



United Way of Dane County Schools of Hope Mobilization Plan

Students of color achieve at the same rate as white students.

Introduction

Schools of Hope began in 1995 as a civic journalism project of the Wisconsin State Journal and WISC-TV that examined critical issues in the Madison Metropolitan School District (MMSD), including safety, discipline, cost, race, culture, family involvement, and academic standards and achievement. The media asked United Way to convene a leadership team to examine the issues that emerged from the reporting and work on a solution. The team, consisting of local government, University of Wisconsin-Madison, school, parents, students, business leaders, leaders of communities of color, labor union, city, county and United Way representatives, decided to engage the community in the challenge of reducing the racial achievement gap for third grade reading and Schools of Hope was born. This was a significant and risky decision given the history and politics around the issue. Twenty million dollars had been spent over 15 years and the gap was growing. Increasingly the community was looking at whom to blame rather than how to solve the problem.

With the assistance of the UW-Madison School of Education, MMSD, Madison Teachers Inc. (MTI), United Way of Dane County, 100 Black Men and the community, four key strategies were put into place. (See Section on Local Data, pg 7 for details). In November 2004 success was declared when the racial achievement gap for students scoring minimal on the third grade reading test showed fewer than 5% of children in any racial group scoring below standard/minimal on the third grade reading test.

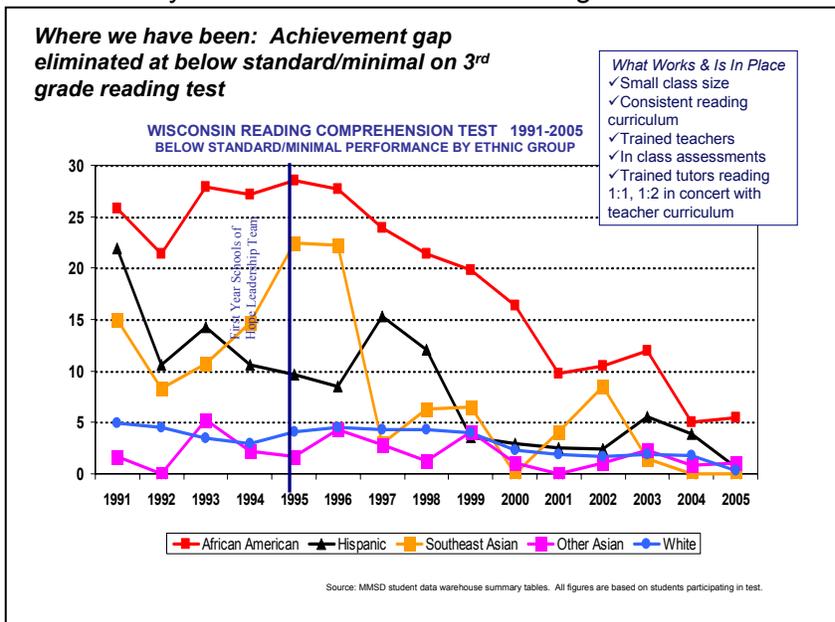
Thirteen years later Schools of Hope is in three communities - Madison began in 1998, Sun Prairie began in 2005 and Verona began in 2006. Thirty-one elementary schools and 11 middle schools participate in the initiative with volunteer coordinators in each of the schools matching more than 1,100 trained volunteer tutors annually to work in concert with the teachers' curriculum. Approximately 6,400 students were tutored by these trained volunteers during the 2007/2008 school year.

I. Problem Statement

A. Demographics

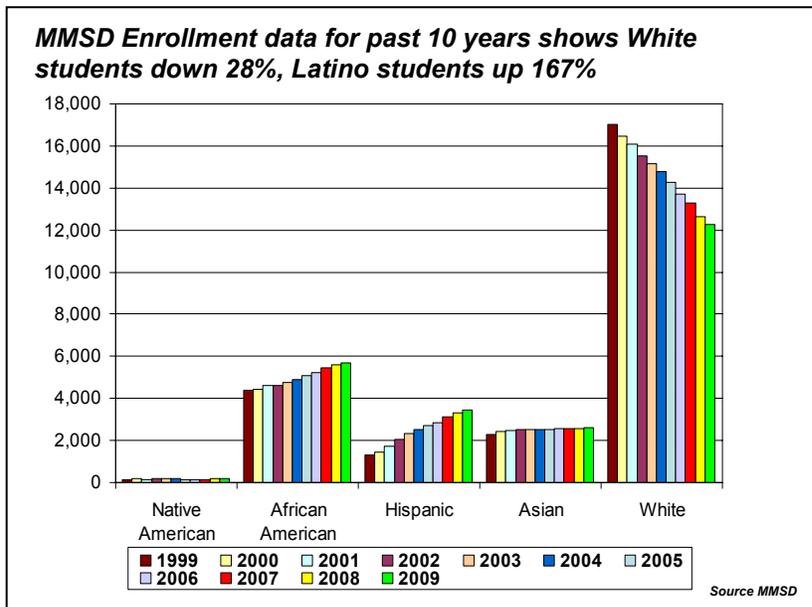
The percentages of students in the Madison school district performing below standard/minimal on the Third Grade Reading Test by racial group in 1995 were as follows:

- African American students: 28.5%
- Latino students: 9.7%
- Southeast Asian students: 22.5%
- Other Asian students: 1.7%
- White students: 4.1%

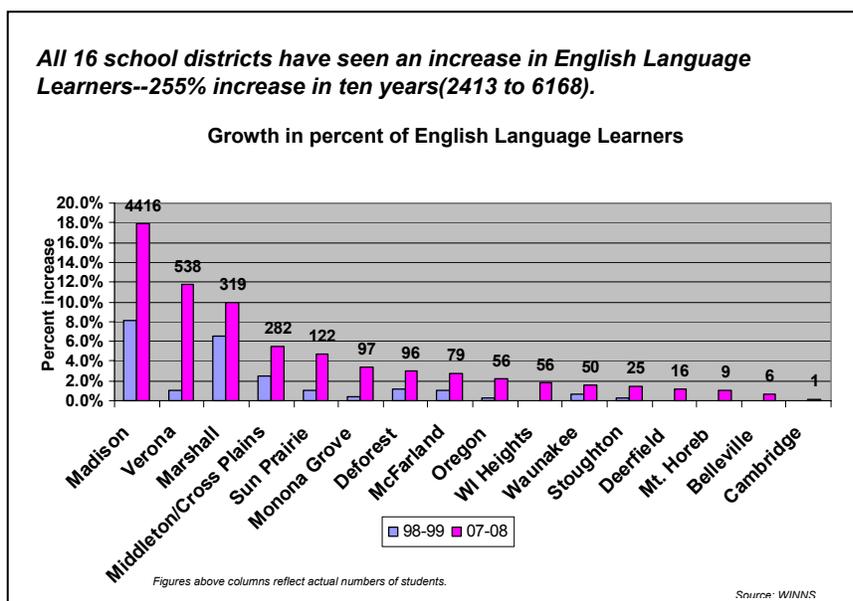


B. English Language Learners growing

Now we see growing numbers of students of color and English language learners across Dane County and in many of our school districts. In 1995, when Schools of Hope began, 10% of Madison residents were of color but, MMSD had 27% children of color enrolled. In the 2008-2009 school year, Madison has an 18% population of color and the Madison Schools have 49% children of color enrolled. In 2006, Dane County's population of color was 11%. Seven of the sixteen Dane County school districts had 11% or higher children of color enrolled.



With the growing enrollment of students of color, we're also experiencing a dramatic rise in English Language Learners (ELL). Between the 1998-1999 and 2007-2008 school years ELLs in Dane County's sixteen school districts have increased 255%, from 2,413 to 6,168. ELLs are children who speak another language as their primary language. The majority of these ELLs speak Spanish. Four school districts account for 90% of the English Language Learners, Madison, Verona, Marshall and Middleton/Cross Plains.



C. Number of low income households growing

Dane County also has a significant number of children from low income homes. Several school districts in Dane County demonstrate a racial achievement gap as well as a gap for students eligible for free/reduced lunch. According to the US Census Bureau, 11% of Dane County's population is living in

poverty based on federal poverty guidelines. Four of Dane County's school districts have a percentage of their population living in poverty lower than Dane County's poverty rate. School districts determine socio-economic status based on eligibility for free and reduced lunch, 130% and 185% of Federal Poverty Guidelines, respectively. See Appendix A for a chart of the sixteen school districts in Dane County with data regarding, race, poverty and achievement gap.

D. Gap reappears at fourth grade

The gap in minimal performance on the third grade reading test was closed in 2004 and 2005. Due to changes in testing dates, Schools of Hope began to use the fourth grade reading test as the indicator of success in Madison. Two years into tracking this data, we see evidence of a gap at fourth grade. The test is administered in the fall and is a different kind of test, focused on reading

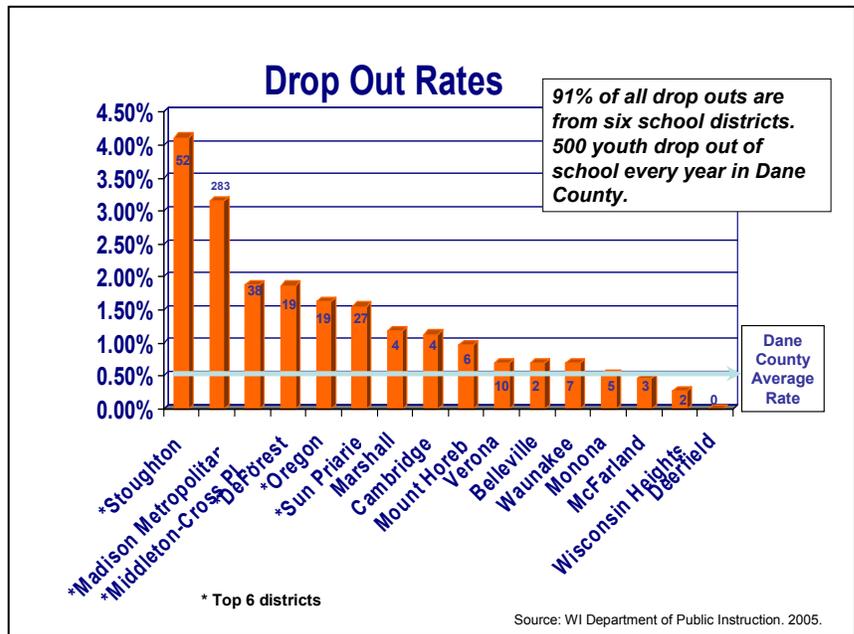
comprehension. In addition to timing and test changes, ELLs with even limited proficiency must now take the reading portion of the test in English. The chart on page 9 shows how the gap for African Americans has widened from 2006 to 2007. The increase for Latino students is primarily due to having ELLs take the test in English.

E. Emphasis on graduation rate

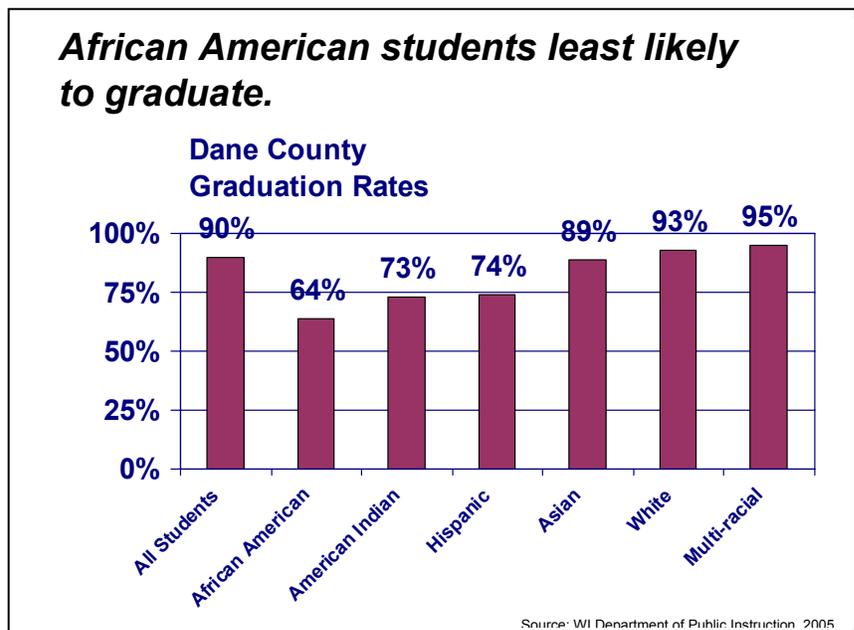
In 2008, the United Way of Dane County Delegation on Disconnected and Violent Youth released the Achievement Connections Mobilization Plan. During their year of researching youth violence they found that every year 500 young people drop out of our Dane County schools. They learned that youth begin to disconnect as early as fourth grade, with the highest level of truancy at ninth grade. Truancy is the major predictor for youth dropping out. In Dane County, six school districts account for 91% of the dropouts as shown in the chart on the left. Sixty four percent (64%) of African American students graduate from high school, compared to 93% of White students, a significant racial achievement gap. Based on research the Delegation identified four key strategies to prevent youth from dropping out of school:

- increasing student engagement
- parental support
- early mental health screening and treatment
- drop out recovery

Schools of Hope tutoring is identified as one of the approaches to increase student engagement. As a result the two Achievement Connections pilot communities are beginning Schools of Hope tutoring in their middle and high schools in 2009.



African American students least likely to graduate.



Schools of Hope added Sun Prairie Area School District in 2005 and Verona Area School District in 2006. Oregon is just starting in the middle of 2008/2009 school year and Middleton/Cross Plains will begin their program in fall of 2009. Schools of Hope began math tutoring in 2003 with the objective of having all children pass algebra by the beginning of tenth grade. We are in the process of moving into the high schools with the trained tutoring model to focus on ninth graders to have an even greater impact on the completion of algebra by tenth grade.

F. Summary

The numbers of students of color, English Language Learners, students in poverty, coupled with the most recent data, indicates we still have work to do. Schools of Hope is a key strategy when coupled with school based changes that can narrow the achievement gap. As we plan for the future, we need to determine how to improve the services where we are now and where achievement gaps still exist as well as respond to additional identified needs in the community. Challenges around faithful implementation of the research-based tutoring model, teacher time to communicate with volunteers, volunteer training and recruitment, and the cost of expansion will all need to be considered as we move forward to respond to the increasing need in our communities.

II. Why this matters

- **Reading by third grade:** Third grade reading scores are highly correlated with later academic success. Early intervention is critical for children who are struggling with reading. By the end of third grade, children should show evidence of reading comprehension and be able to read unfamiliar words by employing various strategies.
- **Completion of algebra by the beginning of tenth grade:** Research has shown that competence in mathematics is crucial for functioning in everyday life, as well as for success in workplaces that are reliant on technology. Students who take higher-level math and science courses requiring strong fundamental skills in mathematics are more likely to attend and complete college. Achievement in high school mathematics also is associated with higher future earnings. School districts in Dane County require algebra for graduation.
- **Engaging and keeping students in school:** Research has shown that young people who drop out of high school are more likely to become teen parents, have higher unemployment rates and are more likely to receive public assistance. Students who drop out are also more likely to get in trouble with the law and abuse alcohol and drugs. Nationwide, high drop out rates among youth of color are of particular concern to educators.

III. National Research

A. Importance of Reading by Third Grade

Nationally, there is growing recognition among educators of the importance of children reading at grade level by the end of third grade. This recognition is the result of research over the past 20 years showing the correlation between students' reading ability at the end of third grade and their subsequent academic success. Most recently, the National Research Council concluded: "Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of third grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school."¹

B. Importance of Algebra

Research tells us that algebra is considered a gateway course for educational achievement beyond high school.² It is the language of math and science, and the language of problem solving. It deals in abstractions that expand thinking skills. Also, middle school represents the second most

¹ National Research Council. Preventing Reading Difficulties in Young Children. Edited by Catherine E. Snow, Susan Burns and Peg Griffin, Committee on the Prevention of Reading Difficulties in Young Children. Washington, DC: National Academy Press, 1998. Other reports citing the correlation between third grade reading ability and high school success include: Richard C. Anderson, Elfrieda H. Hiebert, Judith A. Scott, and Ian A. G. Wilkinson, "Becoming a Nation of Readers: The Report of the Commission on Reading," Champaign-Urbana, IL: Center for the Study of Reading, 1985; and D. J. Francis, S. E. Shaywitz, K. K. Stuebing, B. A. Shaywitz, and J. M. Fletcher, "Developmental Lag Versus Deficit Models of Reading Disability: A Longitudinal, Individual Growth Curves Analysis," *Journal of Educational Psychology*, Vol 88, No 1, 1996.

² Christmas, P., & Fey, J. (1990). Communicating the importance of algebra to students. In Edgar L. Edwards, Jr. (Ed.), *Algebra for everyone*. Reston, Virginia: NCTM.

available time for brain development and our ability to influence student learning.³ A child from a low-income family who succeeds in algebra stands virtually the same chance of going to college as a child from an upper-income family who passes the course.⁴

C. Impact of Small Class Size

Compelling evidence demonstrates that reducing class size, particularly for younger children, has a positive effect on student achievement overall and an especially significant impact on the education of children of color. Perhaps the most cited research on this topic is Tennessee's Project STAR (Students-Teacher Achievement Ratio) designed to determine the short- and long-term effects of small class size in grades K-3 on student performance. In three phases over a five-year period the study compared K-3 classes of 13-17 students with classes of 22-26 students.

Findings:

- Students in smaller classes substantially outperformed students in larger classes on both standardized and curriculum-based tests. This was true for white students and students of color as well as inner city, suburban, and rural schools.
- In smaller classes fewer students were retained in-grade.

In 1989 a follow-up on the STAR study examined if the effects of smaller class sizes stayed with students once they returned to larger classes. Findings:

- In fourth grade, students from smaller classes still outperformed students from larger classes in all subjects and were better behaved.

In 1990, based on these findings, Tennessee began phasing in smaller classes in grades K-3 in the poorest districts. Findings:

- These districts moved from near the bottom of school district performance in Tennessee to near the middle in reading and mathematics for second grade.
- In-grade retention was reduced.

In 1999, researchers reported that the effects of small class sizes in grades K-3 lasted all the way through high school. Students from small classes are:

- More likely to graduate from high school on schedule and less likely to drop out,
- More likely to have enrolled in honors classes and to graduate in the top 10 percent of their class, and
- More likely to take SAT or ACT exams, indicating that they plan to go on to college. Further, the African American-white achievement gap is reduced by 56 percent for African American students who began school in small classes.

Researchers also found that students in small classes in grades K-3 were between six and thirteen months ahead of their regular-class peers in math, reading, and science in each of grades 4, 6, and 8. Researchers reported that for the benefits to be sustained through later grades, at least three years in a small class are necessary. In addition, the benefits of having been in a small class in the primary years increase from grade to grade.⁵

In school year 2000-2001, MMSD began implementing smaller class size K-3 in schools with high percentages of children on free and reduced lunch. But due to budget constraints in 2006 the district increased class size for third graders while preserving small class size in kindergarten through second grade in schools with significant low-income populations.

³ Christmas, P., & Fey, J. (1990). Communicating the importance of algebra to students. In Edgar L. Edwards, Jr. (Ed.), *Algebra for everyone*. Reston, Virginia: NCTM.

⁴ Source: GEAR Up Program

⁵ Biddle, Bruce J and Berliner, David C. "What Research Says About Small Classes and Their Effects", Policy Perspectives, WestEd, 2002.

D. Volunteer Tutors and Impact on Achievement

There is a significant body of research that indicates well-designed tutoring programs that use volunteers as tutors can be effective in improving children's reading skills.⁶ From this research and the experiences of successful tutoring models, Barbara Wasik in her article "Using volunteers as reading tutors: Guidelines for successful practices" identified the key components that need to be present for a successful volunteer program.⁷ Those components are:

- A certified reading specialist needs to supervise tutors.
- Tutors need ongoing training and feedback.
- Tutoring sessions need to be structured and contain basic elements including, rereading familiar text, writing, word analysis and introducing new stories.
- Tutoring needs to be intensive and consistent: a child should be tutored by the same tutor every week.
- Quality materials are needed to facilitate the tutoring model.
- Students should be assessed on an ongoing basis.
- Tutors need to attend regularly.
- Tutoring needs to be coordinated with classroom instruction.

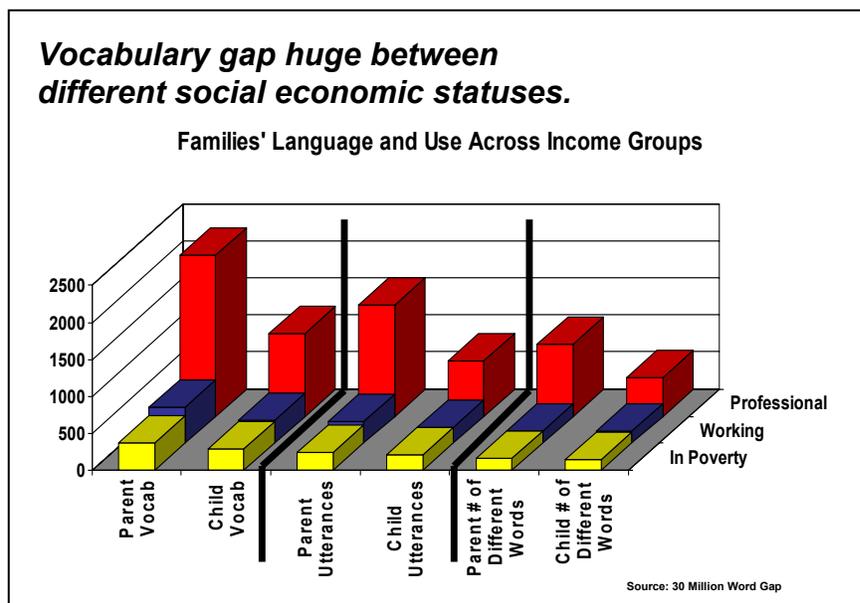
When tutoring programs incorporate these components, students show significant gains in reading skills and often demonstrate higher self-esteem and positive attitudes towards school.⁸

E. Influence of Poverty on School Readiness

Research tells us that children living in poverty come to school with fewer academic skills than children not living in poverty. A study by Hart & Risley (1995) looked at children's exposure to words. They found that

children from low income families enter kindergarten with a significant vocabulary disadvantage as compared with their peers. In fact, by five years of age, children from professional families are estimated to hear 32 million more words than children living in poverty. It is crucial that children hear a variety of words when they are young because it makes recognizing words easier when learning to read. Additionally, this vocabulary gap doesn't just affect a child's performance in kindergarten. Hart & Risley

also found that early vocabulary skills are a strong predictor of third grade reading scores. A subgroup from this study allowed their children to be measured on school performance skills in third grade. The results showed a strong correlation between children's scores on the Peabody Picture Vocabulary Test-Revised and on the Test of Language Development-2: Intermediate



⁶ Evidence That Tutoring Works, Office of the Under Secretary, Planning and Evaluation Service, U.S. Department of Education, 1997, www.ed.gov/inits/americanreads/resourcekit/miscdocs/tutorwork.html

⁷ Wasik, Barbara, "Using volunteers as reading tutors: Guidelines for successful practices", The Reading Teacher, Vol. 51, No. 7, April 1998.

⁸ Evidence That Tutoring Works, Office of the Under Secretary, Planning and Evaluation Service, U.S. Department of Education, 1997, www.ed.gov/inits/americanreads/resourcekit/miscdocs/tutorwork.html

subtests- at age 9-10 with their scores- vocabulary growth rate and use- at age 3.⁹ According to the National Research Council; “A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school.”

IV. Local Data

A. Results through Schools of Hope

In 1995, during a civic journalism project of the Wisconsin State Journal and WISC-TV3 the Schools of Hope Leadership Team decided to tackle the racial achievement gap. With input from the community, the assistance of sixteen professors from the School of Education at the University of Wisconsin-Madison and in concert with Madison School District’s Teaching and Learning Department, the following strategies were developed:

- Utilize trained tutors to motivate students one-on-one to do school work and see academic achievement as important.¹⁰
- Offer tutoring and academic support connected to the teacher and what’s happening in the classroom to impact achievement.¹¹ Emphasize the important role that homework plays in academic achievement.
- Encourage small classes and small schools. Research shows that they are strongly related to high academic achievement.¹²
- Offer consistent literacy curriculum and in-class assessments in the elementary schools and train teachers in how to teach reading based on that curriculum.¹³

Our goals by June 2005:

- Increase the proportion of African American, Latino, Southeast Asian and American Indian students who score at or above the state standards on the Wisconsin Third Grade Reading Test
- Increase the percentage and number of students taking the Wisconsin Third Grade Reading Test
- Increase kindergarten readiness
- Increase the percentage of students completing algebra before tenth grade.

We started by applying for and receiving a grant from the Corporation for National and Community Service for 18 Volunteers In Service To America (VISTAs) who were to serve as volunteer coordinators in the elementary schools. Hundreds of volunteer tutors were recruited through the Wisconsin State Journal’s front page articles in the late summer of 1998, and the program eventually grew into 500- 600 trained adults tutoring 2,000 – 3,000 students per year in concert with the teachers’ curriculum. Tutors were trained by MMSD Reading Specialists in a method developed in collaboration with University of Wisconsin–Madison School of Education professors. Starting at Glendale School in 1997-98, MMSD lowered the K-3 class room sizes in 27 of the 30 elementary schools as of the 2000-2001 school year. In addition, MMSD implemented a district-wide reading curriculum, extensive teacher training and in-class assessments. Within two years, community-wide results of Schools of Hope were showing a reduction in the racial achievement

⁹ Hart, B. & Risley, T.R. (1995). *Meaningful differences in the everyday experiences of young American children*. Baltimore, MD: Brookes Publishing.

¹⁰ Wasik, Barbara, “Using volunteers as reading tutors: Guidelines for successful practices”, *The Reading Teacher*, Vol. 51, No. 7, April 1998.

¹¹ Ibid.

¹² Project STAR, Tennessee’s K-3 Class Size Study

¹³ Madison Metropolitan School District, Instructional Literacy Framework

All four strategies were reaffirmed to the Schools of Hope Leadership Team in 2006 by Adam Gamoran, Professor of Sociology and Educational Policy Studies and Director of Wisconsin Center for Education Research, University of Wisconsin-Madison.

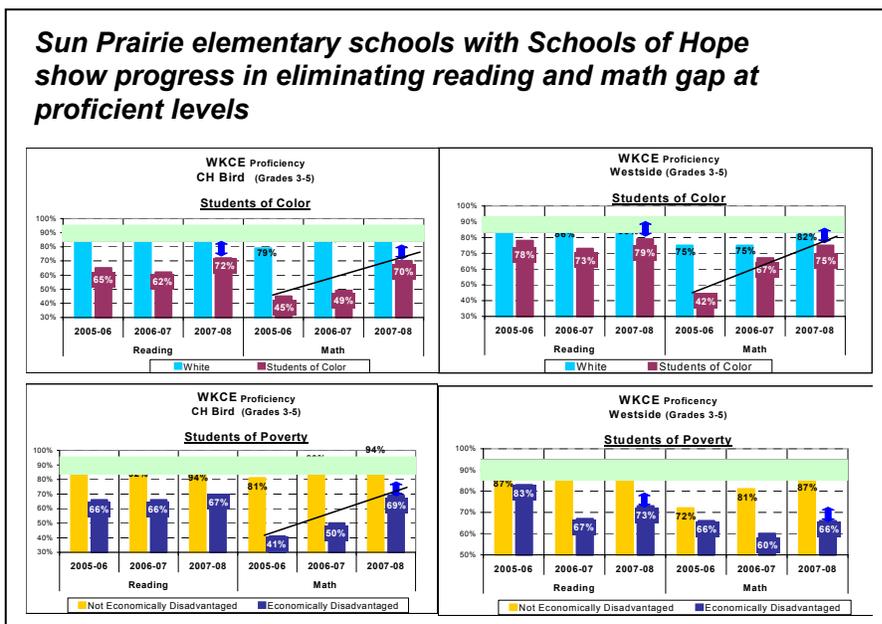
gap and the community was starting to take notice. In October 2004 the superintendent of MMSD announced that it was no longer possible to predict a student's performance on the Wisconsin Third Grade Reading Test based on ethnicity or economic status.

The performance goals for the Wisconsin Third Grade Reading Test were accomplished.

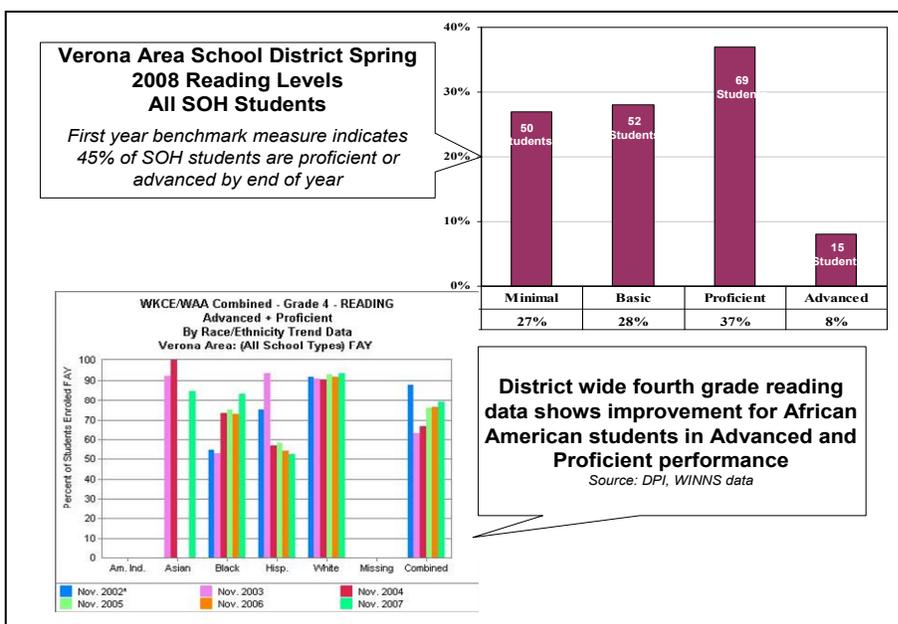
- The percentage of students of color at or above the state standards in 2004 had risen to a point where race was no longer an accurate predictor of test outcome.
- The percentage of students tested had risen steadily since 1998.

B. Expansion

In 2005, we introduced the Schools of Hope program to two elementary schools in the Sun Prairie Area School District (SPASD) and are beginning to see positive results. SPASD had both a racial and socio-economic achievement gap. This gap is narrowing as indicated by the positive trend lines and blue arrows in the chart on the right. Sun Prairie combines grades 3 through 5 for their data due to smaller numbers at each grade level. Beginning in 2008, programming began in a third elementary school in Sun Prairie.



In 2006 the program started in Verona Area School District (VASD) at four of six of their elementary schools. Data on the tutored students indicates that the majority of students who receive tutoring are maintaining or improving their reading skills as measured by their "Measure of Academic Progress" test given in the fall and spring. After one year, the spring benchmark indicated that 45% of Schools of Hope students were proficient or advanced by the end of the first school year.



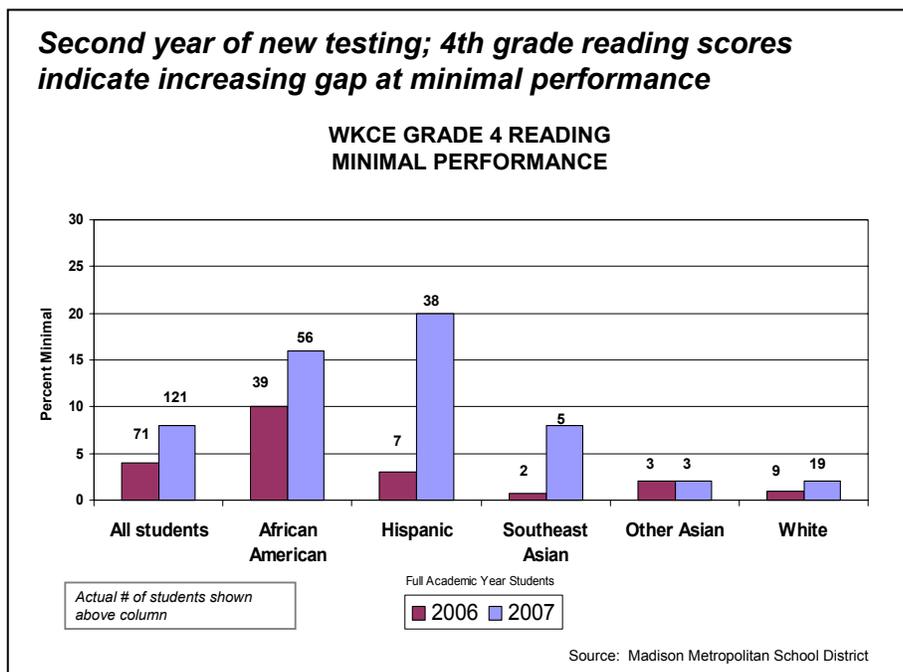
C. New measures

1. Reading

Since the beginning of this work, our primary indicator of progress has been the Wisconsin Third Grade Reading Test given in the spring of third grade. Due to requirements of No Child Left Behind (NCLB), beginning with the 2005 – 2006 school year, this test is no longer being given.

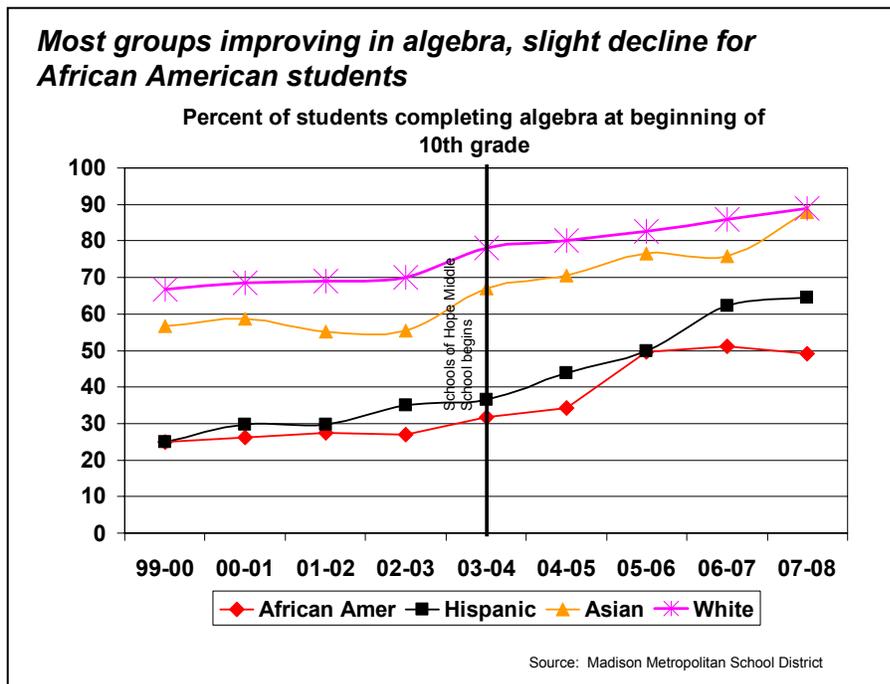
Students are now tested using the Wisconsin Knowledge and Concepts Exam (WKCE) but the test has changed and the timing for testing has changed, from spring to fall. We have continued by tracking a new indicator: 4th grade reading.

In our second year of using this test yet another change occurred. After the 2006 WKCE, the U.S. Department of Education notified The Wisconsin Department of Public Instruction (DPI) that the Wisconsin Alternate Assessment for English Language Learners (WAA-ELL) did not meet the academic rigor required under No Child Left Behind. As a result, the WAA-ELL was discontinued. All ELL students, including those with English language proficiency levels of One or Two (the lowest levels) were required to participate in all subject areas of the WKCE. Accommodations, such as native language support, were allowed for most subjects; however, ELL students had to take the reading portion of the test in English. As shown on the chart, the percentage of students scoring minimal increased for all students except Other Asian. However, if we remove the ELL students with proficiency levels of one or two, the only real increase is in African American students. The 16% figure for African American students represents 56 students.



2. Math

Subsequently, the focus turned to completion of algebra before tenth grade in MMSD and middle school math in SPASD. A racial and socio-economic gap also exists for students' performance in math. In the Madison and Sun Prairie schools where there have been math curriculum changes, teacher training and Schools of Hope tutoring we are seeing improvement. In Madison, in 1999 only 25% of African Americans and Latino Students complete algebra compared to 66% of white students. That gap has narrowed with 65% of Latino students and 50% of African American students passing algebra.

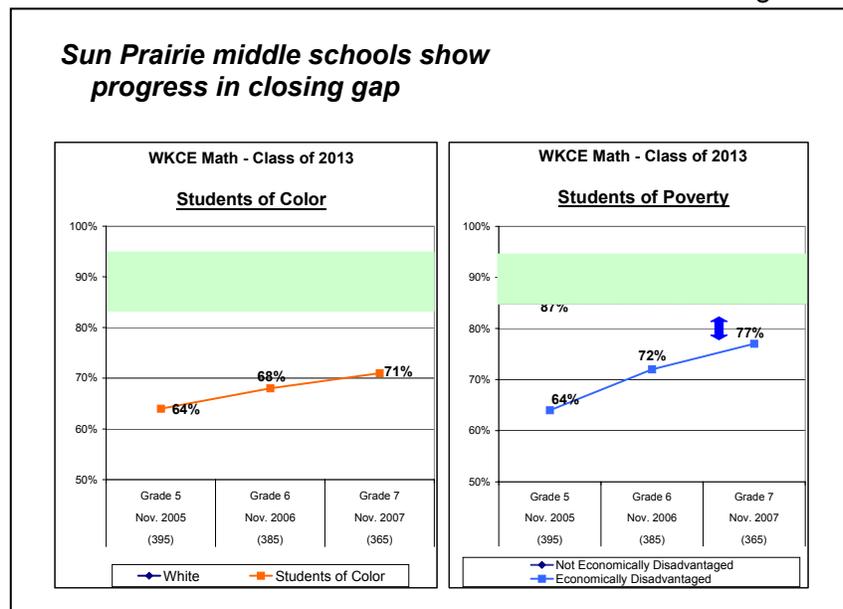


In partnership with MMSD, there are volunteer coordinators in nine of the eleven Madison middle schools. They recruit, train and place volunteer tutors and coordinate the variety of programs that offer tutoring services to this population. MMSD provides technical assistance and program support to ensure that volunteers understand the current curriculum taught to students in the classroom.

Collectively, we've recruited over 490 volunteers to work with more than 900 students in math. Volunteers have reported feeling successful in their work with students. However, we know from the data there is still work to be done on closing the achievement gap. Students receive one-on-one and small-group tutoring services during the regular school day and after school enrichment programs. We build community-school partnership by aligning with MMSD's goal of increasing regular school attendance and by successful completion of algebra during the students' first year in high school.

In Sun Prairie we are following a cohort of students on their WKCE math scores from fifth grade. Both students of color and low-income students show gains in scoring proficient/advanced on their WKCE math test. Students in poverty show signs of narrowing the gap going from 64% scoring proficient/advanced in fifth grade, to 77% in seventh grade.

Appendix C is a chronology of Schools of Hope. Appendix D illustrates which school districts have Schools of Hope and in which grades.



D. Mapping the Community Resources

The Schools of Hope initiative works as follows:

- In each community a community Leadership Team is established that analyzes data, determines goals and provides help in developing plans necessary to deliver on the strategies. They meet on a regular basis which could be anywhere from one to four times a year.
- High level strategies are agreed upon based on research and data. Identified strategies are small class size, trained tutors working concert with teachers' curriculum, consistent curriculum, teacher training, and in-class assessment.
- The Leadership Team reviews progress on these strategies by looking at data at the end of the year for progress on closing the achievement gap.
- We identify schools with the highest percentages of students of color and low income students and the lowest test scores. As a result we are in schools exhibiting the greatest need.
- We provide tutor coordinators managed by our partners, RSVP of Dane County at the elementary level and Urban League of Greater Madison and Centro Hispano at the middle schools. At the elementary level, each coordinator (AmeriCorps members) supports two schools. At the middle schools, there is one coordinator per school.
- Community volunteers are recruited to tutor children during the school day and after school.

- Training is provided by the school districts' reading and math specialists, so the volunteers are familiar with that district's method of teaching.
- School staff identify children in need of the support of a reading or math tutor.
- Matches are made and children are tutored 1:1 or 1:2 during the day and/or after school in concert with the teacher's curriculum.
- Tutor Coordinators provide the ongoing support, training, evaluation, and recognition important to the volunteers' work.
- Progress is evaluated and the Leadership Team addresses barriers and problems that arise.

Appendix E shows additional community resources in the school districts focused on achievement.

E. Community Engagement

1. Civic Journalism engagements

In 1996 during the Schools of Hope civic journalism project, there were several community engagements conducted. Town hall meetings were held with teachers, students and parents. In July of 1996, the community was invited to a meeting to share their thoughts on what the community could do to reduce the racial achievement gap. Over 300 people attended and participated in small group work, after hearing presentations from several of the University of Wisconsin-Madison professors about the achievement gap. Analysis of their responses showed that small class size, teacher training, and tutoring were most important to close the achievement gap.

2. Community Leadership Team/Delegations

As Schools of Hope begins in a community local community members and institutional leaders are engaged. Madison, Sun Prairie and Verona each have a team that reviews and analyzes data, help recruit volunteers and work to improve the achievement of all children in their districts.

3. Meetings in schools, Spring, 2008

In spring of 2008, Schools of Hope staff met with the Madison elementary school principals to discuss faithful implementation of the 1:1 or 1:2 tutoring model. The principals suggested and the district later assigned Instructional Resource Teachers to serve as liaisons for the Schools of Hope coordinators in the schools. Elementary school staff meetings were attended by program staff to survey teachers in Madison about what was working well and what could be done to improve the program. The results of that survey were:

Teachers reported these benefits

- Increased reading fluency and reading test scores.
- Quality one-on-one interaction and positive reinforcement from another adult who can act as a role model.
- Increased students' self-esteem and self-confidence through individualized attention and support from a caring adult.
- Improved classroom attitude, classroom attendance, engagement, and performance.
- Volunteer provides different perspective on individual children which is valuable feedback for teacher.

Challenges for teachers in having volunteers tutor within 1:1 or 1:2 model

- University students, especially those volunteering for credit, are inconsistent or short term.
- Difficult to find time to schedule 1:1 or 1:2 tutoring.
- Finding and preparing appropriate materials and activities for volunteers and providing direction.
- Volunteers unskilled or unfamiliar with reading support strategies as it relates to individual schools.

- While some children who could benefit from a tutor have behavior issues, not sure volunteers are trained to handle behavior issues.

Suggestions for what could be done to increase 1:1 or 1:2 tutoring

- Provide additional training for tutors, especially more school-specific literacy strategies and behavior management.
- Recruit more volunteers, especially bilingual and other special skills.
- Develop a way to improve teacher-volunteer communication.
- Provide or suggest times for the teacher and volunteer to meet in person and discuss tutoring strategies.
- Stress consistency and reliability among volunteers recruited.

The District followed up on principals' and staff suggestions for Instructional Resource Teachers to work collaboratively with the Schools of Hope volunteer coordinators by serving as school building liaisons, assisting in identifying appropriate students to tutor and providing volunteer tutor training. In addition, materials are being prepared that teachers will use to guide volunteers based on the skills the child needs to further develop.

4. Madison Metropolitan School District Schools of Hope Ten-Year Celebration, May 2008

During National Teacher Appreciation Week, United Way of Dane County and Wisconsin First Lady Jessica Doyle held a reception to thank Schools of Hope teachers. Teachers received a gift bag of school supplies and books for their classroom and participated in telling their stories about Schools of Hope. Several of those stories are on the United Way of Dane County website at

<http://www.unitedwaydanecounty.org/index.php?page=361&l=0>



MMSD Teachers enjoy ten year celebration

5. Volunteer receptions for Schools of Hope volunteers in SPASD and VASD

In September of 2008, SPASD and VASD each held a reception to thank Schools of Hope volunteers and share data on the results of their work. Volunteers provided information on their experiences and provided input on how to improve the programs.

6. United Way meeting/discussion

In September of 2008, the United Way of Dane County Board of Directors were asked to respond to two questions about the future of Schools of Hope:

Do we expand our scope to include other school districts?

Do we expand the depth of the program where we are?

Our Board members responses to those questions were

- Sustain our focus where it is over time with a greater sense of urgency.
- Consider including measures related to socio-economic status.
- Consider looking at the gap in proficient/advanced performance as well as minimal.
- Data tells us that there is evidence that challenged readers, as measured by the test in fourth grade, increased 2 ½ times from the third grade data.
- We need to work more to close the gap before considering expansion
- Algebra goal needs to be considered – is just passing enough? Or should we look at passing with a grade of C or better?
- Is beginning of tenth grade for the completion of algebra the right timing, or should it be the beginning of ninth grade?
- We should connect the efforts between communities

7. Focus group with five Superintendents, October, 2008

In October of 2008 a meeting was held with five superintendents from school districts that are Schools of Hope districts (Madison Metropolitan School District, Sun Prairie Area School District, Verona Area School District), and those beginning Schools of Hope tutoring as an Achievement Connections pilot community (Oregon Area School District and Middleton/Cross Plains School District).

Discussion with Superintendents

- Measures should focus on advanced and proficient performance.
- Mobility factor between districts and from outside the district are increasing, difficult to offer a child consistency in learning, should share Schools of Hope learnings across districts.
- All districts seeing increase in number of English Language Learners
- Need to have focus on the “aspirational” side as well as academic side. Children need to believe they can go to college.
- Need to do better where we are before thinking of expansion.

V. Hypothesis

We can narrow the racial achievement gap by bringing together a team of community leaders who can analyze appropriate data for their community, research best practices, set goals, and support the implementation of strategies to narrow the gap. In addition to school-based strategies*, Schools of Hope research-based tutoring (1:1 or 1:2 by trained volunteer tutors in concert with the teachers’ curriculum) is an important component. Attention must be paid to the faithful implementation of the tutoring model. We must monitor school-wide data to assure the gap is narrowing. We need to develop strategies to facilitate communication between teachers and volunteers.

*School-based strategies include:

- Small class size
- Teacher training
- In class assessments
- Consistent reading curriculum

Our Goals

- I. For Madison:
 - A. Reduce the fourth grade reading gap so fewer than 5% of students from all racial groups are scoring minimal by 2014.
 - B. Increase the percent of students of color passing algebra to 70% by 2014.
- II. For Sun Prairie:
 - A. 90% of students consistently score at levels of proficient or advanced by 2014.
 - B. Reduce the current racial achievement gap so comparative groups of students score within 10% of each other by 2014.
- III. For Verona:
 - A. Improve reading achievement for children grades K-5.
- IV. Dane County
 - A. Increase graduation rate in Dane County to 95% by 2012 which would reduce the non-graduation rate by 50%.

VI. Strategies and Resources

Goals	Strategies	Tactics	Resources
Reduce reading gap in elementary grades, focusing on reading at proficient or advanced levels by fourth grade with less than 5% of any racial group performing minimal.	<ul style="list-style-type: none"> Community awareness and ownership of issue. Trained volunteers tutor 1:1 or 1:2 in concert with the teachers' curriculum. 	Development and support of community leadership team in each school district.	Significant commitment on part of school district for: <ul style="list-style-type: none"> Superintendent's time supporting leadership team, analyzing data and communicating with staff. Space, computer, office supplies, phone for volunteer coordinator. Appointed district and school staff to act as liaisons for volunteer coordinator and provide volunteer training. In kind cost in Sun Prairie and Verona starts around \$30,000 for a school district. Personnel costs for 2 volunteer coordinators: \$27,000 - \$30,000 per year each, not including training travel and other expenses. Madison costs: \$432,000 with in-kind cost of \$125,000
		Trained and supported volunteer coordinator, at least .5 FTE in each targeted elementary school.	
		Teacher training on working with and establishing quick and easy ways to communicate with volunteers.	
		Assurance of faithful implementation of research based tutoring model through regular assessments with partners and volunteer coordinators.	
Reduce math gap in middle and high school by assuring that all children complete algebra no later than the beginning of 10 th grade.	<ul style="list-style-type: none"> Community awareness and ownership of issue. Trained volunteers tutor 1:1 or 1:2 in concert with the teachers' curriculum. 	Development and support of community leadership team in each school district.	Significant commitment on part of school district for: <ul style="list-style-type: none"> Superintendent's time supporting leadership team, analyzing data and communicating with staff. Space, computer, office supplies, phone for volunteer coordinator. Appointed district and school staff to act as liaisons for volunteer coordinator and provide tutor training. In kind cost starts around \$30,000 for a school district. Costs for one full time volunteer coordinator: \$72,000 - \$75,000 per year.
		Trained and supported volunteer coordinator, at least .5 FTE in each targeted middle school.	
		Teacher training on working with and establishing quick and easy ways to communicate with volunteers.	
		Assurance of faithful implementation of research based tutoring model through regular assessments with partners and volunteer coordinators.	

Goals	Strategies	Tactics	Resources
<p>Evaluate success of tutors/graduation mentors at high school and impact on youth graduating</p>	<ul style="list-style-type: none"> • Implementation at two high schools in year one • Expand to additional high schools following successful evaluation, year two or three 	<p>Trained and supported volunteer coordinator, at least .75 FTE in each high school.</p>	<p>Appointed district and school staff to act as liaisons for volunteer coordinator and provide tutor training. In kind cost starts around \$30,000 for a school district. Costs for full time volunteer coordinator: \$72,000 - \$75,000 per year.</p>
		<p>Teacher training on working with and establishing quick and easy ways to communicate with volunteers.</p>	
		<p>Assurance of faithful implementation of research based tutoring model through regular assessments with partners and volunteer coordinators.</p>	
		<p>Volunteer training to include information on being a mentor as well as regular tutor training.</p>	

VII. Timeframe

The chart below indicates the timeline for potential implementation in other school districts based on Achievement Connections implementation and a suggested timeframe for review of responses to issues raised in this plan. Changes in existing partner school districts and funding realities will determine when we can expand at the elementary school.

Year	Month	High School	Middle School	Elementary School
2008/2009	July/August	Review faithful implementation and new relationship with Instructional Resource Teachers in Madison – determine any adjustments Review progress at LaFollette and Oregon sites		
2009/2010	June/July	Plan for new Sun Prairie configuration of 8/9 school and 10/12 high school		
	August	Review data for LaFollette and Oregon		
	September	Achievement Connections – begin planning with another district		
	September	Schools of Hope – Middleton begins		
	November/December	Convene meeting of all Schools of Hope/Achievement communities		
	April/May	Determine timing of adding high schools to tutoring model		
2010/2011	September	Achievement Connections – begin planning with another district		
	September	Sun Prairie (8/9 school as result of new high school) - implementation		
	September	Add high school – Madison or Sun Prairie		
2011/2012	September	Achievement Connections – add two districts Madison/Sun Prairie – add another high school		Possibility of more AmeriCorps members – add elementary schools or district

Appendices:

Appendix A: Dane County School Districts Characteristics

Appendix B: Leadership Teams for Schools of Hope and Achievement Connections communities

Appendix C: Schools of Hope Chronology

Appendix D: Schools of Hope in Dane County

Appendix E: Additional Community Resources with a Focus on Academic Achievement

APPENDICES

DANE COUNTY SCHOOL DISTRICTS' CHARACTERISTICS, ordered by percent of students of color
2007/2008 data

School District	Total Students	% Students of color	% Low Income *	SOH Elem	SOH Middle	SOH High	2007 State Dept of Public Instruction Data (WINSS) Racial Achievement Gap 4th Grade Reading	2007 State Dept of Public Instruction Data (WINSS) Racial Achievement Gap 8th Grade Math	2007 State Dept of Public Instruction Data Drop Out Rates Percent/Number	Achievement Connections Communities
MMSD	24,670	48%	41%	√	√	√	√	√	3%/283	next year?
Verona	4,556	25%	20%	√			√	√	<1%/10	
Sun Prairie	6,008	22%	20%	√	√		√	√	1.5%/27	future
Middleton/Cross Plains	5,795	15%	13%				√	√	2%/38	current
Marshall	1,229	15%	23%						1%/4	
Deforest	3,255	12%	18%						2%/19	future
Monona Grove	2,830	11%	12%							
McFarland	2,071	10%	10%							
Deerfield	726	8%	15%							
Oregon	3,609	7%	5%		√				1.6%/19	current
Stoughton	3,336	7%	15%						4%/52	future
Wisconsin Heights	895	7%	15%							
Waunakee	3,500	5%	6%							
Mount Horeb	2,262	4%	9%						1%/6	
Belleville	934	4%	12%							
Cambridge	922	4%	11%						1%/4	

*Defined as students eligible for free and/or reduced lunch. Free lunch is family of four income at 130% of poverty (\$27,560). Reduced lunch is family of four income at 185% of poverty (\$39,220)

Drop out rates: Districts with no data shown under drop out rates are below 1%



**United Way of Dane County
Schools of Hope Madison Leadership Team
Roster 2008**

Last Name	First Name	Organization
Howard	Leslie Ann	United Way of Dane County, Chair
Ragland	Enis	100 Black Men, Co-Chair
Alexander	Jennifer	Greater Madison Chamber of Commerce
Amato	Nino	Community Member
Barhorst	Bettsey	MATC
Passman	Marge	MMSD – Board of Education
Falk	Kathleen	Dane County
Ferrara-Parrish	Paula	Teacher/MTI
Gray	Scott	Urban League of Greater Madison
Harmon	Ramon (Ray)	Mayor's Office
Johnston	Bill	WI State Journal
Matthews	John	Madison Teachers Inc.
Moeser	Jim	Dane County Juvenile Court
Morrison	Steve	Madison Jewish Community Council
Muñoz	Peter	Centro Hispano
Nahwahquaw	Gail	United Way – SOH Subcommittee
Odom	John	Community Member
Ragatz	Thomas	Community Member
Nerad	Daniel	MMSD
Richardson	Lurlie	Parent
Semo Scharfman	Vicki	Parent
Underwood	Julie K.	UW-Madison, School of Education
Wellnitz	Mark	United Way – SOH Subcommittee
Winston, Jr.	Johnny	MMSD – Board of Education
Woit	Kathleen	Madison Community Foundation
Youngerman	Nan	Teacher/MMSD
Media		
Eggert	Linda	WISC TV 3
Foley	Ellen	Wisconsin State Journal
Hall	Andy	Wisconsin State Journal
Heinen	Neil	WISC TV 3



**Sun Prairie Schools of Hope
Leadership Team
Roster 2008**

Name	Affiliation	Name	Affiliation
Deedra Atkinson	United Way of Dane County, Chair	Diane Love	Dane County Public Health
Tim Culver	Superintendent Sun Prairie Area School District	Clark Luessman	Principal Patrick Marsh Middle School
Barbara Bailey	Community member	Brad Lutes	President, SPEA
Marggie Banker	Sun Prairie Area School District	Donna Mackey	PICADA Family Services
Jill Camber Davidson	School Board, Sun Prairie Area School District	Pastor Eric Maiden	Now Faith Ministries
Theresa Bauman	Sun Prairie Today	Mercedes Martin	Westside English as a Second Language teacher
Paul Bauman	Sun Prairie Today	Mark Miller	State Senator Wisconsin State Senate
Dave Bennett	Sun Prairie City Council	Marta Moroney-Henriquez	Social Worker, Dane County
Rev. David Berggren	Sun Prairie Assoc of Ministers	Rick Mueller	Principal Westside Elementary School
Kim Lang	General Casualty	Alice Murphy	Sun Prairie School District
Joe Chase	Mayor, City of Sun Prairie	Gail Nahwahquaw	State Division of Mental Health and Growing Up Getting Ready CST Member
Nafisa "Nifty" Davis	Sun Prairie Parent	Richard Brewster	Rotary Club
Lisa Dawes	SPASD Student Services	Frank Sleeter	Chief, Sun Prairie Police Department
Caren Diedrich	SPASD School Board	Evelyn Smojver	Principal Creekside Elementary School
Kathleen Falk	Dane County Executive	Pam Steitz	Kids 4 CATV
Jeanie Farmer	Sun Prairie Chamber of Commerce	Janelle Vreugdenhil	Social Worker Joining Forces for Families
Joe Goss	Goss Systems	Jeanne Wellman	Youth and Family Commission
Scott Gray	Urban League of Greater Madison	Chad Wiedmeyer	Principal Bird Elementary School
Mary Ellen Havel-Lang	Community Member	Pastor Harold Rayford	Faith, Hope & Love Family Church
Gary Hebl	Assembly Representative Wisconsin State Legislature	Michael Wirl	Verizon
Nancy Hery	Prairie View Middle School	Christie Wilmot	AmeriCorps Volunteer Coordinator Westside Elementary School
Pat Kershner	Community Volunteer		



United Way
of Dane County

**Verona Schools of Hope
Leadership Team
Roster 2008**

Name	Affiliation	Name	Affiliation
Dean Gorrell	Superintendent, Verona Area School District	Mitch Henck	WIBA
Deedra Atkinson	United Way of Dane County, Chair	Jon Hochkammer	Mayor, Verona
Amy Almond	Board Member, Verona Area School District	Alice Howard	Allied Drive Neighborhood
Lynn Berge	Stoner Prairie	Regina Kane	The Caring Center
Todd Brunner	Sugar Creek Elementary	Angela Kindeman	Chamber of Commerce, Fitchburg
Tim Bubon	New Century Charter School	Diane Lanaville	Senior Citizen Center
Brent Campbell	Good Shepherd Lutheran Church	Janice Luna-Castro	Parent
Sal Carranza	University of Wisconsin Systems	Rick Mason	Verona M.A.C.
Tom Clauder	Mayor, City of Fitchburg	Bob McNallie	Core Knowledge Charter School
Sean Cleary	Cleary Building Corp.	Michelle Nummerdor	Country View
Jennifer Cramer	City of Fitchburg Municipal Court	Michael J. Phillips	State Bank of Cross Plains
Karl Curtis	Chamber of Commerce, Verona	Randy Pickering	City of Fitchburg Fire Department
Mike Dillis	JH Findorff & Son, Inc	Sondy Pope-Roberts	Assembly Representative WI State Legislature
Jon Erpenbach	Senator, WI State Legislature	Angie Swenson	Parent
Langston Evans	Boys & Girls Club of Dane Co.	Theresa Taylor	Glacier Edge Elementary
Hamdy Ezalarab	Judge	Jeff Urso	Parent
Kathleen Falk	Dane County County Executive	Bill Weigel	Municipal Judge
Chris Hannemann	Board Member		



United Way
of Dane County

**Achievement Connections Leadership Team Oregon
Roster 2008**

Name	Affiliation
Deedra Atkinson, Chair	United Way of Dane County
Dan Behrend	CEO, Oregon Community Bank & Trust
Jan Bonsett-Veal	Principal, Rome Corners Intermediate School
Brian Busler	Superintendent, Oregon School District
Lucy Chaffin	Parent
Beth Cox,	Municipal Court Judge
Brett Davis	
Rick Debanio	Parent
Claudio Diaz	Parent
Shane Gahagan	Youth Resource Center/Commission
Clare Gernert	Parent
Lisa Gitts	Afterschool Club
Mallory Gorman	
Mark Hagen	
Gary Kjellstrom	CEO, Wisco Industries, Inc.
Anita Koehler	Principal, Brooklyn Elementary School
Chris Ligoeki	Principal, Oregon High School
Mark G. Lindsey	Oregon Middle School Teacher Oregon Education Association President
Bill Livick	Editor, Oregon Observer
Paul Lynch	
Kimberly Manny Brown	Oregon High School Teacher Oregon Education Association Executive Board Member
Merrit Mapp	Community member
Deirdre Morgan	Warden, Oakhill Correctional Institution
Doug Pettit	Oregon Chief of Police
Tony Ricker	Neighborhood Intervention Program
Mary Sella	
Steve Staton	Village of Oregon
Joe Sullivan	Joining Forces for Families
Chris Telfer	Principal, Oregon Middle School
Guy Trgo	Oregon School Board
Bill Urban	Oregon High School
Karin Victorson	Parent
Darryl Webber	Chair, Oregon Town Board



United Way
of Dane County

**Middleton Achievement Connections
Leadership Team
Roster 2008**

Name	Affiliation	Name	Affiliation
Don Johnson	Superintendent Middleton/Cross Plains School District	Brian Koenig	Dane County Youth Assessment
Deedra Atkinson	United Way of Dane County Chair	John Milton	Parent
Jenny Allen	Middleton parent	Grace Okoli	Middleton/Cross Plains School District
Ron Biendseil	Vice Chair, Middleton Commission on Youth	Lynn Reining	Middleton/Cross Plains School District
Gurdip Brar	Kiwanis Club	Charlie Saeman	State Bank of Cross Plains
Thomas Brooke	Stark Company Realtors	Steve Soeteber	Kromrey Middle School Principal
Rich Cooper	Middleton Community Bank Executive Vice President / Loans and Commercial Banking	Garrett Stangel	Horizon Health and Fitness
Erin Gernetzke	Middleton Alumnus	Karen Strandt- Conroy	Associate Principal, High School
Jerome Geurts	Cross Plains Municipal Court Judge	Shelia Stubbs	County Board Supervisor
Jill Gurtner	Principal, Middleton Alternative Senior High Associate Principal, Middleton High School	Diane Szymanski	RSVP Dane County Volunteer Coordinator
Thomas Janssen	Chief of Police, Cross Plains	Larry Witt	Director, Middleton Recreation Dept
Jalateefa Joe- Meyers	Children Services Society of Southern Wisconsin Family and Schools Together Unit Supervisor		
Tim Keeler	Principal Glacier Creek Middle School		
Brad Keil	Police Chief Middleton		
Carole Klopp	Volunteer Coordinator Middleton Outreach Ministry		

Schools of Hope – Chronology

Year	Significant accomplishments
1995/1996	<ul style="list-style-type: none"> Schools of Hope began as a civic journalism project of the Wisconsin State Journal and WISC-TV.
1996/1997	<ul style="list-style-type: none"> 245 people gathered in July at Olbrich Gardens to give input on ways the achievement gap could be closed (over half of the attendees were teachers) Recommendations were smaller class size, training for teachers and tutoring/homework help. Leadership team adopted goal to begin shrinking the achievement gap by June of 2000.
1997/1998	<ul style="list-style-type: none"> Implementation team developed strategy to recruit and place trained volunteer tutors in the elementary schools, to work in concert with the teacher's curriculum. Research into best practices showed that 1-on-1 or 1-on-2 curricula-aligned tutoring for 30 minutes (15 for kindergartners) significantly improved student performance. Pilot effort at Lowell Elementary and Atwood Community Center during summer United Way of Dane County and MMSD received a grant from the Corporation for National and Community Service for 20 VISTAs (Volunteers in Service to America) MMSD developed Balanced Literacy curriculum and began significant teacher training
1998/1999	<ul style="list-style-type: none"> A sub committee of the Leadership team advocated for a reduction in class size with the MMSD Board of Education 20 VISTAs in 24 schools and 25 community based sites 600 community volunteers recruited MMSD reading specialists conducted workshops for volunteers on how to tutor reading Approximately 1,500 students received tutoring the first year MMSD started a phase in process of reducing class size in grades K-3
1999/2000	<ul style="list-style-type: none"> 700 volunteers tutored over 1,600 students MMSD started in class reading assessments
2000/2001	<ul style="list-style-type: none"> 725 volunteers tutored approximately 1,650 students Reading test scores indicate a closing of the achievement gap: Leadership Team determined to maintain effort for at least another five years Schools of Hope Middle School starts with Urban League of Dane County in four MMSD schools; 268 students tutored by 108 volunteers
2001/2002	<p>Elementary literacy program</p> <ul style="list-style-type: none"> 621 volunteers tutored 1,173 students Smaller class size K-3 in 27 elementary schools <p>Middle School math program</p> <ul style="list-style-type: none"> In 5 MMSD middle schools; 452 students tutored by 158 tutors
2002/2003	<p>Elementary literacy program</p> <ul style="list-style-type: none"> 650 volunteers tutored 1,950 students <p>Middle School math program</p> <ul style="list-style-type: none"> In 5 MMSD middle schools; 428 students tutored by 252 tutors
2003/2004	<p>Elementary literacy and math program</p> <ul style="list-style-type: none"> 600 volunteers tutored 2,400 students Schools of Hope tutoring project evaluated concluding <i>"Students receiving tutoring services based on the SOH model demonstrate gains in literacy-related areas and volunteers are generally assessed as skilled by MMSD teachers."</i> <p>Middle School math program</p> <ul style="list-style-type: none"> In 7 MMSD middle schools; 653 students tutored by 351 tutors

Year	Significant accomplishments
2004/2005	Elementary literacy and math program <ul style="list-style-type: none"> • 569 volunteers tutored 3,000 students • Racial achievement gap declared “closed” by Superintendent of MMSD. • Began Preschools of Hope with 4 VISTAs • Significant presence in K-Ready program – 28 VISTAs Middle School math program <ul style="list-style-type: none"> • In 9 MMSD middle schools; 901 students tutored by 497 tutors
2005/2006	Elementary literacy and math program <ul style="list-style-type: none"> • Madison <ul style="list-style-type: none"> ○ 611 volunteers tutored 2,951 students ○ 32 VISTAs in K-Ready program • Sun Prairie becomes second Schools of Hope elementary literacy site <ul style="list-style-type: none"> ○ In 2 elementary schools, 61 volunteers tutored 113 students Middle School math program <ul style="list-style-type: none"> • In 9 MMSD middle schools; 985 students tutored by 358 tutors
2006/2007	Elementary literacy and math program <ul style="list-style-type: none"> • Madison <ul style="list-style-type: none"> ○ 566 volunteers tutored 3,361 students ○ 34 VISTAs in K-Ready program • Sun Prairie <ul style="list-style-type: none"> ○ In two schools, 55 volunteers tutored 100 students • Verona becomes third Schools of Hope elementary literacy site <ul style="list-style-type: none"> ○ In 4 schools, 100 volunteers tutored 220 students Middle School math program <ul style="list-style-type: none"> • In 9 MMSD middle schools; 995 students tutored by 449 tutors • First year of Sun Prairie middle school math program <ul style="list-style-type: none"> ○ In 2 middle schools, 33 volunteers tutored 62 students
2007/2008	Elementary literacy and math program <ul style="list-style-type: none"> • First year of AmeriCorps funding instead of VISTA • Madison <ul style="list-style-type: none"> ○ In 23 elementary schools, 6 preschools, 2 neighborhood sites ○ 600 volunteers tutored 4,462 students ○ Meetings with MMSD elementary teachers to discuss tutoring effort and 1:1 model ○ Celebration of 10 years of volunteer tutoring program with teacher from MMSD ○ 32 AmeriCorps members in K-Ready program • Sun Prairie <ul style="list-style-type: none"> ○ In two schools, 82 volunteers tutored 313 students • Verona <ul style="list-style-type: none"> ○ In 4 schools, 109 volunteers tutored 240 students Middle School literacy and math <ul style="list-style-type: none"> • Madison <ul style="list-style-type: none"> ○ In 9 MMSD middle schools, 1,307 students tutored by 389 tutors • Sun Prairie <ul style="list-style-type: none"> ○ In two middle schools, 54 volunteers tutored 119 students High School literacy and math <ul style="list-style-type: none"> • Madison <ul style="list-style-type: none"> ○ Piloting 9th grade tutoring at LaFollette High School for fall 2008

2008/2009 Schools of Hope in Dane County

**31 Elementary Schools
13 Middle Schools
1 High School**

~\$1,435,000

Middleton/Cross Plains
Achievement Connections Pilot

Schools of Hope
(to start in 09/10)
1 Middle School
1 High School
? Volunteer Tutors
? Students
Cost: ~\$70,000

CBITS

Sun Prairie

Schools of Hope
3 Elementary Schools
2 Middle Schools
136 Volunteer Tutors
432 Students
Cost: ~\$125,000

CBITS

Madison

Schools of Hope
24 Elementary Schools
Allied Learning Cntr
9 Middle Schools
1 High School
989 Volunteer Tutors
5,769 Students
Cost: ~\$875,000

CBITS

Centro
Hispano –
Middle & High
Schools
\$212,000

Verona

Schools of Hope
4 Elementary Schools
109 Volunteer Tutors
240 Students
Cost: ~\$58,000

Centro
Hispano –
High School
\$25,000

Oregon
Achievement Connections Pilot

Schools of Hope
(just starting)
1 Middle School
1 High School (09/10)
? Volunteer Tutors
75 Students
Cost: ~\$70,000

CBITS

CBITS stands for Cognitive Behavioral Intervention for Trauma in Schools. It is a screening tool given in seventh grade to identify students in need of mental health interventions.

Additional community resources focused on achievement

