



## HIGH-IMPACT LITERACY TUTORING IMPROVES STUDENT OUTCOMES AND STRENGTHENS NC

**BACKGROUND:** Education is a key that unlocks the door to a brighter future in North Carolina, and improving student outcomes is essential for individual career and college readiness and for our state’s economy. Key to success is that students master foundational reading skills early.

**CHALLENGE:** Over half of NC’s K-3 students (230,000+) fail to reach grade-level reading benchmarks, creating a barrier to individual opportunity and college and career readiness. This is bad for them, their families, and North Carolina’s future.

**RESPONSE:** High-impact tutoring, a supplement to core instruction, is part of the solution to help students catch up. But it is hard for schools to implement well, at scale, alone. With the support of the NC General Assembly, State Board of Education, Department of Public Instruction, and governor’s office, NC Education Corps (NCEC) was launched in 2021 to help address this challenge. NCEC does this in partnership with schools, in alignment with state priorities and national high-impact tutoring best practices.

### Characteristics of “high-impact” tutoring



#### Trained Personnel

Tutors recruited, trained, and coached



#### Small Groups

1-4 students tutored at a time



#### Frequency

Tutored 3x/week  
30 min/session



#### Curriculum

Use school curriculum, science of reading



#### Measurement

Data-driven matching, instruction, monitoring

**NC EDUCATION CORPS SUMMARY STATS:** Since 2021, NCEC has embarked on a “big pilot” project.

- 1,300 high-impact tutors recruited, trained, and coached (approximately 50% are retired teachers)
- 26,800 students tutored in-person, at school, during the school day, for at least 10 weeks
- 290 elementary schools (90%+ Title 1 and/or low-performing schools) and 33 NC counties served

**IMPACT:** The big pilot has worked. NCEC is:

- Accelerating student academic gains, according to third-party evaluations (+2.2 months/year)
- Extending the reach of teachers, freeing them up to provide personalized support to more kids
- Responding to the desires of parents (a statewide survey found that 88% of parents believe every NC school district should provide high-impact tutoring for students who are below grade-level)

**WHAT’S NEXT:** With your help, we can reach more students.

- We want to keep doing what we’re doing – and more of it, but need funding from the NCGA.
- We recommend the NCGA sets clear policy to advance high-quality tutoring like Arkansas, Florida, Louisiana, and Tennessee have. [ALEC’s model tutoring legislation](#)

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



Fall 2024 - Spring 2025

## Background



- Despite more than 20 years of attention and resources to improve students' literacy skills, **about half of 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



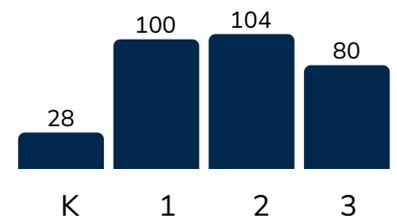
30 minutes  
3 x week  
10+ weeks

## 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

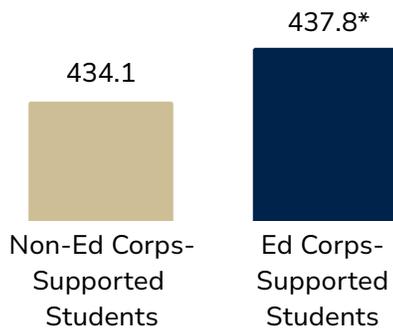
Read the full report:  
<https://myumi.ch/8qDNR>



- Strong implementation: dosage, attendance, engagement
- Positive impacts on broad (DIBELS Composite) and student-specific measures of reading skills
- Suggestive positive effects on state assessments for third grade
- Most subgroup effect sizes were similar – generally effective for most students and in multiple school contexts, except for 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.

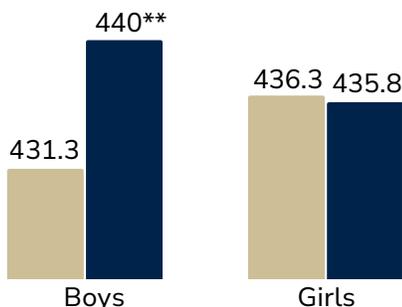


N = 830, \*indicates statistical significance at p-value <0.5

## 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.

- Non-Ed Corps-Supported Students
- Ed Corps-Supported Students



N = 830, \*\*indicates statistical significance at p-value <0.1

## Ed Corps Tutoring Program Effectiveness

	Treatment-on-Treated Effect
<b>State Assessment for 3rd Grade</b>	
Effect Size	0.16
<b>DIBELS Composite</b>	
Effect Size	0.18
Additional Months of Learning	2.2
Tutoring Efficiency	6.9

**Treatment-On-Treated:** The impact of the program if all students had participated. See [Accelerate's report](#) for the intent-to-treat effect.

**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](#).