

ONGOING RESEARCH: PROGRAM EFFECTS

STUDY TOPIC	RESEARCH QUESTIONS	METHODOLOGY	LOCATION	SUBMITTING RESEARCHER(S)	EXPECTED RESULTS
The inequity of opt-in educational resources and an intervention to increase equitable access	<ol style="list-style-type: none"> 1) To what extent do students take advantage of a free, on-demand tutoring resource provided by their school? 2) Can we increase take-up of on-demand tutoring with personalized communications to students and/or parents? 3) Does take-up of on-demand tutoring lead to student learning gains? 4) What moderates the effect of personalized communications on take-up of on-demand tutoring and student learning gains? 	RCT	Charter management organization in California	Carly D. Robinson, Stanford University; Biraj Bisht, University of California, Irvine; Susanna Loeb, Stanford University	Working Paper available
What motivates college students to serve as tutors? An RCT of a recruitment campaign	<ol style="list-style-type: none"> 1) Are students receiving a recruitment message with a targeted subject line more likely to open the email? 2) Are students receiving a targeted recruitment message more likely to click through to the application? 3) Are students receiving a targeted recruitment message more likely to apply to become a tutor? 4) Are students receiving a targeted recruitment message more likely to be hired as tutors? 	RCT	Grand Valley State University, Michigan	Carly D. Robinson, Stanford University; Katharine Meyer, Brookings Institute; Xiaoyang Ye, Amazon; Chasity Bailey-Fakhoury, Grand Valley State University; Susanna Loeb, Stanford University	Summer 2023
Tips4Tutors: An Text Messaging Curriculum For Tutors	Our primary research questions are: (1) How does sending tutors facts and tips about cultivating social-emotional learning skills, differentiated by grade-level, affect tutors' reported behaviors, self-efficacy, and expectations for their students? (2) How does sending tutors these facts and tips affect student social-emotional skills, academic, and behavioral outcomes? (3) How do the effects of the program differ across tutors (high schoolers, college students, graduate students) and students (grade level, race/ethnicity, gender, and prior academic behaviors)?	RCT	Guilford County, North Carolina, Washington DC	Susanna Loeb, Carly Robinson, Kristine Gaffaney, Cynthia Pollard	Summer 2023
Helping Tutors Working with High-Need Students: The Impact of Providing Tutors with a Community of Practice	1. Does having access to a professional community of practice (CoP) increase tutors' sense of support and social belonging? 2. Does having access to a professional CoP increase tutors' self-efficacy? 3. Does having access to a professional CoP increase tutors' interest in the teaching profession?	RCT	Gwinnett County Public Schools, Georgia	Carly Robinson, Stanford University (Principal Investigator); Susanna Loeb, Stanford University (Co-Principal Investigator); Cynthia Pollard, Stanford University; Evan Bennett, Stanford University	Summer 2023
Effect of Tutor-Student Demographic Matching in High School Math Tutoring	Do students who have a same-gender math tutor have more positive math-related beliefs, better attendance, and better academic outcomes than those who do not have a same-gender tutor?	RCT	Providence Public School District	Josh Bleiberg, University of Pittsburgh; Carly Robinson, Stanford University; Evan Bennett, Stanford University; Susanna Loeb; Stanford University	Summer 2023
Embedding optional resources into the classroom: Testing a teacher-focused intervention to promote student usage of on-demand tutoring	<ol style="list-style-type: none"> 1) To what extent do students engage with virtual, on-demand, opt-in tutoring services when teachers do not receive direct reminders about the resource? 2) Do students whose teachers have been assigned to receive emails promoting on-demand, virtual tutoring take-up the service more than students assigned to the control condition? 	RCT	Multisite	Carly Robinson, Stanford University; Evan Bennett, Stanford University; Susanna Loeb; Stanford University	Summer 2023

Testing an intervention to increase student engagement in virtual tutoring sessions	1) Do tutors assigned to the Treatment group award more participation points than tutors assigned to the Control group? 2) Do students working with tutors assigned to the Treatment group score higher on the end-of-year MAP test in the subject in which they are receiving tutoring?	RCT	Large southern school district	Erin Devers, JoinIn Ventures; Chris Devers, JoinIn Ventures; Carly Robinson, Stanford University	Fall 2023
Do Student-Tutor Demographic Matches Affect Student Engagement and Learning?	Does same-race or same-gender matching of tutors to students improve the effectiveness of high impact tutoring on students' achievement, attendance and views of themselves as learners? Are tutors with different demographic characteristics (gender, race/ethnicity) or different experiences more effective at improving students' achievement, attendance and views of themselves as learners?	RCT	Multiple districts and non-public schools across two US states	Cynthia Pollard, Stanford University; Carly Robinson, Stanford University; Susanna Loeb, Stanford University	Fall 2023
Predicting Maintenance of Tier 2 Reading Intervention Effects	RQ1: To what extent are students' pre-intervention literacy skills and student engagement during reading instruction associated with growth in reading fluency during tutoring? RQ2: To what extent do students' literacy skills and engagement during Tier 1 instruction predict the maintenance of tutoring effects on reading fluency over time?	Correlational design	Minnesota	David Klingbeil, University of Wisconsin-Madison Peter Nelson and David Parker, ServeMinnesota Ethan Van Norman, Lehigh University	Fall 2023
Are Certified Teachers Differentially Effective Tutors for Early Literacy?	To what extent does having a certified teacher as a tutor make an effective tutoring program more effective?	RCT	Broward County Public Schools, Florida	Kalena Cortes; Texas A&M University Karen Kortecamp; George Washington University Susanna Loeb; Stanford University Carly D. Robinson; Stanford University	Winter 2023
Randomized controlled trial evaluation of the amount of coaching necessary to ensure high fidelity	1. What differences (if any) exist in the fidelity scores collected at mid-year and end-of-year as a function of treatment assignment? 2. What differences (if any) exist in student literacy scores collected at mid-year and end-of-year as a function of treatment assignment?	RCT	North Dakota	Peter Nelson and David Parker, ServeMinnesota	Summer 2024
Are Humans Necessary? Does pairing a human tutor with an AI tutor increase effectiveness?	1) What is the effectiveness of AI-driven early literacy tutoring, with and without human tutors, for participating students in grades 1 - 5? 2) What is the impact of acting as a tutor for high school and college tutors? 3) Can novice young adult tutors add value without providing the core reading instruction to students? 4) What is the impact of a human tutor for specific sub-populations (e.g., ELL students, students who are furthest behind)? 5) Does the addition of a human tutor increase student fidelity in using Amira?	RCT	California (Central Valley)	Susanna Loeb, Stanford University, Carly Robinson, Stanford University, Nancy Waymack, Brown University	Summer 2024
Project SPARK	1) Are we able to train paraeducators to implement reading/math interventions with fidelity? 2) Do we see increases in paraeducators' knowledge, skill, and fidelity of implementation? 3) Do we see related improvements in students' academic skills?	RCT	Tennessee, Texas, Kentucky, Alabama	Chris Lemons, Stanford	Summer 2024
Using New Methods to Understand Tutoring Relationships and Student Engagement Over Time	1) What percent of time do tutors vs. students spend talking during sessions? 2) How can we categorize the tone/sentiment of tutor-student interactions? 3) How much time during tutoring sessions are spent on (a) content/direct instruction, (b) content/self-paced work, (c) behavior management, and (d) relationship-building. 4) How can we use these results to develop proximal measures of engagement and relationships in tutor-student interactions? How do these measures correlate with other student outcomes? 5) What are promising points of intervention for encouraging positive educator-student relationships as a means for enhancing student outcomes?	RCT	Multisite	Dora Demszky, Stanford University; Carly Robinson, Stanford University; Susanna Loeb, Stanford University	Summer 2024

ONGOING RESEARCH: PROGRAM CHARACTERISTICS

STUDY TOPIC	RESEARCH QUESTIONS	METHODOLOGY	LOCATION	SUBMITTING RESEARCHER(S)	EXPECTED RESULTS
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ONGOING RESEARCH: IMPLEMENTATION

STUDY TOPIC	RESEARCH QUESTIONS	METHODOLOGY	LOCATION	SUBMITTING RESEARCHER(S)	EXPECTED RESULTS
AI-Generated Feedback for the Virtual Tutoring Community: Lessons Learned through Design Research	What motivates Cognition tutors and the program management team, and what are their needs? How might TeachFX be useful to them? What information about tutoring sessions is useful for parents and math teachers? How would they like to receive information on tutoring sessions? How useful do Cognition tutors find TeachFX for their tutoring? How can math tutors create an environment where students feel comfortable participating and feel supported and successful in tutoring sessions? How useful do Cognition program managers find TeachFX as an addition to their tutoring program? How easy is it to navigate the TeachFX Administrator Dashboard? How challenging was it to incorporate TeachFX into an existing tutoring system? Are there changes over time in tutor instructional practices and student talk time when Cognition tutors use TeachFX? What is the association between select high-leverage instructional practices and the student–tutor talk ratio?	Mixed methods	Southeastern US	Alyssa Van Camp, TeachFX; Catherine Pratt, Mathematica	Working Paper available
Scaling Promising Practices: A framework from the expansion of high-impact tutoring	What factors influenced districts' decisions to initiate and/or expand tutoring for their students? How do districts plan to initiate and/or expand tutoring for their students? What factors influenced districts' strategies for initiating/expanding tutoring? What are the designs of tutoring programs that districts are aiming or planning to implement? What are the characteristics of the tutoring program selected by districts and how do they align with what research suggests would be most effective?	Qualitative (Interview and document analysis)	Across the US	Leah Groom-Thomas, Stanford University; Chung Leung, Stanford University; Susanna Loeb, Stanford University; Cynthia Pollard, Stanford University; Sara White, Brown University	Summer 2023
High-Impact Tutoring at Scale: Implementation of District Tutoring Initiatives across the U.S.	(1) What process did districts go through to choose tutoring? Who and what have been the key decision makers when selecting tutoring programs and designing roll-out? (2) What are the characteristics of tutoring programs that districts are providing and how do they align with what research suggests is most effective? And (3) What have been the key facilitators and barriers to successfully implementing tutoring?	Mixed methods	Various Districts Nationally	Leiah Groom-Thomas, Stanford University; Sara White, Brown University; Nancy Waymack, Brown University; Susanna Loeb, Stanford University	Summer 2023
Creating Possibilities: Online learning through Minecraft	To what extent can co-designed MineCraft spaces afford diverse learners an interactive play space in which learners with widely varying approaches to sustained learning can engage in reflexive play? To what extent are these play groups sustained over time? How effective are peers at designing play spaces that work for all levels of learners? How do these space afford reflexive play? What is the variance in reflexive play moves?	Observation, field notes, design labs, video recording	Virtual, Minecraft	Elizabeth Kozleski, Stanford University; Tamara Handy, Stanford University; Nick Haber, Stanford University; Kathryn Ringland, UC Santa Cruz	Summer 2023

School-Level Perspectives on Scaling up High Impact Tutoring: Goals, Challenges and Strategic Priorities	1. What are school level perspectives on challenges to scaling up high impact tutoring within school day? What strategies are being used at school level to address challenges? 2. Do school level perspectives on scaling up look different in context of a CMO (in theory less regulated policy context) as compared to a traditional school district (in theory more regulated policy context)?	Descriptive survey data analysis	Guilford County and Uplift Dallas	Patricia Burch, University of Southern California; Susanna Loeb, Stanford University; Alvin Makori, Arizona State University	Summer 2023
Implementation of High-Impact Tutoring through Grants to Tutoring Providers	What are the key features of the tutoring programs and the OSSE HIT initiative? To what extent do the Initiative and the programs reflect research-based features of HIT? What happened during the program? Was the model implemented with fidelity? What are the characteristics of the students who received tutoring? Did they differ from students overall? Did characteristics differ by provider? How much tutoring did students receive? Did dosage differ for different groups of students? What is the relationship of between core tutoring features (attendance, dosage, group size, schedule) and student achievement scores (2023 PARCC scores, and EOY Math and Reading Scores)?	Mixed methods, descriptive and correlational	DC	Susanna Loeb, Stanford University; Cynthia Pollard, Stanford University; Nancy Waymack, Brown University	Fall 2023
From Policy to Implementation: Texas HB4545 as an Example of Education Reform	Many, including: What was the process for conceptualizing, designing, and authoring the bill? How was high impact tutoring implemented and how did the bill influence this process? What revisions or addenda to the current law would districts or TEA like to see as a result of experiences from current implementation?	Qualitative (Interview and document analysis)	Virtual, Dallas	Nancy Waymack, Brown University; Sharla Horton-Williams, Ed.D., The Commit Partnership	Fall 2023
Wittenberg Community High-Dosage Tutoring Project	What are tutors' feelings of efficacy and how do these feelings change throughout the year? What are classroom teachers' perceptions of tutoring and do these perceptions change throughout the year? What are students' attitudes towards tutoring and do these attitudes change throughout the year?	Mixed methods; descriptive	Ohio: Northwestern Local and Springfield City School Districts	Kristin Farley, Wittenberg University; Leiah Groom-Thomas, Stanford University	Fall 2023
Literacy Liberators: Educational Impacts and Conditions for Success	How does becoming a Liberator influence participants' beliefs, expectations and sense of efficacy around K-12 education? To what extent does becoming a Liberator activate greater levels of engagement, advocacy or interest in joining the educator workforce? What conditions limit or support productive collaboration between school staff and Liberators? How can partnerships between Liberators and school staff be strengthened to support better learning conditions for students? What early evidence exists of the impact of tutoring by Liberators on student achievement? What conditions in The Oakland REACH, Fluent Seeds, and OUSD enable and constrain partnership? How do these conditions shape the effectiveness of the program and the impacts on students and Liberators?	Mixed methods	Oakland, CA	Ashley Jochim, CRPE & Arizona State University; Travis Pillow, CRPE & Arizona State University; Eupha Jeanne Daramola, University of California Santa Barbara; Heather Casimere, CRPE & Arizona State University	Winter 2024
Outcomes and Cost Evaluation of Early Elementary School Literacy Tutoring (2022-23)	(1) Can we observe differences in outcomes among literacy tutoring participants, when compared to matched non-participants? (2) Can we observe differences in literacy outcomes participants of one tutoring service, when compared to participants of another service? (3) What is the cost of each tutoring program?	Multi-level regression analysis	Not available	Norma Ming, SFUSD; Carolina Ramirez, SFUSD	TBD