KANSAS STATE DEPARTMENT OF EDUCATION (KSDE)

APPLICATION FOR SUPPLEMENTAL EDUCATION SERVICES PROVIDERS
2010-2011

Instructions: Please review and follow all directions carefully when completing this application. No supplemental material beyond what is specifically requested in the application will be considered. If you have any questions, please contact KSDE Consultant, LaNetra Guess, at 785-296-8965 or email Lguess@ksde.org.

Supplemental Educational Services Provider Contact Information		
Provider/Company Name: Ace it! Tutoring by Sylvan		
Contact Person: Becky Larsen		
Address, City, State: 15440 Iron Horse Circle Leawood, KS		**Zip Code: 66224**
Phone: 913-681-8258	**Email: becky.larsen@sylvanks.com**	**Fax: 913-402-6703**

Applications due on <u>April 23, 2010 by 5:00 p.m. CDT at KSDE Office (this is not a postmark deadline)</u>
Late or incomplete applications will not be reviewed or considered.

Send **<u>one unbound original</u>** (signed in blue ink) **<u>and three copies</u>** of your completed application to:

Kansas State Department of Education
Title Programs and Services
120 S.E. 10th Avenue
Topeka, KS 66612-1182
ATTN: LaNetra Guess

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, 120 SE 10th Ave, Topeka, KS 66612 785-296-3201.

Kansas Department of Education
Supplemental Educational Services Provider Application
Kansas Department of Education
Supplemental Educational Services Provider Application
School Year 2010-2011

Part I: Contact Information for: **Ace it! Tutoring by Sylvan** **KANSAS CITY**
Name of provider

A. **Provider Contact for State Use:** This contact person is the individual whom the State will contact regarding this application or services provided within the state of Kansas.

Name:
Title:
Office Phone: Cell Phone:
Hours of Operation:
Fax:
E-mail & Website:
Address/City/State/Zip:

B. **Provider Contact for District Use:** This contact person is the individual whom the school district personnel will contact regarding provider services.

Contact for State Use
Name: Camille Davis
Title: District Manager
Office Phone: 913-681-1141 Cell Phone:
Hours of Operation: M-F 8:30-5:30
Fax: 913-681-1193
E-mail & Website: cam.davis@sylvanks.com
Address/City/State/Zip: 9165 W. 133rd St., Overland Park, KS 66213

C. **Provider Contact for Parent Use:** This contact person is the individual named in the parent notification letter as the person to whom parents should contact with questions or concerns.

☐ Same as Provider Contact for State Use X Same as Provider Contact for District Use
Name: Camille Davis
Title: Kansas City District Manager
Office Phone (Toll-free or local # if out-of-state provider): 913-681-1141
Hours of Operation: M-F 8:30-5:30
Fax: 913-681-1193
E-mail & Website: cam.davis@sylvanks.com
Address/City/State/Zip: 9165 W. 133rd St., Overland Park, KS 66213

Part I: Contact Information for: **Ace it! Tutoring by Sylvan** **TOPEKA**

Name of provider

A. **Provider Contact for State Use:** This contact person is the individual whom the State will contact regarding this application or services provided within the state of Kansas.

B. **Provider Contact for District Use:** This contact person is the individual whom the school district personnel will contact regarding provider services.

Contact for State Use
Name: Stephanie Gaskill
Title: District Manager
Office Phone: 785-341-4512
Hours of Operation: M-F 8:00-7:30
Fax: 785-272-4450
E-mail & Website: stephanie.gaskill@sylvanks.com
Address/City/State/Zip: 2800 SW Wanamaker, Topeka, KS 66614

C. **Provider Contact for Parent Use:** This contact person is the individual named in the parent notification letter as the person to whom parents should contact with questions or concerns.

☐ Same as Provider Contact for State Use X☐ Same as Provider Contact for District Use
Name: Stephanie Gaskill
Title: Topeka Sylvan Ace It! District Director
Office Phone (Toll-free or local # if out-of-state provider): 785-341-4512
Hours of Operation: M-F 8:30-5:30
Fax: 785-272-4450
E-mail & Website: stephanie.gaskill@sylvanks.com
Address/City/State/Zip: 2800 SW Wanamaker, Topeka, KS 66614

Basic Program Information

1. Program Name and Federal FEIN or Social Security Number	**Ace it! Tutoring by Sylvan**
2. Date Service Provider Formed	*List the date (month, year) in which this provider first delivered educational services to students.* October 10, 1988
3. Type of Organization	*Please check the category that best describes the organization.* **X** For profit ☐ Not for Profit ☐ School ☐ District ☐ Educational Service Center ☐ Institution of Higher Education ☐ Faith-based organization ☐ Other (describe)

4. Potential districts to serve	*Below is a list of **potential** Kansas districts which may be required to provide SES in 2010-2011. Please identify the districts(s) in which you would be willing, have the staffing **and** sufficient resources in which to provide services starting in all checked districts by **early October 2010**.* ***If approved, you must provide services to all districts checked below or risk removal from the KS Approved SES list.*** ☐ USD 214 Ulysses ☐ USD 259 Wichita ☐ USD 308 Hutchinson ☐ USD 430 South Brown County ☐ USD 453 Leavenworth ☐ USD 480 Liberal X USD 500 Kansas City Kansas X USD 501 Topeka
	Please check the location(s) that best describes where services are delivered to students. X School ☐ Business ☐ Place of religious worship (i.e., church) ☐ Community center ☐ Provider's home ☐ Student's home ☐ On-line Accessed from: ☐ Other: **How will transportation be addressed, if needed?** Ace it! will contract with the school district and pay for transportation for each student.
6. Time of Service	*Please check the time(s) that best describe when services are delivered to students.* ☐ Before School X After School ☐ Weekends X Summer

	Hours of operation: 4:15-5:15, or whatever times meet the school's schedule
7. Subject Areas Covered	*Check all subjects for which tutoring will be offered.* *X Reading* ☐ *Writing* *X Mathematics* ☐ *Science* ☐ *English as a Second Language*
8.Grade Levels Able to Serve	*List the grade levels in which services are available.* *K-8 Reading; 1-8 Math and Algebra*
9. Minimum and Maximum Number of Students Able to Serve	*Please provide an estimate of the minimum and maximum number of students that may be served.* Individual site minimum 20 Individual site maximum As many as choose Ace it! District minimum 20 District maximum As many as choose Ace it! *Are there a minimum number of students required before services will be provided?* ☐ No X Yes Minimum: 20
10. Specific Student Populations Served	*Please check the students groups your organization will provide educational services.* X Minority students X Migrant students X Homeless X Special education students X 504 student X English Language Learner ☐ Other: (describe)

	Indicate the language(s) other than English in which services are available. Ace it! instruction is in English only, but parent communications can be in English or Spanish
11. Student/ Instructor Ratio	*Please list the ratio of instructors to children in the program. Indicate the number of students for every one instructor* 4-8:1
12. Mode of Instructional Delivery	*Check all that apply:* ☐ Individual tutoring X Small group tutoring XOn-line/Web based ☐ Computer Assisted ☐ Other:_____
13. Cost	*Please provide an average* ***per pupil cost****, per unit of service. (Describe the length of the service, e.g., one hour, one month, one semester etc.)* Per Pupil Cost $45-55/hr Explain how the cost per pupil is determined The Ace it! Tutoring by Sylvan program fee will vary by district to allow for the maximum number of hours attainable in the district's timeframe and based upon the individual district's federally-mandated per pupil allocation. Are there additional costs? (specify) No
14. Staff	*Please indicate your hiring practices.* **X** Hire teachers from within district **X** Hire fully licensed teachers from any

	location ☐ Hire non-licensed educators ☐ Hire paraprofessional who met Title I education requirements ☐ Other (explain)
15. Technology	*If technology is required to provide your services, list who is responsible for the following, as applicable (e.g., district, provider, parent, school)* Hardware Ace it! will provide hardware Software Ace it! will provide software Internet access Ace it! will have internet access at an outside location Software license Ace it! will maintain software license Direct support to students Ace it! will provide all reports and attendance date to Districts
16. Other States	The applicant will notify KSDE in writing if they have been an approved SES Provider in other states <u>and</u> if they have been removed (and state reason) from another state's list of approved SES Providers. Failure to disclose removal and/or reason for removal from another state's list of approved SES providers will result in removal from Kansas' approved SES provider list. A list of state(s) where you are currently approved and, if applicable, the state(s) you have been removed from and reason for removal is required. **Have you been removed from another state's list of approved SES Providers? If yes, in which state(s) did this occur and why?** Yes No X If yes, why you were removed?

	_____ _____ **Are you an approved provider in other state(s)? If so, which states?** _____ _____ _____

I. Program Overview and Description*
(Limit response to 1 page)

Please write a short narrative overview of the SES services that will be provided. This information may be used for approved providers and placed on the State and district websites for parents to access. If the provider is approved, this information will be requested electronically at a later date.

Information to include in the program overview: subjects being tutored, pupil-tutor ratio, grade levels served, costs per hour, location of services (i.e., small groups at school site, community center, etc), curriculum used, frequency and type of progress monitoring and feedback to be shared with parents, staff working with students (tutors, licensed teachers, special education teachers, etc), and area(s) to be served [i.e., statewide, or specific district(s)]. If applicable, indicate the special groups (English language learners, children with disabilities, etc) which can be served by the provider.

For distance learning providers, include information on how and where students will access online services. If the program will be accessed outside of the student's home discuss the supervision that will be provided while he/she is participating in the program. Identify any costs to the student in addition to the amount paid by the district for accessing computers (i.e., internet connection, software, etc).

Ace it! Tutoring by Sylvan - Program Overview

Ace it! Tutoring by Sylvan is a proprietary Reading and Math program developed by Sylvan Learning, Inc., especially for low-income, underachieving students. Sylvan Ace it! Tutoring offers in-person, small group instruction with no more than an 8:1 student-teacher ratio at the student's school to meet each individual student's needs. Ace it! programs are designed to meet the needs of all children, particularly children with Learning Disabilities and English Language Learners. Reading instruction is provided for K-8 grades, and Math & Algebra instruction for 1-8 grades. Students start with an assessment to identify their specific learning needs in either Reading or Math. The results, along with input from the parent and school, are used to create a learning plan to guide each student's Reading or Math instruction. Students are placed in small groups (4-8 students) based on their learning needs and ability levels. Instruction takes place after school 2-3 days a week at the student's school. Sylvan Ace it! Tutoring instructors are all Kansas State Certified and also Sylvan trained in Ace it! Instructors teach each student on assigned learning objectives, using our Motivation Program to motivate students and build their self esteem by providing rewards for achievement and effort. All Sylvan Ace it! Tutoring programs are tied to state and district standards to help students learn skills that are needed to increase standardized test performance as well as performance in school. Parents and school administrators receive individual student progress reports after the initial assessment, during instruction, and after the post-assessment. Costs will range from approximately $45-$55 per hour depending on the maximum number of hours attainable in each district.

Key Words:	Reading Instruction K-8	Motivation Program
	Math Instruction 1-8	Builds Self Esteem
	Algebra Instruction 8	Small Group Instruction

III. INDICATORS OF QUALITY

A. Evidence of Effectiveness - Limit response to three pages. (Points possible = 12 points)

1. **Demonstrate that the program is of high quality and that the applicant has been effective in raising the achievement levels of student who have received services in Kansas. Provide multiple assessment measures that were used to demonstrate effectiveness which can be correlated to Kansas data points (If new to Kansas, provide evidence in locations with similar demographics as Kansas).**

Ace it! Tutoring by Sylvan is designed to target the academic needs of low-income, underachieving students. The Ace it! instructional method combines an initial diagnostic assessment to develop an individualized instructional plan coupled with small group instruction. Students begin with a skills pre-assessment to identify the educational needs of each student which Ace it! staff use to make informed decisions about instructional level placement, create instructional plans for students and capture baseline data for evaluating progress. The assessments used are the Group Reading Assessment and Diagnostic Evaluation (GRADE) and the Group Mathematics Assessment and Diagnostic Evaluation (GMADE). Both assessments are published by Pearson Publishing and are nationally normed. Performance on the skills assessment helps the trained instructors identify a starting instructional level for each student. Individual student skill gaps and strengths are identified for the instructors, and along with parent and school input, are used to set learning goals and guide instruction.

To measure student retention throughout the Ace it! program, students are given short Retention Checks every 2-3 lessons in Reading and Math. Retention Checks are built into the Ace it! program and aid the instructor in determining which skills may need to be reviewed or retaught during Ace it! instruction.

After completion of the Ace it! program, a skills post-assessment is given to measure students' skill growth and the effectiveness of the Ace it! instruction. The GRADE or the GMADE will be administered so that post-assessment scores can be compared to pre-assessment scores and growth measured on statistical norms. Growth is measured by three statistical norms: Growth Scale Value, Percentile, and Stanine.

An independent analytical study to evaluate the effectiveness of the Ace it! pre- and post-assessment scores was completed by Rockman et al (See #4 below for details on the study). Since Ace it! hasn't been delivered in Kansas yet, the following are score comparisons gathered by Rockman for Texas Ace it! Math scores and Virginia Ace it! Reading scores.

In the Texas Ace it! Math program, students attended between 20 and 48 hours of Ace it! Tutoring with a mean of 30 hours. According to the Rockman study, "regardless of which metric is examined, we see that Ace it! students made significant gains in math performance."

<u>Texas Ace it! Math Scores – GMADE Pre/Post Assessments</u>

Percentile Growth	14.3% to 21.8%tiles	Growth +7.5%tiles
Stanine Growth	2.7 to 3.2	Growth +.5 Stanines
Growth Scale Value	488.3 to 491.2	Growth +2.9 GSV

In the Pennsylvania Ace it! Reading program, students attended between 15 and 49 hours of Ace it! Tutoring with a mean of 41 hours. According to the Rockman study, "depending on the metric examined, Ace it! students made modest to substantial gains in reading performance."

Pennsylvania Ace it! Reading Scores – GRADE Pre/Post Assessments

Percentile Growth	20.3% to 26.9%tiles	Growth +6.6%tiles
Stanine Growth	3.2 to 3.6	Growth +.4 Stanines
Growth Scale Value	407.5 to 425.6	Growth +18.1 GSV

On a national level, Ace it! Tutoring by Sylvan has served more than 42,000 students through the end of the 2009 school year. The results of national data detailed below show that Ace it! is successful at making substantial growth in students' core reading and math skills in a condensed amount of time.

Reading
2005-2009

	Students	Students w Growth	% with Growth	Avg Pre GSV	Avg Post GSV	Avg GSV Growth	Avg Pre Percentile	Avg Post Percentile	Avg Percentile Change
Totals /Avg	**27,415**	**20,363**	**74.3%**	**377.7**	**392.7**	**15.0**	**19.9**	**26.2**	**6.3**

Math
2005-2009

	Students	Students w Growth	% with Growth	Avg Pre GSV	Avg Post GSV	Avg GSV Growth	Avg Pre Percentile	Avg Post Percentile	Avg Percentile Change
Totals /Avg	**15,854**	**10,589**	**66.8%**	**488.7**	**492.4**	**3.8**	**16.5**	**24.8**	**8.4**

2. **Provide evidence of impact from standardized tests, or student grades, teachers' assessments, student attendance, retention/promotions rates, or other measures that will improve student achievement.**

Ace it! Tutoring is highly motivating and the positive environment encourages students to attend. For the 2008-2009 school year, national data shows that Ace it! students had a 78% attendance rate for their Ace it! classes.

Improving students' grades is a goal of every Sylvan program. Since we have not delivered Ace it! in Kansas yet and have no Kansas Ace it! data on grade improvement to show, below is the report on grade improvement for Sylvan Learning Center students. Students attend Sylvan in Beginning Reading (K-2nd), Academic Reading (2nd-12th), Math (K-8th), Pre-Algebra, Algebra 1 & 2, Geometry, Writing & Grammar, College Prep, ACT/SAT Prep, Speed Reading, and High School Courses for Credit. Our five Sylvan Learning Centers in Kansas served 552 students in 2009, and 91% of them improved their grades.

Sylvan's programs are designed to influence standardized test scores. Since we have not delivered Ace it! in Kansas yet and have no Kansas Ace it! data to show, below is the report on progress test growth . Sylvan's goal is a minimum of one grade-level's growth for the Academic Reading and the Math students. Here is our Kansas Sylvan Progress Test scores for 2009:

Subject	% Achieving at Least 1 Grade-Level's Growth	Average Growth
Reading	90%	2.1 Grade Levels
Math	92%	2.5 Grade Levels

4. **Include details to explain whether this evidence of effectiveness was gathered from services that your organization provided, another entity's use of the program, or from third party independent research.**

Cite data from:

- **Kansas State Assessments**
- **Districts Assessments (i.e., MAPS)**
- **Other independent valid and reliable performance tests**

The pre/post assessment Reading and Math scores for Ace it! Tutoring were verified in an efficacy study done in July 2009 by Dr. Juliane I. Blazevski of Rockman et al, 49 Geary Street Ste 530, San Francisco, CA 94109. For more information on Rockman, visit their website at www.rockman.com. A copy of the Reading and Math studies are available from Kansas state Ace it! staff upon request.

Data was analyzed for Ace it! student scores on the GRADE (Reading) and GMADE (Math) from the school years of 2006-07, 2007-08, and 2008-09. According to Rockman, "this study involves longitudinal student data and in some instances combines multiple cohorts of data within each state. Because the test scaling is equivalent across the pre/post administrations of the GRADE (or GMADE), we can examine how much students have improved over the course of the year (or tutoring program). We can also compare the amount of growth seen in Ace it! students to their peers (national norms for grade level)."

Rockman found that in the Pennsylvania data on Reading scores, "46% improved his or her percentiles in Reading by at least 10 percentile points." Rockman found that in the Texas data on Math scores, "43% improved his or her percentiles in Math by at least 10 percentile points."

B1-B8. Evidence of Links Between Research & Program Design Limit responses to three pages. In this area, complete only one of the three sections listed below based upon your instructional program(s).
(Points Possible = 16 points in sections B1-B2, B3-B4, or B5-B8).

Reading instruction must include the five dimensions of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) identified by the *National Reading Panel*. For more information on the *National Reading Panel* findings, see http://www.nationalreadingpanel.org.

Math instruction must describe how the instruction aligns with the five strands (conceptual understanding, procedural understanding, strategic competence, adaptive reasoning, and productive disposition) associated with mathematical proficiency. For more information on the five strands of mathematical proficiency, see the *National Council of Teachers of Mathematics* at http://www.nctm.org.

1. **Complete Section B1-B2 if only reading instruction will be provided, then proceed to Section C.**

2. **Complete Section B3-B4 if only math instruction will be provided, then proceed to Section C.**

3. **Complete Section B5-B8 if both reading and math instruction will be provided, then proceed to Section C.**

Section B1-B2

B1. Explain how the key instructional practices and major design elements of the reading program are:

- High Quality
- Research based
- Specifically designed to increase the achievement of low-income, underachieving students
- Include an explanation of the theoretical and empirical rationale supporting the major elements of the program (e.g., instruction, class size, delivery mode)

B2. Describe how services offered will help students improve their reading achievement.

Section B3-B4

B3. Explain how the key instructional practices and major design elements of the math program are:

- High Quality
- Research based
- Specifically designed to increase the achievement of low-income, underachieving students
- Include an explanation of the theoretical and empirical rationale supporting the major elements of the program (e.g., instruction, class size, delivery mode)

B4. Describe how services offered will help students improve their math achievement.

Section B5-B8

B5. Explain how the key instructional practices and major design elements of the reading program are:

- **High Quality**
- **Research based**
- **Specifically designed to increase the achievement of low-income, underachieving students**
- **Include an explanation of the theoretical and empirical rationale supporting the major elements of the program (e.g., instruction, class size, delivery mode)**

The Ace it! Tutoring by Sylvan Reading curriculum is based on the balanced approach recommended by the National Reading Panel in their 2000 and 2006 reports: phonics, fluency, vocabulary and comprehension. Phonics and phonemic awareness instruction are well known to help children learn to read, according to the Reading Research Quarterly, Vol 36, pp. 250-287. According to the NRP, developing fluency through repeated oral reading and independent silent reading is key to building vocabulary and comprehension. Fluency in oral and silent reading to increase speed and accuracy is incorporated into every Ace it! Reading lesson. Vocabulary development is key to increasing comprehension, as stated by the NRP. Research shows that good readers have large vocabularies (Anderson & Freebody, 1981) and that improving students' vocabularies also can improve their reading comprehension (Beck, Perfetti & McKeown, 1982). Teaching new vocabulary words and vocabulary strategies, such as Using the Context to find meaning, are integrated into every Ace it! Reading lesson and taught words are repeated over 3 lessons for retention. For comprehension development, students read orally and silently from their Student Resource Book, as well as their Reading Anthology. Comprehension questions are answered in their Student Resource Book as well as orally with the instructor. According to the ERIC Clearinghouse on Reading, English and Communication Digest, Vol 119, "A balanced approach of both phonics and literature instruction represents the most effective method of reading instruction."

A sample Ace it! Reading lesson incorporating all the NRP recommendations to help low-income and underachieving students is as follows. (See Portfolio documents attached for a copy of a specific Reading lesson & the corresponding Student Resource Book pages):

***Lesson Format A** – Used the first lesson of the three-lesson sequence on each skill.*

Welcome	*2 mins.*
Word Analysis - Phonemic Awareness/Phonics/Word Study:	
Introduction • *Access Prior Knowledge* • *Skill Introduction*	*5 mins.*
Direct Skill Instruction and Guided Practice	*10 mins.*
Short Independent Practice	*5 mins.*
Fluency:	
Text Introduction • *Teacher Introduces Passage with Intonation and Modeling* • *Reading: First ½ by Teacher, Second ½ by Student*	*5 mins.*
Comprehension:	
Introduction • *Introduce Skill in Isolation*	*5 mins.*
Direct Skill Instruction	*10 mins.*
Guided Practice	*5 mins.*

Vocabulary:	
Introduction • *Access Prior Knowledge* • *Content Word Introduction*	*5 mins.*
Summary/Closure	*3 mins.*
Count and Record Tokens	*5 mins.*
Total time:	60 mins.

Example from Level 5 – Lesson 1

The Ace it! Reading program is specifically designed for low-income and underachieving students by teaching the balanced approach of phonics, fluency, vocabulary and comprehension, as recommended by the NRP. Vocabulary development is even more critical to increase the achievement of low-income student, thus in addition to the vocabulary development built into every Ace it! Reading lesson, additional flashcards and vocabulary games are incorporated at the end of every lesson. Since retention can sometimes be a problem for underachieving students, each phonics, vocabulary and comprehension skill is taught over 3 lessons (3 days) for retention and review

The Ace it! instructional method combines an initial diagnostic assessment to develop an individualized instructional plan coupled with small group instruction. This methodology is recommended by the Reading Research Quarterly, Vol 34, pp. 404-424,: "Reading programs should begin with an assessment on which the program is built to meet individual needs." The ERIC Review, Vol 7, pp. 25-26 also recommends that "Reading instruction should take place in a small group or one-on-one." Ace it! instruction takes place in small groups of 4-8 students.

B6. Describe how services offered will help students improve their reading achievement.

Because most of the students receiving supplemental educational services are performing below grade level in reading, the Ace it! Reading program has a balanced approach that concentrates on those functional areas such as phonics, fluency, vocabulary development, or reading comprehension that the student's assessment results, parents and classroom teacher have identified as needing remedial assistance.

Lower achieving students also need the benefit of repetition and frequent retention checks. Therefore the Ace it! Reading curriculum repeats the presentation of skills over a 3-lesson (3-day) period of time for retention and review. There is a short Formative Evaluation built into the curriculum every 3 days to assess growth and areas that still need remediation. Skills are reviewed and retaught if needed.

Thus low-income, underachieving students' reading skills are improved by Ace it! Tutoring in four major ways:

1. By solid teaching in the NRP standards of phonics, fluency, vocabulary and comprehension.
2. Vocabulary development targeted to the needs of low-income, underachieving students.
3. Repetition of skills taught over a 3-lesson (3-day) cycle.
4. Formative Evaluations every 3 lessons to measure retention – skills are retaught if necessary.

B7. Explain how the key instructional practices and major design elements of the math program are:

- **High Quality**
- **Research based**
- **Specifically designed to increase the achievement of low-income, underachieving students**
- **Include an explanation of the theoretical and empirical rationale supporting the major elements of the program (e.g., instruction, class size, delivery mode)**

The Ace it! Tutoring by Sylvan Mathematics curriculum is based on the standards of the National Council of Teachers of Mathematics 2005 report and is a coherent curriculum that flows from kindergarten through pre-algebra, building sequentially on prior knowledge and presenting new skills. The program's instructional methodology in mathematics begins with a diagnostic assessment to determine what a student knows, so the lesson can focus on what he or she does not know. This concept is supported by the teaching principle from the National Council of Teachers of Mathematics study document Principles and Standards for School Mathematics released in 2000, which says, "Effective mathematics teaching requires understanding what students know and need to learn."

The 10 Standards of the NCTM are incorporated into the Ace it! Math curriculum. The lessons at various grade levels teach Numbers & Operations, Algebra, Geometry, Measurement and Data Analysis/Probability. Please see the Scope & Sequence and Correlation to Kansas State Standards documents in the Portfolio of Documents attached for specific skills taught at each grade level. The Ace it! Math teaching methods incorporate the 5 strands of mathematical proficiency recommended by the NCTM (Problem Solving, Reasoning & Proof, Connections to other math concepts, Communication of mathematical understanding, and Representation) into every lesson. Problem solving is a part of the lesson for every skill taught, and there are specific lessons devoted to problem solving strategies. Students are asked to explain the reasoning behind their answers both orally and in writing. Ace it! Tutoring by Sylvan students are also taught to look for patterns, make conjectures, and test their theories.

A sample Ace it! Math lesson incorporating all the NCTM standards to help low-income and underachieving students is as follows. (See Portfolio documents attached for a copy of a Math lesson and the corresponding Student Resource Book pages.):

Lesson Format A *– Used the first lesson of the two-lesson sequence on each skill.*

Welcome	*3 mins.*
Introduction • *Access Prior Knowledge* • *Explain Connection to New Skill* • *State Lesson Objective*	*5 mins.*
Direct Skill Instruction and Guided Practice	*25 mins.*
Summary and Closure • *Define Vocabulary Words* • *Summarize What We Learned Today* • *Apply Skill*	*10 mins.*
Fact Practice	*7 mins.*
Count and Record Tokens	*5 mins.*
Total time:	55 mins.

<u>Example from Level 3 – Lesson 1</u>

The “Ace it!” Tutoring Math program includes the use of Teacher Lessons Manuals, Student Resource Books, and Manipulatives. The “Ace it!” Tutoring Math Resource Books all have sections for vocabulary definitions and activities, places for the students to complete work during the guided practice portion of the lesson, independent practice and problem solving exercises on every skill, and opportunities for students to practice their communication of mathematics by summarizing the skills and concepts in their own words.

The use of manipulatives to help students move from the pictorial to the abstract, build computational proficiency, and understand problem solving is a major component of the Ace it! Math curriculum. This approach is supported by Grouws, D.A. & Cebulla, K.J. (2000) in their article "Improving Student Achievement in Mathematics" (Report No. SE 064 318). The ERIC Clearinghouse for Science, Mathematics and Environmental Education, says “Students must learn concepts and skills while working on problem solving exercises.” They also state that “the regular use of manipulatives helps students develop useful meanings for mathematical ideas”. A variety of manipulatives are used in teaching the Ace it! Math program, including:

-Base 10 Blocks -Number Cubes
-Color Tiles -Fraction Circles
-Marker Boards & Markers -Rulers
-Wrap Ups – Addition, Subtraction, Multiplication, and Division
-Flashcards – rectangular & triangular in Addition, Subtraction, Multiplication, and Division

The teaching is a balance between students exploring new concepts with concrete materials and students developing procedural fluency with algorithms. The lessons are designed so that each skill is taught over two lessons for intensive instruction, to check retention, and to review/reteach if necessary. The instruction is a balance between direct instruction and discovery learning. Skill instruction starts with active learning activities, often using manipulatives, and then moves to more practice.

B8. Describe how services offered will help students improve their math achievement.

Because most of the students receiving supplemental educational services are performing below grade level in mathematics, a student will receive remedial assistance in computational fluency and mathematical concepts; however, a student struggling with division skills in the classroom would, if necessary, be first taught multiplication fluency.

Lower achieving students also need the benefit of repetition and frequent retention checks. Therefore the Ace it! Math curriculum repeats the presentation of skills over a 2-lesson (2-day) period of time for retention and review. There is a short Formative Evaluation built into the curriculum every 2 days to assess growth and areas that still need remediation. Skills are reviewed and retaught if needed.

Thus low-income, underachieving students' math skills are improved in four major ways:

1. By incorporating into every lesson the NCTM's 5 strands of mathematical proficiency:
   Problem Solving, Reasoning & Proof, Connections to other math concepts,
   Communication of mathematical understanding, and Representation.
2. Vocabulary development in math targeted to the needs of low-income, underachieving students.
3. Repetition of skills taught over a 2-lesson (2-day) cycle.
4. Formative Evaluations every 2 lessons to measure retention – skills are retaught if necessary.

C. Connection to State Academic Standards and Districts' Instructional Programs
Limit response to three pages. (Points Possible = 12 points)
Kansas State Academic Standards may be reviewed at: http://www.ksde.org/Default.aspx?tabid=1678.

1. **Describe how the provider has aligned the instructional program to the Kansas State Standards.**

The Ace it! Reading and Math academic programs are designed to align with the Kansas State Standards for grades K-8. Please see the Portfolio of Documents, attached, for a specific list of correlations.

State Standards for reading are based largely on the use of phonics, fluency, vocabulary and reading comprehension strategies. These strategies are consistent with standards found in the 2000 National Reading Panel Report, which is closely aligned with the Ace it! Reading program and are found in every Ace it! Reading lesson.

The Ace it! Reading programs in grades four through eight feature all the comprehension and vocabulary skills listed on the Kansas State Standards: main idea (expressed and implied), drawing conclusions, compare and contrast, facts and details, author's purpose, literary forms, figurative language, cause and effect, effective use of resource materials plus vocabulary building techniques such as synonyms, antonyms, homonyms, homophones, context clues, vocabulary from texts, and analogies. Students use these skills to make judgments, develop opinions, and find patterns from a variety of textual materials, which are also components of the Kansas State standards. The Ace it! Reading program has the resources to teach these skills at either the student's school grade level or at the student's functional grade level whether higher or lower than the school grade level.

Similarly in mathematics, the Ace it! Math middle grades curriculum mirrors the Kansas State Standards by teaching five components – Number Sense, Concepts and Operations; Measurement; Geometry and Spatial Sense; Algebraic Thinking; Data Analysis. The Ace it! Math 1-8th-grade program is comprised of 13 strands, all listed on the Kansas State Standards. These include numeration and integers, fractions, decimals, ratio/proportion/percent, probability and statistics, geometry and area/perimeter/volume, algebraic reasoning, graphing, and the application of mathematic principles through problem solving. Students are required to establish proficiency in matters of time, money, temperature, distance, area, volume and perimeter. Students are also taught to read and interpret graphs, charts, and diagrams. Each mathematics skill includes a real world illustration posed in a word problem.

2. **Describe how the provider has aligned the instructional program to the instructional programs of the district. Include specific programs(s) and the direct connections.**

When teaching Ace it! Reading and Math in a particular district, Sylvan researches that district's website to locate their particular reading and math objectives and compares them to the Ace it! Reading and Math objectives at each grade level. Because the Ace it! Reading and Math programs incorporate not only Kansas State objectives, but also include national objectives, we can easily add objectives unique to a particular district. Or if a particular school district teaches a skill at a different grade level, we can easily move that skill to be taught at that grade level. Ace it! Reading and Math programs have the resources to teach the continuum of reading skills from grades K-8 skills and math skills from grades 1-8 and are able to modify the sequence of presentation or the mode of presentation to fit a particular district's needs.

3. **Describe how the provider will approach and design instruction (i.e., direct instruction, small groups, online, etc).**

The Ace it! Tutoring by Sylvan incorporates direct instruction with a small-group instructional model, 4-8:1, and is a scientifically based, best practice approach that uses the strengths of sound teaching and small group instructional processes to improve the reading and mathematics skills of all students. Students are placed in small groups (not to exceed 8 students) based on the results of the initial assessment.

The Ace it! Reading lesson design format demonstrates this approach:

Lesson Format A *– Used the first lesson of the three-lesson sequence on each skill.*

Welcome	*2 mins.*
Word Analysis - Phonemic Awareness/Phonics/Word Study:	
Introduction • *Access Prior Knowledge* • *Skill Introduction*	*5 mins.*
Direct Skill Instruction and Guided Practice	*10 mins.*
Short Independent Practice	*5 mins.*
Fluency:	
Text Introduction • *Teacher Introduces Passage with Intonation and Modeling* • *Reading: First ½ by Teacher, Second ½ by Student*	*5 mins.*
Comprehension:	
Introduction • *Introduce Skill in Isolation*	*5 mins.*
Direct Skill Instruction	*10 mins.*
Guided Practice	*5 mins.*
Vocabulary:	
Introduction • *Access Prior Knowledge* • *Content Word Introduction*	*5 mins.*
Summary/Closure	*3 mins.*
Count and Record Tokens	*5 mins.*
Total time:	60 mins.

Example from Level 5 – Lesson 1

The Ace it! Reading Student Resource Books all have pages for students to complete guided practice and independent practice exercises for each lesson in the four areas of Phonics, Fluency, Vocabulary, and Reading Comprehension. Class interactions over text are at the core of Ace it! Tutoring by Sylvan Reading programs, supported by a strong skills instruction program designed to meet the diverse needs of learners.

The Ace it! Math lesson design format also demonstrates the strengths of sound teaching and small-group instruction:

Lesson Format A *– Used the first lesson of the two-lesson sequence on each skill.*

Welcome	*3 mins.*
Introduction • *Access Prior Knowledge* • *Explain Connection to New Skill* • *State Lesson Objective*	*5 mins.*
Direct Skill Instruction and Guided Practice	*25 mins.*
Summary and Closure • *Define Vocabulary Words* • *Summarize What We Learned Today*	*10 mins.*

• *Apply Skill*	
Fact Practice	*7 mins.*
Count and Record Tokens	*5 mins.*
Total time:	55 mins.

Example from Level 3 – Lesson 1

Ace it! Math Student Resource Books all have sections for math vocabulary definitions and activities, places for the students to complete work during the guided practice portion of the lesson with the instructor, independent practice and problem solving exercises on every skill, and opportunities for students to practice their communication of mathematics by summarizing the skills and concepts in their own words. Class discussion and dialogue over math computation and the reasoning behind the concepts is a key part of math instruction.

Research has demonstrated that instruction for children at risk must be more intensive, that is, requiring more instructional time. Children with learning weaknesses learn more slowly and require more repetition in order to solidly establish critical word reading and comprehension skills. "The most practical method for increasing instructional intensity for small numbers of highly at-risk students is to provide small group instruction. There can be no question that children with reading disabilities, or children at risk for these disabilities, will learn more rapidly under conditions of greater instructional intensity than they learn in typical classroom settings" (Foorman & Torgesen, 2001, p. 209).

Small-group instruction is a core element of Ace it! Tutoring programs, with a student-teacher ratio of no more than 8:1. The instructional environment facilitates active student engagement and participation. The low student-teacher ratio permits teachers to provide immediate feedback. Lesson plans are developed to provide opportunities for direct instruction, group cooperative work and partner work, as well as opportunities for students to work independently.

4. **Name and describe instructional materials that will be used, what will be provided and what the student provides.**

The Ace it! Reading and Math programs include the use of proprietary Ace it! Teacher Reading or Math Lesson Manuals, Reading or Math Student Resource Books, Reading Literature Anthologies, or Math Manipulatives. The books are created and published by Sylvan Learning. Every Ace it! Tutoring by Sylvan student has his or her own Ace it! consumable Reading or Math Student Resource Book. All materials used in teaching Ace it! are provided by Sylvan.

The Ace it! Reading Student Resource Books all have pages for students to complete guided practice with the instructor and independent practice exercises for each lesson in the four areas of Phonics, Fluency, Vocabulary, and Reading Comprehension. (See Portfolio of Documents of an example of a Reading teacher lesson plan with the correlating Student Resource Book page.)

The Ace it! Math Student Resource Books all have sections for math vocabulary definitions and activities, places for the students to complete work during the guided practice portion of the lesson with the instructor, independent practice and problem solving exercises on every skill, and opportunities for students to practice their communication of mathematics by summarizing the skills and concepts in their own words. (See Portfolio of Documents of an example of a Math teacher lesson plan with the correlating Student Resource Book page.)

The Ace it! Motivational System is also provided by Sylvan: Tokens, Ace it! store, Certificates of Achievement, attendance awards every 10 hours of perfect attendance, and perfect attendance awards for the entire Ace it! program. Sylvan also provides a pizza/cake party for students and their families on their last day to hand out awards.

D. Monitoring Student Progress

Limit response to three pages. (Points possible = 12 points)

1. **Describe the specific process that will be used to assess/diagnose individual student needs and prescribe an instructional program. Include details regarding assessment tools to be used.**

All Ace it! Reading and Math students are given a pre-assessment at the start of the program and a post-assessment at the end of the program. The assessments used for program placement and to measure student growth are the Group Reading Assessment and Diagnostic Evaluation (GRADE) and the Group Mathematics Assessment and Diagnostic Evaluation (GMADE). Both assessments are published by Pearson Publishing and are nationally normed and criterion referenced. Students receive a percentile score, a stanine score, and a grade equivalent score, which become the baseline from which progress is determined.

These tests have been correlated with specific skills in either reading or mathematics to identify skill gaps and to determine a student's functional level of performance.

The GRADE provides identification of skill weaknesses in vocabulary, comprehension, and reading fluency. At the kindergarten level, the GRADE starts by measuring specific early reading skills such as phonemic awareness, decoding abilities, sight vocabulary, and listening comprehension among others. Levels 1 – 8 measure grade level content vocabulary and such comprehension skills as main idea, predicting outcomes, drawing conclusions, fact and opinion, and authors purpose to determine grade level placement. Level 3 – 8 assessments add root words, prefixes, suffixes, and syllabication as skills being assessed, which contribute to the overall determination.

The GMADE identifies skill weaknesses in three areas - operations and computation, concepts and communication, and process and application. In the area of operations and computation, students are tested in the four basic math operations including questions on fractions, decimals, percents and exponents at grade appropriate levels. In the area of concepts and communication, students are tested on their knowledge of the language, vocabulary and representations of mathematics. Questions on process and applications require students to take the language and concepts of mathematics and apply the appropriate operations to solve word problems.

During instruction, short Formative Evaluations are given to each student to determine retention.
The Formative Evaluation is built into the curriculum every 3 lessons in Reading (3 days), and every 2 lessons in Math (2 days), to assess skill retention and areas that still need remediation. Skills are reviewed and retaught if needed.

2. **Describe the specific process to facilitate consultation with the district and school and set clear individual student goals, including an explanation of <u>how</u> a timetable for student academic achievement is developed.**

After scoring and analyzing each student's test scores, the School Manager meets with each student's parents and a school representative to review test findings and compare them to the parents' and schools' observed needs and goals. Using information obtained from all three sources – Ace it! test scores, parents & school objectives – the School Manager creates an instructional plan for each student. The student's instructional plan describes a sequence of the skills to be taught starting at the student's functional level. After each hour of tutoring the student's progress is recorded and the instructional plan is updated. Skills begun are continued to completion and new skills are introduced in the planned sequence.

A timeline for instructional completion is developed with the parents and school personnel based upon date of completion goals they have established. Typically Ace it! students attend two hours per week, but if the school's timeline is shorter, then students will attend more hours per week to complete instruction within the school's chosen timeline.

3. **Describe the specific instrument and process that will be used to evaluate, monitor, and track student progress on a continuous and regular basis.**

In Ace it!, Formative Evaluations are built into the Ace it! program every 3 lessons (3 days) in the Reading program and every 2 lesson (2 days) in the Math program to check student retention of skills taught. The instructor then makes adjustments to the students' instructional programs, if needed. The students complete all of their daily work in their Student Resource Books. The Resource Books are records of their work and are part of the process used daily by the teacher to evaluate student progress and skill acquisition. Additionally, in the Math program, student progress on mastery and fluency of basic math facts is evaluated and tracked daily.

All programs call for regular contact with each student's parent and school representative. In setting student goals, the programs use an instructional methodology to match learning objectives to students' instructional levels. Initial and ending assessment information from the GRADE & GMADE tests is shared in the form of oral and written progress reports; an additional mid-term progress report is also available. Written progress reports use clear, concise language, and provide reference resources for parents who require assistance to understand the full meaning of these important communications. Methods for parent communication may include e-mails, phone conferences, in-person conferences and written progress reports. All reports are available in both Spanish and English.

4. **Describe the process that will be used to encourage and support regular student attendance. Include any motivation or incentive programs that will be used.**

In recognizing the impact of motivation on student achievement, Ace it! Tutoring by Sylvan has developed and implements a student Motivation Program that focuses on encouraging and recognizing the positive, desired student behaviors that characterize successful students. The Motivation Program employs a system of positive reinforcement which establishes a positive learning environment fostering student growth and achievement, and providing multiple opportunities for individual student attention and encouragement.

The Ace it! Tutoring Motivational Program is designed to maximize student participation in the Ace it! Tutoring program. The Ace it! Motivational Program leads to students' increased self-confidence, consistent attendance and program completion.

Components of the Ace it! Tutoring Motivational Program are:

1. Welcome Time

2. Instant Success - since the work is at their skill and comfort level

3. Personal Praise & Encouragement - verbally throughout the lesson

4. Certificates of Achievement - given when students have completed a skill set, exceeded growth, made some type of achievement, etc.

5. Token Reward System
    - Individual Tokens - students are given tokens for their participation in the lesson (approx 10 per hour). Students record their tokens in their Token Tracker.

    - Group Tokens - the group is given tokens for group accomplishments - each student adds that many to their Token Tracker.

6. Ace it! Store Shopping Spree - at the end of each hour students can exchange their tokens for items in the Sylvan Store

7. Perfect Attendance Award
    - Students receive 50 tokens every 10 hours of perfect attendance.
    - Students with perfect attendance for the entire course will be given a $50 Walmart Gift Certificate.

Instant Success, Personal Praise & Encouragement, Tokens (both individual and group), Token Tracker, Ace it! Store, and Certificate of Achievement - each component recognizes individual student accomplishments, reinforces desired behaviors, and creates a positive student-learning environment. The Motivation Program is implemented in an environment that is set up to maximize student-teacher interaction. The small-group instructional setting allows for teachers and students to work in close proximity, establish and maintain direct eye contact, and ensure a quick response between exchanges.

Tokens are also used as motivation for perfect attendance. Students receive 50 Tokens for every 10 hours of perfect attendance, and a Walmart gift certificate for perfect attendance during the entire program. There is a special Awards' Ceremony after the final post-assessment where families are invited for pizza, cake and punch and awards are presented to the students

E. Communication with parents/families, schools and districts

Limit response to three pages. (Points Possible = 15 points)

1. **Explain how parents and the district will be involved with the provider in the process of setting goals, timetables, monitoring student progress, and evaluating services**.

Ace it! Tutoring is committed to involving the school district and the parents in each student's academic program. After parents have chosen Ace it! Tutoring and during the timeframe of the selection and the pre-assessment, Ace it! personnel will meet with school representatives to review each student's school performance and get their input into the academic goals they have for each student and their timeframe. At this meeting we will discuss the type of ongoing communication that the parents prefer: phone calls, e-mails, letters. We will review our Initial Progress Report, our Mid-Term Progress Report, our Completion Report, and our Individual & Group Test Summary Reports and ask if they'd like any additional communication from Ace it! personnel.

After parents have chosen Ace it! Tutoring and the pre-assessment has been administered, an initial orientation meeting will be held with parents to review their child's Initial Progress Report and set specific goals and timelines for the child's academic progress. Parents who may not be able to attend this orientation will be mailed their child's Initial Progress Report and offered an individual meeting to set timelines and develop the student's statement of specific achievement goals. The Ace it! Tutoring method can be used to create achievement goals for families participating in our tutoring programs. Statements of achievement goals for each student are written to include a timetable that is both desirable and practical, from the perspective of the student's family, the provider and the LEA.

At the conclusion of the Ace it! program, parents are sent a survey to evaluate the performance of the Ace it! program and Ace it! staff.

2. **Describe the specific procedures that will be used to report student progress to parents, teachers, and other appropriate staff. Include details regarding the frequency, content, and method(s) of communication (e.g., email, written letter, phone call).**

Ace it! Tutoring is committed to the premise that constructive family involvement is crucial to a child's academic success. Therefore, our programs call for regular contact with each student's parent, guardian or relative.

At the initial parent orientation meeting, test results are given and discussed, and parent goals are set. During the Ace it! program, a variety of communication techniques will be used to accommodate parents' busy schedules. Parents will be mailed and e-mailed the Mid-Term Progress Report and the Completion Report along with the Post-Assessment Report. The parent's Mid-Term Progress Report also includes suggestions for effective, interactive, at-home learning activities. Written progress reports use clear, concise language that is easy for parents to understand. After each report, parents and school personnel are offered an individual meeting with Ace it! personnel if they would like.

Every month during the Ace it! program, parents will be sent an e-mail and receive a phone call discussing their child's progress and performance. Parents will again be offered an individual meeting

with Ace it! personnel if they would like.

School personnel will receive, after the Initial Progress Report and meeting to set goals and timelines, a Mid-Term Progress Report which provides an update on the instructional hours delivered, student instructional gains and communication with parents and school staff. After the Ace it! program is completed and the post-assessments are delivered, the Completion Report will provide a cumulative summary of students served and students' overall instructional gains both individually and as a group.

Overall, the Ace it! Tutoring philosophy is grounded in keeping parents and teachers informed and involved—informed about the child's progress and involved in the child's education. To this end, Ace it! Tutoring uses the methods described in #3 below to assist parents in helping their child at home and in becoming partners in their child's education.

3. Describe specific strategies used to work with parents/families and school personnel.

Ace it! Tutoring by Sylvan uses a variety of strategies to work with parents and school personnel to improve students' school performance. Initially, Ace it! personnel will attend Parent Fairs and post fliers about Ace it! Tutoring as the school allows. Ace it! will then hold an Open House for families who have chosen Ace it! for their children. After the assessment, Ace it! personnel will meet with parents in a group orientation and individual meeting.

As a part of Sylvan Learning, Ace it! Tutoring has access to many other services to enhance a child's learning and parents' participation at home.

- Parent Seminars – Sylvan offers a wide variety of parent seminars in topics such as:
  "Forgotten Math for Parents"
  "Does Your Home Encourage Learning?"
  "Study Tips for Success"
- Book Adventure – A free, online reading motivation program to encourage students to read outside of school. Parents review and initial the student's Book Adventure reading report and students earn extra tokens to use on their Ace it! Shopping Spree.
  Book Adventure is also an excellent summer reading program.

Both the Parent Seminars and Book Adventure will be offered to each school for their entire enrollment, not just Ace it! families.

4. In what languages will information be provided to parents?

Ace it! information and reports are available in both English and Spanish. At Parent Fairs, a Spanish-speaking person will be available to assist parents and answer their questions. If information is needed in other languages, Ace it! will employ a translator to provide that information to parents.

On-going parent communication will be either a mailed written report, an e-mail or a phone conference in the language of the parent.

5. Describe the dispute resolution process should disputes or conflict arise between you and your staff and parents.

The goal of Ace it! Tutoring is to provide a program that is high-quality in every aspect. and about which parents and school personnel are very pleased.

Should any disputes arise, the Ace it! instructors will first attempt to resolve the conflict with the parent or the school either by phone or in person. If further resolution is needed, parents will be encouraged to call the Ace it! School Manager, and then the Ace it! District Manager if their complaint has not been satisfactorily addressed. If parents do not contact the Ace it! School or District Management personnel and the conflict has still not been resolved, then the Ace it! School and District Management staff will contact the parent or school and work with the tutoring staff and the parents to ensure the best possible resolution.

F. Qualification of Instructional Staff - Limit response to two pages. (Points Possible = 12 points)

1. **Describe the minimum staff qualifications and process for recruiting and hiring high-quality staff to provide supplemental educational services.**

Ace it! Tutoring requires a minimum of a Bachelor's degree for all instructional staff. We also require a Kansas State Teaching Certificate for all instructors, as well as documentation of teaching experience. Teachers will be hired from the school where Ace it! Tutoring is provided, if at all possible, or hired from within our pool of qualified Sylvan instructors. If necessary we will hire other teachers from the district or any other qualified teachers.

Ace it! Tutoring uses a consistent and comprehensive recruitment and hiring process for assessing teacher qualifications. The process includes advertising, resume review, phone screening and in-person interviews. During the in-person interview, candidates complete an application and background check form. Before an employment offer is made, the background check must be passed and professional reference checks are conducted. Upon acceptance of an employment offer, new employees sign a Code of Conduct that details behavioral standards and expectation.

High-quality teaching is expected of each Ace it! instructor. Ace it! instructors are monitored daily by the Ace it! School Management staff. The Ace it! instructors are reviewed for performance after their initial 30 days of service using the "Teacher Observation form" and feedback is given. Monthly, informal observations of each instructor using the "Teacher Observation Form" are done and feedback given. Formal performance evaluations with a written review are given to and reviewed with each instructor once a year. The Ace it! School Management staff strives to provide continuous coaching to Ace it! tutors to always be increasing the quality of their instruction.

2. **Describe the staff qualifications in accommodating the needs of students with disabilities, students with limited English proficiency, and low income low-achieving/at-risk students.**

Ace it! Tutoring hires instructors who have Kansas Certification in Elementary Education, with a Special Education and/or ESL endorsement preferred. Current Sylvan instructors with SPED or ESL certification:
(names redacted for privacy)

The Ace it! training incorporates many teaching techniques for working with SPED & ELL students so instructors can improve the quality of their teaching. Students with unique needs will be specifically placed with an instructor who can meet their needs.

3. **Describe the initial training and ongoing professional development offered to staff to improve content instruction, products, and services. Include details regarding frequency, content, and format of training and professional development. How do you determine the effect of training and professional development opportunities have on the way staff provide service?**

Ace it! Tutoring by Sylvan provides initial instructor training that is approximately 12 hours in length and includes live and online modules in the following areas:

+Ace it! Tutoring Overview
+Assessment & Orientation
+Student Retention and Small group Management
+Math Instruction
+Reading Instruction
+Inquiry & Enrollment
+Operations & Administration
+Parent & Teacher Contacts
+Ace it! Technology System

Each instructor is given a Math Teaching Manual and a Reading Teaching Manual. After those manuals are reviewed, instructors practice teach in a live setting, are observed and given feedback.

The Ace it! School Manager is on site to ensure all tutors are complying with ethical business practices. The School Manager will observe each tutor multiple times over the length of the program. A detailed "Teacher Observation Form" is used to ensure the consistent quality of the program and ultimately the effectiveness of instruction is maintained. Examples of the categories and items included on the "Teacher Observation Form" include:

Greeting/Dismissing Students

1. Teacher greets students by name and directs them to their chairs as needed.
2. Teacher shows enthusiasm when greeting students.
3. Teacher is ready with supplies.
4. Teacher is prepared to teach the lesson, has looked at it previously and is familiar with the content for the day.
5. Students' materials are ready at their places.
6. Teacher has students seated at the start of class and they do not leave classroom until teacher excuses them.
7. Teacher acknowledges students' achievements as they leave. (For example: hard work, good paper.)

Quality Instruction

1. Teacher completes the lesson cycle, as written in the Teacher Lesson Manual.
2. Teacher uses specific positive praise throughout the class, and it is directed to each student.
3. Teacher enhances instruction with manipulatives when called for in the lesson.
4. Teacher gives students specific instructions for which materials should be taken out and when the materials should be used.
5. If it is a math class, a math fact game is played.
6. If it is a math class, the students have completed at least one of the blank math fact charts in the back of their Student Resource Books.
7. If it is a math class, students have their own sets of flashcards out to use as a Brain Boost activity.
8. If it is a reading class, the teacher uses the differentiation activities, when appropriate.

Class Management

1. Teacher praises students who are in their seats, engaged and on task.
2. Teacher prefaces questions with the method students should use to respond, such as "raise a hand" or "show me on your fingers."
3. Teacher uses the technique of varying voice, with questions and student responses, as appropriate, to keep the students focused and engaged.
4. Every student answers questions, at some point, throughout the class.
5. The class policies and rules are clear. The teacher enforces the rules, such as the bathroom policy, fairly, firmly and consistently

The School Manager is on-site during instruction and will support the instructors as needed both during instruction as well as before and after instruction.

4. **Submit evidence demonstrating that the organization possesses adequate staff and resources to meet consumer demand in the State of Kansas**.

Staff at the state level includes Sylvan Ace it! Executive Director. There is then a District Manager for every school district. A part-time School Manager will be hired to supervise each school where Ace it! by Sylvan is taught. The part-time School Manager and the part-time instructors will be hired from our pool of Sylvan instructors and available instructors at that school and surrounding schools. Personnel will be obtained through advertising at Sylvan, in the school, the vicinity, and the newspapers. Additional managers and instructors will be hired and trained as Ace it! demand necessitates. *(names redacted for privacy)*

G. Financial and Organizational Capacity

Limit response to three pages. (Points Possible = 3 points)

1. Submit evidence demonstrating that the organization is financially sound. Evidence may include: a description of how funds are currently received (i.e., grants, fees-for-services, etc), audited financial statements, organizational budgets, expenses, etc.

Ace it! Tutoring by Sylvan is an independently owned and operated franchise that is a fee-for-service business. As a business, we are providing excellent, high-quality educational services to parents and students and parents are getting the results they seek. We have been operating highly successful Sylvan Learning Centers for 23 years. As evidence of our organization's financial stability, we have attached a copy of our Historical Operating Performance from 2000-2009 for the Kansas Sylvan Centers we have managed during that time period. Ace it! Tutoring by Sylvan is a separate educational model developed by Sylvan Learning, Inc., and from a financial management perspective, operates in the same manner as our Sylvan Learning Center businesses. We have the funding and the staffing necessary to operate successful Ace it! Tutoring in many schools. (See next page for Historical Operating Performance.)

2. **Submit evidence demonstrating that the organization has a sound management structure. Evidence may include: business plans/profiles, descriptions of an experienced management team and staff members who are involved in setting direction and maintaining a leadership system that enables students served to reach high academic standards**.

The Chief Executive Officer and the Chief Operating Officer have jointly managed the company since 1988. During these 23 years the company has successfully operated a network of high quality Sylvan Learning Centers. Many times recognized for innovation and award-winning performances, the team has a reputation of high standards and quality customer service. The company has demonstrated the ability to manage multi-location educational businesses throughout Kansas, enhancing each host community's business and learning environment with its presence. The company recruits, trains, manages and retains a quality management team. The company also uses a sophisticated computer information management system to monitor quality performance and growth. *(names redacted for privacy)*

These two senior officers will continue to be involved in the Sylvan and Ace it! business on a daily basis.

Our Ace it! Tutoring by Sylvan has full-time management staff at the state level and at the individual district level. In addition, we hire part-time School Managers at each school, as well as part-time instructional staff. Here is some background information on our full-time Ace it! Tutoring by Sylvan staff: *(names redacted for privacy)*

Ace it! Tutoring by Sylvan - KS State Executive Director

Graduated from Arizona State University with a BA in Education and an MA in English. She is a

Certified teacher and has taught 4th, 5th & 6th grades in Arizona, California and Minnesota before moving to Kansas. She has substituted in all elementary and middle school grades and worked with K-12 students on individualized programs at Sylvan. A co-owner of five independently owned and operated franchise Sylvan Learning Centers: Shawnee, Overland Park South, Lawrence, Topeka and Manhattan. She also manages two Ace it! Tutoring by Sylvan programs, one in Kansas City, KS, and one in Topeka, KS. During her 23 years with Sylvan, her Sylvan centers have won many national honors, including the "Educational Excellence Award", the "Operations Excellence Award," the prestigious "Sylvan Award", and the top "Golden Token Award".

Ace it! Tutoring by Sylvan - Kansas City, KS, District Manager
Graduated from Kansas State University with a B.A. in Education and is an Elementary Certified teacher. She has taught 3rd grade, has substituted in all elementary and middle school grades, and has worked with K-12 students on individualized programs at Sylvan. In her 16 years with Sylvan she has been an Instructor, a Director of Education and a Sylvan Center Director. She looks forward to being the new Ace it! District Manager in Kansas City.

Ace it! Tutoring by Sylvan - Topeka, KS, District Manager
Received her B.S. in Education and M.S. degree from Kansas State University. She is certified in Special Education and Early Childhood Development. She has taught 4th & 5th grades, substituted K-3 and all levels of Special Education classes, as well as working with K-12 students on individualized programs at Sylvan. She has been with Sylvan for 13 years as a Director of Education, a Sylvan Center Director, a Sylvan Territory Director, and is looking forward to being the new Ace it! District Manager in Topeka.

3. Submit copy of the current policy indicating proof of liability insurance (submit cover page (only).