

APPLICATION FORM

Name of Entity: Applied Scholastics International

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Colorado

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Name of Schools/Districts that your organization will serve if approved: Denver, Aurora, Adams 50, Adams 1, Boulder County, Alamosa, Cherry Creek, Jefferson County, Littleton, Englewood, Douglas.

Check the box that defines your organization

<input type="checkbox"/> Non-profit	<input type="checkbox"/> For-profit
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Check the one box below that best describes your organization

<input type="checkbox"/> Boards of Cooperative Educational Services (BOCES)	<input type="checkbox"/> Family Literacy Program, Even Start or 21 st Century Program
<input type="checkbox"/> Charter School	<input type="checkbox"/> For Profit Tutoring Company
<input type="checkbox"/> Community Agency	<input type="checkbox"/> Individual
<input type="checkbox"/> Community College or University	<input type="checkbox"/> Private School
<input type="checkbox"/> Distance Learning Provider	<input type="checkbox"/> Public School or District
<input type="checkbox"/> Faith-based Organization	<input type="checkbox"/> Other _____

Indicate your 1st and 2nd Choice for the In-Person Provider Interview

1 st Choice	2 nd Choice
<input type="checkbox"/> March 28 th	<input type="checkbox"/> April 4 th

<input type="checkbox"/> March 29 th	<input type="checkbox"/> April 5 th
<input type="checkbox"/> March 30 th	<input type="checkbox"/> April 6 th
<input type="checkbox"/> March 31 st	<input type="checkbox"/> April 7 th

Element 1: Program

History and Structure. For thirty-four years Applied Scholastics has been working successfully with minority and low-income, high-risk students in school-based and after-school programs. Nationally recognized programs such as the World Literacy Crusade, Hollywood Education and Literacy Program and Literacy, Education and Ability Program (LEAP) are examples of successful applications of the unique pedagogy that contributed to the development of Applied Scholastics' current SES tutoring program. During this time of program development a staff of dedicated and experienced professionals was built. These professionals now supervise a network of licensed subordinate organizations operating in the four states for which APS has approved provider status – Missouri, California, Ohio and Arizona. These subordinate organizations use our unique pedagogy and meet our stringent training and operating requirements. The program is designed with a communication system that keeps all stakeholders fully informed – schools, parents, local supervision and headquarters supervision.

In Colorado, SES services will be available immediately through Applied Scholastics Colorado, and director, Dr. Patricia Ross, will monitor and supervise the work of tutors. However, groups are being established in other areas of Colorado and Applied Scholastics is applying on behalf of all of them. While the groups vary in name, location, languages spoken, availability for summer and school holidays, etc., they will have the following common characteristics in regard to the SES program: (1) services will be provided in one-hour or one-and a half-hour sessions outside of school hours on weekdays or in a combination of weekdays, Saturdays, holidays and summer recess; (2) sessions will cost \$25.00 per hour per student for small group instruction (3 to 5 students per tutor); and (3) both reading and mathematics instruction will be offered. The identities of new groups will be made available as appropriate.

Pedagogy. The foundation of all Applied Scholastics interventions are the teaching-learning methods known as Study Technology developed by L. Ron Hubbard. This pedagogy recognizes three main barriers to learning, each accompanied by distinct and recognizable physical and mental reactions in the student. By reading the reactions of the student the tutor knows a barrier has been struck, and which one, and is able to apply the precise remedy, thus implementing a differentiated approach to individual learning styles and allowing the student to progress toward the learning goal. At the same time, the student learns to spot and handle his own barriers. From the point of view of the student the process is called learning-how-to-learn. This training induces the learner to employ meta-cognition, defined as awareness of one's comprehension or non-comprehension and the thinking strategies one is using (Rivers 2001; Schraw and Dennison 1994).¹ Meta-

¹ In Research Review by Susan Imel, 2002. Eric Clearinghouse on Adult, Career and Vocational Education.

cognition enables the student to generate his own assessment feedback and to take responsibility for correcting comprehension so that he functions as a partner in the teaching-learning process.

Key among the tools used to overcome learning barriers is vocabulary development. The student learns that when he is unable to comprehend a passage of text he should look for a word or words that he does not understand (he learns specific procedures for finding the word) and when a misunderstood word is located, he follows an exact procedure for studying the word and gaining a full conceptual understanding. The tactic is used so continuously during instruction that every student must have access to a dictionary appropriate to his literacy level. In cooperative learning, students help each other locate and study misunderstood words. Students who learn and apply the precise procedure become better readers. They are able to comprehend text and apply it, their vocabularies increase exponentially and they become independent learners who can succeed with less help from the teacher in any subject area.

Reading Instruction. The program for reading instruction/remediation is consistent with the recommendations of the National Reading Panel (2000). It is comprehensive in that it addresses phonemic awareness, phonics, fluency, vocabulary development and comprehension strategies. It is systematic in that vocabulary is taught both directly and indirectly, the content of instruction is sequenced to assure student success, vocabulary-controlled readers align with the instructional sequence, curriculum embedded assessments are employed throughout to provide feedback to the student and to direct instruction to the precise point of need. 100% proficiency is attained by the student before advancing from one instructional level to the next. Instruction is explicit in that every step of the instructional sequence is spelled out for the tutor, including the exact sounds associated with letters and blends and nothing is left to chance.

Students attain fluency through exposure to a wide range of reading material. Immediate reading success is assured by vocabulary-controlled, decodable books that align with the levels of phonics instruction. Students can see that they are progressing to more difficult material and are motivated to continue. Some tutoring time is devoted to guided oral and independent reading. Also students are encouraged to continue reading at home from their selection of graded reading material on a list provided by the tutor and that they can obtain from the library. More detail on reading instruction is provided in Appendix A.

Math Instruction. In math remediation the beginning emphasis is on establishing conceptual understanding of the math terminology and symbols requisite to the student's mathematics instructional level. Failure to comprehend terminology or symbols generally bars further progress for the student. The tutor works from a proprietary list of math key words, with their definitions, that have been organized into levels of difficulty. Initially the list is used as an assessment to determine the student's level of math comprehension. Once that is known the tutor starts at the appropriate level and, going down the list, asks the student to define each word. He checks for general correctness, not word for word meaning. Any slowness or hesitancy in giving the definition is followed by a study of the word (or symbol) until it is fully understood and can be applied. Study might include use of the dictionary or a demonstration kit or modeling a concept in clay. At the conclusion of this phase of remediation the student understands why math operations function the way they do and is able to explain the patterns found. When

conceptual understanding is attained, students are seen to experience an immediate resurgence of interest and an amazing improvement of aptitude in the subject.

Next, math facts and computation procedures are checked and drilled to 100% proficiency. When the student is able to compute accurately and efficiently word problems are assigned to develop his ability to use appropriate algorithms and reasoning. Finally, the tutor concentrates instruction on the Colorado math achievement benchmarks that are appropriate for the student at his grade level. This may involve the use of school curriculum and math materials and requires close coordination with the classroom teacher. In the event that contact with the student's school is not available the tutor identifies suitable instructional objectives by consulting the Colorado math assessment framework and math benchmarks and uses commercial math workbooks and worksheets.

Small group Instruction. Students are assigned to small groups of 3 to 5 students and, whenever possible, students are grouped whose programs are similar in subject and level of instruction. Sessions are held 2 or 3 times per week for 1 or 1 1/2 hours each for a total of at least 3 hours. Each session begins with a warm-up exercise for the group, followed by a quick review and drilling of what the students already know – e.g., names and sounds of letters, math facts, key word definitions, etc. Then each student works on the next individual task on his program while the tutor circulates and helps each one as needed. Such tasks could include making letters or words with play dough, doing a worksheet, writing sentences with words, drilling with flashcards or reading aloud with another student or the tutor. The tutor is always well prepared and knows exactly what must be done with each student each session. The session is ended with a group learning game that allows every student to experience success.

Feedback to Students. As described above, students are asked to apply their learning constantly as they progress from less difficult to more difficult material. In being able to do so, they experience success. Tutors encourage students to write success stories or tell their successes in the tutoring group each day. Instruction includes frequent curriculum-embedded testing and the standard of 100% proficiency is in force. Each time the student is advanced to a new level in the material he knows that he mastered the material and knows it cold!

Location of Services. Tutoring is conducted either at the student's school, where this is possible, or at a rented community facility such as a branch library or church center that is near the school or is located on a public transportation route.

Special Groups. While all students encounter learning barriers at one time or another, Title I students, minorities, students with learning disabilities and English language learners are likely to be continually blocked by their lack of vocabulary. Study Technology, with its emphasis on identifying words that are not understood and clearing them up is an ideal strategy for these students. With Study Technology as the pedagogy, students develop vocabulary during every learning experience and can gradually work themselves out of the vocabulary deficiency. However, in working with students who are deficient in vocabulary Applied Scholastics also teaches vocabulary directly by making vocabulary instruction a part of every lesson plan. The specialized learning strategies of Study Technology that give concreteness to unfamiliar concepts are especially beneficial to individuals with limited vocabulary.

Individual Programs. An individual program is developed by the tutor for each SES student in collaboration with the school and parent. Needs assessment is done by

means of an interview of the student and parent and a meeting with school personnel to gather data regarding the student's academic strengths, weaknesses and special needs. These meetings are followed up by the tutor with assessments that pinpoint areas of academic deficiency and indicate where instruction should begin. With all the data in hand the tutor again meets with school personnel to establish learning goals and a program for the student that is aligned with Colorado standards and the program of the school, including any IEP's already established. Data gathered during needs assessment allow the tutor to select goals that are challenging but not overwhelming to the student. Each goal is then broken down into instructional components which are recorded on a program form with time targets noted for each component. Copies of the forms used for reading and for math can be found in the printed material supplied as attachments.

Element II: Staff

Headquarters Staff. For thirty-four years Applied Scholastics has been working successfully with minority, underachieving, low-income, high-risk and special students in school-based and after-school programs. Nationally recognized programs such as the World Literacy Crusade, Hollywood Education and Literacy Program and Literacy, Education and Ability Program are examples of successful applications of the unique teaching and learning technology that contributed to the development of Applied Scholastics' current SES tutoring program. During this time a staff of dedicated and experienced professionals was built. The SES team is led by Mary Duda, B.S., M.Ed., Ph.D., Director of Development. Members of her team include Professor Emeritus, Bonnie Paull, B.A., M.A., Dean of Academics and Instruction, Ms. Kerry Marquis, B.A, M.A, Vice President of Training and Ms. Pamela Chipman, B.S., Sr. Vice President for Production. Work of the team is supervised by Mr. G. Craig Burton, B.S., CPA,CMA, CCM, Chief Operating Officer. Between them the members of the team have more than 100 years of experience in elementary, secondary and community college education. This team provides oversight and development of the SES program.

Program for Qualifying, Hiring, Training Tutors. The program is carried out by the licensed organizations in each area who subcontract with Applied Scholastics to deliver SES tutoring. The requirements consist of the following:

- Submission of a written application (a copy can be found in the printed support material supplied as an attachment);
- A high school diploma or equivalent;
- At least 60 hours of credit from an institution of higher education or a pass on the paraprofessional exam for reading, writing and math skills administered by Educational Testing Service;
- A completed and satisfactory Department of Justice background check;
- Successful completion of two Applied Scholastics training courses prior to the start of tutoring – the Basic Study Manual course (pedagogy) or equivalent and the Teaching Modern Phonics course (together the courses total about 65 hours of training time);
- Agreement to complete the Communication Skills course during the first year of tutoring service (56-60 hours) (Two of the courses are eligible for four college

credits each from California State University at Hayward. The phonics course earns two units of continuing education credit.)

- Agreement to abide by the Tutor's Code. (Every tutor must sign a copy of the code. A copy can be found in the printed support material supplied as an attachment.)
- Suitability for work with children and youth. (This is established by means of a one-on-one interview. Successful experience in working with children is a factor. Another is persona – whether the person represents a suitable role model.)

All Applied Scholastics training is built on the principles of Study Technology, described above in Element I. This means that trainees are continually asked to apply what they are learning as a demonstration of complete understanding. A tutor trainee that completes a course has demonstrated that “he knows it cold and can apply it”. The trainers also oversee the conduct of tutoring both by direct observation and by monitoring the progress of students. Any sign of slowed or slowing progress of a student is investigated and could result in correction or re-training of the tutor.

The pedagogy training and phonics training required of tutors assures they know how to assess reading or math skills and deliver instruction to the precise point of need. Thus the academic deficiencies that prevent below grade-level students from progressing can be precisely identified and handled on the individual instructional program. A key part of tutor training is learning to quickly spot any symptom of a student learning barrier and promptly apply the precise remedy to handle the difficulty. The main learning barriers faced by underachieving students and those in special populations are insufficient vocabulary and lack of concreteness in learning material. Tutors can fully handle these difficulties as they arise, thus allowing these students to make continuous progress toward their learning goals. A tutor who completes this training and has demonstrated he can apply what he learned is well qualified to work with low-achieving students and special populations.

The third leg of tutor training – communication skills -- completed during the first year of tutoring service, is aimed at giving tutors the skills to present learning material in a manner that increases understanding and keeps students engaged and cooperating.

Local Staff. Tutors are trained by highly qualified educators who have received advanced Applied Scholastics training and are certified to train others. In Colorado, training and supervision of SES tutors is provided by Applied Scholastics of Colorado, whose staff includes two experienced Ph.D. educators and two licensed teachers. Director Dr. Patricia Ross, a former college teacher of English, has been training educators in Denver and E. Grand County schools and, under Senate Bill 94, at-risk youth in the Denver area to overcome barriers that prevent academic learning.

Element III: Research Base and Program Effectiveness

Academic Research.

Metacognition. The pedagogy used by Applied Scholastics promotes comprehension monitoring, or meta-cognition, an emerging construct in educational research referring generally to the awareness of one's thinking and the strategies one is using as a means to comprehension. Students test comprehension continuously during study so as to be fully aware of what they do understand and what they do not understand and to employ

methods of correcting failed comprehension. The use of meta-cognition has been validated recently in the research on text comprehension (Armbruster et al 2001; Chamot and O'Malley 1994; Palincsar et al 1991).

Comprehensive, Systematic and Explicit Instruction. Applied Scholastics' comprehensive program for reading instruction and/or remediation teaches the five skills identified by the National Reading Panel (NRP) as critical for success in learning to read – Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. Also in keeping with NRP recommendations, materials are explicit, leaving nothing to chance, and the approach is systematic, beginning with a thorough assessment to pinpoint the student's problem areas and followed up with curriculum embedded progress testing. Learning gaps are repaired by engaging the student in activities that lead to mastery; 100% proficiency is required to advance to the next level in phonics. (2000, 8, 9, 14).

Vocabulary Development. Vocabulary instruction is the thread that runs through all elements of the tutoring program, whether reading or math is the subject. Because misunderstood words are the single most virulent source of comprehension failure, and because content domains have their own vocabulary that students must negotiate if they are to perform competently (Lampert et al. 1998), vocabulary instruction occurs in all content areas and not only as a component of reading instruction. In the very first meeting with a student the importance of word meaning and the harmful effects of misunderstood words on learning is conveyed emphatically. Thereafter, every new word encountered must be and is defined and understood. This occurs whether it is accomplished as part of the plan of instruction, as it is in the phonics curriculum where new vocabulary is directly taught in every lesson, or is handled between the student and the tutor as symptoms of a misunderstood word become evident (tutors are taught to detect and handle misunderstood words and this emphasis is a cornerstone of the Applied Scholastics method). Today's learning research supports this emphasis on vocabulary learning as well as the explicit, systematic and multi-faceted approach to vocabulary development employed in Applied Scholastics tutoring. "Vocabulary should be taught both directly and indirectly. Repetition and multiple exposures to vocabulary items are important" (National Reading Panel, 2000, p.14. "Learning, as a language-based activity is profoundly dependent on vocabulary knowledge"(Baker, Simmons & Kameenui, 1995). Applied Scholastics teaches a specific procedure for studying and fully understanding words. Vocabulary instruction should be explicit and systematic and include word-learning strategies (Armbruster et al., 2001). Using a multi-faceted approach to vocabulary development is recommended. It should include extensive reading and the teaching of word consciousness along with word-learning strategies (Nagy, n.d.).

Fluency. Students read aloud every day to the tutor. They begin with books that are aligned with the phonics curriculum and are vocabulary controlled. Later they read from "pleasure books" of their choice that include all genres of literature as well as expository and informational texts.. The tutor takes care to see that the books are chosen at the appropriate level of difficulty so that the student's reading experience is positive. "Repeated oral reading practice that includes guidance from teachers, peers or parents had a significant and positive impact on word recognition, fluency and comprehension across a range of grade levels" (2000, p.12).

Strategic Reading. The research on reading instruction agrees with Applied Scholastics that strategic reading – reading with the purpose of improving comprehension – is essential for comprehension of school subjects and success in school. Strategic reading as taught in Applied Scholastics tutoring is not usually learned during basic reading instruction in the primary school grades. Thus students lack “well-articulated concepts about effective strategies to enhance comprehension” and need to develop “more detailed knowledge about what strategies are available, how they function, when they should be applied and why they help comprehension (Paris, Wasik, & Turner, 1991, p. 619). Furthermore, strategic reading includes the repairing of failed comprehension. When comprehension failed, strategic readers were able to “use a variety of strategies to repair their understanding” (Dole, 2000, p.56). Applied Scholastics tutoring programs provide tools and strategies not only for repairing failed comprehension when it occurs, but also for preventing comprehension problems in the first place. Students learn to spot comprehension barriers quickly and handle them promptly with precise strategies. “...explicit or formal instruction in the application of comprehension strategies has been shown to be highly effective...(National Reading Panel, 2000, p. 14).

References for Research Citations.

Armbruster, B.B.; Lehr,F.; Osborn,j. (2001) Put Reading First: *The Research Building Blocks for Teaching Children to Read*. Jessup, MD: National Institute for Literacy.

Baker, S.K.; Simmons, D.C.; Kameenui, E.G., (1995). *Vocabulary acquisition: Synthesis of the research* (Technical Report No. 13). Eugene, OR: National Center to Improve the Tools of Educators, Retrieved October 30, 2002. Web site: <http://idea.uoregon.edu/cite/documents/techrep/tech134.html>

Chamot, A.U.; O'Malley, J.M. (1994). Language Learning and Learning Strategies. In N.C. Ellis (E.D.), *Implicit and Explicit Learning of Languages* (pp. 371-392). London: Academic.

Dole, J.A. (2000). Explicit and implicit instruction in comprehension. In B.M. Taylor; M.F. Graves; P. van den Broek (Eds.), *Reading for meaning: Fostering comprehension in the middle grades* (pp.52-69). New York: Teachers College Press.

Lampert, M.; Blank, M.L. (1998). *Talking Mathematics in Schools*. Cambridge, UK: Cambridge University Press.

Paris, S.G.; Wasik, B.A., Turner, J.C.. (1991). The development of strategic readers. In R. Barr, M.L. Kamil, P. Rosenthal, & P.D. Pearson (Eds.). *Handbook of reading research, volume II* (pp. 609-640). Mahwah, MJ: Lawrence Erlbaum.

Nagy (n.d.). Promoting Students' Vocabulary Growth –an Overview. Retrieved April 8, 2004, from Seattle Pacific University web site: <http://www.myhonme.spu.edu/wnagy/promoting-students.htm>

National Reading Panel Summary Report (2000). *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research on Reading and its Implications for Reading Instruction*. Retrieved April 8, 2004. Web site: <http://www.nationalreadingpanel.org/publications/Summary.htm>

Palincsar, A.S.; David, Y. M.; Winn, J.A.; Stevens, D.D. (1991). Examining the context of strategy instruction. *Remedial and Special Education*, 12 (3), 43-53.
Evidence of Effectiveness: Quantitative Results Show Positive Impact On Low-Income, Underachieving Students.

Applied Scholastics has been delivering training to teachers and students in the Denver Public Schools and soon will have a large enough student base to warrant a study with CSAP(Colorado Student Assessment Program) scores. Meanwhile results are available from other locations on a variety of tutoring interventions in schools during the school day and in after-school programs. Several of these interventions and their results in reading, language and mathematics are described briefly in the following paragraphs. In each intervention the improvement in student achievement was documented by either a widely recognized standardized achievement test or by a proprietary state achievement test.

“Success in an Intermediate School”. Twenty underperforming fourth grade students in an urban Title I school were tutored in reading during the school day by a group of volunteers trained in Applied Scholastic’s Study Technology.

Students were pre-and post-tested with the Wide Range Achievement Test. All but one student improved. On the average, students improved one grade level in reading for each eleven hours of tutoring time. Standard scores increased by 15.2% in reading and by 10.1% in spelling after an average of 17 hours of tutoring. The full report shows the result for each individual student.

“How a Small Rural School District Reduced the Achievement Gap”. Two hundred twenty-seven severely underperforming students from an impoverished African-American farming community in Mississippi received Applied Scholastics small group remedial tutoring (3 to 5 students per tutor) in language arts and mathematics in their Title I school. Tutoring was delivered during the school day and each student received no more than 15 hours of tutoring spread out over the school year. Prior to the tutoring the students received two weeks of large group instruction in Study Technology (half-day sessions in the school auditorium) and their regular classroom teachers received a two day workshop. Both training programs were concentrated on learning how to overcome learning barriers. The impact of the intervention was documented using disaggregated before and after results from the Mississippi annual state-wide achievement test. The achievement gap of the tutored students was reduced by as much as 53% in math, 45.6% in reading and 34.6% in language. The full report shows the exact amount of achievement gap reduction in each content area for each grade level.

“Inner-City High School Students Discover Learning” This challenging project began with unmotivated, illiterate and semi-literate students and was carried out in the sub-optimum learning environment of a blighted inner-city Title I high school. Three classes of freshmen received training in how to use a dictionary and study skills (Study Technology) followed by tutoring in basic vocabulary for an average of three hours

(about four and a half sessions of 40 minutes each) per student. The students were chosen because of the severity of their academic deficiencies. The Gates-McGinitie Reading Test for vocabulary and comprehension was administered to the students at the beginning of April 2005 as a pre-test prior to tutoring. In June 2005, the computerized version of Scholastic Reading Inventory was administered as a post-test. Scores on both tests were reported in lexiles, thus making it possible to compare results on the different tests. A lexile score increase of 75 to 100 points equals one year's growth in reading ability, as measured by the difficulty of the text a student can comprehend. On the average the students gained at least a full year's growth in reading ability during the two months in which the tutoring was received. Detailed results are shown in the full report.

Success in Primary Grades. In a large inner-city charter school Kindergarten and first grade students struggled to learn phonic sounds and to blend sounds into words but for the most part were not succeeding until Applied Scholastics intervened. In the Spring of 2005 classroom assistants were trained over a period of 5 days in Teaching Modern Phonics, then tutored 43 of the students in their classrooms over a period of several weeks. In contrast to the performance of earlier cohorts, the students were reading and understanding what they read by the end of the school year. The results were documented quantitatively by a reading benchmark test in November 2006. 100% of the 43 students who received the tutoring were reading at or above grade level, while the results were 89% of first grade and 83% of second grade for the students who did not receive tutoring. Reading results for the Kindergarten and first grade on the statewide achievement test for 2005 will soon be compiled and reported.

Community-based After School Program. In Hollywood, California, illiterate and semi-literate school-age students, school dropouts and some adults (26%) enroll themselves in a community-based after school program where they participate up to four hours per week and receive Applied Scholastics tutoring to enhance their literacy and learning ability. Participants are tested with the Comprehensive Test of Basic Skills as a pre-test and again periodically. From a sample of 100 participants who attended for about one year, it was observed that 73% increased their reading level by 3.5 grade levels or more. Eleven percent increased by 7.5 or better. The full report gives the details.

Element IV: Evaluation/Monitoring

Assessment

Applied Scholastics uses assessments as pre- and post-tests to determine the student's beginning and ending levels of ability. In reading remediation, The Wide Range Achievement Test (WRAT) is administered. It is a nationally normed and standardized commercial test that measures decoding ability, and only decoding ability. The WRAT is an individually administered test which is suitable for both younger and older students. There are alternative forms for pre-and post-testing. Scores can be converted to grade equivalents for easy assessment of student progress. The second test used in reading remediation is an Applied Scholastics proprietary reading comprehension test based on the Frye Readability Scale that establishes reading comprehension level by grade.

The first Colorado academic achievement standard for reading is the ability to read and understand a variety of materials. This standard is the focus of Applied Scholastics SES tutoring for reading. Students performing below grade level lack decoding skill almost without exception, thus phonics instruction is a key element of the remedial

reading program. The two assessments measure both a main component of reading skill – decoding—and the main goal itself-- comprehension ability.

For math remediation Applied Scholastics uses a proprietary test of computation and word problems at various levels of difficulty from K-8, with results reported as math ability by grade. These two indicators – computation ability and problem-solving ability - - subsume the range of math strands in the Colorado standards, as all of the other areas – understanding, reasoning and engagement – must be dealt with in order to achieve computation and problem-solving ability.

Instructional materials include curriculum-embedded tests at the end of each instructional level. The results of these tests alert the tutor and other stakeholders to the student’s rate of progress. (These tests are also useful at the time of needs assessment and program planning for pinpointing academic deficiencies.) As well, both of the proprietary tests –reading comprehension and math -- are administered from time to time, depending upon the length of the tutoring program, to establish benchmarks of progress in those subjects. Copies of the tests are included in the allowable attachments section of this application package.

Program Monitoring

The tutor’s work is closely monitored both by direct observation and by means of weekly progress reports that are provided by the tutor to the school, the parent, the tutor’s local supervisor and to Applied Scholastics headquarters. Locally the tutor’s trainer is responsible for supervision. Each student’s weekly progress report is reviewed by the local supervisor and by Applied Scholastics headquarters staff. If any sign of slow or slowing student progress is detected an investigation is conducted, which may result in correction or retraining of the tutor.

Keeping Stakeholders Informed of Student Progress

On the same day each week the tutor makes out a progress report for each student that shows what was accomplished during the week and whether the student is on target according to his instructional plan. There is space to write notes to the parent or teacher and for them to write replies or originations. The report is taken home and to school by the student, unless other arrangements are made. A copy is sent to the District Coordinator. Copies of the report also go to the tutor’s local supervisor and to Applied Scholastics headquarters, where the progress of each student is closely monitored by staff.

For parents who may lack the ability to interpret the progress report, or who prefer a one-on-one meeting with the tutor, monthly free seminars are conducted on weekday evenings or Saturday. The seminars provide help to parents on matters of homework struggles, using the library, nutrition and sleep, etc. The gatherings are attended by the tutors and by a bi-lingual helper who facilitates communication. In most cases tutors also handle phone calls from parents wishing information about their child.

Element V: Pricing for Supplemental Service

Applied Scholastics has not yet implemented the SES program in Colorado. Experience and data from other states indicates that 30 hours of small group tutoring is sufficient to raise student performance one grade level on the average, whether reading or math. Applied Scholastics tutoring is highly individualized and addressed to specific needs as determined by continuous formal and informal assessment. The time required to achieve

a specific result may vary with the characteristics of students in the tutoring group, a student's degree of academic deficiency at the start of tutoring, amount of family support, etc. The program is not a cookie cutter process that works in the same amount of time for every student. Therefore, Applied Scholastics established a fixed hourly rate for tutoring. This means that individual learning goals may be tempered somewhat by the allowable per student expenditure of the school district. The rate for small group tutoring (3 to 5 students) is \$25.00 per hour.

<u>Service Summary</u> (Please limit responses to one word or short phrases. This information will be used on CDE's website and sent to parents and school districts.)	
Name of Provider	Applied Scholastics International
Schools/Districts to be served if approved by State	Denver, Aurora, Adams 50, Adams1, Boulder County, Alamosa, Cherry Creek, Jefferson County, Littleton, Englewood, Douglas.
Specific location of service delivery (See Question 4 of Element One)	Student's school if possible, or nearby library branch, mason lodge or church center.
If service delivery is not at the student's school, is transportation provided, and, if yes, is there a separate fee? (Note: Districts are not required to provide or pay for transportation.)	Transportation is not provided.
Type of certification of instructors	100 hours of specialized training in pedagogy, phonics and communication skills.
Individual or small group (include student teacher ratio)	Small group with maximum of 5 students per tutor.
Grade levels served	K-8
Length of each session	1 or 1 1/2 hours
Duration of program (in hours)	Depends upon learning needs and individual characteristics of child.
Tutoring available in Reading and/or Math	Reading and Mathematics
Specifics of reporting to parents & school (format, frequency, method of communication)	Weekly written progress reports to parents and school/ Monthly seminars for parents with bi-lingual helper if appropriate/ Telephone conferences as required
Special populations served	Low-income, minority, learning disabled, English learners, underperforming.

Please provide a description of your program in both English and Spanish. Descriptions will be sent to parents and should be written in a language that is easily understandable. Attach additional sheet if necessary. Limit description to 150 words. Sample program descriptions are available at www.cde.state.co.us/scripts/ssp/SuppSerSearch.asp

English

For 34 years Applied Scholastics has been helping struggling students overcome learning barriers and improve in school. Tutors use a powerful teaching method that handles the three main reasons that students do not learn. They produce students who can read fluently and with comprehension, do math problems with understanding, and who not only pass tests, but have learned how to overcome study barriers and be less dependant on teacher help.

At the beginning and periodically throughout, students are tested to pinpoint their academic weaknesses and to mark their progress toward greater ability. As they work individually and in small groups, learning gaps that prevent them from succeeding in school are repaired. Students participate in a variety of activities that include flashcard drilling, reading, using the dictionary to find word meaning, making up sentences that use new words, writing, modeling in clay, using objects to demonstrate ideas, group learning games, etc.

Spanish

Desde 34 años, el Applied Scholastics ayuda al estudiante a superar las barreras al aprendizaje y a mejorarse en la escuela. Sus tutores emplean un método eficaz de enseñanza que maneja a las tres razones principales que impidan al éxito estudiantil. Resulta en un estudiante que lee con comprensión y que hace la matemática con intelecto. Superando así las barreras al estudio, ya no tiene que contar exclusivamente en la ayuda del maestro.

Al empezar, y periódicamente después, el estudiante está examinado para apuntar su nivel de progreso o algún debilidad. Trabajando individualmente con el tutor o en grupo pequeño, cualquier punto que le impidiera al éxito escolar se ve aderezado. El estudiante participa en una variedad de actividades las cuales incluyen ejercicios con “flashcards” (tarjetas que muestran palabras o cifras), el uso del diccionario, el empleo de palabras nuevas en frases, la composición escrita, la demostración de conceptos en plastilina o con objetos, juegos de aprendizaje, etcétera.

Phonemic Awareness

Students who have been taught reading by the whole word method, or beginning readers, may lack awareness of the sounds associated with letters. These students need to be made aware that while each letter of the alphabet has a name, it also has an associated sound (multiple sounds are introduced later) that can be used in forming words and that these sounds are used in talking. The tutor emphasizes this function with each letter of the alphabet as it is introduced.

Fluency

Students read aloud every day to the tutor until they have achieved an appropriate level of fluency. They begin with books that are aligned with the phonics curriculum and are vocabulary controlled to assure success. There are 70 such books. Later they read from library books of their choice that include all genres of literature as well as expository and informational texts.. The tutor takes care to see that the books are chosen at the appropriate level of difficulty so that the student's reading experience is positive. The student also does a large volume of independent reading selected from graded materials that are matched to his level of reading ability. Independent reading is continued at home (the tutor solicits the help of parents to make this happen and provides reading lists and instruction on the use of the library, if needed).

Vocabulary

Vocabulary instruction is the thread that runs through all elements of the remedial reading program. In the very first meeting with a student the importance of word meaning and the harmful effects of misunderstood words on learning and understanding is emphasized. Thereafter, every new word encountered must be and is defined and understood. Explicit vocabulary instruction is part of every reading lesson. Additionally, the tutor is alert to any symptom of a misunderstood word and uses specialized techniques of Study Technology to help the student locate the word that is misunderstood. The word is then studied to full understanding using the dictionary and

an eight-step procedure. Further vocabulary development occurs as the student advances and learns how to learn (e.g., learns Study Technology), monitors his own comprehension, spots words that he does not fully understand and uses the dictionary to study and learn the full meanings of words.

Phonics Instruction

Phonics instruction is systematic and explicit. Instructional materials provide for sequenced learning of sounds, blends and phonics rules. The sequence was developed through Applied Scholastics' practical experience to assure ease of learning and application. Nothing is left to chance. Not only is the exact sequence of sounds explicit, but even the sounds themselves. Tutors have learned the correct sounds through drilling sounds to perfection from an audio recording. Instruction is systematic in that the student's learning is assessed after each section of the material. Any errors found are corrected by additional instruction until mastery of the sounds and rules is attained.

Comprehension

The program teaches that reading is for the purpose of comprehension. Tools and strategies are taught for repairing failed comprehension when it occurs, but also for preventing comprehension problems in the first place. Students learn to monitor their text comprehension routinely (metacognition), to spot comprehension barriers quickly and to handle them promptly with precise strategies.

Understanding

The first task undertaken with remedial students is a review of arithmetic and math terminology and symbols with the purpose of establishing the conceptual understanding requisite to the student's mathematics instructional level. The tutor works from a proprietary list of math key words, with their definitions, that have been organized into levels of difficulty. Initially the list is used as an assessment to determine the student's level of math comprehension. Once that is known the tutor starts at the appropriate level and, going down the list, asks the student to define each word. He checks for general correctness, not word for word meaning. Any slowness or hesitancy in giving the definition is followed by a study of the word (or symbol) until it is fully understood. Study might include use of the dictionary or a demonstration kit or modeling a concept in clay. When conceptual understanding is attained, students are seen to experience an immediate resurgence of interest and an amazing improvement of aptitude in the subject.

Computing

Conceptual understanding having been established, the student is checked on basic math facts and computation procedures to identify any areas of uncertainty. A solid grounding in arithmetic is a prerequisite to learning advanced mathematics and for accurate and efficient computation. Any areas of weakness found are drilled and drilled until the student is 100 % proficient in knowledge of math facts and skill in computation.

Applying

When the student is able to compute accurately and efficiently word problems are assigned to develop his ability to use appropriate algorithms and reasoning, to determine whether results are reasonable and to apply the skills to new and varied situations. Any mistakes in application or in computation are traced back to misunderstood terms/symbols or uncertainty of basic facts. The weaknesses found are corrected with further drilling or word study, etc. Eventually the student solves word problems easily and accurately.

Reasoning

Valid reasoning is based on conceptual understanding. The tutor asks the student to explain his solution to each application problem. Any failure of reasoning (vs. computation) indicates a misunderstanding and a search is then conducted for the misunderstood word or symbol. Once this is found and corrected fully the student solves the problem again appropriately.

Engaging

The emphasis on purpose runs throughout the tutoring program. In the initial interview the tutor encourages the student to formulate a purpose for the tutoring from his point of view. Purpose is discussed again with each student at the start of each tutoring session. The student must know why the learning applies to his own goals and have some idea how he will apply the learning in life. Other methods of engagement include the use of

learning games in tutoring sessions and the tutor's own skill in presenting math as a valuable tool in the student's life.

Appendix C

Element V: Pricing for Supplemental Educational Services

District	Size of Tutoring Group	Hours of Program	Total Cost
Denver Public Schools	3 to 5 students	3 x 1 hr. or 2 x 1 1/2 hrs. = 3 hrs/week	\$25.00/hr /student
Aurora Pubic Schools	“	“	“
Adams 50	“	“	“
Adams 1	“	“	“
Boulder County	“	“	“

Alamosa

Cherry Creek

Jefferson County

Littleton

Englewood

Douglas

required . In math remediation the emphasis is on establishing conceptual understanding of the math terminology requisite to the student’s mathematics instructional level. At the same time, math facts are checked and drilled to 100% proficiency. Once these two areas are mastered the student works on the math program

of his school and classroom. This part of his program is coordinated closely with the classroom teacher.