



Evidence Based Models for Literacy Tutoring

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Objectives of today's session

- The state of research related to literacy tutoring
- Two organizations developing replicable, evidence-based models
- What the models look like
- Results to date
- Discussion

What is evidence-based programming?

- **Evidence-based** = rigorous scientific study has demonstrated positive outcomes that can be attributed to an intervention and *not* to extraneous factors
- **Programming / programs** = consistently delivered activities with clearly defined linkages between core components and expected outcomes for an identified population

Evidence-based programs

“evidence-based” = increase
confidence about what *caused* a result

Experimental research studies...

...systematically *eliminate alternative explanations* for why changes happen...

...and (eventually) promote the refinement and improvement of models

National literacy tutoring models

Experience Corps

Reading Partners

Minnesota Reading Corps

Reading Recovery

Common elements of current evidence-based literacy tutoring models

- One-on-one
- Elementary age struggling readers
 - Teacher identified academic risk / need
 - 60-30 months below grade level
 - Lowest 15%-20% of 1st grade readers
- Address specific skills (not read sharing alone)

Distinctions - who does the tutoring?

Model

Tutor

Experience Corps

Age 50 plus, average age: 67

Reading Partners

Community volunteer and AmeriCorps site coordinator

Minnesota Reading Corps

Full time AmeriCorps members

Reading Recovery

Professional teacher

Experience Corps: Basic description

- Volunteers 50+
- 3,000 volunteers in 22 cities under AARP Foundation
- Provides national training and support

Experience Corps model: “Essential elements”

- Experience Corps staff coordinates between tutor and teacher
- Training and support for tutors
- Must be structured curriculum

Variations in Experience Corps

- Locally adopted curriculum
- Minimum service requirements: 4 -15 hours/week depending on site
- 15 – 32 hours of tutor training
- Degree of onsite staff presence between full time and > 2 visits /mo
- Some sites use group tutoring / classroom assistance

Experience Corps: evaluations

- Whole school approach (2004) – positive results
- Evaluation of one-on-one tutoring (2010) – positive results
- Multiple evaluations indicate benefits for participating seniors
- Ongoing evaluation sponsored by the Social Innovation Fund

Experience Corps as tested 2007-2008

- 883 students in grades 1 - 3
- 20 schools, 3 cities: NYC, Boston, Port Arthur (Texas)
- **Outcomes measured:**
 - reading comprehension
 - phonemic awareness
 - vocabulary

Experience Corps as tested 2007-2008

- **Dosage:** Average of 58 sessions over school year in Port Arthur, 35 sessions in Boston
- **Demographic:** 94% enrolled in free lunch program, 58% African American, 36% Hispanic
- **Incoming ability:** ½ in lowest quartile reading score, 20% among the lowest 5%

Experience Corps 2007-2008 Results

- 60% more progress than peers
- Gain of 3 percentile points relative to peers

Reading Partners: Basic description

- Sites in 11 states, 14 cities
- Multi-age / life-stage volunteers
- 1 hour/week minimum service (some sites higher)
- Centrally developed curriculum and operating model

Reading Partners model: additional “Core components”

- Structured curriculum (standardized)
- Use of assessments to individualize
- “Rigorous” orientation and monthly training (for site coordinators)
- Instructional supervision and support (onsite coordinators and program managers)
- Dedicated space and use of materials

Standardized content, program

Box 3.1

Reading Center Materials

8 work stations

- Chairs and tables
- Pencils and erasers
- Post-it[®] notes
- Bookmarks

Alphabet strip

Additional supplies

Bins and boxes for "Read Aloud"

Box for completed work

Bulletin boards for student work

Clock

Curricula crates

"Read Aloud" library

Resource table for volunteers

- Calendar
- Shadow session packets
- Tutor information binder
- Tutor resources

Site coordinator desk

Student boxes

- Sight word ring
- Student folder
- Tutor folder
- Word journal or reading/writing journal
- Worksheets

"Take-Home Reading" area

- Book crates
- Chart and stickers
- Reflection forms
- "Take-Home Reading" sign

Tutoring schedule

United States map

Wall resources

Whiteboards

Word wall

World map

Reading Partners as tested in 2012 - 2013

- 1,265 students in grades 2 – 5
- 19 schools in 7 metro areas (NYC, DC, + 4 CA)
- **Outcomes measured:**
 - reading comprehension
 - sight word efficiency
 - reading fluency

Reading Partners as tested in 2012 - 2013

- **Dosage:** 1.5 sessions per week average for 28 weeks
- **Demographic:** 91% enrolled in free lunch, 65% Hispanic, 19% Black

Results

- Similar to Experience Corps study: about 3 percentile points relative to peers
- Controls more likely to receive small group interventions, 21% in control group received one-on-one
- Students received 48 more minutes of instruction/supplemental services

Thoughts?

- Open questions:
 - How important is number of times a week, number of weeks?
 - Is the impact additive with additional years?
 - Do well-managed/staffed programs achieve better results?
 - How important is continuity of tutor?

For individual appointments

Email Evidencebased@cns.gov