



# A Scalable Approach to Early Literacy Tutoring

Carly D. Robinson, Stanford University

NSSA Conference

Research Lighting Round

May 9, 2023

# Not enough students are receiving high-impact tutoring

**Chalkbeat**

## Tutoring help reaches few students despite nationwide push

By Patrick Wall, Amelia Pak-Harvey and Collin Binkley | Mar 10, 2023, 6:30am EDT

### The Evidence Base

Informing Policy in Health, Economics & Well-Being

Two Percent of U.S. Children Receive High Quality Tutoring, Despite Billions Funneled into School Systems

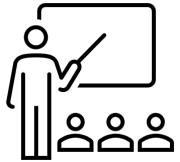
March 9, 2023 | By Amie Rapaport, Ph.D. and Daniel Silver, PhD

Press contact: **Stephanie Hedt** (213) 821

# Big payoffs + promise for scale: Early literacy tutoring



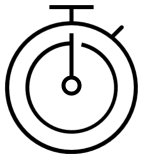
# Big payoffs + promise for scale: Early literacy tutoring



Tutors of all abilities can follow a highly structured literacy curriculum based in the science of reading



Advances in technology can facilitate data-informed, individualized instruction



Young students can benefit from frequent, short-bursts of literacy instruction

# Early results from a multi-year randomized controlled trial (RCT)

Tutors embedded in classrooms

Short bursts of literacy instruction



**Chapter  
One**

Technology supports data use

Consistent presence builds relationships

Customized dosage

---

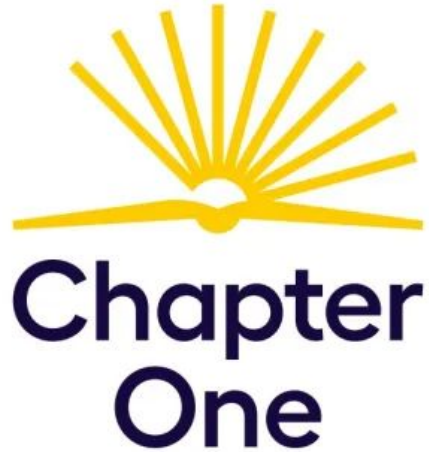
It all starts with literacy

Sequenced, easy-to-follow curriculum

# Study details

- **District Partner:** Broward County, Florida
- **Target sample:** 13 schools; 49 kindergarten classrooms
  - Kindergarten early emergent + late emergent readers based on Florida Kindergarten Readiness Screener (FLKRS) administered at the beginning of the year 2021-22 SY
- $N_{\text{students}} = 818$  students
- Within-classroom student-level randomization
  - Treatment = 420
  - Control = 398

# End of Year 1 Goal



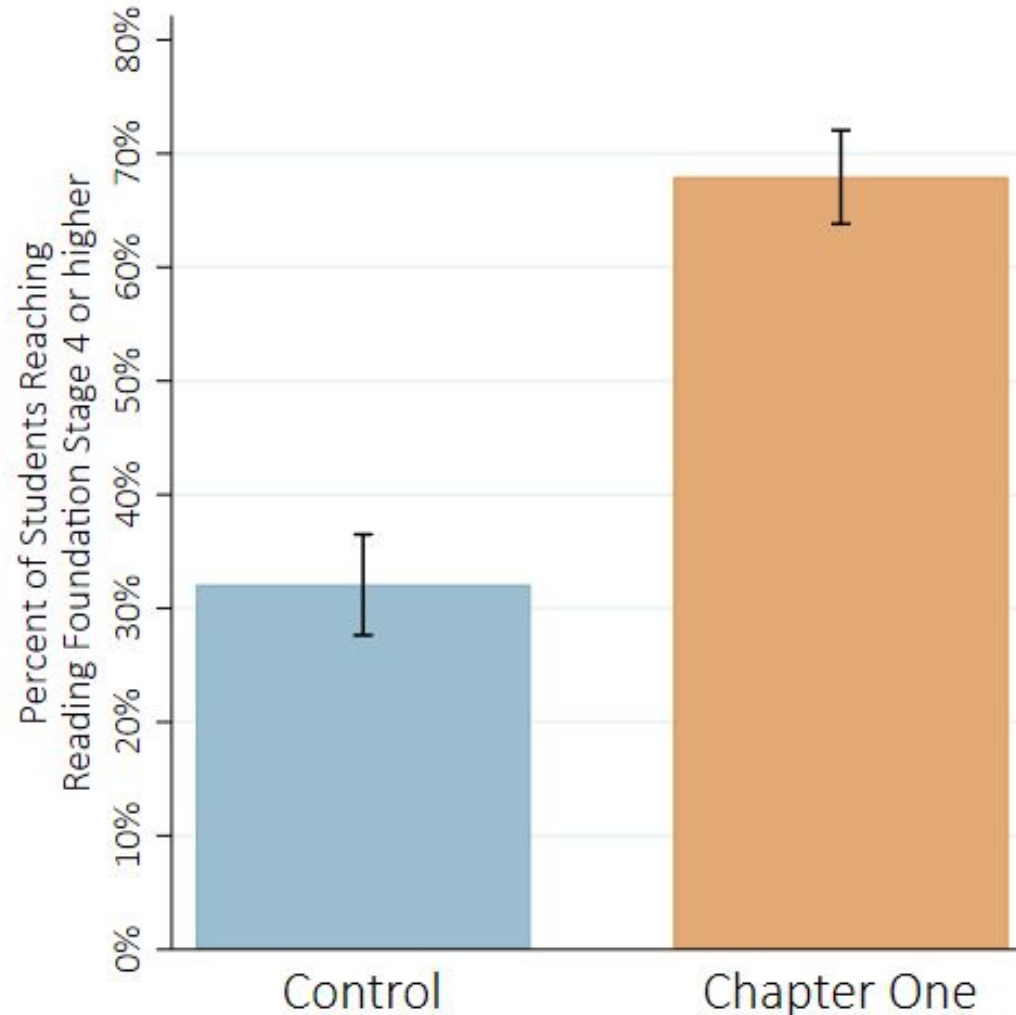
It all starts with literacy



Reach a target reading stage by the end of kindergarten (Reading Foundation Stage 4)

**Primary Research Question:** Did students receiving Chapter One tutoring in kindergarten reach the program's targeted Reading Foundation Stage (stage 4) at the end of kindergarten?

# Primary Results: Reaching Reading Foundation Stage 4 or higher

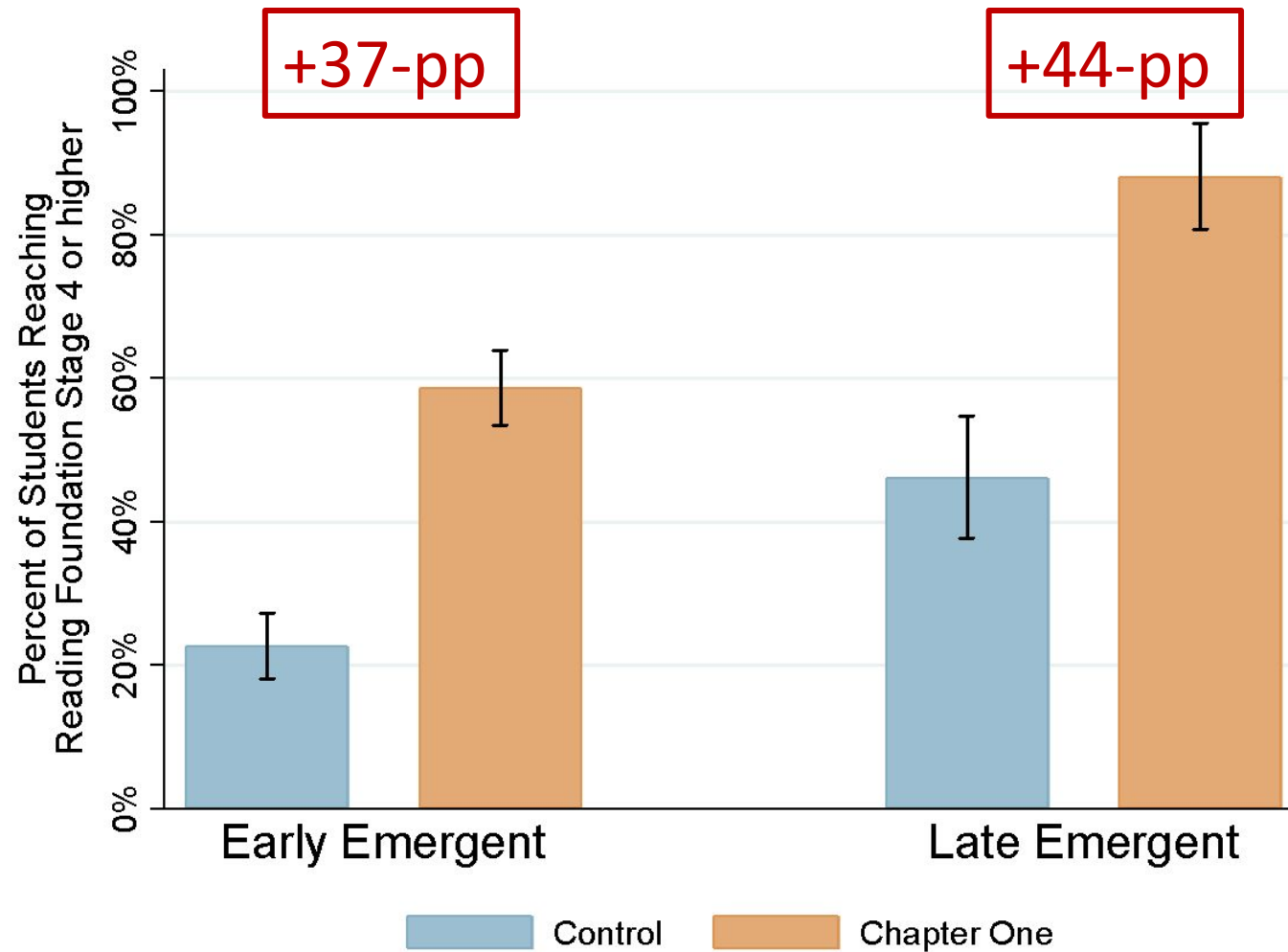


+38-pp more likely to reach target stage

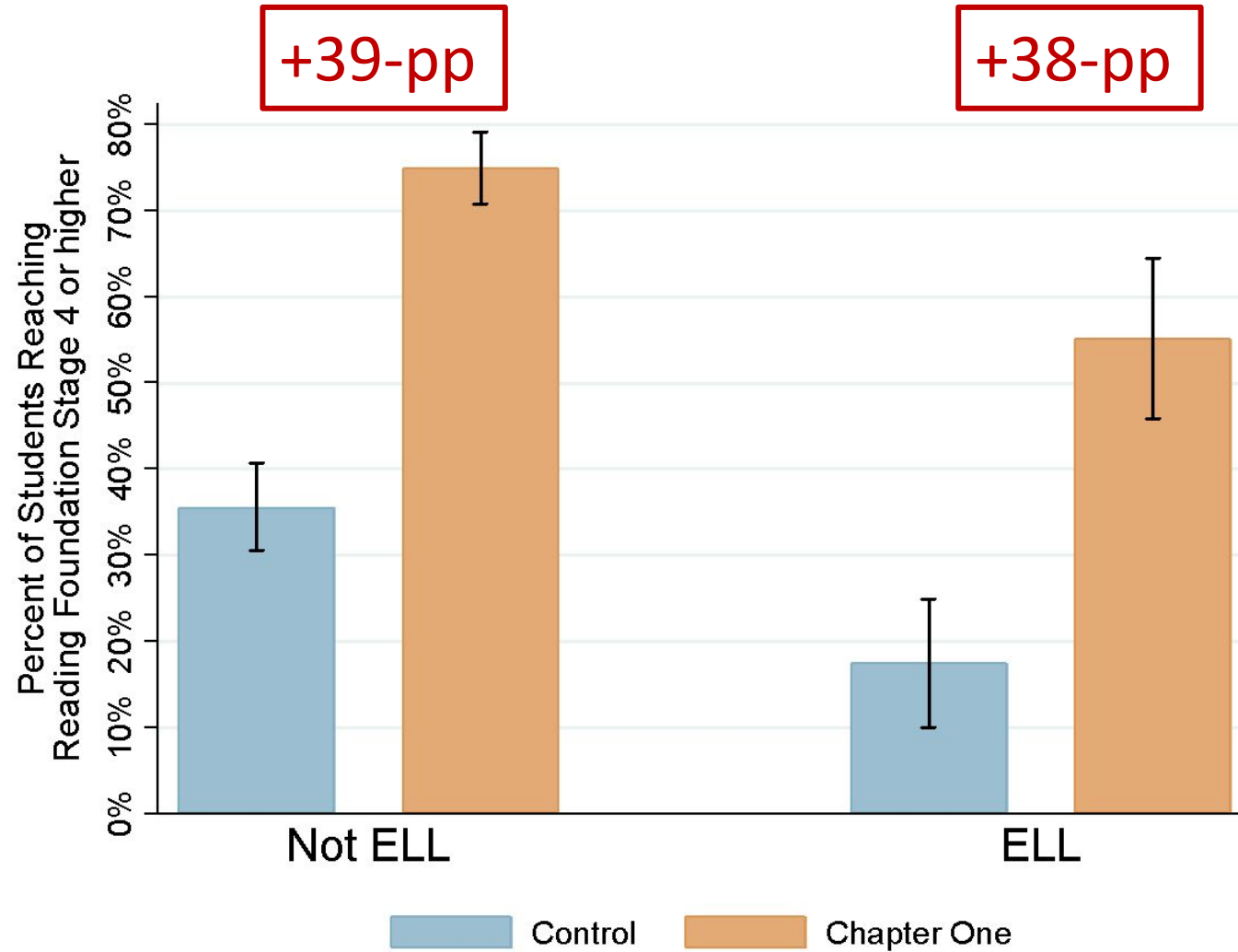
~120% increase



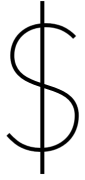
# Results: Reaching RFS 4+ by initial reading ability



# Results: Reaching RFS 4+ by ELL Designation

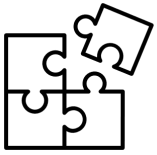


# Cost + Logistics



\$375-\$450 per student

- Includes: Tutor, Background check, Training time, Chromebook for tutor, Curriculum materials, Student technology (Kindle Fires), other indirect costs



Embedded in classrooms; Aims to not be disruptive + does not require district to coordinate complicated logistical arrangements



Served an additional 47 schools (in addition to 13 in the RCT) in Broward County during the 2022-23 school year



## A Scalable Approach to High-Impact Tutoring for Young Readers: Results of a Randomized Controlled Trial

**Kalena Cortes**

Texas A&M University

**Karen Kortecamp**

George Washington  
University

**Susanna Loeb**

Stanford University

**Carly D. Robinson**

Stanford University



[carly\\_robinson@stanford.edu](mailto:carly_robinson@stanford.edu)



[www.carlydrobinson.com](http://www.carlydrobinson.com)



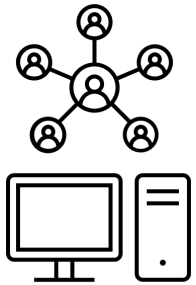
@Carly\_\_Robinson

# Extra Slides

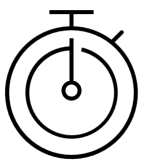
# Takeaways



Kindergarten students who participated in the Chapter One's tutoring program were two times more likely to reach the target reading level by the end of the school year



Consistent tutors + adaptive technology = strong relationships with students that allows tutors to meet students' individual needs at the most beneficial moments



Embedding part-time tutors in the classroom to provide short bursts of 1:1 instruction has the potential to be a highly affordable and scalable way to deliver early reading tutoring at scale