

Schools of Hope Mobilization Plan to Action

Why It Matters

- The youth population of Dane County is increasingly diverse. In the past 15 years, the change in students of color enrolled in the Madison District has increased by 6,295 students. In 1998, 31% of Madison's students were student of color; in 2013-14, 56% of students are students of color. In the adult population, 12% of Dane County and 21% of the City of Madison residents are people of color.
- A child's reading skills at 3rd grade dramatically influence that child's probability of graduating from high school. Before Schools of Hope (1995) 29% of African American students scored at the minimal or basic categories on the 3rd grade reading test in Madison. By 2005, we saw dramatic improvement: only 5% of African American students scored at the minimal or basic categories in the 3rd grade reading test. Current state testing with the changed cut scores indicates that 75% of African American students are scoring minimal on the 4th grade test.

Goal

Increase the proportion of African American, Latino, Southeast Asian and American Indian students who score proficient or advanced on Fourth Grade Reading Test.

Promising/Best Practices and Research

- Trained volunteers tutoring students for a minimum of eight weeks, in concert with their teacher's curriculum, can have a material impact on reading and math scores. Increased focus on third to fourth grade transition and kindergarten.
- In school strategies of: class size reduction, teacher professional development, in class assessments and consistent curriculum.

2014 Community Impact -- Investment \$919,598

- Continue tutoring of more than 2,828 students using research-based methods. Partner agency Centro Hispano coordinates tutor recruitment and training for elementary schools in Madison, Sun Prairie and Middleton.
- Supporting neighborhood and school-based programs aligned with vision of academic achievement, including Big Brother Big Sister's School Friends (expanded to Sun Prairie), Vera Court's RIZ and Literacy Network's English in the Schools.

2013 Progress on Schools of Hope

Elementary Literacy Program (elementary schools in Madison, Middleton/Cross Plains and Sun Prairie)

2,828 students tutored by 852 volunteers

- 96% of teachers report volunteers contributed to increase in student skills
- Of the 1,160 students who received one-on-one to one-on-three SOH literacy tutoring at least 30 minutes per week for a minimum of 15 sessions in grades 1-4 in the MMSD, Middleton and Sun Prairie elementary schools. 658, (57%), showed a gain in literacy scores from fall to spring.
- Increased percentage and number of volunteer tutors faithfully implementing the tutoring model increased from 51% to 100% in 12/13 school year.

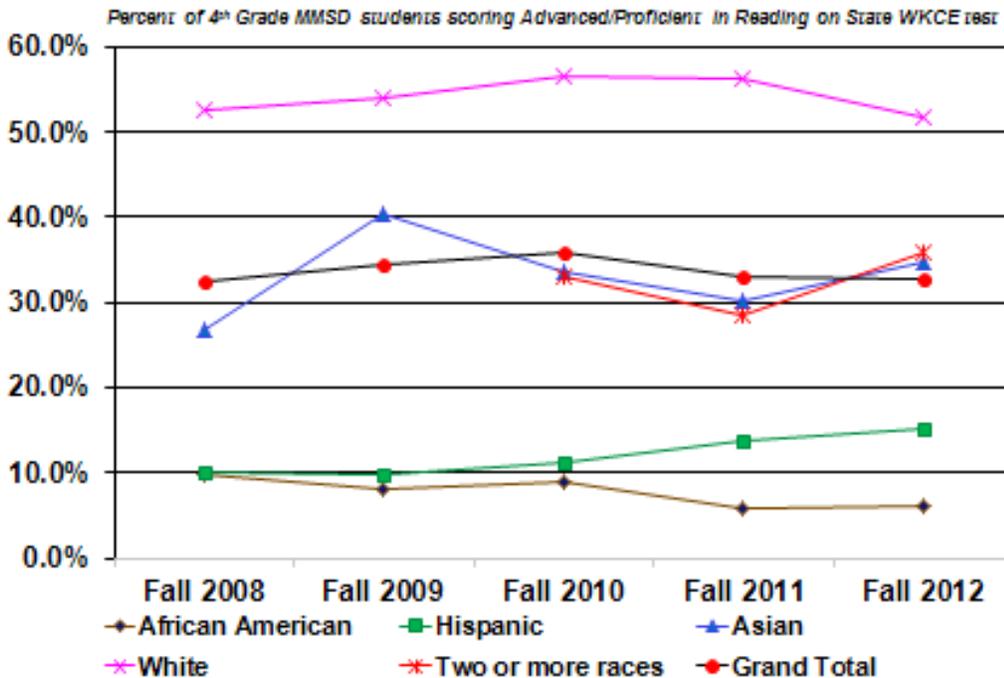
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Students succeed academically and graduate from high school, regardless of race.

Schools of Hope

Using new higher standards for 4th Grade Reading for past five years, gap shows little change over time.



We have one more year with the WI Knowledge and Concepts Exams (WKCE) after which the State will introduce new tests. In the meantime they have changed the scoring of this test to align with the National Assessment of Educational Progress.

Source: WINSS

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Based on the 2012 evaluation of Schools of Hope students tutored 1:1 or 2 for fifteen + sessions showed greater improvement.

In 2012-2013, 2,180 elementary students in Madison, Sun Prairie and Middleton/Cross Plains were tutored 1:1 or 1:2. 1,160 students reached the threshold of 15 or more sessions.

Schools of Hope Elementary: From 2007 to 2012, SOH students in 1st to 4th grades consistently showed greater improvement in Text Reading Level than non-tutored peers



Select Appendices

Table 3: Comparing aggregate growth on TRL between MMSD students receiving 15 or more sessions of SOH tutoring to a demographically similar comparison group that did not receive SOH tutoring in that same year, for 2007-2012

	2011-12		2010-11		2009-10		2008-09		2007-08	
	TRL Growth	Net growth (SOH)								
Kindergarten										
Comparison	4.86		3.60		3.96		3.38		3.50	
SOH	3.64	-1.22	2.35	-0.65	2.76	-1.20	2.81	-0.57	2.39	-1.11
Grade 1										
Comparison	5.82		4.92		5.85		6.85		5.92	
SOH	6.07	0.25	6.46	1.54	6.47	0.62	8.00	1.15	6.35	0.43
Grade 2										
Comparison	3.14		3.09		3.70		2.48		3.00	
SOH	4.59	1.45	3.77	0.68	3.85	0.15	3.53	1.05	4.71	1.71
Grade 3										
Comparison	2.04		1.50		1.99		1.82		2.71	
SOH	3.43	1.39	2.59	1.09	2.69	0.70	2.47	0.65	3.52	0.81
Grade 4										
Comparison	1.56		1.83		1.65		1.06		1.28	
SOH	2.93	1.37	2.00	0.17	2.30	0.65	1.72	0.66	1.77	0.49
Grade 5										
Comparison	0.68		0.86		0.63		0.97		0.83	
SOH	1.31	0.63	0.32	-0.54	1.92	1.29	2.42	1.45	0.54	-0.29

Key

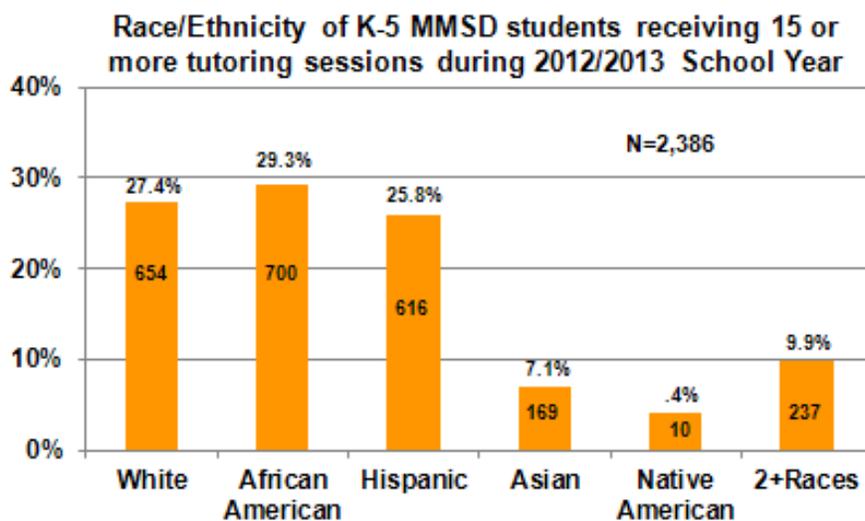
- SOH students had greater growth rates than the comparison group
- Comparison group had greater growth rates than SOH students

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Results

Based on an evaluation of the program in 2012, elementary students who receive fifteen or more sessions of one on one or one on two tutoring with a trained tutor show improvement in their reading skills. In 2012-2013, 2,180 elementary students in Madison, Sun Prairie and Middleton/Cross Plains were tutored 1:1 or 1:2. 1,160 students reached the threshold of 15 or more sessions.

Schools of Hope - Elementary



Data Source: Centro Hispano

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Community engagement that shaped this initiative

Leadership teams in Madison, Sun Prairie and Middleton/Cross Plains meet 2-3 times per year in each district to evaluate progress.

In Madison, all elementary teachers shared challenges and opportunities to improve program and all principals reinforced faithful implementation of the tutoring model.

In Sun Prairie teachers in all four elementary schools assessed results and a steering committee meets monthly with the Superintendent and principals to discuss challenges and opportunities.