

Title of Best Practice: After-School Tutoring Program

School: West High School

District: Columbus City Schools

Submitter Name: Stephanie Gregory

Position of the Submitter: SIG Project Manager

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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? 319
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.

The After-School program was first initiated in SY 2011-2012. With a 28% mobility rate, a 60% graduation rate, and below state standard OGT rates in all tested areas, it was clear that providing increased learning time for our students was necessary to help them succeed. Last year, a staff member from an outside agency coordinated the program, which successfully provided students with the tutoring needed and began the awareness of said program. However, there was a dis-connect between the coordinator and students, as well as between the coordinator and teachers. This dis-connect was addressed this year by hiring a coordinator who had been a teacher in the building for the previous 3 years, which allowed for better communication and encouragement to students to participate in tutoring.

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.

An Extended Learning Opportunity Coordinator was hired before the beginning of the school year to coordinate the After-School Tutoring program. Certified teachers were boarded in October to conduct instruction after school hours. Program rules and procedures were developed prior to the start of the tutoring program in early October. Student advertisements, parent notifications, and teacher endorsements took place the week before the program began to ensure vast student participation. The After School Tutoring program assisted some students with class homework, and others with OGT preparation. This program was evaluated through an analysis of student achievement data and the comparison of participation data of last year's program.

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

The After School Tutoring program has served a total of 319 students year-long. In October 2012, twice as many students received tutoring than October 2011. Consistently each month, more students attended daily, and more students attended regularly (2-4 days per month) in comparison to last year. For example, during Quarter Two, 31 of 45 students (69%) attended 3 or more days of tutoring and improved at least one class grade from "unsatisfactory" at the interim, to a passing grade at the end of the quarter. Another 11% of regular attendees were able to maintain a passing grade between the interim and end of quarter two. In addition, 75% of upper-class students who attended 3 or more tutoring sessions during the six weeks preceding the March OGT, passed either the Reading, Math, or all five OGT tests.

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

To sustain this program once SIG funding is unavailable, the program will be reduced to one hour, instead of 1 hour 45 minutes. The coordination of the program will become a teacher duty to honor contractual obligations. For the next 2 years, teachers who tutor will continue to be paid for extended time. After that, other grant sources may be used to support teachers who dedicate extra time to the success of our students.

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

Offering a small snack during the tutoring program helped increase student attendance/participation and student focus. The snacks we offered were donated items, secured by the coordinator, from local food service companies.