

ADELANTE NOW FOUNDATION

P.O. Box 0, Albuquerque, NM 87103 phone: (505) 242-2050

Rio Grande Elementary School

Belen Consolidated Schools

Sponsor of

D.A.Y. Tutorial Program

Final Report Academic Year 2006 – 2007

4 teachers from Rio Grande Elementary School tutored a total of 25 students in small groups averaging 6 students per tutor. Students were selected from Grades 3 through 6 for tutoring in reading or math.

Sessions were held before or after school for one hour twice a week. Students were assessed at the beginning and end of the tutorial program.



Teachers select their own 6 students.

**Direct Action for Youth
(D.A.Y.) Foundation®**
P.O. Box 1071
Placitas, NM 87043

Established 1996

Our mission is to improve the
reading and math skills of
elementary school students

Testing Instruments

- ♦ STAR Reading Test
- ♦ MAPS Math Test
- ♦ Harcourt Brace Inventory

"More Time to Teach"

Benefits

- ♦ Small group setting
- ♦ Quiet environment
- ♦ Individualized instruction
- ♦ Fosters closer teacher-student relationship

Results

- ♦ 23 students (92%) made gains in reading or math skills
- ♦ 17 students (68%) gained one or more years in reading or math ability
- ♦ 8 students (32%) ended the program near grade level

Attendance

Students averaged 31 hours of tutorial instruction.
16 students maintained perfect or near-perfect attendance.

Rio Grande Speaks:

- ♦ "I would give the students a "Sneak Peek" at what concepts would be presented during class during the week. The small group setting enabled them to ask questions more openly when they did not understand something."

Valerie Baca, 6th Grade Teacher

- ♦ "As a result of the DAY Scholars Program my entire class was able to move through the math curriculum smoothly and at a quicker pace."

Chris Montgomery, 5th Grade Teacher

- ♦ "Giving these students a chance to work with the concepts ahead of time really boosted not only their ability but also their confidence."

Cheryl Peralta, 4th Grade Teacher

- ♦ "Parents began to come into the room early just to hear or watch their child read. By the end of the program parents indicated that the children were going to miss being at DAY Scholars and staying after school! Imagine that."

Donna Avila, 3rd Grade Teacher

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Final Report Academic Year 2007– 2008

7 teachers from Rio Grande Elementary School tutored a total of 46 students in small groups averaging 6 students per tutor. Students were selected from Grades 2 through 6 for tutoring in reading or math.

Sessions were held before or after school for one hour twice a week. Students were assessed at the beginning and end of the tutorial program.



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Testing Instruments

- ♦ STAR Math Test
- ♦ MAPS Math Test
- ♦ Dynamic Indicators of Basic Literacy Skills (DIBELS)

“More Time to Teach”

Benefits

- ♦ Small group setting
- ♦ Quiet environment
- ♦ Individualized instruction
- ♦ Fosters closer teacher-student relationship

Results

- ♦ 43 students (93%) made gains in reading or math skills
- ♦ 38 students (83%) gained one or more years in reading or math ability
- ♦ 28 students (61%) met standard at grade level

Attendance

Students averaged 30 hours of tutorial instruction.
29 students maintained perfect or near-perfect attendance.

Rio Grande Speaks:

- ♦ “I saw significant gains not only in reading fluency but also in comprehension. The students looked forward to Tuesdays and Thursdays because of DAY Scholars.”

Monica MacEachen, 2nd Grade Teacher

- ♦ “We would get a “head start” by looking at the next day’s lesson and I believe that began to develop a definite improvement in their confidence in the regular math class. Many of these kids started answering questions and actually volunteering to go to the board.”

Carol Palmer, 6th Grade Teacher

- ♦ “I especially liked that we targeted the students in the middle because these students don’t usually get any extra help. Thank you for the opportunity to teach DAY Scholars and I really hope to participate next year.”

Delfina Baca, 2nd Grade Teacher

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Final Report Academic Year 2008 – 2009

10 teachers from Rio Grande Elementary School tutored a total of 58 students in small groups averaging 6 students per tutor. Students were selected from Grades K through 6 for tutoring in reading or math.

Sessions were held before or after school for one hour twice a week. Students were assessed at the beginning and end of the tutorial program.



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Testing Instruments

- ♦ STAR Math Test
- ♦ Brigance Math Test
- ♦ Dynamic Indicators of Basic Literacy Skills (DIBELS)

Results

- ♦ 56 students (97%) made gains in reading or math skills
- ♦ 32 students (55%) gained one or more years in reading or math ability
- ♦ 41 students (71%) met standards at grade level

Rio Grande Speaks:

- ♦ “This is a fantastic program that gave me the opportunity to see where my students were struggling in class and the much needed extra time with a small group to help them.”
Laura Olguin, 3rd Grade Teacher
- ♦ “First grade is the critical age for reading so I’m confident that these students will experience success in their school careers because they got that extra help at the right time.”
Candy Hodoba, 1st Grade Teacher
- ♦ “I thought this program was very inspirational. That extra time spent with my students was valuable because I worked on their weaknesses and built on their strengths. This was a very rewarding time for my students and me.”
Mary Castillo, 1st Grade Teacher

“More Time to Teach”

Benefits

- ♦ Small group setting
- ♦ Quiet environment
- ♦ Individualized instruction
- ♦ Fosters closer teacher-student relationship

Attendance

Students averaged 30 hours of tutorial instruction.
33 students maintained perfect or near-perfect attendance.

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Final Report Academic Year 2009 – 2010

5 teachers from Rio Grande Elementary School tutored a total of 29 students in small groups averaging 6 students per tutor. Students were selected from Grades K through 2 for tutoring in reading.

Sessions were held before or after school for one hour twice a week. Students were assessed at the beginning and end of the tutorial program.



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Testing Instruments

- ♦ Dynamic Indicators of Basic Literacy (DIBELS)
- ♦ Read Naturally

“More Time to Teach”

Benefits

- ♦ Small group setting
- ♦ Quiet environment
- ♦ Individualized instruction
- ♦ Fosters closer teacher-student relationship

Results

- ♦ 28 students (97%) made gains in reading skills
- ♦ 12 students (41%) gained 8 months or more in reading ability
- ♦ 13 students (45%) met standards at grade level

Attendance

Students averaged 27 hours of tutorial instruction.
16 students maintained perfect or near-perfect attendance.

Rio Grande Speaks:

- ♦ “My students made wonderful gains and it was really neat to see the difference at the end. This did boost their confidence and they became leaders in the classroom.”

Pamela Reyes, Kindergarten Teacher

- ♦ “Thank you for the opportunity to teach in an environment that is so suited for students who have trouble with academics. Throughout the years I have seen this program work.”

Delfina Baca, 2nd Grade Teacher

- ♦ “I really like the DAY Scholar’s Program because it gives me the flexibility to target individual student needs. And one of the greatest perks is that the students are really excited to be in the program!”

Monica MacEachen, 2nd Grade Teacher