

**360 Literacy**

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**<https://www.lexrich5.org/Page/14741>**

***Key words:*** Literacy, On-Time Graduation, Enrichment, Academic Intervention

**Funding Sources:**

21<sup>st</sup> Century Learning Centers Grant

Mungo Construction

Adult Education of Lexington and Richland Counties

USDA

**Project Cost and Budget Narrative:**

Detailed 4 Year Budget Forecast and Narrative									
Budget Category	Yr 1 Requested	Yr 1 Inkind	Yr 2 Requested	Yr 2 Inkind	Yr 3 Requested	Yr 3 Inkind	Yr 4 Requested	Yr 4 Inkind	Total
Project Director, Dr. Kathie Greer (20% of annual salary)	\$0	\$21,280	\$0	\$21,280	\$0	\$21,280	\$0	\$21,280	\$85,120
Afterschool Program - Site Coordinator, to be hired (20 hrs/week \$30/hr for 32 weeks)	\$19,200		\$19,200		\$19,200		\$19,200		\$76,800
Afterschool Program - (4) Academic Enrichment Instructors - afterschool program (12 hrs/wk x 30 wks @ \$30/hr x 4 = \$43,200)	\$43,200		\$43,200		\$43,200		\$43,200		\$172,800
Afterschool Program/Saturday's - (2) Carnegie Unit Course Instructors (120 hours @ \$30/hr x 2 = \$7,200) + (1) Instructor for make-up absences @ \$300 (10 hrs @ \$30/hr)	\$7,500		\$7,500		\$7,500		\$7,500		\$30,000
Summer Program - (2) Academic Enrichment Instructors (12 hrs/wk x 12 wks @ \$30/hr x 2 = \$8640)	\$8,640		\$8,640		\$8,640		\$8,640		\$34,560

Summer Program - (4) Carnegie Unit Course Instructors (\$3,600 per course) + (1) Instructor for make-up absences @ \$300 (10 hours @ \$30/hr)	\$14,700		\$14,700		\$14,700		\$14,700		\$58,800
Summer Program - (2) Credit Recovery Instructors (32 hrs/wk x 4 wks @ \$30/hr x 2 = \$7,680)	\$7,680		\$7,680		\$7,680		\$7,680		\$30,720
Transition Specialist (Mary Huges) 2hrs/week@ \$30/hr x 30 weeks = \$1,800	\$0	\$1,800	\$0	\$1,800	\$0	\$1,800	\$0	\$1,800	\$7,200
(3) Parent Educators (20 hours @ \$25/hr x 3)	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$6,000
Parenting Services Director, Jennifer Felkel (2.5%)	\$0	\$3,640	\$0	\$3,640	\$0	\$3,640	\$0	\$3,640	\$14,560
<b>Subtotal Salaries</b>	\$100,920	\$28,220	\$100,920	\$28,220	\$100,920	\$28,220	\$100,920	\$28,220	\$516,560
<b>Employee Benefits</b>									
Project Director @ 30%	\$0	\$6,384	\$0	\$6,384	\$0	\$6,384	\$0	\$6,384	\$25,536
Afterschool Program - Site Coordinator @ 24.82%	\$4,765		\$4,765		\$4,765		\$4,765		\$19,062
Afterschool Program - Academic Enrichment Instructors @ 24.82%	\$10,722		\$10,722		\$10,722		\$10,722		\$42,889
Afterschool Program/Saturday's - Carnegie Unit Instructors @ 24.82%	\$1,862		\$1,862		\$1,862		\$1,862		\$7,446
Summer Program - Academic Enrichment Instructors (summer program) @ 24.82%	\$2,144		\$2,144		\$2,144		\$2,144		\$8,578

Summer Program - Carnegie Unit Instructors @ 24.82%	\$3,649		\$3,649		\$3,649		\$3,649		\$14,594
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Summer Program - Credit Recovery Instructors @ 24.82%	\$1,906		\$1,906		\$1,906		\$1,906		\$7,625
Transition Specialist @ 30%		\$540		\$540		\$540		\$540	\$2,160
Parent Educators @ 24.82%		\$372		\$372		\$372		\$372	\$1,489
Parenting Services Director @ 30%		\$1,092		\$1,092		\$1,092		\$1,092	\$4,368
<b>Subtotal Benefits</b>	\$25,048	\$8,388	\$25,048	\$8,388	\$25,048	\$8,388	\$25,048	\$8,388	\$133,747
<b>Purchased Services</b>									
Tutor Eau Claire (See MOA for cost breakdown)	\$20,900		\$19,400		\$7,800		\$2,200	\$2,600	\$52,900
Turning Pages (See MOA for cost breakdown)	\$10,950		\$10,950		\$4,950	\$2,750	\$2,000	\$5,700	\$37,300
(1) Security Personnel for Afterschool Program needed for Wed and Sat only (9 hrs/wk x 30 wks = 270 hours) + Summer Family Literacy Nights (3 hrs/night x 3 nights = 8 hours) for a total of 278 hours @ \$35/hr = \$9,730)	\$9,730		\$9,730		\$9,730		\$9,730		\$38,920
Student Transportation - Afterschool (2) bus drivers @ \$30/hr x 2 hrs/day x 4 days/wk x 30 wks = \$14,400	\$14,400		\$14,400		\$14,400		\$14,400		\$57,600
Student Transportation - Summer Program (2) bus drivers @ \$30/hr x 4 hrs/day x 4 days x 4 wks = \$3,840	\$3,840		\$3,840		\$3,840		\$3,840		\$15,360

Student Transportation (Mileage). Average of 250 miles/month, based on 2015-16 Irmo High bus routes @ \$2.50 miles x 10 months (includes Afterschool and Summer Programs).	\$6,250		\$6,250		\$6,250		\$6,250		\$25,000
<b>Subtotal Purchased Services</b>	\$66,070	\$0	\$64,570	\$0	\$46,970	\$2,750	\$38,420	\$8,300	\$227,080
<b>Supplies and Materials</b>									
Instructional Supplies (student workbooks and software for HSED)		\$1,500		\$1,500		\$1,500		\$1,500	\$6,000
Administrative Supplies (copies, printer cartridges, etc)		\$500		\$500					\$1,000
Software License (Lexicor 5 Reading \$40/seat @ 100 seats)		\$4,000		\$4,000		\$4,000		\$4,000	\$16,000
<b>Subtotal Supplies and Materials</b>	\$0	\$6,000	\$0	\$6,000	\$0	\$5,500	\$0	\$5,500	\$23,000
<b>Other Objects</b>									
Meals for Family Literacy Nights (\$5 pp x 40 x 4 per year = \$800)		\$800		\$800		\$800		\$800	\$3,200
Saturday Program Meals (\$100/day x 30 days)		\$3,000		\$3,000		\$3,000		\$3,000	\$12,000
<b>Subtotal Other Objects</b>	\$0	\$3,800	\$0	\$3,800	\$0	\$3,800	\$0	\$3,800	\$15,200
<b>TOTAL DIRECT COSTS</b>	\$192,038	\$46,408	\$190,538	\$46,408	\$172,938	\$48,658	\$164,388	\$54,208	\$915,587
<b>Indirect Costs @ 3.89%</b>	\$7,470		\$7,412		\$6,727		\$6,395		\$28,004
<b>TOTAL COSTS</b>	\$199,509	\$46,408	\$197,950	\$46,408	\$179,666	\$48,658	\$170,783	\$54,208	\$943,591

**Project Description:**

The purpose of 360 Literacy is to provide academic enrichment and intervention for students at-risk of not graduating with their 4-year cohort using non-traditional instructional and behavioral support strategies in an afterschool setting and in the summer.

Principles of Effectiveness: 360 Literacy was designed using scientifically based research and best practices to identify and retain students at-risk of dropping out of high school. The Center for Public Education identifies the following three actions districts must take, and do well, to help significantly more teenagers complete high school:

- Prediction: Identifying potential dropouts
- Intervention: Helping at-risk students and
- Prevention: Changing the factors that schools control

360 Literacy integrates all these principles in a supportive, after school environment that provides academic, emotional and behavioral supports for students to embrace success at all levels and address known factors that attribute to dropout rates such as a lack of engagement, personal reasons, and academic reasons. By using principles of effectiveness that include early identification and intervention we can prevent the declining graduation rate at Irmo High School, particularly for those students who exhibit early warning signs.

Student and Family Support - Additional Services: District Five's Student Services Department provides integrated services directly at the schools to support the social and behavioral needs of all students. Each school has an on-site Social Worker and direct access to school psychology and mental health counseling services as needed. 360 Literacy will use this established wrap-around model to address the academic, social and behavioral needs of student participants and their families. School psychology, social work, and mental health counseling services will be available to students as needed and identified. Additionally, parents can receive parent education and in-home developmental screenings for infant children.

**Snacks and Meals:** The District Five Office of Nutrition will provide daily snacks at the start of each session during the school year via the USDA free snack program administered by the School District and operated by the School's Food Service Team. During the summer, students will receive free snacks and lunches provided via the USDA Summer Feeding Program. Snacks meet nutrient standards established by the FDA. The snack menu varies, but typically includes milk and fresh fruit, and avoids fatty foods. District Five Adult Education will provide funding for meals served during Family Literacy Programs.

**Families:** Parent involvement in 360 Literacy will be critical to the success of the student participants and encouraged year-round beginning with developing the Individualized Graduation Plan and continuing with monthly Family Literacy Programs. Programs will be offered at no charge, with dinner provided, to encourage family engagement and involvement. Topics will be co-led by 360 Literacy Project Staff and community-based organizations. In addition to group activities, upon request, the 360 Literacy staff will provide individual consultation and tutoring to student or family members and referrals to Adult Education. District Five's Title I Coordinator, Parenting Services Coordinator, Adult Education Coordinator, Social Workers, and Parent Educators at both Irmo Middle and Irmo High School will participate in the Family Literacy Programs as appropriate and will be invited to serve on the Advisory Committee. These coordinators will also help promote the 360 Literacy program to families with students in the Irmo cluster.

Four components critical to success include:

1) Identification of students who are not on track to graduate with their 4-year cohort, due to being overage upon arrival to high school or slow credit accumulation in high school (this includes learning disabled and ESL students). Irmo High School Director of Guidance Services, Assistant Principal for Instruction, Math Department Chair, and English Department Chair will work collaboratively with their counterparts at Irmo Middle School (the primary feeder school into Irmo High) to identify rising 9th graders who exhibit one or more of the following characteristics:

- ⇒ Students who are more than one year behind their original cohort.
- ⇒ Students with chronic attendance problems and behavior referrals.
- ⇒ Students with a consistent pattern of failing or borderline grades, or scoring “not met” on standardized test scores in math and language arts.

In addition to early identification of rising 9th graders, Irmo High School staff will identify high school students who exhibit one or more of the following characteristics:

- ⇒ Students with chronic attendance problems.
- ⇒ Students who are failing core courses currently.
- ⇒ Students who failed English or math the past year or semester (if semester course).
- ⇒ Significant individual course absences (not just full days).

2) Academic Support and Intervention to obtain a State High School Diploma or High School Equivalency Diploma will be provided by District Five, Tutor Eau Claire and Turning Pages to ensure that reading challenges are identified and addressed using individualized instructional strategies. Individualized Graduation Plans (IGPs) will be developed for each student with involvement of parents, the 360 Literacy Project Director, and school guidance counselor will include services for special needs and English language acquisition, as needed. Each student’s plan will outline specific 360 Literacy components to which the student will be assigned and any other responsibilities that support successful course completion during the school day such as completing missed assignments, securing medical excuses for absences, etc. Student and parent(s) will confirm their commitment to the plan by signing a contract outlining their responsibilities.

3) Family Literacy Programs to provide a continuum of support to students, their families, and the community.

4) Non-Academic Support Services which will include facilities, transportation, security, food/snacks, wrap-around services, and referrals to external community service providers as needed.

**Staffing Pattern:**

360 Literacy will be staffed by Adult Education Instructors and Volunteer Tutors to maintain a 10:1 student-teacher ratio. Adult volunteer tutors specially trained to work with students with dyslexia, dyscalculia, and other learning disabilities will be provided by Tutor Eau Claire and Turning Pages to provide individualized tutoring

for student participants. District Five employs a volunteer recruiter/coordinator that will also assist in securing volunteers (inclusive of senior citizens) in numbers that will ensure maintenance of low student to teacher ratios.

The Project Director will be responsible for planning, administering, and managing the 21st CCLC grant-funded program that will serve District Five students. The director will monitor and balance budgets to ensure that they comply with program and district/agency financial policies, procedures, and requirements. The Site Coordinator will implement, coordinate, and maintain the 21st CCLC grant-funded program that will serve district/community students. The coordinator will facilitate the implementation of curriculum, instruction, and assessment programs in the after-school environment and monitor the instructional delivery to targeted students. He/she will consult with the project director, principals, and teachers to ensure program goals are being met. He/she will collect and analyze data to assist the project director to complete reports as required by the grant source. Instructors (Academic Enrichment, Carnegie Unit Course, Credit Recovery) must hold a valid SC secondary teaching certificate in the content area taught and demonstrate thorough prior experience in their ability to instruct in the content area assigned. Tutors (Volunteer) provided through Tutor Eau Claire and Turning Pages will be required to complete the district volunteer application and be approved by Human Resources as a volunteer or have completed the partner's screening process for volunteers. 360 Literacy also will include additional positions funded in-kind by District Five: Transition Specialist, Director of Parenting Services, and Parent Educators.

Training for all 360 Literacy Project Staff will take place 3x annually in Year 1 and Year 2, with on-going coaching to ensure proficiency of techniques and strategies. Training will be provided by partners, Tutor Eau Claire and Turning Pages, both of whom have expertise in providing literacy services to non-traditional learners. Topics will focus on identifying coding skill deficits which intensify reading challenges in older students and instructional techniques for working with individuals with dyslexia and dyscalculia.

### **Population Served:**

This project will serve four targeted populations:

- Rising 9th graders who are behind their peers academically in English language arts and math
- Struggling students in grades 9-12 who need credit recovery
- Struggling students in grades 9-12 who need academic enrichment
- Students overage from their peer group at-risk of dropping out and enrolling in Adult Ed

### **Project Origination:**

This project was designed to impact students in the School District of Lexington and Richland Counties. Many of the students who have dropped-out from regular school enrollment eventually receive services through the District's Adult Education Center. In fact, during the 2014-15 school year, more than 50% of the nearly 100 graduates were 17-21 year-olds earning a high school diploma and 48% were previous Irmo High students. All these students are quite capable of completing in four years had the supports and non-traditional options needed within their school been available. As evident district-wide, the Adult Education Center also has seen a dramatic shift in the composition of the student population in the past five years. Students ages 17-21 were once only about 25% of our student population. This age group now makes up over 50% of the population served. These students often demonstrate low self-esteem and self-



efficacy, and anxiety regarding both life options without securing a high school credential as well as fear of achieving that goal. A disproportionate number of these students are non-traditional learners and have significant personal challenges that have existed since before leaving the k-12 system. Challenges for these students now have been magnified by adult family/work responsibilities, and academic skill losses due to time away from an educational program. Adult Education has afforded these students additional supports (individualized instruction, credit recovery, and more) which have changed the trajectory of their academic potential. 360 Literacy is designed to implement the proven strategies of Adult Education at the school site, while students are still enrolled in school.

Data shows a link between overage students and academic achievement and behavior in school. At Irmo Middle School, of the 24% total 8th graders who scored Not Met on the 2014-15 ACT Aspire English subtest, 3% were identified as overage from their peers; and of the 56% who scored Not Met on the 2014-15 ACT Aspire Math subtest, 7% were overage. As students' progress to high school, the likelihood increases that they will remain, or age even further than their grade-level peers, which also triggers an increase in behavior incidents. At Irmo High School 11% of the total student enrollment is identified as overage for their peer group – a 4% higher prevalence than the district's four high schools combined. During the first half of the 2015-16 school, 234 students at Irmo High School were involved in 2,132 discipline incidents. Of these 234 students 17% were overage students, indicating yet another link between a student's age as compared to his/her peers, and academic achievement and behavior in school. We recognize that challenges students face at school often correlate with literacy levels in the home environments. Parents who lack literacy skills are less likely to be able to provide the academic supports or home environment needed for struggling students. Compounding to these existing challenges, are extenuating factors such as a lack of stable housing, low academic levels of family members, and parents who may work more than one job oftentimes second or third shift. The Irmo community was hit hard during the October 2015 Flood, which displaced 204 families. Together, these factors can influence a student's academic success. 360 Literacy will provide wrap-around services to meet the academic, social, and behavioral needs of student participants as well as their parents/families, through family literacy activities with topics such as financial literacy, civics, referrals to community services/housing assistance, and tutoring for adults with low reading skills.

### **Desired Outcomes and Measurable Objectives:**

#### Performance Goal Objectives (Performance Measures)

- I. Students regularly participating in the program will meet or exceed state and local academic achievement standards in English language arts (ELA)/reading and math.
  - a. 50% of regular program participants will increase their math grade by a half letter grade or 5% points from the first marking period to the last marking period of each academic year.
  - b. 45% of regular program participants will improve their mathematics performance level on the state standardized assessment from the prior year to the current year.
  - c. 50% of regular program participants will increase their English language arts(ELA)/reading grade by a half letter grade or 5% points from the first marking period to the last marking period of each academic year.

d. 45% of regular program participants will improve their reading performance level on the state standardized assessment from the prior year to the current year.

II. Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance, and reduced disciplinary referrals.

a. 92% of regular program participants will show improvement in school attendance by reducing their number of days absent from the prior year to the current year.

b. 80% of regular program participants will show improvement in their school behavior by reducing their number of discipline incidents from the prior year to the current year.

c. 92% of regular program participants will show improvement in classroom performance, including homework completion and class participation, from the first marking period to the last marking period of each academic year as reported by teachers.

III. Students regularly participating in the program will demonstrate additional positive social and behavioral changes.

a. 80% of students will maintain a daytime school attendance rate of 90% while participating in 360 Literacy.

b. The overall number of school discipline referrals by participating students as a group will decrease by 10% during the period of participation.

IV. Families of students regularly participating in the program will be afforded opportunities for family literacy activities and services.

a. 90% of the families of students receiving services through Literacy 360 will participate in at least three family literacy programs.

b. 80% of participating parents will report at least one of the following by the end of the program year:

- Increased involvement in children's education
- Increased involvement in children's literacy activities

V. District Five Adult Education Staff and high school after school instructors will be trained by external partners in strategies to identify and accommodate learner disabilities and to teach literacy skills in order to integrate these strategies into after school enrichment and Adult Ed programs to ensure sustainability of instructional techniques and resources post-grant.

a. 100% of the instructional staff associated with 360 Literacy will receive training from Turning Pages and Tutor Eau Claire.

b. 100% of new instructors will be trained by those already endorsed through the initial training process.

Advisory Committee: The Advisory Committee will consist of the individuals who participated in the Needs Assessment that helped shape the design of 360 Literacy. Student participants, their families, and external partners will be asked to join the committee as well. This Advisory Committee will meet on a quarterly basis to

provide feedback and guidance on all aspects of the project including: process of identifying students and vertical collaboration between Irmo Middle and High Schools, oversight of intervention methods, adjustment and modification of intervention methods, addition of other external partners, and evaluation of the program's effectiveness, as well as individual student success.

### **Strategies and/or Interventions of the Project:**

**To support Goal 1 (Academic Achievement):** 360 Literacy will operate at Irmo High School, Monday through Thursday from 3:30 pm - 6:30 pm, and Saturday from 9:00 am – 3:00 pm for a total of 18 hours per week during the school year (30 weeks). Daily activities will center on academic enrichment to increase students' academic achievement, specifically in English language arts and Math. Strategies to be used include individualized tutoring provided in partnership with community literacy organizations and by District Five Adult Education Instructors, and behavioral supports that reflects the needs outlined in their Individualized Graduation Plan (IGP). Saturday programming will be available at the Adult Education Center located at Irmo High School from 9:00 am - 3:00 pm for students seeking Carnegie Units or credit recovery. We anticipate serving 100 students.

Programming options for continuous academic enrichment will be offered in the summer months. Academic enrichment, tutoring and behavioral supports will be available to any student participant in 360 Literacy, while enrollment in Carnegie unit courses and Credit recovery courses will be based on needs identified in the student's Individual Graduation Plan.

360 Literacy will offer the following programs in the summer months:

- 1) Academic Enrichment in English language arts and Math for students performing below grade level expectations during the school year (Grades 8-11). Schedule: Tuesday, Wednesday, Thursday 10:00 am – 2:00 pm for a total of 12 hours per week for 8 weeks. Anticipated number of students served = 50.
- 2) Carnegie Unit Courses for rising overage ninth graders. Schedule: Monday through Thursday 8:30 am – 3:00 pm for a total of 120 hours. Two six-week sessions of up to 20 students per session will be offered during June, July, and August. Anticipated number of students served = 40.
- 3) Credit Recovery for students returning to high school who failed core classes during the year with a grade of 65 or higher or passed courses, but did not meet seat time requirements. Schedule: Monday through Thursday 8:30 am – 3:00 pm for a total of 26 hours per week during the month of June (4 weeks). Anticipated number of students served = 40.
- 4) Adult/Family Literacy for students and families to improve literacy and reading levels. Schedule: Monday through Thursday 3:00 pm – 6:30 pm for a total of 14 hours per week for 8 weeks during June, July, and August. Anticipated number of students = 40.
- 5) Family Literacy Nights for students and families to improve literacy skills (financial, reading, civics, etc.). Schedule: Thursday 6:30 pm – 8:00 pm for one night per month during June, July, and August. Anticipated number of students = 40.

**To support Goal 2 (Attendance) and Goal 3 (Behavior):** 360 Literacy will incorporate the same positive behavioral support system and strategy that is integrated into the regular school day, as part of the district-wide Positive Behavioral Interventions and Support (PBIS) initiative.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based program endorsed by the US Department of Education for all populations of students. The alignment between the school day and 360 Literacy will be seamless to follow a similar approach with activities that focus on clear expectations, continual individual monitoring, positive reinforcement, pro-social skill and behavior development, and interventions to prevent disruptive or self-destructive behaviors. 360 Literacy will provide positive behavior support for four key program expectations: (1) participate (2) obey adults (3) respect others (4) communicate appropriately and (5) honor commitments (attendance at scheduled sessions and completion of assignments). Behavior will be monitored and adherence to the student's commitments, as outlined in their IGP, will be regularly monitored on a quarterly basis, at minimum. Any interventions will be handled collaboratively with the 360 Literacy Project Director and the students' school guidance counselor and family.

**To support Goal 4 (Family Engagement and Literacy):** Family Literacy Programs will be offered in partnership with the District Five Office of Parenting Services on a monthly basis (year-round) as a strategy to support literacy in the home environment. Activities include dinner to participants with the literacy programs to follow. Programs will focus on a broad spectrum of literacy topics including reading development, personal finance, employment preparation, and family literacy. We anticipate serving a total number of 40 individuals per program.

**To support Goal 5 (Sustainability):** 360 Literacy incorporates the strategy of the "train the trainer" model where District Five Staff will be trained by Tutor Eau Claire and Turning Pages Reading Specialists to identify reading disorders and to learn instructional strategies for adult learners and/or those struggling with literacy. Activities in Year 1 and Year 2 include training for District Five Adult Education Staff by Tutor Eau Claire and Turning Pages. In Year 3 and Year 4, District Five Adult Education Staff will train new District Five Instructors using the model and strategies taught by Tutor Eau Claire and Turning Pages. This sustainable model, focused on capacity building of existing District Five Staff, will ensure that all Adult Education Staff have the specialized skills and credentials to identify certain reading disorders and provide individualized instructional support to address these learning challenges, post-grant funding. Family Literacy Programs will continue as part of Adult Education, with WIA Title II funds. Additionally, vertical collaboration within the Irmo Cluster will have established effective collection, communication, and application of student achievement data to identify and plan for student needs. The grant funded period will allow sufficient time to move those in crisis through the system and establish a proactive system of early identification and a menu of options for assistance in subsequent years.

#### **Results (Outcomes and Achievements):**

Our mandated goal was to serve at least 100 students each school year. Over 400 middle and high school students were served during 2016-2017. 39/40 (97.5%) of senior participants graduated. Over 70 adult students earned high school credentials as well. Approximately 100 students were served in the summer component to catch up with or keep pace with their peers in accumulating credits toward graduation.

During our 360 Literacy 2017-2018 school year, we served 419 students, of which 114 students had perfect or good attendance in the program. Also, 80% of our 360 students with perfect or good attendance were promoted to the next grade level. Furthermore, 100% of our 360 seniors with good attendance in the program graduated

from high school. Finally, during our 360 Academic/Enrichment Summer 2018 we served 115 students, of which 70 participated to accumulate credits for promotion. 85% of our students completed APEX personalized learning and were promoted.

### **Comparison data before and after participation for year 1:**

This data shows program impact using matched data for students that participated in the first year of the program, for which these data sets were available in the year prior to their participation.

I a. Of 91 students who regularly attended the program, 86 had a Math grade for both Q1 and Y1 or a grade for Q3 & Q4 for semester course. If the student had more than one course, the higher level course was used. (For example, if the student was taking Algebra 1 and Geometry, then Geometry was used.) Of those 86 students, 13 (15.1%) had an increase of 5 or more points during the course.

I. b. & I. d. Of 91 students who regularly attended the program, there is no SC READY data or MAP Conditional Growth Percentile available for 68 of the students. Five additional students do not have enough data to make a growth determination in either subject. For ELA/reading, 6 additional students do not have sufficient data available. Out of the 12 remaining, only one student improved an ELA performance level. None had a Reading Spring-to-Spring Conditional Growth Percentile of at least 50. Out of the 15 remaining, none had an increase in Math performance level. Six had a Reading Spring-to-Spring Conditional Growth Percentile of at least 50. Four of those six had SC READY data available and did not move up a performance level.

I. c. Of 91 students who regularly attended the program, 87 had an ELA grade for both Q1 and Y1. If the student had more than one course concurrently, the higher level course was used. (For example, if the student was taking English 1 and English 2, then Geometry was used.) Of those 87 students, 15 (17.2%) had an increase of 5 or more points during this period.

II. a. Of 91 students who regularly attended the program, 70 were enrolled at some point during both school years. Of those 70 students, 11 had zero all day absences both years. Of the 59 students remaining, 28 students had a reduced number of full day absences. This comes to a total of 47.5% of students who had a reduction in the number of full day absences from the 2015-16 school year to 2016- 17 school year.

II. b. Of 91 students who regularly attended the program, 70 were enrolled at some point during both school years. Of those 70 students, 14 had zero incidents both years. Of the 56 students remaining, 33 students had a reduced number of incidents. This comes to a total of 58.9% of students who had a reduction in the number of incidents from the 2015-16 school year to 2016-17 school year.

III. a. Of 91 students who regularly attended the program, 85 had a daytime school attendance rate of at least 90% during the time they were enrolled in the program. This is 93.4% of students making that mark.

III. b. Of 91 students who regularly attended the program, 70 were enrolled at some point during both school years. In 2015-16, there was a combined total of 343 incidents where these students were the offender. In 2016-17, there was a combined total of 295 incidents where these students were the offender. This is a 14.0% decrease in the number of incidents from year to year.

### **Project Timeline:**

The project was funded for four years. Afterschool activities were scheduled 3:30 – 6:30 p.m. Monday through Thursday and 9:00 a.m. – 3:00 p.m. on Saturdays August – May. The summer component operated 8:30 a.m. – 3:00 p.m. the first week of June – the first week of August.

The expectation was that the interventions would continue after the funding ended because of the capacity built within the school staff via training, and the smaller target population due to less students in the pipeline as a result of the early identification and in-house interventions.

**Outcomes Related to School Completion, Dropout Prevention, and/or Graduation Rates:**

In the first two years, the percent of seniors who participated in the program and achieved four-year graduation was 97.5% and 100 % respectively. Addressing learning difficulties and increasing student promotions increases the likelihood that students will graduate and keeps them on pace to do so in four years. The state report card rating of the target high school improved as a result of increased on-time graduation rate (as high as 7%). The training provided to staff members built capacity that will enable the continuation of these practices long after the grant period.

**Special Conditions, Expertise, and/or Skills Required to Carry Out Project:**

District Five partnered with Tutor Eau Claire and Turning Pages in the development of this project. These partners were selected because of their specific expertise in working with adult learners and those with learning challenges, who require individualized instructional strategies that are not traditionally used in the classroom. These partners were also chosen for their success in developing a sustainable model of service that incorporates the use of qualified, trained adult volunteers, particularly senior citizens. Tutor Eau Claire promotes a multisensory approach to teaching reading. The Orton-Gillingham approach teaches the structure of language and combines all learning senses—auditory (hearing and speaking), visual (seeing and perceiving), and kinesthetic (touch and movement) in teaching students. Learners move step by step from simple to more complex material in a sequential, logical manner that enables students to master important literacy skills. Turning Pages is a local non-profit whose mission is to help adults to reach their full potential, by helping them improve their reading, math, and English language skills, through customized learning plans. Turning Pages trains volunteers to be reading tutors and work one-on-one or in small groups. In addition to training for 360 Literacy Project Staff, Turning Pages will supply trained volunteer tutors on a weekly basis during the school year and Tutor Eau Claire will coach trained instructors and tutors (30 weeks).

**Current Status of Project:**

The project is in its fourth and final funding year. The original project director and program coordinator have not been involved in the program since the end of year two. As we transitioned to other districts, there was a concomitant change in leadership at the target high school.

**Role in Project as a NDPS Certification Program Participant:**

I designed the initiative, worked with the district grants writer to secure funding, and served as Project Director.

**Lessons Learned:**

We realized that high school students were not likely to engage regularly in a program that was purely focused on academics. Therefore, we built in an enrichment component. We learned that we needed to make this a very diverse offering to appeal to wide range of students.

**Advice for Dropout Prevention Practitioners about the Project:**

The schedule should be built in a way that requires participation in the essential academic activities and provides choice for enrichment activities. Work with coaches and sponsors of extra-curricular activities to coordinate after school practices with the program activities to ensure that the schedule enables these students to complete academic requirements.