

## SES Providers Approved by the Pennsylvania Department of Education for 2009-2010 Who Serve the Brandywine Heights ASD Geographic Area

**ATS Project Success**, 20674 Hall Rd., Clinton Township, MI 48038

**Contact:** Melinda McNeill **Phone:** (800) 297-2119 **Fax:** 586-465-9481 **Email:** info@ATSProjectSuccessWorks.com

**Tutoring Location:** Student's home. **Type of Tutoring –** Individual; Distance Learning

**Program Description:** ATS Project Success offers math and reading support services in the comfort and safety of the student's home by loaning each student with a computer, the SuccessMaker web-based program, and an Internet service. We do not offer tutoring in science. The majority of students begin our program more than one instructional level behind in reading and/or math. After working 25 hours in Project Success, most students increase their instructional level by at least one complete level. We tracked students to quantify the percentage that showed significant growth. We defined significant growth as a gain of 0.50 to 0.99 instructional level or over one instructional level. The time period of our research was September 2004 through June 2005, and September 2005 through June 2006. For reading, our research shows that 30% (31) of the Kindergartners, 34% (190) of the 1st - 3rd graders, and 26% (270) of the 4th - 8th graders gained between 0.50 and 0.99 instructional level. In addition, 10% (54) of the 1st - 3rd graders and 21% (213) of the 4th - 8th graders gained one or more instructional level in reading. For math, 1,177 of the Kindergarten - 8th grade students completed the IPM math testing. The results of the test showed that 91% (93) of the Kindergartners, 92% (506) of the 1st - 3rd graders, and 67% (691) 4th - 8th graders met acceptable performance of 65% correct or higher in the program. We also analyzed similar data for our students in the math program for the same time period. For grades K-8, 39% (566) of the students gained 0.5 to 0.99 of an instructional level and 19% (267) students gained one or more instructional level in math. Overall, for the 2005-06 school year, our 1,915 students achieved the following results: In math, 73% of K-8 students met acceptable performance standards of at least 90% skills mastered, with an average gain of 0.62 of a level in 13 hours. In reading, 93% of Kindergartners met acceptable performance standards of at least 65% correct, with an average instructional gain of 0.33 of a level in 3 hours; 96% of 1st and 2nd graders met acceptable performance standards of at least 65% correct, with an average gain of 0.48 of a level in 8 hours; 68% of 3rd - 8th graders met acceptable performance standards of at least 65% correct, with an average gain of 0.63 of a level in 10 hours. We also collected data from parents about how our students progressed in their regular classrooms. Parents indicated that in math, 89% of the students maintained or improved their letter grades; 70% of the students achieved an increase. In reading, 91% of the students maintained or improved their letter grades; 62% of the students achieved an increase. We are currently a provider in Pennsylvania, but we do not have the data from the state's review of student progress on the 4 Sight Assessment. **This provider supports the following special needs students:** Hearing Impaired; Emotional support; Learning support; Mental retardation; Other; LAF or LEP: Spanish

**Digital Network Group**, 1100 Mercantile In 115-A, Largo, MD 20774

**Contact:** Jim Smith **Phone:** (240) 417-5111 **Email:** burkew@dolphin.upenn.edu

**Tutoring Location:** At the students home or school. **Type of Tutoring:** Individual, Small Group, Distance Learning

**Program Description:** From the outset, KPS assesses student needs, skills, and specific learning gaps using a standardized, curriculum-based, criterion-referenced test, the Assessment of Student Achievement (ASA). KPS administers the Online ASA pre-test with items calibrated for student grade level, though the online format provides students with easier or harder questions based on how they answered previous grade-level questions. This method employs fewer test items in order to specifically hone in on specific student ability levels, and is central to KPS philosophy of tailoring instruction to the particular needs of each student while also maximizing learning time by obviating the need for unnecessarily lengthy pre-assessments. The ASA is administered at the beginning and end of all KPS tutoring programs. In math, the ASA content, like KPS curriculum, is guided by the standards of the National Council of Teachers of Mathematics (<http://www.nctm.org/standards/>). In reading/ language arts, ASA content, like KPS curriculum, is guided by the standards compiled by the National Council of Teachers of English (<http://www.ncte.org/standards/>) whose own literacy standards are informed by those of the National Reading Panel (<http://www.nationalreadingpanel.org>). These standards directly correspond to the District of Columbia's own Mathematics standards and English Language Arts standards and, given this alignment, KPS expects that all students who receive instruction from our program will not just show gains on the ASA but will also demonstrate progress toward achieving proficiency on the District DC-CAS. Results on the ASA Online pre-test serve as the initial placement indicator for future KP Scholars. Alongside the Online ASA results, KPS also incorporates student results on the DC-CAS as well as student grade-point average to build a distinct entering portfolio for every future KP Scholar. This information, alongside a brief survey gauging students' interests, career plans, and attitudes toward school, provide KPS with a holistic view of a student's current progress and helps KPS place students at the appropriate level of instruction, identify a starting point within its curriculum, and generate each student's individual Learning Plan. This Learning Plan will essentially provide KPS with the prescription to address every student's individual specific skill gaps in the areas of math and English/ language arts. Students are also provided with quizzes and challenge questions throughout their tutoring sessions to ensure that they are appropriately comprehending and absorbing the instructional material. Students who are making adequate progress continue in the course as designed but those who do not perform to the expected standards are provided with 1:1 support with their KP Tutor through their office hours to provide more personalized support. **This provider supports the following special needs students:** Hearing Impaired; Physically handicapped; LAF or LEP: Spanish

**Foundations, Inc.**, 2 Executive Drive, Suite 1, Moorestown, NJ 8057

**Contact:** Sherrine Wilkins **Phone:** (856) 533-1600-1636 **Email:** swilkins@foundationsinc.org

**Tutoring Location:** Within school facilities. **Type of Tutoring:** Small Group

**Program Description:** For the past four years, Foundations has met state assessment requirements. Specifically, for both the 2005/06 and 2006/07 program years, over 92% of the SES students who attended 90% of the time, progressed a minimum of a 20% increase between the pre- and post- tests utilizing two high quality, researched-based instructional programs, Great Source and SuccessMaker for reading and mathematics. Additionally the Bridges pre- and post- assessments and follow-up practice tools in both reading and math showed similar results for students serviced in grades K-2. The 2007-08 gains, although somewhat less, also demonstrated significant increases between pre- and post-test assessments. **This provider supports the following special needs students:** Emotional support; Learning support; Mental retardation; LAF or LEP: Spanish

**Global Partnership Schools, Inc.**, 767 Third Avenue, 31st Floor, New York, NY 10017

**Contact:** Carol Simmons **Phone:** (215) 439-8606 **Fax:** 212-644-8749

**Tutoring Location:** Within school facilities. **Type of Tutoring:** Small Group (minimum 15 students in 2 groups)

**Program Description:** Although GPS is a new service provider, our leadership, which includes longtime school and district administrators, special education program administrators, and extended learning coordinators, has a well-established, successful track record raising student achievement levels and would anticipate achieving similar results in schools in Pennsylvania. For example, our CEO recently served as a superintendent of schools in a Rochester, New York, where he and key staff members designed and implemented after-school, Saturday school, and summer school programs that grew from 2,000 students in 2002 to more than 8,000 students in 2007. The schools and students served are comparable to the eligible schools and students who will be served in the Pennsylvania. During his tenure, major gains were recorded in student achievement, especially at the elementary level. In 2005, 57% of students in grade 4 met and exceeded standards in Reading and English Language Arts, up from 43% in 2003. This gain in academic achievement was also true for math. In 2005, 73% of students in grade 4 met and exceeded standards in math, up from 57% in 2003. As reported by the state education department, more elementary (37 of the 39) and high schools (15 of the 19) met annual targets for improvement in English and math and were listed in good standing. GPS staff members also have personal experience working with the reading, writing, and math text and technology programs that will be used in the GPS tutoring program. For example, GPS staff members used program reading materials with low-

income, underachieving students in grades 1-5 during a four-week summer program with excellent results. Third-grade students showed marked improvement: 34% of students who started as Struggling moved to the higher Emerging category, and 3% to the On Track category while 40% of Emerging students moved to On Track. Similar results were achieved by fourth and fifth graders during the four-week session. Based on personal experience and documented research, we would expect students typically to increase their reading fluency at a rate of .5 to 1.5 words per minute for each week of instruction, depending upon grade level. We would also expect them to increase their reading comprehension by one grade level based upon Lexile measures as a result of a completed tutoring program. These goals may be attained through explicit systematic instruction in each of the five primary reading skills areas (phonemic awareness, phonics, fluency and oral reading, vocabulary building, and comprehension), using small-group instruction, practice, teacher feedback, and additional opportunities for practice. Based on personal experience and documented research, we would expect students typically to increase their proficiency in most math skill areas (e.g., whole numbers and operations, geometry, measurement, and data and statistics) by between 15% and 30% between pretests and post-tests. **This provider supports the following special needs students:** Learning support; Physically handicapped; LAF or LEP: Spanish; Albanian; Chinese; Khmer; Russian; Arabic; French; Vietnamese; Other

**Learner First**, 309 Development Court, , Kingston, NY 12401

**Contact:** Jim Treloar **Phone:** (845) 339-2008 **Fax:** 845-339-0780 **Email:** [pases@learnerfirst.org](mailto:pases@learnerfirst.org)

**Tutoring Location:** Online and at school sites **Type of Tutoring:** Individual, Small Group, Distance Learning

**Program Description:** Learner First has partnered with Compass Learning and Plato Learning to provide a quality service to 29 New York State School Districts. Their product development exercises extensive and rigorous practices based on scientific research to guarantee the validity and effectiveness of its educational solutions. Learner First believes that the combination of synchronous and asynchronous learning enhance the experience and learning opportunities for students. Learner First has found that this combination has been working successfully with the Newburg City School District for several years. Newburg is a small urban city in upstate NY. In a recent case study of the Newburg City School District the Learner First method has been shown to provide dramatic improvement for students. In the 2007-2008 school year the average Newburg student received an average of 16.2 hours of synchronous instruction and completed as much as 147 hours of cumulative synchronous and asynchronous instruction. The fully online program was mostly accessed from home but some accessed the program from the library and local community centers. The average percentile gain of those that completed the program was 12%. In the fall of 2008, Learner First worked with over 400 students in PS 149 and PS 328 in the Bronx, New York City. The school populations of these schools are predominantly free and reduced lunch and almost completely minority students. In this intensive four-month hybrid face-to-face and online program students made significant gains. Mean gains in ELA of 6% with a median gain of 7% and mean gains in math of 7% with a median gain of 8%. The curriculum and assessments in Compass Learning and Plato Learning have been proven leaders in the educational industry. Below are two of many studies that have shown the successes of these programs. Plato Learning: In a study done in the Paterson Public School System in NJ with 445 Students from grades 3-5 the data showed that students made significant positive gains in mean scores of a baseline of 2.75 to midyear of 9.47 point to end of year of 11.10. For more on Plato research visit their website at <http://www.plato.com/Research-and-Resources.aspx> Compass Learning: Franklin Pierce School District, located in Tacoma, Washington, adopted the Compass Learning solutions in education in order to improve student achievement and raise WASL scores. Since 1996, 4th grade test scores have continued to improve in reading, mathematics, and listening. In year 2001 -56.7% of 4th grade students met the WASL reading standard. This is an 18.4% increase over the number of 4th grade students who met the standard in 1996. -70.1% of 4th grade students met the WASL math standard. This is a 14.9% increase over the number of 4th grade students who met the standard in 1996. For more information about Compass Learning visit: <http://www.compasslearning.com/> **This provider supports the following special needs students:** Emotional support; Learning support; Physically handicapped; LAF or LEP: Other

**The Right Prep, LLC**, 12008 NW 13th Street, Pembroke Pines, FL 33026

**Contact:** Tawanda Lane **Phone:** (954) 483-3595 **Email:** [TLANESQ@yahoo.com](mailto:TLANESQ@yahoo.com)

**Tutoring Location:** We tutor at community and recreational centers, libraries, churches and schools, if available.

**Type of Tutoring:** Individual, Small Group

**Program Description:** Since the launch of our program in November 2006 we have enrolled 100 students, all of which were pre-assessed. An analysis of student performance data of a sample of 37 kindergarten through third grade participants, conducted by a third party evaluator, M&I Educational Consulting Network, showed that 25 students (67%) showed improvement in their math scores with an average increase of 4.5 points (6.2%) and 20 students (54%) showed improvement in English with an average increase of 7 points (10.4%) after completing only eight hours of tutoring. Analysis of student performance by grade level provided even more compelling evidence that our program has a positive impact on student academic performance. Seventy-one percent of kindergarten students (5), 50% of 1st graders (7), 41% of 2nd graders (5), and 33% of 3rd graders (2) improved their scores on the Comprehensive Reading Assessment Florida by 2% to 78%. Sixty-six percent of the kindergarten students (2), 100% of 1st graders (7), 46% of 2nd graders (6), and 75% of 3rd graders (3) improved their scores on the Comprehensive Math Assessment Florida by 2% to 43%. Based on students' current performance on formative Options reading and math monthly assessments, we expect to find a significant improvement in at least 80% of our students' summative Options assessment and FCAT results upon completion of our program. **This provider supports the following special needs students:** Learning support; LAF or LEP: Spanish; Other

**Tutorial Services**, 17109 Ecorse Road, Allen Park, MI 48101

**Contact:** Melissa Woodson **Phone:** (313) 292-2076 **Fax:** 313-383-7575 **Email:** [mwoodson@tutorialservices.org](mailto:mwoodson@tutorialservices.org)

**Tutoring Location:** Online **Type of Tutoring:** Individual

**Program Description:** Results from our program evaluations for the past two years indicate that our program is successful in improving students' academic performance in English language arts and math. In SY 2007-2008 we provided SES to a total of 321 students attending Georgia schools, in which 95% of these students were low income. Of those 321 students, 301 (94%) successfully completed the program. Of these 301 students, 79% improved their math skills, as indicated by gains of four to 27 points in their post program CLO math assessment scores. Ninety percent of the students improved their English language arts skills, as indicated by gains of four to 47 points in their post program ELA CLO assessment scores. Washoe County School district in Nevada was given 800 licenses for CompassLearning Odyssey as a pilot test for math in 2005-2006. Third and fifth graders were tested through the math Criterion Reference Test (CRT). For the percentage of proficient students on the third grade math CRT, the average increase was 15% at the pilot schools compared to a decrease of three percent across the District. For the percentage of proficient students on the fifth grade math CRT, the average increase was 21% at the pilot schools compared to an increase of six percent across the District. (CompassLearning, 2008) In Pennsylvania, The Daniel Boone Area School District decided to take drastic action for at risk children from grades third through eighth. They implemented an after school tutoring program partnering with CompassLearning. The students would meet twice a week after school for approximately an hour. After two years of using the program, seventh graders whom were now ninth graders showed an increase in reading proficient from 63.6% to 73.1%. Both teachers and administrators believe that CompassLearning Odyssey played a pivotal role in increasing student achievement and school performance. CompassLearning meets the criteria of a valid and reliable assessment tool outlined by The Standards of Psychological Testing (1999). This assessment won the 2007 CODIE award. The assessments are aligned with state standards and can be customized to individual district's and/or school's curriculum maps. We assess students before they begin their tutoring sessions using the CompassLearning language arts and math diagnostic assessments. Results of the formative assessments are used along with input from parents and teachers to make adjustments to student's ISP and to monitor the student's progress toward obtaining their academic achievement goals. The language arts pre-test results from 2007-2008 averaged a 46.6% and math was at a 43.7%. After completion of the program the students from 07-08 averaged 57% in language arts and 56% in math. This is clearly 10.4% increase in language arts and 12.3% increase in math. **This provider supports the following special needs students:** Hearing Impaired; Emotional support; Learning support; LAF or LEP: Spanish