

Title of Best Practice: Targeted Supplemental Materials for Small Group Tutoring

School: South Avondale

District: Cincinnati Public Schools

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Position of the Submitter: School Improvement Coach

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Submission Date: 5.28.13

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? 30 SWD, 60 regular ed
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.

SEE BELOW

The data chart below shows that our students were making more than a year’s worth of growth over the past three years, however, that was not enough to meet the state target of 75%. We realized by reviewing the report card data that our students need to grow more than the average year to meet more state indicators and be where they should to compete outside of South Avondale. In order to do this, we determined that our small group tutoring program needed to be very precise and scripted with additional professional development and support.

Review the chart to see our growth over time:

| Year | Performance Index | Indicators met | Value Added |
|-----------|-------------------|----------------|-------------|
| 09-10 | 62.5 | 1/15 | Above |
| 10-11 | 81.7 | 6/15 | Above |
| 2011-2012 | 91.1 | 7/15 | Above |

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.

If you review our first Best Practice submission, you will see that having tutors and flexibility of student groups is the key to success. However, the tutors can’t be successful without appropriate materials and training. Our first year of tutoring, we used the materials given to us by the district: Number Worlds and Reading Express. Over the course of the next 2 years, we found that Number Worlds was a challenging program for non-educators to pick up and use effectively. So, we added test preparation workbooks that could be easily followed for both math and reading. After the ILT, Instructional Leadership Team, reviewing various options, we decided to purchase Measure Up and Ohio Coach materials. Additionally, we got a license for IXL an internet based math program that teachers, students, and tutors could use during and after school. Lastly, when tutors were trained, they were given a chart of Math/Reading Power Benchmarks and Indicators. This chart is the “priority” list of standards we wanted tutors to cover with students. Not all students needed all standards and we used Indicator Analysis on our short cycle data to determine individual student needs. We then showed tutors how to use the chart and correlate it to the lessons in Coach, Reading Express, Measure Up, etc. After the initial orientation, tutors could plan with minimal support.

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

See excel document included in this file and example of SWD tutor instruction with target indicators.

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

This will be challenging because the money will not be there to purchase the supplemental materials. We did use SIG money to purchase these materials for next year. After that, I am not sure what materials we will use and if there will be funds available. We do have the option of applying for a grant for this purpose.

7. Briefly share any lessons learned and/or advice to other schools wishing to implement this Evidence-Based Best Practice.
- Organizing material distribution is a hefty job for anyone. If someone who does not have a regular classroom can oversee ordering, sorting, and delivering materials, you will save time and money.
 - In addition to materials, someone who is not tied to a classroom all day needs to be available to train tutors to use the materials, monitor tutoring, and meet with tutors to answer questions.
 - Most everyone wants to work with younger kids!
 - Few people are interested and have the academic ability to tutor mathematics above level 5/6.

