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# Pathway to Graduation: A Summer Reading Intervention Project for Middle School Students

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# PATHWAY TO GRADUATION

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Samford University

# Outcomes from Presentation

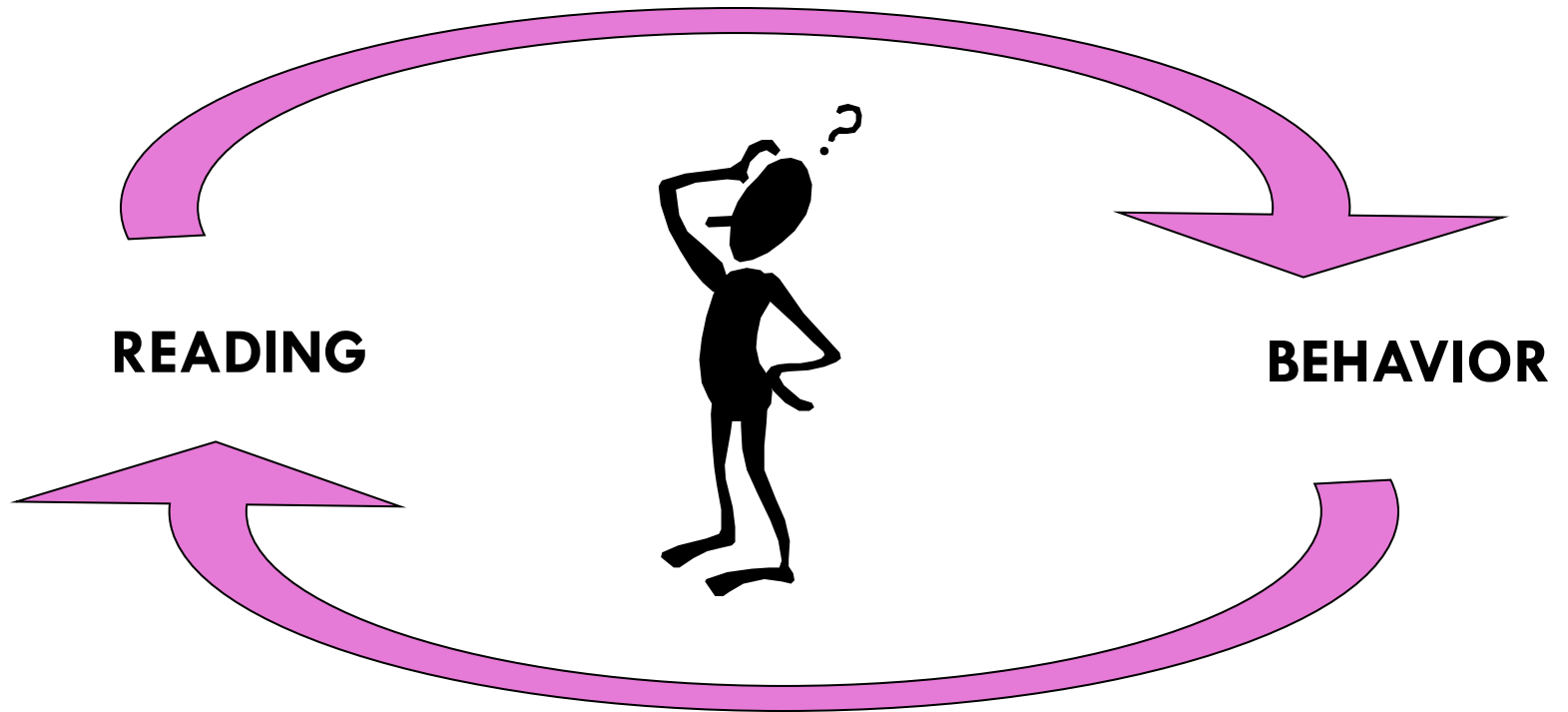


- Identify the impact of academic and behavioral challenges on school, community, and society
- Provide background and an overview of the Pathway to Graduation program to impact dropout rates and school completion
- Discuss implications of current results and future goals

# Statement of Need

- As students move to the upper elementary and middle school grades, the distance between struggling readers and successful readers widens- Matthew effect (Stanovich, 1986)
- As struggling readers proceed into the middle school years, there is an increase in the occurrence of challenging behaviors in the classroom (Oakes, Mathur, & Lane, 2010; Wang & Algozzine, 2011).
- The demands of general education content, lack of reading training in general education teachers, and special education programming or scheduling needs can prevent struggling readers in the middle school grades from receiving the intensive reading instruction needed to impact their learning during the school year (Santa, 2006)
- The National Reading Panel (2000) found that the majority of high school seniors read below grade level

# Reading and behavior



# Matthew effect (Stanovich, 1986)



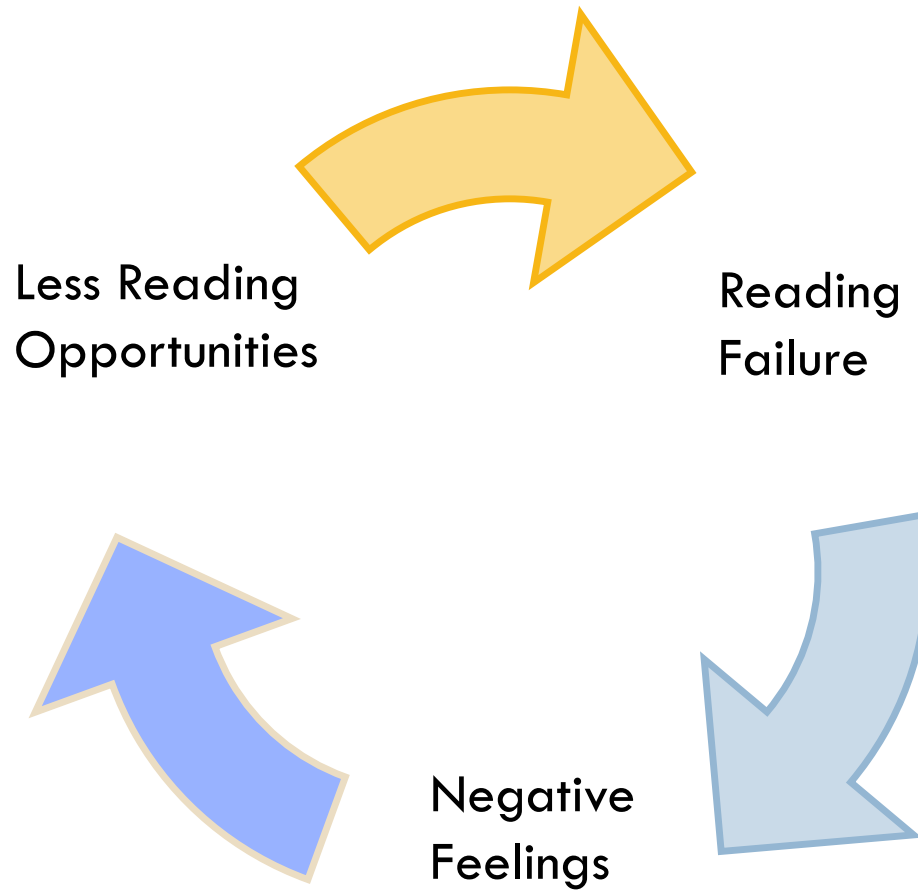
*“The rich get richer, and the poor get poorer.”*

- How could this statement relate to reading development?

# Successful readers



# Struggling readers





# Outcomes for Students

## □ In high school:

- ▣ 20% of students with academic and/or behavioral challenges are arrested before leaving high school (Garwood, Brunsting, & Fox, 2014; Malmgren, Edgar, & Neel, 1998, McDaniel, Duchaine, & Jolivette, 2010; McDaniel, Houchins, & Terry, 2014)
- ▣ 65% fail at least one course
- ▣ 55% drop out of school

## □ After high school:

- ▣ Only 17% attended postsecondary school or training / (Lochman et al., 2012; Neel, Meadows, Levine, & Edgar, 1988)
- ▣ 31% not employed
- ▣ 58% live at home

# Opportunities during the Summer Months

- The summer months provide a great opportunity to address remediation of reading skills for struggling readers
- Also, provides an engaging and enjoyable environment that is often not possible during the school year
- An added benefit of reading instruction during the summer months is the opportunity to avoid the summer reading setback that can cause struggling readers to fall further behind their peers (Allington et al., 2010)

# Beginning

History and how the Grant Originated



# Background

- Borne out of a desire to help special education and at-risk students with identified reading deficits thrive and graduate
- Collaborative partners began meeting in the fall of 2010
- Requested funding for summer 2011, but deferred to summer 2012
- Program began in the summer of 2012
- Summer of 2014 will be the third year this is offered (pending funding)

# Recognize

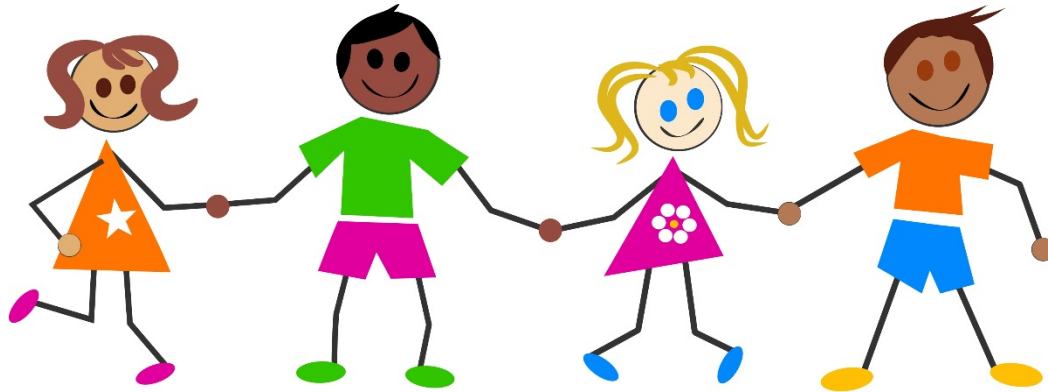
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- A Call for Help



# OUR KIDS

- “What can we do?” instead of “Not our job.”



# Needs

- Anecdotal commonality among kids coming to the local Multiple Needs Team with severe problems in the school, home and community : Early school failure.



# Statistics

- Average intelligence, low reading scores = increased risk of criminalization, drop out, mental health problems





# Sponsors



- Community Foundation of Greater Birmingham
- Forensic and Strategic Solutions
- Independent Presbyterian Church
- Dunn Construction
- Charles T. Campbell
- Jefferson County Schools
- Samford University
- JBS Mental Health
- Coca Cola

# Research

- Research has documented a relationship between reading failure and behavior (Oakes, Mathur, & Lane, 2010; Wang & Algozzine, 2011).
- Without continued reading intervention, reading failure often results in high school dropouts (Garwood, Brunsting, & Fox, 2014; McDaniel, Duchaine, & Jolivette, 2010; McDaniel, Houchins, & Terry, 2014).
- Summer reading setback further impacts reading deficits (Allington et al., 2010)

# Research continued

- “Matthew Effect” where successful readers continue to be exposed to more challenging text (Stanovich, 1986).
- Summer reading setback has been well-documented in minority, low income, and less skilled readers (Allington et al., 2010; Kim & White, 2008).

# Goals of Pathway to Graduation (PTG)

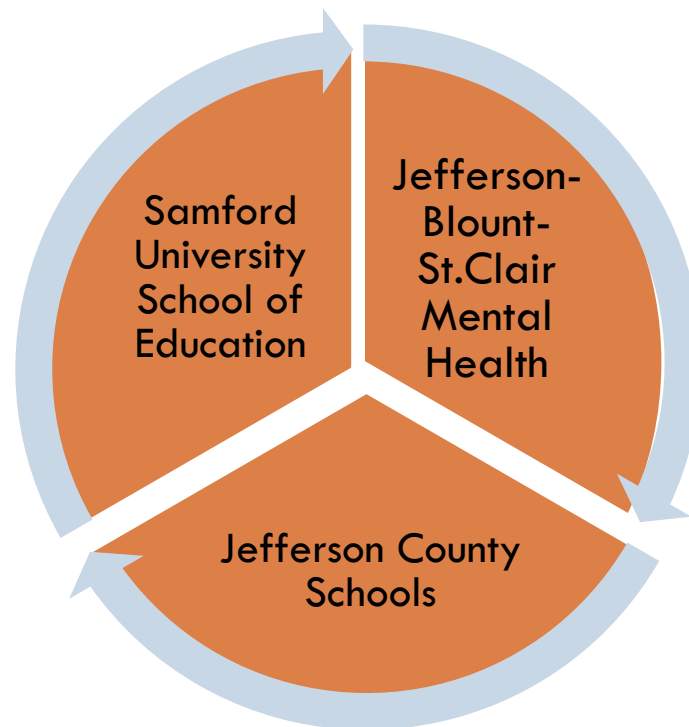
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**Prevent summer learning loss**

**Reducing high dropout rate due to inadequate reading skills**

# What is PTG

- Pathway to Graduation (PTG) is a collaborative partnership between:

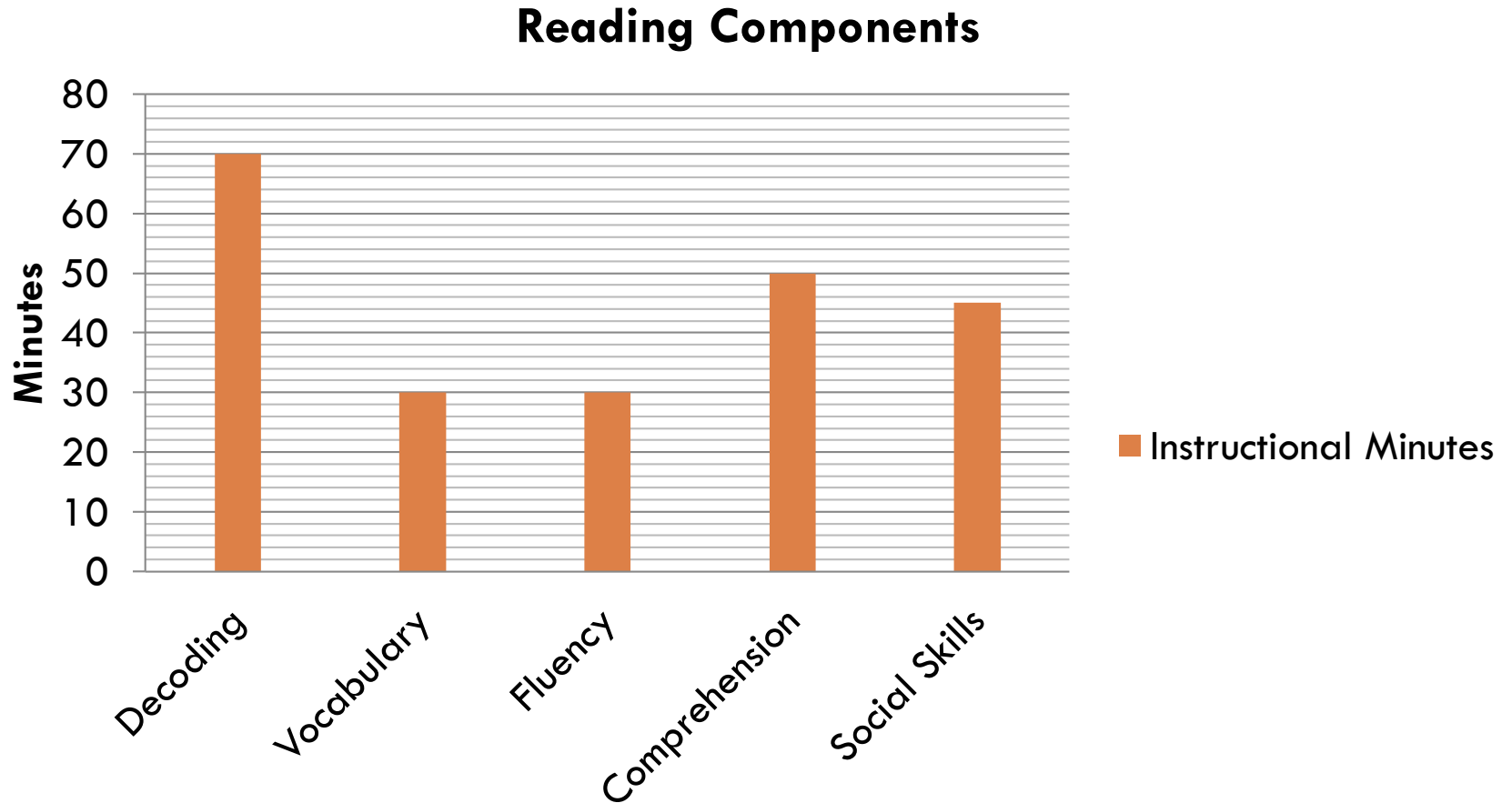


# Components of PTG

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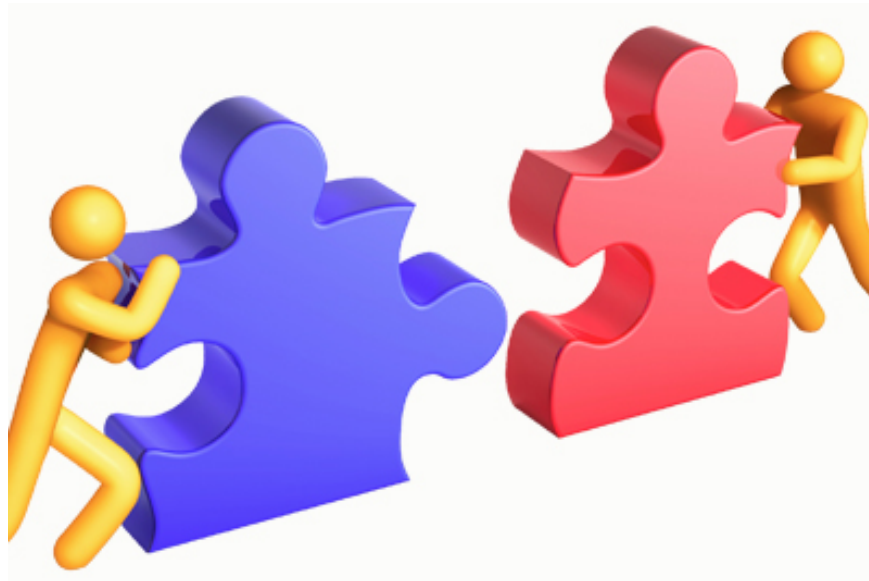
- Six-weeks
- Reading Instruction
- Social Skills
- Transportation
- Lunch
- Motivational Speakers
- Exercise
- Tutors

# Daily Reading Components



# Connection

- Kids with Learning Problems also have Thinking Problems





# Social Skills

## □ Cognitive-Behavioral Approach



# Teaching Kids “How to be LD”

- \* How to ask for help
- \* How to be a good learner
- \* How to use words to identify needs
- \* MOTIVATION

I NEVER  
NEVER  
GIVE UP.

- Daily Affirmation -  
[WWW.POSITIVEMOTIVATION.NET](http://WWW.POSITIVEMOTIVATION.NET)

# Targeted Population



IQ of 80 or Above

Reading Deficits

Social and Behavioral  
concerns

# Data

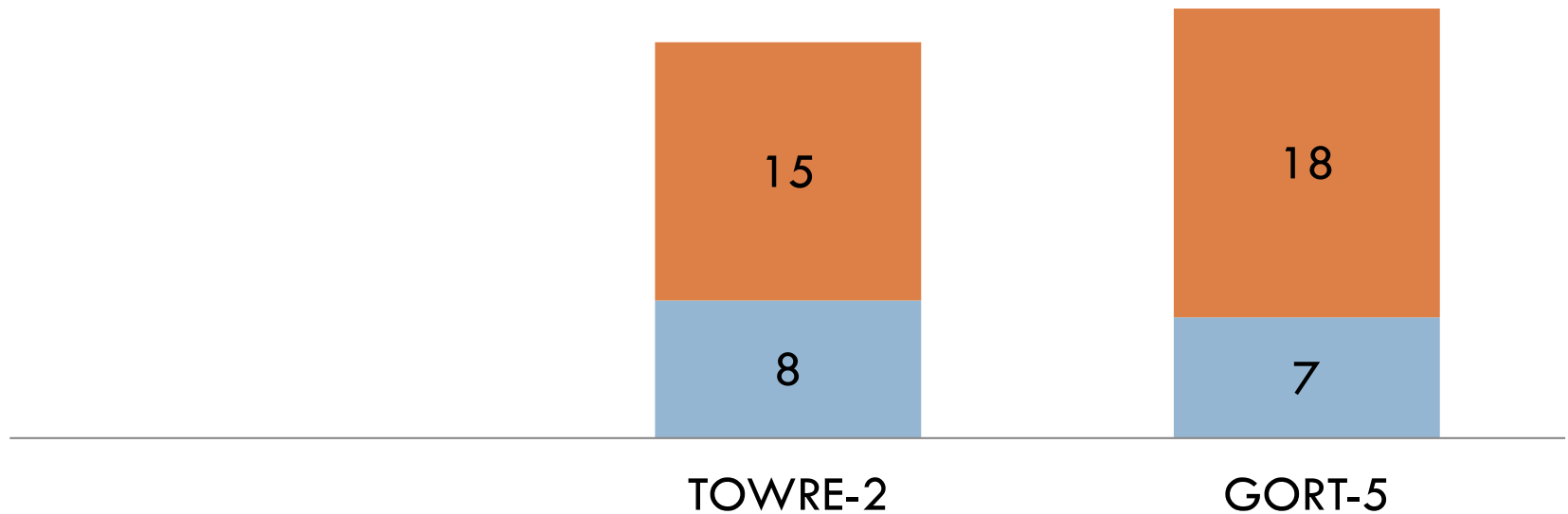
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- GORT-5
- TOWRE-2
- In addition, functional reading data, progress notes and teacher candidate observations and activity reports were collected and discussed among collaborators.

# Results Summer 2012 Pre and Post

## Summer 2012 % Increase

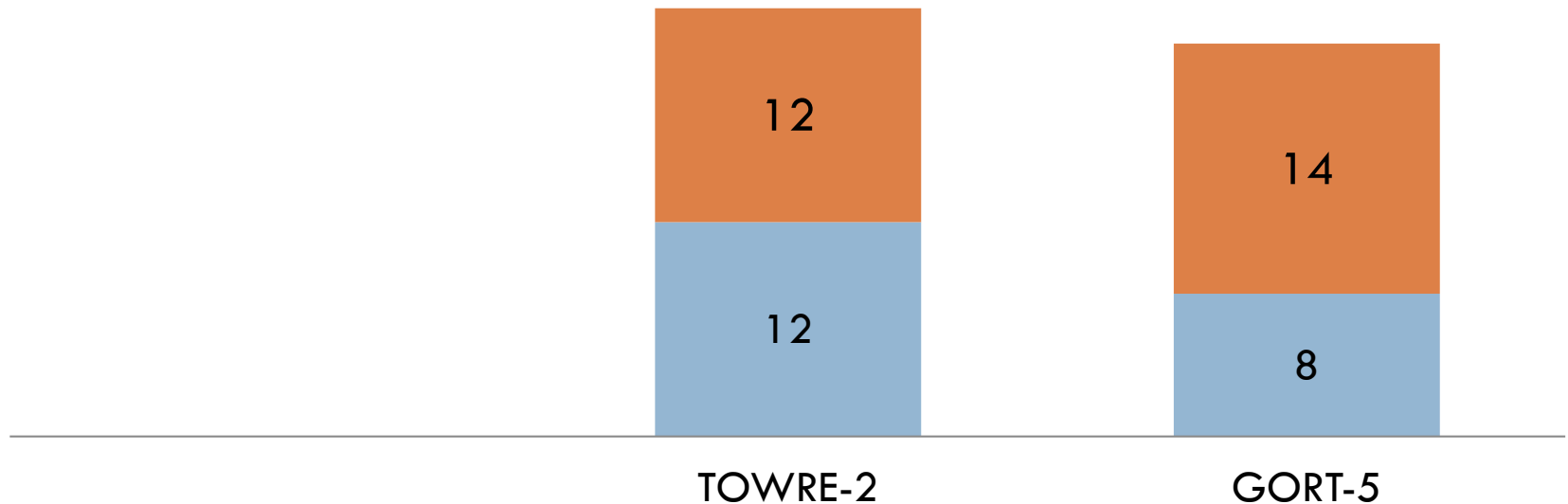
■ Low Range ■ High Range



# Results Summer 2013 Pre and Post

## Summer 2013 % Increase

■ Low Range ■ High Range

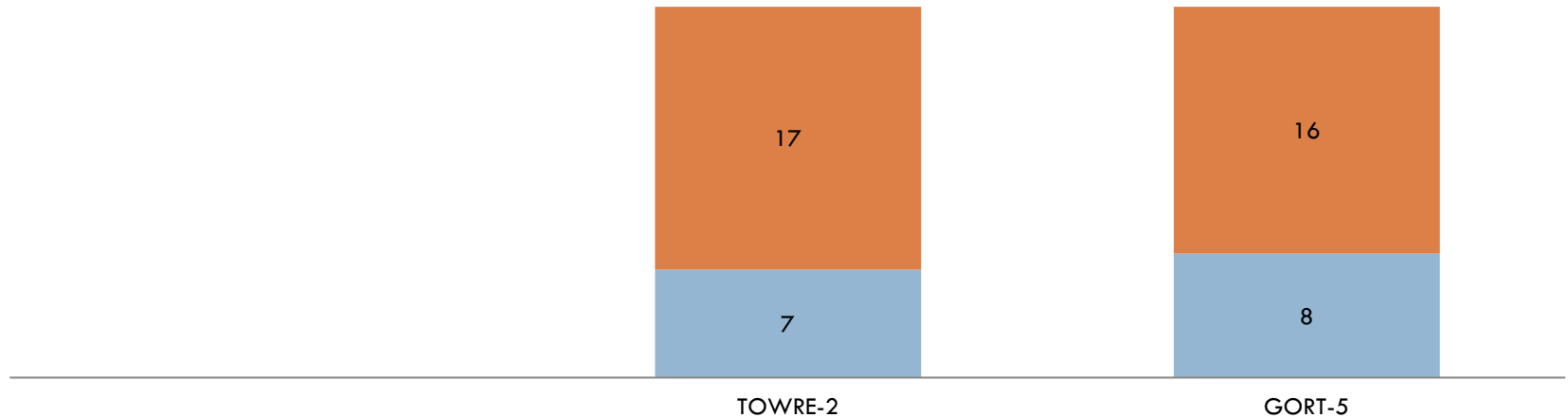


# Results Summer 2014 Pre and Post

## Summer 2014 % Increase

Chart Title

Low Range High Range

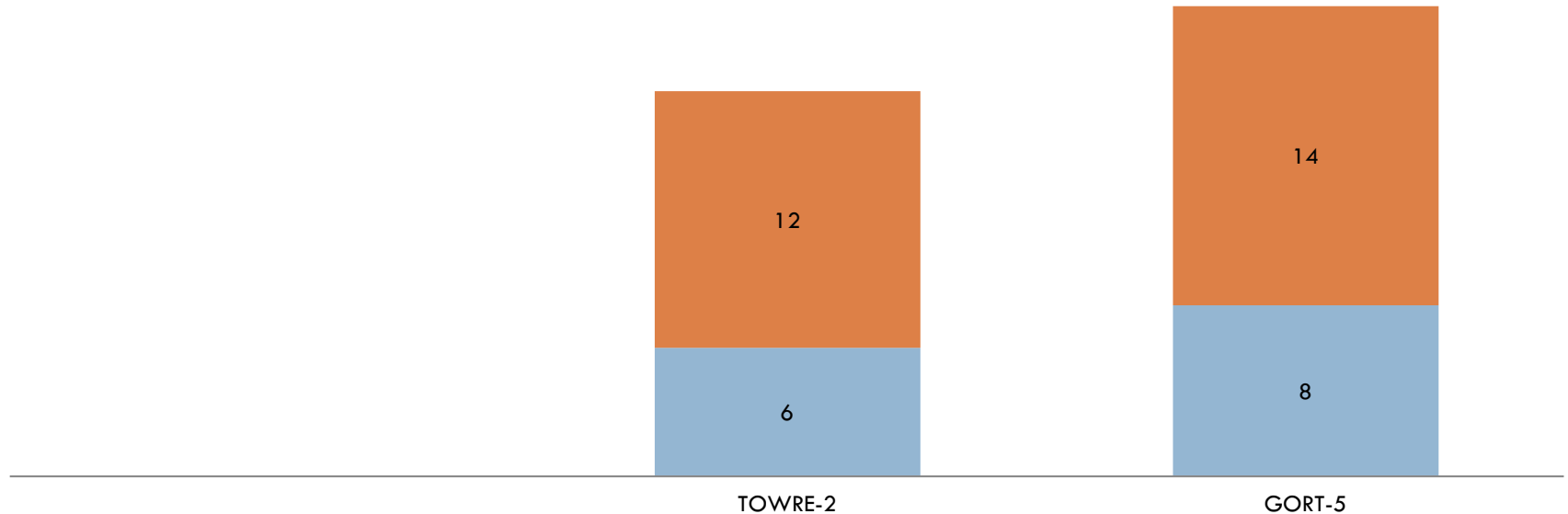


# Results Summer 2015 Pre and Post

## Summer 2015 % Increase

Chart Title

Low Range High Range



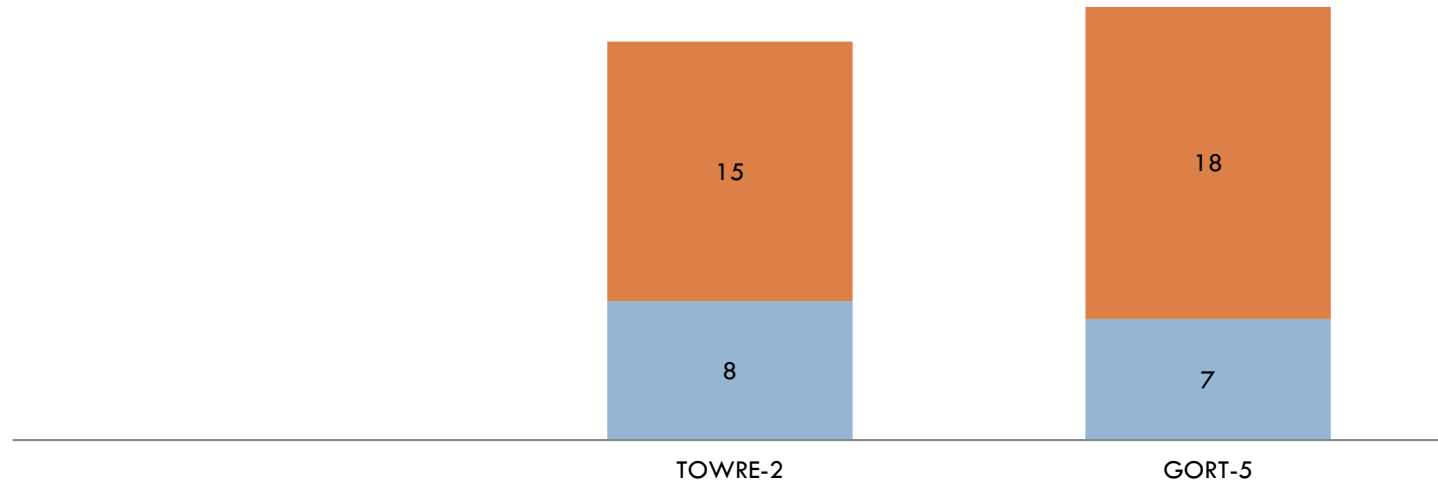


# Results Summer 201 Pre and Post

## Summer 2016 % Increase

Chart Title

■ Low Range ■ High Range



# Results

Reduction in office  
referrals

Increase in  
academic  
motivation for  
student participants

Ten Samford Tutors  
were hired

Standardized tests  
Academic  
Achievement

# Other Outcomes

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- The social skills component has resulted a reduction in office referrals and numerous anecdotal reports from parents and teachers.
- PTG tutors have been sought after and hired, 10+ are now employed as special education or general education teachers by Jefferson County

# Challenges for Implementation



- Funding opportunities
- Partnerships
- Determination of impact

# Monitoring Our Progress



Progress  
Monitoring  
during the  
academic year


Track students  
through high  
school

Track office  
referrals and  
need for  
behavior plans

Results and  
successes are  
more likely to be  
seen long term,  
not short term.

# Anticipated Future Outcomes

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Reduction in  
office  
referrals

Improvement  
in overall  
academic  
achievement

Increase in  
Motivation

Reduction in  
High School  
Drop-Outs

# Benefits for Samford Tutors



Diverse populations

Small group setting

Evidenced-based reading instruction

Effective teachers

EDUCATION  
EXTRA





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# Contact Information



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# Questions

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thank  
you!