

Dallas ISD Early Literacy Tutor Initiative Overview

»»»»»» What is Collective Impact? ««««««

Destination 2020 is Dallas ISD's plan to ensure that all students are prepared for college or the workplace. While there is much we are doing as a district to transform student outcomes, the needs of our students require all stakeholders to work together in reinforcing ways towards a common goal.

Dallas ISD believes in the impact volunteers can have on student success and is investing resources to better utilize this community asset. *Volunteer and Partnership Services* exists to facilitate this impact, aligning community resources with student needs.



»»»»»» Why Early Literacy? ««««««

According to national assessment results, only 16% of Dallas ISD 4th-graders read with proficiency.¹

Children not reading proficiently by 4th-grade are four times less likely to graduate from high school on time.²

Literacy interventions in the early grade-levels are most likely to successfully increase reading proficiency.³

»»»»»» Why Tutoring? ««««««

One-to-one tutoring is considered to be one of the most effective ways of increasing students' achievement. This has been validated by

empirical research for years, and is especially true for students in the early grades, and for those students considered at risk for school failure.⁴

In a May 2014 survey, 61% of teachers and staff in Dallas ISD selected tutoring as a priority volunteer activity for their campus. Among elementary teachers, 75% selected tutoring as a priority over mentoring, and indicated literacy as the highest-need subject.⁵



1. NAEP Trial Urban District Assessment (TUDA) 2013 results. http://nationsreportcard.gov/reading_math_tuda_2013/#/tuda-profiles

2. Hernandez, D.J. (2012). Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation. Baltimore: The Annie E. Casey Foundation.

3. Put Reading First: The Research Building Blocks for Teaching Children to Read! Bonnie Armbruster, Fran Lehr, & Jean Osborn. Copyright © 2001 by the National Institute for Literacy

4. Elbaum, B., Vaughn, S., Hughes, M. T., & Moody, S. W. (2000). How Effective Are One-to-One Tutoring Programs in Reading for Elementary Students at Risk for Reading Failure? (Vol. 92). Journal of Educational Psychology.

5. Internal survey by Volunteer and Partnership Services, open to all DISD staff, distributed between May 19 and June 12, 2014.

Dallas ISD Early Literacy Tutor Initiative Overview

»»»»»» Tutor Program Structure ««««««

Short, intensive tutoring sessions are more effective than longer sessions, especially for our youngest learners. The most effective tutoring sessions:

- » Move quickly through a variety of activities
- » Reinforce a few specific skills and concepts
- » Allow opportunities for students to experience success

In the Dallas ISD tutor program, volunteers will tutor 1st-, 2nd-, or 3rd-grade students. Volunteers will be matched with two students and work with each once a week in a 30-minute tutoring session. Each student will be paired with two volunteers so that they receive a minimum of one hour of tutoring a week.

Tutoring sessions will focus on strengthening students' reading comprehension and vocabulary.

»»»»»» Tutor Program Resources ««««««

In collaboration with Curriculum and Instruction, Volunteer and Partnership Services will equip schools with everything needed to launch a successful tutoring program. The following resources make up the elementary literacy tutor program:

- **Literacy Tutor Guides** - includes training on the fundamentals of literacy along with instructions on how to effectively utilize the tutoring tools.
- **Student Tutoring Journals** - features tutor session logs, high frequency word trackers, book response entries, and vocabulary graphic organizers.
- **Literacy Tutor Toolkit** - stocked with manipulatives and supplies for an engaging tutoring session.
- **Leveled Book Collection** - provides fiction and nonfiction texts from a kindergarten to second-grade reading level.

All materials will be available in English and Spanish.



Volunteer and
Partnership Services

