in the  
chat*



*Complete the Zoom poll*

# Agenda

- › **Welcoming Remarks** | Dr. Nakia Towns, Accelerate
- › **Presentation: *Lessons from the Synthesis of CEA Findings*** | Kate Place + Greg Chojnacki, Mathematica
- › **Looking Ahead** | Dr. Nakia Towns, Accelerate
- › **Closing** | Jen Bronson (Accelerate)

# Welcoming Remarks

Dr. Nakia Towns,  
Accelerate



# Presentation | *Lessons from the Synthesis of CEA Findings*

Kate Place + Greg Chojnacki,  
Mathematica



# Presentation | *Lessons from the Synthesis of CEA Findings*



**Kate Place**

Senior Researcher  
Mathematica



**Greg Chojnacki**

Senior Researcher  
Mathematica

# Accelerate Community of Practice

**Lessons from the Synthesis of CEA Findings**

May 6, 2025

Kate Place and Greg Chojnacki



# Agenda

## /Goals of the CEA synthesis

## /Overview of CEA and providers in focus

## /Findings from the synthesis

- Student outcomes
- How to enact effective tutoring
- Reflections on scaling strong implementation
- Lessons for rigorously evaluating tutoring

## /Q&A

- What resonates with your experience? What does not?
- What questions do you have?



What is one topic you wish  
you could have worked on  
with a tutor in middle school?

*(in the chat)*

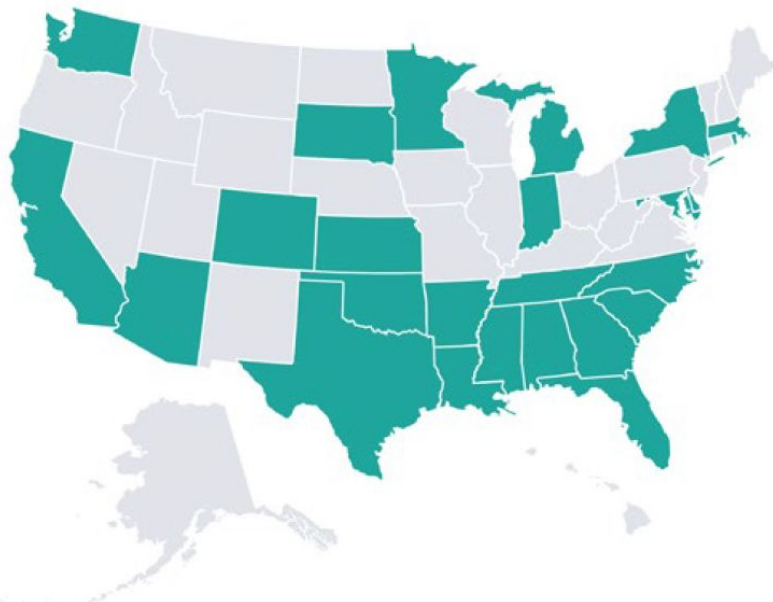




## **Overview: 2023-24 Call to Effective Action Grants**



# Accelerate awarded more than \$6 million in grants to 33 partners in 25 states and DC



**Call to Effective Action Goal:**  
Support innovation, research, and implementation in the tutoring field to expand access to effective high-dosage tutoring and raise student achievement

*Accelerate grantees served over 60,000 students across the country*



# What types of programs did grantees offer?

## A variety of provider types and models

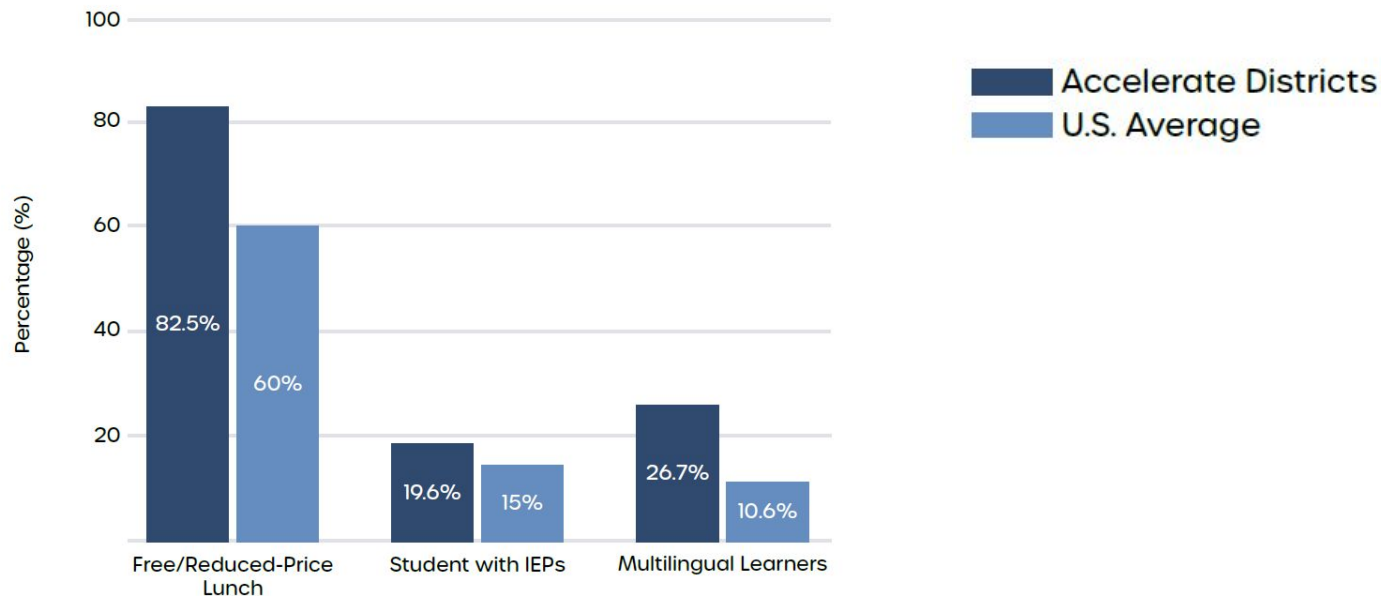
- High-dosage tutoring providers, school districts, and community-based organizations
- Virtual, in-person, and hybrid models

## Subject focus

- 48% math
- 29% ELA
- 23% both subjects

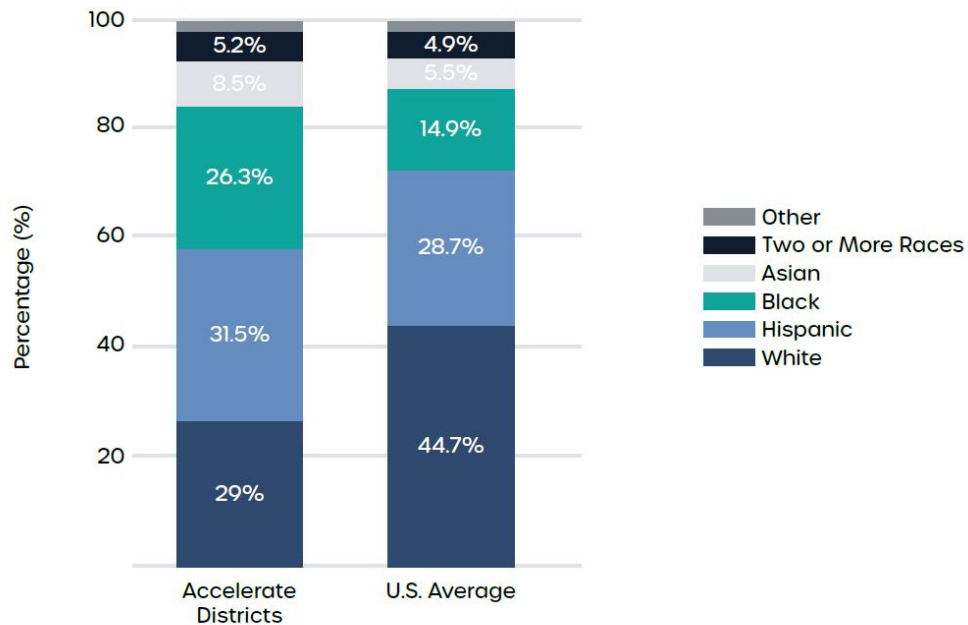


# Who participated in the tutoring programs?





# Who participated in the tutoring programs?





# The synthesis focuses on 8 studies

## Synthesis Goals

Highlight successful strategies

Share considerations for scaling up

Describe lessons for evaluating the impact of tutoring

## Focus on impact studies

RCT

6 grants

Matched  
Comparison

2 grants









## Additional factors

- Implemented model matched their original vision
- Planned to continue offering a similar model



# Findings

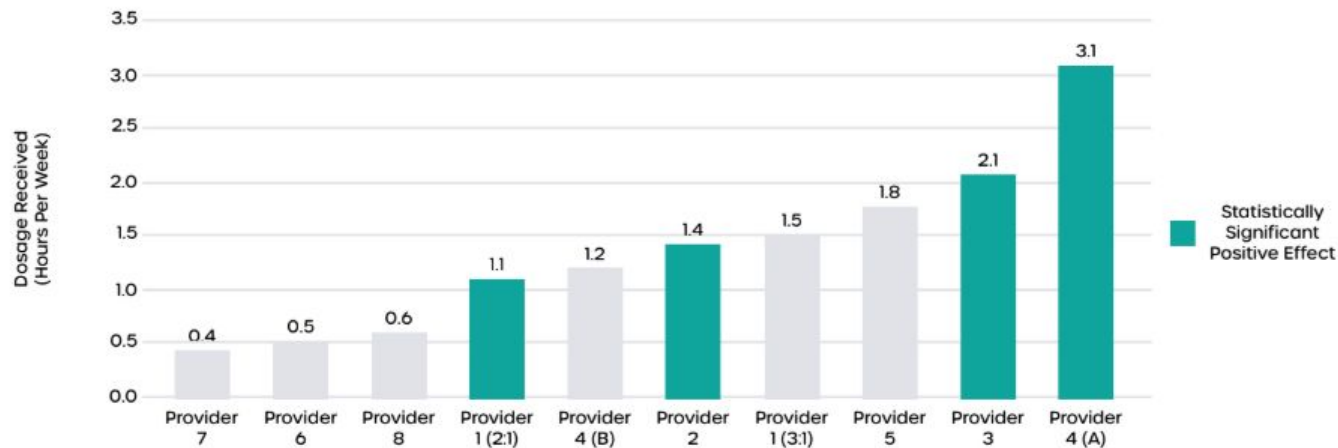
# Multiple models showed promise for increasing student achievement

Tutoring provider	Improvement in achievement	Number of students per tutor	Mode <i>(virtual, in person)</i>	Average tutoring received per week (minutes)	Study Design
Provider 1	Large	2, 3		65, 90	RCT
Provider 2	Large	1		70	QED
Provider 3	Moderate	3		90	RCT
Provider 4	Moderate	4		130	QED
Provider 5	Small/None	4		110	RCT
Provider 6	Small/None	1		30	RCT
Provider 7	Small/None	2 or 3		22	RCT
Provider 8	Small/None	1		28	RCT

Large effects are  $>0.2$  SD and statistically significant. Moderate are 0.09 to 0.19 SD. Small impacts are those that were not statistically significant.



# Higher dosage linked with larger impacts



Source: Accelerate grantee evaluation reports

# Enacting effective tutoring: Implementation lessons in three areas



/How to establish the enabling conditions for tutoring



/How to deliver high-quality instruction



/How to reach high dosage



# Building enabling conditions



## School leaders and staff

- Dedicate time to **building relationships** with district leaders, school leaders, and teachers to support buy-in
- Identify **coordinators** within school buildings who are invested in the program and oversee the implementation of tutoring

## Scheduling and location

- Build the tutoring sessions into the school master schedules
- Establish a tutoring space where students can focus without interruption

# Delivering high quality instruction



## High-quality curriculum

- Use scripted, evidence-based curriculum, especially when tutors are not trained educators

## Tailored professional learning

- Align tutor training and professional learning with the intended model and implementation

# Reaching high dosage

## Incentives for schools and districts

- Consider structures such as outcomes-based contracting to incentivize high attendance
- Ask schools to commit to a specific level of attendance at tutoring

## School coordinators

- Consider this role essential, not optional
- Enlist formal “school champions” – and consider providing a stipend



# Poll #3: What other strategies have you found useful for scaling?

## Key Themes:

### Codified Structures & Resources

- / Standard implementation playbooks
- / Scripted curriculum and standardized materials
- / Defined tutoring plans and session structures

### Strong Communication & Feedback Loops

- / Regular check-ins with school staff and principals
- / Partnership communication meetings
- / Observation and feedback aligned to national research
- / Summarized data shared regularly with administrators

### Flexibility Within Frameworks

- / Flexible models with defined choices (e.g., push-in vs. pull-out)
- / Rolling start times for multi-site coordination
- / Spreading sessions throughout the school day
- / Virtual and asynchronous formats

### Integrated Systems Alignment

- / Integration with RTI and core curriculum
- / Alignment with district priorities and instructional goals
- / Collaboration with district officials

### Ongoing Capacity Building

- / Regular coaching and reviews of operational practices
- / Frequent team improvement meetings
- / Building teacher champion groups

### Diverse & Trained Tutor Workforce

- / Training for various tutor profiles (volunteers, paras, etc.)
- / Support for tutors through coaching and consistent expectations

### Sustainable Funding & Community Engagement

- / Securing long-term funding (e.g., state investments, mill levies)
- / Partnering with parent advocacy organizations
- / Building internal community within tutoring teams



# Recruiting partners for rigorous evaluations of tutoring



/Identify districts that are invested in building evidence on tutoring



/Adapt the study design to needs of teachers and school leaders, when needed



/Provide free or reduced-price access to tutoring



# Two key strategies for scaling



/Integrate tutoring into the independent practice portion of an existing, long academic block or a flex block, like WIN time (What I Need)



/Use structured curriculum and leverage technology to help tutors deliver consistent, high-quality instruction



# Discussion





# Thank you!

**Contact Greg or Kate with any questions:**

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Kate Place: [KPlace@mathematica-mpr.com](mailto:KPlace@mathematica-mpr.com)



# Looking Ahead

Dr. Nakia Towns,  
Accelerate



# Closing



# Reminders + Survey

- › Phase 5 Reporting **Due June 30, 2025**
- › CoP End of Year Survey (for non-grantees) **Due June 30, 2025**
  - › \$100 Visa Gift Card drawing

**Thank you for your participation in  
Accelerate's 2024-25 Community of Practice.**