



# Recruitment, Training, & Support: Impacts of A District-Partnership Tutoring Model to Support Elementary Literacy Skills



Fall 2024 - Spring 2025

## Background



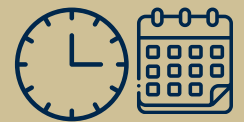
- Despite over 20 years of attention and resources to improve students' literacy skills, **about half of nation's K-3 students are reading below grade level.**
- High-impact tutoring is a proven way to accelerate learning, yet it remains difficult to implement with quality and consistency at scale.

## Ed Corps Model

- Focus on recruiting, training & on-going coaching of district tutors to support high impact tutoring implementation
- Strong partnership with school districts
- Provide support & capacity building to district partners for implementation



In-person  
In-school  
Small group ( $\leq 4$ )  
Literacy tutoring



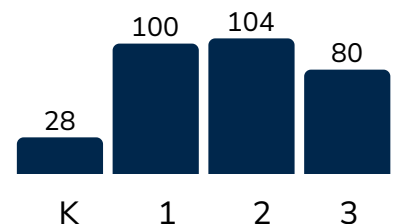
30 minutes  
3 x week  
10+ weeks

## Study Design



- 9 schools in a large North Carolina school district, 2024- 2025 academic year
- Sample included K-3 students below grade level on the Fall 2024 DIBELS composite, an assessment for early literacy skills
- Randomly assigned 312 (36%) out of 867 students for tutoring

Ed Corps-  
supported students  
by grade



## Research Questions

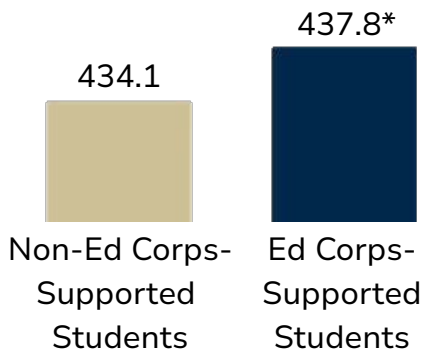
- 1 What is the impact of access to Ed Corps-supported literacy tutoring for early elementary students on overall early literacy skills?
- 2 What is the impact of access to Ed Corps-supported literacy tutoring on student-specific reading subskills targeted by the intervention?

# Key Findings

- Strong implementation: dosage, attendance, engagement
- Positive impacts on DIBELS Composite and student-specific measures of reading skills
- Suggestive positive effects on state assessments for third grade
- Generally effective for most students, notably stronger effects among boys

## Impact of Ed Corps Tutoring on EOY DIBELS Composite Scores

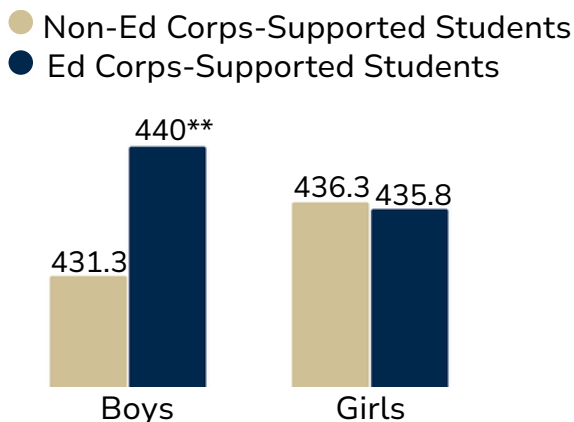
Students assigned to Ed Corps tutoring services scored an average of almost 4 points higher on DIBELS Composite than those who did not receive Ed Corps services.



N = 830, \*indicates statistical significance at p-value <0.05

## Impact of Ed Corps Tutoring on EOY DIBELS Composite Scores, by Gender

The impact of Ed Corps tutoring may be concentrated among boys relative to girls.



N = 830, \*\*indicates statistical significance at p-value <0.01

## Ed Corps Tutoring Program Effectiveness

	ITT Effect	TOT Effect
<b>3<sup>rd</sup> Grade State Assessment</b>		
Effect Size	0.13	0.16
<b>DIBELS Composite</b>		
Effect Size	0.15	0.18
Added Months of Learning	1.8	2.2
Tutoring Efficiency	8.2	6.9

**Intent-to-Treat (ITT) Effect:** The program's impact on all students who were offered the opportunity to participate, whether they participated or not.

**Treatment-On-Treated (TOT) Effect:** The impact of the program if all students had participated.

**Effect size:** A standardized measure of the magnitude of an effect that allows researchers to compare impacts across variables that are measured in different units. Measures of less than .2 indicate a small effect.

**Additional months of learning:** The number of additional months of learning generated by a tutoring program, based on average annual growth in achievement (Hill et al., 2008).

**Tutoring efficiency:** The number of hours of tutoring required to improve student learning by one month and a critical factor to determine return on investment. For more information, see [Accelerate's report](#).

Read the full report:  
<https://myumi.ch/8qDNR>

