

D.A.Y. Tutorial Program™

Tomé Elementary School

Los Lunas Public Schools

Funded by

**Adelante Now
Foundation**

Final Report Academic Year 2002 – 2003

8 teachers from Tomé Elementary School tutored a total of 35 students in small groups averaging 4 students per tutor. Students were selected from Grades K through 3 for tutoring in reading or math.

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



Teachers select their own 5 students.

Direct Action for Youth (D.A.Y.)
Foundation of New Mexico
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

- ♦ Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- ♦ Brigance Test
- ♦ STAR Test
- ♦ San Diego Quick Assessment

“More Time to Teach”

Benefits

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

Results

- ♦ 33 students (94%) made gains in reading or math skills
- ♦ 27 students (77%) gained 0.5 or more years in reading or math ability (14 gained 1 full grade level or more) 40%

Attendance

Students averaged 14 hours of tutoring. 27 students maintained perfect or near-perfect attendance.

Unavoidable district delays limited this pilot program to 18 hours of instruction. The D.A.Y. model is based on 36 hours.

Tomé Educators Speak:

- ♦ “Within this comfortable setting, the attention of students became more focused thus making it easier for students to master and apply the learned skills.”

Ms. Rodriguez, 1st Grade Dual Language

- ♦ “This tutoring program was great. I loved being able to concentrate on the needs of a handful of students and devote quality time to them.”

Ms. Tabora, 3rd Grade Dual Language

- ♦ “This program had a tremendously positive impact on my students. Each and every one of them showed growth and improvement.”

Ms. Baca, 3rd Grade Dual Language

- ♦ “In this program I was able to provide more individualized instruction to students who really needed it. It was great seeing the students come to the program with such enthusiasm and eagerness to work. The best thing of all was to see the academic level improve along with their level of confidence.”

Ms. Holguin, 1st Grade Bilingual Resource