KANSAS STATE DEPARTMENT OF EDUCATION (KSDE)

APPLICATION FOR SUPPLEMENTAL EDUCATION SERVICES PROVIDERS
2011-2012

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: Achievia Tutoring Midwest, LLC (dba: Achievia Tutoring)		
Contact Person: Huston (Gene) Sherrill		
Address, City, State: 113 Old State Rd. #103 Ellisville, Mo 63021		**Zip Code: 63021**
Phone: 314-477-3430	**Email: achievia1@aol.com**	**Fax: 636-386-8960**

Applications due on <u>April 8, 2011 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

Kansas Department of Education

Supplemental Educational Services Provider Application

School Year 2011-2012

Part I: Contact Information for: _____**Achievia Tutoring**_____

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: President/Owner
Office Phone: Cell Phone:
Hours of Operation: 8:00 am to 5:00 pm
Fax:
E-mail & Website: www.achieviatutoring.com
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.

☐ Same as Provider Contact for State Use	
Name: Jason Ewertt	
Title: Vice President - Operations	
Office Phone: (316) 308-0301	Cell Phone:
Hours of Operation: 9:00am to 6:30 pm	
Fax: (316)269-6951	
E-mail & Website: achieviaks@me.com	
Address/City/State/Zip: 155 N. Market Ste. 410 Wichita, KS 67202	

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:	
Title:	
Office Phone (Toll-free or local # if out-of-state provider):	
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	**Achievia Tutoring**
2. Date Service Provider Formed	*List the date (month, year) in which this provider first delivered educational services to students.* **August 2002 - parent pay programs** **July 2004 – 21st Century Grant w/Title 1 Students** **January 2006 – NCLB Title 1 Students**
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)

J4. Potential districts to serve	*Below is a list of **potential** Kansas districts which may be required to provide SES in 2011-2012. 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 **October 10, 2011**.* ***If approved, you must provide services to all districts checked below or risk removal from the KS Approved SES list.*** ☐ USD 214 Ulysses **X** USD 259 Wichita **X** USD 261 Haysville **X** USD 308 Hutchinson ☐ USD 430 South Brown County **X** USD 453 Leavenworth **X** USD 475 Geary County **X** USD 480 Liberal **X** USD 500 Kansas City Kansas **X** USD 501 Topeka
5. Place of Service	*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: **X** Other: IF STUDENT'S SCHOOL IS NOT AVAILABLE, SUITABLE LOCATIONS WILL BE DETERMINED *How will transportation be addressed, if needed?* PROVIDER WILL PROVIDE TRANSPORTATION WHEN IT CAN BE COORDINATED WITH DISTRICT TRANSPORTATION

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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: One (1) to two (2) hours after school. Summer: Three (3) to Four (4) hours per day
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. Grades 1- 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 20 Individual site maximum 200 District minimum TO BE DETERMINED District maximum TO BE DETERMINED- The number of students who can be served is limited only by the availability of qualified tutors *Are there a minimum number of students required before services will be provided?* ☐ No X Yes

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	Minimum: 20 (but will discuss with District)
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 (LIMITED) X 504 student X English Language Learner ☐ Other: (describe) *Indicate the language(s) other than English in which services are available.* **Information is available to parents in Spanish. Tutoring is in English**
11. Student/ Instructor Ratio	*Please list the ratio of instructors to children in the program. Indicate the number of students for every one instructor;* **5:1, Typical average is 4:1**
12. Mode of Instructional Delivery	Check all that apply*:* X Individual tutoring X Small group tutoring ☐ On-line/Web based ☐ Computer Assisted ☐ Other:_____

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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: **Cost varies between $45 and $65 per hour** Explain how the cost per pupil is determined: **All costs required to deliver the service are considered: Labor, taxes, materials, facilities, transportation, support labor and expenses, insurance, accounting, payroll, etc. Program targets a minimum of 30 classroom hours plus 2 hours pre test and 2 hours post test** Are there additional costs? (specify) **Costs are all inclusive. Achievia Tutoring furnishes all learning materials, supplies, labor and support**.
14. Staff	*Please indicate your hiring practices. (INDICATED BY HIRING PREFERENCE)* **1** Hire teachers from within district **2** Hire fully licensed teachers from any location **3** Hire non-licensed educators **4** Hire paraprofessional who met Title I education requirements **5** Other (explain) ALL WILL MEET OR EXCEED NCLB REQUIREMENTS
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 NONE REQUIRED Software NONE REQUIRED Internet access NONE REQUIRED Software license NONE REQUIRED Direct support to students NONE REQUIRED

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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, Missouri, Oklahoma_____

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

Achievia Tutoring's basic academic tutoring program in **Reading and Math** is Diagnostic, Prescriptive, Individualized and Motivational. The program is offered in a learning environment that provides a student to teacher ratio of no greater than 5:1 and will accommodate students in grades 1 through 12. Achievia Tutoring is an approved SES provider in Arkansas, Kansas, Missouri and Oklahoma and has worked with over 9000 students since 2006. All students, but particularly Title 1 and English Language Learners (ELL) benefit due to the program design. Data shows that ALL groups of students progressed to at or above grade level at post assessment (see report in Section III-A)

A typical program is targeted for ten (10) weeks with thirty (30) to thirty eight (38) classroom hours. Each student will take a diagnostic test, for Reading or Math, to identify specific skills that need either remediation or enrichment. The assessment tests for Reading are the California Achievement Test (CAT5) and, when required, the Phonics-Based Reading Test (PRT), for Math the California Achievement Test (CAT5) and Basic Math Facts Test. Based on the results of the initial diagnostic test, an individualized Student Learning Plan (SLP) is prepared. A typical SLP consists of five (5) to seven (7) assignments during each hour focusing on the skill areas identified by the diagnostic test.

Program costs include the pre and post program Diagnostic Test. Hourly costs for the program vary between $45.00 per hour and $65.00 per hour.

Tutoring will be offered on the student's school premises. If that is not possible arrangements may be made with churches, YMCA's, Boy's Clubs or other facilities that meet stringent health, safety and learning environment conditions.

Learning materials are SRA – McGraw Hill, researched based, and designed to address each grade level.

Progress is monitored daily and measured as the student achieves mastery on the assignments in the SLP. Overall progress is assessed at the end of the prescribed number of tutoring hours using a comparison of pre-program Diagnostic Test scores compared with the same Diagnostic Test, post-program. Progress on the Student Learning Plan is updated daily and parents and/or the school may review these plans upon request, at any time.

Parents/guardians receive a minimum of three (3) written reports; the initial Diagnostic Test results, after 15 hours of instruction, and the post-test assessments and progress at the end of the program. Spanish speaking parents/guardians will receive information in their native language, if required. Schools receive periodic reports on attendance and a complete detailed program analysis as well as individual progress reports at the end of the program.

All Directors of Learning, who oversee and monitor the program, are state certified with Masters Degrees as a minimum. Tutors meet or exceed NCLB requirements but typically are certified with Masters Degrees, from the students' school and have had mandatory training in the Achievia Tutoring program.

The program will be offered in: Wichita, Haysville, Hutchinson, Leavenworth, Geary County, Liberal, Kansas City, Kansas, and Topeka. Other districts will be considered if identified as requiring SES programs.

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III. INDICATORS OF QUALITY

A. Evidence of Effectiveness

In order to determine the effectiveness of the Achievia Tutoring program, post test results are compared to pre test results for each student. These data are recorded for each student completing the program and the results are presented to each school, district and to the Kansas State Department of Education. These data are shown in Appendix A.
Data for 2010-2011 will be available upon completion of all programs in Kansas.
Data for 2009-2010 indicated that seven hundred forty one (741) students enrolled in Achievia Tutoring programs, six hundred and fourteen (614) students completed the program but only five hundred and twenty three (523) took the post test Overall student retention in the program was eighty three percent (83%) which is outstanding.

Based on the post test results compared to the pre test results, significant gains were made. Two hundred and fourteen (214) students completed the Math program and three hundred and nine (309) students completed the Reading program. **For Math, the average grade level increase for all students was 1.66 and the median increase was 1.43.* For Reading, the average grade level increase for all students was 1.33 and the median increase was 0.95****
*See Appendix A for composite scores for individual student gains. ** See Appendix A for composite scores for individual student gains.

THE FOLLOWING REPORT WAS PREPARED BY AN INDEPENDENT THIRD PARTY. THE ENTIRE REPORT MAY BE FOUND IN APPENDIX B.

Student Academic Progress Assessment
(SAPA) Report
(names redacted for privacy) - CDS CONSULTING
September 2009

Evaluation Summary

Achievia Tutoring® (Achievia Tutoring Midwest) has offered after school programs for five (5) years as a means to bolster at-risk student learning.

Data for this evaluation were gathered from student pre tests and post tests taken after a minimum of thirty (30) hours of tutoring. (*The data in this report were collected during academic year 2008-2009. Data from academic year 2009-2010 and 2010-2011 will be compiled in a single report*.) Data are gathered from these tests using the math and reading subtests of the California Achievement Test. The analysis of the data addressed: Did all students improve in the basic skills of reading and mathematics? Were the gains equal for males and female students? Was the program effective for students in each racial group, and was the program effective for each age group and all grade levels?

The results of the analysis indicate that ALL students, regardless of gender, ethnicity, and grade level demonstrated statistically significant gains based on posttest results.

The average NCE gain from pretest to posttest was **15.3** points for both vocabulary and comprehension, **19.6** points for computation, and **16.1** points for concepts and applications. These gains are also reflected by ethnicity and grade level. In terms of grade equivalent score, the data show that ALL students progressed from below grade-level at pre-assessment time to at or above grade-level at post-assessment. All these changes were statistically significant.

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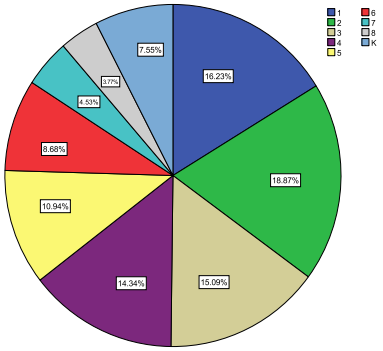
National, State and Local standards for education programs have continued to rise over the past several years. Programs that meet and exceed these standards must demonstrate overall improvements in academic performance and must ensure equity in that performance. The Achievia Tutoring Learning System has demonstrated that it has met or exceeded both of these goals by the significant gains in academic performance and that these gains are experienced by all groups of students. The learning and assessment materials employed by Achievia Tutoring Learning System are in alignment with each respective State's standards.

Learning outcome data is reported as before-after instruction difference scores using Normal Curve Equivalent The NCE score ranges from 1 to 99, with a mean of 50. NCE score is used for its familiarity by state and educational agencies. It is also easier to use to interpret and explain student's scores. Grade equivalent score used, which indicates whether student-learning outcome is at the expected grade level.

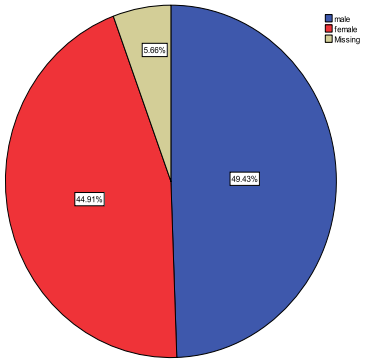
Student Profiles

The following figures show the student profile regarding their gender, grade level, and ethnicity. It can be seen that Achievia Tutoring helps students of wide range.

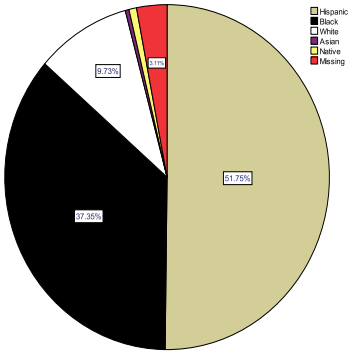
Grade level



Gender



Ethnicity

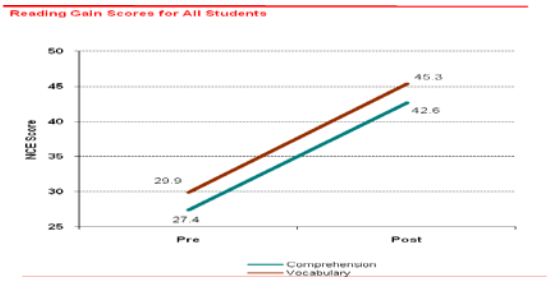


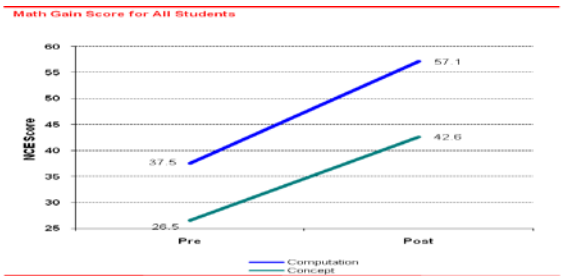
Overall Learning Outcomes

Pre and posttest reading and math grade equivalent scores by sub-content areas are presented in Figure 1. As shown in the figure, there are significant gains from pretest to posttest scores for both reading (n=263) and math (n=219). Significant growth gains indicated an effective program. Achievia Tutoring average gains were 15.3 and 17.9 points for reading and math, respectively. There were no overlaps in score distributions between pre and post measurements, suggesting that all students had a significant gain as can be seen in Figure 1.

Figure 1

IMPROVEMENTS OF READING AND MATHEMATICS NCE SCORES





Achievement Growth by Gender and Ethnicity

In Figures 2 and 3, the pre and posttest math and reading NCE scores by sub-content areas are presented by gender and by ethnicity. Based on the results shown in the figure and table, it can be interpreted that students are making statistically significant progress across gender and ethnicity in the knowledge areas of both reading

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and mathematics. This indicates that **ALL** students are substantially making progress regardless of their personal background.

Figure 2

NCE Reading and Math Scores by Gender

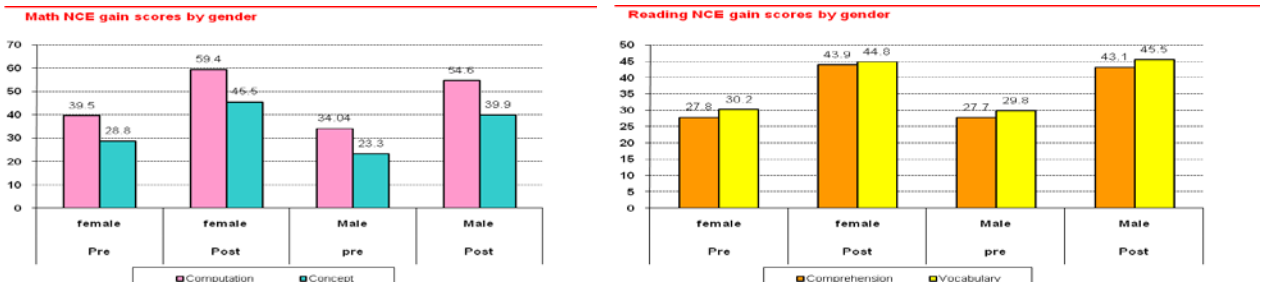
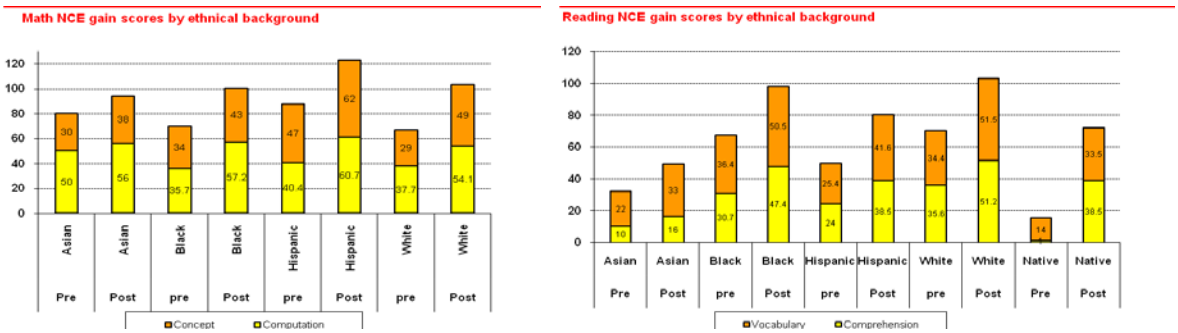


Figure 3

NCE Reading and Math Scores by Ethnicity



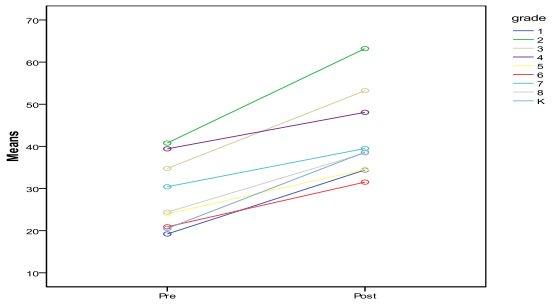
Do Students Perform at Expected Grade Level?

One of the key questions that need to be addressed is whether students perform at the expected grade level after obtaining addition instructional and learning time. Grade equivalent scores for reading and math for each grade level are presented in figures below. Based on the results shown, the Achievia Tutoring Learning System is effectively helping students at all grade levels. Typically, student performance level spread around the expected grade level after they attended the program. The results suggest the utility of Achievia Tutoring in helping student to catch up so that they can make adequate progress rather than be left behind.

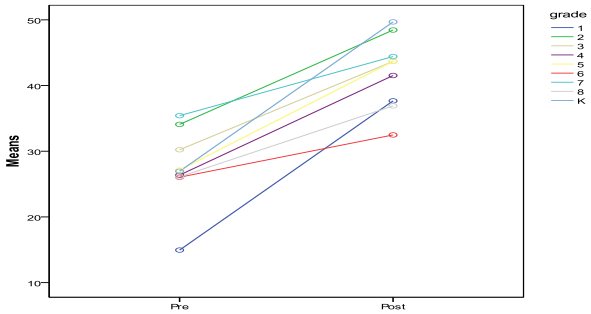
Figure 4

NCE Reading and Math Scores by Grade Level

Vocabulary by grade level



Comprehension by grade level



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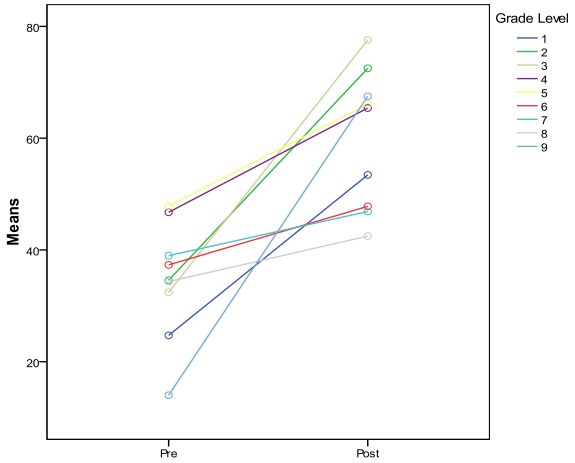
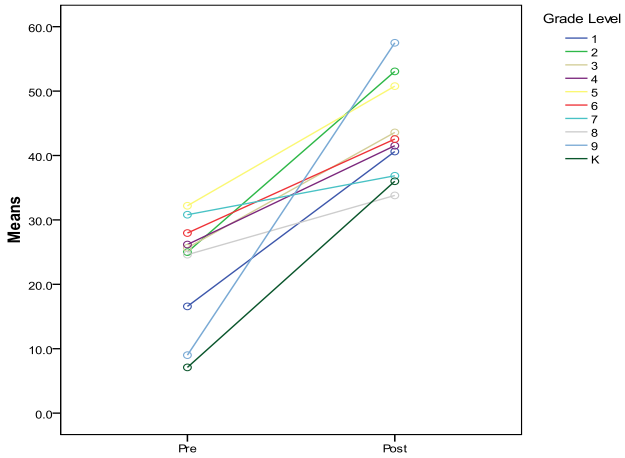
Computation by grade level



Concepts & Applications by grade level



As shown in these figures, all students are performing at or above the expected grade level at the post assessment time. If the sustained efforts continue, Achievia Tutoring can successfully move student upwards, and students and their parents could watch the improvement.

How do Students from Different Tutoring Locations Perform?

Since students attend the program at different geographic locations, one natural question is whether different tutoring centers offer the instructional program of the same quality. Student achievement at post assessment time was compared (1) between tutoring centers and (2) school types the students attended within each state. The analyses results indicated that there were no statistically significant differences in achievement among these different locations and types. This implies that regardless of locations, Achievia Turtoring provides the high quality instructional program so that students with low initial achievement made a faster growth to reach the grade level.

The Keys to Success: Value-added Assessment

The curriculum of Achievia Tutoring is in alignment with each respective State's standards. That is, what teachers taught in Achievia Tutoring was consistent with assessment strategies that have been provided in the "What Students Should Be Able To Do" section to assist teachers in better understanding the identified performance objectives.

This report documents the significant learning progress made by all students across gender, race/ethnicity, and grade levels. In order to evaluate achievement in its true form, it must be done live and where observation of the actual performance can be judged. This is continually done by Achievia Tutoring.

*(names redacted for privacy)*holds a Master of Science from the Pennsylvania State University and a Ph.D. in measurement psychology from the College of Education, University of Minnesota. He is currently on the faculty at the University of Missouri-St. Louis.

*(names redacted for privacy)*current teaching interests include educational and psychological testing and assessment, research designs, behavioral analysis, and other methodological related courses. His teaching is based on the philosophy of active learning and cooperative learning models, with emphasis on student's accountability in their own learning.

*(names redacted for privacy)*research interests include exploratory growth profile analysis, applications of Item Response Theory and Structural Equation Modeling in studying human behaviors, and assessment of psychosocial adaptation of students and young adults. The results of his studies have been published in peer-reviewed journals.

9-30-09

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B1-B8. Evidence of Links Between Research & Program Design Limit responses to three pages. In this area, <u>complete only one of the three sections</u> listed below based upon your instructional program(s).

<u>Section B5-B8</u>

B5 –Explain the key instructional practices and major design elements of the reading program.

The Achievia Tutoring systematic approach to determining and teaching specific skills is explicitly aligned with the findings of the National Reading Panel which states that "systematic instruction leads to significant positive benefits for students". In addition, the program with its initial Diagnostic Test is able to pinpoint specific skills and grade levels to apply this systematic approach for each student in the program. The instructional materials used in the program incorporate a range of reading levels from PreK through Grade 12 and are structured to allow for individualized instruction.

The Achievia Tutoring program addresses the five dimensions of reading enumerated by the National Reading Panel (Phonemic Awareness, Fluency, Comprehension, Phonics and Vocabulary) by ensuring that each student will have a solid foundation of basic reading skills which will allow them to master the higher level reading skills.

<u>Phonemic Awareness and Fluency:</u>
Research has shown that providing instruction in phonemic awareness significantly improves children's reading skills. Furthermore, teaching phonemic awareness is highly effective with a variety of learners across a range of grade and age levels. The Achievia Tutoring program addresses this skill with beginning and lower-level readers.

Fluency refers to students being able to read orally with speed, accuracy and expressiveness. It is one of several factors critical for reading comprehension. Two instructional approaches have been used to teach reading fluency—guided oral reading with systematic feedback from the teacher and independent silent reading. In the Achievia Tutoring program, students are encouraged to read orally during each session and receive feedback. As their reading skills improve, students are motivated to read independently, thus further enhancing their fluency and comprehension.

The program addresses phonemic awareness and fluency primarily through oral reading. Due to the low student-teacher ratio, tutors can focus on individuals, enabling students to sharpen their skills in manipulating phonemes and reading fluently. Guided oral reading encourages students to develop proper expression as well as accuracy, which are the key components of fluency.

<u>Phonics</u>
Phonics instruction is geared toward the acquisition of letter-sound correspondences and to help beginning readers apply this knowledge in their reading. Studies have shown systematic phonics instruction to have a significant, positive effect on a wide variety of students, including low-achieving students, those with learning disabilities, English Language Learners (ELL), and low SES students. Achievia Tutoring's diagnostic tests for reading will test for fourteen phonics skills. Any skill not mastered will be addressed individually and sequentially.

Instruction includes materials focused on parts of words, patterns and sound, and includes embedded phonics, an implicit approach using text readings and teacher guidance to improve phonetic skills. The materials consist of lessons addressing consonant sounds, short and long vowel sounds, consonant blends, silent consonants, multisyllabic words, root words, prefixes, suffixes, variant vowels, plural concepts, and many more.

Vocabulary

The importance of vocabulary instruction is recognized as a major contributing factor in reading comprehension. Students realize the greatest gains in vocabulary acquisition when vocabulary is taught both directly and indirectly. Repetition and multiple exposures to vocabulary items also play a key role. The Achievia Tutoring program incorporates a wide variety of vocabulary materials designed to encourage students to develop and extend their reading vocabulary and practice decoding strategies. Student lessons focus on using words in context, root words, prefixes, suffixes, synonyms and homonyms, all of which are important for understanding words and their meanings.

Comprehension

Comprehension is an active process that requires the reader to interact with the text and is enhanced when readers actively relate the ideas represented in print to their own knowledge and experiences. Explicit instruction in the use of cognitive strategies has been shown to be highly effective in improving comprehension. In the Achievia Tutoring program students are taught to use active comprehension strategies to derive meaning while reading and check for understanding after reading. A wide variety of age and interest appropriate comprehension materials are provided in K-12 lessons and include both general comprehension selections and specific materials targeting five areas of comprehension: Information, Organization, Generalization, Inference, and Conclusions.

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

Results from the findings of the National Reading Panel state that "systematic instruction leads to significant positive benefits for students". All students, including Title I and ELL students, benefit from this systematic approach to learning since each student will have an individualized Student Learning Plan based on the results of their initial Diagnostic Assessment. The SLP, which consists of five to seven assignments during each instructional session, is updated daily and students advance only when mastery is achieved.

B7—Explain the key instructional practices and major design elements of the math program

The Five Strands of mathematical proficiency as enumerated by the National Council of Teachers of Mathematics (NCTM) include Conceptual Understanding, Procedural Fluency, Strategic Competence, Adaptive Reasoning, and Productive Disposition. The Achievia Tutoring program for Math is backed by research-based strategies and provides ongoing comprehensive practice and review in a wide range of skills. In addition, the program with its initial diagnostic test is able to pinpoint specific skills areas to apply an individualized approach for each student in the program.

The NCTM Process Standards of problem solving, reasoning, communication, connections, and representation are interwoven throughout the content standards allowing for sequential and specific development of concepts across grade levels. The Achievia Tutoring program addresses these standards by teaching students the following specific skills:

Problem Solving
Problem solving skills are interwoven throughout the Achievia Tutoring program. Students focus on developing skills needed to represent numbers and number relationships verbally, symbolically, and graphically and to compute fluently and make reasonable estimates in problem solving.

Reasoning and Proof
All areas of mathematics incorporate reasoning and proof. At all levels, students reason inductively from patterns and specific cases to generalized usages. From the earliest grades, students should develop mathematical reasoning skills through the use of appropriate methods and materials.

Communication
In Achievia Tutoring's lessons, students learn to express and communicate the meaning of mathematical concepts and procedures and additionally to describe their applications in solving real-world problems.

Connections
Lessons focus on understanding the relationships among numbers and number systems as well as making connections to other disciplines and everyday application of math concepts.

Representation
In the Achievia Tutoring program, students increase their ability to understand numbers, ways of representing numbers, and number systems, to illustrate general properties of operations, and to represent and analyze patterns and functions. Students will describe, extend, analyze, and create a wide variety of patterns and solve real-world problems using appropriate representations.

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

All students, including Title I and ELL students, benefit from this systematic approach to learning since each student will have an individualized Student Learning Plan based on the results of their initial Diagnostic Assessment. This SLP addresses the skills of numeration, computation, basic operations, measurement, problem solving, representing number, probability, and spatial sense and transformations. The SLP, which consists of five to seven assignments during each instructional session, is updated daily and students advance only when mastery is achieved.

C. Connection to State Academic Standards and Districts' Instructional Programs
Limit response to three pages. (Points Possible = 12 points)

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

As indicated in Section B above, the Achievia Tutoring program is aligned with the specific state academic standards for Reading/Language Arts and Mathematics for grades 1 – 8. Based on the results of the initial diagnostic test, an individualized Student Learning Plan (SLP) is developed for each student. The SLP indicates the appropriate initial academic level and the student advances only when mastery in the subject material is attained.

For example, a 5th grade student in the Achievia Tutoring Math program working at the 6th grade level would begin working in the Ratios and Proportions section of the SRA Math Lab 2c to meet the state standard "Understand ratio concepts and use ratio reasoning to solve problems". He would work in the Probability section of the Math Lab to meet the state standard "Develop understanding of statistical variability" and to meet the state standard of "Apply and extend previous understandings of arithmetic to algebraic expressions", he would work in the Algebra Concepts area. (Section H-3)

A 3rd grade student in the Achievia Tutoring Reading program working at the 2nd grade level would work in the SRA Specific Skills Series book Working With Words (level B), Multiple Skills Series book (level B), and SRA Reading Lab 1C to meet the state standard "Identify and know the meaning of the most common prefixes and derivational suffixes". To meet the state standard "Determine the main idea of a text; recount key details and explain how they support the main idea", the student would work in the Specific Skills Series books Getting the Main Idea (level B), Getting the Facts (level B), Multiple Skills Series (level B) and the SRA Reading Lab 1C. The student would work in the Specific Skills Series books Identifying Inferences (level B), Drawing Conclusions (level B), Multiple Skills Series (level B) and the SRA Reading Lab 1C to meet the state standard "Use information gained from illustrations and the words in a text to demonstrate understanding of the text". (Section H-3)

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

At the onset of the program, the school Principal is contacted to ensure that the tutoring program is aligned with the areas that may have been identified on State Standard tests or the students' overall performance in the classroom. For example, 7th graders might be tutored only in Reading and 8th graders might be tutored only in Math. In addition, with the parent/guardian's permission, the student's classroom teacher is informed of the student's participation in either Reading or Math. With the classroom teacher's permission, the Site Coordinator will, to the extent reasonable, try to match the student's tutoring lessons with the classroom lessons.

For example, a 5th grade student in the Achievia Tutoring Math program working at the 6th grade level would begin working in the Geometric Figures section of the SRA Math Lab 2C to

align with the Wichita District program goal of “Identify angles and triangles”. The student would work in the Fractions and Decimals Concepts section of the Math Lab to align with the program goal of “Compare and order fractions, decimals and integers” and to meet the district goal of “Know the relationship between ratios, proportions, and percents”, the student would work in the Ratios and Proportions section of the Math Lab. (Section H-3)

A 3rd grade student in the Achievia Tutoring Reading program working at the 2nd grade level would work in the SRA Specific Skills Series book Working With Words (level B), Multiple Skills Series book (level B), and SRA Reading Lab 1C to align with the Wichita District program goal of “Expands sight word vocabulary”. The student would work in the SRA Specific Skills Series books Working With Words (level B), Multiple Skills Series book (level B), and SRA Reading Lab 1C to align with the District goal of “Uses decoding skills that include knowledge of phonetics and word structure when reading unknown words”. To achieve the District aim of “Uses information from the text to make inferences and draw conclusions”, the student would work in the Specific Skills Series books Identifying Inferences (level B), Drawing Conclusions (level B), Multiple Skills Book (level B) and SRA Lab 1C. (Section H-3)

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

The design of instruction for each student is determined after the student has taken the initial diagnostic test at the beginning of the program. This test will assess specific skills that need attention and/or reinforcement for either remediation or enrichment. Having identified the skills requiring attention, an individualized Student Learning Plan (SLP) is prepared to address the student’s specific needs. A typical SLP consists of five (5) to seven (7) assignments during each session of instruction, focusing on the skill areas defined by the diagnostic test. The student advances only when mastery is achieved in the skill area receiving attention thereby improving the student’s basic skills and increasing their confidence and motivation. Progress is measured and evaluated daily and the SLP is updated as appropriate to advance the student to the next lesson.

With a student/teacher ratio of no greater then 5:1 the student receives individual attention and advances only when mastery is achieved. This approach ensures that progress is measured, systematic and individualized.

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

Achievia Tutoring provides all testing materials, instructional materials, student notebooks, teachers’ handbooks and notebooks, and any other supplies required for the program. Materials are provided in sufficient quantities such that students work with materials that are grade level appropriate and skill/ability equivalent. Students are not required to provide any materials.

The SRA-McGraw Hill instructional materials provided include:

Communication Arts/Reading:

SRA Specific Skills Series

- Primary Set
  - Working with Words – A,B,C
  - Using the Context – A,B,C
  - Getting the Facts – A,B,C
  - Getting the Main Idea – A,B,C
  - Identifying Inferences – A,B,C
  - Drawing Conclusions – A,B,C
- Middle Set
  - Working with Words – D,E,F
  - Using the Context – D.E.F
  - Getting the Facts – D,E,F
  - Getting the Main Idea - D, E, F
  - Identifying Inferences – D, E, F
  - Drawing Conclusions – D, E, F
- Upper Set
  - Working with Words – G, H
  - Using the Context – G, H
  - Getting the Facts – G, H
  - Getting the Main Idea – G, H
  - Identifying Inferences – G, H
  - Drawing Conclusions – G, H

Multiple Skill Series

- Multiple Skill Series – A-C
- Multiple Skill Series – D-F
- Multiple Skill Series – F-H

SRA Reading Labs

- SRA Reading Lab 1A
- SRA Reading Lab 1C
- SRA Reading Lab 2B

Spectrum Reading – level K & Carson-Dellosa Kindergarten Phonics

Mathematics:

SRA Math Skill Builder/Spectrum Math

- Levels 1, 2, 3, 4, 5, 6, 7, 8

Mathematics Labs

- Schoolhouse Mathematics Lab 1B
- Mathematics Lab 2A
- Mathematics Lab 2B
- Mathematics Lab 2C

Math Manipulatives

- Relational GeoSolids
- Unifix Math
- Currency X-Change

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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.**

At the beginning of the program and prior to any classroom tutoring, each student will be given a diagnostic test. The test will provide an assessment of specific skills that need attention and/or reinforcement for either remediation or enrichment. The test will also define the student's academic grade level, independent of the student's grade level in school.

The assessment tool/tests used by Achievia Tutoring are the California Achievement Test (CAT5) subtest for Reading and subtest for Math. This test is used for the initial diagnostic test and posttest given after the student has completed a minimum of 30 hours of instruction. The California Achievement Test is a nationally standardized achievement test for grades K-12. It is among the most widely used tests of basic academic skills and is designed to measure academic competency in a variety of areas. The CAT5 is a standardized test, meaning that norms were established during the design phase of the test by administering the test to a large, representative sample of the test population. The format is a traditional workbook multiple choice format similar to other types of tests (Iowa, Stanford, Metropolitan, etc.). The report is thorough and includes the common scores such as Grade Equivalents, Normal Curve Equivalent, National Percentile Rankings and Stanines for each subject.

Having identified the skills requiring attention, an individualized Student Learn Plan (SLP), is prepared. (Section H-2) A typical SLP consists of five (5) to seven (7) assignments during each session of instruction, focusing on the skill areas identified by the diagnostic test. The student advances only when mastery is achieved in the skill area receiving attention, thereby improving the student's basic skills and increasing their confidence.

Overall progress assessment occurs at the end of the prescribed number of tutoring hours. A complete posttest analysis is done based on the results of the same test battery that was administered at the beginning of the program. The comparison of pretest and posttest result gives an accurate assessment of the student's progress during the program.

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 achievement is developed.**

At the onset of the program, consultations will be held with the Principal or designated District representative to clearly communicate how specific individual needs are identified and to discuss how to develop specific individual goals that can closely match the student's and district's targets.
Initial goals will be set by Achievia Tutoring Directors of Learning based on the results of the CAT5 initial diagnostic test. These goals will be aligned with both state and district standards (see Section C for explanation of the Achievia Tutoring program's curricular alignment with Kansas state

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and district standards). The goals are written in the student's individualized Student Learning Plan (SLP). The district and/or school may choose to share data from previous Kansas State Assessment and NWEA-MAP assessments to give further insight into each student's academic needs. During the goal writing process, which includes input from both parent/guardian and classroom teacher, these additional data may be used to help further identify areas in need of improvement or enrichment. Meetings with parents/guardians and teachers to discuss the student's goals will be conducted in person if at all possible, or by phone if necessary. If the parent is unavailable for a meeting, they may sign the student's individual SLP and approve the plan, or make additions to the plan and submit it to the site coordinator for review. The timetable for start of the program, hours during the week the program is given, and the desired completion will be determined such that each student may receive a minimum of thirty (30) classroom hours. Statistical evidence (see Appendix B) has indicated that a minimum of one grade level of advancement may be achieved with 30 hours of participation in the program.

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

The SLP is the primary tool used to evaluate, monitor and track student progress. Each session a SLP defines five to seven lessons. As the student is introduced to each lesson, the tutor will take the student through examples and guided practice exercises before the student begins independent work. The tutor is available throughout session and will answer questions as necessary, re-teach areas that need further clarification, and monitor student progress. . Mastery is achieved when a student correctly completes a lesson at 80% or above. Scores are entered into the SLP as they are completed. If mastery is not achieved, additional practice will be given. When a student demonstrates mastery, only then will they be moved to the next level. In addition to individualized lessons, students will periodically take additional assessments to check for overall understanding and retention of content as mastery is achieved in each content area. If the student fails to show a broad understanding of the content in the additional assessment, a review will be conducted by the Director of Learning to determine if additional practice and teaching should be added to the student's leaning plan to ensure and check for understanding. This process is detailed during the initial tutor training sessions which are required in the job description of each tutor. The SLP is updated during and at the completion of each tutoring session. New content is written into the plan on a daily basis as previous content is mastered. (Section H-2)

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.**

The attendance requirements and the parent/guardian's responsibility to support and encourage that attendance are included in the agreement that each parent/guardian is required to sign as their student is enrolled in the program. On any day a student is absent, the parent/guardian will receive a phone call from the Site Coordinator reminding the parent/guardian to encourage the student to keep up his attendance.

Where permitted by State or District policy, students are informed that if they meet the required attendance, they will receive their choice of a number of age appropriate gifts (cost not to exceed state guidelines) as a reward for attendance or for meeting performance goals. In order for a

student to be eligible for a reward at the conclusion of the program, they must complete their target number of hours, have fewer than five (5) unexcused absences, and take the post test at the conclusion of the program. Additional incentives may be given to students based on outstanding performance on the post test, as well as achieving their goals in the SLP. In addition, at the Site Coordinator's discretion, drawings may be held for gift certificates to recognize perfect attendance. Bimonthly pizza parties, where permitted, are also used as a reminder and encouragement for attendance. Students are also given a snack prior to the start of each session. The snacks, pizza parties, and drawings for gift certificates serve as a short term and consistent incentive for regular student attendance. The age appropriate reward serves as a long term incentive that can only be given if the student completes the program and takes the post test. With these incentives in place, 83% of students enrolled in the Achievia Tutoring program during school year 2009-2010 completed the program and met the attendance goals. This is an outstanding retention rate, due in part to the quality of the staff and program design, as well as the attendance incentives.

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.**

Parents are expected to review information provided by Achievia Tutoring regarding pre-test analysis and preparation of the Student Learning Plan (SLP), the start and finish of the program including days and times the program is offered, and the frequency of formal reports to the parents. The district will also give input on days and times that best suit each school's situation for after-school tutoring. After the analysis of the pre-test, the parent will receive a letter describing the student's performance on the test and the goals developed by Achievia Tutoring Directors of Learning for the student during the program. A meeting can be arranged with the parents either in person at their student's school or by phone, if necessary. The parent, the child's classroom teacher, and the Achievia Tutoring Site Coordinator will review the pre-test analysis and the goals for their child. Both parent and classroom teacher are given the opportunity make recommendations to either edit goals, or to add additional goals to the students program but all based on the student's pre test results. After the goals are reviewed by all three parties and agreed upon, the student will begin sessions and the work to meet those goals will begin. During the program, the student's individualized SLP is reviewed daily after each session and updated to note the student's progress. Parents are encouraged to visit their student's program on a regular basis and review the SLP. At the conclusion of the program all parents whose students completed the program will receive a detailed questionnaire evaluating the program, as well as a letter communicating their child's performance on the post-test. At the conclusion of the program a formal report is prepared for each Principal and the Federal Programs/Title 1 office which includes details of each student's results, based on a pre-test and post-test comparison, by grade level and subject. In addition, the district receives a formal report indicating the results of the Parent Survey (Section H-6) and the Tutor Survey (Section H-7).

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).**

Parents are scheduled to review the initial Diagnostic Test results and will receive, as will designated district representatives, a written report indicating the student's academic level and skills areas to be addressed during the program. A formal progress report is prepared after 15 hours or one month and on a monthly basis thereafter indicating progress against the initial goals (as required by contract with each district.) This report specifically refers to the lessons the student has completed during that timeframe, and the progress the student has made in each content area of the program. The student's tutor, the site coordinator, and the Director of Learning assigned to their building are responsible for writing the progress reports. Information is taken directly from the SLP to measure the student's

progress and communicated in a format that is easily understood. This information is also provided in Spanish. Copies of progress reports to parents are also made available to the student's classroom teacher, principal, and to the appropriate district personnel (usually the Federal Programs Director or their designee.) Upon completion of the program and an analysis of the post-test, a written report is prepared indicating the student's overall progress. These reports are both mailed to the parent/guardian's home and sent home with the student. Each report indicates that the parent should contact Achievia Tutoring if they have questions. In addition, Site Coordinators are directed to contact, by phone, the parent/guardian of a student whenever they are absent from the program (daily phone calls will be made if necessary if persistent attendance issues are present.) All parent/guardian communications are recorded on a communication log (see Section H-6) which details the Site Coordinator's name, school, school district, the date of communication, the student's name, the form of communication (i.e. phone, e-mail, letter, etc.), the reason for the communication, and the result of the contact with the parent/guardian. During this phone call, in addition to speaking with the parent/guardian regarding their student's attendance, the coordinator will spend time discussing the student's academic progress (including information from the student's SLP and progress reports.) In this manner, parents are given the opportunity to speak directly to the Site Coordinator at their child's school on a regular basis. If communication is Spanish and the Site Coordinator is not fluent in Spanish (and the parent/guardian is a native Spanish speaker and prefers to communicate in Spanish) a conference call will be made between the parent and two Achievia Tutoring staff (the Site Coordinator and the Parent Liaison.) The Parent Liaison is fluent in Spanish, and will translate as necessary and will relay any concerns or questions a parent/guardian may have to the Site Coordinator. In most cases, bilingual tutors are staffed at each school to ensure that parent/guardian's questions may be answered on-site if/when they visit their student's program. Schools will receive periodic reports on attendance and will receive a complete detailed program analysis as well as individual progress reports at the end of the program. Progress on the SLP is updated daily and parents/guardians and/or the school may review these plans upon request, at any time.

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

Achievia Tutoring communicates with parents on a regular and continual basis. Parent/guardians receive written reports regarding their student's learning plan with regular progress reports and a summary report at the conclusion of the program. Parent/guardians receive communications on a regular basis regarding attendance and if necessary disciplinary issues. They are informed of and invited to any recognition ceremonies at the conclusion of the program. Parents are encouraged to visit the program and to meet with their student's tutor on a regular basis. An open house may be scheduled each semester to allow for a large number of parent/guardians to attend a session and to exam the methods used, the small group and one-on-one interaction with each student, the curriculum and materials of the program, and have an opportunity to interact with both their student and their tutor during a session. Strategies for working with the student at home on the tutored subject are shared with the parent/guardian to further facilitate continued learning at home. Home visits may be scheduled as necessary in cases where the parent/guardian does not have the means to travel to the school and meet with their student's tutor or Site Coordinator. Information that was shared at an open house, as well as any concerns or

recent accomplishment of program goals will be discussed with the parent/guardian. The Parent Liaison or bilingual tutor can be available as necessary to aid in communication with parent/guardians. Meetings with designated school personnel and the Principal are scheduled before the program begins to discuss the overall program. The meeting will cover how communications with parents will be handled, how building teachers will be informed of tutoring opportunities, how building facilities and transportation may be utilized with input from the school on parent contacts, days and hours of tutoring, program emphasis, and general communication with recommendations that should help ensure a smooth successful program

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

All parent forms, progress reports, parent letters, and any other parent information can be provided in English and Spanish. Arrangements are made on a case-by-case basis for translation to Vietnamese as well if needed. Of all previously enrolled students (and their parents) in the Achievia Tutoring program in the state of Kansas fewer than 1% speak a language other than English or Spanish. All phone calls made to parents have the support and assistance of the Parent Liaison, who speaks both English and Spanish which facilitates effective communication with all parents.

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

At the onset of the program, parents are given the direct phone number of the Vice President of Operations on the initial parent letter and on all further parent communications. Parents are instructed and encouraged to contact the Vice President of Operations whenever they have a question or concern regarding either their student's tutor or the Site Coordinator. In this manner, the Vice President may personally investigate all disputes and meet with the staff and parents involved, if necessary. If necessary, a student may need to be reassigned to a new tutor if an issue cannot be resolved. If a dispute does arise with a student or parent/guardian and the Vice President is made aware by either a tutor or Site Coordinator, the parent/guardian is contacted by phone by the student's tutor, Site Coordinator, or Vice President to understand the issue. If it cannot be resolved over the phone, the parent/guardian is asked to meet with the Site Coordinator and/or the Vice President in person to work on a solution that is mutually acceptable. If there is still no resolution, the parent/guardian will be asked to meet with Achievia Tutoring staff and the school district SES building facilitator for a resolution. Every effort will be made to ensure the dispute is resolved in an appropriate and professional manner. Having been a SES provider in Kansas for five (5) years, there have only been twelve (12) issues that required resolution action.

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.**

Recruiting is initially directed to current teachers in the respective school and the District (see Section H -7). Teachers within the school will be given preferential consideration. If response from teachers in the respective school does not meet requirements determined by student enrollment and a student:teacher ratio of 5:1, teachers from within the District will be made aware of openings. If requirements for tutors have still not been met then teachers in neighboring Districts will be contacted as well as teachers in area colleges and universities. Hiring preference is given to certified teachers with Master's degrees. All who are engaged will meet or exceed NCLB requirements. All who are engaged must have a background check and, where required, be fingerprinted. Tutor performance is monitored, starting on the first day the program begins. Achievia Tutoring Directors of Learning will be in the building to ensure that the program is being implemented according to the mandatory training and to answer any questions that may result from actual use of the Student Learning Plan (SLP). Tutors will be observed as they work with students on their individualized plans and that they are using the appropriate materials and that students are advanced only when mastery is achieved on their respective assignments. An audit will be conducted within the first two weeks to review student progress and tutor performance in following the SLP. If required, tutors will be given a quick update on the process to ensure that they are following the program as designed. Classroom visits will occur on a periodic basis. Directors of Learning will be on call to answer any questions that may arise.

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.**

All tutoring staff selected will have extensive public school classroom hours dealing with Title 1 students. Staff qualifications for accommodating students with disabilities are based on prior experience with the school working with those types of students. Students with limited English proficiency as well as low achieving/at-risk students are easily accommodated in the program. The program course material for each individual student is determined based on the student's results on the pre-test which identifies the student's actual academic grade level and skill deficiencies. This ensures that each individual student has a Student Learning Plan that address that student's specific needs. Actual results of the ability of trained staff to work with ELL students and low performing students are documented in the third party report in Section III A and in the actual student results for Math and Reading included in Appendix II Section A and B. These results have been demonstrated not only with Kansas students but students in three other states and with over 9000 students that have participated in Achievia Tutoring programs in the past five (5) years.

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?**

Achievia Tutoring's Senior Director of Learning and five (5) Directors of Learning (DOLs) are responsible for the initial and ongoing tutor training. Prior to the start of the program, all tutors are required to participate in a three hour training session for either Reading or Math. The first two hours of the training session cover record keeping (student and tutor timesheets, etc.), instructional materials, student progress assessment, and updating the Student Learning Plans. The third hour consists of mock tutoring sessions led by DOLs and/or tutors with previous Achievia Tutoring experience. This provides hands-on experience for tutors, not only with the curricular materials, but also with the organization and flow of the tutoring session. At the end of each program year, the District Directors and DOLs review the training content and format based upon input from training evaluations completed by the tutors. (Tutor Survey, Section H-7)

To ensure a smooth start to the program, at least one DOL will be on-site to answer questions and/or to coach tutors during the initial tutoring sessions. After the first week of tutoring, a DOL will conduct follow-up training on-site. Every two weeks thereafter, or more frequently if necessary, a DOL will visit the tutoring session to provide support and professional development as required. A formal audit of the tutoring program to monitor adherence to the Student Learning Plan is conducted during the fourth (4th) to sixth (6th) week of the program. DOLs conduct frequent evaluations of the curricular content, instructional procedures, and assessments with feedback from the tutors and Site Coordinators to ensure that instructional materials are research-based, as well as age- and content-appropriate.

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

Achievia Tutoring current has one full time owner, two part time Administrative Assistants, Vice President of Operations, two Senior Directors of Learning, seven Directors of Learning, and three Parent Liasons (Spanish speakers). There are currently ninety three (93) active tutors in Kansas. Achievia Tutoring has trained and used in classrooms in Kansas four hundred and forty two (442) tutors in our program. Our data base has all of those tutors listed and they can be called on at any time needed. There are currently six (6) Directors of Learning who have been trained but prefer limited hours that can and have been called for use on short notice.
Our process for ensuring adequate staff consists of three parts: Utilization of our data base, referrals from those who have been involved in our program, and periodic recruiting advertisements to ensure that there are resumes on file of available individuals that would only require our training program. Staff recruiting for specific NCLB program is not considered to be an issue to meet demand in the state of Kansas due not only to our extensive data base but also due to our reputation as an ethical, professional organization whose program has demonstrated results in raising student's academic abilities.