

United Way
of the Wine Country
Schools of Hope
Literacy Initiative
Evaluation Report

Fall 2014



Schools of Hope Evaluation

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EXECUTIVE SUMMARY	5
IMPORTANCE OF EARLY LANGUAGE AND LITERACY DEVELOPMENT	5
CONTEXT AND ORIGIN OF SCHOOLS OF HOPE.....	5
SCHOOLS OF HOPE IN SONOMA COUNTY.....	5
INTRODUCTION	6
SCHOOLS OF HOPE PROJECT DESCRIPTION	6
SCHOOLS OF HOPE GOALS	6
EVALUATION PLAN	6
METHODS USED	7
PARTICIPANTS.....	7
SOH TUTEE SELECTION.....	8
STUDENT READING ATTITUDE AND ABILITY.....	8
<i>Ability</i>	8
<i>Reading Attitude</i>	9
TUTOR TRAINING OBSERVATION STUDY	9
TUTOR OBSERVATION STUDY	10
VOLUNTEER TUTOR SURVEY.....	10
TEACHER SURVEY.....	10
RESULTS AND DISCUSSION	10
ANALYSIS OF DIBELS NEXT STUDENT DATA	10
ORAL READING FLUENCY SCORES.....	10
ANALYSIS OF STUDENT READING ATTITUDE SURVEY.....	12
HIGH FREQUENCY WORD ANALYSIS.....	13
TUTOR TRAINING OBSERVATION STUDY	15
<i>Background</i>	15
<i>Training Session Structure</i>	15
<i>Observation Highlights</i>	15
CONCLUSIONS FROM TUTOR TRAINING OBSERVATION STUDY	16
TUTOR OBSERVATION STUDY	16
<i>Site Organization and Management</i>	16
<i>Session Structure</i>	17
<i>Teaching Reading</i>	17
CONCLUSIONS FROM TUTOR OBSERVATION STUDY	17
RECOMMENDATIONS FOR IMPROVEMENT BASED ON OBSERVATION STUDY	17
ANALYSIS OF SCHOOLS OF HOPE VOLUNTEER SATISFACTION SURVEY	19
ANALYSIS OF VOLUNTEER CENTER TEACHER SURVEY	21
FINAL CONCLUSIONS: DOES THE PROGRAM IMPROVE READING? YES!	22
NEXT STEP RECOMMENDATIONS	22
REFERENCES	23
APPENDIX 1: STUDENT READING ATTITUDE SURVEY	24

APPENDIX 2: TUTOR OBSERVATION FORM	26
APPENDIX 3: TUTORING TRAINING CHECKLIST.....	27
APPENDIX 4: HIGH FREQUENCY WORD LIST	31

Executive Summary

Importance of Early Language and Literacy Development

Early grade reading mastery is one of the best predictors of children's success in school. Early language and literacy development plays a key role in supporting learning experiences that are linked with academic achievement (United Way's Education Research Overview, 2011). Schools of Hope (SOH) intends to support reading in the primary grades so that 90% of Sonoma County's third graders are reading at grade level. Third grade reading has been found to be a strong predictor for adult success. To date, **2,000 tutors** have served 1,400 students in kindergarten, first, second, and third grades. The data collected as part of this project provides positive results of the efficacy of the program. Several indicators in the past two years point toward positive results, whereas, previously, we had inconclusive evidence about the direct link of the program to reading achievement. This suggests that the adjustments undertaken in the last two years may have been effective. When compared with the previous year, there were great strides in data collection. Surveys of tutors and teachers indicate that the program is having a positive effect on students. The DIBELS Oral Reading Fluency scores reflect increased reading achievement for tutees.

Context and Origin of Schools of Hope

The Schools of Hope program originated in Dane County, Wisconsin, with the stated goal to close the achievement gap. Despite 20 years and millions of dollars dedicated to the effort, an achievement gap persisted in the community. With community input, the United Way of Dane County began the Schools of Hope program in 1995. "Using community input, as well as hard data and research, the group determined to place volunteer tutors in schools to work in concert with teachers. Volunteer coordinators were placed in the schools with the most students in need of reading assistance" (unitedwaydanecounty.org, 2014). Within ten years, the third grade reading achievement gap was reduced from 12% to 2%. The Dane County program has been a model for other counties across the nation. United Way of the Wine Country used the Wisconsin model as a starting point for its own, county-specific model.

Schools of Hope in Sonoma County

In 2009, United Way of the Wine Country published *On Our Watch: Opportunity for All*, a call to action examining local education data and describing promising practices that could enable all children to achieve their full potential. Following the release of the report, United Way pulled together focus groups and working groups of local experts from six elementary school districts, the Sonoma County Office of Education, and other key non-profit partners to further develop a

literacy initiative meeting our region's unique needs. Based upon best practices from the Wisconsin model, Schools of Hope in Sonoma County launched in October 2010.

The Schools of Hope (SOH) program is an early reading intervention model for children who are struggling with reading. Using DIBELS Next composite scores, schools identify "strategic" readers who have the most potential to benefit from weekly one-to-one literacy tutoring. Community volunteer tutors are trained by site coordinators at each school site with a lesson plan focused on basic reading skills (sounds, letters, high-frequency words, fluency, comprehension, and vocabulary). From October to May, tutors meet on a consistent basis with tutees in sessions that last 30 minutes, usually twice per week.

Introduction

Schools of Hope Project Description

A strong reading ability in third grade is a good predictor of high school graduation and college enrollment. For example, Lesnick, Goerge, Smithgall and Gwynne (2010) found that students who are "at or above" grade level for reading in third grade graduate and enroll in college at higher rates than students who are "at or below" grade level. We know that students who fall behind in school are more likely than students who are at grade level to be unemployed or to earn incomes below the poverty line as adults (Kutner et al., 2007) and more likely to be incarcerated (Harlow, 2003). Analysis of school teaching practices in third and fourth grade suggest that students stop learning to read in third grade and read to learn in fourth grade (Annie Casey Foundation, 2010). In Sonoma County, over 50% of third grade students are reading below grade level as measured by the California Standards Test (CST). Nearly 80% of third grade students who are also English Language Learners are reading below grade level.

Schools of Hope Goals

When the program began in 2010, 46% of Sonoma County third graders were reading at or above grade level as measured by the 2009 California Standards Tests (CST). The community goal was set with the aim of increasing that number to 90% by 2020, with Schools of Hope as the centerpiece strategy. The 2013-14 goal for Schools of Hope tutoring was that second and third grade reading proficiency would increase by five to ten percentage points.

Evaluation Plan

The School of Education at Sonoma State University (SSU) will serve as External Evaluator for United Way of the Wine Country's Schools of Hope (SOH) program with a focus on the literacy component. The overall evaluation plan will focus on the progress toward the program's goals

and propose reasonable adjustments to ensure the effectiveness and integrity of the program's outcomes. Therefore, the overall evaluation plan focuses on the program goal of impacting primary students' reading abilities through a tutoring intervention with K-3 students in Sonoma County schools.

This evaluation report is based on the following questions:

- 1) Who are the SOH students?
- 2) Do students who participate in the study learn to read better than students who do not participate in the study?
 - a) How does student reading ability change over time?
 - b) How do student reading attitudes change over time?
 - c) What do teachers think about the tutoring program?
 - d) What do tutors think about the program?
 - e) What do tutees think about the program?
- 3) What do we know about the tutors and the quality of their tutoring?

Methods Used

Participants

In order to determine the efficacy of the SOH program, student performance of students who participated in the program (SOH students) will be compared to students at schools that do not have SOH tutors (non-SOH students). In order to select a comparison group with similar characteristics to the treatment group, we applied the same criteria used for Schools of Hope student selection to students outside of SOH programs. We refer to this method as students who are in the model. We also remove from the model any students with missing data. Some SOH students fall outside of the model. Table 1 contains information about the comparison groups across grade levels. It is important to note that the percent of English Learners in the SOH group is significantly larger than the percent of students in the comparison groups across all grade levels. It is also important to note that the percent of students participating in the Free and Reduced Lunch Program in the SOH group is significantly larger than the percent of students in the comparison groups across all grade levels.

Table 1: Description of SOH Tutees and Comparison Group (Students in the model)

Grade Level and Group		Number	Reading Score ¹	% Free and Reduce Lunch	% English Learner	% Special Education	Gender (F/M)
First Grade	SOH	145	94.3	72 ³	63 ⁴	5	48/52
	Comparison Group	369	93.4	56	33	7	51/49
Second Grade	SOH	33	112	79 ⁵	64 ⁵	6	47/53
	Comparison Group	154	115	62	43	8	49/51

¹ Average DIBELS Next Composite Score: DIBELS Next comparison score is used to determine program eligibility. For 1st grade the value of 75 and 112 are used, while for 2nd grade the value of 82 and 140. Calculated values for 1st grade composite scores were used rather than the reported values.

² Free and Reduced Lunch Eligible

³ p = 0.00

⁴ p = 0.01

⁵ p < 0.05

SOH Tutee Selection

Who gets SOH support? An evaluation committee made up of SOH educators and evaluators decided that students’ DIBELS Next composite scores would be used to determine whether or not a student gets tutoring services. Based on pre-literacy skills, a student’s DIBELS Next score can be ranked at three levels. The highest ranking is *At or Above Benchmark* and those students need “Core Support.” The next level down is considered *Below Benchmark* and those students need “Strategic Support.” The lowest level is considered *Well Below Benchmark* and those students need “Intensive Support.” The SOH program targets the students who need “Strategic Support,” as well as the top 25% of those who need “Intensive Support.” The committee hypothesized that those needing “Strategic Support” and the top 25% of “Intensive Support” would benefit the most from tutoring, and students who score lower need additional support by professionals already in place at the school. Therefore, the SOH selection level for first grade is a Beginning First Grade Composite Score between 73 and 112 inclusive and a Beginning Second Grade Composite Score between 82 and 140.

Student Reading Attitude and Ability

Ability

Since the California Standards Test (CST) was given only once per year and not in the first grade, we propose to use other measures to determine student reading abilities. Since year two of this program, DIBELS Next has been used as a way to measure reading ability three times during the year (late September, January, and late March). The Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) are a set of measures and procedures for testing how K-6

students learn early literacy skills. They are designed to be short (one minute each) measures used to regularly monitor the development of early literacy and early reading skills. DIBELS Next has been found to be useful for measuring early literacy skills. Many schools in the county use the DIBELS Next program. At schools where it is not routinely given, a small group of trained SOH volunteers assess students.

Furthermore, as the tutoring methods became more standardized from year two to year three, we hypothesized that the DIBELS Oral Reading Fluency (DORF) component of the DIBELS Next assessment would be the best indicator of reading achievement for the program. This is for three reasons: 1) because it is easy to administer by trained volunteers, 2) it assesses the ability to read a whole passage, which is the ultimate goal of reading tutoring, and reflects an important component of instruction, and 3) it has shown statistical significance in past years of the program. Based on these three reasons, it was determined that the DORF measure of reading might be the most sensitive to the effects of tutoring. The DORF is given for the first time in the middle of first grade, at the end of first grade, and at all three testing points in the second grade.

Reading Attitude

Since motivation is a strong predictor of achievement, the project team decided to use a tool to measure student reading attitude. In 2011, based on professional recommendations, the team settled on the Garfield Measure of Reading Attitude. McKenna and Kear (1990) created the Garfield Reading Attitude Survey. This scale allows the student to decide how he or she feels about the questions being asked without relying on words. Others have argued that the survey is too long with 20 questions. Garfield's face has been shown to bias towards higher attitude. While in 2011 we used the Garfield assessment, we found that assessment to be rather cumbersome; we reduced the assessment tool considerably, and we targeted items that paralleled what happens in the tutoring sessions. We replaced the Garfield cat image with a smiley face. In addition, we adapted the assessment by reducing the number of items in the assessment (see Appendix 1). We had teachers review the survey, and we piloted and field-tested the survey in order to determine its reliability and validity ($\alpha = .762$ first 8 items).

Tutor Training Observation Study

During the fall, observations were made of the trainings conducted by site coordinators for the volunteer tutors. The trainings were held at the school sites during September and October 2013. Using a pre-established protocol (see Appendix 3), AmeriCorps VISTA members conducted observations of the training sessions to assess the quality and consistency of instruction at all 22 sites where the Schools of Hope program is in place.

Tutor Observation Study

In order to determine the efficacy and implementation of the program, observations were made late in the school year of volunteer tutors conducting sessions with their tutees. Over the course of two days in April, sessions were observed at two elementary schools in Sonoma County. Three trained observers sat passively near tutor/tutee pairs while conducting their observations using a pre-established protocol (see Appendix 2).

Volunteer Tutor Survey

A tutor satisfaction survey was provided by the SOH team twice/year (in October and February) to volunteer tutors in the program. About 255 volunteers responded. Tabulated results were presented to the SOH team.

Teacher Survey

A survey was administered by the Volunteer Center staff to the classroom teachers who participated in the program. Responses of 24 classroom teachers were provided to the SOH team.

Results and Discussion

Analysis of DIBELS Next Student Data

During the 2011-2012 school year, data was for 170 SOH students who had complete data sets. In 2012-2013, data was reported on 323 SOH students across four grade levels with the number of students for each of the three scoring sessions. For 2013-14, a total of 188 students had complete data sets. First grade students participated in 25.2 (mean sessions) while second grade students had 24.2 tutoring sessions. Some students participated in up to 50 sessions while some students participated in only one session. Only the DIBELS Oral Reading Fluency is reported here, as we believe that this measure most closely matches what the students are doing in tutoring sessions.

Oral Reading Fluency Scores

Based on the results of the DIBELS Next reading fluency scores, students in both first and second grade benefited from the SOH tutoring program (Table 2 and Table 3), and in both cases from the middle of the program to the end of the program. This is clear evidence that the SOH is having a positive effect on student reading as measured by the DIBELS Oral Reading Fluency (DORF) scores. We have found evidence of this trend over the last three years with significant results in the last two years including the 2012-13 and 2013-14 results. The robustness of the data and conclusion is strong this year, such that even without applying the full level of the

model to the data, the results are apparent. The data displayed here includes all the data using the full model. We assess students who fall into the “strategic support” and top 25% of “intensive support” readers who started in either winter or spring and attended at least 1.5 sessions per week.

Table 2: DIBELS Oral Reading Fluency Scores for First Grade

DORF Scores First Grade	SOH	N	Mean	Std. Deviation
Middle Score	Non-SOH	203	19.40	2.47
	SOH	70	19.23	2.34
End Score	Non-SOH	199	40.68*	14.03
	SOH	70	46.46*	17.01
Gain Score End - Mid	Non-SOH	199	21.28**	13.29
	SOH	70	27.23**	16.54
* (t= 2.54, p < .05)				
**(t = 2.71, p < .05)				

Table 3 DIBELS Oral Reading Fluency Scores for Second Grade

DORF Scores Second Grade	SOH	N	Mean	Std. Deviation
Beginning Score	Non-SOH	165	39.69	6.45
	SOH	26	37.69	6.81
Middle Score	Non-SOH	165	64.81	16.35
	SOH	26	59.58	11.71
Ending Score	Non-SOH	165	78.22	18.76
	SOH	26	79.42	14.14
Gain Scores Middle-Beginning	Non-SOH	165	25.37	13.48
	SOH	26	21.88	10.12
Gain Score End-Middle	Non-SOH	165	13.22**	12.48
	SOH	26	19.84**	10.40
Gain Score End-Begin	Non-SOH	165	38.53	16.60
	SOH	26	41.73	12.14
** t = 2.59, p < .01				

Analysis of Student Reading Attitude Survey

The student survey data suggests that all students to whom the survey was administered had an overall positive attitude towards reading with little change over the school year. These findings do not parallel the finding from last year where a difference in scores across the year was found, albeit with a larger sample. This year's findings suggest that either the student's attitude towards reading did not change much over the year or that the survey is not sensitive to any changes. Given the reliability of the test, we hypothesize that the attitudes towards reading as measured by this test did not change during the year and with the smaller samples no differences can be found.

Table 4: Summary Results for Student Survey data

Student Attitude Score	n	I like Reading 1	I Like Reading 2		
Grade K	20	3.45	3.46	t = .012	p > .05
Grade 1	92	3.41	3.48	t = .072	p > .05
Grade 2	88	3.44	3.43	t = .067	p > .05

$\alpha = .763$ 8 items

Further analysis revealed that there is no difference between the SOH group and the control group for the students who had complete data sets for analysis. Given that very little changed in between the pre- and post-test in last year's larger sample and given no difference found this year, we believe that this measure is one that we do not need to administer now or in the future.

Table 5: Comparisons of reading attitude across SOH and non-SOH

Student Attitude Score		n	I Like Reading 1 (mean)	I Like Reading 2 (mean)
Grade 1	SOH	37	3.37	3.44
	Non-SOH	55	3.44	3.52
Grade 2	SOH	19	3.41	3.43
	Non-SOH	69	3.51	3.46

High Frequency Word Analysis

As part of this year's work, we looked at another assessment of reading ability. We crafted a high frequency word test (HFW) that was piloted with students last year and was implemented this year (See Appendix 4 for the word list). This data only represents SOH students since data was collected only for SOH students in this pilot. Furthermore, the HFW test exhibited a ceiling effect with the student scores piled up on the top of the scores for the post-test (Figure 1). All data was cleaned of incomplete and questionable data sets as described earlier.

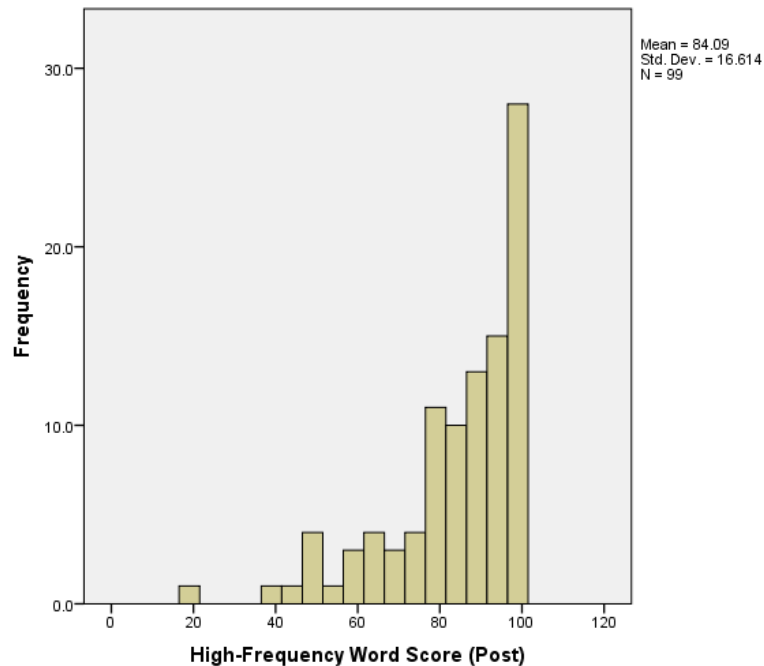


Figure 1: Ceiling Effect for HFW post-test

Table 6 reflects the correlations between the HFW and the comparable measures already used. The HFW significantly correlated as expected with the other measures used in this study with some noticeable exceptions that will be addressed later. Almost all of the correlations are between .4 and .6 and are significant. The HFW pre-test score and the HFW difference score are correlated less and may be an artifact of the HFW ceiling effect. We generally hope that scores are normally distributed with most students scoring in the middle range (i.e. a bell curve). However, in this assessment, students' scores are piled up at the top of the measure; therefore, this measure is not a good assessment of this content for these students. Based on these findings, the HFW can supply some additional formative assessment information for teachers but does not add to the assessment suite for this evaluation.

Table 6: Correlations between high frequency words and other reading measures

		n ¹	High-Frequency Word Score			Dibels Composite Score			Dibels Oral Fluency Score		
			Pre	Post	Dif	Beg	Mid	End	Mid	End	Dif
High-Frequency Word Score	Pre	101	1	.605**	-.566**	-.016	.439**	.409**	-.055	.487**	.346**
	Post	94	.605**	1	.315**	.166	.466**	.509**	.160	.497**	.379**
	Dif	94	-.566**	.315**	1	.191	-.025	.053	.233*	-.051	-.009
Dibels Composite Score	Beg	89	-.016	.166	.191	1	.124	.115	.044	.151	.119
	Mid	89	.439**	.466**	-.025	.124	1	.841**	.857**	.777**	.519**
	End	89	.409**	.509**	.053	.115	.841**	1	.694**	.904**	.784**
Dibels Oral Fluency Score	Mid	89	-.055	.160	.233*	.044	.857**	.694**	1	.717**	.343**
	End	89	.487**	.497**	-.051	.151	.777**	.904**	.717**	1	.901**
	Dif	89	.346**	.379**	-.009	.119	.519**	.784**	.343**	.901**	1

¹ This n refers to the minimum number of students reflected in the row. The range was between 89 and 101.

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Tutor Training Observation Study

Background

AmeriCorps VISTA and United Way staff observed approximately 22 training sessions in September and October 2013. Using a pre-established protocol (see Appendix 3), observers tracked the content, organization, and emphasis of each training presentation. The trainings were conducted by each school's site coordinator(s), who had prior training and preparation by United Way staff. Each site's tutors had a choice of attending one of two offered sessions, given on different days. The trainings were held in classrooms or offices at the school sites. Schools were ranked using the following designations: "great," "good," "passing," and "problem."

Training Session Structure

The trainings lasted between one and two hours. Site coordinators presented a curriculum they received during a prior workshop training provided by United Way of the Wine Country. However, site coordinators were allowed to adapt and shape the curriculum to their individual sites and circumstances. The topics covered and the pedagogical approaches used during the trainings varied among the 22 school sites. All trainings included a sign-up process for tutors to indicate their scheduling preferences and availability for Schools of Hope weekly tutoring sessions.

Observation Highlights

--Schools that ranked highly showed attention to detail and presented information in creative, engaging ways. One school included "great visuals, including both a PowerPoint and hand-written annotation on butcher paper."

--Many site coordinators established great rapport with tutor trainees. Using their teaching skills, presenters "had the kind of flawless delivery that comes from lots of practice" and were "excited and got their tutors excited and laughing, too."

--The most unsuccessful training sessions were unrehearsed and/or disorganized and had presenters who did not rely on notes or visuals and "jumped from topic to topic as they remembered different aspects of tutoring."

Conclusions from Tutor Training Observation Study

- 1) Based upon the number of tutor questions asked and the number of site coordinators who thanked tutors for their participation in SOH, tutors appear to be engaged in the process and have good rapport with site coordinators.
- 2) Out of a total of 22 schools, 11 were ranked “great” or “good” while 11 were ranked “passing” or “problem.” Based upon these rankings, as well as the qualitative nature of the observations, it appears that attention to organization, consistent and reliable scheduling, focus on the five learning components, and efficient use of the tutors’ time during trainings would give more schools positive rankings.

Tutor Observation Study

From the tutoring session observations conducted in April 2014, several patterns arose from the data relating to the site organization and management, session structure, and teaching reading. Observers included Sonoma State University faculty and AmeriCorps VISTA members.

An observation protocol was developed in 2012 based upon open-coded observations, and the list of practices and procedures was given to tutors during their initial training. The observation goal was to look for patterns in the structure and practices of Schools of Hope tutoring. Each observation period was approximately two hours in length, encompassing two to four tutoring sessions per tutor (individual tutoring sessions last 30 minutes each). The observational checklist used this year was refined in 2012 but remained unchanged this year (see Appendix 2).

Two schools were observed on two different tutoring days; both were morning session times. “Elementary School A” is located in a moderate socioeconomic setting where 40% of first graders are on Free & Reduced Lunch and 32% of first graders are English Language Learners. “Elementary School B” is located in a lower socioeconomic setting where 68% of first graders are on Free & Reduced Lunch and 80% of first graders are English Language Learners. Three trained observers sat passively near tutor/tutee pairs to observe the tutoring sessions.

Site Organization and Management

Both schools had a dedicated classroom for SOH with bulletin boards devoted to tutor communication, folders for each student, and reading materials for tutoring sessions. Both rooms were visually appealing and well organized, making the space easy for tutors to navigate and utilize. Upon arrival, all tutors used the space to retrieve their students’ binder and reading materials; in addition, they logged in using the site coordinators’ system and proceeded to set up for the tutoring session. At the conclusion of each tutoring session, tutors again used the record-keeping system to make notes and then returned the binders and reading materials.

Session Structure

All tutors began their sessions quickly, from immediately upon the tutee's arrival to within four minutes after first greeting the tutee. A typical pattern emerged for the 30-minute sessions: two minutes of greeting and transition into the session, 5-10 minutes of phonics and/or sight word lists, followed by 15-25 minutes of reading. Deviating from this pattern were two tutors at School B who replaced their reading time with word games/board games. Some tutors devoted two to five minutes of discussion time after completing the reading. No writing was done by tutees; tutors used writing only for record keeping.

Teaching Reading

During skills practice, tutor interactions included giving context to unknown sight words, offering hints ("Break it down."), sympathizing ("This is a hard one."), praising, correcting, using manipulatives (showing crayon colors to help tutee with color words), and asking questions. During reading practice, tutors employed the following techniques: pre-reading conversation, summarizing, using illustrations to predict plot or to connect with challenging words, offering hints, pointing to words, giving context, partner reading, defining vocabulary for tutee, and stopping to correct pronunciation.

Most tutors and tutees were observed as being engaged, interested, and attentive to the tutoring process and to each other. Two tutees were described as "distracted but interested" and "cooperative but hesitant" during the reading practice. Most tutors provided hearty encouragement throughout the sessions ("You are so smart!" "Things take time." "Good job." "Excellent." "That's right. Give me 5!").

Conclusions from Tutor Observation Study

- 1) Based upon the observed behaviors, verbal cues, body language, and comfort level between the tutors and tutees, the Schools of Hope tutoring experience appears to be positive for both tutor and tutee.
- 2) Based upon the variety of techniques employed by tutors during the skills and reading practice, as well as the session structure and organization, tutors appear to be well trained in the structure, sequence, and purpose of the tutoring.
- 3) Based upon the sites' visual appeal, organization, and utilization by tutors of materials and supplies, the systems and processes seem to work efficiently.

Recommendations for Improvement Based on Observation Study

Recent research in effective reading instruction has focused on the significant improvement in student reading with focused, targeted instruction. Research developed and reported on by Almasi and colleagues (2005), Kamil (2004), Pressley (2002), and Guthrie (2004) points to the

value of conversation, reader retell and response as important factors in reading growth and improvement.

- ❖ **Incorporate into the tutoring sessions more comprehension and meaning making.** The ELA Common Core Standards call for greater interaction during reading instruction. National Reading Panel (NRP; 2000) recommended that effective decoding instruction become a smaller part of every kindergarten and first-grade reading lessons and the report noted that such an emphasis produced a moderate positive effect on later decoding performance and less of a positive effect on later reading comprehension.
- ❖ **Use high quality engaging texts for reading tutoring.** Provide high quality and engaging texts for tutees to read during tutoring sessions.
- ❖ **Provide training to tutors on interactive story and/or text conversations that occur while reading at appropriate junctures.** Tutors were observed listening and assisting students' reading but rarely observed discussing the meaning, connections, ideas, and knowledge gained from reading the texts with their tutees. Provide training to tutors on helping tutees make connections about the story or text after reading.
- ❖ **Provide training to tutors on eliciting retellings of the story or text from tutees after reading.** Retelling what one remembers immediately after reading is a specific comprehension reading strategy that fosters critical thinking and meaning making. The act of reading includes more than accurate word calling when a retell is part of the reading process. This approach to teaching reading fosters attentive reading.
- ❖ **Provide training to tutors on developing brief language experience texts from tutees (dictations of students' ideas) as an alternate third activity during tutoring sessions.** Writing is a powerful reciprocal language system. Marie Clay and Roach Van Allen discovered in their literacy research that children are most capable of reading what they themselves say. Writing is a way to solidify what has been read and indirectly but powerfully teaches phonics, grammar, sight words and making meaning. Writing does not have to be a post-reading activity. But considering the structure of a tutoring session, a short writing activity like a dictated summary of what was read would add depth to the last part of a tutoring session and include student voice and perspectives. Writing could provide a big language boost for a little bit of time and effort.
- ❖ **Allow for choice in reading.** Studies of children's motivation for reading provide significant evidence that choice in texts is an important factor in children's reading motivation (Pressley et al., 2003). SOH should provide opportunities for tutees to listen and read along with the tutor using high quality children's literature. This would require a collection of books with two copies per title. Currently students are reading leveled texts that have less appeal than fine children's literature. We suggest offering a choice from a limited selection of children's literature.

Analysis of Schools of Hope Volunteer Satisfaction Survey

Volunteers were offered three surveys throughout the school year: a tutor satisfaction survey twice per year (two weeks into each tutoring semester) and an end-of-year survey from the Volunteer Center. As reported from the Volunteer Center survey, about half of the tutors reported that they worked with multiple students and the other half worked with one student. The majority reported that they worked with first-graders while one-third reported that they worked with second-graders. Tables 7, 8 and 9 are quantitative results from the second of the two United Way surveys (N=252).

Table 7: Now that you've experienced tutoring, how well do you feel the training by the school Site Coordinator prepared you for this position?

Tutor Responses	Percent
Very Well	48
Well	38
Neutral	12
Poorly	2
Very Poorly	0
Total	100.0

Table 8: How responsive is your school Site Coordinator to any concerns or questions?

Tutor Responses	Percent
Very Responsive	64
Responsive	27
Neither	5
Unresponsive	3
Very Unresponsive	1
Total	100.0

Table 9: Considering everything, how would you rate your overall tutoring experience so far?

Tutor Responses	Percent
Very Satisfied	72
Satisfied	26
Neutral	1
Dissatisfied	1
Very Dissatisfied	0
Total	100.0

Analysis of Volunteer Center Teacher Survey

A relatively small number of teachers responded to the survey (n = 24) compared to last year (n=81). The small number of teachers who responded needs to be remedied, as this is a vital indicator of the teachers' measure of their students' progress. Incentives can be provided to teachers as well as follow-ups with phone calls to increase the response rate. The questions about the number of students seem to be confusing and should be rewritten. The majority of the teachers responding were first grade teachers. Each teacher on average had 4.3 tutees per classroom. Teachers reported that 89% of the tutees increased in their reading skills as a result of tutoring. They also reported that 88% of the tutees had increases in their attitude towards reading. 18% of teachers reported that the use of writing was evident in the tutoring sessions. For the most part the teacher comments were positive, appreciative of the help, and expressed how the kids responded positively to the tutors. The negative comments attended to the consistency of the tutors attending and the tutor/tutee relationship. 92% of teachers expressed that they were satisfied or very satisfied with the program. We collected nine comments about the program.

- I think it is a great program and I wish that it was easier to find more times in our busy schedules to have SOH volunteers in the classroom.
- The one-on-one support was so helpful for my students. They enjoyed reading and learning with their tutors. Much of this extra support students would not have received otherwise. Thank you so much!
- Schools of Hope made a significant difference with all students who were tutored. Two students were able to make huge gains in reading and reach benchmark. A third student was on target to reach benchmark but went to Mexico for a month and progress stalled. No suggestions for change at present.
- Our supervisors were very good at preparing the site volunteers for their lessons. I felt that they also did a wonderful job matching students with volunteers.
- The program is excellent as it is now. The tutors are awesome and all the kids enjoyed their time with the tutors.
- I like the Schools of Hope program. I appreciate that community members are becoming partners in the school environment. I like that the program supports instruction already happening in the classroom.
- I really enjoy this program. It is such a positive program! All of my students' faces would light up when their tutor came into the classroom. It also gave them a positive experience with an adult who was there for them and wanted to help their education. I truly love this program and can't wait for next year! I also had a positive experience!
- The program has been very effective at SCHOOL. Our students who were tutored are more confident in reading. They all have showed improvement in their reading.

Final Conclusions: Does the program improve reading? YES!

Based on the data analyzed, we find evidence of the efficacy of the Schools of Hope program. Three different indicators are pointing towards positive effects in the program: the DIBELS Oral Reading Fluency scores, the Schools of Hope Volunteer Survey results, and the Volunteer Center Teacher Survey results.

Next Step Recommendations

1. Revisit the instruction provided during the tutoring. By revisiting the tutor implementation and clarifying this with the evaluation committee panel of experts, you can more carefully match implementation and measures.
2. Increase the training provided to tutors with a focus on reading instruction (using writing with reading, providing more choice in reading, understanding the problems with correcting students and focusing on reading comprehension). Also in the training, emphasize the power of the tutor/tutee relationship to affect the student's reading outcomes.
3. Develop ways to support the tutor/teacher connection. Based on the results of the survey, both teachers and tutors benefited from a great relationship. There is a strong possibility that a positive relationship leads to positive attitudes and greater student learning.
4. Come up with a multi-year evaluation plan to maximize data work and minimize evaluation costs.
5. Drop the High Frequency Word Assessment and the Student Reading Attitude Survey, as we have a powerful tool in the DIBELS Next assessment suite.
6. Address the variation in tutor trainings and tutoring sessions among the school sites.

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APPENDIX 1: Student Reading Attitude Survey





Name: _____

Grade Level: _____ Teacher: _____





1. How does reading make you feel?

 Very Happy	 Happy	 Bad	 Very Bad
--	---	--	--





2. How do you feel when your classmates hear you read?

 Very Happy	 Happy	 Bad	 Very Bad
--	---	--	--





3. How do you feel when other people hear you read?

 Very Happy	 Happy	 Bad	 Very Bad
--	---	--	--





4. How do books make you feel?

 Very Happy	 Happy	 Bad	 Very Bad
--	---	--	--





5. How do you feel when it is time to read?

 Very Happy	 Happy	 Bad	 Very Bad
--	---	--	--




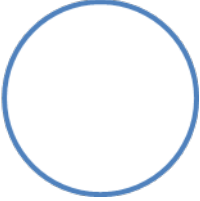
6. How do you feel about reading when you choose the book?

 Very Happy	 Happy	 Bad	 Very Bad
--	---	--	--

7. How do you feel about reading when your teacher chooses the book?

 Very Happy	 Happy	 Bad	 Very Bad
--	---	--	--

8. How often do you feel like a good reader?

 Everyday	 Most days	 Some days	 Never
--	---	---	---

APPENDIX 2: Tutor Observation Form

Circle responses when observed. Record minutes and note interesting behaviors when appropriate.							
Tutor: ___ Male ___ Female	___ Experienced Tutor ___ New Tutor ___ Do Not Know	Student Gender: Female Male Student Ethnicity: White Hispanic Other Not Sure			Grade: first second		
Behaviors	Frequency/Minutes	Descriptors or Notes					
Set up time/actions		None Little Some Frequent					
Rapport Building		Established Friendly Professional Distant					
Student Appears		Circle all that apply: Excited Enthusiastic Interested Sullen Bored Uncooperative Inattentive					
Tutor teaching/explaining		Pre-activity Throughout Debrief Closure					
Tutor reading		Shared Reading For Providing Answers Storytelling					
Tutor talking		Giving Directions Probing Responses Giving Answers Rapport					
Tutor writing		Recordkeeping Modeling Other					
Tutor positive encouragement		Yes Good Very Good Giving specific info on correct response					
Tutor listening		While child reads While child talks While child figures it out					
Tutor offering hints		Initial During When child is confused When answer is wrong					
Tutor responding to student questions		Inattentively Somewhat attentive Attentively Conversationally					
Student listening		Inattentively Somewhat attentive Attentively Conversationally					
Student reading		Most of the session Half of the session Third of the session Less					
Student talking		Off Task On Task Questioning Responding Summarizing					
Student writing		Filling in worksheet Composing Recordkeeping					
Student asking questions		Never Rarely Frequently When confused					
Student working on own		Never Rarely Frequently					
Student using strategies		Never Rarely Frequently					
During this session, the student engaged in the following tasks:	Number the tasks in order of the time on task from 1 to 6. Use 0 for never.	Phonics Work	Isolated Word Work	Reading	Writing	Discussing	Answering
List other tasks not listed above Use back of form for additional notes if necessary.							

APPENDIX 3: Tutoring Training Checklist

Trainer Name:	Number of Tutors: _____	Tutor Gender: # Female: _____ # Male: _____	Tutor Ethnicity: White _____ Hispanic _____ Not Sure _____				
		Check if Covered	Scaled Descriptors of Amount of Perceived Emphasis				
Introduction and Welcome			1	2	3	4	5
			none				key topic
Learning Objectives of Training (Explained)			1	2	3	4	5
			none				key topic
Pre-Reading Skills – Phonemic Awareness			1	2	3	4	5
			none				key topic
• Definition							
• Why important							
• Strategies or activities							
• Demonstration or hands-on practice							
Reading Skills- Phonics			1	2	3	4	5
			none				key topic
• Definition							
• Why important							
• Strategies or activities							
• Demonstration or hands-on practice							
Reading Skills- High Frequency Words			1	2	3	4	5

		none				key topic
• Definition						
• Why important						
• Strategies or activities						
• Demonstration or hands-on practice						
Student Reading- Fluency		1	2	3	4	5
		none				key topic
• Definition						
• Why important						
• Strategies or activities						
• Demonstration or hands-on practice						
Student Reading- Comprehension		1	2	3	4	5
		none				key topic
• Definition						
• Why important						
• Strategies or activities						
• Demonstration or hands-on practice						
Student Reading- Vocabulary and Background Knowledge		1	2	3	4	5
		none				key topic
• Definition						
• Why important						
• Strategies or activities						
• Demonstration or hands-on practice						
Typical Tutoring Day		1	2	3	4	5

		none	key topic
• Where to sign in & get badge			
• Where to get student			
• Where to get materials			
• Follow lesson plan in binder			
• Fill out sticker sheet and communication log			
• Bring student back to class			
• Sign out & report hours			

Logistics		1	2	3	4	5
		none				key topic
• Date tutoring begins						
• What happens if a student is absent						
• What happens if the tutor is absent						
• Insurance policy (what to do if alone)						
• What to do if fire drill, lockdown, etc.						
• Bathrooms						
• How to communicate with Site Coordinator and/or teacher						
Working with a K-3 rd grader		1	2	3	4	5
		none				key topic
• How students are chosen						
• Attention span of 5-8 year old						
• Appropriate contact						
• No gifts, letters okay or gifts to whole class						

APPENDIX 4: High Frequency Word List

a	was	could	very
the	in	she	who
I	he	down	after
is	see	find	because
by	one	give	every
are	what	her	good
it	over	how	know
do	an	into	make
you	so	more	new
my	then	not	old
no	your	now	people
for	also	of	put
has	this	or	said
many	all	other	they
like	and	out	too
to	have	some	up

little
why

be
any

there
two

use
water