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Accelerate 2024-2025 Community of Practice

National Landscape

October 22, 2024

Welcome

Agenda

> **Welcome** | Jennifer Bronson, Accelerate

> **Forecasting the Supplemental Intervention Market** | David DeSchryver, Whiteboard Advisors

> **Measuring Tutoring Cost and Effectiveness: A Guide for Practitioners** | Dr. Matthew Steinberg and Luke Kohlmoos

> **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

Drop questions in the
chat

Complete the Zoom poll

Kevin Huffman
Chief Executive Officer

Dr. Nakia Towns
Chief Operating Officer

Kimberly Ueyama
Chief of Staff

Jennifer Bronson
Managing Director of Programs

Tu-Quyen Nguyen
Managing Director of Operations

Narric Rome
Managing Director of Federal & State Policy

Dr. Matthew Steinberg
Managing Director of Research & Evaluation

Milagro Chavez-Cisneros
Director of Program & Planning

Colby King
Program & Research Coordinator

Dr. Jason Godfrey
Director of Data Science

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Program Strands

Our approach to the Community of Practice for 24-25 will focus on **three program strands catering to diverse participants from each organization:**

National Landscape	Coherence & Alignment	Implementation

- **2024-25 Call to Effective Action Grantees and Rollovers:**
  - ~~August kick-off meeting required~~
  - February in-person Annual Convening required
  - Grantees must attend all 4 Implementation sessions
  - Grantees attend 3 of 6 other meetings / CoP members attend 4 of 6 other meetings

National Landscape

Present valuable insights and solicit feedback on the intersection of national PK-12 education policy, research, and practice in alignment with our mission to build the country's knowledge of tools and practices that significantly advance student learning.

Audience: Full CoP (Executive Leadership) | 3 Meetings

Topic Areas:
- Accelerate's policy priorities + research agenda
- Updates from the field
- Tutoring cost & efficiency, market drivers

Outcomes:
- A dedicated platform for gathering perspectives on and perceptions of Accelerate's policy + research initiatives.
- Illustrate the interconnectedness of our collective work within the national K-12 tutoring + personalized learning landscape.
- A shared sense of (broader) purpose and collaboration among participants.

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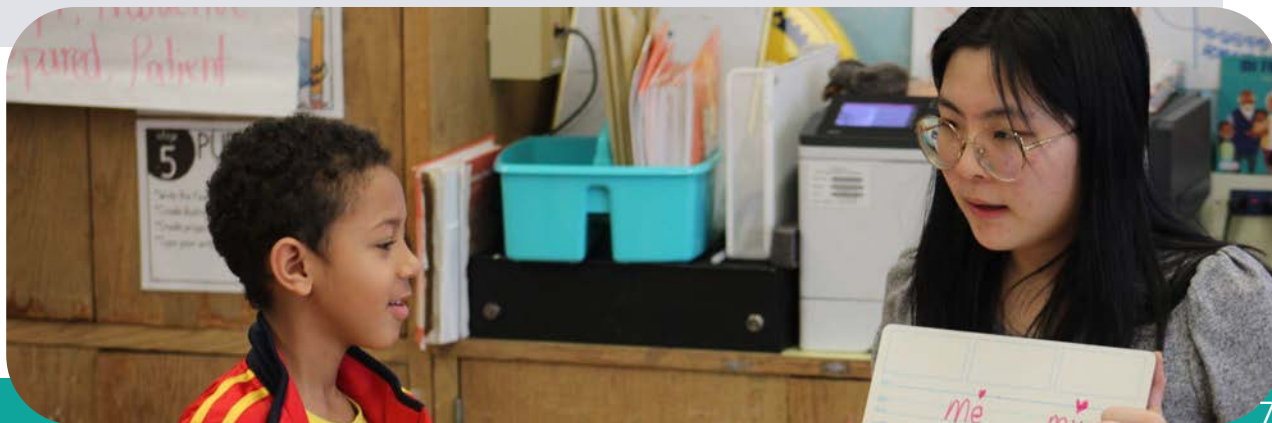
2024-25 Community of Practice Members

Air Education	Oko Labs	DC Public Schools	OnYourMark
Carnegie Learning	PeerTeach	FEV Tutors	Pearl
Cignition	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 |
Forecasting the Supplemental Intervention Market

David DeSchryver

Senior Vice President, Co-Director of Research, Whiteboard Advisors

Presentation | *Forecasting the Supplemental Intervention Market*

David DeSchryver
Senior Vice President, Co-Director of Research, Whiteboard Advisors

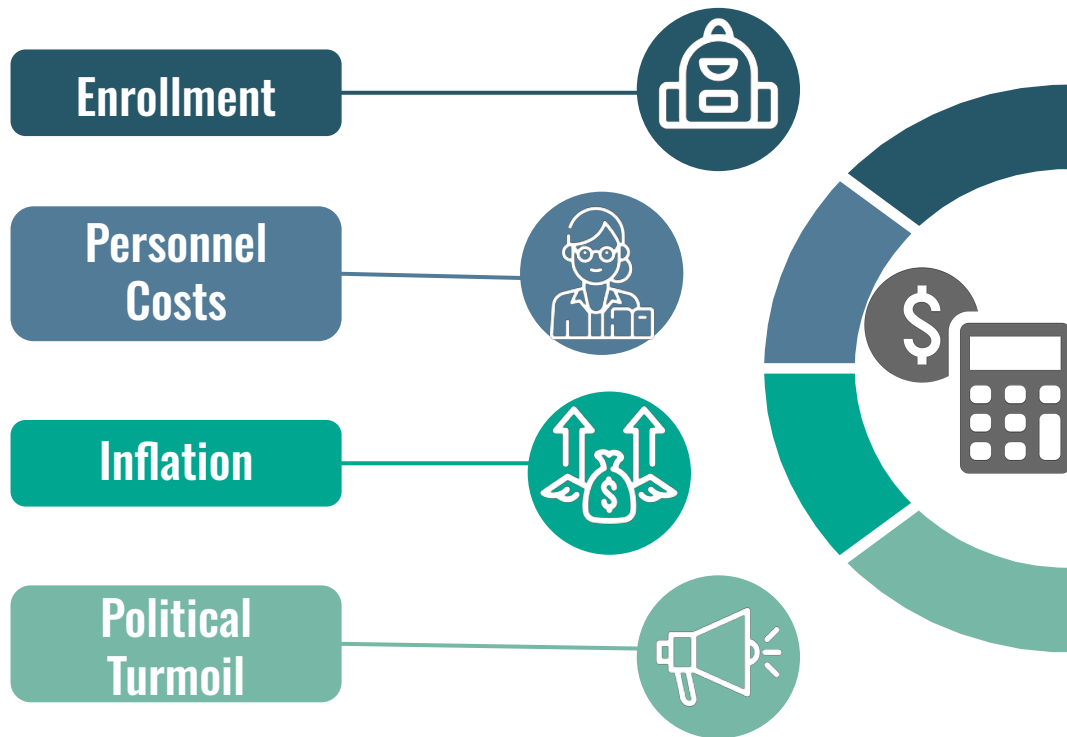# Budget Situation

Student **enrollment** is declining, **absenteeism** rates continue to be high, **special education** is at an all time high.

Personnel costs are rising. Quality staff is in demand.

Non-personnel costs are up due to **inflation**.

Political turmoil complicates budget planning. We are always in an election cycle.

Enrollment

Personnel Costs

Inflation

Political Turmoil

Budget Situation

Variability. Each district has unique circumstances leading to various budget forecasts.

It is necessary to distinguish the various factors, led (largely) by enrollment status and forecasts.
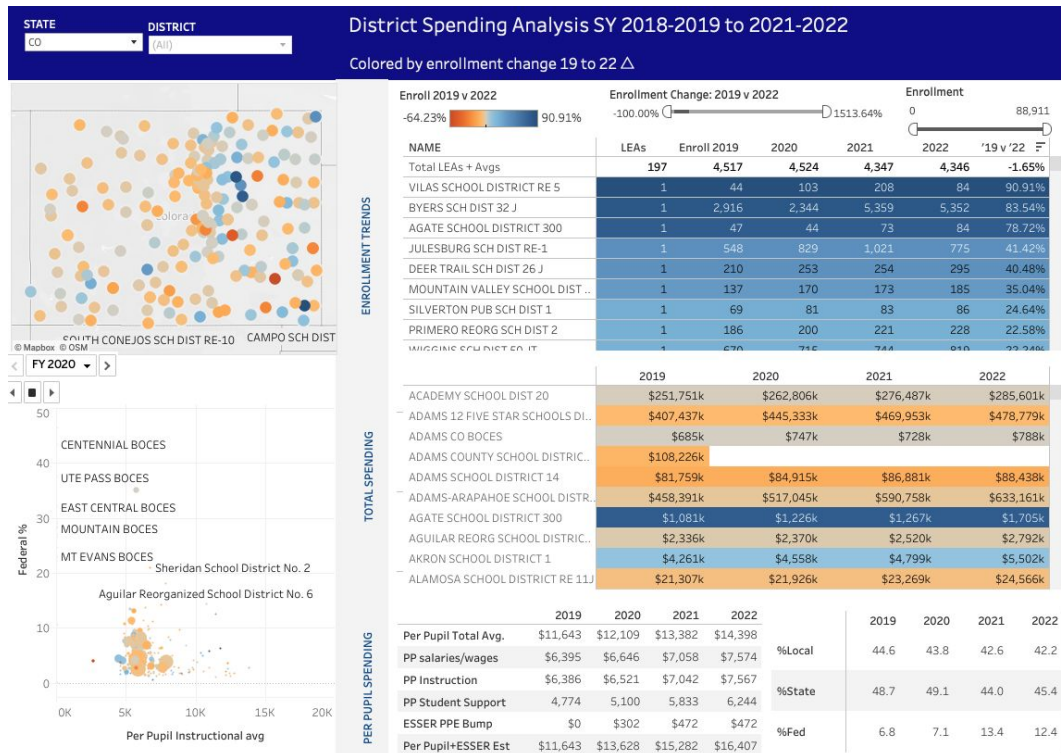
Investment Strategy Situation

What are the challenges district leaders are solving for? (It's no longer just grade-level proficiency, split between core and supplemental programs).

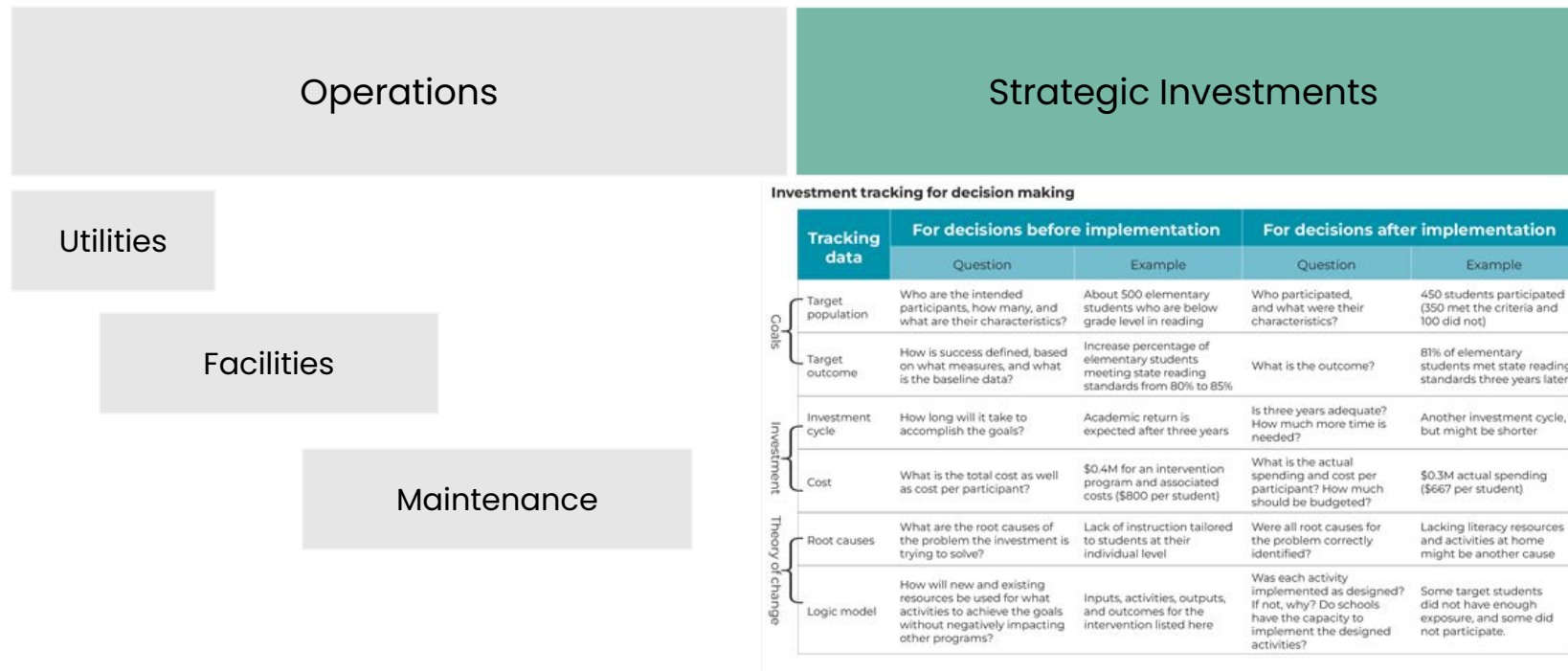| Learning Loss + Quality + Extended Learning	Family & Community	Student Engagement	Mental Health + School Safety	Educator Capacity + Shortages
• NAEP scores show historic declines • 41 States now have a "science of reading" law • Extended / community learning is becoming a critical strategy • Each state may be taking a various approach to the meaning of "quality"	• Parental rights movement continues to take shape • Absenteeism is driving new family engagement strategies	• Giving students' purpose — relevance & rigor — is key to addressing absenteeism • Literacy as a cross cutting strategy equity and inclusion and for for soc. studies, math, CTE, and more.	• Supporting students health and wellness, increased rates of identified needs • School responses (and litigation) related to social media, phone use, AI (fakes).	• Acute shortages in subject areas and need for differentiation • Need for content knowledge alongside pedagogical practices

Investment Strategy Situation

Operations	Strategic Investments

Utilities

Facilities

Maintenance

Investment tracking for decision making

Tracking data		For decisions before implementation		For decisions after implementation	
		Question	Example	Question	Example
Goals	Target population	Who are the intended participants, how many, and what are their characteristics?	About 500 elementary students who are below grade level in reading	Who participated, and what were their characteristics?	450 students participated (350 met the criteria and 100 did not)
	Target outcome	How is success defined, based on what measures, and what is the baseline data?	Increase percentage of elementary students meeting state reading standards from 80% to 85%	What is the outcome?	81% of elementary students met state reading standards three years later
Investment	Investment cycle	How long will it take to accomplish the goals?	Academic return is expected after three years	Is three years adequate? How much more time is needed?	Another investment cycle, but might be shorter
	Cost	What is the total cost as well as cost per participant?	$0.4M for an intervention program and associated costs ($800 per student)	What is the actual spending and cost per participant? How much should be budgeted?	$0.3M actual spending ($667 per student)
Theory of change	Root causes	What are the root causes of the problem the investment is trying to solve?	Lack of instruction tailored to students at their individual level	Were all root causes for the problem correctly identified?	Lacking literacy resources and activities at home might be another cause
	Logic model	How will new and existing resources be used for what activities to achieve the goals without negatively impacting other programs?	Inputs, activities, outputs, and outcomes for the intervention listed here	Was each activity implemented as designed? If not, why? Do schools have the capacity to implement the designed activities?	Some target students did not have enough exposure, and some did not participate.

Investment Strategy: PBC

Example | Denver Public Schools

At a time when other school districts across the country have had trouble with external tutoring companies, the CO tutoring grant allowed DPS to try high-impact tutoring.

Outcome	Metrics	Prices Per Student / Price Ranges (Per Student, Per Outcome)	Outcomes Cap
Base Payment	Students have to attend 70% of sessions	$720	N/A
Growth	Student will meet 100% of their Growth Target on school's Spring growth assessment (iReady or NWEA) after 36 hours minimum of tutoring	$300	$150k
SEL - Culture	Students will agree/strongly agree 80% of the time to survey questions regarding program culture	$170	$85k
SEL - Efficacy	Students will have a positive response 80% of the times to survey questions regarding learner identity in mathematics	$170	$85k
Status - End of Year Test	Student meeting or exceeding expectations on EOY Colorado Measures Academic Success (CMAS) assessment	$300	$150k
Total Potential Payment Per Student:		$1660	
Total Project Budget: $1 Million			

Investment Strategy: "Quality"

Zen and the Art of Motorcycle Maintenance

"And what is good, Phaedrus,
And what is not good—
Need we ask anyone to tell us these things?"

- Plato's Phaedrus

Pirsig uses this quote to highlight the central theme of the book—the exploration of what is "Quality," the central question of the novel.

Standards Aligned	Peer Review (Trust)
Evidence Based	User Experience
Contextual Efficacy	Implementation Fidelity
Parental Engagement	ROI
Embedded Prof. Development	Student Growth

Presentation | *Measuring Tutoring Cost and Effectiveness: A Guide for Practitioners*

Dr. Matthew Steinberg, Managing Director of Research and Evaluation, Accelerate

Luke Kohlmoos, Program and Research Advisor, Accelerate

Presentation | *Measuring Tutoring Cost and Effectiveness: A Guide for Practitioners*

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Objectives

1. Share key information from *Contextualizing the Impact of Tutoring on Student Learning*
2. Share plans related to the costing of educational interventions
3. Discuss the ingredients method

Contextualizing the Impact of Tutoring on Student Learning

Context & Process

> Tutoring has a significant and substantive impact on student achievement - but it comes in all shapes and sizes

> Existing research provides opportunities to assess tutoring efficiency and cost effectiveness

> Ongoing analysis informs our research agenda by illuminating the questions we still want to answer

Results of Re-Analysis

> Using the existing research, we propose methodology to measure tutoring efficiency and cost effectiveness - ways to maximize time and resources

> Measures that are crucial to sustain high-dosage tutoring programs that accelerate student achievement

Constructing Measure of Tutoring Efficiency

Post-ESSER, it will be increasingly important to deliver high-quality tutoring efficiently.

- › Funding constraints
- › Important to understand potential opportunity costs
- › Average annual growth in student learning varies across grades and subjects

Measuring the efficiency of program impact enables a more apples-to-apples comparison of the impact of tutoring across tutoring program providers.

- › Normalize the program-specific effect size by grade level and subject
- › Calculate the number of months of additional learning growth generated by a tutoring program
- › Calculate the number of hours of tutoring required to gain an additional month of learning

The efficiency of program impact is measured as the <u>hours of tutoring necessary to improve student learning by one month</u>.

> *Accelerate's Role: To provide the best possible information to schools, districts, and states so they can make the best choices for students.*

Tutoring Efficiency

Tutoring Efficiency: Hours of tutoring to improve student learning by one month

$$\text{Tutoring Efficiency} = \frac{\text{Hours of intended dosage}}{\text{\# of additional months of learning gained by tutoring}}$$

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Number of Tutoring Hours Required for an Additional Month of Growth
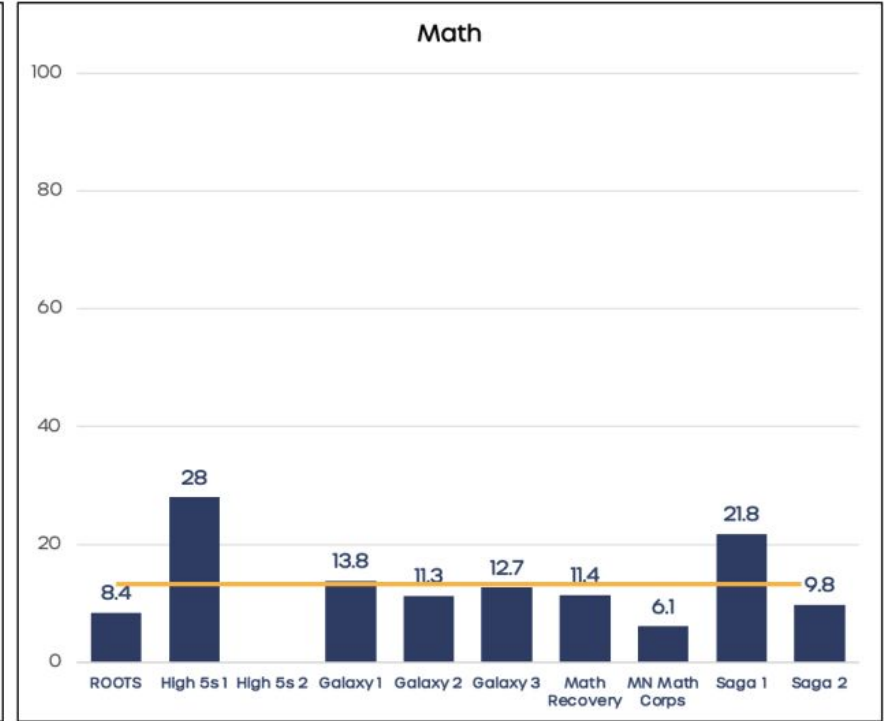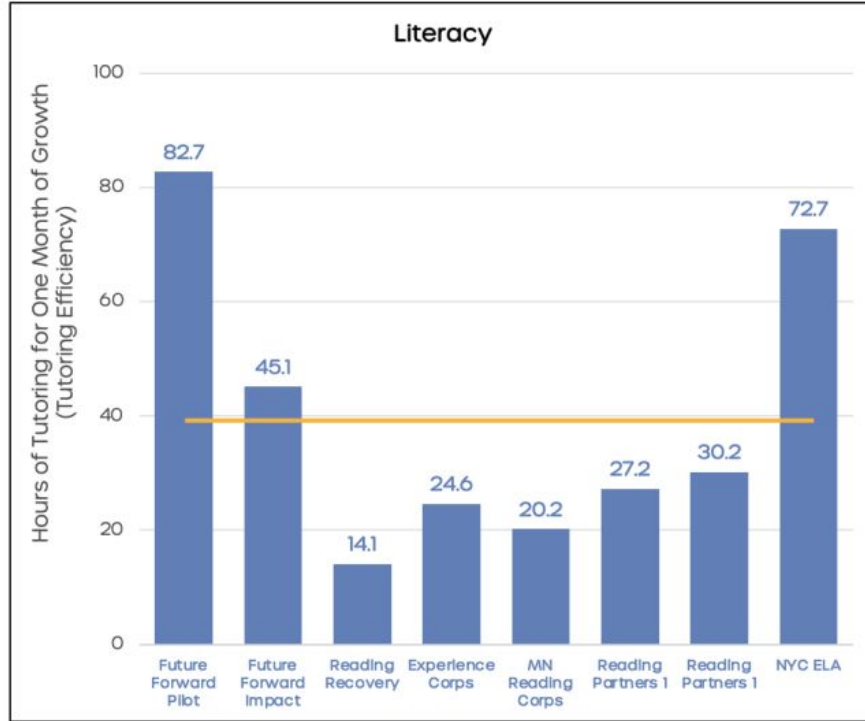
Constructing a Measure of Cost Efficiency

- Estimate costs based on key ingredients: personnel, training, materials and equipment, facilities, other; from two perspectives:
    - Cost to school budgets
    - Cost to society (philanthropy, Americorps, volunteer time)
- Normalize cost by dosage (e.g., how many hours of tutoring can be purchased at a fixed cost of $1000 pp)
- Combine tutoring efficiency and cost efficiency measures to calculate a measure of cost effectiveness: months of additional learning for $1000 pp
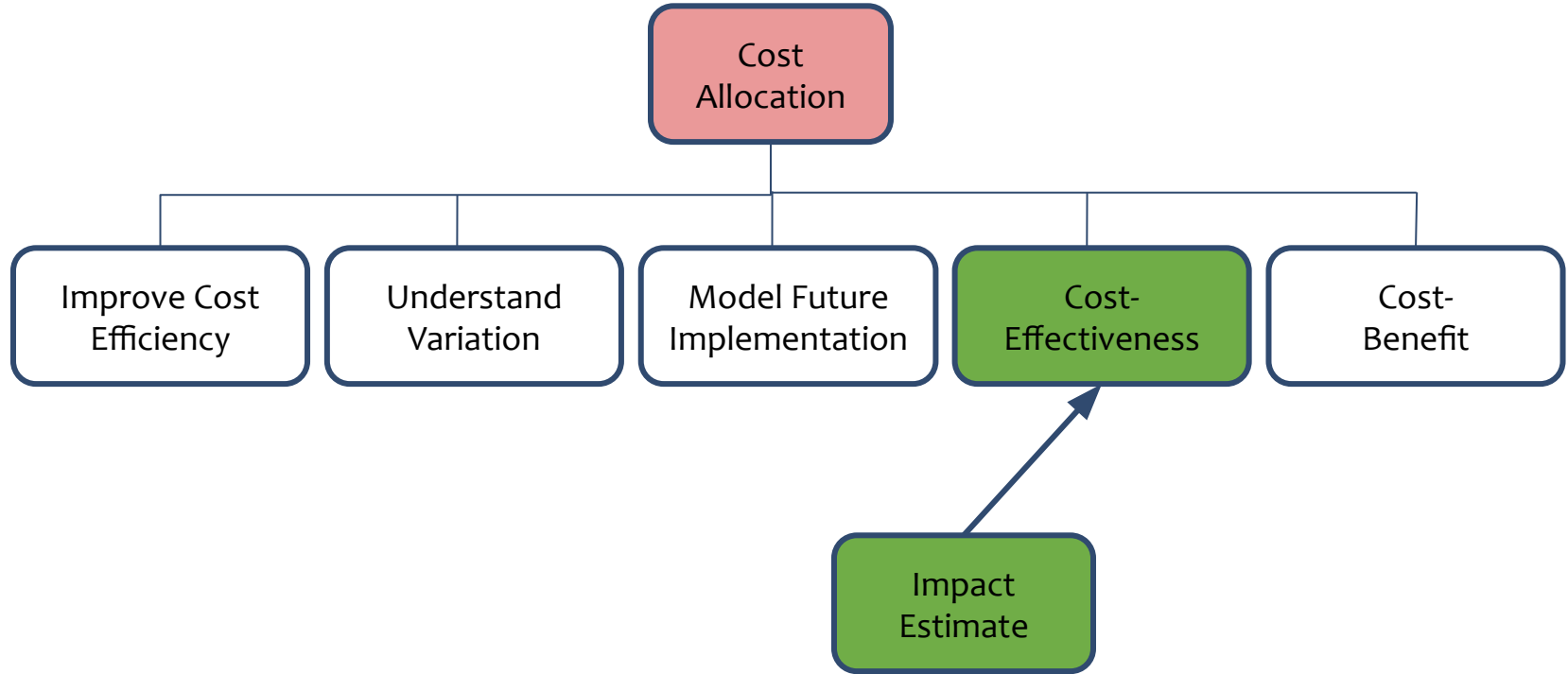
Cost Effectiveness

Cost Effectiveness: Number of additional months of learning gained by investing $1,000 per pupil

$$\text{Cost Effectiveness} = \frac{\text{Hours of tutoring for \$1,000 per pupil}}{\text{Tutoring Efficiency}}$$

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Stylized Example: Illustrating Cost Effectiveness

Program	Tutoring Efficiency (hours of tutoring for an additional month of learning)	Dosage (hours)	Cost Per Pupil ($)	Hours of Tutoring Per $1000 Per Pupil	Cost Effectiveness (months of learning for $1,000 per pupil)
A	8	32	$3,200	10	1.3
B	90	90	$500	180	2.0
C	16	54	$1,600	33.8	2.1
D	8	54	$500	108	13.5

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A lack of cost allocation data is holding us back

A Standardized Process and Tool

Our plan

1. Describe existing approaches to costing out educational interventions
2. Leverage existing approaches to identify inputs to educational production
3. Draw upon existing literature to cost out inputs to educational production
4. Present a standardized approach and tool that can be applied by providers, researchers, and others

Our tool

1. First prototype is live and being tested
2. Will be released, as part of a larger report, in December
3. Will be used in future research funded by Accelerate

Key aspects of the approach

1. **Comparability**
   a. Using the same process across programs
   b. Using national average pricing for certain ingredients
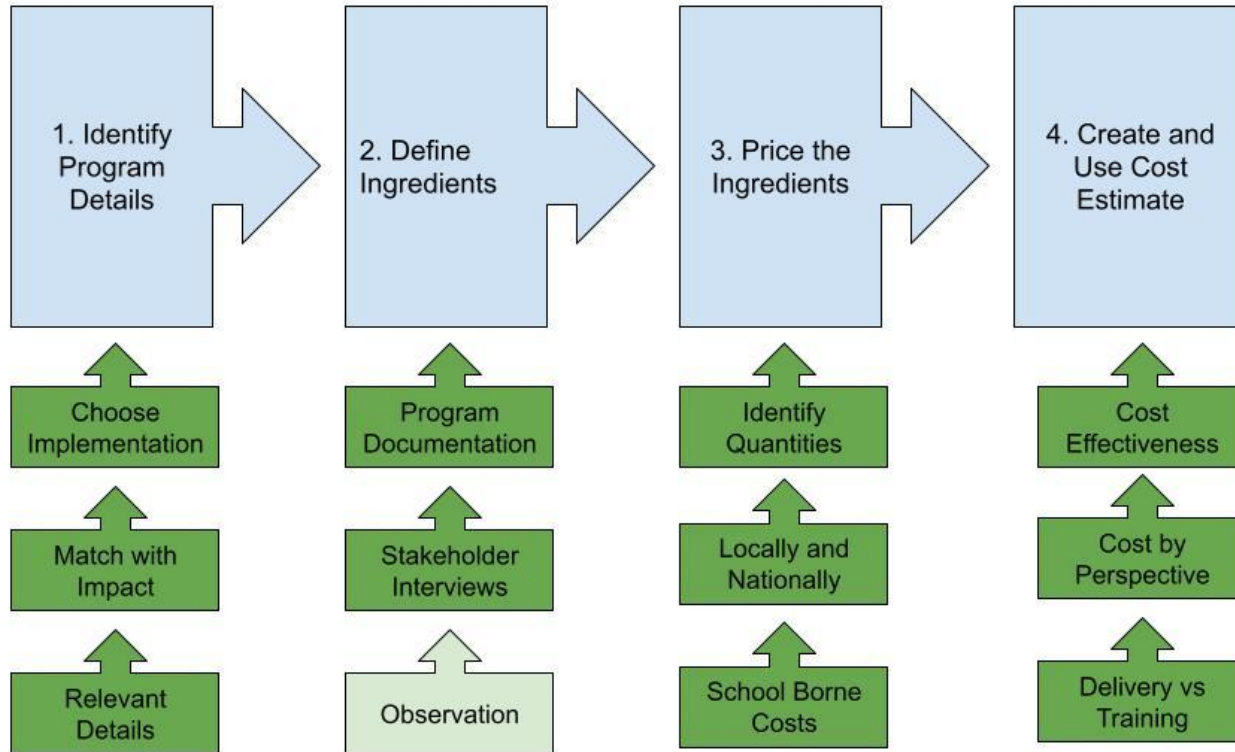   c. Standardizing key cost allocation decisions that impact cost
2. **Transparency**
   a. Make all ingredients visible, including those that are hard to see
   b. Allow others to see assumptions (and apply their own if they want)
3. **Flexibility**
   a. Enable the use of local pricing to compare across geographies
   b. Clarify scenario building

The Ingredients Method

Breakout: Ingredients method

Process

1. 15 minute breakout
2. Share your name and org when you share for the first time with the group
3. Identify a scribe; complete the linked form with notes from your discussion

Guiding questions

1. What are the ingredients necessary to make your program?
   - Do the ingredients vary by program you offer?
   - Are any of the ingredients "optional" or "a la carte"?
   - Are there ingredients that the school provides (i.e. principal or teacher time)?
2. Do you know the costs of the various ingredients? If so, how?
   - Do you know the costs of ingredients that are provided by the school?
3. What are the primary factors when deciding what to charge schools?
4. What concerns might you have about conducting a cost analysis?

Closing

Survey

Please take a moment to provide us with feedback on today's session.

Updates & Reminders

> **Phase 2 Interviews** - Began last week and 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	