

# Accelerating Reading Growth Through High-Dosage Tutoring in Mississippi Communities

January 11, 2022



CRUCIBLE  
OF PRACTICE

*Reflections on Lessons Learned*



## Presenters



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Academic Guide  
MiSsion Acceleration

# Presenters



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United Way of Southeast  
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## Moderator



**Ashley Parker Sheils**

Director

MiSsion Acceleration



- Center for Excellence in Literacy Instruction
- Mississippi Campaign for Grade-Level Reading Coalitions (MS CGLR)



- Governor's Emergency Education Relief (GEER) Funds
- High-Dosage Tutoring Model to serve as "double dose" of effective reading instruction



- 7 MS CGLR Communities across the state, most with direct college/university access
- Community Out-of-School Time Providers and/or School Sites



- 4 consecutive semesters: Summer 2021, Fall 2021, Spring 2022, Summer 2022
- 3 hours minimum per week for at least 35 weeks



- Accelerate learning and reduce effects of instructional time lost due to COVID-19



# MISSION ACCELERATION

## Overview of Funding Proposal

### Layers of Support for Struggling Readers

### Project Goals

### Team

- an evidence-based intervention with explicit, systematic academic assistance in reading

- positively impact academic outcomes in reading for students in grades K-5 and increase the number of skilled reading tutors in Mississippi

- MiSsion Acceleration Staff
  - Director
  - Project Coordinator
  - Program Managers (2)
  - Student Worker

- a digital platform to deliver appropriate texts for independent reading practice, as well as parent/child/academic guide engagement opportunities

- increase the total number of minutes a struggling reader spends on appropriate, Lexile®-leveled text and expand resources to support reading development outside of classroom instruction

- CELI Staff
  - Assistant Director
  - Director

- meaningful connections with a role model for academic, social, and emotional support

- reduce the negative effects of the pandemic on the academic and social/emotional well-being of participants

- Partners / Vendors
  - Renaissance Learning
  - Sopris Voyager
  - CERE
  - MS CGLR Coalitions
  - Partner Site Personnel
  - College Students (13 Colleges/Universities)

### Timeline

Proposed	Nov., 2020
Funded	March, 2021
1st Semester	June, 2021
2nd Semester	Sept., 2021
3rd Semester	Jan., 2022
4th Semester	June, 2022
Pilot Evaluation	Sept., 2022

### By the Numbers

- 1,000 MS Children in K-5
- 250 Academic Guides
- 7 MS CGLR Communities

# Defining High-Impact, High-Dosage Tutoring

- Not all tutoring is created equal
- Tutoring is a form of teaching, one-on-one or in a small group, towards a specific goal
- High-impact tutoring responds to individual needs and complements students' existing curriculum
- High-dosage tutoring
  - is intensive
  - occurs on a sustained, frequent basis



# Characteristics of High-Impact Tutoring Programs



- Substantial time each week
- Sustained and strong relationships between students and their tutors
- Close monitoring of student knowledge and skills
- Alignment with grade-level curriculum
- Oversight of tutors to assure quality interactions



# Tutoring Content Using the Science of Teaching Reading



- Voyager Passport® provides comprehensive, explicit, and systematic instruction in the five essential components of reading and includes language and writing
- Highest ESSA Rating for Evidence – Tier 1: Strong
- Lessons are intended for Tier 2 Instruction (30 minutes per day)
- Formative Assessment Checkpoints for checking growth in fluency and comprehension

# MyOn Reader from Renaissance Learning

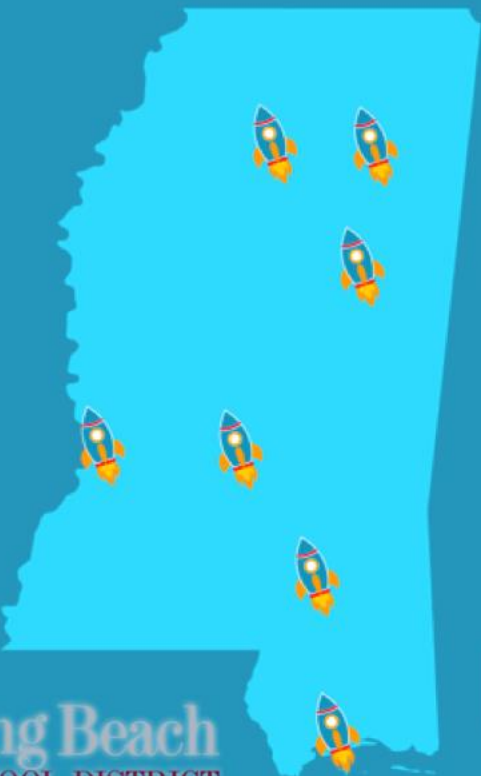


Two key factors to boost student reading: Motivation and Access to Books.

Students can choose from personalized reading recommendations, dynamically matched based on their grade, interests, and reading level, or can browse the vast library of highly engaging books and articles.

# Cultivating Community Involvement

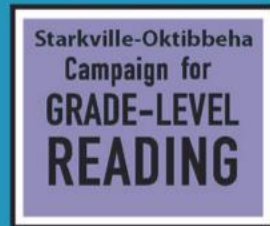
Community Partners Include:  
Nonprofit Organizations  
Faith-Based Centers  
Out-of-School Time Providers  
School District Personnel



# EARLY CHILDHOOD COALITION



United Way of Northeast Mississippi



# MISSION ACCELERATION

## Roles and Responsibilities

### ACADEMIC GUIDE

Provide Intervention 3  
hours per week

Participate in Ongoing  
Trainings and Weekly  
Feedback Sessions

Assist with Data  
Collection

Prepare for Lessons

### SITE SUPERVISOR

Point of Contact  
Site-Based Support for  
AGs

Manage Supplies

Participate in Weekly  
Feedback Sessions

Communicate with  
Parents

Monitor Assessments  
and MyOn Usage

### COMMUNITY LEAD

Identify Partner Sites

Participate in Regular  
Community Check Ins

Assist in Recruiting  
Outreach

Provide Additional  
Support/Resources as  
Needed

# Keys to Our Success (so far!)

- Consistent Small Group Instruction
- Intervention Design
- Independent Reading Level Practice
- Ongoing Support for Academic Guides, Site Supervisors
- Data to Drive Decision Making
- Connections Formed between AG and Students



# Working with Community Partners

## Roles & Value-Added

- Informing decisions
- Variety of perspectives
- Combining strengths

## MiSsion Acceleration Partnerships

- After-School Sites
- Public School District
- Universities & Colleges
- Nonprofit Organizations



# Meeting Community Needs

Mission Acceleration responds to the unique needs of each community participating across the state while working towards a shared goal

Working hand-in-hand with the school districts to build on the foundation they are creating in the classroom

Need Prioritization



# MiSsion Acceleration in Hattiesburg, Mississippi





# Role of Site Supervisor Oxford Intermediate School

- Site Supervisor & Intervention Coordinator – Connecting the professional roles
  - Intervention Coordinator
    - Initiating a partnership with CELI to implement MiSsion Acceleration
    - Identifying students to participate (MTSS)
    - Communicating with Faculty/Staff
  - Site Supervisor
    - Scheduling and Point of Contact
    - Supplies
    - Ongoing training and support from MiSsion Acceleration
    - Data Collection/Monitoring

# Implementing Mission Acceleration

- What is Charger Time
- Why Charger Time Instead of Afterschool Program Options
  - Budget Concerns
  - Access to Children Most in Need
  - Transportation
  - Attendance/Parental Convenience
  - Smooth Transitions

# Overcoming Challenges

- Requesting Consent Forms
  - Educating parents on the program
  - Providing flexible ways to submit consent forms
- Scheduling
  - Splitting days and times for academic guides to participate
  - Serving students outside of Charger Time

# Expanding The Model

- Adding other schools in district to serve a greater number of students
- Serving students through Charger Time
- Connecting site supervisors to streamline the process district wide

# EL CENTRO

El Centro is an organization to help facilitate Hispanic integration into the community through education, training, and services. El Centro provides services such as after-school tutoring, adult English classes, and workshops on a variety of topics.

**EARLY  
CHILDHOOD  
COALITION**

TUPELOLEE COUNTY  
Campaign for  
GRADE-LEVEL  
READING





## How does this partnership benefit children?

- The students enjoy a relaxed vibe in a special environment for learning.
- Student assessment data drives instruction.
- Students are encouraged and rewarded often for attendance and achievements.
- The MyOn program has encouraged students to read more often with friendly competitions and rewards.



**El Centro**  
November 9, 2021 · 🌐

Some of our kids from El Centro were the Top Readers of the Week for the statewide program - MyOn Reading Challenge! **Congrats** to Allison, Celeste, Christopher G & Joselyn! They received a special prize for their effort! 🏆

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Nuestros niños de El Centro del programa de Lectura fueron los mejores Lectores de la Semana del programa estatal: MyOn Reading Challenge!  
**Felicitaciones** a Allison, Celeste, Christopher G & Joselyn por concentrarse en la lectura. Estos ni... [See more](#)

[See Translation](#)

Certificate	Category	Rank	Name	Value
Left Certificate (Minutes Read)	TOTAL MINUTES READ	1)	Allison F. from Tupelo	327 minutes
		2)	Celeste F. from Tupelo	130 minutes
		3)	Christopher G. from Tupelo	71 minutes
Right Certificate (Books Completed)	TOTAL BOOKS COMPLETED	1)	Allison F. from Tupelo	24 Books
		2)	Celeste F. from Tupelo	11 Books
		3)	Joselyn S. & Christopher G. from Tupelo	10 Books

## How does this partnership benefit parents and the partner site?

- El Centro is able to reach and help more students.
- Parents see Mission Acceleration personnel each time they drop off or pick up students. Communication is continuous.
- Parents are grateful for any ideas or plans to help with children's educational success.



Our Academic Guides are essential to making this partnership work!







## Academic Guide Eligibility Requirements

- 3.25 GPA or higher
- Enrolled at a Mississippi College/University
- Successful in their own academic careers
- Committed to serving 10 hours per week
- Successfully complete background check and necessary training



# EVALUATION DESIGN

## PURPOSE

Collect data on impact; provide feedback on design/ implementation; inform programmatic decisions for future scaling

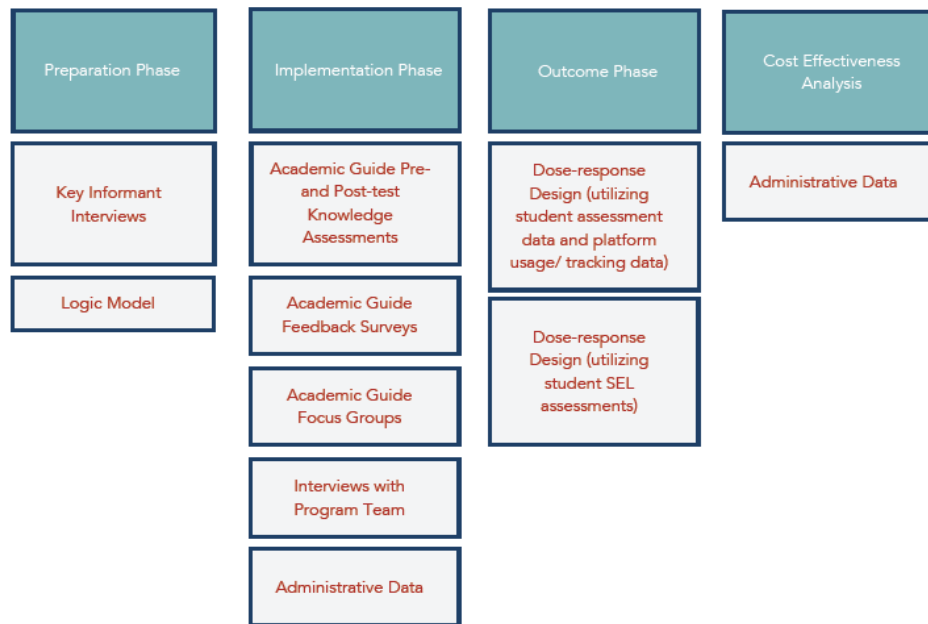
## TIMING

Involved from post-award phase

## FOCUS

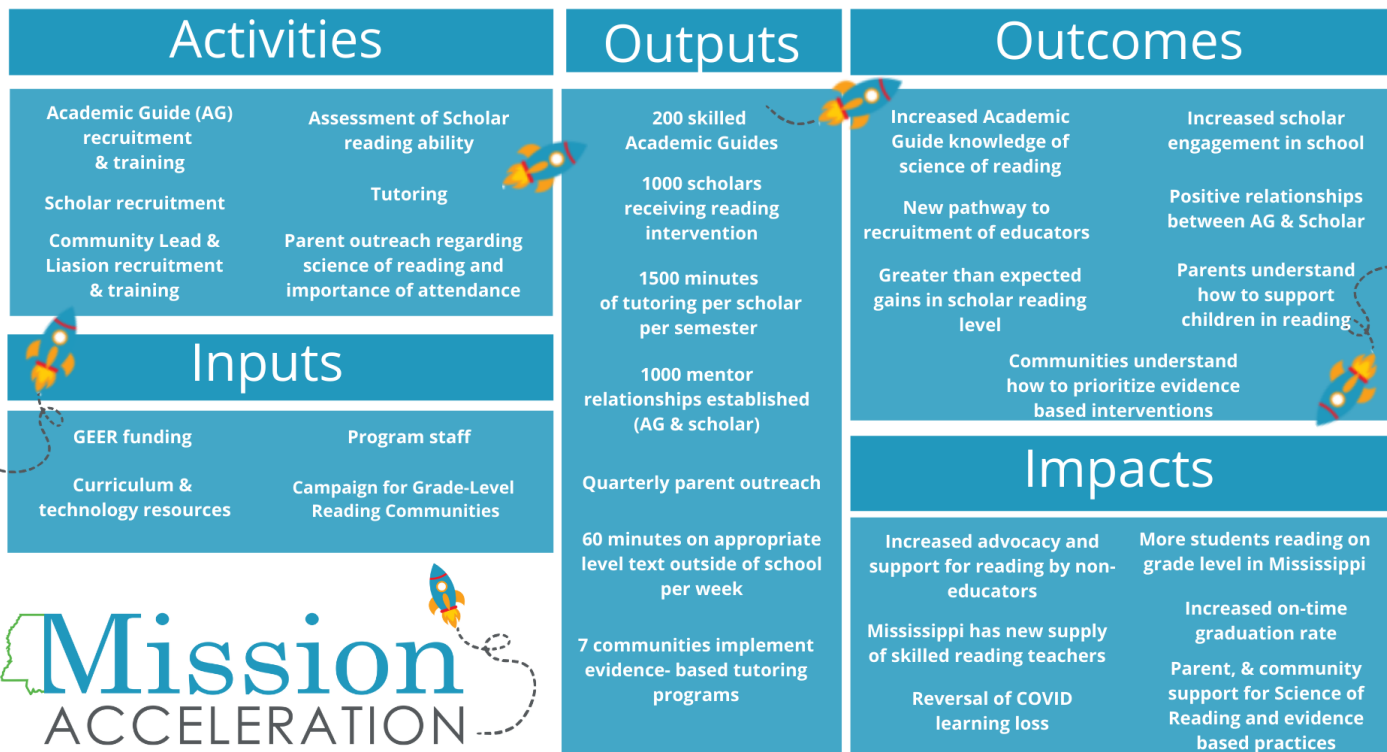
Design/implementation; outcomes for students & academic guides; barriers & facilitators; scaling; dosage study

# DATA COLLECTION



- Mixed methods, multi-phase design
- Surveys of Academic Guides
- Interviews & focus groups
- Dose-response analysis (STAR)
- Cost-effectiveness analysis

# LOGIC MODEL



# EVIDENCE-BASED DESIGN



1 AG to 3-4 Scholars



3 days per week



45-60 minutes  
per session

- Fryer (2016): **High-dosage tutoring**—defined as more than three days per week or at a rate of at least 50 hours over 36 weeks—as one of the few school-based interventions with demonstrated **large positive effects on reading achievement**
- Increasing effectiveness as the number of sessions per week and number of weeks increases (Nickow et al., 2020; Robinson et al., 2021)

# EVIDENCE-BASED DESIGN



1 AG to 3-4 Scholars



3 days per week



45-60 minutes  
per session

- Use of “paid volunteers” who are **highly trained** and provide support (Slavin & Steiner, 2020)
- DuBois et al. (2011): programs that have a **mentoring component** “show evidence of being able to affect multiple domains of youth functioning simultaneously and to improve selected outcomes of policy interest” such as academic achievement

# MISSION ACCLERATION BY THE NUMBERS



8 sites



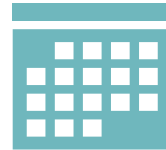
55 Academic Guides



200 scholars  
(28 participated in both cohorts)



164,128  
tutoring minutes



80 days of  
tutoring

# KEY METRICS



Dosage  
(total minutes)



Group Size



Tutoring Sessions  
(Frequency & Total  
Number)



Duration  
(minutes per session)



Attendance Rate



Format  
(in-person vs. virtual)



Setting  
(School or Community  
Organization)



STAR Literacy Reading Score  
(Unified SS & Grade Equivalent)



# KEY METRICS

Metric	Summer 2021	Fall 2021
Average Dosage (minutes)	754	778
Session Frequency	2-4 days per week	3-4 days per week
Attendance Rate	53% (10 of 19 sessions)	57% (17 of 30 sessions)
Setting	School or community organization	School or community organization
Group Size	1-8	1-5
Duration	73 minutes	51 minutes
Format	In-person	In-person or virtual
Average Reading Growth in Months	4 months in 7 weeks	4 months in 9 weeks

# READING GROWTH BY SITE (Summer 2021)

Mission Acceleration scholars saw reading gains of 4 months during the 7 weeks of the summer program.

Community Site	Quantity Scholars (attending >2 session)	# Pre-Tested	# Post-Tested	# Matches	Pre- Mean GLE	Post- Mean GLE	Mean Reading Growth
A	29	17	13	13	1.5	2.1	6 months
B	34	30	21	21	1.6	2.2	6 months
C	7	6	4	4	2.9	2.8	- 1 month
D	9	9	7	7	1.6	1.8	2 months
E	7	7	7	7	1.6	2.0	4 months
MA	86	69	52	52	1.7	2.1	4 months

# READING GROWTH BY SITE (Fall 2021)

Mission Acceleration scholars saw reading gains of 4 months during the 9 weeks of the fall semester.

Community	Quantity Scholars (attending >2 session)	# Pre-Tested	# Post-Tested	# Matches	Pre- Mean GLE	Post- Mean GLE	Mean Reading Growth
A	22	22	20	20	1.5	1.9	4 months
B	17	16	15	14	2.0	2.3	3 months
C	39	39	36	36	2.8	3.2	4 months
D	6	6	4	4	2.7	2.7	0 months
E	19	19	17	17	2.8	3.2	4 months
F	21	15	15	15	1.5	1.8	3 months
MA	124	117	107	106	2.2	2.6	4 months

# LESSONS LEARNED/ KEY TAKEAWAYS

- On-site orientation is needed (implemented Fall 2021)
- Weekly check-in calls for academic guides, community leads, liaisons and site supervisors helps increase communication and community (implemented Fall 2021)
- Know and communicate non-negotiables of program design
- Relationship driven work at both the adult and scholar level
- Scripted intervention/ curriculum is key component for Academic Guide comfort and confidence

# MISSION ACCELERATION

Scaling by Semester

## SUMMER 2021

## FALL 2021

## SPRING 2022

24 Academic Guides

40 Academic Guides

102 Academic Guides

86 K-5 Students

114 K-5 Students

540 K-5 Students

5 Partner Sites (5  
Communities)

8 Partner Sites (6  
Communities)

16 Partner Sites (7  
Communities)

31 Days of Tutoring

80 Days of Tutoring

10 Weeks of Tutoring

66,054 Tutoring Minutes

164,128 Tutoring Minutes

Recruitment for Spring 2022 is open!

**GAIN  
EXPERIENCE.  
MAKE A  
DIFFERENCE.**

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**Mission**  
ACCELERATION



# Questions & Discussion

# Upcoming GLR Learning Tuesdays Webinars:

## LEARNING LOSS RECOVERY CHALLENGE

Advancing Digital Equity to Support Powerful Learning

Tuesday, January 11, 3:00–4:30 p.m. ET/12:00–1:30 p.m. PT

## LEARNING LOSS RECOVERY CHALLENGE

The Hurt Could Last a Lifetime: Data, Growing Gaps and Rays of Hope

Tuesday, January 18, 12:30–2:00 p.m. ET/9:30–11:00 a.m. PT

## LEARNING LOSS RECOVERY CHALLENGE/PARTNER

How States and Communities Are Maximizing American Rescue Plan Funding for Kids in 2022 and Beyond

Tuesday, January 18, 3:00–4:00 p.m. ET/12:00–1:00 p.m. PT

## LEARNING LOSS RECOVERY CHALLENGE/PARTNER

Families on Shaky Ground: Uncloaking and Addressing the Realities of Persistent Instability

Tuesday, January 25, 3:00–4:30 p.m. ET/12:00–1:30 p.m. PT

[gradelevelreading.net](https://gradelevelreading.net) @readingby3rd #GLReading #LearningTuesdays



Please Join Us!