

Testimonials at a glance: implementations and results

Site	Program	Model	Implementation	Results	Comments
Carrollton-Farmers Branch, ISD Texas	Reading Together Grade Two Reading Together Grade Three	adult volunteers cross-age para- professionals	Before school in school afterschool	<p>In 2002-2003, all tutees started the program below grade-level proficiency on local district assessments. At the end of the school year, in 15 of the 22 participating schools, 85 percent or more of the tutees were on or above grade level; across those 15 schools, the average percent of tutees on or above grade level was 96 percent.</p> <p>Montgomery Elementary: second graders, mainly ELL students, worked with community volunteers. The results – 81 percent of tutees ended the year on or above grade level.</p> <p>McWhorter Elementary: retired teachers served as adult tutors. The year ended with outstanding results – 100 percent of tutees were on or above grade level.</p> <p>Sheffield Intermediate School: all but two of the 42 third graders serviced in the program during the year passed the TAKS test.</p>	<p>Carrollton-Farmers Branch initially piloted Reading Together in two schools. The program has expanded to 22 schools.</p> <p>Carrollton-Farmers Branch, ISD in the greater Dallas, Texas area is a district of approximately 25,000 students. In recent years, the district has seen a burgeoning of minority, limited English speaking, and low socioeconomic students in its ranks. In an effort to support all students, many programs have been implemented, including a community volunteer model using Reading Together.</p>
South Edgecombe Middle School North Carolina	Reading Together Intermediate	cross-age	afterschool	<p>There have been positive results every semester. In the initial program, students showed growth in EOG scores: 19 of 24 increased reading level from the previous year and 19 passed the EOG.</p> <p>School reports attendance has a direct relationship with the program. School attendance rose for Reading Together participants.</p>	All of participating students fall into one or more categories of the NCLB Adequate Yearly Progress and/or have not met state ABC standards.

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Rutherfordton Elementary School North Carolina	Reading Together Grade Two	cross-age	afterschool	Administrators credit Reading Together with helping the school meet North Carolina's ABCs and our NCLB AYP. Students were selected because they are borderline reading on grade level and struggling with fluency and comprehension. Based on the AR STAR and ORSA results, they have made significant progress.	Coordinator reports that fifth graders are improving their reading strategies and building self-esteem. Tutors are gaining experience in leadership, problem solving and getting along with younger children. Selected tutors demonstrated good behavior, attendance and test scores, and are more eager to answer questions in their regular classrooms.
J. Glenn Edwards Elementary School North Carolina	Reading Together Grade Two	cross-age	afterschool	J. Glenn Edwards School has increased its overall composite proficiency level in the past two years from 71.7 percent to 85.1 percent. The success is attributable, in part, to the afterschool program we implement using Reading Together. School principal believes Reading Together helps targeted students achieve at the highest possible levels.	Teachers note that reading strategies taught in the sessions are based on strong research that supports the metacognition of students learning to read. Comprehension strategies learned in the sessions carry over to the classroom. Attendance during the afterschool program is always strong.
East Lee Middle School North Carolina	Reading Together Intermediate	cross-age	afterschool	Over the past several years, other programs, such as general tutoring, software and packaged test/skill programs, have been used with little difference seen in results. In the first year, 23 of the 24 Reading Together tutors passed the NC EOG.	Teachers report that the material is most helpful to prepare students to encounter content reading in the EOG test.

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Barnardsville Elementary School North Carolina	Reading Together Grade Two	cross-age	in school afterschool	Barnardsville met AYP/ABC goals this year. They also report high growth and School of Distinction status, which they attribute in part to Reading Together. Fourth-grade students learned they could comprehend their reading and acquired the strategies necessary to succeed.	Students who were tutors made gains on the reading section of our state EOG assessments. They also demonstrated an increase in using the skills that were used in their daily content studies in the classroom.
Princeville Montessori North Carolina	Reading Together Grade Two	cross-age	afterschool	Improvements in attendance, grades and behavior as a result of Reading Together are expected to assist in meeting AYP, state ABC's and mandates of NCLB. All Reading Together students had significant improvements in reading, attendance and behavior. Reading progress was monitored with the STAR Reading program, used throughout Edgecombe County to track reading progress, and the Burns/Roe Pre- and Post- Informal Reading Inventory. One hundred percent of the teachers surveyed last fall agreed that there were significant improvements in behavior, overall academics and application of reading strategies by Reading Together participants.	The tutors benefited as much as tutees: tutors improved grades; demonstrated a better attitude towards reading; and felt good about being positive role models for younger students and helping younger students succeed.