

Title of Best Practice: Extended Day

School: Cox Elementary

District: Xenia Community Schools

Submitter Name: Lisa Peterson

Position of the Submitter: Principal

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My Superintendent/Principal is aware of and approved the submission of this "Evidence-Based Best Practice? **Yes** (Yes or No)

1. How many students did this Evidence-Based Best Practice impact? **352**
2. Which component of the identified intervention model does this Evidence-Based Best Practice align? Check any that closely align.

- Replaced the principal (all models)
- New evaluation system using student growth as a significant factor (transformation)
- Use locally-adopted competencies to rehire no more than 50% of staff (turnaround)
- Identify and reward staff increasing student outcomes (all models)
- Strategies to recruit, place, retain staff (all models)
- Select and implement instructional model based on student needs (all models)
- Job-embedded professional development (all models)
- Continuous use of data (all models)
- Increased learning time (all models)
- Social-emotional and community-oriented services and supports for students (all models)
- On-going mechanism for community and family engagement (transformation)
- Operating flexibility (transformation)

____ New governance structure (turnaround)

3. Describe the situation before the Evidence-Based Best Practice was implemented. Explain why the improvement was needed. Provide summary of data to illustrate the need.

Prior to the implementation of the extended learning day, or after school program, our building had limited programs to support students past the typical learning day. Our building was also designated as “school improvement.” The building recognized that our students presented with educational needs that warranted services beyond what could be provided during the regular school day. Our our state report card illustrated our need for extended learning opportunities based on the need to increase

After three years of providing students with an extended learning environment we were able to go from “continuous improvement” to “effective.”

OAA scores for 2009-2010 Overall rating “continuous improvement”

3rd Reading: 75%, Math: 65%

4th Reading: 75.6%, Math 65.9%

5th Reading: 44.2%, Math 46.2%, Science 61.5%

4. Describe the process of implementing the Evidence-Based Best Practice, including a basic timeline of events leading to full implementation, any troubleshooting or course corrections you made, and the evaluation of the Evidence-Based Best Practice.

Timeline: September 2010-May 2011

September 2011-May 2012

September 2012-April 2013

Each year the events leading up to implementation were as follows:

- All students were invited to be a part of the program however, specific students were targeted through phone calls and parent contact, that fell within the criteria established by the BLT.
- Extended Day Program student selection criteria established by the BLT.
- Family Nights were scheduled to focus on program protocols, mission, and structure as evidenced through sign-in sheets and agenda.

- **Extended learning opportunity offered Mon.-Thurs. 3:30-4:30 (during the first year the opportunity was from 3:30-5:30pm)**
- **Success Maker and Guided Reading data analysis conducted every 2 weeks and was used to inform extended day instruction as evidenced through student's progress reports this data was also used to evaluate the program.**

- Troubleshooting:

- The first year of the program we meet for 2 hours and there was also a morning program to work on a computerized math program. After the completion of this program we found that this was not the most effective plan for our students. We then looked at other options with the support of local YMCA. They were able to provide support and an enrichment program so that we could have focused academic activities and the YMCA would provide the extra programs and enrichment opportunities. This helped to increase the student attendance (allowing parents who had issues with the timing of the program to use the services of the YMCA).

5. Share the data indicating that this Evidence-Based Best Practice has increased achievement, increased attendance, reduced discipline incidents, or increased graduation rate.

OAA Test scores:

2009-2010: 3rd Grade- Reading: 75% Math: 65%

4th Grade- Reading: 75.6% Math: 65.9%

5th Grade- Reading: 44.2% Math: 46.2% Science: 61.5%

2010-2011: 3rd Grade- Reading: 61.5% Math: 62.7%

4th Grade- Reading: 75% Math: 70.8%

5th Grade- Reading: 62.8% Math: 67.4% Science: 69.8%

2011-2012: 3rd Grade- Reading: 74.4% Math: 72.1%

4th Grade- Reading: 69.8% Math: 60.4%

5th Grade- Reading: 75% Math: 63.9% Science: 69.4%

***Our State Report card designation changed from "continuous improvement" to "effective"**

6. Briefly explain how this Evidence-Based Best Practice will be sustained once SIG funding is no longer available.

The program will be sustained at some capacity using Title One funds.

7. Briefly share any lessons learned and/or advice to other schools wishing to implement this Evidence-Based Best Practice.

We learned many things about how to better support parents and students in extending learning opportunities through providing a clear picture of the learning goals and how to support the goals in the home. We found using partners in education to provided opportunities allowed for the program to meet greater student need. The teachers recognized the need to collaborate with each other to support the goals of the program and to continue student growth. Clear communication with parents was an area of growth and learning. The students enjoyed the small group activities and the “special” activities that were provided. Sharing student data with students allowed them to see their growth and provided an impetus for some students to set individual goals.