Short Summary
Looping and some form of teacher collaborative teaming ("teams") have been attempted separately and informally in schools for some time. However LATTIS, started in 2008, is innovative in that it puts looping and teacher teaming together in a formal, structured initiative that supports learning through long-term relationships. Teachers who participate in LATTIS stay with the same cohort of students for two consecutive years by either looping up a grade (switching grades with a partner teacher) or teaching in a multiage configuration. As a result of staying together for two consecutive years, students develop a strong sense of community and teachers have time to identify student needs and adjust teaching to meet those individual needs. Parents form a bond with teachers, are more comfortable talking with teachers and thus more supportive of and involved in school. LATTIS teachers meet in collaborative teams within and across grade levels to share their grade level expertise and gain an in-depth understanding of the vertical articulation of content and the social and emotional needs of students at various ages/stages of development. Such long term relationships have proven to enhance student social and academic achievement, student discipline and attendance, teacher collaboration as well as improve parent-school relationships.

Prior to participation, school administrators meet with the initiative coordinator/trainer and receive a Support Guide that provides suggestions on how to inform parents of the school’s interest in LATTIS, how to gain community support, and how to support looping/multiage teachers and teacher teaming/collaboration. Participating teachers receive initial training based on a researched-based Teacher Implementation Guide that addresses concerns or considerations and success strategies associated with looping, multiage and teaming. During the school year teachers receive periodic newsletters written by other looping/multiage teachers and periodic professional readings related to looping/multiage and teaming. Teachers network electronically with other teachers across the state at similar grade levels and classroom configuration, all of which provide embedded professional growth opportunities.

Demographics
- **Target Settings:** All South Carolina public schools grades PreK-8. While there is interest by middle school teachers in participating, a lack of funding has limited expansion and data collection at this time to the PreK-5 grade levels.
- **Target Groups Served:** South Carolina public school children in grades PreK-5. Based on data, this initiative has the greatest impact on at risk, low performing students/schools.
- **SES Codes of Schools/Districts Served:** Currently there are 20 participating schools. Those schools represent the districts of Beaufort, Greenville, Kershaw, Laurens 55, Pickens, Richland 2, Spartanburg 2, Sumter 17, and Union.

Research and Evaluation
*The development of program/initiative is based on/grounded in what research? Describe the evidence that shows the program/initiative works. Description of data collection and analysis should be included.*

The program is based on research including studies such as:
Regarding collection of data as to the effectiveness of LATTIS, not all teachers in a school must participate. Therefore, comparison was made between Measures of Academic Progress (MAP) achievement data for heterogeneously grouped students with looping teachers and those with non-looping teachers at the same grade level. Data is being collected for the school year just ended. However, for the 2009-2010 school year the following chart reflects the percentage of looping and non-looping students who scored at or above grade level for mathematics and reading based on Northwest Evaluation Association’s MAP Normative Median RIT Scores.

<table>
<thead>
<tr>
<th>Grade</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of students who scored at or above grade level</td>
<td>% of students who scored at or above grade level</td>
<td>% of students who scored at or above grade level</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looped *</td>
<td>83.6%</td>
<td>78.0%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Did not Loop**</td>
<td>38.0%</td>
<td>48.0%</td>
<td>56.7%</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looped*</td>
<td>61.8%</td>
<td>80.0%</td>
<td>55.0%</td>
</tr>
<tr>
<td>Did not Loop**</td>
<td>41.7%</td>
<td>49.7%</td>
<td>39.0%</td>
</tr>
</tbody>
</table>

* Looped student data is from the end of the second year with the same teacher. For example, third grade data is for students who had the same teacher for 2nd and 3rd grade.

** Did not Loop data is from students in those same schools who had a different teacher each year.

No data is reflected in the above chart for grades PreK-1 because the number of students in LATTIS schools who take MAP benchmark testing was too small to be reliable. However, the data reflected by various measurement instruments for those grades indicate significant student gains as well.

With regard to closing the achievement gap, because of the extremely small number of LATTIS students of races other than African American and Caucasian, achievement gap data collection was limited to those two ethnic groups. Data reflects that African American students made slightly higher gains for mathematics and for reading than their Caucasian classmates at all grades except for reading in the 4th to 5th grade loop. However, even then there was only a slight difference in gains between the two groups. For specific data see contact information below.

**Program Resources**

- **Annual Cost:** Averages less than $1.50 per student in the initiative. However, $35,000 (teacher training stipends and travel for training) is needed to develop and add a middle level component.
- **Funding Sources:** Grants for the initial PreK-5 initiative development and implementation; district funding to cover nominal trainer travel costs
- **Staffing Needs:** Program Coordinator / trainer
- **Infrastructure/Equipment Needs:** Summer teacher training, free school space for statewide training, presentation equipment
- **Partner Organizations:** The South Carolina Department of Education, SCETV, SCITV, EFP, AVID, StreamlineSC

**Contact Information:** Mary L. Ruzga, 803-734-5954, mruzga@ed.sc.gov