



CHILDREN'S TRUST

OF ALACHUA COUNTY

Peak Literacy 2024 Extended School Year (ESY) Pilot

October 14, 2024



Today's Presentation

1. History and Introduction
2. Peak Literacy ESY Pilot Review and Outcomes
3. Moving Forward



History

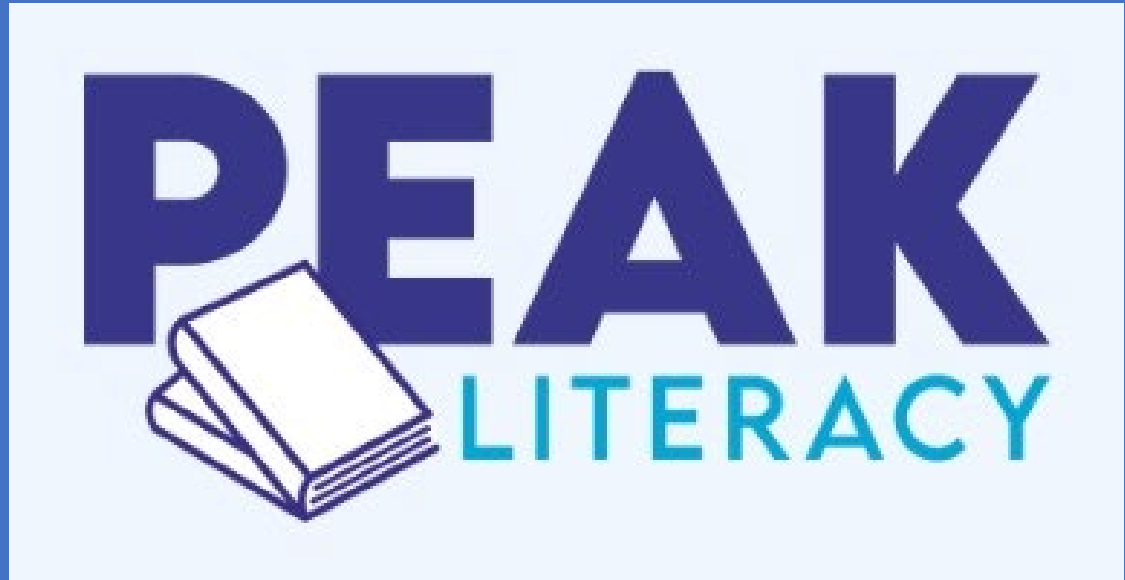
Since 2020, Peak Literacy has helped K-12 students who are behind in their literacy development to quickly catch up to their peers through short daily reading and math lessons, supported by encouraging volunteer coaches.

Peak partners with schools, parents, and after school programs to implement the program during times that are convenient for parents, students, teachers, and administrators.



Introduction

- In June 2024 through July 2024, Peak Literacy collaborated with the Children's Trust of Alachua County and the Alachua County School District to pilot a summer literacy intensive project for third graders attending the Extended School Year at Shell Elementary and Stephen Foster Elementary.
- The following Peak presentation will share the outcomes of the pilot.



2024 ESY Pilot Program



PEAK



LITERACY

Established 2020

Our mission is to prepare young readers for personal and collective success through consistent one-to-one reading instruction provided by competent and nurturing volunteers.



PEAK Literacy in ESY

- ⑩ June 3rd - June 27th 2024
- ⑩ 4 weeks, 4 days per week (16 total days)
- ⑩ Pilot study (no control group)

	# Students served	Total # lessons	Average # lessons/student (16 possible)	% of students attending 3+ lessons/week (Goal: 80%)
Stephen Foster Elementary	11	150	13.6	9 (82%)
Chester Shell Elementary	25	252	9.5	8 (32%)
Total	36	402		

PEAK Literacy in ESY



- Hired 2 tutors; worked 8:30-12, M-Th
- Process:
 - Tutors retrieve students from class
 - Complete lesson (15 min.) one to one, in separate room
 - Return student to class and retrieve next student



Effective Literacy Instruction

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graph TD; A[Effective Literacy Instruction] --> B[Explicit]; A --> C[Systematic]; A --> D[Frequent monitoring of student progress];
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Explicit

- Clear, direct, unambiguous
- I do, we do, you do
- Many opportunities to respond; students **practice** skill or concept
- Number of student opportunities to respond best predictor of student success

Systematic

- Instruction logically sequenced to build on student's prior knowledge
- Moves from easier to challenging in manageable increments

**Frequent monitoring
of student progress**

Great Leaps Program

Phonics

Phrases

Stories



Progress Monitoring

DATA DASHBOARD

Fidelity Warning

Date Range Selection

Fidelity Tracking

Student Name	Shared From
Arlane Yun	Karen Greene
Blake Green	Karen Greene
Chase Hunter	Karen Greene
Davy Crocket	Karen Greene
Ella Ramsey	Karen Greene
Gale Galdot	Karen Greene
Hannah Banana	Karen Greene
Jacobi Ondacob	Michael Khan
Kevin Fahrenheit	Michael Khan
Leon Kennedy	Michael Khan
Miranda Moore	Michelle Smith
Osiris Fir	Michelle Smith
Trent Ton	Jen Tassie
Veronica Sawyer	Jen Tassie
William Dalfoe	Jen Tassie
Xavier Charles	Jen Tassie
Zack Snyder	Jen Tassie
Buddy L'El	Jen Tassie
Lou Gehrig	Jen Tassie
Stan Lee	Monroe Williams
Jack Snyder	Monroe Williams
Lee Ann Tinkerbottom	Monroe Williams
Gem Uline	Anak Ziva
Genie Tinkerbottom	Anak Ziva

Ella Ramsey Student Summary
Data displayed: Oct 11, 2021 - Sep 20, 2022 (11 Months 9 Days)

PERFORMANCE HIGHLIGHTS

- GRADE LEVEL GROWTH: 3.4 years
- READING RATE: 83% ↑
- TOTAL SESSIONS: 157
- TOTAL LENGTH IN PROGRAM: 11.3 months

GOALS ACHIEVED

- Alphabet: 52
- Phonics: 43
- Phrases: 48
- Stories: 53

FIDELITY

4.2 sessions per week average

4 sessions this week

Simple to evaluate student data and monitor implementation fidelity

Great Leaps Data: Stephen Foster

Student	Total # Lessons (16 possible)	Starting Grade Level	Ending Grade Level	Total Grade Level Growth
1	14	1.1	2	0.9
2	15	1.1	1.3	0.2
3	11	1.1	1.2	0.1
4	16	1.8	2.6	0.8
5	14	1.3	2.9	1.6
6	13	1.1	1.1	0
7	15	2.5	3.6	1.1
8	10	1.1	1.2	0.1
9	13	2.9	3.1	0.2
10	15	4.3	4.5	0.2
11	14	5.4	5.5	0.1
Toal lessons	150		Average grade level growth	.48

Great Leaps Data: Chester Shell 1

Student	# Lessons	Starting grade level	Ending grade level	Total grade level growth
1	14	4.7	4.7	0
2	11	4.3	4.8	0.5
3	13	2.9	3.1	0.2
4	14	2.8	3.9	1.1
5	9	1.1	1.1	0
6	8	1.1	1.1	0
7	11	3.7	3.9	0.2
8	10	3	3.1	0.1
9	9	2.8	2.9	0.1
10	12	3.1	3.4	0.3
11	5	1.1	1.1	0

Great Leaps Data: Chester Shell 2

Student	# Lessons	Starting grade level	Ending Grade Level	Total grade level growth
12	14	3.8	4.2	0.4
13	7	1.1	1.1	0
14	10	5.3	5.3	0
15	7	1.1	1.1	0
16	8	4.1	4.1	0
17	8	1.4	1.6	0.2
18	11	1.1	3.2	2.1
19	7	2.3	2.5	0.2
20	11	1.9	2.3	0.4
21	12	1.9	2.5	0.6
22	8	2.6	3	0.4
23	15	0	0	0
24	7	0	0	0
25	11	1.1	1.1	0
Total lessons	252		Average grade level growth	.28

Reading Gains

	Stephen Foster	Chester Shell
% of students demonstrating any progress in reading (GL)	100%	100%
% of students demonstrating TOWRE- 2 pre/post test improvement (of students tested)	80%	92%

Finding #1: Student Reading Improved

Students:

“When I was third grade it was really hard for me to read. When I started the [Great Leaps] lessons it got easier. *It helps with the big words.*”

“It’s *helping me learn...* words and other words that I don’t even know about yet.”

Tutors:

“The child I am working with struggles with not only reading but self confidence. Because of this program he has improved in his reading skills and has also *found his voice.*”

“ [This student] is one of the most determined readers I know. She is determine[d] to learn how to sound and say the words on her own. Her reading is *so much better.*”

Finding #2: Supportive, caring tutor-student relationships correspond with learning

Student: "I like that *she helps me*...Sometimes I don't get some of the words...She helps me spell things out"

Learning, and motivation to learn, cannot occur until students develop a sense of trust and belonging with tutor, especially in a virtual setting

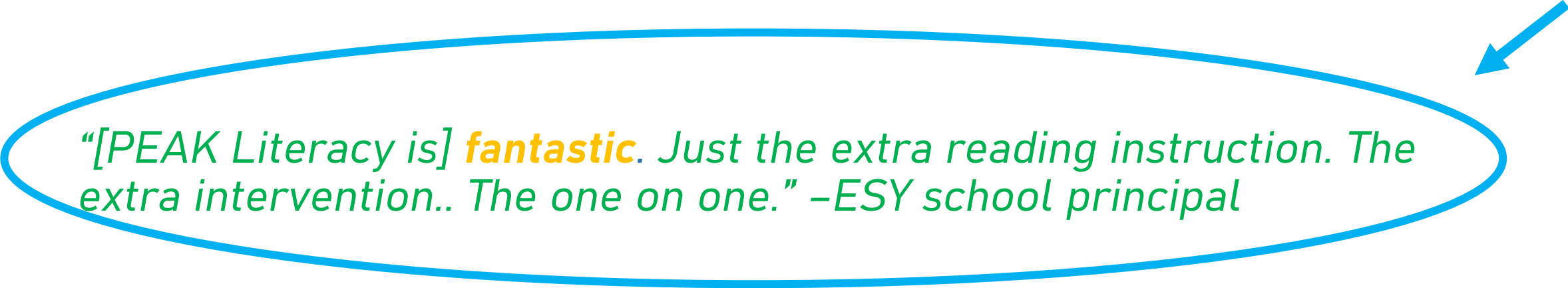
(Spears & Young, 2022)

Tutor: "*one-on-one sessions with tutors are immensely beneficial. They provide students with a *safe space* to express themselves and ask as many questions as they need.*"

Tutor: "PEAK helps bridge the gap in students' education... It also allows tutors to develop *camaraderie* with their students"


Student: "*I like reading* with [my tutor]"

Finding # 3: Lesson process and structure conducive to student success



*“[PEAK Literacy is] **fantastic**. Just the extra reading instruction. The extra intervention.. The one on one.” –ESY school principal*

*“The team is very open to getting feedback from schools and provide an individualized approach to **meeting the needs of each student**. They know that students that have a deficit in an area are often times reluctant [to] **practice** it. By **giving students constant motivation and feedback, they are encouraged to persevere when challenged instead of shutting down.**” –ACPS staff member*





Successes and Challenges

Successes

- Reading Gains with personalized, focused instruction
- Improved Relationships with school staff, leaders
- Tutor/Student Relationships supportive, caring relationships
- Student Engagement-kids enjoyed it, reward box

Challenges

- Parent Engagement
- Limited Time biggest gains experienced after +4 weeks in program
- Variability in Attendance



Thank You!



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Moving Forward

- Fund Peak Literacy to provide services year-round.
- Services to be provided during out of school time



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Thank you!