

Educators Consulting Academic Rx (ECARx)

Educators Consulting Academic Rx (ECARx) is beginning our 5th year as a Supplemental Service Provider. As with any program we have continued to learn and grow as a provider. The ECARx program is a tutoring program that uses “Highly Qualified” tutors in the school setting with a 5:1 pupil /tutor ratio. ECARx provides services for K-11 students in Literacy and Math and will add Science in the coming school year. ECARx has served as many as 900 students in past school years. Over the past four years six schools using the ECARx program have moved out of School Improvement

The ECARx program includes Pre/Post Assessment to help tutor develop the Prescriptive Tutoring Plan for each student and to measure progress at the end of the program. The Math and Science Assessment includes a timed Benchmark type assessment per grade level with problems of different levels of difficulty in each of the five Math and Science Strands. The Literacy Assessment uses parts of the Ekwall-Shanker assessment program in K-6 which is administered by qualified/trained assessors in a one-on-one setting. Students in grades 7-12 are administered a timed Benchmark type assessment complete with both Multiple Choice and Open Response writing questions.

Using ECARx Assessment results and school provided Criterion and Norm-referenced results by student the tutors are trained to develop a detailed Prescriptive Tutoring Plan for each student in the program. This PTP plan after parental approval guides the tutoring sessions for the duration of the program. Additional tutor training includes how to teach/tutor in a small group session using research based strategies including: Marzano’s High Yield Strategies, Bloom’s Taxonomy and many of the Brain-Based learning strategies. Tutors receive this training prior to the beginning of the program.

The ECARx program operates in a small group sitting usually 5:1 pupil/tutor ratio typically using staff who have been interviewed by ECARx staff and have demonstrated abilities to work successfully with individual students or small groups and have the support of the school administration. Tutoring sessions generally run for 1.5 to 2.0 hours. The program has the flexibility to work with students in school facilities or in facilities rented for this purpose.

A site-coordinator is hired by ECARx to monitor the daily activities in the program, meet with parents or administrators, ensure parents pick-up students timely, and take care of any absences by tutors. A specially trained site-monitor from ECARx is on site weekly to ensure program implementation and specifically the prescriptive plan is being used for maximum results.

The provider will negotiate with each school district to determine and set forth the procedures for transporting children to and from the home if appropriate. This will ensure the safety of each participant.

Educators Consulting Services is a for-profit organization that has worked successfully with schools and colleges since 1966. The staff members are highly trained and experienced in the use of innovative strategies and techniques in working with students and their parents from various sub-populations. When all of the pieces of the ECARx program are implemented correctly, the program has produced great results. As evidenced by our support letters, the schools that use the ECARx program are pleased with the results.

Section IB: Basic Program Information

<i>Applicant Name</i> Educators Consulting Services	<i>Program Name (if different from Applicant Name)</i> Educators Consulting Academic Rx
<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> 2005-2006 <i>First year applicant approved to offer SES services anywhere</i> 2005-2006
<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 checked="" type="checkbox"/> Science	<i>Grades to be served (09-10) in each subject area to be covered</i> Math K-11 English/Language Arts K-11 Science K-11
<p><i>Staff availability and qualifications (do not exceed 100 word description)</i> The staff will be selected primarily from among the most highly qualified staff (certified in tutoring area) from the school in which the program is being implemented. Staff must provide evidence of success in previous tutoring programs or other pertinent evidence and have the recommendation of the administration. Tutoring staff will be monitored by Dr. Pat E Adcock (Math & Science) and Ms. Lynne Risner (Literacy).</p>	
<i>Service delivery setting (check all that apply)</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 checked="" type="checkbox"/> Other (describe) Rented Space -- if needed	<i>Specific student populations proposed to be served (check all that are proposed to be served)</i> <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) Spanish-- most instances <input checked="" type="checkbox"/> Special education <input type="checkbox"/> Other (describe)
<i>Time when services are proposed to be offered</i>	<i>Student/instructor ratio</i>

<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Weekends <input checked="" type="checkbox"/> Summer <input type="checkbox"/> Other (describe)	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) maximum of 7 students per tutor
<i>Cost per hour (not to exceed current maximum allowable from RFA) Cost is generally \$50/hour with number of hours dependent on allowable allotment .</i>	<i>Approximate number of hours required for proposed tutoring</i> Program generally runs for 32 hours
<i>Minimum number of students that will be served in a single district</i> Program needs a minimum of 5 students <i>Minimum number of students that will be served in a single school or setting</i> No maximum number of students	<i>Will students be transported by this provider?</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Under most circumstances unless conflict with school policies. Transportation of students will be negotiated with each district served.
<i>Provider Contact Information:</i> Contact Person Name: Dr. Pat E Adcock Street Address: 5001 Central Avenue, Suite E City, State, Zip: Hot Springs, AR 71903 Contact telephone number: 501-525-0482 Contact fax number: 501-525-0129 Email: ecs@arkansas.net Website: ecs-hs.com Hours of operation: M—F 8:00 until 4:30	

Indicate Arkansas School Districts in which this applicant provided SES services for any child during the 2008-2009 academic year. All programs are bolded and underlined

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|---------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------|
| <input type="checkbox"/> Alma | <input type="checkbox"/> County Line | <input type="checkbox"/> Hamburg |
| <input type="checkbox"/> Alpena | <input type="checkbox"/> Cross County | <input type="checkbox"/> Hampton |
| <input type="checkbox"/> Arkadelphia | <input type="checkbox"/> Crossett | <input type="checkbox"/> Harmony Grove (Ouachita) |
| <input type="checkbox"/> Ark School for the Blind | <input type="checkbox"/> Cushman | <input type="checkbox"/> <u>Harmony Grove</u> (Saline) |
| <input type="checkbox"/> Ark School for the Deaf | <input type="checkbox"/> Cutter Morning Star | <input type="checkbox"/> Harrisburg |
| <input type="checkbox"/> Armorel | <input type="checkbox"/> Danville | <input type="checkbox"/> Harrison |
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| <input type="checkbox"/> Atkins | <input type="checkbox"/> Decatur | <input type="checkbox"/> Hazen |
| <input type="checkbox"/> Augusta | <input type="checkbox"/> Deer/Mount Judea | <input type="checkbox"/> Heber Springs |
| <input type="checkbox"/> Bald Knob | <input type="checkbox"/> Delight | <input type="checkbox"/> Hector |
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| <input type="checkbox"/> Bauxite | <input type="checkbox"/> Des Arc | <input type="checkbox"/> Highland |
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| <input type="checkbox"/> Benton | <input type="checkbox"/> Dover | <input type="checkbox"/> Hot Springs |
| <input type="checkbox"/> Bentonville | <input type="checkbox"/> Drew Central | <input type="checkbox"/> Hoxie |
| <input type="checkbox"/> Bergman | <input type="checkbox"/> Dumas | <input type="checkbox"/> Hughes |
| <input type="checkbox"/> Berryville | <input type="checkbox"/> <u>Earle</u> | <input type="checkbox"/> <u>Huntsville</u> |
| <input type="checkbox"/> Bismarck | <input type="checkbox"/> East End | <input type="checkbox"/> Iazard County Consolidated |
| <input type="checkbox"/> <u>Blevins</u> | <input type="checkbox"/> East Poinsett County | <input type="checkbox"/> Jackson County |
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| <input type="checkbox"/> Booneville | <input type="checkbox"/> Elkins | <input type="checkbox"/> Jessieville |
| <input type="checkbox"/> Bradford | <input type="checkbox"/> Emerson Taylor | <input type="checkbox"/> Jonesboro |
| <input type="checkbox"/> Bradley | <input type="checkbox"/> England | <input type="checkbox"/> Junction City |
| <input type="checkbox"/> Brinkley | <input type="checkbox"/> Eureka Springs | <input type="checkbox"/> Kirby |
| <input type="checkbox"/> Brinkley | <input type="checkbox"/> Farmington | <input type="checkbox"/> <u>Lafayette County</u> |
| <input type="checkbox"/> Brookland | <input type="checkbox"/> Fayetteville | <input type="checkbox"/> <u>Lake Hamilton</u> |
| <input type="checkbox"/> Bryant | <input type="checkbox"/> Flippin | <input type="checkbox"/> Lakeside (Chicot) |
| <input type="checkbox"/> Buffalo Island | <input type="checkbox"/> <u>Fordyce</u> | <input type="checkbox"/> Lakeside (Garland) |
| <input type="checkbox"/> Cabot | <input type="checkbox"/> Foreman | <input type="checkbox"/> Lamar |
| <input type="checkbox"/> Caddo Hills | <input type="checkbox"/> <u>Forrest City</u> | <input type="checkbox"/> Lavaca |
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| <input type="checkbox"/> Carlisle | <input type="checkbox"/> Fountain Lake | <input type="checkbox"/> Lee County |
| <input type="checkbox"/> Cave City | <input type="checkbox"/> Genoa Central | <input type="checkbox"/> Lincoln |
| <input type="checkbox"/> Cedar Ridge | <input type="checkbox"/> Gentry | <input type="checkbox"/> Little Rock |
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| <input type="checkbox"/> Charleston | <input type="checkbox"/> Gravette | <input type="checkbox"/> Magnet Cove |
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| <input type="checkbox"/> Conway | <input type="checkbox"/> Gurdon | |
| <input type="checkbox"/> Corning | <input type="checkbox"/> Guy Perkins | |
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- 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.

ECARX WILL SERVE STUDENTS IN ANY/ALL SCHOOL DISTRICTS IN THE STATE

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| <input type="checkbox"/> Alma | <input type="checkbox"/> Cotter | <input type="checkbox"/> Guy Perkins |
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| <input type="checkbox"/> Arkadelphia | <input type="checkbox"/> Cross County | <input type="checkbox"/> Hamburg |
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| <input type="checkbox"/> Ark School for the Deaf | <input type="checkbox"/> Cushman | <input type="checkbox"/> Harmony Grove (Ouachita) |
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| <input type="checkbox"/> Bryant | <input type="checkbox"/> Fayetteville | <input type="checkbox"/> Lafayette County |
| <input type="checkbox"/> Buffalo Island | <input type="checkbox"/> Flippin | <input type="checkbox"/> Lake Hamilton |
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- 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

Section II Narrative and Supporting Documents

II. Program Overview A. Narrative Description of Program

Educators Consulting Academic Rx (ECARx) proposes to implement a Supplemental Services program to provide tutoring and remediation as required under the No Child Left Behind (NCLB) requirements. The proposed program will be centered around the use of selective highly qualified, experienced, and motivated teachers who have demonstrated success in working with students at risk of not scoring proficient on state testing programs. Specific components have been designed to ensure the program is properly implemented and managed to reach a successful completion. These components include: 1) identification and selection of qualified and motivated teachers; 2) training in the major aspects of the proposed program; 3) assessment of participants (pre/post); 4) presenting the tutoring to students; 5) weekly monitoring of the program; 6) on-going parent communication in a variety of ways; and, 7) program evaluation. Major highlights of the program includes the use of prescriptive procedures to determine the specific needs to be addressed and conducting individual and small group tutoring sessions to concentrate on these needs. The ECARx program achieved a high degree of success during the past several school years (See Letters of Recommendation).

Educators Consulting Academic Rx (ECARx) program will not only contribute a positive impact on student achievement, but in particular will provide valid and reliable performance test scores for low-income, underachieving students. ECARx site monitors will be trained to assure that effective, prescriptive tutoring is taking place with each student and will visit each school once per week to ensure this quality. ECARx site coordinators (from the local district) will be responsible for ensuring that tutors are

present on-site, materials are available, parents/guardians pick-up students, and for locking/unlocking doors, etc. ECARx assessment staff will go into each school and perform the pre-and post-assessments. Tutors will be trained to evaluate each eligible student based on a prescriptive assessment/evaluation plan which is much more comprehensive than the Academic Improvement Plans (AIP) currently being used by schools. The prescriptive plan not only records the student's scores on pre- and post assessments but also both norm and criterion referenced assessments, teacher observations, and data acquired from NORMS. This allows for tutoring in targeted areas of need in literacy, math, and science. The prescriptive plan goes on to further break down the strands (as identified by the Arkansas State Frameworks) in which student may need additional targeted tutoring, remediation, and/or lessons. Specific, targeted lessons and goals based on the Arkansas Standards in Literacy, Math, and Science can be designed based on each student's individual needs. This program is designed to use assessment and evaluation in order to help struggling students to move toward meeting their Adequate Yearly Progress (AYP). In addition, simply because of the program design, ECARx can be tied to any school's curriculum, regardless of what that may be. The ECARx program may be considered innovative in that each of the concepts and strategies used is based on scientific research that ultimately concludes in a prescriptive plan to address and overcome student academic weaknesses and to meet State mandated testing requirements. It is evident that the program has been designed to specifically address the long-term goals and short-term objectives of the program and meet student needs regarding the NCLB guidelines.

ECARx proposes to provide intensive training for teachers in assessing students, looking at previous assessment scores, disaggregating the test data, and prescribing

just the right “prescription” for each student. This program is aligned with No Child Left Behind (NCLB) and with the types of programs that are occurring in the Arkansas Reading First/Comprehensive Literacy Classrooms. In literacy, students will be pre/post-assessed using the Ekwall Shanker Reading Inventory. The Ekwall contains a battery of sub-tests that assess levels of reading (both oral and silent), comprehension, & fluency.

The Mathematics component will use the Targeted Assessment program presently being used throughout the state with a customized Pre/Post assessment and two additional assessments to be used as on-going assessments. The Targeted Assessment can literally be designed to meet a school’s assessment needs with items that are “targeted” to those areas of need.

The applicant will provide tutoring in the area of Science for the first time to address the specific request of school staff members and the future testing requirements. In order to provide the tutoring in this area, the provider will take a close look at what is being done in the regular classroom and design tutoring to complement the school program and keep students ahead of NCLB and ADE Science requirements.

The applicant plans to handle complaint or disputes between the applicant and the family of a student in the program or between the applicant and the school district in a timely manner by letting the ECARx Site Monitor meet with the complaining party. Any complaints or disputes that can not be handled to mutual satisfaction by the Site Monitor will automatically be transferred to the most experienced senior members of the Management Team of the parent company, Educators Consulting Services.

III A. Evidence of Links Between Research & Program Design

Research shows that there is no one program that can help student performance. Instead, it is the knowledgeable, well-trained teacher who understands how students learn best, how to assess their needs, and how to then address and remediate these areas of needs. The point is that it is the teacher – not the program that makes the difference. ECARx makes a point to hire the most highly qualified staff available and to provide the necessary training to help them be successful in the tutoring program.

1. Instructional Practices and Major Design Elements of the Program

Staff Training: One of the major or key instructional practices and design elements of the program includes tutor training which includes Marzano's High Yield Strategies (Marzano, Pickering, Pollock; 2001. Classroom Instruction That Works), Strategies That Work (Harvey & Goudvis, 2007 Strategies That Work), Bloom's Taxonomy (Bloom, 1956. Taxonomy of Educational Objectives, Handbook I The Cognitive Domain), Differentiated Instruction (Tomlinson, 2001. How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd Edition), and several of the major Brain-Based learning Strategies theorist including David Sousa (Sousa, 2006. How the Brain Learns) and Eric Jensen (Jensen, 2005. Teaching with the Brain in Mind, 2nd Edition). All of these are well grounded in research. During the past two years of training the overall emphasis has been on the Marzano book and Bloom's Taxonomy.

Program Assessment: The ECARx program uses the Ekwall-Shanker assessment for Literacy. This instrument given in a one-on-one setting provides 11 sub-test (only 4 are used by ECARx) to determine the Independent, Instructional, and Frustration reading comprehension level for each student. Post test results give clear indications of the gains made during the program.

The Math and Science assessments include a pencil/paper Benchmark type assessment correlated to specific strands so that the prescriptive plan can target the strand that requires the most work. The assessments are based on or provided by the Targeted Assessment program being used throughout the state.

Prescriptive Tutoring Plan: ECARx has developed a Prescriptive Tutoring Plan (PTP) for each student. This plan includes analyzing test results including ECARx pre/post assessment, Benchmark results, Normed referenced tests, and may include teacher test. Using this data (after training) the tutor develops a PTP for each student designed to target the most pressing need and present the instruction so that maximum increase in achievement can be realized. Post test provide evidence of the gains.

Program Design: The ECARx program provides prescriptive tutoring based on a 5:1 student to teacher ratio. Research shows that tutoring session ratios need to be less than 7:1 to be most effective so our program exceeds those recommendations. Tutoring sessions generally are held two days per week with each session lasting between 1.5 and 2.0 hours. This varies based on the age level and ability levels of students and their individual attention spans.

Program Evaluation: The ECARx program has several layers of timely evaluation prior to the final end of program year evaluation. The local site-coordinator provides daily monitoring and feedback of the program. These staff members are specially trained to perform this function. ECARx provides an additional site-monitor who monitors the program weekly and serves as the link between Provider and local Program staff. These staff members also go through specific training.

2. **Methods Used to Deliver Instruction**

As described earlier the ECARx program uses specially trained tutors in a small group setting (5:1 pupil teacher ratio) to deliver instruction. The tutor develops (after training) a Prescriptive Tutoring Plan for each student assigned to him/her. It should be noted that the Tutor and Student are paired for the duration of the program. In most instances considerations are also made regarding the tutor background, teaching experience and specific abilities. Rarely do tutors provide tutoring to students in their regular classroom (this is highly discouraged).

ECARx does spot-check interviews (both tutor and student) after the program to determine both favorable and unfavorable outcomes of the program. In general the students like the small group setting and the individual attention they receive in the tutoring sessions. The tutors indicate that by having the students for the entire tutoring program (normally 32 hours) they develop a bond which leads to increases in dialogue and trust and improves overall performance.

ECARx Reading/Language Arts Research shows that that we get better at reading by reading. Richard Allington (1994) notes that American students spend less than 10 percent of the school day engaged in actual reading. If we want students to become strategic readers they must be given the time, opportunities to respond in writing and think again about their reading. For too long, we have been telling kids what to do, rather than showing them how. The most effective way to deliver effective instruction should always involve modeling in one form or another. We use the gradual release of responsibility approach and work hard not to release students too soon, or, conversely keep them immersed in our instruction to the point of boredom. This involves a delicate balance. (*Strategies That Work*; Harvey and Goudvis, 2000).

Depending on the areas of identified needs, students will be taught to make connections, question, visualize, infer, determine importance, and synthesize information. **These skills can be used in all content areas.**

The design of this program takes small groups of students and places them with a highly qualified teacher well versed in the strategies that these students need. Teachers model the strategies through read alouds and think alouds showing what all fluent readers, writers, and mathematicians do as they process information. The struggle isn't the issue; the issue is what the learner does when the text (regardless of content area) gets tough. (*When Kids Can't Read*; Kyleene Beers, 2003)

The National Reading Panel (NRP) issued a report in 2000 that responded to a Congressional mandate to help parents, teachers, and policymakers identify key skills and methods central to reading achievement. The findings of the National Reading Panel Report as summarized in *Put Reading First, The Research Building Blocks for Teaching Children to Read* provided analysis and discussion in five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Each of these areas will be discussed in detail for those tutors who will be providing literacy tutoring. Again, based on the results of the Ekwall Shanker, some students may need phonemic awareness, while others will need a lot of comprehension or vocabulary assistance.

ECARx Mathematics ECARx strives to find a relationship between the development of students as thinkers and student success in ***problem solving*** and conceptual understanding. According to Fennema, Carpenter, and Lamon, 1996, students must build new mathematical knowledge, solve problems that arise in mathematics and other contexts and apply and adapt a variety of appropriate strategies

to solve problems. The National Council of Teachers of Mathematics (NCTM 2000) and Healy & Hoyles, 2000 has provided research in **reasoning and proof** that says great attention should be paid to exploring, justifying, and using mathematical conjectures that are common to all content areas, and with different levels of rigor, in all grade levels. Through reasoning and proof, students learn that mathematics makes sense. In **communication**, the ECARx program uses discussion, questioning, reflection, and writing as communication strategies that ensure that meaningful mathematical thinking occurs, as evidenced in research by Moody, 2004. Cebella, 2000, sites the fact that making **connections** has long been recognized as a hallmark of mathematical understanding. ECARx provides strategies for students to learn to recognize relationships among mathematical ideas and to apply those ideas beyond the mathematics classroom. Marzano, Pickering, & Pollack, 2001 tell us that the more students use both the linguistic and non-linguistic systems as **representations** of their knowledge, the better they are able to think and recall what they have learned. ECARx provides strategies in each of these mathematical process standards for tutoring sessions.

ECARx Science In the process of developing the ECARx Science piece for our program the applicant staff used publications found in The National Academy Press and The National Science Teachers Association and tried to develop a program which utilized the Conceptual and Procedural schemes which unify each science discipline and to provide students with powerful ideas to help them understand the natural world in which we live. Because of the underlying principles embodied in this standard, the understandings and abilities described here are repeated in the other content standards. Unifying concepts and processes include Systems, Order, and Organization;

Evidence, Models, and Explanation; Change, Constancy, and Measurement; Evolution and Equilibrium, and Form and Function.

Additionally, the applicant will provide a program that emphasized the need to develop "science as a process," in which students learn skills, such as observation, inference, and experimentation. The program plans to identify the "processes of science" and requires that students combine processes and scientific knowledge as they use scientific reasoning and critical thinking to develop their understanding of science. Engaging students in inquiry helps students develop each of the following: 1) the understanding of scientific concepts, 2) an appreciation of "how we know" what we know in science, 3) understanding of the nature of science, 4) skills necessary to become independent inquirers about the natural world, and 5) the dispositions to use the skills, abilities, and attitudes associated with science.

Science as inquiry is basic to science education and a controlling principle in the ultimate organization and selection of students' activities in the ECARx program. The standards on inquiry highlight the student's ability to conduct inquiry and develop understanding about scientific inquiry. Students at all grade levels and in every domain of science should have the opportunity to use scientific inquiry and develop the ability to think and act in ways associated with inquiry, including asking questions, planning and conducting investigations, using appropriate tools and techniques to gather data, thinking critically and logically about relationships between evidence and explanations, constructing and analyzing alternative explanations, and communicating scientific arguments.

Lastly, the ECARx program utilizes the realization that students are naturally curious about the world and their place in it. Sustaining this curiosity and giving it a

scientific foundation is a priority in our program. Students need to be actively involved in scientific investigations, develop a rational and objective framework for solving problems, and understand the concepts and processes that unify the various fields of science. Students in the ECARx program are not simply shown results or text or pictures about science; instead they learn that science produces a dynamic, constantly expanding body of knowledge which is developed over time. ECARx students will discover by their own experiences in our program that science is a process of gathering and evaluating information, looking for patterns, and then devising and testing possible explanations based on actual evidence.

The applicant realizes as discussed earlier in this application that our program must continue to morph and change to meet the needs of the students in our program. To this end the applicant will continue to develop processes and procedures and continually evaluate their effectiveness in the attempt to increase student achievement on the Arkansas Benchmark exam.

III B. Links Between Program Design and NRP, NCTM, and 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	ECARx will provide phonemic awareness instruction through teaching students the ability to notice, think about, and work with the individual sounds in spoken words.
Phonics Instruction	Systematic, explicit phonics instruction will be provided by teaching students the relationships between the letters of written language and the individual sounds of spoken language in order to read and write words.
Fluency	Fluency instruction will be provided through the reading and re-reading of familiar materials. Quick, one-minute timed fluency checks will be taken once a week.
Vocabulary	Although research reveals that most vocabulary is learned indirectly, some vocabulary must be directly taught. Students will engage in daily oral reading and will read extensively on their own level. Vocabulary activities will be used throughout tutoring sessions as well.
Text Comprehension	Students will be taught to monitor comprehension through instruction that helps readers use specific comprehension strategies. Some of these include making connections, questioning, visualizing, inferring, synthesizing text, etc.
Other	Only those students who have been identified as having a need for any of these specific dimensions will be provided with them. Instruction will occur individually and/or in small groups as indicated.

Evidence of Links Between Research and Program Design

Mathematics

Mathematical Process Standards	Components of the Supplemental Educational Services Provider's Instructional Program
<p>Problem Solving—the ECARx program encourages students to:</p> <ul style="list-style-type: none"> • build new mathematical knowledge through problem solving; • solve problems that arise in mathematics and in other contexts; • apply and adapt a variety of appropriate strategies to solve problems; • monitor and reflect on the process of mathematical problem solving 	<p>The ECARx program strives to find a relationship between the development of students as thinkers and student success in problem solving and conceptual understanding.</p> <p>Developmental Research: Studies examined the issues in classroom application when problem solving is considered as a process rather than another topic in a mathematics curriculum (Fennema, Carpenter, and Lamon, 1996; Kazemi, 1998; Kennedy, Tipps, and Johnson, 2004).</p>
<p>Reasoning and Proof— the ECARx program encourages students to:</p> <ul style="list-style-type: none"> • recognize reasoning and proof as fundamental aspects of mathematics; • make and investigate mathematical conjectures; • develop and evaluate mathematical arguments and proofs; • select and use various types of reasoning and methods of proof 	<p>The ECARx program staff believe that systematic reasoning is a defining feature of mathematics. Exploring, justifying, and using mathematical conjectures are common to all content areas and, with different levels of rigor, all grade levels. Through the use of reasoning, students learn that mathematics makes sense.</p> <p>Developmental Research: The past ten years has seen an increase in attention paid to reasoning and proof by researchers in mathematics education including documents such as the National Council of Teachers of Mathematics' <i>Principles and Standards</i> (NCTM 2000) and Fischbein & Kedem 1982, Senk 1985, Healy & Hoyles 2000).</p>
<p>Communication— the ECARx program encourages students to:</p> <ul style="list-style-type: none"> • organize and consolidate their mathematical thinking though 	<p>The ECARx program staff uses discussion, questioning, reflection, and writing as communication strategies that ensure that meaningful mathematical thinking occurs in</p>

<p>communication;</p> <ul style="list-style-type: none"> • communicate their mathematical thinking coherently and clearly to peers, teachers, and others; • analyze and evaluate the mathematical thinking and strategies of others; • use the language of mathematics to express mathematical idea precisely 	<p>mathematics tutoring classrooms.</p> <p>Developmental Research: Communication in the mathematics classroom permits learning to build on the students' informal knowledge, gives students practice in explaining their mathematical thinking to others, and provides students and teachers with evidence that learning has occurred. (Yackel , Cobb, Wood, and Merkel, 1990; Malloy, 1997; Moody, 2004).</p>
<p>Connections— the ECARx program encourages students to:</p> <ul style="list-style-type: none"> • recognize and use connections among mathematical ideas; • understand how mathematical ideas interconnect and build on one another to produce a coherent whole; • recognize and apply mathematics in context outside of mathematics 	<p>The ECARx program realizes that the ability to recognize relationships among mathematical ideas and to apply those ideas beyond the mathematics classroom.</p> <p>Developmental Research: Making connections has long been recognized as a hallmark of mathematical understanding (Brownell, 1954; Skemp, 1978; Grouws & Cebulla; 2000).</p>
<p>Representation— the ECARx program encourages students to:</p> <ul style="list-style-type: none"> • create and use representations to organize, record, and communicate mathematical ideas; • select, apply, and translate among mathematical representations to solve problems; • use representations to model and interpret physical, social, and mathematical phenomena. 	<p>The ECARx program recognizes that learners acquire and store knowledge in two primary ways: linguistic (by reading or hearing lectures), and nonlinguistic (through visual imagery, kinesthetic or whole-body modes, and so forth). Developmental Research: The more students use both systems (linguistic and non-linguistic) of representing knowledge, the better they are able to think about and recall what they have learned (Marzano, Pickering, & Pollock, 2001). Visual representations help students recognize how related topics connect (NCTM, 2000). Finding patterns helps students organize their ideas so that they can later recall and apply what they have learned. Current research has shown an increase in understanding of geometry when students learn to represent and visualize three-dimensional forms (Bransford et al., 1999; Lehrer & Chazen, 1998).</p>

Other	
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Evidence of Links Between Research and Program Design

Science

Unifying Science Concepts and Processes	Components of the Supplemental Educational Services Provider's Instructional Program
Systems, order, and organization	<p>Big Inquiry Ideas prevalent in the ECARx program regarding Systems, Order and Organization:</p> <ol style="list-style-type: none"> 1. What system or systems did you observe during your investigation? 2. What are the parts of each system? 3. Could some parts be removed without changing how the system functions? 4. What parts could not be removed without changing how the system functions? 5. What would happen if different parts were added to the system?
Evidence, models, and explanation	<p>Big Inquiry Ideas prevalent in the ECARx program regarding Evidence, Models, and Explanation:</p> <ol style="list-style-type: none"> 1. What evidence of properties did you observe during your investigation? 2. What evidence of patterns did you observe during your investigation? 3. How are properties and patterns used in constructing models? 4. Why do we construct models? 5. How are models similar or different from the natural world?
Change, constancy and measurement	<p>Big Inquiry Ideas prevalent in the ECARx program regarding Change, Constancy, and Measurement:</p> <ol style="list-style-type: none"> 1. What did you observe that stayed the same during your investigation? 2. What changed during your investigation? 3. What caused the change? 4. How long did it take for the changes to occur? 5. What could be done to make the changes faster or slower?

<p>Evolution and equilibrium</p>	<p>Big Inquiry prevalent in the ECARx program regarding Evolution and Equilibrium:</p> <ol style="list-style-type: none"> 1. How has the balance among living things in our environment helped them to survive and change over time? 2. Discuss how all organisms have distinctive characteristics and reflect on the diversity in nature. 3. Children will learn to appreciate the wonderful diversity found in nature and consider how traits are inherited over time. 4. Children will learn how both organisms and their environments change, natural systems tend to be balanced (in equilibrium) over time.
<p>Form and Function</p>	<p>Big Inquiry Ideas prevalent in the ECARx program regarding Form and Function:</p> <ol style="list-style-type: none"> 1. What characteristics help something function? Think in terms of performance, survival, protection, reproduction. 2. How do these characteristics help it function? 3. What changes to the form will make it function differently? 4. How and why do changes occur? 5. What can happen when changes do not occur?
<p>Other</p>	

C. Connection to State Academic Standards and School or School District's Instructional Programs

This ECARx program is directly tied to the State Academic Standards as established by the Arkansas Curriculum Frameworks and addresses the schools instructional program in the areas in Literacy, Math, and Science. The literacy, math, and/or science pre- and post-assessments will be used in the tutorial/remediation program to complete the prescriptive lesson plan for each student in their targeted area of need. Additionally, any prior assessments, homework, classroom grades, NORMS information, etc., for each student involved in this program will be individually analyzed, studied, and used to establish an individual prescriptive lesson plan.

Simply by the design of this program, ECARx staff will address whatever academic standard that is pertinent to the academic needs of the student. This includes the English Language Arts, Mathematics, and Science Strands, and student learning expectations as established by the Arkansas Curriculum frameworks. It is not expected that every student will become advanced in every area of need. It is expected that each student will show improvement in those areas of weakness as designated by the assessment/lesson plan.

Tutors will be in constant communication with classroom teachers and parents. The local site coordinator will ensure that this communication remains on-going and effective. If a student can be taught

a strategy for reading and then see how that helps him or her in math, science, or social studies it is much more meaningful for the student. It is not the intent for this to become a “homework” time for content area weaknesses, but to become a time to teach good “sound” strategies that apply to all content areas and to teach these students how they can apply them from one area to another. There will be no cost to the parents.

D. Monitoring Student Progress

The first thing to be done will be to disaggregate student’s assessment data already on file either through NORMS, AIP forms, classroom grades, Title I teachers, homework assignments, etc. Students will be given the Ekwall Shanker Reading Inventory in literacy as a pre- and post-assessment. In math, we will administer a TARGETED ASSESSMENT program as our pre/post assessment and progress monitoring and the Arkansas Learning Management System program as needed. The science pre/post assessment will include a timed benchmark type test which will be administered at the beginning and end of the program. All of this information will be combined and used to complete the prescriptive assessment and evaluation lesson plan. Next, the teachers who have received training and will be serving as tutors will sit down as a group with the trainers and determine exactly what the areas of strengths and weaknesses are for each student. It is important that we build on the strengths of each student in order to improve the area of weaknesses.

Students will be continuously monitored throughout the entire tutorial/remediation process. Teachers will keep daily logs of what strategies were taught and in what subjects, how well the student grasped and used the strategy, and whether more work needs to be done with that particular strategy. If students grasp the strategy, teachers will review the strategy quickly the next day and have them apply it again in a different content area. This process will continue until students have mastered the strategies and can use them independently. For example, students will be taught to make connections (text to self, text to text, and text to world), summarize, visualize, synthesize information, etc. In addition, students will be taught the importance of text organization that often causes confusion for them. These include organization features such as headings, sub-headings, bold print, glossaries, etc. Too often, our struggling, at-risk students do not understand the importance of these text features. They become confused as to whether they read the text first, the diagram, the map, or the captions under the pictures. All though these may seem like simple procedures for fluent readers, these are the very features that cause our at-risk students to become confused and often just “give up”. Lack of knowledge in how to maximize on these features affects reading in all the content areas because they simply don’t know how to organize the information and make sense of it. A fluency check will be taken each week to monitor the students’ fluent and accurate reading of appropriate text.

Logs will be kept by each teacher of not only achievement gains (record of student progress), but attendance rates, retention/promotion rates, graduation rates, family/parent satisfaction, and or student discipline or behavior. It is through this information that this program will continue to get better and better at meeting the needs of individual students.

E. Evidence of Effectiveness

Research suggests that children learn best when teachers employ a variety of strategies to model and demonstrate reading knowledge, strategy, and skills. Children need a variety of experience **with all types of texts** to gain sophistication in reading (Braunger, J., & Lewis, J., 1998). It is through this sophistication in reading and by knowing what skills or strategies to use in different learning situations that students can become more proficient; not only in reading, but in math and all other content areas.

In Reading, students will be pre-and post-assessed with the Ekwall/Shanker Reading Inventory, 4th edition (ESRI) by James Shanker and Eldon Ekwall. The time to administer this inventory varies from 20-30 minutes per student depending on assessments given. It is appropriate for grades 1 and up. The cognitive elements supported by the ESRI include reading comprehension; language comprehension; decoding; phonemic awareness; letter knowledge; concepts about print; phonological awareness; vocabulary; and fluency.

The ESRI consists of the following primary subtests (followed by the skills they assess) that will be used by ECARx unless it is indicated that students need further assessment through some of the other subtests:

- 1) ***San Diego Quick Assessment or Graded Word List*** – student must correctly identify words from a graded word list.

2) **Oral and Silent Reading** – there are four passages at each level from preprimer to grade 9. Students read aloud one passage and read silently a second passage. The third and fourth passages are for post-testing at a later date. Oral reading accuracy, oral reading comprehension, fluency, vocabulary, and silent reading comprehension are measured.

3) **Phonemic Awareness** – student must produce and recognize rhyming words, identify initial sounds (phonemes), identify segmented words (blending), and segment words (inserting a clear pause between each phoneme).

4) **Sight Vocabulary** – student must correctly identify common words and phrases.

5) **Phonics** – through a variety of tasks, students must demonstrate knowledge of applied phonics (reading a passage of text aloud), and letter-phoneme relationships (pointing to letters that correspond to certain phonemes).

6) **Structural Analysis** – through a variety of tasks, students must demonstrate knowledge of word parts, inflectional endings, prefixes, suffixes, compound words, and syllabication.

Other subtests include **listening comprehension** where the teacher reads aloud passage at different levels of difficulty and monitors comprehension with explicit questioning. **Concepts About Print** requires students to demonstrate basic understanding of concepts about print mechanics (left to right, top to bottom, point to word, sentence, etc.);

Knowledge of Contractions requires students to read 48 common contractions and identify the words the contraction stands for; **El Paso Phonics Survey** requires students to pronounce a letter, a rime, and then contracts the letter with the rime (e.g., P AM PAM); **Quick Word List Survey** may be used to have students demonstrate sophisticated word-attack skills by pronouncing multi-syllabic, challenging nonsense words.

Students will be pre-and post-assessed in math through the use of the Targeted Assessment program being used throughout the state. Educational cooperatives throughout the state develop and score these assessments and provide the data to the school districts. Assessments are created to be aligned with the Arkansas Curriculum Frameworks and the Arkansas Benchmark assessment. Districts are provided with assessments four times a year providing a pre-and post assessment and two on-going assessments. The school districts will then provide ECARx with the math data in order for us to help them create the individual math Prescriptive Lesson Plans for each student.

If additional on-going assessments or material for tutorial lessons is needed, the tutors will use the Arkansas Learning Management System (ALMS), which includes the five process standards as established by the National Council of Teachers of Mathematics (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation). The ALMS is also aligned with the Arkansas Curriculum Frameworks. After assessments have been taken, teachers/tutors can see results

broken down by framework. Reports can be exported as spreadsheet files so it is easier to see the results for individual students. There are currently 380 separate assessments and more are added to the system regularly.

Science assessment instruments will be a one-hour timed pencil/paper assessment designed to determine the student's ability level in each of the five strands in science. Items will be specific to the Strands found in the Arkansas Frameworks. This assessment will provide enough data to support the Prescriptive Tutoring Plan and when used as Pre/Post assessment will provide information as the success of the ECARx program.

ECARx staff believes that by training the tutorial staff in how to effectively use both current and new data to drive instruction, by targeting specific content standards and student learning expectations, and by employing the most effective instructional strategies that progress toward proficiency can be made on an individual student basis. The enclosed letters of support validate our beliefs. In past years, over half of the schools that contracted with ECARx for supplemental services met AYP. Letters of support include some from those schools, who were not successful in meeting AYP requirement indicated that they made substantial progress, were satisfied with the program offered by ECARx, and that they would like to continue the program during the next school year.

Current, 2009 assessment data, is depicted in the following table designed to show gains based on ECARx pre/post assessments. It should be noted that only four schools are included in this table since post test are still being given and tabulated at this time.

The following table indicates schools and/or districts who have used the ECARx program during the past several years and who made Adequate Yearly Progress for two consecutive years and are now out of school improvement. For the years of 2006-2008 ECARx worked with 18 schools/districts; out of these six (6) were removed from the school improvement list.

F. Communication with Parents and Families

Special emphasis will be placed on developing and maintaining direct communications with parents to ensure these persons are aware of and approve the program being presented to their children and the contribution and role that must be played by them in the home. The ECARx staff will strictly adhere to the provider's policy on addressing and/or resolving all disputes between the applicant and the family of students enrolled in the program and between the applicant and the school district.

Communication with parents and families will be an integral component of this program. Before actually beginning the program, tutors will sit down with the parents and their child to get input as to what areas of academic concern they have for their child. Parents will be shown the

prescriptive assessment/lesson plan and it will be explained to them so when they receive a copy periodically they will understand what they are reading. Parents and families will receive a weekly (Parent Log – Attached) report of their student's progress throughout the week. Parents will also be given additional lessons for extra practice/study at the end of the week when the reports go out. Parents will be given a more comprehensive report (in Spanish – if necessary) by their child's teachers at both parent-teacher conferences during the year.

As previously discussed, this program will be compatible with any curriculum that may already be established at the school. Parents will also be asked to come and observe a lesson so they know what their students are encountering each day and how these strategies bridge the content areas for comprehensive use.

The parents will be given the phone numbers and e-mail addresses of the tutors so that they can stay in constant communication with the tutors if they feel the need. Any disputes or conflicts that arise with parents will be communicated with administrators and will be immediately and positively dealt with so the student can continue with their academic achievement. It is imperative that parents know that the tutors are there for the sake of their child and the improvement of his academic achievement. There will be no cost to the student or parent for these services.

ECARx site monitors will visit each school once a week to ensure the program is being implemented appropriately and that parents are being contacted. The local site coordinators will be available as well on a daily basis to ensure contact is maintained.

G. Communication with Schools/Districts

ECARx will provide highly qualified, trained site monitors that will visit each campus once a week. The site monitors will be responsible for collecting raw data as it is collected. They will observe the tutors to ensure the program is being implemented effectively and tutors are meeting the needs of individual students. They will also observe whether and how tutors are using the prescriptive lesson plan and professional materials to meet the academic needs of each student. The site monitor becomes a “coach” to help tutors determine the best course of action for a student, determine what other materials might be needed, and model for the tutors if needed.

Local site coordinators will “oversee” the program from the campus perspective. They will be available on a daily basis to observe tutors, make arrangements should a tutor be absent, lock and unlock facilities, etc. The site coordinators will make contact with the site monitors once a week as well. Site coordinators will also ensure that constant parent feedback is provided to parents on a weekly basis.

This program is designed to be compatible with any program that a school is using, any basal textbooks, and in all content areas. There will be a clear and constant link between teachers, administrators, and tutors. Daily logs will be kept by the tutors and teachers and administrators will be given a weekly update on each student.

This update will include what strategies were practiced, how successful the student was, predictions as to how much more work might be needed in this area, and recommendations for teachers to help the students implement their newly learned strategies in the classrooms.

Administrators will receive copies of all correspondence between teachers and tutors.

Additionally, teachers and tutors will be able to communicate via e-mail and basically be in a situation where they can maintain 24 hour communication. It is imperative that a strong bond and communication be established between teachers and tutors in order to provide the students with the absolute best tutorial/remediation strategies. If students feel they have a group of highly qualified teachers working in their best interest they are much more willing to try and do their best.

This program will map or mirror any school's current curriculum. However, it will provide students with strategies to fill in the gaps within each particular program. It is estimated that each child in the United States encounters 2,000 test items yearly (Tierney, Carter, & Desai, 1991, p. 22). Much of classroom time is spend in preparing students for the

testing. This time would be better spent in teaching the Arkansas Curriculum Frameworks and better spent on activities that involve student interaction, collaboration, action, reactions, and responses to reading, listening, viewing, and experiencing. It is through this type of teaching and actions as related to small groups that these students can and will increase their academic achievement. (*Assessment Is Instruction: Reading, Writing, Spelling and phonics for ALL Learners*; Susan Mandel Glazer, 1998) . There will be no cost to the parent or student for these services.

H. Qualifications of Instructional Staff

The following staff members are either full-time or part-time employees of Educators Consulting Services. These staff members will do all of the professional development training for ECARx tutors and will be part of the cadre of site monitors for the ECARx program. Before the program starts, additional site coordinators (1 per district) and tutorial staff members (5-1 student to teacher ratio) will be hired (typically from the contracted school district) after a thorough application and interview process. ECARx staff members will then screen applications and interview sheets and offer contracts to the best applicants to assure that only the most “Highly Qualified” and motivated personnel are used in the program.

Dr. Joe Barentine is the Senior Member of our management staff (over 30 years as a consultant for ECS). Dr. Barentine is actively involved as the financial manager, develops program applications, evaluates programs, and oversees the daily operation of the company.

Dr. Pat Adcock holds an Educational Doctorate, in Public School Administration with a double minor in Mathematics and Secondary Education. His background includes teaching mathematics at the Jr. High, High School, and College level. He has retired from public school service after serving 7 years as a mathematics teacher and 22 years as a school administrator (K-12 principal and District Superintendent). He has also

taught undergraduate mathematics classes and graduate administration courses for eleven years. He now works full-time with Educators Consulting Services as a grant writer, evaluator, and provides professional development in several areas including but not limited to: 1) Standards-Based Mathematics, 2) Differentiated Instruction, 3) Curriculum Mapping, 4) Classroom Management, and 5) Engaging Students in a Brain-Compatible Classroom.

Lynne Risner holds a Master's Degree in Reading with an ESL certification and additional certifications in science and social studies. She has served in the capacity of teacher, literacy specialist at the DeQueen Mena Educational Cooperative, literacy coach at Mineral Springs School District, staff developer and grant writer. Mrs. Risner has worked intensively with schools across the State of Arkansas as well as at the national level in states such as California, Pennsylvania, Louisiana, Missouri, and Oklahoma in the capacity of staff developer, literacy coach, and grant writer.

Part-time employees include Russ Johnson who holds an Educational Specialist degree in administration. His teaching credentials include High School English certification and he has taught High School Spanish for a number of years. Assisting in providing mathematics training is Donna Phillips who was a high school math teacher before coming to Educators Consulting Services. The following staff members will continue to serve as site monitors and/or assessment staff for ECARx:

Casey Morris (Elementary Education), Darla Johnson (K-12 Library Media), Karen Davis (Mathematics), Sharon Lindsey (Elementary Education), Pearlie Newton (High School Literacy and Counseling), Warren Adcock (Science, Mathematics and Assessment), Marilyn Adcock, (Library Media and Assessment).

I. Goals and Objectives

Long Term Goal: Increase the academic performance of each student on their respective Benchmark Exam.

Long-Term Performance Objective : Students who have been in the ECARx program will increase their scaled score by 5% on the State-Mandated Benchmark exam in the targeted area (Math, Literacy, or Science) served by the ECARx program.

Short-Term Goal 1: To increase the academic performance of each student in their identified areas of weakness as determined by the prescriptive academic plan.

Short-Term Performance Objective 1 Literacy: By the end of the program year 50% of the students in the program will increase their grade level performance in Reading by one grade level as measured by the pre- and post-assessments from the Ekwall Shanker Reading Inventory administered by highly qualified staff.

Short-Term Performance Objective 2 Math: By the end of the program year 50% of the students in the program will increase their measured

scaled score on the Targeted Assessment instrument by a minimum of 5%.

Short-Term Performance Objective 3 Science: By the end of the program year 50% of the students in the program will increase their measured scaled score on the ECARx Science Assessment instrument by a minimum of 5%.

Narrative: Students will be pre-and post-assessed through the Targeted Assessment program administered by the local educational cooperatives. The target population will be those students having been identified as “at-risk” of failure (not proficient) in the areas of either literacy, math, and/or science. As a result of the pre-and post assessments, trained tutors will know what grade level students are reading on and the areas of strength and weakness in reading math. Having this knowledge empowers teachers to provide appropriate prescriptive lessons for each student in order for them to meet the objectives as listed above.

Short Term Goal 2: To increase parental involvement in the academic success of the student served by the ECARx program.

Short Term Performance Objective: By the end of the program year, parental involvement will increase by 50% as measured by parent satisfaction surveys (completed and returned) and program participation (parent – tutor contacts).

Narrative: As cited in the *No Child Left Behind, A Parent's Guide*, and according to J. S. Eccles and R. D. Harold in "*Family-School Links: How Do They Affect Educational Outcomes?*", family involvement is highly correlated to the success of students academic performance. Parent participation will be measured at the on-set of the program through pre-surveys regarding their student's current academic performance. Parents will become more involved in their academic success by becoming part of the process. Parents will receive weekly notifications of their child's successes and information for continued practice at home.

Short-Term Goal 3: To increase student attendance for students enrolled in the program (attendance data will be collected on students at the beginning of the program).

Short Term Performance Objective: By the end of the program year, identified students will show an increase in school attendance by 1% from the previous year as measured by APSCN Data.

Narrative: Research shows that increased academic success is directly correlated to better attendance (Rodriquez, Hirchl, Mead, and Goggin, 1999). Students should be present and motivated to learn. Attendance records will be kept on each student.

J. Cost of Service

The Cost of Services will be determined by using the ratio of Total Title I Allotment divided by The Number of Low Income Students. This is

estimated to be between \$1400 and \$2000 per student for most of the school districts in Arkansas.

Using this cost per student and noting the Student/Teacher ratio (typically 5 to 1), it is anticipated that the goals and objectives can be met by individual students. The actual prescriptive tutoring will begin as soon as the student assessment data is available, staff can be trained, and the individual student prescriptive plan can be established. Tutoring will be administered for eight to twelve weeks (depending on district needs) or until the respective benchmark exam is administered in the spring.

ECARx will comply with all mandated cost structures as described in NCLB and ADE regulations. The lesser of \$50/hour, \$100/day or \$400/week will be our guide in contracting and billing school districts. It is estimated that the average cost per student for the cost of these services will range between \$1095.00 and \$1580.00 with the average being \$1250.00 per student. The average cost of the program during the past year was \$1250.00 per student. The estimate for this year is higher based on the increased cost of additional instructional materials and supplies found to be needed and the increased assessment cost.