Title of Best Practice: #1

School: William H. Taft Elementary

District: Cincinnati Public Schools

Submitter Name: Wayne Lane

Position of the Submitter: Principal

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Submission Date: 5/30/13

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

4th Grade Reading Intervention

1. How many students did this Evidence-Based Best Practice impact? 55 students

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)
   __x_ Select and implement instructional model based on student needs (all models)
   __x_ Job-embedded professional development (all models)
   __x_ Continuous use of data (all models)
   __x_ 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.

   Last year when these students were in 3rd grade only 57.8% passed the Reading OAA. In addition there was about 30% turnover in the student population. At the beginning of the school year Pretest A (practice OAA) showed that 4th grade students were 19 points below the district average.

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.

   August – Pretest A
   September – December – instructional coach worked with classroom teacher in the classroom, adjusted student schedule
   January – Pretest B showed little gains, worked with the teachers to come up with an intervention plan
   February – Implemented the intervention plan
   March – flexible groups – adjusted as needed based on student needs
   March – Pretest C closed the gap between Taft students and the district
   April – Continued intervention plan

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

   Pretest C given in March showed that the student average was only 11 points below the district. Closing the gap by 8 percentage points is significant. While the average is still well below the district it shows that students have had a tremendous amount of growth and are projected to have above average value added performance on the OAA.

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

   The tutoring by the SIG Tutors and Coach will be sustained by paraprofessionals and volunteer tutors.

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

    - Use assessment data to be very strategic in selecting the students for tutoring.
    - Choose high quality tutors who have deep content knowledge as well as the ability to build relationships with students.
    - Focus on effective time management and smooth transitions between tutoring groups
    - Align the resources to the most frequently assessed standards
    - Be consistent and hold intervention time sacred

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