

**SPRING VALLEY C.C. SCHOOL DISTRICT #99**

**800 NORTH RICHARDS STREET**

**Spring Valley, Illinois 61362**

**Tel: (815) 664-4242 Fax: (815) 664-2205**

October 21, 2011

Dear Parent/Guardian:

Spring Valley C.C. School District #99 is committed to providing a high-quality educational program for your child. We are working hard to provide programs to help all students succeed in our school district.

Your child attends John F. Kennedy Elementary School, which receives federal Title I funds. These funds provide help for you child to meet state achievement standards. In the 2009-2010 school year, the school did not meet the adequate yearly progress (AYP) targets. Your child's school entered school improvement status in 2010, which means the school has failed to make adequate yearly progress for at least three years in the same subject and is required to offer public school choice or offer Supplemental Education Services in which a family must meet low-income guidelines to qualify for services.

Our District's 2010 report card and the most recent AYP status report for your school show how your child's school compares to other schools in the state. You can obtain a copy of these reports on our website, at your child's school, or at the school district office.

[www.sv99.org](http://www.sv99.org)

Your child's school has been identified because the students' special education reading scores did not make Adequate Yearly progress for the second year. Students this year were to be at 85% in reading and math. In Reading 77.1% of our students met, 66.1% of our Hispanic population met, 40.5% of our Students with Disabilities population met, and 67.9% of our Economically Disadvantaged students met the necessary standards. In Math 76.3% of our Hispanic population and 74.5% of our Economically Disadvantaged met the necessary standards.

The school is working to improve the school's academic program by providing professional development to Kindergarten through 8<sup>th</sup> grade teachers for:

Train staff on special education learning strategies using researched based materials

Alignment to the Core Curriculum

Mandate teacher use of researched based reading strategies and interventions.

Train teachers on data analysis to guide instruction.

The district and the State Board of Education are working with your child's school to help improve the academic standards of the school. This is being accomplished by providing technical assistance to the teachers and administrators within our child's school.

However, this may not be enough and we want to request your help as the school addresses its academic problems through Family Night, Open House, Parent-Teacher Conferences and letters from administration.

The *No Child Left Behind Act* provides you, as a parent, the option to transfer your child to another public school within the District with transportation provided by the District. We have contacted neighboring district to request that they provide us with a school(s) we can offer you as an option. No school district has agreed to do so this school year. We will offer Supplemental Education Services in which a family must meet low-income guidelines to qualify for services.

Please call Superintendent Jim Hermes if you have any questions about these services. You may also join us to talk about your options on October 1, 2011 at 8:30 A.M. at Kennedy School to help you decide what is best for your child.

Thank you,

Mr. James Hermes, Superintendent

## SES AVAILABLE PROVIDERS

### Chi Tutorsz

The Chi Tutorsz model of instruction is a combination of online and face-to-face tutoring, and it begins with a diagnostic test. The diagnostic test reveals student strengths and weaknesses in reading and/or math, and this leads to the creation of an individual learning plan that will guide the tutoring each child receives. At the close of the program, a post-assessment is administered that shows student mastery of topics as well as topics leading to further instruction at the schools. Chi Tutorsz uses Compass Learning's Odyssey program, which has been proven effective in increasing student achievement over time. It has been used nationwide to improve student scores on state assessments, in credit and grade recovery, remediation, and with Limited English Proficient students (LEP's), students with disabilities, and special education populations. A recent independent study conducted in Michigan examined the effect of Compass Learning System's Odyssey program at three elementary schools on Michigan Educational Assessment Program (MEAP) scores. Results indicated that while all students showed impressive gains, African American students and students from economically disadvantaged backgrounds showed exceptionally high increases. We offer a minimum of 30 hours in reading and/or mathematics. Our student teacher ratio is 5 to 1. The recommended schedule for delivery of services is a minimum of 4 hours per week per student. The preferred location of services is onsite at the student's school; however, we do provide services at community centers, libraries, and churches. The majority of our tutoring staff is composed of certified, highly qualified Illinois teachers. We also employ college students that are pursuing a degree in Education. They must have completed a minimum of 60 semester or 90-quarter credit hours with a minimum GPA of 3.0. We provide all instructional materials and equipment needed including a computer with Internet access. The Chi Tutorsz program utilizes a web-based curriculum with in-person instructor guidance. We offer two options for delivery of our services: 1) Web-based instruction on-site at schools (where available), with the instructor providing small group instruction in-person, which limits parent transportation responsibilities to getting children home after the tutoring; 2) For the convenience of working families who cannot accommodate on-site after school tutoring sessions, we also offer our web-based program in students' homes with live tutors supporting students via phone and Internet. Our services are offered before school, after school, weekends, and during the summer. In addition, we provide services at the following offsite locations: libraries, private schools, community centers, and churches. For ESL/ELL students, we provide bilingual tutors that speak and write both Spanish and English fluently. We also have materials in Spanish.

### ATS Project Success

ATS Project Success offers eligible K-12 students a minimum of 30 hours per subject in English language arts (including reading) and/or mathematics. We offer services online in the comfort and safety of the student's home with a loaned, pre-programmed computer and dial-up Internet service at no cost. The family home must have an analog telephone in order for the student to be able to be a part of the program. While our materials are in English, we offer translators in Hmong and Spanish to assist students. For students with disabilities we offer the ability to change frequency of the sessions as well as the length of session. The student is first assessed in the program to determine his/her starting level. Based on the number of hours of subject-specific tutoring a student is eligible for, a timeline for the expected gain is established for the student after the initial assessment. Next, we set and adjust the curriculum to provide activities at the appropriate level. Students are encouraged to work a minimum of 15 minutes during each session, spending at least two hours each week on the program in order to complete four to five activities. The student sets his/her own schedule to work on the self-paced program with the assistance of a tutor. Each tutor works one-on-one with their assigned students, through weekly online monitoring of student progress and weekly telephone calls to the student and parents (English/Spanish/Hmong). The program is available 24 hours a day, 7 days a week. Transportation is not required, as services are provided online in the student's home. Program coordinators and tutor coordinators review the information and monitor the student on a weekly basis. The tutor has the ability to modify content based on the student's individual needs. For example, the tutor can increase passage reading time or assign a customized course. The posttest score will be the result of the gain the student has made in instructional level. All tutorial staff are high school graduates and either have an Associate's degree, 60 semester hours or 90 quarter hours, or successful completion of an assessment measuring knowledge of reading, writing, and math. Most tutorial staff are degree and certified in the subject area being taught or have passed the Michigan Subject Area Test for Teacher Certification. Also, 26% of our staff has at least three years experience tutoring SES students in the program. When hired, tutors complete a 60-hour training program, which includes training in curriculum and working with at-risk students. Tutors engage in professional development throughout the school year.

### Alternatives Unlimited

Alternatives Unlimited (AU) focuses on instruction in math and reading. We utilize the Target Teach instructional program published by Evans Newton, Inc. Our use of the Target Teach curriculum, combined with our interactive hands-on pedagogical approach, has resulted in significant math and ELA achievement gains for the students we serve. Based on our pre and post assessments, nearly all of the students that completed our ELA and math instructional programs (93% and 93.4% respectively) in 2009/2010 made gains in their ELA and math skills. Before beginning our program, students take the Target Fundamentals pre-assessment. The developers of our curriculum and learning activities, Evans Newton, Inc, have created this assessment. Student responses are entered into a computer-based Target Assessment program, which scores each student's assessment and generates a report of the student's academic strengths and academic gaps requiring remediation. These results are used to create each student's individual learning plan. Following the program, the students take a post-assessment to indicate the progress made during the program as well as areas still requiring remediation. Students may be tutored in our program either in-person or through the use of a computer. We offer a minimum of 30 hours per subject in reading or math using a maximum 5:1 student to teacher ratio for in person tutoring or a one-to-one student to teacher ratio for online tutoring. Services are available for students with special needs and for those in bilingual programs. Our school site services are generally provided before and/or after school two hours daily, two days a week or 4 hours on Saturday. Our online schedule can be created to fit each individual family's needs. In addition, we also offer services during the summer. We provide services at the school or online with a computer. If tutoring takes place at a school site, parents may be responsible for transporting their student following each session. All of our staff are either teachers who are certified to work in the school district or are qualified personnel who have undergone a background check, fingerprinting and extensive AU training. Portfolios are kept on the progress of each student and Parent Assisted Learning (PAL) packets are sent home to create the school-to-home connection. These packets can be sent home in both English and Spanish. We provide all of the materials for each student's tutoring. Students who choose our online program are supplied with a computer, headset and Internet service for use in their home.

We provide accommodations and modifications for students with disabilities to ensure they have access to and are successful in our instructional program: extra time for completion of work, dividing of work into smaller units, changes in physical environment in which tutoring takes place, non-written presentation of material and responses to that material, and materials in Braille for blind or limited-sight students. We provide instruction in both Spanish and English. While we have bilingual tutors to work with Spanish speaking students, and PAL packets can be in both

Spanish and English, our curriculum and materials are provided in English.

### **LEAPS**

L.E.A.P.S Learning has provided tutorial services to students through the No Child Left Behind program, since 2006. We have demonstrated success with all students, including Limited English Proficient and students with disabilities. We offer high quality instruction in Reading (Phonics, Language Arts, Vocabulary, Fluency, and Comprehension) or Mathematics (Basic Facts, Computation, Problem Solving, Algebra, and Geometry). Overall, students in our SES programs have demonstrated a 21-39% increase in state standardized testing in both Reading and Mathematics. Upon student enrollment, we conduct pre-assessment testing to determine initial placement in our program. Based on results from a multiple-choice diagnostic assessment for either Reading or Mathematics, an Individual Learning Plan (ILP) is created for each student. We continuously offer midpoint assessments to make sure the students are meeting his/her goals, as identified on his/her ILP. We end using a post assessment to measure the overall growth of the student's academic achievement. Our instructional strategies and materials are research-based, aligned with Illinois Learning Standards (ILS) in reading or mathematics, and have been proven to provide significant growth, using direct instruction, serving students in grades K-12. We primarily instruct in small groups of 1-10 students per instructor; however, we offer 1 on 1 instruction. Each student's program hours are specified on his/her ILP, we offer 30-40 program hours per student. The majority of our tutors are state certified teachers with at least two years of experience working with Title I students. All instruction takes place in person at students' public schools, nearby libraries, community centers, churches, non-public schools, community colleges, and/or other district-approved locations suitable for providing quality-tutoring services. Instruction is offered year-round, after school and on weekends, on a schedule that accommodates students with working parents. We provide tutoring services from last bell until 6pm on weekdays and 8am-6pm on weekends. During the summer, we provide instruction 8am-6pm, Monday-Sunday. Our instructional sessions range from 1 to 2 hour tutorial sessions for each student, two to three times a week. We do not provide transportation to tutoring locations.

Using the Continental Press and Frank Schaffer curriculum materials, LEAPS provides a wide range of manipulative and supplemental materials for our tutors to incorporate in lessons. This includes the following: Continental Press and Frank Schaffer materials, small white boards, ILS-based books, writing utensils, paper/construction paper, scissors and other supplies needed for lessons, student portfolio books and resource books that contain standards based supplemental materials used to reinforce daily lessons. Our curriculum reflects the National Reading Panel Principles and the National Mathematics Advisory Panel. Each tutor has a laptop with Internet access to retrieve copies of each student's ILP and daily lesson plans. In accordance to each district and state's requirements, criminal background checks and a TB screening are required of all instructors prior to providing any tutoring services through our programs. Our instructional strategies and materials are research-based, aligned with Illinois Learning Standards (ILS) in reading or mathematics, and have been proven to provide significant growth, using direct instruction, serving students in grades K-12. Our company will provide services to students that are LEP, specifically Spanish speakers. We will provide a bi-lingual tutor to assist them in any translation with the curriculum and throughout the program. For the students with disabilities, we can adjust the time, physical environment, and the curriculum into smaller segments. Our services are offered after school for the convenience of the students for a maximum of one to one and a half hours after school, eliminating the need for transportation to the program.

### **Tutor Owl**

Tutor Owl provides a high quality, research-based online program proven to increase students' math skills. Using Brainchild ISAT Achieve! We tutor students in 2nd through 12th grade in Math with a minimum of 30 hours of instruction. (Please note we are not a test preparation program. Although we reference "ISAT," we are an academic achievement program.) During tutoring, students interact with tutors on a 1:1 ratio via computer communications in "real time" – they can hear each other and see what each one is doing on the computer screen. Students communicate with tutors through a headphone and microphone and on the cyber whiteboard, provided without charge by our company. Since there is no in person contact with Tutor Owl and the student, the student can log into the computer program from anywhere at the prearranged time. Tutor Owl has been providing online tutoring in mathematics since 2007. During this time, we have provided services to over 700 students, most of whom were low-income students performing below grade level. We have worked with students of varying ethnicities, students with a disability, and English Language Learners. During the 2007-2008 school year, our students' average overall academic increase was 26%. Our curriculum is researched-based and aligned to the Illinois Learning Standards. Our program starts with an online assessment to determine students' math skill gaps. From the pre-test, we work with parents and school to create an individual learning plan, which tutors use to provide targeted instruction. At program's end, students take a post-test that identifies the precise skills and subject areas of student growth attained during our program. Typically, tutoring takes place in students' homes. This eliminates the need for parents to transport students to and from a tutoring location. In addition, parents are encouraged to observe the tutoring session, and a tutoring session maybe arranged by working parent(s) to take place with an adult member of the family present. For students who do not have a computer and/or internet service at home, Tutor Owl will attempt to make arrangements with the student's school or a local community site, such as a library, place of religious worship, and non-public schools to get the student access to a computer. Tutor Owl provides all materials needed for our services to include if needed, a computer and internet service. Our lessons and tests are available in both English and Spanish. In addition we modify our instruction to accommodate students with special needs and/or disabilities. Tutor Owl hires only tutors who have a minimum of a college degree. Many of our tutors have a Master's degree. Most of our tutors have experience teaching Title I, low achieving, English Language Learners, and/or disabled students. Our tutors are trained in Tutor Owl policies, procedures, and our curriculum. Tutors are also trained in methods of instruction and teaching culturally diverse students.

### **Grade Plus Tutors**

Our tutoring program has individualized one to one instruction, systematized and sequenced lesson plans, and problem based learning for students in Grade K to 12 in Reading, Math or Science. We conduct an assessment test at the beginning of the program, which helps us identify the student's area of strength and weakness, on the basis of which we prepare the Learning Plan, in association with teachers and parents. The length of each tutoring session is 1.5 hours and the weekly frequency is 2-3 sessions. We provide a minimum of 30 hours of tutoring per subject to each student, in any one of the subjects i.e. Reading, Math or Science. We offer services before & after school, weekends & during the summer. All the tutoring sessions are 1-on-1 with a live online tutor. The instructional material is developed by our Curriculum team & include electronic teaching materials and advanced contents; charts, graphs, pictures and many more. Our program has the advantages of a self-paced program supported by full interaction and focused attention of experienced teachers. Our lessons are conducted at the student's home and are very flexible in order to fit into the schedule of working parents. For those students, who do not have computer & Internet connection, we provide the same free of cost. All our teachers have a post graduate degree in their subjects and a relevant amount of teaching experience. Tutor's feedback is collected at each step and the student's progress is monitored and reported to parents and teachers at the end of the month. We are

able to serve low performing students, students with disabilities, English language learners and students in Spanish with equal diligence since our tutors are trained rigorously to be able to tackle students with different needs. For example while dealing with bilingual students we choose teachers who are fluent in both Spanish as well as English so that instruction is imparted effectively. We have taught a considerable number of Spanish students over the years. Our Program has tutored more than 450 students in the last two years. Out of these, 154 were tutored in English who scored an average of 34% in Pre- Assessment test, and 65% in the Exit test; 172 students were tutored in Math who scored 41% average in the Pre Assessment Test and 85% in the Exit Test; and 124 students were tutored in Science who scored 46% and 82% in Pre-Assessment and Exit tests respectively. At the end of every tutoring session, student is given a feedback form to ensure the tutoring session was helpful

### **Innovadia**

We provide individualized, one-on-one tutoring in a safe online environment. There is no transport cost involved as the classes are conducted online at the student's home and hence can easily be accommodated into working parent's schedules. Before the start of the tutoring program, the students take an assessment test, which may be taken either offline or online. On the basis of the results of the test, we formulate an Individualized Learning Plan, which is being followed by the tutor. At the end of the tutoring program, we take a post assessment test, which indicates the mastery level achieved the student. Each student will be provided with tutoring in either of the subjects, Math, Reading or Science. Our tutoring program includes minimum 30 hours of tutoring in the subject, i.e. Reading, Math or Science. We cater to students in grade K to 12. A standard tutoring session will be for 90 minutes, 2 times to 3 times per week. The tutoring program is available between 8 am to 10 pm, all 7 days in a week, 365 days a year. The virtual classroom has a whiteboard where the tutor and students can share their problems and work on the lessons. It has a tools panel (pen, graphs, eraser, etc) to facilitate the learning process. The student and tutor communicate through chat. All our classes are conducted online, & to enable a student to attend the tutoring program, we provide an Internet enabled computer to the students, who do not have it already. We provide all the instructional material, as a part of the tutoring program. The student is not required to provide anything. The instructional material is aligned with Illinois Standards of Learning. Our program concentrates on mastery level achievement. This means that each skill is taught and assessed based on the ability of the student to understand and show evidence of scoring 80% or above on skill assessments. Our program over the last three years has serviced more than 500 students throughout US. 30 out of them took ISAT and 25 were able to clear it. Of the 70 high school students tutored in California last year, 91% were able to successfully clear the CAHSEE (California High School Exit Exam). Similar results have been observed in other states as well. To teach ELL students we use the dual language program approach. In this well researched and established method, we teach in the students' second language, with specially trained bilingual teachers who teach students in their native language. We use Spanish in our dual language program.

In our program our instructions are delivered online and therefore students with disabilities having problem traveling can easily avail our services from their homes, under their parents care. For students with disabilities, we offer extra time to complete the lesson plan. The whole lesson plan is divided into smaller units. Being an online provider, students attend the tutoring sessions from the comfort of their home. Our tutors are experts in their subjects with most of them having a postgraduate degree and valuable experience in teaching, thus we are assured that their instructions will help the student to improve academically.

### **Achieve Highpoints**

An effective provider in the SES market for 4+ years, Achieve High Points (AHP) is an online math-tutoring program for students in grades 3-12. Aligned to the Illinois mathematics curriculum, AHP reinforces classroom learning and helps students retain what is taught in a 1:1 tutor: student ratio. Students go online for 3-4 one-hour sessions per week. Since we are online there are not the usual time and transportation barriers found with traditional tutoring. NO ILLINOIS WINTERS TO CONTEND WITH. Students work from any internet-enabled computer whenever it is convenient for them. If needed, we will provide an available free laptop for program use. Regardless of a district's Per Pupil Allocation (PPA), Achieve High Points will provide a minimum of 30 hours of tutoring (spread over 12-15 weeks) to students with no additional cost to parents or school districts. If agreed to by the local school district, Achieve High Points will allow students to have unlimited access to our learning platform even after the funding has been spent. Students can tutor until the end of the school year at no cost to parents or the school district. The process starts with students taking a curriculum-based assessment at their grade level to identify their strengths and challenges. Based on the results of the assessment, an Individual Learning Plan is created specifically for that student. Students using our platform experience an average 15-point increase in pre and post-testing. That's like going from a 78 to a 93. 83% of our students reported that their math grades went up in school. In our home state of Georgia, 67% of students' passed/exceed the state math test with AHP-- 15% higher than the average SES tutor. Numerous students have gone from F's and D's to B's and A's with Achieve High Points. Without high rent or tutor salaries to pay, we can serve just 1 student per school district. We reach students that others cannot afford to teach, including students in remote or rural areas. Under certain circumstances we may be able to assist families with the reimbursement of an Internet connection for up to \$30 per month for 4 months. Students can attend online tutoring sessions before and after-schools hours, 7 days a week between 07:00am to 11:30pm. For those times outside of school, i.e. holidays, weekends, vacations, etc. the program is available 24/7 for twelve months a year. This flexibility has proven very desirable for the SES students we currently tutor in our other 16 states. Should a student need additional coaching on a specific topic we have live tutors available online for conferences with students and parents. These virtual math tutors all have degrees in Math or related fields. Our virtual tutors/instructor staffs are available on weekends to parent for phone-conference to cater to the needs of working parents. Our program is not geared to serve LEP students.

### **Brilliance Academy of Math and English**

Brilliance Academy offers programming to students in both communication arts (reading and writing) and mathematics. Students have been successfully learning in our program for several years and have significantly improved their standardized test and in-class scores. The program that we use is designed by Brilliance Academy, is aligned with state and national standards and has been endorsed by the National Tutoring Association. Brilliance Academy uses the Basic Achievement of Skills Inventory (BASI) standardized test for purposes of pre-testing, diagnosing, assessing and post-testing. This is also used to monitor progress and provide objective percentile increases or variances for each skill tested. Our program ranges from 30 to 60 hours per subject, based upon available funding, each student's needs and the customized nature of our curriculum. In cases where there is not enough funding for both subjects (Reading and Mathematics), the parent would be asked to determine which program should be followed. Our maximum ratio of instructors to student is 1 to 8. Typically, sessions are 1 to 2 hours long, and we offer 1 to 4 sessions after school (Monday through Friday) per week yielding 4 to 8 hours of tutoring weekly. Services are ideally provided at the local school facilities where possible to allow the students to attend their lessons in a comfortable, safe and secure environment. Plus, this eliminates the need for transportation to the program. Parents would only be responsible for pick up at the conclusion of the program unless the school

offers an after-school bus program. If necessary, services can also be provided at local non-public schools, libraries, community center and business. In these cases, transportation to and from the facility may be provided by Brilliance Academy, based upon local circumstances. In addition to the after school program, Brilliance also provides services on weekends and over the summer. Our staff members are carefully selected, and our tutors are first and foremost chosen for their ability to effectively communicate information and positively relate to our students. For our LEP students, we prefer for tutors who have experience and certification with ESL populations. We have tutors who are fluent in Spanish, French, Urdu, Gujirati, Malagasi and Hindi. Our teaching materials are available to the students in English and Spanish. Students who speak other languages will receive their materials in English, but we will provide a tutor who is fluent in the above language to assist. All tutors have previous public school teaching experience. Tutors must also be certified by the National Tutor Association (NTA), which we provide at our own expense. We look for tutors who have experience and certification with ESL populations and/or experience with students with physical disabilities. We provide additional quality training through annual training and ongoing workshops. The tutor provides including their own workbook, and any additional study and lesson materials each student is provided with their own training materials. The student needs no additional material or equipment.

### **Sylvan**

Sylvan Learning offers three opportunities for students to participate in our programs. Students may attend the Sylvan Center, their school or another location using the Ace it! Tutoring Program, or participate via the Internet with Sylvan Online. There are some common elements in both of these programs. Sylvan Learning offers individual or small-group instruction to meet student needs. The Sylvan Learning programs start with criteria- and norm-referenced assessments to identify each student's specific learning needs. Sylvan Learning uses the results to create a learning plan to guide each student's reading and/or math instruction. Common elements include 34 hours of instruction in one subject area, at one time, according to parent preference, maximum of 8:1 student-teacher ratio, all textbook and classroom materials, snacks, and ongoing communication with parents and district educators. Sylvan Learning reading and mathematics programs are tied to Illinois State and District Standards to help students learn skills that are on standardized tests. Prior to accepting a child for tutoring, Sylvan Learning management visits with school personnel and/or parents to determine the best educational plan for meeting LEP students and/or students with disabilities' needs. While all of our materials are in English, Sylvan hires teachers who speak fluent Spanish to assist students' learning needs. For students with disabilities we offer shorter assignments, more time to finish assignments and changes to the physical setting in which the tutoring takes place (an online option for homebound). Management to provide appropriate accommodations or modifications reviews each child's placement. Sylvan Learning's Motivational Program is designed to maximize student participation. The motivational program can lead to students' increased self-confidence, consistent attendance and program completion. KCI Enterprises may provide transportation based on number of students participating in each school; when such transportation is not available, parents will be responsible for transporting the students.

Sylvan Center Program (and Online) To maintain the high quality associated with the Sylvan Learning programs; instructors must possess minimally a Bachelor's degree. Additionally, tutors teaching the Academic Reading programs are certified teachers and tutors teaching the Sylvan Math must pass a rigorous area competency test administered by Sylvan. It is preferred that instructors have previous teaching experience, and/or specialized educational certifications and membership in professional educational organizations. The Sylvan Learning tutoring program at Sylvan-Centers hours may vary from 1-3 hours according to age. Tutoring hours for students attending a Sylvan Learning Center are available year-round M-F, 9 am - 8 pm, Saturdays, 9 - 5 pm, Sundays, 1 - 5 pm.; in general parents can schedule tutoring time within those hours. Tutoring sessions for Sylvan Online are built on one-hour increments. Schedules vary based on each child's location of their computer and Internet system. KCI Enterprises may be able to assist in providing computers and Internet availability for delivery of program. Students in Ace it! Tutoring Program To maintain the high quality associated with the Ace it! Tutoring program, instructors must possess minimally a Bachelor's degree. It is preferred that instructors have previous teaching experience, and/or specialized educational certifications and membership in professional educational organizations. Students in schools or other locations using Sylvan's program called Ace it! Tutoring typically receive tutoring three days a week in 1.5 hour sessions per day before or after school, depending on the school's schedule. Schedules may vary to accommodate the school's calendar, for example during the summer months.

### **Gateway – Kay Center for Education**

1) Gateway offers individualized tutoring programs for students in grades K-12 in Reading/Language Arts or Math. We offer a small student: tutor ratio of 5:1, which allows us to give direct instruction to each student, reinforcing classroom lessons and filling skill gaps. 2) Our program begins with an invitation to the student and family for an optional initial consultation with the tutor to identify areas for improvement. Students then take the Comprehensive Assessment Program, a standardized test that determines current skill gaps. With input from parents/guardians and schools/LEA's, Gateway designs an Individual Learning Plan (ILP) outlining program goal directly correlated to the Illinois state learning standards. 3) All of our tutors meet the minimum state requirements to be an SES tutor. Tutors undergo rigorous training prior to their initial tutoring session with students, including reading and math tutoring strategies and policies, and special needs tutoring strategies (such as ADHD). Tutors also undergo weekly reviews (for at least three months), administered by local lead teachers and supplemented remotely via email/phone by the Director of Education/Senior Staff. Monthly in-house training is also required for all tutors to refresh/supplement initial training. Spot training may also be administered during senior staff site visits. 4) Our only facility requirement is space to meet, preferably at the students' schools. This helps with transportation issues as the tutoring takes place at the school the students attend. If a school site is not available, we may use a Public Library or, if possible, our Tutoring Facility in Steger, IL. When services are offered at students' school only transportation home is required of parents; if services are offered at other sites, parents are responsible for taking students to and from the location. We do not currently use computers/technology/software in tutoring. 5) We provide all materials and supplies, including books, paper, pencils, etc. We utilize consumable materials. Gateway believes in "going green", we recycle materials whenever possible. 6) We communicate with parents/guardians, teachers/schools and LEA personnel via written and verbal communication at least monthly. All receive ILP; all test scores and progress reports. 7) All students in our program take a pre- and post-assessment using the Comprehensive Assessment Program (CAP). We compare pre- and post-test data to measure the program's precise effectiveness on student learning in specific skill areas. 8) The program is set up for each student to attend a minimum of 30 hours in an integrated reading and math program. Typically our program involves one to four sessions per week for 1 to 3 hours before and after school, on weekends, and during the summer. 9) Our services to Limited English Proficient (LEP) students, at the parents' choice, can either be totally in the native language, totally in English or begin with the native language with an emphasis towards moving towards the English language. Our services to Spanish-speaking students include a bilingual teacher who translates our English materials into Spanish as well as some supplemental materials in Spanish. Gateway attempts to provide similar services for LEP students in German, French, Italian, and Farsi when available when teachers and materials are available. 10) Gateway accommodates students with special needs on an individual basis. Extended time to complete assignments and/or tests, breaks during instruction and/or testing

are allowed. Special seating and adjusted student grouping is allowed. Gateway may also provide written copies of orally presented materials, verbal, and/or written directions. Gateway will make every effort to provide a tutor who is proficient in sign language when required. Gateway allows students to respond and to receive information in a non-written form. Gateway does not provide large print or Braille materials, calculator, word processor, or augmented communication devices, but will integrate these devices for students who bring them to the tutoring sessions if the tutor is proficient in assisting the student while using these devices.

### **Grade Cracker**

Grade Cracker's vision is "High Quality Education Anywhere, Anytime". At Grade Cracker, we firmly believe that getting quality education should not be limited by the factors such as place and time. Hence, our online tutoring facility delivers the instructions to you; where you want, when you want. We use ISAT Achiever! assessment test to assess the student's strengths and weaknesses and develop Student Learning Plans. We communicate the results of this Assessment Test along with our proposed Student Learning Plan to the parents/guardians, student, and schoolteacher. Their approvals as well as suggestions are requested before we proceed in commencing our tutoring program. The tutoring program strictly follows the learning plan. We use the same, ISAT Achiever! for our post assessment. The key features of our instructional program include one to one live tutoring, flexible timetables, experienced tutors, and state aligned curriculum. These key features are very well supported by our methodology of rigorous monitoring of student's progress and active involvement of teachers and parents at each milestone of the student's tutoring plan. Also, if the student does not already have a computer/laptop and/or internet, we provide him both for free of cost. The student can keep the computer/laptop after the tutoring program ends. Being an online provider, students attend the tutoring sessions from the comfort of their home and avoid transportation hassles. It suits working parents, as they don't have to worry about altering their schedule to fit the tutoring timings. Instead, we fit our tutoring timings according to parents' schedule. Similarly, students with disabilities don't have to worry about commuting. Our tutors are experienced with all of them having a college degree and most of them have more than 3 years of teaching experience. Before going live, the tutor undergoes a training process (20 hours over 2-3 weeks). Student is not required to buy any additional learning material. The instructional material provided by us free of cost, is aligned with Illinois Standards of Learning. Each student will be provided a minimum of 30 hours of tutoring in Reading, Math or Science. The student can only choose one subject to receive help in. We cater to students in grade K to 12. A standard tutoring session will be for 90 minutes, 2 times to 3 times per week, before & after school, during summer & weekends. To teach ELL students we use dual language program approach. In this well researched and established method, we teach in the students' second language, with specially trained bilingual teachers & Spanish language materials. The program has been specifically designed to suit the needs of students with disabilities. To make the tutoring session available at their home, we divide the lesson plans in easily understandable parts, we deliver tutoring session through chat (if requested), we provide all the tutoring sessions in a recorded format and we make the student either write or draw the responses on the electronic whiteboard (as preferred by the student).

### **Educate On-line**

Educate Online has served more than 56,000 SES students since 2002. Students typically log on to our secure website from home while a teacher logs on from another location. In some circumstances, students may be able to participate through computer lab facilities in a school (whether the school's own lab, or a lab created by Educate Online). Using headsets and a shared desktop, they can work together effectively. Educate Online has more than 13,000 online lessons accessible on our secure website. Educate Online provides computers and Internet access to families who need them to participate in the program. Educate Online computers are shipped with security software embedded that only allows access to our website. Families incur no costs with the Educate Online program. Since students take sessions from home, transportation is not required. Educate online offers a minimum of 24 hours in reading or math. Parents are encouraged to schedule at least 2 to 4 one-hour sessions per week, but may choose the schedule that works best for their family. Sessions are offered seven days a week, after school and on weekends year-round. State-certified teachers deliver sessions. Teachers may work with up to three students at a time, but each student logs on to his or her own virtual classroom, so their experience is entirely one-on-one. An online version of the California Achievement Test is administered at the beginning of Educate Online programs to determine each student's individual skill gaps and provide a baseline measure upon which to determine each student's program progress. Results of the pre-test are used to develop a student-learning plan that is an individualized prescription to address that student's specific skill gaps. At the conclusion of the program, a post-assessment test will be administered to identify mastery and areas of continuing need for instruction. Educate Online can serve LEP and Special Needs students, assuming their ability to perform necessary computer functions. While our materials are all in English, we do have Spanish-speaking teachers who will work with students to learn the material. For our students with disabilities, we can make some accommodations: extended time to complete assignments or tests and the ability to have non-written communication between the student and teacher. Our experienced prescription monitors will incorporate available IEP's and 504 plans into their personalized learning plans.

### **Brain Hurricane**

Brain Hurricane uses a direct model of instruction where students are engaged in constructivist activities that are aligned with state standards and have been demonstrated to raise student performance in reading and math. Depending on the per-student allocation, we provide between 30-60 hours of tutoring. Our maximum group size is 12 students, but typical groups are between 3-6 students. We typically provide service two days per week for two hours at school sites, although days, times, and locations vary depending on the program. Our staff members meet the requirements of paraprofessionals under the No Child Left Behind Act of 2001, and many of our instructors have advanced degrees and/or teacher certifications. Brain Hurricane provides all instructional materials, including lessons and manipulatives. Brain Hurricane provides service to LEP students whose native language is Spanish. We provide instructors who are fluent Spanish speakers, and while most of our materials are in English, we do have some modified materials for the youngest children we serve that are in Spanish. Additionally we provide services to students with disabilities. We work with school to provide the appropriate modifications and accommodations as dictated by the student's IEP or 504 plan, and uphold the spirit of this by minimizing the impact of their disability and by maximizing their access to our general education curriculum. Specifically, we provide assignments that are smaller in length and give more time for the completion of those assignments. We provide materials in non-written formats and provide opportunities to respond in non-written manners, and we make adjustments in the physical setting of our tutoring. We typically provide services at school sites to minimize the need to transport students. In selected scenarios Brain Hurricane may provide transportation depending on circumstances.

### **Reach for Tomorrow**

Since all tests in Extra learning Online are criteria referenced, these internal tests will be used to determine student growth during the SES program. Initially, each student will be given a subject level/school level assessment (Elementary Language Arts, Middle School Math, High

School Math, etc.) for Science, Math, and/or Language Arts. This will identify the highest-grade level in which the student is demonstrating mastery. Based on these scores, the student will be given a pretest for Science, Math, and/or Language Arts, in the lowest grade level in which they are not demonstrating proficiency. They will then be placed into those courses. For each course, in each grade level, in which the student completes work, they will also be given a posttest (in a different version). That criterion-referenced posttest will show the student's level of mastery in that course (in percentages). That will be compared to the student's pretest score, and be used to establish growth within the course. For every course which the student is assigned, there will be a pretest and a post test, so that multiple assessments will occur for each student throughout the course of the SES program, providing the State of Illinois with the percentage improvement for that student, in that subject area, for that grade level, for every course in which they work. Each student will be offered at least 30 hours per subject of online enrichment under SES, but this can be extended at no cost to the parents or district at the option of RFT. Each student will receive 1:1 instruction using this web-based program, as teachers and classroom paraprofessionals are used solely as proctors to assist. The "teaching" is done by the program; however, RFT will train and hire local teachers and approved paraprofessionals only to manage the classroom activities. There will be an adult proctor with each group of no more than 12 students; in any given classroom at least one of the proctors will be a certified teacher. The intended locations are school computer labs, but if these are unavailable due to district policies, then RFT will use local libraries, community centers, or other locations that contain Windows based PCs and Internet access. These same teachers/paraprofessionals who work for the school system and who are trained and monitored daily by RFT staff will always manage the academic program regardless of location. RFT staff has more than 20 years of experience in using this program in classrooms throughout the nation as part of an alternative program or as part of regularly scheduled classes. In 2007 middle school students improved their math skills by 3 grade levels after 35 hours and their English language arts by 1.25 grade levels. The RFT program uses local teachers assisted by paraprofessionals, conducts sessions at the local school or suitable site with computers and Internet access, combines text books, streaming videos, and interactive games to meet the needs of every learning style, and provides additional access to a live tutor online above and beyond the Supplemental Services hours. For working parents RFT will coordinate times and locations for groups to accommodate their needs. RFT will not provide transportation. For Spanish speaking students we will hire a local teacher approved in the district to serve these students. We agree to make every attempt to hire a teacher that speaks the native language of the student if available in the district. The materials are written in English, but we will hire a local Spanish-speaking teacher to manage these sessions. In the same manner for students with disabilities the program permits extended time to complete lessons and tests, each assignment and testing modules are divided into smaller sections, and since this program is delivered via a computer and Internet we are able to provide adjustments to the physical setting.

## Spring Valley Community Consolidated School District 99 Supplemental Education Services Application

Parent/Guardian: In order for your child to be eligible to receive Supplemental Educational Services (SES), he/she must come from a low-income family and attend a Title I school identified to offer SES. As there are a limited number of spaces available in the SES program, the district cannot guarantee that all students will be able to participate. Please review the provider information. If you need assistance in selecting a provider, you may consult with your child's school or with the providers. Once you have decided on a provider for your child, please complete the following information:

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_  
Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_ Student SIS Number: \_\_\_\_\_

Check if the student receives either of the following services:       ELL       IDEA

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SES Provider Requested: (See attached provider list)

1<sup>st</sup> Choice: \_\_\_\_\_

2<sup>nd</sup> Choice: \_\_\_\_\_

3<sup>rd</sup> Choice: \_\_\_\_\_

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Parent Contact Information:

Parent/Guardian Name: \_\_\_\_\_ Email Address: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Daytime Phone Number: \_\_\_\_\_ Evening Phone number: \_\_\_\_\_

I understand that the district will enter into an agreement with the provider, and I will be notified of a time to meet with the provider to set goals for my student. I understand that the district will regularly inform me and the student's teacher(s) of the student's progress. I will sign and return an individual learning plan for my student and a parent survey sent to me by the provider at the conclusion of services. I understand that if funds are insufficient to cover the supplemental educational services for all of the students who choose to participate, participation will be based on prioritized academic need as defined by the district.

I give permission to the school district and the Illinois State Board of Education to disclose pertinent information included in this form about my child to the service provider. Information shall be limited to what is needed to operate the SES Program. Information concerning the identity of students receiving SES shall not be disclosed to the public without the permission of the parent/guardian of the student. The confidentiality of all student records shall be maintained in the compliance with applicable state and federal laws.

By signing below, I also grant permission for my child named above to receive Supplemental Educational Services from the provider listed above.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date