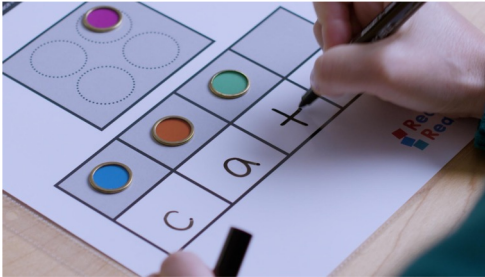
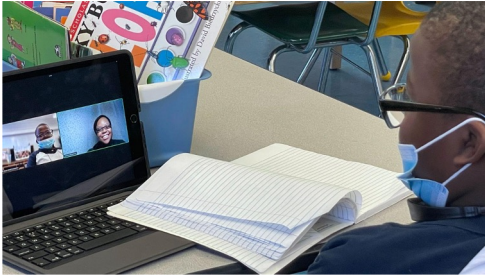


# Tutoring Interventions that Accelerate Learning

June 2024



**Katie Pace Miles, Ph.D.**

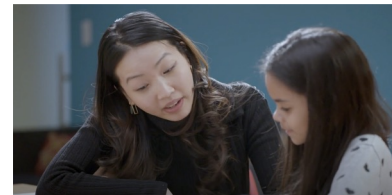
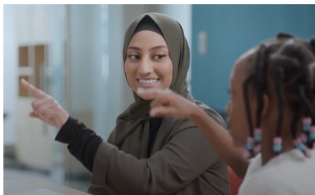
Associate Professor, Brooklyn College, CUNY

Co-Founder & P.I., CUNY Reading Corps

Founder & President, The Reading Institute

# Background

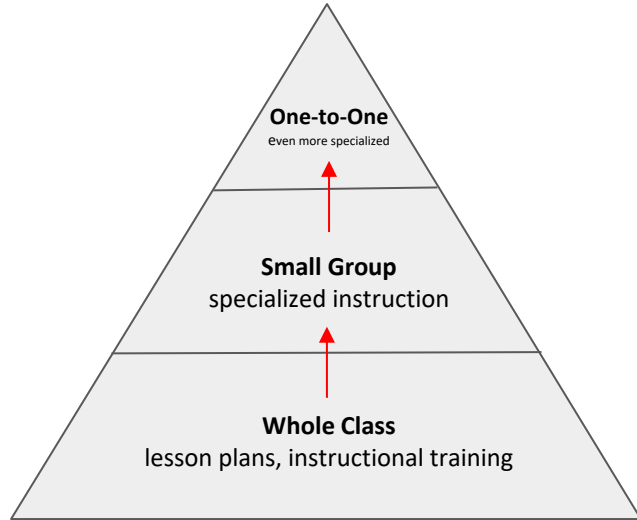
- NYC early literacy
  - 3rd grade reading proficiency: 53.3% in 2019 to 49.2% in 2022
  - Younger, econ. disadvantaged, and minoritized students fared the worst
  - Those who can, pay for tutoring; exacerbated inequity during the pandemic
- Gap in teacher education
  - 54% of programs adequately address reading instruction; 32% in New York (NCTQ, 2021)
  - Low levels of teacher linguistic knowledge (Cohen et al., 2017; Puliatte & Ehri, 2018)



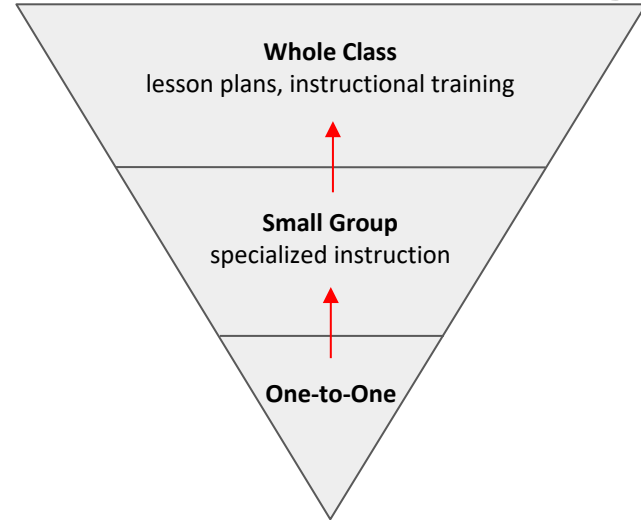
- High-dosage tutoring (3-5x a week)
  - Considerable impacts on early literacy outcomes (Nickow, Oreopoulos, & Quan, 2020)
  - Effective strategy for addressing COVID-19 learning loss (Robinson et al., 2021)
  - Personal and professional benefits to preservice teachers (Paquette & Laverick, 2017)

# Rethink the Training Model

## Typical Model of Training



## New Way of Thinking



# Two-Fold Mission

- 1) Improve foundational literacy skills for 1st and 2nd grade striving readers from underserved communities
- 2) Improve clinical experience for preservice teachers



# Offering External Support



High Impact Tutoring



HIT Summer School



Training Parents



# What is High Impact Tutoring (HIT)?



## Characteristics of Effective Tutoring

- High quality instructional materials (evidence-based; stand alone vs embedded)
- Must occur 3-5x a week
- Consistent tutor (licensed teacher not needed)
- Grouping 1:1 up to 1:3
- In school/after school
- Remote vs in-person

<https://studentsupportaccelerator.org/>

# National Calling to Serve Students & Improve Training



President Biden ✓

@POTUS

United States government official

Due to the pandemic, kids are behind in math and reading. We know how to help bridge this gap.

I'm calling on schools to use **American Rescue Plan** funds to expand tutoring, summer learning, and afterschool programs and to provide 250,000 more tutors and mentors for our kids.

3:56 PM · Jul 5, 2022 · The White House

Number of  
teacher-candidates

601,467



# The Federal PATHS to Tutor Act\*

*\*Partnering Aspiring Teachers with High-needs Schools (PATHS) to Tutor*

- **Expands access to high-quality tutoring** through a \$500 million competitive grant program disbursed to local partnerships of educator-preparation programs, K-12 schools, and community organizations.
- **Reduces the economic burden on aspiring teachers** by allowing successful completion of a tutoring placement to qualify for national service educational awards granted by the Corporation for National and Community Service (CNCS).
- **Support for the PATHS to Tutor Act**
  - Bipartisan, bicameral
    - Senate Sponsors: Booker (D-NJ), Cornyn (R-TX), Murphy(D-CT), Coons (R, MS)
    - House Sponsors: Lee (D-NV), D’Esposito (R-NY), Trone (D-MD)
  - 30 national and state organizations representing diverse constituencies
- Learn more at: <https://www.deansforimpact.org/tools-and-resources/paths-to-tutor-act>





# CUNY Reading Corps: Recruitment



- **Tutors**



- Embedded Tutors - part of fieldwork
  - Brooklyn College undergraduate and graduate EC education students
  - Five new CUNY campuses are now embedding tutoring in their courses
- Paid Tutors
  - CUNY-wide preservice teachers

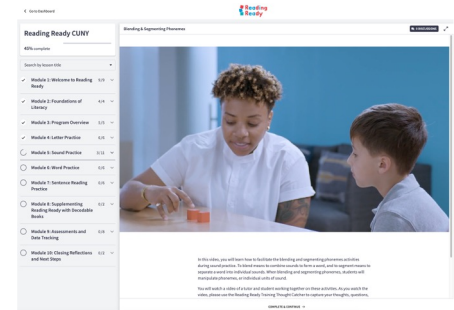
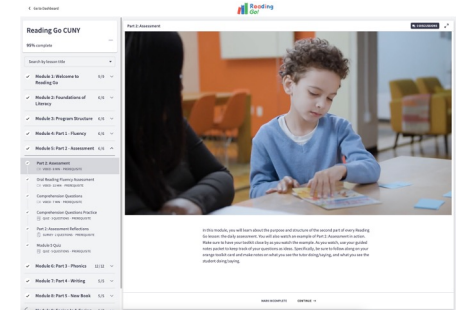
- **Schools**

- Highest need
  - below average 3rd grade reading level
  - high economic need
  - racially representative
- Implementation capacity
  - leadership buy-in and faculty interest
  - technology
  - physical space



# CUNY Reading Corps: Training

-  6 hours content and implementation training  
1.5 synchronous, 4.5 asynchronous
-  10 hours content and implementation training  
1.5 synchronous, 8.5 asynchronous
- Note-taking guide, Checks for understanding, Completion monitoring
- Practice sessions and video submission



# CUNY Reading Corps: Professional Development

- 2-3 formal **observations** over 20 sessions conducted by Lead Instructors
- Weekly **office hours** with Lead Instructors
- Online portal of **free resources**
  - data trackers
  - lesson prep
  - assessment administration

READING READY OBSERVATION CHECKLIST (1:1 REMOTE AND IN-PERSON LESSONS)		
	PROCEDURAL <i>Procedural considerations that impact the execution of lesson</i>	INSTRUCTIONAL <i>Instructional considerations that impact the execution of lesson</i>
<b>LETTER PRACTICE</b> Tutor provides the correct graphemes/spelling patterns for the intended lesson. Tutor uncovers one grapheme/spelling pattern at a time. Tutor keeps track of time and mostly adheres to the time parameters for the section.	<ul style="list-style-type: none"><li>○ Tutor provides the correct graphemes/spelling patterns for the intended lesson.</li><li>○ Tutor uncovers one grapheme/spelling pattern at a time.</li><li>○ Tutor keeps track of time and mostly adheres to the time parameters for the section.</li></ul>	<ul style="list-style-type: none"><li>○ Tutor points to each grapheme/spelling pattern and prompts student based on the session.</li><li>○ If the student hesitates, does not know, or produces the incorrect sound, tutor provides the correct sound and asks them to repeat it.</li><li>○ Tutor produces correct grapheme/spelling pattern sounds as a model to student.</li></ul>
<b>SOUND PRACTICE</b> Tutor provides correct number of like items/visuals for each sound practice activity.	<ul style="list-style-type: none"><li>○ Tutor provides correct number of like items/visuals for each sound practice activity.</li></ul>	<ul style="list-style-type: none"><li>○ For each activity, tutor says "watch and listen, and repeat after me"</li><li>○ For each activity, tutor manipulates the like items/visual to align with</li></ul>

## Reading Ready Lesson Videos

See Reading Ready lesson components in action. Learn from veteran instructors and our Academic Advisor.



### Program Introduction

This video provides an overview of Reading Ready, including the goals of the program, program structure, and resources needed to assist you in implementing the program.



### Phoneme Isolation

In this video, you will learn how to prompt a student to isolate individual sounds in words.



### Phoneme Blending of Individual Sounds

In this video, you will learn how to prompt a student to blend individual sounds in words.



## Reading Go! Tutor Resources

### Welcome Reading Go! tutors

Here you will find all of the necessary resources to prepare for and lead a Reading Go! session. If you have questions about how to use these resources, please contact your Program Manager or Lead Tutor.

Thank you for your commitment to your continued professional development and to your students!

*These online resources are provided through your institution's partnership with the Benedict Silverman Foundation and may not be shared or reproduced.*

## Curricular Resource Materials

[Lesson Materials](#)

[Book Selection Tool](#)

[Decodable Book Index](#)

### Additional Remote Materials

[Jumpstart User Guide](#)

[Reading Go! Jumpstart](#)

[Ready Great Reading Assessment Jumpstart](#)

### Supplemental Resources

[Assessment Resources](#)



[Classroom Resources](#)

# Tutor Opportunities

- Receive waiver for PETS fingerprinting fees
- May be hired after doing this in coursework
- Training in two progressive but distinct programs
- Materials for each program
- Promotion to Small Group Instructor and/or Lead Tutor





# Remote or In-Person Fieldwork

<b>Remote</b> 	<b>Direct to Home</b>	After School	✓
	<b>In School Building</b>	During School Day	✓
		After School	✓
<b>In-Person</b> 	<b>In School Building</b>	During School Day	✓
		After School	✓



# Overview of Programs

□

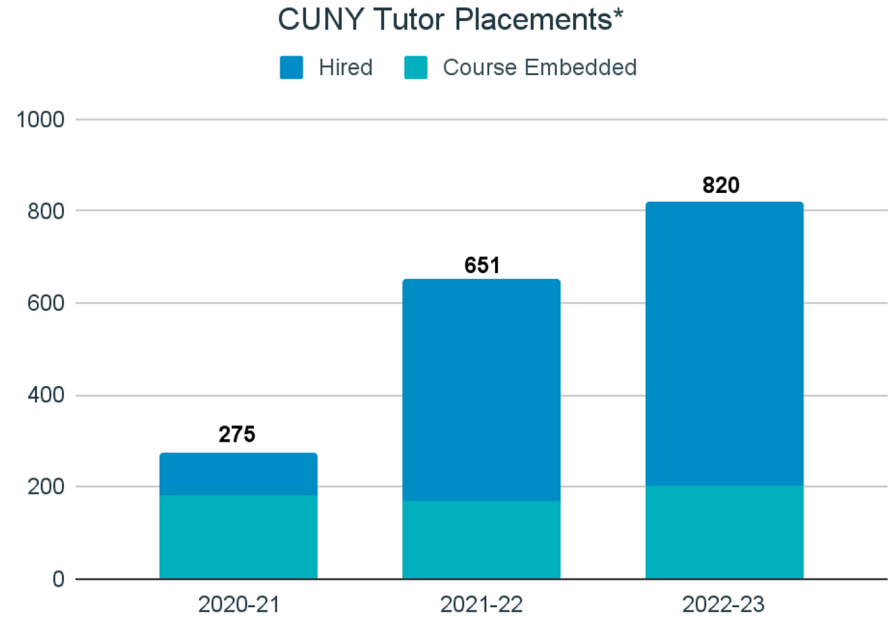
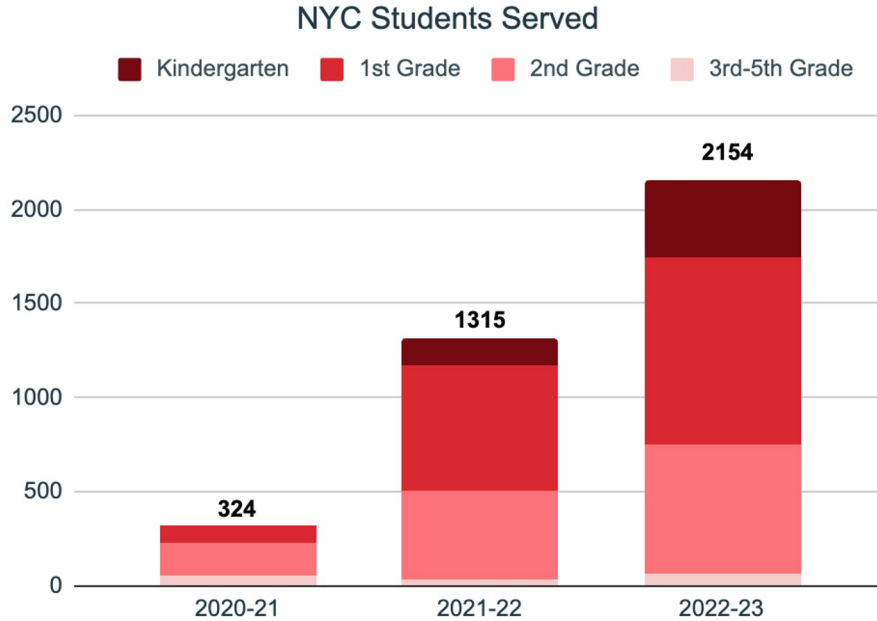
	Origin & History	Target Grade Level	High-Dosage	Measurement
	COVID crisis response Research-based	Prevention for K Intervention for 1st	20-30 min 3-5x/week	pre, mid, and post PA and NWR pre and post Acadience pre and post STAR
	20+ year history in NYC Research- and evidence-based	Intervention for 1st and 2nd	30-45 min 3-5x/week	phonetic element progression aligned to book sets pre and post AMIRA* pre and post Acadience pre and post STAR

\*The AMIRA assessment was replaced with the program-wide implementation of STAR Early Literacy as of Summer 2023.

# Program Components

	Letter-Sound Knowledge	Phonemic Awareness	Phonics	Decodable Text Reading	Authentic Text Reading	Fluency	Vocabulary	Comprehension
	✓	✓	✓	✓				
		✓	✓	✓	✓	✓	✓	✓

# Scale of CUNY Reading Corps



\*Tutor placements reflect the number of tutoring positions filled in each term (Fall, Spring, Summer) for each given year. For example, there were 637 unique tutors paired with students in 2022-23 but many tutors continued with the program for multiple terms.

Numbers do not include the 375+ DOE employees who have been trained by CUNY Reading Corps staff nor the students they served.



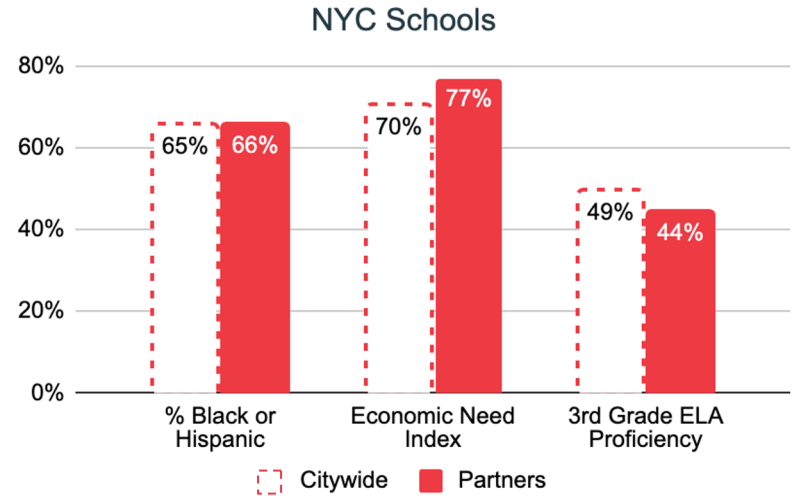
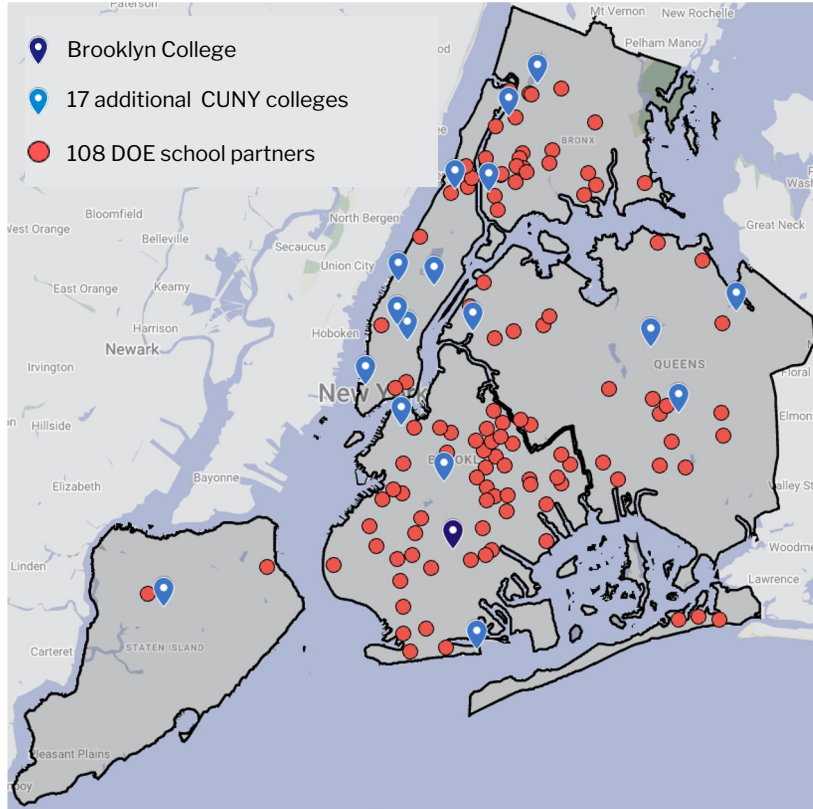
# Remote Instruction



# In-Person Instruction

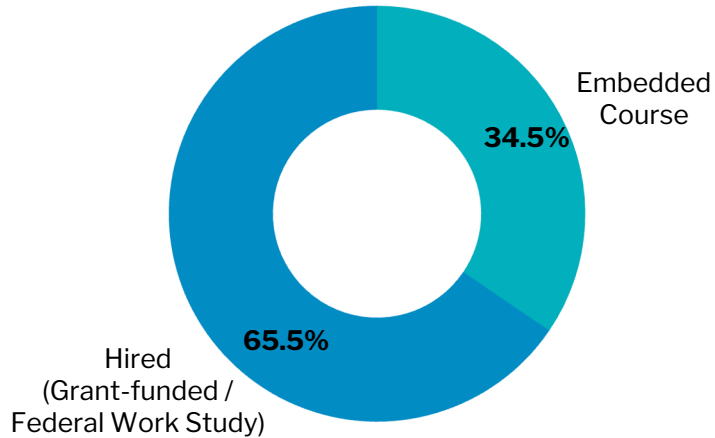


# AY 2022-23 School Demographics

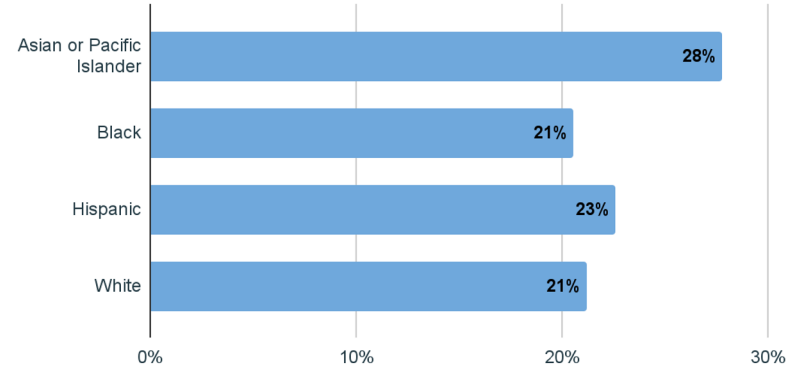


# AY 2022-23 Tutor Demographics

## Hired and Embedded Course Model



## Tutor Race/Ethnicities



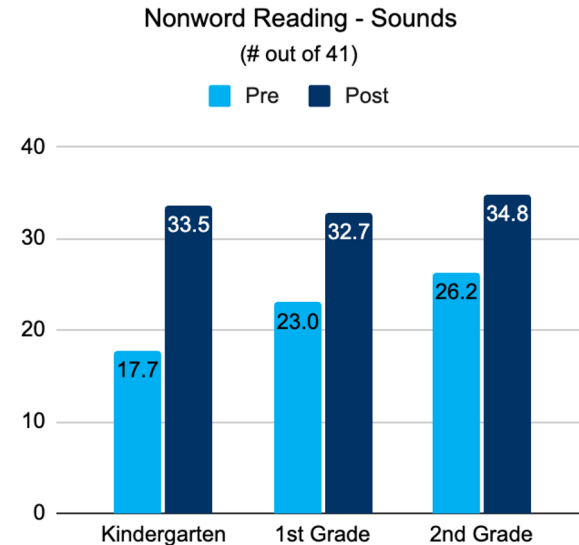
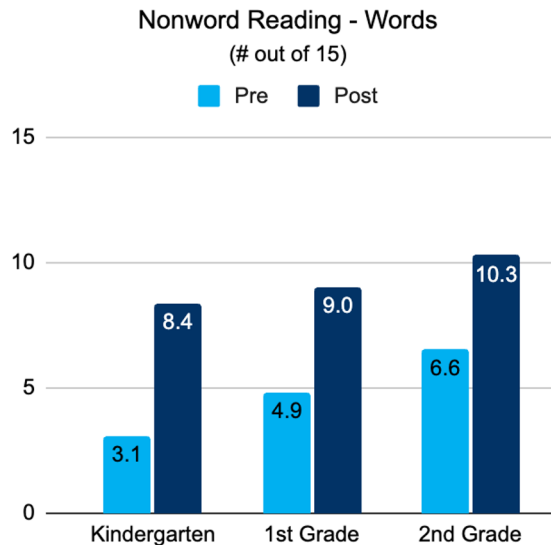
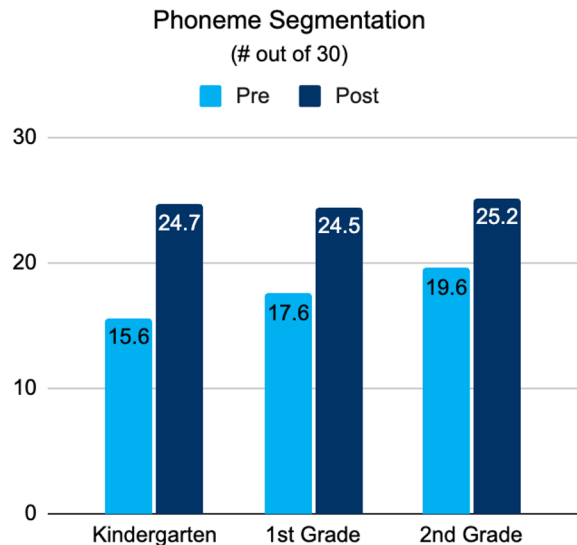
**86% of tutors have a 3.0+ GPA**  
*58% have a cumulative GPA of 3.5+*

**48 languages spoken by tutors**  
*including Bengali, Cantonese, Mandarin, Spanish, Urdu*

# SY 2022-23 Outcomes



Grade	# Students	Average # of Sessions
K	69	30.4
1st	290	33.7
2nd	186	30.8



818 students had at least one session (with an average of 26 sessions). Results are shown for the subset of students for whom we have complete pre- and post-assessment scores.

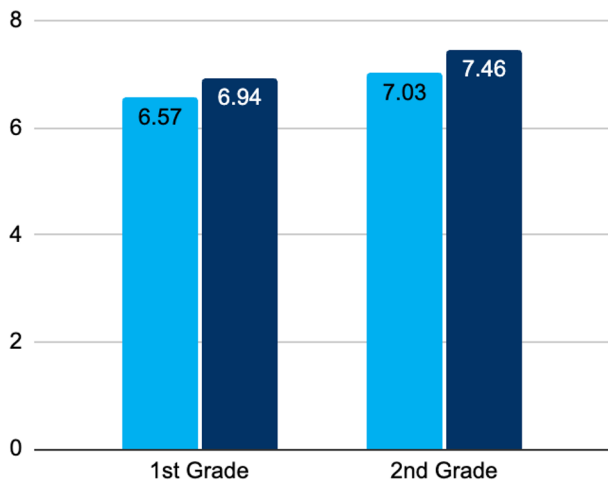
# SY 2022-23 Outcomes



Grade	# Students	Average # of Sessions
1st	184	30.4
2nd	167	25.7

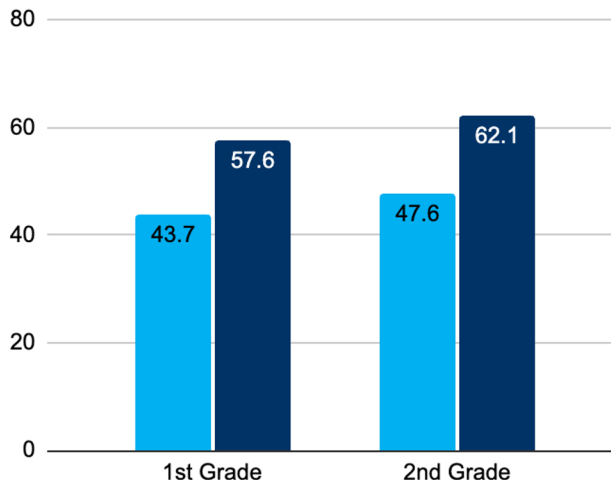
### Amira Reading Estimated Age

■ Pre ■ Post



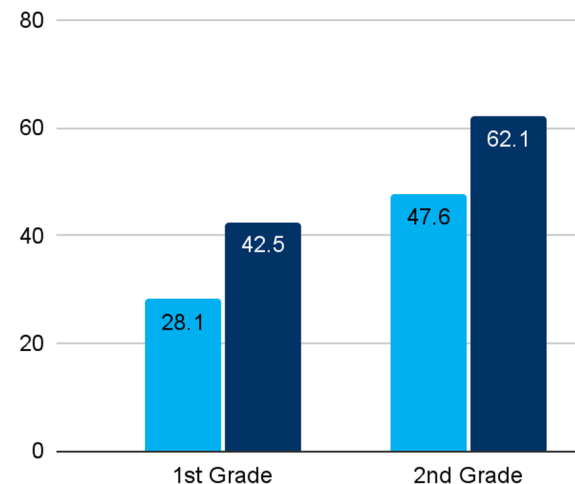
### Adjusted Word Count Per Minute

■ Pre ■ Post



### Amira Reading Mastery

■ Pre ■ Post



653 students had at least one session (with an average of 24 sessions). Results are shown for the subset of students for whom we have complete pre- and post-assessment scores.

# SY 2022-23 Outcomes



## 1st Graders, Amira ARM Percentile Ranks

## 2nd Graders, Amira ARM Percentile Ranks

		Post-Test Percentile Rank					
Pre-Test Percentile Rank		≤10th	11th-20th	21st-30th	31st-74th	≥75th	Total
“At-risk” ≤30th percentile	≤10th	4	8	2	6	0	20
	11th-20th	4	5	5	10	2	26
	21st-30th	4	4	2	15	1	26
	31st-74th	4	7	3	56	12	82
	≥75th	0	1	0	4	19	24
	Total	16	25	12	91	34	178

		Post-Test Percentile Rank					
Pre-Test Percentile Rank		≤10th	11th-20th	21st-30th	31st-74th	≥75th	Total
	≤10th	20	10	7	4	1	42
	11th-20th	2	4	5	4	0	15
	21st-30th	4	0	9	8	0	21
	31st-74th	4	1	8	64	5	82
	≥75th	0	0	0	2	4	6
	Total	30	15	29	82	10	166

Of the 1st graders who were at-risk at the beginning of the program:

Of the 2nd graders who were at-risk at the beginning of the program:

**47% moved out of the “at risk” category**  
**68% moved up at least one bracket**

**22% moved out of the “at risk” category**  
**50% moved up at least one bracket**

Results are shown for the subset of students for whom we have pre- and post-test Amira ARM scores and corresponding test dates, which are required to calculate accurate percentile ranks.

# AY 2022-23 Tutor Experience Survey



98%

said they had an increased **awareness** and **appreciation** for research-based reading instruction



96%

said they foresee using the **strategies** or activities in the future when they are teaching emergent readers



95%

said they now have **confidence** in teaching foundational literacy skills



94%

said they would **recommend** Reading Ready or Reading Go training to others



85%

said they have maintained or increased their **interest** in pursuing a teaching career (if applicable)



# Virtual Tutoring Shows Potential

## Online Tutoring by College Volunteers: Experimental Evidence from a Pilot Program

Matthew A. Kraft

John A. List

Jeffrey A. Livingston

Sally Sadoff

## The Effects of In-School Virtual Tutoring on Student Reading Development: Evidence from a Short-Cycle Randomized Controlled Trial

---

Douglas D. Ready, Sierra G. McCormick, Rebecca J. Shmoys

## The Effects of Virtual Tutoring on Young Readers: Results from a Randomized Controlled Trial

Carly D. Robinson  
Stanford University

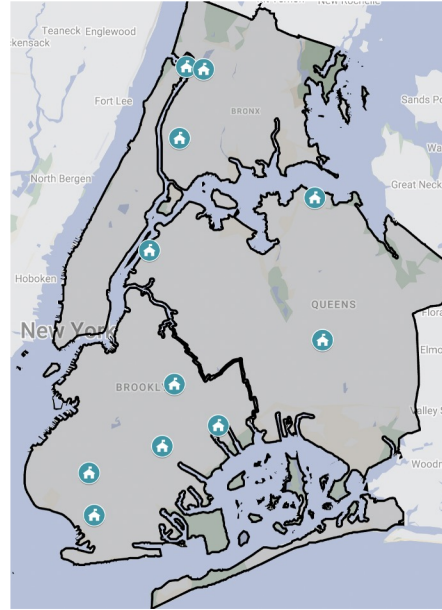
Sara White  
Vanderbilt University

Cynthia Pollard  
UnboundEd

Susanna Loeb  
Stanford University

Sarah Novicoff  
Stanford University

# Summer 2023: 6 weeks of daily tutoring



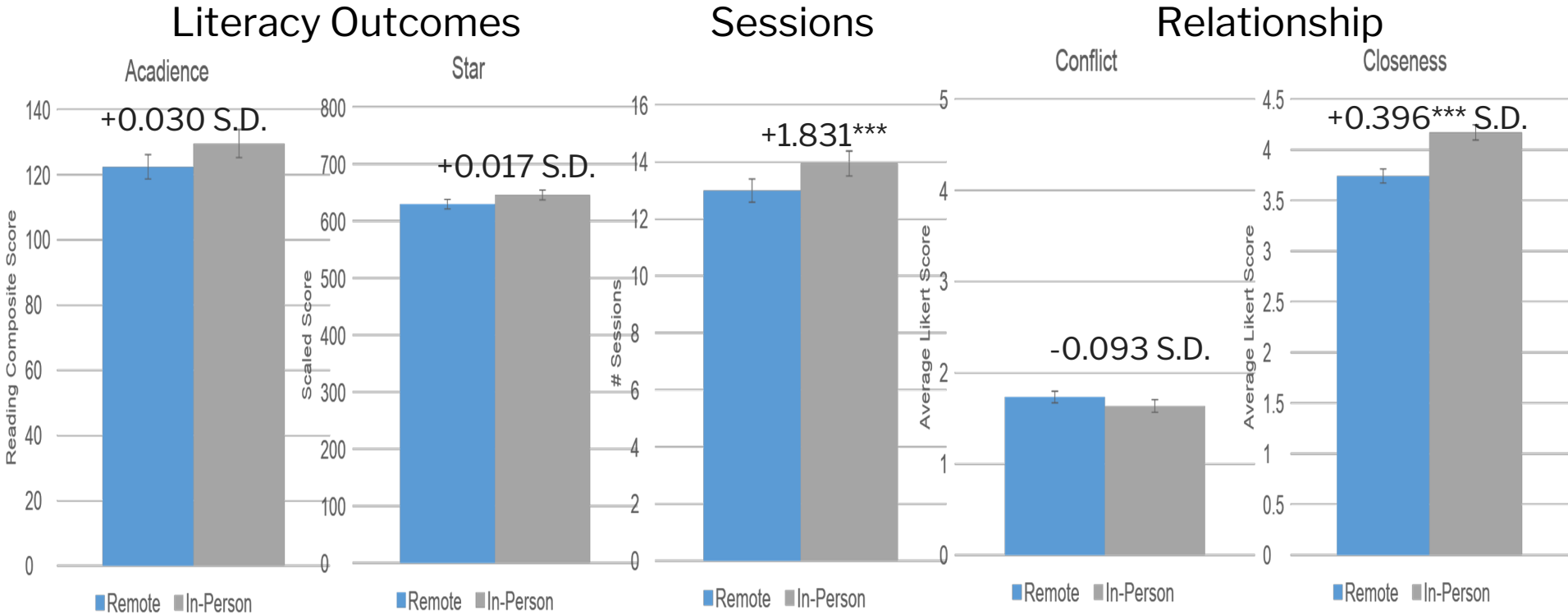
# Tutors	139
Female	79%
Asian	36%
Black	16%
Hispanic	27%
White	14%
Ed-Related Major	47%
Avg. Cum. GPA	3.39

# 1 <sup>st</sup> -3 <sup>rd</sup> Grade Students	607
In-Person (vs. Remote)	45%
Asian	23%
Black	28%
Hispanic	36%
White	10%
English Language Learner	37%
Students with Disabilities	24%
Economically Disadvantaged	83%

# Student Outcomes

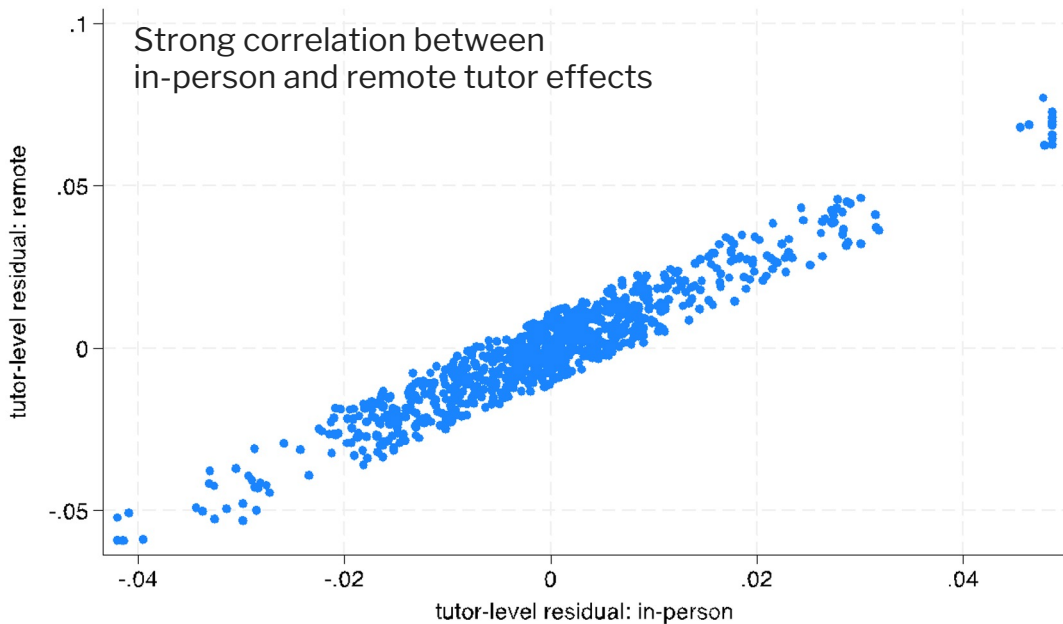
- **Literacy Outcomes:**
  - Star Early Literacy standardized scaled scores
  - Acadience Reading standardized composite scores
- **Student-Tutor Relationship:** (Pianta, 1992)
  - Closeness (feelings of affection and open communication)
  - Conflict (feelings of negativity and conflict)
- **Attendance:**
  - Number of tutoring sessions

# Impact Instructional Format



Bar graphs display average outcomes across all sites for students with average pre-test scores and with an average tutor. Differences between in-person and remote additionally control for student demographics, differential attrition, and differences between sites by grade.

# Differences Between Tutors, but Not Format



Bar graphs display average outcomes across all sites for students with average pre-test scores. The tutor effects bar graph holds constant the format of instruction (remote). The instructional format bar graph holds constant tutor efficacy (average tutor.) Differences in standard deviation units additionally control for student demographics, differential attrition, and differences between sites by grade.

# Do Tutor Characteristics Impact Literacy Outcomes

Impact estimates (in S.D. units)

	Acadience	Star	Number of Sessions	Conflict	Closeness
GPA	-0.046 (0.049)	0.103 (0.080)	0.758 (0.612)	-0.074 (0.098)	0.133 (0.113)
Education-Related Major	0.128** (0.059)	0.156* (0.092)	0.952 (0.753)	-0.084 (0.123)	0.079 (0.145)
Bachelor's Degree (vs. Associate's)	0.059 (0.076)	-0.072 (0.134)	-0.198 (0.982)	0.000 (0.158)	-0.200 (0.188)

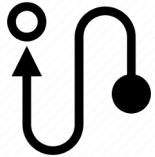
“Science of Reading” effect?

# Summer Research: Take-aways



1. Remote tutoring could be a feasible option

- ☐ But details matter:
- Materials designed for both modalities
  - Site coordinators
  - In-school tutoring
  - Tutoring in both formats
  - High-impact



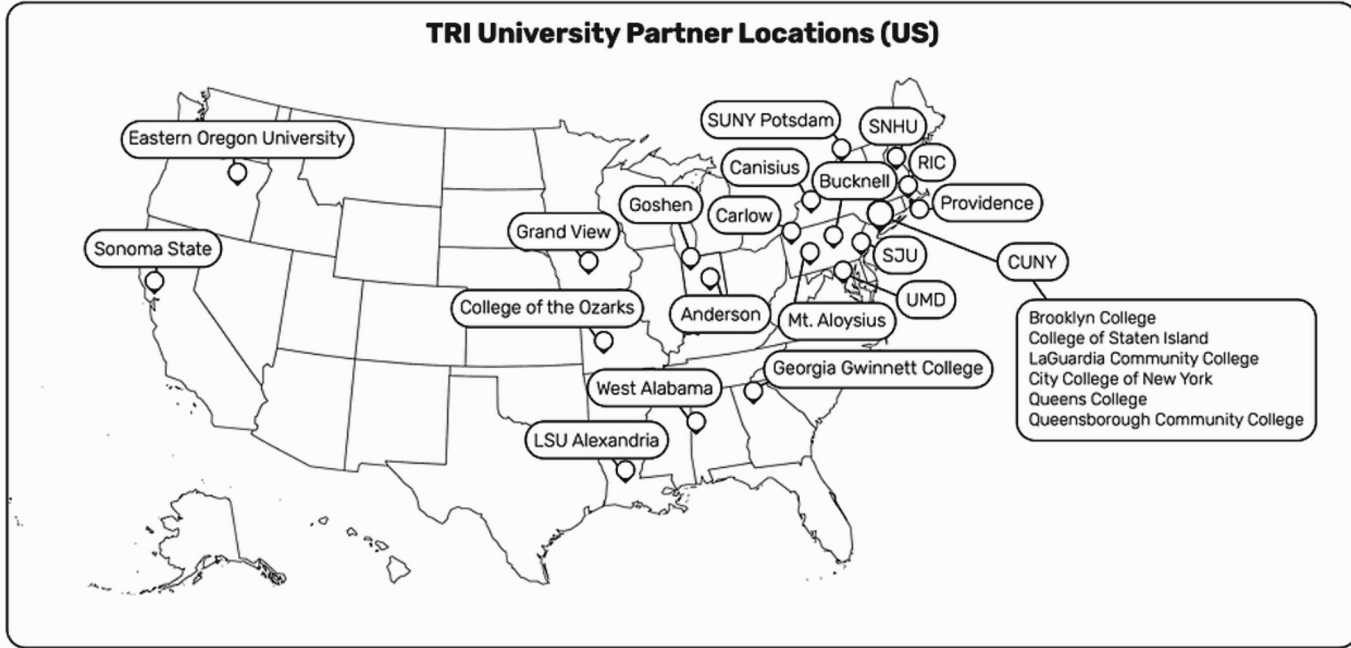
2. Consider indirect impacts (attendance & relationships) and potential downstream effects on literacy



3. Identify, support, retain effective tutors

- ☐ Formal training, other characteristics, observations

# Scaling Across the Country





# Scaling Across NYC DoE

THE  
READING  
INSTITUTE



- Universities
- NYC Public Schools Central Offices and Districts
- Partnership for Afterschool Education
- Parents

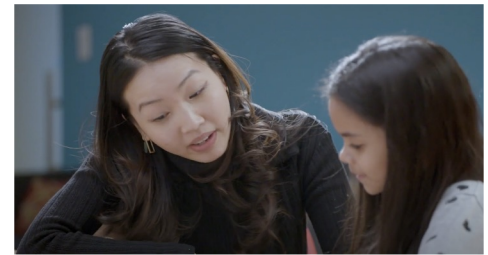
# A Shout Out to my Colleagues!



Erin Croke, Paola Jimenez, Max DeWeerd,  
Shirin Hashim, Nasrin Begum-Ahad, Lina Lei

THE  
READING  
INSTITUTE

Christina Oliver, Emily Van Houten, Mady  
Glickman



# Thank you!

**Katie Pace Miles, Ph.D.**

Associate Professor, Brooklyn College, CUNY

Co-Founder & P.I., CUNY Reading Corps

Founder & President, The Reading Institute

[katiepacemiles@gmail.com](mailto:katiepacemiles@gmail.com)