

Achievia Tutoring

The basic academic tutoring program of **Achievia Tutoring®** is **Diagnostic, Prescriptive, Individualized and Motivational in reading and math instruction.** The program is designed to accommodate each student's **individual needs** in reading and math. The program is offered in a learning environment that controls the student to teacher ratio no greater than 5:1. The program is offered to students in grades K-12. Achievia Tutoring is a for profit organization.

Each student must undergo a **Diagnostic test, for reading or math, to identify specific skills** that need attention and/or reinforcement for either remediation or enrichment. The California Achievement Test (CAT 5) is used for pre and post test analysis. Having identified the skills requiring attention, an **individualized Student Learning Plan (SLP)** is prepared which is specific to that student's needs. A typical SLP consists of five (5) to seven (7) assignments during each hour of instruction, focusing on the skill areas requiring attention identified by the diagnostic test. The SLP is constantly updated as the student achieves mastery in the skill area receiving attention. The comparison of pre test results with post test results indicated that students averaged a 1.5 grade level increase in Math and a 1.4 grade level in Reading in 2008-2009.

Learning materials used are SRA/McGraw Hill research based in reading: SRA Specific Skills Series, Multiple Skill Series, and SRA Reading Labs and for Math: SRA Math Skill Builder/Spectrum Math, Mathematic Labs and also Math Manipulatives.

A typical program is targeted for ten (10) weeks with thirty (30 to thirty eight (38) classroom hours. All students, but particularly Title 1 students and ELL students, benefit from the program because of the program design. Based on the results of the initial Diagnostic Test, an individualized Student Learning Plan is prepared which starts at the student's academic level identified by the tests. With a student to teacher ratio no greater than 5:1 the student receives individual attention. *The student advances only when mastery is achieved which allows basic skills to be improved and the student's confidence to increase. This approach assures that progress is measured, systematic and individualized.*

Directors of Learning, who are responsible for Achievia Tutoring programs and who are involved with Title 1 (NCLB) programs are state certified educators and have Master's degrees. Hiring for School District NCLB programs is directed preferentially to teachers/tutors who have Bachelor's or Master's degrees are state certified and are within the school where the tutoring is taking place. All teachers/tutors meet or exceed NCLB requirements. All teachers/tutors must undergo training in the Achievia Tutoring system.

Tutoring will be offered on the student's school premises. If that is not possible certain arrangements may be made with nearby churches, YMCA's, Boy's Clubs or other facilities that meet stringent health, safety and learning environment conditions. All material or equipment required by the program is furnished by Achievia Tutoring. Transportation is not provided by Achievia Tutoring, however, contract arrangements may be made with the District or an independent transportation company.

Parents/guardians are encouraged to review the initial Diagnostic Test results and will be sent a written report. They will be given a written progress report after 15 hours of instruction or as required by District guidelines. Parents are also encouraged to review post-test assessments and progress at the end of the program and will receive a written report indicating the student's progress. Spanish speaking parents/guardians will receive information in their native language, if required. 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 Student Learning Plan (SLP) is updated daily and parents and/or the school may review these plans upon request, at any time.

Section IB: Basic Program Information

<i>Applicant Name</i> Achievia Tutoring Midwest, LLC	<i>Program Name (if different from Applicant Name)</i> Achievia Tutoring
<p><i>Has this applicant ever been removed from any state's approved provider list?</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><i>If the response is "Yes", applicant must provide a description of the circumstances under which the removal occurred, and the state(s) from whose approved provider list the applicant was removed.</i></p>	
<i>Type of organization (indicate with a check in the appropriate box)</i> <input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Not for Profit <input type="checkbox"/> School Entity <input type="checkbox"/> Higher Education Institution <input type="checkbox"/> Other (describe)	<i>First Year applicant approved to offer SES services in Arkansas</i> First year to apply <i>First year applicant approved to offer SES services anywhere</i> 2006
<i>Subject areas to be covered (09-10 indicate with a check in the box)</i> <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> English/Lang Arts <input type="checkbox"/> Science	<i>Grades to be served (09-10) in each subject area to be covered</i> Math -Grades 1- 12 English/Language Arts -Grades K-8 Science
<p><i>Staff availability and qualifications (do not exceed 100 word description)</i></p> <p>Achievia Tutoring has one full time owner, two assistants, two District Directors, one Sr. Director of Learning and five Directors of Learning. In the 08-09 programs, 177 tutors participated. A university PhD serves as consultant. Recruiting is directed to the respective District. Teachers within the school are given preferential consideration. Hiring preferences are given to teachers with Masters Degrees. All who are hired will meet or exceed NCLB requirements, must have a background check and, where required, be fingerprinted. Certified staff has extensive public school classroom hours with Title 1 students. All teachers must train in the Achievia Tutoring system.</p>	
<i>Service delivery setting (check all that apply)</i>	<i>Specific student populations proposed to be served (check all that are proposed to be served)</i>

<input checked="" type="checkbox"/> School <input type="checkbox"/> Business location <input type="checkbox"/> Place of religious worship <input type="checkbox"/> Community Center <input type="checkbox"/> Student's Home (parent or guardian must be present during tutoring) <input type="checkbox"/> On-line <input type="checkbox"/> Other (describe)	<input checked="" type="checkbox"/> Low income <input checked="" type="checkbox"/> Minority <input checked="" type="checkbox"/> Migrant <input checked="" type="checkbox"/> Limited English proficient (indicate languages) Program works with all ELL <input type="checkbox"/> Special education <input type="checkbox"/> Other (describe)
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<i>Time when services are proposed to be offered</i> <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Weekends <input checked="" type="checkbox"/> Summer <input checked="" type="checkbox"/> Other (describe) At times that are convenient to school and parents, TBD	<i>Student/instructor ratio</i> List the ratio of instructors to children in the proposed program 1:5 Maximum number of students for each instructor (not to exceed 10 students per instructor) Students per instructor never exceeds 5
<i>Cost per hour (not to exceed current maximum allowable from RFA)</i> \$45-\$50 but will stay within allowed limits	<i>Approximate number of hours required for proposed tutoring: Target is</i> minimum 30 classroom hours w/2 hrs pre test and 2 hrs post test. Ideal is 36 classroom hours
<i>Minimum number of students that will be served in a single district</i> 25 but in one school only <i>Minimum number of students that will be served in a single school or setting</i> 25	<i>Will students be transported by this provider?</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Transportation may be arranged with the District, if required
<i>Provider Contact Information:</i> Contact Person Name: Gene Sherrill Street Address: 113 Old State Rd. #103 City, State, Zip: Ellisville, MO 63021 Contact telephone number: 314-477-3430 Contact fax number: 636-386-8960 Email: achievia1@aol.com Website: www.achieviatutoring.com Hours of operation: 8am to 5pm	

Indicate Arkansas School Districts in which this applicant provided SES services for any child during the 2008-2009 academic year.

ACHIEVIA TUTORING DID NOT PROVIDE SES SERVICES IN ARKANSAS DURING THE 2008-2009 SCHOOL YEAR

- | | | |
|---|---|---|
| <input type="checkbox"/> Alma | <input type="checkbox"/> Corning | <input type="checkbox"/> Greenwood |
| <input type="checkbox"/> Alpena | <input type="checkbox"/> Cotter | <input type="checkbox"/> Gurdon |
| <input type="checkbox"/> Arkadelphia | <input type="checkbox"/> County Line | <input type="checkbox"/> Guy Perkins |
| <input type="checkbox"/> Ark School for the Blind | <input type="checkbox"/> Cross County | <input type="checkbox"/> Hackett |
| <input type="checkbox"/> Ark School for the Deaf | <input type="checkbox"/> Crossett | <input type="checkbox"/> Hamburg |
| <input type="checkbox"/> Armorel | <input type="checkbox"/> Cushman | <input type="checkbox"/> Hampton |
| <input type="checkbox"/> Ashdown | <input type="checkbox"/> Cutter Morning Star | <input type="checkbox"/> Harmony Grove (Ouachita) |
| <input type="checkbox"/> Atkins | <input type="checkbox"/> Danville | <input type="checkbox"/> Harmony Grove (Saline) |
| <input type="checkbox"/> Augusta | <input type="checkbox"/> Dardanelle | <input type="checkbox"/> Harrisburg |
| <input type="checkbox"/> Bald Knob | <input type="checkbox"/> Decatur | <input type="checkbox"/> Harrison |
| <input type="checkbox"/> Barton Lexa | <input type="checkbox"/> Deer/Mount Judea | <input type="checkbox"/> Hartford |
| <input type="checkbox"/> Batesville | <input type="checkbox"/> Delight | <input type="checkbox"/> Hazen |
| <input type="checkbox"/> Bauxite | <input type="checkbox"/> DeQueen | <input type="checkbox"/> Heber Springs |
| <input type="checkbox"/> Bay | <input type="checkbox"/> Dermott | <input type="checkbox"/> Hector |
| <input type="checkbox"/> Bearden | <input type="checkbox"/> Des Arc | <input type="checkbox"/> Helena/West Helena |
| <input type="checkbox"/> Beebe | <input type="checkbox"/> Dewitt | <input type="checkbox"/> Hermitage |
| <input type="checkbox"/> Benton | <input type="checkbox"/> Dierks | <input type="checkbox"/> Highland |
| <input type="checkbox"/> Bentonville | <input type="checkbox"/> Dollarway | <input type="checkbox"/> Hillcrest |
| <input type="checkbox"/> Bergman | <input type="checkbox"/> Dover | <input type="checkbox"/> Hope |
| <input type="checkbox"/> Berryville | <input type="checkbox"/> Drew Central | <input type="checkbox"/> Horatio |
| <input type="checkbox"/> Bismarck | <input type="checkbox"/> Dumas | <input type="checkbox"/> Hot Springs |
| <input type="checkbox"/> Blevins | <input type="checkbox"/> Earle | <input type="checkbox"/> Hoxie |
| <input type="checkbox"/> Blytheville | <input type="checkbox"/> East End | <input type="checkbox"/> Huntsville |
| <input type="checkbox"/> Booneville | <input type="checkbox"/> East Poinsett County | <input type="checkbox"/> Iazard County Consolidated |
| <input type="checkbox"/> Bradford | <input type="checkbox"/> El Dorado | <input type="checkbox"/> Jackson County |
| <input type="checkbox"/> Bradley | <input type="checkbox"/> Elkins | <input type="checkbox"/> Jasper |
| <input type="checkbox"/> Brinkley | <input type="checkbox"/> Emerson Taylor | <input type="checkbox"/> Jessieville |
| <input type="checkbox"/> Brookland | <input type="checkbox"/> England | <input type="checkbox"/> Jonesboro |
| <input type="checkbox"/> Bryant | <input type="checkbox"/> Eureka Springs | <input type="checkbox"/> Junction City |
| <input type="checkbox"/> Buffalo Island | <input type="checkbox"/> Farmington | <input type="checkbox"/> Kirby |
| <input type="checkbox"/> Cabot | <input type="checkbox"/> Fayetteville | <input type="checkbox"/> Lafayette County |
| <input type="checkbox"/> Caddo Hills | <input type="checkbox"/> Flippin | <input type="checkbox"/> Lake Hamilton |
| <input type="checkbox"/> Calico Rock | <input type="checkbox"/> Fordyce | <input type="checkbox"/> Lakeside (Chicot) |
| <input type="checkbox"/> Camden Fairview | <input type="checkbox"/> Foreman | <input type="checkbox"/> Lakeside (Garland) |
| <input type="checkbox"/> Carlisle | <input type="checkbox"/> Forrest City | <input type="checkbox"/> Lamar |
| <input type="checkbox"/> Cave City | <input type="checkbox"/> Fort Smith | <input type="checkbox"/> Lavaca |
| <input type="checkbox"/> Cedar Ridge | <input type="checkbox"/> Fouke | <input type="checkbox"/> Lawrence County |
| <input type="checkbox"/> Cedarville | <input type="checkbox"/> Fountain Lake | <input type="checkbox"/> Lead Hill |
| <input type="checkbox"/> Center Point | <input type="checkbox"/> Genoa Central | <input type="checkbox"/> Lee County |
| <input type="checkbox"/> Charleston | <input type="checkbox"/> Gentry | <input type="checkbox"/> Lincoln |
| <input type="checkbox"/> Clarendon | <input type="checkbox"/> Glen Rose | <input type="checkbox"/> Little Rock |
| <input type="checkbox"/> Clarksville | <input type="checkbox"/> Gosnell | <input type="checkbox"/> Lonoke |
| <input type="checkbox"/> Cleveland County | <input type="checkbox"/> Gravette | <input type="checkbox"/> Magazine |
| <input type="checkbox"/> Clinton | <input type="checkbox"/> Green Forest | |
| <input type="checkbox"/> Concord | <input type="checkbox"/> Greenbrier | |
| <input type="checkbox"/> Conway | <input type="checkbox"/> Green County Tech | |
| | <input type="checkbox"/> Greenland | |

- Magnet Cove
- Magnolia
- Malvern
- Mammoth Spring
- Manila
- Mansfield
- Marion
- Marked Tree
- Marmaduke
- Marvell
- Mayflower
- Maynard
- McCrory
- McGehee
- Melbourne
- Mena
- Midland
- Mineral Springs
- Monticello
- Mount Ida
- Mt. Vernon Enola
- Mountain Home
- Mountain Pine
- Mountain View
- Mountainburg
- Mulberry/
Pleasant View
- Murfreesboro
- Nashville
- Nemo Vista
- Nettleton
- Nevada
- Newport
- Norfolk
- Norphlet
- North Little Rock
- Omaha
- Osceola
- Ouachita
- Ouachita River
- Ozark
- Ozark Mountain
- Palestine Wheatley
- Pangburn
- Paragould
- Paris
- Parkers Chapel
- Pea Ridge
- Perryville
- Piggott
- Pine Bluff
- Pocahontas
- Pottsville
- Poyen
- Prairie Grove
- Prescott
- Pulaski County
Special
- Quitman
- Rector
- Riverside
- Riverview
- Rogers
- Rose Bud
- Russellville
- Salem
- Scranton
- Searcy
- Searcy County
- Sheridan
- Shirley
- Siloam Springs
- Sloan Hendrix
- Smackover
- South Conway
County
- South Mississippi
County
- South Side (Bee
Branch)
- Southside
(Batesville)
- Spring Hill
- Springdale
- Star City
- Stephens
- Strong Huttig
- Stuttgart
- Texarkana
- Trumann
- Turrell
- Twin Rivers
- Two Rivers
- Valley Springs
- Valley View
- Van Buren
- Van Cove
- Vilonia
- Viola
- Waldron
- Warren
- Watson Chapel
- Weiner
- West Fork
- West Memphis
- West Side
- Western Yell
County
- Westside
(Hartman)
- Westside
Consolidated
- White County
Central
- White Hall
- Wickes
- Wonderview
- Woodlawn
- Wynne
- Yellville Summit

Indicate the Arkansas School Districts in which SES services are proposed for the 2009-2010 academic year.

ACHIEVIA TUTORING WILL OFFER SERVICES IN ALL ARKANSAS SCHOOL DISTRICTS IN THE 2009-2010 SCHOOL YEAR.

X Alma	X Corning	X Gurdon
X Alpena	X Cotter	X Guy Perkins
X Arkadelphia	X County Line	X Hackett
X Ark School for the Blind	x Cross County	X Hamburg
X Ark School for the Deaf	x Crossett	X Hampton
X Armored	X Cushman	X Harmony Grove (Ouachita)
X Ashdown	X Cutter Morning Star	X Harmony Grove (Saline)
X Atkins	X Danville	X Harrisburg
X Augusta	X Dardanelle	X Harrison
X Bald Knob	X Decatur	X Hartford
X Barton Lexa	X Deer/Mount Judea	X Hazen
X Batesville	X Delight	X Heber Springs
X Bauxite	X DeQueen	X Hector
X Bay	X Dermott	X Helena/West Helena
X Bearden	X Des Arc	X Hermitage
X Beebe	X Dewitt	X Highland
X Benton	X Dierks	X Hillcrest
X Bentonville	X Dollarway	X Hope
X Bergman	X Dover	X Horatio
X Berryville	X Drew Central	X Hot Springs
X Bismarck	X Dumas	X Hoxie
X Blevins	X Earle	X Hughes
X Blytheville	X East End	X Huntsville
X Booneville	X East Poinsett County	X IZARD County
X Bradford	X El Dorado	Consolidated
X Bradley	X Elkins	X Jackson County
X Brinkley	X Emerson Taylor	X Jasper
X Brookland	X England	X Jessieville
X Bryant	X Eureka Springs	X Jonesboro
X Buffalo Island	X Farmington	X Junction City
X Cabot	X Fayetteville	X Kirby
X Caddo Hills	X Flippin	X Lafayette County
X Calico Rock	X Fordyce	X Lake Hamilton
X Camden Fairview	X Foreman	X Lakeside (Chicot)
X Carlisle	X Forrest City	X Lakeside (Garland)
X Cave City	X Fort Smith	X Lamar
X Cedar Ridge	X Fouke	X Lavaca
X Cedarville	X Fountain Lake	X Lawrence County
X Center Point	X Genoa Central	X Lead Hill
X Charleston	X Gentry	X Lee County
X Clarendon	X Glen Rose	X Lincoln
X Clarksville	X Gosnell	X Little Rock
X Cleveland County	X Gravette	X Lonoke
X Clinton	X Green Forest	X Magazine
X Concord	X Greenbrier	X Magnet Cove
X Conway	X Green County Tech	X Magnolia
	X Greenland	
	X Greenwood	

X Malvern	X Prairie Grove	X Western Yell County
X Mammoth Spring	X Prescott	X Westside (Hartman)
X Manila	X Pulaski County	X Westside
X Mansfield	Special	Consolidated
X Marion	X Quitman	X White County
X Marked Tree	X Rector	Central
X Marmaduke	X Riverside	X White Hall
X Marvell	X Riverview	X Wickes
X Mayflower	X Rogers	X Wonderview
X Maynard	X Rose Bud	X Woodlawn
X McCrory	X Russellville	X Wynne
X McGehee	X Salem	X Yellville Summit
X Melbourne	X Scranton	
X Mena	X Searcy	
X Midland	X Searcy County	
X Mineral Springs	X Sheridan	
X Monticello	X Shirley	
X Mount Ida	X Siloam Springs	
X Mt. Vernon Enola	X Sloan Hendrix	
X Mountain Home	X Smackover	
X Mountain Pine	X South Conway	
X Mountain View	County	
X Mountainburg	X South Mississippi	
X Mulberry/ Pleasant View	County	
X Murfreesboro	X South Side (Bee	
X Nashville	Branch)	
X Nemo Vista	X Southside	
X Nettleton	(Batesville)	
X Nevada	X Spring Hill	
X Newport	X Springdale	
X Norfolk	X Star City	
X Norphlet	X Stephens	
X North Little Rock	X Strong Huttig	
X Omaha	X Stuttgart	
X Osceola	X Texarkana	
X Ouachita	X Trumann	
X Ouachita River	X Turrell	
X Ozark	X Twin Rivers	
X Ozark Mountain	X Two Rivers	
X Palestine Wheatley	X Valley Springs	
X Pangburn	X Valley View	
X Paragould	X Van Buren	
X Paris	X Van Cove	
X Parkers Chapel	X Vilonia	
X Pea Ridge	X Viola	
X Perryville	X Waldron	
X Piggott	X Warren	
X Pine Bluff	X Watson Chapel	
X Pocahontas	X Weiner	
X Pottsville	X West Fork	
X Poyen	X West Memphis	
	X West Side	

Section IIA. Program Overview

Narrative Description of Program

The basic academic tutoring program of Achievia Tutoring® is **Diagnostic, Prescriptive, Individualized and Motivational in reading and math instruction.** The program is designed to accommodate each student's **individual needs** in reading and math. The program is offered in a learning environment that controls the student to teacher ratio no greater than 5:1. The program may be offered to students in grades K to 12. A typical program is targeted for ten (10) weeks with thirty (30 to thirty eight (38) classroom hours.

Learning materials used are SRA/McGraw Hill researched based in Reading: SRA Specific Skills Series, Multiple Skills Series and SRA Reading Labs and Math: SRA Math Skill Builder/Spectrum Math, Mathematics Labs and Math Manipulatives.

Each student must undergo a **Diagnostic test, for reading or math, to identify specific skills** that need attention and/or reinforcement for either remediation or enrichment and to identify the student's academic grade level. The California Achievement Test (CAT) is used for pre and post test analysis. Having identified the skills requiring attention and the academic grade level from which to start, an **individualized Student Learning Plan (SLP)** is prepared which is specific to that student's needs. A typical SLP consists of five (5) to seven (7) assignments during each hour of instruction, focusing on the skill areas requiring attention identified by the diagnostic test. *The student advances only when mastery is achieved which allows basic skills to be improved and the student's confidence to increase. This approach assures that progress is measured, systematic and individualized.* The comparison of pre test results with post tests results indicated that students averaged a 1.5 grade level increase in Math and a 1.4 grade level in Reading in 2008-2009.

All students, but particularly Title 1 students and ELL students, benefit because the program is specifically designed based on the individual student's academic level and/or their language skills as indicated by the initial Diagnostic Test

Directors of Learning are state certified educators and have Master's degrees. Hiring for School District NCLB programs is directed preferentially to teachers/tutors who have Bachelor's or Master's degrees, are state certified, and are within the school where the tutoring is taking place. All teachers/tutors meet or exceed NCLB requirements. All teachers/tutors must undergo training in the Achievia Tutoring system. All materials and equipment required by the program are furnished by Achievia Tutoring. All teacher/tutor staff are provided with training manuals for their classroom reference that detail the process. All Directors, teachers and tutors must undergo, or have, a complete criminal background check through the State Highway Patrol or appropriate State agency and be fingerprinted (if required by the State).

Tutoring will be offered on the student's school premises. If that is not possible certain arrangements may be made with nearby churches, YMCA's, Boy's Clubs or other facilities that meet stringent health, safety and learning environment conditions. Transportation is not provided by Achievia Tutoring however, contract arrangements may be made with the District or an independent transportation company.

Parents/guardians are encouraged to review the initial Diagnostic Test results and will be sent a written report. They will be given a written progress report after 15 hours of instruction or as required by District guidelines. Parents are also encouraged to review post-test assessments and progress at the end of the program and will receive a written report indicating the student's progress. Spanish speaking parents/guardians will receive information in their native language, if required. 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 Student Learning Plan is updated daily and parents and/or the school may review these plans upon request, at any time.

Parents are not expected to participate directly in the program. HOWEVER, parents ARE required to review and sign an agreement provided by the District. The form of this agreement may vary depending on each District's requirement. Parents are called the day that a student misses class and are encouraged to ensure that their student return and not miss additional classes.

If a complaint or dispute arises, the parent is contacted by phone to understand the issue. If it can't be resolved over the phone, the parent is asked to meet with the Site Coordinator to work on a solution that is mutually acceptable. If the issue is not resolved, the District Director will be included and, as appropriate, the designated school representative will also be informed and may be included to assist in any resolutions.

Reports are given to the designated Title 1 coordinator and the respective School Principal indicating the number of students attending in each class and the attendance records for each student as well as any other information in a format agreed upon at the onset of the program.

Assessments will be made using a comparison of pre-program Diagnostic Test scores compared with the same Diagnostic Test, post-program. The assessments test for READING is the California Achievement Test (CAT 5) and when required the PRT Phonics –Based Reading Test. The assessment test for MATH is the California Achievement Test (CAT 5) and Basic Math Facts Test.

Overall progress assessment occurs at the end of the prescribed number of tutoring hours. A complete post-test analysis is done based on the results of the same test battery that was administered at the beginning of the program. The comparison of pre-test and post-test results gives an accurate assessment of the student's progress during the program. The same test instruments that are described above will be used to assess student progress.

Section III: Indicators of Quality

A. Evidence of Links Between Research & Program Design

The Achievia Tutoring systematic approach to determining and teaching specific skills is specifically aligned with the findings of the National Reading Panel: systematic instruction leads to significant positive benefits for students. For example, the National Reading Panel states that systematic phonics instruction benefits all K-6 students as well as students with difficulty learning to read. In addition the program, with its initial Diagnostic Test, is able to pinpoint other specific skills and grade levels to apply this systematic approach for each student in the program. This same theory is applied to the areas of reading fluency, independent silent reading, reading comprehension, and vocabulary development

The program completely compliments the five dimensions of reading: Phonemic Awareness, Fluency, Comprehension, Phonics and Vocabulary by ensuring that the student will have a solid foundation of basic reading skills in phonics, vocabulary and comprehension to master the higher level reading skills. These skills are specifically the focus of the Achievia Tutoring program.

Phonemic Awareness and Fluency: The program addresses phonemic awareness and fluency primarily through oral reading. Due to the small 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.

Phonics: Instruction includes materials focused on parts of words, patterns and sounds, and includes embedded phonics, an implicit approach using text readings and teacher guidance to improve phonetic skills. The material consists of lessons addressing consonant sounds, short and long vowel sounds, consonant blends, silent consonants, multi-syllable words, root words, prefixes, suffixes, variant vowel, plural

concepts and many more.

Vocabulary: A wide variety of vocabulary materials are incorporated for K-12 student lessons. The primary material focuses on using words in context. Supplemental materials include lessons on root words, prefixes, suffixes, and synonyms and homonyms, all of which are important for understanding words and their meanings. As students acquire the skill to understand the words they are reading, they increase their comprehension of reading selections.

Comprehension: Achievia Tutoring also incorporates a wide variety of comprehension materials in K-12 lessons, including both general comprehension selections and specific materials targeting five areas in comprehension: 1. Generalization (Getting the main idea (theme) of a selection), 2. Information (Obtaining information from the text) 3. Inference (Making predictions based on prior knowledge and the text) 4. Organization (Detecting the sequence of events), 5. Conclusions (Drawing conclusions from textual information). Reading materials include both fiction and non-fiction selections appropriately selected for the age of each student.

The National Council of Teachers of Mathematics have identified three curriculum focal points for mathematics to build students' strength in the use of mathematical processes: 1) the use of mathematics to solve problems, 2) an application of logical reasoning to justify procedures and solutions; and 3) an involvement in the design and analysis of multiple representations to learn, make connections among, and communicate about the idea within and outside of mathematics.

Each of these focal points, with the Five Strands (Math): Conceptual understanding, procedural fluency, strategic competence, adaptive reasoning and productive disposition are addressed in the Math program offered by Achievia Tutoring by teaching students the following specific skills: Number Sense and Operation: Numeration Addition Subtraction Multiplication Division. Estimation, Measurement and Geometric Sense: Measurement Units/Concepts Measurement Geometry. Geometry Concepts: Geometry Definitions Perimeter, Area, Volume Similar Triangles. Problem Solving, Fractions and Mathematical Systems: Problem Solving; General, Problem Solving; Fraction/Decimals, Problem Solving; Graphics,

Problem Solving; Statistics, Percentages; General, Percentages; Ratios, Interest; Probability.

1. An individualized Student Learning Plan (SLP) is developed for each student based on the results of the initial diagnostic pre test (CAT5), in either reading or math, which identifies the specific skills that need attention and identifies the student's academic grade level, independent of the student's classroom grade level. A typical SLP consists of five (5) to seven (7) assignments during each hour of instruction, focusing on those skill areas requiring attention. The SLP is constantly updated as the student achieves mastery in the skill area receiving attention. The low student' to tutor ratio, not to exceed 5:1, allows for individualized instruction while in a very small group. The design of the program, the individual academic content and the method of instruction plus allowing the *student to advance only when mastery is achieved allows basic skills to be improved and the student's confidence to increase. This approach assures that progress is measured, systematic and individualized and that academic achievement is made.*

In the school year just completed, 2008-2009, based on a pre test with post test comparison, students who completed the program in reading (349) averaged a 1.4 grade level increase and students in math (341) averaged a 1.5 grade level increase.

2. Program instruction is delivered in a small group setting with a student/tutor ratio that never exceeds 5:1. This allows individualized attention while in a very small group. With a complete on site library of grade(s) specific material (SRA/McGraw HILL) provided by Achievia Tutoring Describe the student can move to more advanced lessons as mastery is achieved in daily lesson.

B. Links Between Program Design and NRP, NCTM, NSTA standards

Evidence of Links Between Research and Program Design

Reading

Dimensions of Reading	Components of the Supplemental Educational Services Provider's Instructional Program
Phonemic Awareness Instruction	Research has shown that providing instruction in phonemic awareness significantly improves children's reading skills. The program addresses phonemic awareness and fluency primarily through oral reading. Tutors focus on individuals enabling students to sharpen their skills in manipulating phonemes and reading fluently.
Phonics Instruction	Phonics instruction is geared toward the acquisition of letter-sound correspondences and to help beginning readers apply this knowledge in their reading. Achievia Tutoring's diagnostic tests for reading will test for fourteen phonics skills. Any skill not mastered will be addressed individually and sequentially
Fluency	Fluency refers to students being able to read orally with speed, accuracy and expressiveness. Guided oral reading encourages students to develop proper expression as well as accuracy, which are the key components of fluency. Students will read orally during each session and receive feedback. As reading skills improve, students are motivated to read independently, thus further enhancing their fluency and comprehension
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 program incorporates a wide variety of vocabulary materials designed to encourage students to develop and extend their reading vocabulary. Student lessons focus on using words in context, root words, prefixes , suffixes

<p>Text Comprehension</p>	<p>Achievia Tutoring incorporates a wide variety of comprehension materials in K-12 lessons, including both general comprehension selections and specific materials targeting five areas in comprehension: 1.Generalization, 2. Information, 3. Inference, 4. Organization, 5. Conclusions. Reading materials include both fiction and not-fiction selections appropriately selected for the age of each student</p>

Evidence of Links Between Research and Program Design

Mathematics

Mathematical Process Standards	Components of the Supplemental Educational Services Provider's Instructional Program
Problem Solving	Problem solving skills are interwoven throughout the program with sequential and specific development of concepts across grade levels. Students are taught a variety of strategies for solving problems, to apply the appropriate strategies, and to monitor the problem solving process.
Reasoning and Proof	Systematic reasoning is a basic feature of mathematics. Achievia Tutoring's program teaches students to select and employ various types of reasoning and methods of proof as appropriate to the student's level of skill and knowledge.
Communication	In 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. In order to communicate their thinking to others, students must be able to use the language of mathematics to express mathematical concepts, reflect on their learning, and organize and consolidate their thinking.
Connections	It is important for students to understand how mathematical concepts are interconnected, to recognize and employ these connections and, furthermore, to grasp the connections between mathematics and other subject

	<p>areas. Program 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.</p>
<p>Representation</p>	<p>Representations are necessary to students' understanding of mathematical concepts and relationships. They allow students to recognize connections among related concepts, apply mathematical problem solving to real world situation, and allow students to communicate their thinking. 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.</p>
<p>Other</p>	<p>Achievia Tutoring's math program focuses on the skills of numeration, computation, basic operations, ,measurement, problem solving, representing numbers, probability, spatial sense and transformations</p>

Evidence of Links Between Research and Program Design
Science

ACHIEVIA TUTORING DOES NOT OFFER PROGRAMS IN SCIENCE

C. Connection to State Academic Standards and School or School District's Instructional Program(s)

1. As described in Section A, which details the alignment of the Achievia Tutoring program to the National Reading Panel's areas of phonemic awareness and fluency, phonics, vocabulary, and comprehension and by addressing the Five Strands of Math, the program will align with the specific state academic standards for Reading/Language Arts and Mathematics for grades one through eight. With the results of the initial diagnostic test, the specific Student Learning Plan will start the student at the appropriate level of academic ability and advance that student only when mastery in the subject material is attained. With the program design, the use of research based SRA/McGraw Hill reading and math curriculum and individualized Student Learning Plans the program will complement each of the State Academic Standards.
2. At the onset of the program, the school Principal is contacted to ensure that the tutoring program is directed, by class to the deficiencies that may have been identified on State Standard tests or student's performance in the classroom. As an example, 7th graders may be tutored only in Reading and 8th graders may be tutored only in Math. In addition, with the parent'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 Achievia Tutoring Site Coordinator will, to the extent reasonable, try to match the students tutoring lessons with the classroom lesson. The

classroom teacher is encouraged to provide feedback on the student's performance in the classroom, not only in the area of academics but in the areas of social interaction and behavior as well

3. Each question in the CAT5 assessment tests used in this program has been specifically correlated with the SRA/McGraw Hill learning materials provided by Achievia Tutoring and used in this program. The correlation allows for a specific learning plan to be developed for each individual which will address the skills identified as needing attention, starting at the academic level of the student as indicated by the test.
4. The tutoring program is entirely free to eligible students and parents. Any program costs necessary for the implementation of the program, including all materials and supplies, are the responsibility of Achievia Tutoring.

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

D. Monitoring Student Progress

1. 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. Having identified the skills requiring attention, an individualized Student Learning Plan (SLP), specific to that student only, is prepared. A typical SLP consists of five (5) to seven (7) assignments during each session of instruction, focusing on the skill areas defined by the Test. The student advances only when mastery is achieved in the skill area receiving attention thereby allowing basic skills to be improved and the student's confidence to increase.

The assessment tool/test used by Achievia Tutoring is the **California Achievement Test (CAT5)** subtest for Reading and subtest for Math. This test is used for the initial Diagnostic Test and post test given after the student has completed the program.

2 The Student Learning Plan, which has defined five to seven lessons for the session, is monitored daily. As the respective student completes the required assignments and is evaluated based upon the student achieving mastery in one or all of that day's assignments, only then can he advance to the next level.

Overall progress assessment occurs at the end of the prescribed number of tutoring hours. A complete post-test analysis is done based

on the results of the same test battery that was administered at the beginning of the program. The comparison of pre-test and post-test results gives an accurate assessment of the student's progress during the program.

E. Evidence of Effectiveness

1. THE FOLLOWING REPORT WAS DONE BY AN INDEPENDENT THIRD PARTY INDICATING STUDENT ACHIEVEMENT.

Achievia Tutoring®

Successful Students • Satisfied Parents

Student Academic Progress Assessment (SAPA) Report

CODY DING, Ph.D. CDS CONSULTING
September 2008

Evaluation Summary

Achievia Tutoring has offered after school programs for many years as a mean to bolster at-risk student learning. This year Achievia Tutoring, in partnership with schools, provided tutoring services to students in the states of Kansas, Missouri, and Florida. This report focuses on the results and interpretation of student academic growth in the Achievia Tutoring program. The data used were collected during academic year 2007-2008.

Data for this evaluation were gathered from student pretests and posttests taken after a **minimum of thirty (30) hours** of tutoring. 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 math, 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 **12** points for both vocabulary and comprehension, **17** points for computation, and **13** 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.

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 (NCE) score ranges from 1 to 99, with a mean of 50. NCE score is used for its familiarity by state and federal education agencies. It is also easier to use to interpret and explain student's scores. Grade equivalent score is also used to indicate whether student-learning outcome is at the expected grade level.

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 additional 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.

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 Tutoring 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

For any type of instructional program, the main concern is: “How to most effectively bring about student learning? And how much value did the program staff add to the students who attend the tutoring program?” The proprietary learning system, developed and implemented by Achievia Tutoring, addresses these fundamental issues in a way that is consistent with value-added assessment practice—describing the absolute levels attained by students in their end-of-program test and describing the progress in test scores made over the instructional period. The posttest evaluation is done after students complete a minimum 30 hours of tutoring with a student-teacher ratio that never exceeds 5:1. Achievia Tutoring will continue this assessment practice and will continue to expand its database from the relatively small number in this initial report to include students from all of the learning centers in multiple states.

In addition, 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.

Dr. Cody Ding 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.

Dr. Ding’s current teaching interests include educational and psychological testing and assessment, research designs, behavioral analysis, and other methodological related courses.

Dr. Ding’s 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.

2. Information of school grades, homework completion and school/teacher administrated subject test area is regarded as confidential information for Title 1 students. Access to this information is available only with parental permission. Therefore Achievia Tutoring does not have sufficient statistically significant data for evidence. There is anecdotal evidence based on response to the afterschool parent questionnaire which indicates very positive results on these questions.

F. Communication with parents and families

1. 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 level and 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. 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's home and are sent home with the student. Each report indicates that the parent should contact Achievia Tutoring if they have questions. 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 Student Learning Plan is updated daily and parents and/or the school may review these

plans upon request, at any time.

Achievia Tutoring communicates with parents on a regular and continual basis. Parents receive written reports regarding their student's learning plan with regular progress reports and a summary report at the conclusion of the program. Parents receive communications on a regular basis regarding attendance and if necessary disciplinary issues. Parents are informed of and invited to any recognition ceremonies at the conclusion of the program. While parents are encouraged to visit the program or to meet with tutors, most parents have commitments at that time and such face to face meetings do not often occur. Meetings with designated school personnel and the Principal are scheduled before the program starts to discuss the overall program, how communications with parents will be handled, how building teachers will be communicated with regarding employment 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.

All forms reports, letters, and other information will be provided in English and Spanish, if required.

2. If a dispute arises, the parent is contacted by phone to understand the issue. If it can't be resolved over the phone, the parent is asked to meet with the Site Coordinator to work on a solution that is mutually acceptable. If the issue is not resolved

one of the Achievia Tutoring permanent staff will be included and, as appropriate, school representatives will also be informed.

G. Communication with Districts/Schools

1. The Achievia Tutoring program is designed to work with students in Reading or Math to address and improve skill deficiencies that have been identified by the initial diagnostic test at the student's tested academic grade level. This approach addresses the academic foundation from which a student may move to close the difference between program measured levels to the desired classroom level.

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. In addition, with the parent'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 Achievia Tutoring Site Coordinator will, to the extent reasonable, match the student's tutoring lessons with the classroom lesson. The classroom teacher is encouraged to provide feedback on the student's performance in the classroom, not only in the area of academics but in the areas of social interaction and behavior as well. Since many of the students test below grade level, the primary effort is to address those skill deficiencies to restore the student to the classroom level, the instructional approach may differ

from the school in that the student/teacher ratio will never exceed 5:1, the SLP will require that the progress be specifically measured, systematic and individualized, and that the student will progress only if mastery is achieved. While the curriculum may also vary from the classroom due to the program requirement to address skill deficiencies at the actual academic grade level, it will completely support both the Reading and Math standards of the District.

2. The student SLP is updated on a daily basis and is available to designated school representatives to monitor student progress. The SLP will indicate the specific subject matter, by topic and academic level and progress made each day. At the conclusion of the program a formal report is prepared for each Principal and the Title 1 office which includes details of each student's results, based on a pre test and post test comparison and the same results aggregated by grade level and subject. In addition the District will receive a formal report indicating the results of the Achievia Tutoring Parent Survey.

H. Qualifications of Instructional Staff

1. All in school tutors are recruited from the District and meet State and District requirements for education, training and certification. Teachers within the school will be given preferential consideration. Hiring preferences are given to teachers with Master's degrees. All who are hired will meet or exceed NCLB requirements. All who are hired must have a background check and, where required, be

fingerprinted.

2. All certified staff has extensive public school classroom hours with Title 1 students. Staff qualifications for accommodating students with disabilities are based on prior experience within the school working with those types of students. Students with limited English proficiency are easily accommodated by the training specific to the program course material.

3. Achievia Tutoring's Senior Director of Learning, with five (5) Director's of Learning (DOL's) are responsible for periodic review of subject materials to ensure that material is research based and age and content appropriate. At the end of each program year, this group reviews the training program, with input from the response to the Tutor Questionnaire, and adjusts the content instruction as appropriate. Prior to starting the program, tutors must participate in the training program for the respective subject, reading or math, consisting of a two hour session for content plus a one hour session that involves mock sessions (with no students). At the start of the program one or more DOL's will be on site to answer questions or to coach tutors if required. Every two weeks thereafter or more frequently if needed a DOL will visit the school for support as required. A formal audit of the tutoring process and adherence to the Student Learning Plan is conducted between 4 and 6 weeks of the program.

4. Achievia Tutoring currently has one full time owner, two Administrative Assistants, two District Directors, one Senior

Director of Learning and five Directors' of Learning (located in a three state area). There are one hundred and seventy seven (177) part time tutors participating in the 2008-2009 programs. In addition, a PhD at the University of Missouri-St. Louis has been retained as a consultant. . Staff recruiting for specific NCLB programs is not considered to be an issue to meet requirements in the State of Arkansas.

I. Provider Goals and Objectives

Achievia Tutoring has three basic goals: 1) Improve the percentage of students who start the program compared to the number of students who enroll in the program, 2) increase the percentage of students who complete the program (retention) and 3) improve each student's academic abilities.

Achievia Tutoring considers itself a partner with parents and schools to improve student's academic abilities. As such our expectations are that the District will embrace the NCLB program, inform and encourage parents to enroll eligible students, provide space in schools for the afterschool program and support the program by becoming informed of the quality of the content, the method of instruction and with the statistically significant results that have been demonstrated. Our responsibility is to provide a high quality education product with measurable results that are statistically significant and do so such that parent and students are encouraged and motivated by the educational experience.

The annual, long term goals are: to enroll a significant number of students in the program, to involve as many parents in the process as possible and to hire/train and work with the best qualified teachers. In order to do this our plan is to provide adequate information for a parent to make an informed choice, to provide the parent with sufficient communications regarding the program results to give them confidence that the program

will improve their student's academic abilities, to work with students to encourage and support them in the program, and to communicate and engage well qualified teachers for the program.

There are specific measurable student goals that will indicate the extent progress is made:

- 1) Completion of at least 3 complete lesson sets by demonstrating mastery in each
- 2) Improving their NCE scores by at least 5 points (post test results compared to pre test)
- 3) Improving a minimum of one grade level (if tested below grade level)

J. Cost of Service

The per pupil rate will vary between \$45 and \$50 per hour.

Daily rates will depend upon the number of hours in each session.

Sessions are scheduled for a minimum of one (1) hour per day but could be as many as two (2) hours.

Achievia Tutoring program pricing structure is based on the following costs:

Tutor labor/overhead	Facilities Rent
Learning Materials	Payroll
Supplies	Accounting
Director of Learning Labor	IT Support
Director of Learning Expenses	Allocated Admin
Training	Line of Credit
Student Transportation	Profit
Snacks	
Security	
Insurance	