

**Title of Best Practice: Extended Learning Opportunity**

**School: South Elementary**

**District: Mt. Healthy**

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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? 500
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.

Before the SIG grant, extended learning opportunities were offered the few weeks prior to OAA testing. The primary elementary schools which combined to form South Elementary the first year of the grant were Hoop and Duvall. State report card results for Hoop at the end of the 2009-2010 school year were in the Effective category. Duvall's rating was in the Academic Watch category. Hoop got 4 academic indicators and Duvall got 0 academic indicators. Extended learning opportunities were a priority when applying for the SIG grant

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.

Summer 2010: Lists of students needing Tier 2 or Tier 3 intervention in reading and/or math grades 3<sup>rd</sup> through 6<sup>th</sup> were developed. Plan for a Monday-Thursday, 1-1/2 hours per day program was developed that would run from September through mid-May. Students would receive research-based reading or math intervention, some computerized programs and some teacher-led. Programs included Read 180, Academy of Reading, Academy of Math, Do the Math, My Sidewalks, Headsprout Comprehension.

September 2010-May 2011: Program was implemented, gradually adding more students. We served about 120 students the first year.

Summer 2011: Same as Summer 2010 with some additional interventions added (ALEKS, Comprehension Plus). Several students were enrolled in both reading and math programs if they needed Tier 2 in both areas. We did not continue this practice in the 2012-13 school year. Data suggested that students did not make sufficient growth in either area when the time was split. We also added a more global homework piece during the 2012-13 school year in response to parent suggestions, which limited the amount of time available for intervention. We also added a system of communication between classroom teacher and after school teacher. After school teachers updated student progress in folders once a month. Classroom teachers had access to these folders and they could respond with information on student classroom performance.

September 2011-May 2012: Approximately 150 students were served. We added enrichment programs to include more students. All 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> graders were invited to a program, intervention or enrichment, for at least part of the year. Intervention programs went all year. Enrichment program enrollment was by quarter. Putting students in both reading and math programs proved to be very confusing and actual time in the programs was reduced. Classroom teachers did not use the communication folders.

Summer 2012: Same as previous summers. Students were placed in either reading or math programs. Fast ForWord program was added. A new system was implemented to increase communication between after school teachers and classroom teachers.

September 2012-May 2013: More than 200 students were served including intervention and enrichment programs. Students did their intervention program and all but one group (Read 180) had time to work on homework. Groups were based on grade as much as possible, so that after school teachers could reinforce what was being taught in the classroom through homework. The new communication system consisted of after school teachers conferencing with students monthly to set goals for progress monitoring. The conference sheets were copied 4 times during the year and given to the teacher. A copy was sent to the parent as well. This system worked better than the previous system and served more than just communication between the teachers. It also gave students some ownership of their learning through goal setting and updated parents on progress.

5. Share the data indicating that this Evidence-Based Best Practice has increased achievement, increased attendance, reduced discipline incidents, or increased graduation rate. The value-added data for our school has improved overall.

	Mean NCE Gain		
	2010	2011	2012
4 <sup>th</sup> Grade	1.4	-2.6	-2.0
5 <sup>th</sup> Grade	-3.4	-0.1	5.7
6 <sup>th</sup> Grade	-0.8	2.6	3.6

The South overall report card designation went from Continuous Improvement to Effective in the 2011-2012 school year. Data from the various interventions indicates that 65% of students in intervention are making better than expected growth. Our most successful interventions, based on last year's data and mid-year data, have been Read 180, Comprehension Plus, Making Connections, ALEKS and Dreambox.

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

The after school program will not continue, at least not in the form it is now. We will continue to have RtI teachers during the school day to serve Tier 2 and Tier 3 students. Several of the intervention programs can be done in small groups by classroom teachers within the classroom.

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

The program would not have worked in our district without the ability to bus students at the end of the program. The first 2 years of the grant we attempted a before school ELO program. Parents had to bring the student or the student walked to school. Only a few students attended regularly.