Kansas SES Provider Application
2010-2011

KANSAS STATE DEPARTMENT OF EDUCATION (KSDE)

APPLICATION FOR SUPPLEMENTAL EDUCATION SERVICES PROVIDERS
2010-2011

Supplemental Educational Services Provider Contact Information		
Provider/Company Name: ATS Project Success		
Contact Person: Renee Weaver-Wright		
Address, City, State: 20674 Hall Rd, Clinton Township, MI		**Zip Code:** 48038
Phone: (586) 465-9474	**Email:** info@ATSProjectSuccessWorks.com	**Fax:** (586) 465-9481

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

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

Part I: Contact Information for: ATS Project Success_____
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: Renee Weaver-Wright
Title: SES Coordinator
Office Phone:(586) 465-9474
Hours of Operation: 8:00 AM – 9:00 PM, Monday through Thursday 8:00 AM – 5:00 PM, Friday 8:00 AM – 2:00 PM, Saturday 12 PM – 5:00 PM, Sunday
Fax: (586) 465-9481
E-mail & Website: info@ATSProjectSuccessWorks.com www.ATSProjectSuccessWorks.com
Address/City/State/Zip: 20674 Hall Rd, Clinton Township, MI 48038

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

☒ Same as Provider Contact for State Use	
Name:	
Title:	
Office Phone:	Cell Phone:
Hours of Operation:	
Fax:	
E-mail & Website:	
Address/City/State/Zip:	

I. Basic Program Information

1. Program Name and Federal FEIN or Social Security Number	**ATS Project Success**
2. Date Service Provider Formed	*List the date (month, year) in which this provider first delivered educational services to students.* July, 2003
3. Type of Organization	*Please check the category that best describes the organization.* ☒ 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 ☒ USD 500 Kansas City Kansas ☒ USD 501 Topeka

5. Place of Service	*Please check the location(s) that best describes where services are delivered to students.* ☐ School ☐ Business ☐ Place of religious worship (i.e., church) ☐ Community center ☐ Provider's home ☒ Student's home ☒ On-line Accessed from: Student's home ☐ Other: **How will transportation be addressed, if needed?** Transportation is not required for students in our program as services are provided in the safety, comfort, and privacy of the student's home.
6. Time of Service	*Please check the time(s) that best describe when services are delivered to students.* ☒ Before School ☒ After School ☒ Weekends ☒ Summer Hours of operation for technical issues: 8:00 AM – 9:00 PM, Monday through Thursday 8:00 AM – 5:00 PM, Friday 8:00 AM – 2:00 PM, Saturday 12 PM – 5:00 PM, Sunday
7. Subject Areas Covered	*Check all subjects for which tutoring will be offered.* ☒ *Reading* ☐ *Writing* ☒ *Mathematics* ☐ *Science* ☒ *English as a Second Language*
8.Grade Levels Able to Serve	*List the grade levels in which services are available.* Kindergarten through grade 12

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 1 Individual site maximum 1,000 District minimum 1 District maximum 1,000 *Are there a minimum number of students required before services will be provided?* ☒ No ☐ Yes Minimum:
10. Specific Student Populations Served	*Please check the students groups your organization will provide educational services.* ☒ Minority students ☐ Migrant students ☐ Homeless ☒ Special education students ☒ 504 student ☒ English Language Learner ☐ Other: (describe) Indicate the language(s) other than English in which services are available. Spanish, Hmong
11. Student/ Instructor Ratio	*Please list the ratio of instructors to children in the program. Indicate the number of students for every one instructor* 1:1
12. Mode of Instructional Delivery	*Check all that apply:* ☒ Individual tutoring ☐ Small group tutoring ☒ On-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: $60.00 per hour per student. We encourage students to complete two one-hour sessions a week, for a total of 25 hours. We charge $60 per hour per student or a total cost of $1,500 for 25 hours. Explain how the cost per pupil is determined Based on the number of hours of tutoring a student is eligible for, a timeline for the expected gain is established for the student. This timeline is based on the student gaining 1/10 of a grade level for every three hours spent in the program. Students are expected to work a minimum of two hours a week in the program. The cost per hour is calculated in 15 minute increments. Are there additional costs? (specify) No
14. Staff	*Please indicate your hiring practices.* ☐ Hire teachers from within district ☐ Hire fully licensed teachers from any location ☐ Hire non-licensed educators ☐ Hire paraprofessional who met Title I education requirements ☒ Other (explain) We recruit and hire qualified additional staff on an as needed basis from referrals from existing staff and newspaper advertisements.
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 ATS Project Success Software ATS Project Success Internet access ATS Project Success Software license ATS Project Success Direct support to students ATS Project Success
16. Other States	The applicant will notify KSDE in writing if they have been an approved SES Provider in other states and 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?** Arkansas, California, Colorado, Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Mississippi, Missouri, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Pennsylvania, South Carolina, Tennessee, Vermont, Virginia, Washington, Wyoming

II. PROGRAM OVERVIEW AND DESCRIPTION

ATS Project Success offers eligible students in grades K-12 support in English language arts (including reading) and mathematics. In addition, we can serve students with disabilities, special education students, and English language learners. Since July 2003, we have provided SES to over 20,000 students in over 400 school districts in 30 states. We have the resources to serve all districts in Kansas.

We offer services online in the comfort and safety of the student's home with a loaned, pre-programmed laptop computer and dial-up Internet service at no cost. The family home must have an analog telephone line or be in a T-Mobile cellular area in order for the student to participate in the program. The laptop computer is designed for each student individually. The laptop blocks all Internet usage, except for access to the SuccessMaker program for grades K-8 or the Odyssey program for grades 9-12. Although the programs can be altered to fit the needs of special education students, the computers themselves cannot be physically modified.

We charge $60.00 per hour of online tutoring per student, calculated in 15-minute increments. The cost includes a loaned, pre-programmed laptop computer, dial-up Internet service, the instructional software program, and the assigned tutor (1:1 ratio); all communication with the parents and student via telephone calls; a monthly newsletter and written progress reports for the parents; and Spanish or Hmong translators, if needed. There are no costs to the student or parents for participation in our program.

We assess students to determine the student's instructional level and learning objectives. Next, we set and adjust the curriculum to provide activities at the appropriate level. We encourage students to complete two one-hour sessions per week. Our staff monitors the student's progress online and follows-up with e-mails and/or telephone calls to the student and telephone calls to their parents once each week. We are able to conduct these telephone calls in Spanish or Hmong, as requested. We also furnish parents with monthly written reports (English/Spanish/Hmong) and work with schools and teachers to make sure the student's efforts in our program are helping them succeed in the classroom as well.

Progress reports are mailed to the district coordinator and the student's classroom teacher(s) once a month. The district coordinator is also sent a weekly e-mail and a detailed spreadsheet regarding the status of each student in the program.

All tutorial staff are high school graduates and either have an Associate's degree, 60 college or university credits, or have successfully completed an assessment measuring knowledge of reading, writing, and math. Most tutorial staff are degreed and certified in the subject area being taught or have passed the Michigan Subject Area Test for Teacher Certification or the Michigan paraprofessional exam.

Of our current instructional staff, ten have a Masters degree, 45 have a Bachelors of Science degree, two have post-baccalaureate certification, one has an Associate's degree, one has Work Keys certification, one has 60 or more college credit hours, and 52 hold teaching certificates. Our staff has an average of five years experience in teaching.

Several of our tutors have or are working on advanced degrees dealing with special needs populations.

Overall, of the 958 students in grades K-8 that completed the reading program in all states ATS serves, students gained an average of 1.27 instructional (grade) levels in an average of 28.37 hours. Of the 658 students in grades K-8 that completed the math program in all states ATS serves, students gained an average of 1.09 instructional levels in an average of 28.47 hours. We expect that students in grades 9-12 will also show positive outcomes with similar averages of gains in instructional levels.

In order to facilitate the return of the computers, prepaid shipping labels are included to attach to the computer boxes. Our company coordinates the UPS pick up at the student's home.

III. INDICATORS OF QUALITY

A. Evidence of Effectiveness

1. Statistics for Kansas students in grades K-8 who completed our program for the 2009-10 school year demonstrated success. Of the 31 Kansas students who completed the reading program, the average starting IPM level was 4.01 and the average final level was 5.39, with an average gain of 1.38 instructional levels, achieved with an average of 33.76 hours of tutoring in reading. The expected gain was 1.13 of an instructional level, but students exceeded this by 0.25 of an instructional level. Overall, of the 958 grade K-8 students that completed the reading program in all states ATS serves, as of December 31, 2009, the average starting IPM level was 2.76 and the average final level was 4.03, with an average gain of 1.27 instructional levels, achieved with an average of 28.37 hours of tutoring in reading. The expected gain was 0.95 of an instructional level.

Of the 26 Kansas students in grades K-8 who completed the math program for the 2009-10 school year, the average starting IPM level was 4.28 and the average final level was 5.43, with an average gain of 1.15 instructional levels, achieved with an average of 32.86 hours of tutoring in math. The expected gain was 1.10 of an instructional level, but students exceeded this by 0.05 of an instructional level. Overall, of the 658 grade K-8 students that completed the math program in all states ATS serves, as of December 31, 2009, the average starting IPM level was 3.89 and the average final level was 4.98, with an average gain of 1.09 instructional levels, achieved with an average of 28.47 hours of tutoring in math.

2. ATS Project Success uses Pearson Learning's SuccessMaker® program for its tutoring model for grades K-8 and CompassLearning's Odyssey® program for grades 9-12. We have tutored over 20,000 students in grades K-8 in 30 states since 2003, utilizing the SuccessMaker program. Of specific interest, over the last three years, we have documented a 50% completion rate with the grade K-8 students in Spanish-speaking families.

The majority of students begin the program more than one instructional level behind in reading and/or math. Grades K-8 students increased their instructional level by at least one complete level during time in our program.

We use the SuccessMaker® and Odyssey® programs due to their demonstrated success and because they are correlated to the state standards. As an example of student improvement using SuccessMaker while enrolled with Project Success, data indicates how grade 4 students faired on the Michigan Educational Assessment Program (MEAP) test. In Math, 70% of the program students met state standards and scored at Level 2 and 30% of the students scored at Level 3 Basic. In Reading, 10% of the students exceeded state standards and scored at Level 1, 50% of the students met state standards and scored at Level 2, and 20% of the students met state standards and scored at Level 3 Basic. (ATS data collection, 2005)

Table 1 illustrates student progress in the Project Success program in Michigan's Clintondale Community Schools elementary schools. The numbers in the table reflect averages.

Table 1: Summary of Improvement

Elementary Students (K-5) (Majority of the 60 students were 4th graders)					
	Beginning Instructional Level	***Average Instructional Ending Level***	***Average Gain***	***Average Time***	***Average % of Skills Mastered***
Math	2.99	3.58	0.59	15 hr. 17 min	95.0% (90% recommended)
Reading	3.24	3.95	0.71	14 hr. 49 min	63.3% (65% recommended)

III. INDICATORS OF QUALITY

A. Evidence of Effectiveness

Middle School Students (6-8) (Mixed grade levels)					
	Beginning Instructional Level	***Average Instructional Ending Level***	***Average Gain***	***Average Time***	***Average % of Skills Mastered***
Math	4.35	4.86	0.51	10 hr. 28 min	97.5% (90% recommended)
Reading	3.80	4.31	0.51	6 hr. 4 min	67.5% (65% recommended)

(ATS data collection, 2005)

An analysis of approximately 1,500 students enrolled in our program during the 2005-06 school year revealed a high level of success, as shown in Table 2.

Table 2: 2005-06 Results

Grade	Results	Gain	Time
K-8th Math Concepts and Skills	73% met acceptable performance standards of at least 90% skills mastered	0.62 of a math level	13 hours
Kindergarten Reading Readiness	93% met acceptable performance standards of at least 65% total correct	0.33 of a reading level	3 hours
1st - 3rd Initial Reading	96% met acceptable performance standards of at least 65% total correct	0.48 of a reading level	8 hours
4th-8th Reader's Workshop	68% met acceptable performance standards of at least 65% total correct	0.63 of a reading level	10 hours

(ATS data collection, 2005)

The analysis shows a high level of success for the students in the program, passing standardized tests and making grade level gains. The data also shows that these substantial gains were achieved within a short period of time.

3. We collected data from parents from 2006-09 about how students in our program progressed in their regular classrooms. Our most recent survey results (2008-09) show that 98% (511) of the parents are satisfied with the quality of the services they received from ATS Project Success, 85% (441) felt that their children's attitude toward school improved and 88% (458) saw an improvement in their children's grades.

The results from the classroom teacher's survey showed similar results: The majority of teachers agreed that the students we worked with showed increased classroom achievement and improved homework, attendance, and grades. Overall, since 2006, in math, 89% of the students maintained or improved their letter grade and 70% of the students achieved an increase in their math grade. In reading, 91% of the students maintained or improved their letter grade and 62% of the students achieved an increase in their reading grade.

These statistics include ATS Project Success students nationwide, all being low-income students, as well as those with disabilities and ELL students.

III. INDICATORS OF QUALITY

A. Evidence of Effectiveness

4. All data was gathered using our Cayen System database in the SuccessMaker software program, which is programmed to gather data from student work in the program. The Odyssey program also connects to the Cayen System database, which will be used to gather student data.

III. INDICATORS OF QUALITY

B. Evidence of Links Between Research and Program Design

B5. ATS Project Success' instruction is delivered through two integrated learning systems, Pearson Digital Learning's SuccessMaker Enterprise and CompassLearning's Odyssey. These systems combine instructional content with management tools that are used by the tutor to best meet the needs of the low-income, underachieving student. An adaptive testing algorithm that aligns with the state standards, places each student at an appropriate instructional level, allowing every student to study at his or her individual level. Additionally, the system focuses on a mastery approach to instruction, further insuring individual objectives are met.[1]

SuccessMaker uses instructional approaches to reading that are described in research as best practices from the **Report of National Reading Panel** (2000), the National Research Council's *Preventing Reading Difficulties in Young Children*, and the Software & Information Industry Association's *2000 Research Report on the Effectiveness of Technology in Schools*. SuccessMaker for grades K-8 encompasses the five dimensions of reading. The software has 11 reading courses. The four Foundation courses build the foundations necessary to teach a wide range of reading abilities through computer-based interactive curriculums. These courses are designed to help reader's develop and practice reading readiness and literacy skills from emergent to the most fluent reading stages. SuccessMaker also includes seven Literature- Based Reading and Writing Tools courses, referred to as ExploreWare**.** These courses extend direct instruction and practice opportunities, using key instructional supports like authentic literature, decodable books, comprehension practice, process writing, and instruction specifically designed for students with limited English proficiency.

The Odyssey reading programs and activities developed by CompassLearning for grades 9-12 provides explicit instructional strategies, systematic teaching, modeling, and ample opportunities for students to practice and experience success. **Phonemic awareness** activities provide students with opportunities to hear and work with spoken sounds in a variety of engaging ways. The program uses a systematic and explicit approach to **phonics** instruction. Activities provide models for students to hear **fluent** reading as well as the ability to have a single word read to them as they are reading. This support and whole text modeling provides the support necessary for fluent reading. **Vocabulary** activities are embedded in meaningful stories and provide students practice opportunities to hear and use with new words in engaging ways. **Comprehension** activities provide students the opportunity to demonstrate comprehension knowledge of identified skills directly related to reading passages.

Refer to Appendix A for details of the SuccessMaker and Odyssey instructional programs and how they relate to the five dimensions of reading and for correlations of SuccessMaker and Odyssey to the National Reading Panel findings.

We chose SuccessMaker for grades K-8 because it has established a record of accomplishment in getting positive results. In 1996, 1998, and 1999, Metis Associates, Inc. independently evaluated SuccessMaker in Community School District Six, in the Washington Heights and Inwood sections of New York City.[2] A total of 2,501 students were involved in the study, 95% of whom were eligible for free or reduced-priced lunch. Schools were selected to implement the program based on low performance on the 3rd grade reading test. Students were tested using the Degrees of Reading Power (DRP) assessment, Language Assessment Battery for ESL students in years 2-3, and teacher and student surveys. In the first year of the study, no control group was used since all 3rd graders in the designated schools were targeted for the program. Study year 1996-97 included all 2nd and 3rd grade students in 15 schools, and the third study year included 2nd through 5th grade students in 16 schools and 6th grade in seven middle schools.

Results from the Metis study included the following: Study Year 1: A higher percentage of the students in the program reached or exceeded the State Reference Point than for all district 3rd graders. Overall, the percentage of students scoring at or above the State Reference Point ranged from 26.3% to 68.5%. Study Year 2: LAB scores increased for 2nd grade participants and 3rd grade participants made gains over

the previous year's 3rd graders. All schools but one reached the State Reference Point. Study Year 3: LEP students with more than 25 hours instruction increased their achievement quartile by 12.8%.

CompassLearning has not published effectiveness reports for its Odyssey high school program since the product's implementation began in July 2008. Because the Odyssey program is based on the same high standards in research, development, and implementation as the Odyssey K-8 program, CompassLearning fully expects its high school program will have positive impacts. An example is a study conducted by CompassLearning in Greenly Central High School in Colorado, which implemented Odyssey in 2008 to help at-risk students improve their academic performance. The program was launched with 20 Hispanic male students who had just completed grade 9, but who were performing far below grade-level standards in reading/language arts and mathematics. By the summer's end, the students had moved up an average of two levels in reading and math. The students in the program showed a year's growth on average between the NWEA MAP testing conducted in May and September of 2008.

B6. Our program is designed specifically to accelerate the performance of high-risk students, due to the individualized nature of both of the software programs. Once enrolled in the program, the student is assessed by the IPM or OE in math and/or reading. By determining the student's instructional level with the assessment, the curriculum is set to provide activities at the appropriate level. The tutor continuously monitors the student's progress to make sure progress is being made and modifies the program to meet the student's needs. Each student's performance percentage is tracked by benchmark-related strands. A student's curriculum can be adjusted based upon the student's performance. Activities are continually modified to determine the student's optimal instructional level. Our experience with the grades K-8 students has shown that a student will increase 0.1 of an instructional level for every three hours spent working in the program.

B7. We use Pearson Digital's SuccessMaker software with its math Foundation and ExploreWare courses for grades K-8. The Foundation courses, *Math Concepts and Skills* and *Math Concepts and Skills Spanish*, build the foundations necessary to teach a wide range of mathematic abilities through computer-based curriculum instruction. These courses provide guided, interactive practice in 16 strands of mathematics, covering more than 1,600 learning objectives. ExploreWare courses, *Math Corner, Math Processor,* and *Math Investigations* offer opportunities for students to demonstrate their understanding of mathematical concepts and "make sense" of operations and processes. SuccessMaker uses approaches to math that are described as effective in the National Council of Teachers of Mathematics standards (2000), the National Research Council's report *Adding It Up: Helping Children Learn Mathematics* (2001), Vanderbilt University research, and by recommendations from content area specialists, such as those from John Van de Walle and Jerome Bruner. These research-based approaches are best practices and are reflected in state and national standards.

We use CompassLearning's Odyssey program for grades 9-12. The scope and sequence for Odyssey Mathematics includes content that aligns to the five NCTM content standards (numbers and operations, algebra, geometry, measurement, and data analysis and probability). It reflects coherent connections within the curriculum and between the standards in a developmentally appropriate sequence.

Within the "big ideas" that provide the framework for the curriculum, Odyssey Mathematics identifies central themes, or topics, as the basic structure of mathematics. These topics are sequenced from basic skills to more advanced, complex skills. The Odyssey Mathematics spiraled curriculum presents skills and ideas first in a form and language that can be grasped by the student, and then revisits them in greater depth at subsequent grade levels. If curriculum is organized in a spiraled manner, the student continually builds upon what he or she has already learned (Kearsley, 2004). Organizing the Odyssey Mathematics curriculum in this way provides a natural structure for a learner to make connections between mathematical ideas and to build new knowledge through these connections.

III. INDICATORS OF QUALITY

B. Evidence of Links Between Research and Program Design

Because of the complexity of the curriculum, objectives are separated into two categories: core and non-core. Core objectives are essential to building a depth of mathematical understanding. They are the keystone of the curriculum. Non-core objectives have minimal impact, reinforce previous instruction, or present only a minimal introduction to a concept. Each of the objectives, core and non-core, has an assessment component and a specific learning path.

Refer to Appendix B for details of how both programs relate to the five standards of the NCTM.

An example of a CompassLearning study is from the Duval County (Florida) Public Schools, for 28 middle school and 17 high schools to address credit recovery. The 2008 FCAT results in mathematics demonstrated improvement from 2007 across all Odyssey math users in grades 6-10. From 2007 to 2008, there was an increase, ranging from 6% to 27%, of Odyssey math users in grades 6-10 scoring at or above grade level on the FCAT in mathematics. Also, the increases from below to at or above grade level from 2007-08 ranged from 13% for grades 6 and 10, 15% for grade 9, 29% for grade 7, and up to 30% for grade 8.

Arbor View High School in Las Vegas, Nevada, implemented Odyssey in the fall of 2007 to help raise math scores. Students' scores on the Nevada Proficiency Exam increased dramatically at Arbor View between the 2006-07 and 2007-08 school years. Overall, the increase was 18.2%. Other specific study groups also showed improvements: IEP students increased 14.8%, African American, 32.5%, Hispanic, 18.3%, and Caucasian, 25.02%.

B8. Our program is designed specifically to accelerate the performance of high-risk students, due to the individualized nature of both of the software programs. Once enrolled in the program, the student is assessed by the IPM or OE in math and/or reading. By determining the student's instructional level with the assessment, the curriculum is set to provide activities at the appropriate level. The tutor continuously monitors the student's progress to make sure progress is being made and modifies the program to meet the student's needs. Each student's performance percentage is tracked by benchmark-related strands. A student's curriculum can be adjusted based upon the student's performance. Activities are continually modified to determine the student's optimal instructional level. Our experience with the grades K-8 students has shown that a student will increase 0.1 of an instructional level for every three hours spent working in the program.

III. INDICATORS OF QUALITY

C. Connection to State Academic Standards and Districts' Instructional Programs

1. ATS Project Success uses Pearson Digital Learning's integrated learning system SuccessMaker for grades K-8 and CompassLearning's Odyssey integrated learning system for grades 9-12 to ensure that the programs are directly connected to the Kansas State Academic Standards in language arts and mathematics.

In regard to the SuccessMaker correlations, a team of eight educators, who have experience teaching, interpreting, and aligning state standards, create the Digital Curriculum correlations for Pearson. The Correlation Manager receives a correlation request for a specific state, such as Kansas. The manager goes to that particular state's Web site and downloads the current state standards. The standards included in each correlation are taken from the most granular basis, including all standards, sub-standards, and even specific examples when listed. This information is then transferred to a template and sent to one of seven correlators. Each state standard is read and aligned to lessons within the software. Each correlator develops and uses their own database that includes lessons and objectives, supplemental materials that complement each lesson, and specific page numbers for the supplemental materials. The customized databases assist the correlators to ensure all standards are aligned to the lessons within each course and to use the most detailed, comprehensive approach to aligning standards. Each correlator specializes in a particular course based on teaching experience and education. Correlators are required to know and understand the software they are correlating; therefore, they spend several hours working through the software to gain a comprehensive understanding of the software, the forms of instruction, and the assessment processes, creating an in-depth, quality correlation.

Odyssey correlations are hand mapped by members of the CompassLearning correlations department. These team members have curriculum and assessment expertise. First, CompassLearning's Correlations Department staff determines whether a state objective correlates to an Explorer (the initial assessment tool) objective. If the objectives correlate, the relationship is then carefully scrutinized. Explorer items are reviewed individually and the alignment is only made if at least two of the four test items directly match with the selected state objective in words and meaning. Next, each learning activity is compared to the state objectives. The material in an activity may partially cover, exactly match, or exceed that of an objective, but in all cases it would correlate.

The following examples are indicators of the connections between our programs and the Kansas state curriculum standards. Additional connections to academic standards can be made available upon request.

Grade 3 Language Arts	Benchmark 1: The student uses skills in alphabetics to construct meaning from text. 1. The student will use decoding skills that include knowledge of phonetics and structural analysis when reading unknown words. • Reader's Workshop, Strand: Word Analysis; Lesson/Level:WA 01 decode words in context. • Reader's Workshop, Strand: Word Meaning; Lesson/Level: WM 12 vocabulary in context. • Reader's Workshop, Strand: Passage Comprehension; Lesson/Level: PC 32-45. • Reading Adventures, Strand: Literature Lessons 3.0-3.5; Lesson/Level: Words to Know. • Reading Adventures, Strand: Word Builder
Grade 3 Mathematics	Benchmark 1: Number Sense: 1. The student demonstrates number sense for whole numbers, fractions, decimals, and money using concrete objects in a variety of situations. The student knows, explains, and represents ($): a. whole numbers from 0 through 10,000 (2.4.K1a-b) b. fractions greater than or equal to zero (halves, fourths, thirds, eighths, tenths, sixteenths) (2.4.K1c) ($); c.

	decimals greater than or equal to zero through tenths place (2.4.K1c). • Math Corner, Strand: Base-Ten Blocks 3, Fraction Strips 4, Stamps 6; Lesson/Level: Building Numbers, Fractions Strips Sort, Beach Party. • Math Concepts and Skills, Strand: Fractions, Decimals; Lesson/Level: 3.00, 3.10, 3.20, 3.30, 3.40, 3.40, 3.50, 3.60, 3.70, 3.80.
Grades 9-12 Honors Algebra	GR7-1.1.1: Standard 1: Number and Computation, Benchmark 1: Number Sense, 1. The student knows, explains, and uses equivalent representations for rational numbers and simple algebraic expressions including: integers, fractions, decimals, percents, and ratios; integer bases with whole number exponents; positive rational numbers written in scientific notation with positive integer exponents; time; and money. This standard is addressed by 24 learning activities and 24 lesson quizzes in the Odyssey program.

2. SuccessMaker and Odyssey are flexible programs that are easily adjusted to align with district programs. Before a contract is entered into with a school district, we review the school district's curriculum via the Internet to identify variations from the state-approved curriculum.

Next, our Kansas marketing coordinator contacts each district that is required to provide SES. Initial meetings with the schools are used to identify the unique requirements and appropriate program modifications in order to incorporate local curricular goals into ATS Project Success.

Being computer based, we are able to adjust and modify the program at any time if conditions should change or if the district has specific requests that must be met. Tutors can easily change content and lesson plans using the respective program's management system.

The SuccessMaker and Odyssey programs are used in many schools to support the local curriculum. In such situations, we attempt to form a partnership with the school to obtain student test scores and performance and incorporate them into the respective program for the individual student. These partnerships allow a student to access our services quickly.

One example is a school we worked with in Clay County, Florida, in 2008. The tutor contacted the school to obtain a student's SuccessMaker scores in his regular classroom. The tutor was then able to quickly place the student in our program. This partnership allowed the student to access tutoring services quickly.

Also in Florida, we developed a lesson plan for a student in Lake County, who was having trouble with reference skills. In this case, the tutor used SuccessMaker and the Reference Skills custom course to provide support for the student's mastery of Next Generation Sunshine standard LA.A.1.2.1 and LA.A.2.2.8. The lesson plan identified the steps the tutor completed to support the student, as follows: The tutor will: assign the Reference Skills custom course and have the student work for approximately 60 minutes while continuing to work in the regular Reader's Workshop class; continuously check the progress of the student, and, if enough growth is made in instructional level, print a course report for records and delete the course. If insufficient growth in instructional level is achieved, the tutor will reassign the custom course at a more appropriate level. The evaluation criterion was, "At the end of 60 minutes, the tutor will review the custom course to check the growth of the instructional level. If the growth shows mastery of the skill level(s), the course is successful."

The student completed 1 hour and 50 minutes in the Reference Skills custom course and mastered the necessary skills that correlated to the Next Generation Sunshine State Standards.

III. INDICATORS OF QUALITY

C. Connection to State Academic Standards and Districts' Instructional Programs

3. For students in grades K-8, SuccessMaker begins with the Initial Placement Motion (IPM), which determines, through a series of up to 300 questions, the instructional level of the student. If the student is able to answer questions correctly, the instruction level will begin to increase. If the student continuously answers questions incorrectly, the instructional level will decrease.

For students in grades 9-12, Odyssey begins with the Odyssey Explorer (OE), a criterion referenced assessment built into the program. The OE diagnostic assessment can be customized for a student, school, and/or school district.

We design instruction to align with the district approach by discussing the student's strengths and weaknesses with the parents to set up the best learning plan and timelines for the student. The plan is reinforced with the parents during the weekly telephone calls and mailed monthly newsletters and progress reports. The tutor also requests and reviews any academic information, including the student's ISSP and 504 plans, from the school district. Tutors read the scores made available by the district to determine the skill gaps for the student learning plan, using the FCAT Content Focus report and Test Item Specifications.

Tutors are trained to use SuccessMaker and Odyssey to design an individual tutoring program for each student. After the assessment, the tutor reviews the report to determine individual goals for the student. We conduct the initial meeting with the parents to determine the goals, after consultation with the school. We explain our program, set up a communication plan with the school and parents, and design a system whereby any contingencies can be handled. At this meeting, we incorporate the information from the student's Individual Education Plan, if applicable, to better design an individual plan for that student.

Integrated learning systems are most effective when progress is monitored regularly.[3] Both SuccessMaker and Odyssey programs determines the next activity for the student based on his/her performance and test level. The systems determine mastery of skills within the program after a series of questions. If a student is unable to master a skill, the system automatically adjusts the instruction by offering tutorials focusing on the problematic skill. The tutor also tracks the student's performance in each skill weekly by obtaining reports from the respective program's management system.

4. ATS Project Success uses Pearson Digital Learning's integrated learning system SuccessMaker for grades K-8 and CompassLearning's Odyssey integrated learning system for grades 9-12. All necessary materials are provided by our company.

III. INDICATORS OF QUALITY

D. Monitoring Student Progress

1. For students in grades K-8, SuccessMaker begins with the Initial Placement Motion (IPM), which determines, through a series of up to 300 questions, the instructional level of the student. If the student is able to answer questions correctly, the instruction level will begin to increase. If the student continuously answers questions incorrectly, the instructional level will decrease.

For students in grades 9-12, Odyssey begins with the Odyssey Explorer (OE), a criterion referenced assessment built into the program. The OE diagnostic assessment can be customized for a student, school, and/or school district.

Tutors are trained to use SuccessMaker and Odyssey to design an individual tutoring program for each student. After the assessment, the tutor reviews the report to determine individual goals for the student. We conduct the initial meeting with the parents to determine the goals, after consultation with the school. We explain our program, set up a communication plan with the school and parents, and design a system whereby any contingencies can be handled. At this meeting, we incorporate the information from the student's Individual Education Plan, if applicable, to better design an individual plan for that student.

Integrated learning systems are most effective when progress is monitored regularly.[4] Both SuccessMaker and Odyssey programs determines the next activity for the student based on his/her performance and test level. The systems determine mastery of skills within the program after a series of questions. If a student is unable to master a skill, the system automatically adjusts the instruction by offering tutorials focusing on the problematic skill. The tutor also tracks the student's performance in each skill weekly by obtaining reports from the respective program's management system.

2. ATS works with the district to establish the subject area, math or reading, they would like the student to work in first. We determine, with the district, the ending date of the program so we can set a timeline for the student's program, based on the results of the student's assessment.

During the initial telephone call with the parents, we establish the student's target end date, which is when the student should complete their tutoring program.

We send the Student Learning Plan (SLP) to the classroom teacher and let the teacher know they can contact us if they have any question or concerns.

The district is sent a weekly e-mail updating them about student progress. Monthly, progress reports are sent to the district and the classroom teacher. At the end of the program, an evaluation is sent to the district and classroom teacher.

The tutor requests and reviews any academic information, including the student's ISSP and 504 plans, from the school district. Tutors read the scores made available by the district to determine the skill gaps for the student learning plan, using the FCAT Content Focus report and Test Item Specifications.

3. A student is evaluated, monitored, and tracked on a continuous basis in the program management system. A tutoring session begins when a student logs on to his/her lessons. The student works through the activities at a pace appropriate for him/her, and when the student completes the activities and exits out, the program sends the information to our Cayen System database. This database is built into both software programs to record all student information, attendance, and invoicing. This system enables tutors and staff to have up-to-date student information and attendance records. The system also documents every contact made with the parents, students, and school district.

The tutor tracks the student's performance in each skill regularly by running reports from the respective program's management system. Coordinators and tutors review the information and monitor the student on a weekly basis. Tutors also have the ability to assign course work focusing on a specific skill set and to modify content based on the student's individual needs and grade curriculum requirements. If a

D. Monitoring Student Progress

student needs more time to read a passage, the tutor can increase passage reading time. If a student needs additional practice on a skill, the tutor will assign a customized course.

4. Once a student is enrolled, we work continually to motivate and encourage the students to complete the program. The tutor telephones the family each week at a predetermined time, recognizing that the parents are important partners in the student's success. During these telephone conversations, the tutor and parents discuss strategies that will help the student be successful in the program and other concerns the parents may have.

III. INDICATORS OF QUALITY

E. Communication with Parents/Families, Schools and Districts

1. The initial assessments – Initial Placement Motion (IPM) for SuccessMaker grades K-8, and Odyssey Explorer (OE) for grades 9-12 – that are used in the tutoring programs are the primary links for building an individual student plan and learning goals. In addition, the tutor requests and reviews any academic information, including the student's ISSP and 504 plans, or district assessment data from the school district to determine the skill gaps for the student learning plan, using the FCAT Content Focus report, Test Item Specifications, and the SuccessMaker or Odyssey to Kansas State Standards Correlation Report.

ATS works with the district to establish the subject area, math or reading, they would like the student to work in first. We determine, with the district, the ending date of the program so we can set a timeline for the student's program. The district is sent a weekly e-mail updating them about student progress. Monthly, progress reports are sent to the district and the classroom teacher. At the end of the program, an evaluation is sent to the district and classroom teacher.

Once the student information has been verified, the tutor conducts a telephone conference with the parents to explain the program, develop the Student Learning Plan (SLP), gather as much student academic information as possible, and discuss how we set realistic goals and timelines for the student. It also provides the opportunity for us to explain the program and how it relates to the student's overall plan for academic success.

Parents are asked to provide support by placing the computer in a location where they can monitor their child's activity. Parents are encouraged to keep our toll-free number handy and to call whenever they have any questions. We remind parents that our technical staff are available to assist them with computer questions, if necessary. We also send parents a calendar each month with the specific days, hours, and minutes of the previous month that the student has been engaged in the program.

2. A weekly telephone call to parents provides an oral report on their child's progress and includes information on, but not limited to, coaching strategies for the parents, suggested schedule of work in the program, and time remaining in the program. A monthly mailed report to parents contains data about the student's progress, any areas of difficulty the student has encountered, and the amount of time the student has spent in the program. When the student completes the program, parents are sent a final report about the student's progress.

Progress reports are mailed to the district coordinator and the classroom teacher once a month. These reports show the amount of time the student has worked in the program, the progress made by the student, and comments relating to the student's work each month. Comments about students might include "Completed program," "Unable to contact due to disconnected phone number," "Working well" as well as additional information that may be helpful to the classroom teacher to improve individual student performance. The district coordinator is also sent a weekly e-mail and a detailed spreadsheet regarding the status of each student in the program.

3. Staff are trained to work with parents. Our extensive training program ensures that our tutors will do an outstanding job with the students. We conduct training with staff using the materials of Ruby Payne and the "Just Neighbors" program to assist our staff to adequately meet the needs of the at-risk population we serve. The training is provided during the initial 60-hour tutor training program and is further developed during monthly professional development programs. We also have a yearly theme to help us meet the needs of our student's parents. For the 2009-10 school year, our staff read Jon Gordon's *The Energy Bus* and we have included the ten basic "bus rules" when dealing with parents, school districts, and fellow employees.

We also work with our tutors on basic customer service skills so they can effectively work with our

student's parents/guardians. All-staff meetings are held monthly to discuss student motivation, curriculum, and procedures. In addition, weekly team meetings are held to ensure all tutors are following the same procedures and to help troubleshoot any areas of concern.

We engage native Spanish and Hmong speakers to translate for Spanish- or Hmong-speaking parents.

In order to work effectively with the schools, our tutors contact each school SES representative during the summer to fully explain our program. Our Web site, www.ATSProjectSuccessWorks.com, includes a demonstration of the program and shows how the program operates. The equipment we send to students includes a demonstration on the computer, as well as a printed copy of the demonstration. School district personnel may also refer to our Web site. If school district personnel prefer, we can arrange for an online WebEx demonstration so they can learn more about the program and how it works, rather than viewing the information available on our Web site. We also send the districts an evaluation form at the end of each school year, review the suggestions, and implement strategies to better serve the districts in the coming years.

We recruit students at fairs or events sponsored by the school districts. At that time, we set up a table display describing the program and the options the program offers to parents and students. We distribute flyers about the program and talk to parents about the benefits of the program.

4. We employ six Spanish translators and one Hmong translator that are available to conduct the telephone calls with the parents weekly, as required. Reports and all written information are also provided in Spanish or Hmong, when requested.

5. Our communication plan addresses the ATS Project Success resolution process for disputes and conflicts. The tutor and the Tutor Coordinator, when required, are trained to deal with disputes or conflicts with parents or legal guardians. A complaint policy is stated on the Plan of Work, a document signed by the parents they receive in the mail. In the event a conflict is not settled between the parent/guardian and tutor, the Tutor Coordinator or manager will work with the parent/guardian and school district to resolve the issue.

The complaint issue stated in the District Policy Sheet and the SLP states, "I understand that if I have a complain or problem that is not resolved by my child's teacher in a satisfactory manner, I may call ATS Project Success at 800/297-2119 and speak to the Program Coordinator, Renee Weaver-Wright."

1. ATS Project Success uses the local newspaper to advertise for tutors each July. We also solicit referrals from the current staff. A group interview is held to explain the position and the requirements to potential employees. Individual interviews are held with those who are interested in the positions available. Tutors are hired in the summer to be ready for the beginning of the school year.

All candidates for employment are fingerprinted and pass a Criminal Offender Record Information (CORI) check prior to employment. Employment is contingent upon passing a physical exam, drug test, and criminal background check.

ATS Project Success strives to hire certified and degreed teachers for tutoring services. In rare cases, tutors may be hired that are not certified and degreed teachers, but meet the NCLB requirements for a tutor.

Of our current instructional staff, ten have a Masters degree, 45 have a Bachelors of Science degree, two have post-baccalaureate certification, one has an Associate's degree, one has Work Keys certification, one has 60 or more college credit hours, and 52 hold teaching certificates. Our staff has an average of five years experience in teaching.

Several of our tutors have or are working on advanced degrees dealing with special needs populations.

Performance review practices for staff includes weekly monitoring by the Tutor Coordinator. Each tutor is required to copy the coordinator on all e-mails sent to the school district. Parent contact is documented in the Cayen system and is reviewed weekly by the Tutor Coordinator to ensure contacts have been made and are appropriate.

A monthly review of student folders and progress reports is conducted as well to determine the quality of the work performed by the tutors.

Tutors are supervised by the team leader, the Tutor Coordinator, and the SES Coordinator. In addition to the weekly monitoring, formal reviews are conducted after three months of employment and at the end of each school year. We consider student gains in our program, their letter grade improvement in regular classes, and their scores on state tests as part of our evaluation process for tutors. Tutors not meeting the high ATS standards are released from our employ.

2. ATS Project Success has provided SES services to over 20,000 grades K-8 at-risk students, based on their free or reduced lunch status, for six years. During this time, we have developed standards and practices to best meet the needs of our at-risk students. We also survey the districts we work with to solicit their feedback, which is invaluable, as to how our services meet the needs of their/our students.

Staff are trained to work with parents. Our extensive training program ensures that our tutors will do an outstanding job with the students. We have conducted training with staff using the materials of Ruby Payne and the "Just Neighbors" program to assist our staff to adequately meet the needs of the at-risk population we serve. The training is provided during the initial 60-hour tutor training program and then is further developed during the monthly professional development programs. We also have a yearly theme to help us meet the needs of our student's parents. For the 2009-10 school year, our staff read Jon Gordon's *The Energy Bus* and we have included the ten basic "bus rules" when dealing with parents, school districts, and fellow employees.

3. When hired, staff receives a minimum of 60 hours of training in the program and returning tutors receive annual refresher training, all conducted at our Clinton Township offices and presented by the Tutor Coordinator. This training includes knowledge of curriculum, procedures for communicating with parents and school districts, differentiating instruction based on student needs, dealing with at-risk students, knowledge of federal and state policies, and database training. The tutors also undergo extensive training in how to deal with the at-risk student and parent population

we serve, using the Ruby Payne's materials and the "Just Neighbors" program.

At weekly staff development meetings, tutors review company policies and procedures that are crucial to student success. Monthly staff development sessions review items such as Student Learning Plan development and progress reporting methods. The monthly session also elaborates on communication with parents and students. Our professional development program is critical to our success as a company.

In addition to the weekly tutor meetings and monthly staff development sessions, Pearson Digital Learning and CompassLearning conduct annual in-service training on the uses of the SuccessMaker and Odyssey programs.

As evidence of the positive effect of our training and professional development, our student completion rate has increased by at least five percent in each of the last four years. We anticipate our student completion rate for the 2009-10 school year to be almost 60%, commendable given the at-risk student population we serve.

4. One of the greatest strengths for ATS Project Success as a provider is that we have a solid financial base through the company because of the success of the adult and alternative education program. This success helps us to overcome many of the financial challenges that SES providers typically experience. The income from our adult and alternative education center, which accounts for approximately 60% of our revenue, is constant through the year, whereas the income from the SES part of the business is paid about sixty days after the students have received the services.

We currently have the trained staff capacity to handle 4,500 students at one time. This past year, we worked with 151 students in Kansas.