

## Tab 7C

### Academic Success Mobilization Plan to Action

#### Why It 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.
- **Ninth Grade on Track:** 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. Completion of algebra in 9<sup>th</sup> grade helps keep students on track to graduate.
- **Graduation:** Today there is almost universal recognition that a high school diploma is a minimum requirement for success in the workplace and that too few students obtain this minimum standard. This contributes to the sheer magnitude of Dane County's racial disparities in employment and other status indicators.
- **Behavioral Health** 10% of students in our schools have witnessed or are exposed to something that was a traumatic experience for them, (examples: domestic violence, loss of a family member; living with a family member whose caregiving ability is impaired). 18% are dealing with behavioral health issues in MMSD. These experiences often are the causes for underlying anger, depression, anxiety, and other behaviors that get in the way of learning.
- **Summer and Out of School Time** • Identified as the "summer slide", children from low income families have been shown to lose 2+ months of learning over the course of summer because of their inability to practice reading over the summer. This puts them in a "catch up" mode when school starts and can result, over the years, in a cumulative learning loss putting them grade levels behind their peers by middle school.

#### Goal

We expect that **at least 95% of all students in Dane County graduate high school in 6 years**. To meet and exceed this ultimate goal, we will produce accelerated outcomes for students of color and students from low-income families, achieving an interim goal of a 90% or higher by 2022.

#### Best Practices and Research

- Trained volunteers who provide 1:1-1:3 tutoring to students for a minimum of 15 sessions, in concert with their teacher's curriculum, can have a material impact on reading/math scores and student engagement.
- Develop school, community, and parent partnerships that encourage attendance from the time a child starts school (focus on Kindergarten), establishing good attendance as a priority at an early age. Identify and reduce barriers to consistent attendance.
- Increase student engagement in the classroom and community to keep youth interested in learning. Tutoring in concert with the teacher's curriculum is one method of helping students stay engaged with their math program.
- Early identification and treatment of behavioral health issues ensures youth will be able to stay mentally engaged in their learning and less apt to struggle with truancy or drop out of school.
- Students' transition to middle school and high school must address both their academic and social emotional needs in order for them to be on the path to graduate.
- To ensure that our youth take a pathway that leads out of poverty, they must be equipped with skills to not only to enter postsecondary education, but to ultimately thrive in the workforce.
- Successful parent involvement leads to higher achievement, improved school attendance, improved student perception of well-being, improved student behavior, improved parent and student perceptions of classroom and school climate, improved educational aspirations of students and their parents, improved student grades, and parent satisfaction with teachers.

#### 2018 Community Impact – Investment – \$2,116,498<sup>1</sup>

- Tutor more than 2,000 students using research-based methods. Mobilize more than 1,000 community volunteers to support tutoring. Partner Agency Centro Hispano coordinates tutor recruitment and training for elementary schools in Madison, Sun Prairie and Middleton with a focus on literacy. Partner Agency Urban League of Greater Madison



<sup>1</sup> Includes \$549,446 in Federal dollars from the Corporation for National and Community Service (AmeriCorps)

coordinates tutor recruitment and training for middle schools in Madison, Sun Prairie and Oregon with a focus on literacy and math. United Way and Madison and Middleton/Cross Plains school districts partner to coordinate tutor recruitment and training for East, West, Memorial, and La Follette High Schools in Madison and Middleton High School with a focus on algebra and geometry.

- Support neighborhood and school-based programs that are aligned with United Way's vision of academic achievement, providing more than 7,000 children with homework help and support, mentoring, and improvement in social skills for educational advancement. Many of these programs also engage and involve their parents. Partners are Big Brothers and Big Sisters, Boys & Girls Club of Dane County, East Madison, Goodman, Kennedy Heights, and Vera Court Community Centers, Waunona Neighborhood Center, Lussier Community Education Center, Simpson Street Free Press, Nehemiah Community Development Corporation, Literacy Network, and the YWCA.

### **2017 Progress on Academic Success Strategies (2016-2017 academic year)**

#### *Elementary School Program (Elementary schools in Madison and Sun Prairie)*

- 1,652 students tutored by 396 volunteers
- In Madison, 53.4% of students grade 2-5 with 15+ tutoring sessions showed gains in literacy scores greater than a demographically matched student group of students without Schools of Hope Tutoring

#### *Middle School Program (Middle Schools in Madison, Oregon and Sun Prairie)*

- 956 students tutored by 549 volunteers (791 students, 484 volunteers in Madison Metropolitan School District)
- For the 2016-17 school year, 602 students received 15 or more sessions of math or literacy tutoring (529 in MMSD)
- A survey was administered to Middle School students who received 15 or more tutoring sessions, focusing on individual students' improvement in learning behaviors. Of the 602 students, 77.7% completed surveys, providing the following results:
  - 405 (86.5%) students displayed improvements in at least one of the following key learning behaviors: completing work on time, improving the quality of completed work, performing better on assessments/tests, and/or being involved and attentive in the classroom.
  - 347 (74.1%) students displayed improvements on at least two of the following key learning behaviors: completing work on time, improving the quality of completed work, performing better on assessments/tests, and/or being involved and attentive in the classroom.

#### *High School Program (High Schools in Madison and Middleton)*

- 473 students tutored by 192 volunteers
- The evaluation for 2016-17 found statistically significant positive correlations between the number of mathematics objectives students mastered and higher math GPA among students, as well as improved student engagement for program participants.

#### *Behavioral Health (in Madison, Oregon, Middleton/Cross Plains and Sun Prairie)*

- In the 2015-2016 school year, 3,035 students were screened for anger, anxiety, and depression resulting from extreme stress or exposure to violence or other significant traumatic events. This represents 87% of the 3,329 sixth graders in the Madison, Middleton, Oregon and Sun Prairie school districts. Of these, 1,159 (27%) were interviewed - 17% of whom were identified as CBITS eligible - and 138 participated in CBITS groups. An additional 362 students were identified and referred for FACE-Kids groups and other interventions available in the schools (331) and community (31).

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**Students succeed academically and graduate from high school, prepared for higher education, career, and community**

