

MTS Tutorial Service, Inc.**Section IA: Program Description****MTS Tutorial Services, Inc.**

1) MTS Tutorial Service, Inc. is a computer-aided integrated learning program with a tutor on-site. **2)** MTSsoftware[®] is research-based and delivered to users via the Internet (web-based). The software lessons will be used as the primary focus to increase student achievement. Lessons are aligned to the Arkansas Content Standards; the management system allows for differentiated instruction based on each student's achievement level. The software is supported with research-based print materials from Options Publishing as needed. **3)** Tutoring is provided in mathematics and English/language arts. **4)** Tutoring is provided for students in grades K-8. **5)** Scientific basis for the program: The software is configured to maximize time-on-task for individualized instruction. Increased time-on-task has been shown to improve achievement (Doyle). Time-on-task increases significantly with the use of integrated learning systems (Worthen et al). The management system generates assessment files that contain critical information to assist the teacher in analysis of data to drive instruction. This information is vital for the tutor to plan appropriate learning activities (Van Dusen and Worthen). All assessment information may be printed. This provides on-going accumulative feedback. MTSsoftware[®] allows the tutor to individualize instruction for each student. Learning theory suggests that an individualized program that caters to specific learning needs will lead to greater student gains while decreasing the gap between low and high ability students (Becker). **6)** Evidence of success of the program: For the school year 2007-2008 (first year as an SES provider), 312 students were served in Alabama and Louisiana with 82.7 percent of students increasing their achievement on state mandated assessments. Results for Arkansas, Alabama, Louisiana, and Tennessee are not available at this time for 2008-2009. **7)** It is preferred that classes be taught at school sites using the facilities, equipment, and computers. Software and instructional materials will be provided by MTS Tutorial Service, Inc., as well as, paper and pencil for the students' use. The software will be hosted on the applicant's server. **8)** The program is unique in that each student is taught at his/her achievement level whether that be below grade level, on grade level or above grade level. Students are moved at their own pace with skills practiced until mastery occurs. Also, instant feedback for each lesson the student works is provided for the student and tutor; therefore, immediate remediation and/or re-teaching can occur. All reports may be printed and each lesson the student works is referenced to the Arkansas Content Standards in the report for the parent, tutor, school staff, and district staff. **9)** The applicant is a for profit organization. **10)** The applicant proposes to use the school site for services. **11)** Science tutoring is not proposed. **12)** Since students will be tutored at their school site immediately after school, it is expected that parents/families will pick students up. If it is determined that transportation will be provided by the applicant, transportation will be determined between the applicant and the LEA according to the LEA's contract. **13)** All tutors employed will be current employees in the district as a teacher or a teacher assistant with current fingerprint and background check pursuant to Arkansas teacher licensure procedures. They will have experience working with Title I students, English/language learners, and students with disabilities in mathematics and English/language arts. Staff will be trained prior to the beginning of tutoring services and follow-up training will be on-going.

Section IB: Basic Program Information

<p>MTS Tutorial Service, Inc.</p>	<p><i>Program Name (if different from Applicant Name)</i></p>
<p><i>Has this applicant ever been removed from any state’s approved provider list?</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><i>If the response is “Yes”, applicant must provide a description of the circumstances under which the removal occurred, and the state(s) from whose approved provider list the applicant was removed.</i></p>	
<p><i>Type of organization (indicate with a check in the appropriate box)</i> <input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Not for Profit <input type="checkbox"/> School Entity <input type="checkbox"/> Higher Education Institution <input type="checkbox"/> Other (describe)</p>	<p><i>First Year applicant approved to offer SES services in Arkansas:</i> 2008-2009</p> <p><i>First year applicant approved to offer SES services anywhere:</i> October 2007</p>
<p><i>Subject areas to be covered (09-10 indicate with a check in the box)</i> <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> English/Lang Arts <input type="checkbox"/> Science</p>	<p><i>Grades to be served (09-10) in each subject area to be covered</i></p> <p>Math: K-8 English/Language Arts: K-8 Science</p>
<p><i>Staff availability and qualifications (do not exceed 100 word description)</i>All tutors employed will be current employees in the district as a teacher or a teacher assistant with current fingerprint and background check pursuant to Arkansas teacher licensure procedures. They will have experience working with Title I students, English/language learners and students with disabilities in mathematics and English/language arts.</p>	
<p><i>Service delivery setting (check all that apply)</i> <input checked="" type="checkbox"/> School <input type="checkbox"/> Business location <input type="checkbox"/> Place of religious worship <input type="checkbox"/> Community Center <input type="checkbox"/> Student’s Home (parent or guardian must be present during tutoring) <input type="checkbox"/> On-line <input type="checkbox"/> Other (describe)</p>	<p><i>Specific student populations proposed to be served (check all that are proposed to be served)</i> <input checked="" type="checkbox"/> Low income <input checked="" type="checkbox"/> Minority <input checked="" type="checkbox"/> Migrant <input checked="" type="checkbox"/> Limited English proficient (indicate languages) <input checked="" type="checkbox"/> Special education <input type="checkbox"/> Other (describe)</p>
<p><i>Time when services are proposed to be offered</i> <input type="checkbox"/> Before school</p>	<p><i>Student/instructor ratio</i></p> <p>List the ratio of instructors to children in the proposed program: 1:10</p>

<input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Weekends <input checked="" type="checkbox"/> Summer <input type="checkbox"/> Other (describe)	Maximum number of students for each instructor (not to exceed 10 students per instructor)
Cost per hour (not to exceed current maximum allowable from RFA): \$45.00	Approximate number of hours required for proposed tutoring: 30 hours
Minimum number of students that will be served in a single district: 10 students Minimum number of students that will be served in a single school or setting: 10 students	Will students be transported by this provider? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No * Transportation will be provided only in conjunction with the local LEA being served.
Provider Contact Information: Contact Person Name: Ralph Ainsworth Street Address: 10988 North Harrell's Ferry Road, Suite 1 City, State, Zip: Baton Rouge, LA 70816 Contact telephone number: (225) 274-9700 Contact fax number: (225) 274-0190 Email: ralph@mtstutor.com Website: www.mtstutor.com Hours of operation: 10:00 a.m. – 6:00 p.m. CST	

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

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

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

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

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

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

Section II: Narrative and Supporting Documentation**Section II A. Program Overview****Narrative Description of Program**

1) The diagnostic for students enrolled with MTS Tutorial Service, Inc. is their most current Arkansas academic assessment(s). As required by the No Child Left Behind Act (NCLB), performance or growth as measured by the state-testing program is the primary indicator used to make judgments regarding the success of students, educators, schools, and school districts. Therefore, MTS Tutorial Service, Inc. will identify the content and skills that students have not mastered using Arkansas' current assessment data. If these data are not available for a student, MTSsoftware® Assessments will be used. 2) Attention will be concentrated on those objectives which students' demonstrated low levels of mastery on the Arkansas State Assessments. The Arkansas Content standards will be utilized to determine the content that is expected of students at their grade level. Instructional activities will be varied to address a variety of intelligences and learning styles. The software and print materials will offer multiple opportunities for students to practice skills and concepts. The software is configured to maximize time-on-task for individualized instruction. Students remain engaged as appropriate lessons are assigned and completed with immediate feedback to them. 3) The tutor's process of integrating assessment and instruction is one where the tutor implements (instruct and assess), observes/gathers data, records, reflects, then redirects instruction, and implements again for each student.

Instruction is provided for students in grades K-8 in mathematics and English/language arts with a tutor on site. Computer assisted instruction is provided and supplemented with print materials. All materials used are research-based. The primary instructional program will be MTSsoftware® along with printed materials from Options Publishing Company. MTSsoftware® is developmentally appropriate and designed to

close the achievement gaps between sub-groups as defined by NCLB as well as higher achieving majority students. The differentiated instruction within the program accommodates students with disabilities. The tutor/student ratio will be one tutor for 10 students. All tutors will have demonstrated success in teaching mathematics and English/language arts to Title I, high-poverty, low-achieving students, students with disabilities, and English language learners. The Arkansas Manager will provide pre-service training for tutors and will make five follow-up visits to the tutoring sessions at each school. An Observation Checklist will be used by the Manager to evaluate the effectiveness of the training and follow-up training will be based on the findings from the checklist. The role of the parent is to assist the school and MTS Tutorial Service, Inc. in developing and identifying specific achievement goals for their student, measures of student progress, and a timetable for improving achievement. The parent is expected to ensure that their child attends the program regularly. Student progress reports (printed) will be given to the parent monthly; conferences will be held as needed.

MTS Tutorial Service, Inc. offers a program that is designed to improve the achievement of Title I students. The instructional program is designed to address basic reinforcement of core content, as well as promote critical thinking skills. Students are given opportunity to practice skills that have not been mastered using materials that are developmentally appropriate, research-based, and based on best practice for teaching and learning.

The tutoring service will be provided at school sites using the facilities, equipment, and computers. The applicant will provide the software, print materials, paper and pencil, and will host the software on their server.

Parents will be given tips to help them be active in their child's learning. The tips will be given to the parent when the instructional plan is developed, and sent home if

they cannot attend the meeting. Parents are encouraged to communicate concerns and/or accomplishments to the tutor. Conferences will be held as needed.

The Arkansas Manager will meet with designated school personnel on a regular basis. School and district administrators will be provided student progress reports on a monthly basis, as well as the classroom teachers. Tutoring will focus on the academic content that has been taught in the regular classroom, but has not been mastered by the students attending the tutoring sessions.

The program quality and effectiveness will be evaluated using the MTSsoftware[®] Assessments.

The provider had no complaints from any stakeholder the first two years of tutoring (2007-2008 or 2008-2009). If a conflict arises, the issue will be resolved in a timely, professional, and positive manner.

During 2007-2008 three hundred twelve (312) students were served in Alabama and Louisiana and 82.7 percent improved their achievement in mathematics and/or English/language arts or both. At this time, the applicant does not have the results for the states served during the 2008-2009 school year. Tutoring services are still being provided in three states at the time of this application process.

The program is unique in that each student is taught at his/her achievement level whether that be below grade level, on grade level or above grade level. Students are moved at their own pace with skills practiced until mastery occurs. Also, instant feedback for each lesson the student works is provided for the student and tutor; therefore, immediate remediation and/or re-teaching can occur. All reports may be printed and each lesson the student works is referenced to the Arkansas Content Standards in the report for the parent, tutor, school staff, and district staff.

Section III: Indicators of Quality

A. Evidence of Links Between Research and Program Design

1) As pressure increases on teachers to raise test scores, it is necessary to define what Popham describes as “item-teaching and curriculum teaching”. In item-teaching, instruction is organized around the actual test items or a set of look-alike items. Curriculum teaching requires the teacher to direct instruction toward a specific body of content knowledge or specific set of cognitive skills represented by a given test. MTSsoftware[®], an integrated learning system, lessons are designed and developed to support curriculum-teaching where instruction is targeted at test-represented content. In the article, “Can Integrated Instructional Technology Transform the Classroom?” authors Van Dusen and Worthen identified five areas essential to the successful implementation of integrated learning systems to improve student achievement. Following is a discussion of the design and development of MTSsoftware[®] in relationship to four areas. **Increased Time-On-Task** – The software is configured to maximize time-on-task for individualized instruction. Increased time-on-task has been shown to improve achievement (Doyle). Time-on-task increases significantly with the use of integrated learning systems (Worthen et al.). **Effective Assessment and Reporting** – The management system generates assessment files that contain critical information to assist the tutor in analysis of data to drive instruction. This information is vital for the tutor to plan appropriate learning activities (Van Dusen and Worthen). All assessment information may be printed. This provides on-going accumulative feedback. **Guaranteed Individualized Instruction** – MTSsoftware[®] allows the tutor to individualize instruction for each student. Learning theory suggests that an individualized program that caters to specific learning needs will lead to greater student gains, while also decreasing the gap between low and high ability students (Becker).

New Roles for Teachers – Comprehensive professional development assists the tutor in using the software as both an instructional and diagnostic tool based on best practice around teaching and learning. “The extent to which the teacher integrates the instructional learning system and curricular content is the most important factor in producing student learning gains” (Van Duse and Worthen).

2) Instruction is delivered individually and in small groups of no more than 10 students to one tutor. The **success** of the program is that each student will be instructed at their achievement level not at their grade placement level. The tutor monitors and redirects instruction for each student daily, a **difficult** instructional task for him/her, but profitable for student achievement.

B. Links Between Program Design and NPR and NCTM Standards

The intended use of MTSsoftware[®] is not that of a comprehensive reading program, but as a supplement to support instruction in the areas of English/language arts. The program addresses all five areas of reading instruction identified by the NPR. See corresponding chart on the following page for instructional components.

MTSsoftware[®] supports instruction in the five mathematical process standards outlined in the NCTM Principles and Standards for School Mathematics. The corresponding chart located after the reading chart identifies the components of the instructional program.

Evidence of Links Between Research and Program Design

Reading

Dimensions of Reading	Components of the Supplemental Educational Services Provider's Instructional Program
Phonemic Awareness Instruction	Phonemic awareness lessons are embedded in the Word Study component of the software. Lesson titles include, but are not limited to: Phonemic Segmentation, Phoneme Blending, Phoneme Substitution, Rhyming Words.
Phonics Instruction	Phonics lessons are in the Word Study component of the software. Lesson titles include, but are not limited to: Long Vowel Sounds in Words, Short Vowel Sounds in Words, Phonetic Analysis Consonants, Phonetic Analysis Vowels.
Fluency	All software lessons support fluency instruction by modeling fluent reading, helping written text make sense. It is necessary; however, for teachers to provide students with numerous opportunities to read aloud to improve fluency.
Vocabulary	Lessons include using word parts; common prefixes and suffixes (affixes), base words and root words that help students learn the meaning of new words. Lessons are in the Language and Word Study component. Titles include, but are not limited to: Recognizing Unknown Words Through Context, Encyclopedia, Dictionary, Glossary, Charts, Pictures and Maps.
Text Comprehension	Lessons are in the Reading Comprehension component that includes: Factual Meaning, Inferential Meaning, Evaluative Meaning, and Reading Strategies. Titles include, but are not limited to: Comparing and Contrasting, Cause and Effect, Recognizing Sequence.
Other	

Evidence of Links Between Research and Program Design

Mathematics

Mathematical Process Standards	Components of the Supplemental Educational Services Provider's Instructional Program
Problem Solving	Lessons support a variety of strategies to solve problems. Titles include, but are not limited to: Interpreting Relationships, Problem Solving Number Sentences, Order Relations Using $<$, $>$, $=$, Problem Solving Strategies.
Reasoning and Proof	Lessons support deductive, inductive, or spatial reasoning to make valid inferences and draw valid conclusions. Lessons are in the Problem Solving and Statistics and Probability Component. Titles include, but are not limited to: Problem Solving and Reasoning.
Communication	Lessons support the use of mathematical vocabulary, notation, and structure to represent ideas, describe relationships, and model situations. Lessons are in the Problem Solving Component. Titles include, but are not limited to: Talking About Math, Math Communication.
Connections	All lessons include opportunities to make connections so that students can relate various representations of concepts/procedures to one another, recognize relationships among different topics in math, use math in other curriculum areas, and in their daily lives.
Representation	All Math lessons support student learning to use models, diagrams, and symbols to represent concepts, translate from one mode of representation to another, label, verbalize, and define concepts. Titles include, but are not limited to: Model Math Situations, Graphs and Algebra, Using Algebra: Geometry.
Other	

Evidence of Links Between Research and Program Design

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

1) MTS Tutorial Service, Inc. connects to and aligns with the Arkansas Standards and Curriculum Frameworks for English/language arts and mathematics. One example for each area is presented to show the connection.

Phonemic Awareness is defined as “the ability to notice, think about and work with the individual sounds in spoken words” (Put Reading First, pg.2). Phonemic instruction is one type of phonological awareness, the focus being narrow, identifying and manipulating individual sounds in words. The findings from the scientific research on phonemic awareness instruction provide the following conclusions. Phonemic awareness can be taught and learned. Phonemic awareness instruction helps children learn to read. Phonemic awareness instruction helps children learn to spell (Report of the National Reading Panel: “Reports of the subgroups, pp. 21-45). The Arkansas English Language Arts Curriculum Framework for Standard eight (8), Foundations of Reading, for Kindergarten states: “Students shall apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation for literacy.” The Student Learning Expectations (SLE's) listed are: “Isolate individual phonemes in a word; Recognize like phonemes in different words (phonemes identity); Categorize words with like and unlike phonemes; Blend separate phonemes orally into one-syllable words; and Segment individual phonemes orally in one-syllable words”. MTS Tutorial Service, Inc. lessons (software and print) include, but are not limited to: Phoneme Isolation, Phoneme Identity, Phoneme

Categorization, Phoneme Blending, Phoneme Segmentation, Phoneme Deletion, Phoneme Addition, and Phoneme Substitution.

The Mathematics Curriculum Framework Geometry Strand Standard nine (9), Transformation of Shapes grade four states: “Students shall apply transformations and the use of symmetry to analyze mathematical situations”. SLE one (1) for Standard nine (9) is: “Determine the result of a transformation of a two-dimensional figure as a slide (translation), flip (reflection) or turn (rotation) and justify the answer”. Fourth grade geometry lesson titles include, but are not limited to: Angles, Coordinates, Geometric Figures, Rotation and Reflection.

Writing prompts are presented to students in the reading, language and mathematics lessons. For example, students are posed questions to respond to a variety of reading prompts (predict what will happen next; compare and contrast; give supporting details; give the author’s opinion; identify fact from fiction), in language write paragraphs using correct capitalization and punctuation, or justify an answer in mathematics. In mathematics a fourth grade Math Communication lesson includes a writing prompt.

2) It is expected that the program in the districts and/or schools is standards based and follows the Arkansas Frameworks; therefore, MTS Tutorial Service, Inc. connects to the districts/schools program.

3) The tutoring service will be provided at school sites using the facilities, equipment, and computers. The applicant will provide the software, print materials, paper and pencil, and will host the software on their server. The MTSsoftware[®] lessons are research-based, as well as, the print materials from Options Publishing, and are

aligned with the Arkansas Content Standards. These instructional materials are integral to the program and student success.

4) There are no costs to parents/families of students related to the student's participation in the MTS Tutorial Service, Inc. tutoring program.

D. Monitoring Student Progress

1) a. Each student's needs are assessed and skill gaps are identified using the current state assessment(s). If these are not available, the MTSsoftware® Assessments will be used. **b.** Based on each individual's scores, the student's initial assignments are made in the MTSsoftware® program. On-going assessment allows tutors to make assignments in the software program, as well as individual and small group instruction with printed materials (Options Publishing Company). The tutor's process of integrating assessment and instruction is one where the tutor implements, observes/gathers data, records, reflects, then redirects instruction, and implements again for each student until mastery occurs. **c.** The applicant will develop the student learning plan (instructional program/intervention) in a timely manner in consultation with the school and parent/family of each student. The timetable for each student's achievement gain and clear achievement goals will be developed and documented in the student learning plan. Measurable goals will be set during the development of the student learning plan based on the result of the student's pretest.

2) The student's success in the program will be evaluated using the MTSsoftware® Assessments. The management system of the software program monitors and tracks the performance progress of each individual student on a daily basis in relation to the assigned objectives and skills. The teacher (tutor) uses these reports to redirect instruction as need for each individual student enrolled in the program. Samples of student work, as well as student performance reports are

MTS Tutorial Service, Inc. 2009-2010 Arkansas SES Application maintained in the student's folder on site. The software reports will be utilized when communicating with school personnel and parents/families. These reports provide a wealth of information when relating specific data regarding each student's achievement. The report lists all lessons assigned to the student including the objectives and sub-skills for each lesson. As the student works assigned lessons the generated performance report for school personnel, parents/families, and tutors are very specific and will help all stakeholders have a clear understanding of the student's strengths and weaknesses. This report will show how the tutor made adjustments in the student's lessons, individualizing instruction. Reports will be monthly and in English.

E. Evidence of Effectiveness

1) MTS Tutorial Service, Inc. provided SES to students in Alabama and Louisiana during the 2007-2008 school year, its first year as an approved SES Provider. During the 2008-2009 school year, services were provided in Alabama, Arkansas, Louisiana and Tennessee. The same instructional model is used that has been marketed by Multiple Teaching Systems, Inc. a sister company of MTS Tutorial Service, Inc. for twenty (20) years.

Evidence of effectiveness for Alabama and Louisiana for the 2007-2008 school year are presented in table format on the next page. Results for 2008-2009 are not available at this writing because tutoring continues to be provided in several states being served.

2) MTS Tutorial Service, Inc. employs tutors who are faculty members at the schools served. Evidence gathered by tutors and State Managers, through informal observation and discussion, indicates that student grades improved. Also, the students' attitude toward school work overall improved.

3) Eighty two and seven tenths (82.7) percent of three hundred twelve (312) students served in Alabama and Louisiana improved their scores on state mandated tests in English/language arts, mathematics, and/or both. The provider submits a letter from a parent concerning family/parent satisfaction following the Evidence of Effectiveness Table.

F. Communication with Parents and Families

1) MTS Tutorial Service, Inc. uses the MTSsoftware[®] program to monitor and track the performance progress of each individual student on a daily basis in relation to the assigned objectives and skills. The tutor uses these reports to redirect instruction as need for each individual student. Samples of student work, as well as student performance reports are maintained in the student's folder on site. Progress reports will be made available to parents through parent/tutor conferences. Performance reports will be sent to the parent monthly in English. An example of a report is included following the narrative for item two (2) which begins the next paragraph.

2) The service strives to cultivate a positive working relationship with students, parents, tutors, and school and district personnel (stakeholders). The provider had no complaints from any stakeholder during the past two years of providing SES tutoring. In fact parents, as well as, students have contacted the Corporate Office to say thank you for the opportunity to participate in the tutoring and how helpful it had been. MTS Tutorial Service, Inc. is proactive in trying to prevent conflicts; however, if a conflict arises, the issue will be resolved in a timely, professional, and positive manner by the tutor and the State Manager. The provider works with parents and deems their input as being vital for the success of their child. The parent selects the SES provider for their child. The parent is involved from the very beginning by participating in the development of the student learning plan. The parent participates in creating the

timetable and/or goals for their child's academic progress. Performance reports are sent to parents monthly. Parent conferences are encouraged, as well as observations of their child's tutoring session. Every effort is made to accommodate the parents' schedule, such as the tutoring sessions are being held immediately after school, similar to any after school program. If a parent cannot attend a scheduled event, the information will be given to the parent in print. The tutor and State Manager will make contact with parents as necessary telephonically.

Communication with Districts /Schools

1) MTS Tutorials Service, Inc. connects to and aligns with Arkansas' academic content standards and student learning expectations. Since The Arkansas Standards and Curriculum Frameworks are in place, it is expected that the instructional program in the districts and/or schools is standards-based and follow the standards and student learning expectations. Since the instructional program for MTS Tutorial Service, Inc. connects to the Arkansas Standards and Curriculum Frameworks, it will connect to the instructional program of the districts and/or schools. There will be a direct link between the academic program the student receives in the regular school day and the instruction and content of the SES that the applicant provides. The service will focus on the standards that are being taught in the regular classroom, but have not been mastered at grade level. Students will be given ample opportunity to practice skills, and instruction will be continuously redirected until mastery occurs. The following lists the English/language arts and mathematics components of MTS Tutorial Service, Inc.:

ENGLISH/LANGUAGE ARTS – Reading Comprehension (Factual Meaning, Inferential Meaning, Evaluative Meaning, Reading Strategies); **Language** (Usage, Mechanics, Expression, Integrated Writing and Editing); **Word Study** (Vocabulary,

Word Analysis, Spelling). **MATHEMATICS – Algebra; Problem Solving; Concepts and Computation; Measurement; Statistics and Probability; Geometry; Patterns, Numeration and Number Relationships.**

2) The Arkansas Manager will be in constant contact with the tutors to ensure communication of students' progress to the SES provider, MTS Tutorial Service, Inc. Reports will be submitted monthly and will include the students' academic progress toward reaching the measurable goals that were developed with the school parent/family in the student learning plan.

A sample report is contained on the next page.

H. Qualifications of Staff

1) The MTS Tutorial Service, Inc. Arkansas Manager will be trained on the use of MTSsoftware[®] at Multiple Teaching Systems, Inc. Corporate Office. The Manager will in turn train tutors in districts on the use of MTSsoftware[®] and the supplemental instructional materials. The Manager will oversee the use and management of the software, reports, and the use of data to drive instruction, differentiated instruction, and teaching to the Arkansas content standards. The Arkansas Manager will make five (5) follow-up visits to the tutoring sessions at each school. In addition, five (5) days of technical support will be provided by the Manager and/or the MTSsoftware[®] technician, on the use of the software. The Observation Checklist will be used by the Manager to evaluate the effectiveness of the professional development training. All follow-up training will be planned based on the findings from the Observation Checklist. A copy of the checklist can be found at the end of item four (4) of this section. Also, the tutors will be given a handbook that covers all components of the provider's approved program. Each tutor will be required to follow all components of the program.

2) All tutors will have experience in working with Title I students in the areas of English/language arts and mathematics. The MTS Tutorial Service, Inc. management team has several members who have thirty years or more experience working with Title I students. The service strives to recruit state managers who are educators and/or retired educators who have experience working with Title I students.

3) The highest degree attained at the management level is doctorate of education; many others have masters and education specialists' degrees in education.

4) MTS Tutorial Service, Inc. employs experienced educators as state managers. The Arkansas Manager recruits certified teachers or qualified teacher assistants, who are employed by the district, as tutors. All tutors selected will have demonstrated success in teaching high-poverty, low-achieving students, students with disabilities, and English language learners. All staff will be fingerprinted and background checked pursuant to Arkansas teacher licensure procedures. Tutors shall provide instruction that is secular, neutral, and non-ideological. MTS Tutorial Service, Inc. assures that identity of students will not be disclosed by tutors without written permission from the parent.

Provider Goals and Objectives

1) The expectation of MTS Tutorial Service, Inc. is that students who are enrolled in the tutoring service will improve their academic achievement in the classroom, as well as, help students achieve Arkansas' standards as demonstrated by improved performance on the benchmark and end of course exams.

2) The program's annual long-term goal is to improve the academic achievement of students receiving SES in Arkansas in English/language arts and mathematics as measured by the Arkansas state tests for accountability. Short term objectives include:

a) Seventy (70) percent of the students enrolled in MTS Tutorial Service Inc. will show

an increase in their English/language arts and mathematics performance as measured by MTSsoftware[®] assessment at the end of 20 hours of instruction; **b)** Seventy (70) percent of the students will show an increase in English/language arts and mathematics achievement at the completion of tutoring as measured by MTSsoftware[®] Assessments.

J. Cost of Service

The cost of service for MTS Tutorial Service, Inc. is \$45.00 for an instructional hour per pupil. The per pupil instruction per day will be no less than one (1) hour and no more than (2) hours depending on district and/or school schedule. Tutoring sessions will be held two (2) days a week after school at the school site. MTS Tutorial Service, Inc. will not exceed the maximum cost of \$50.00 per pupil per hour of instruction, or \$100.00 per pupil per day of instruction, or \$400.00 per pupil per instructional week. Also, the service will not exceed the district per pupil allocation for SES.

Cost of Service for MTS Tutorial Service, Inc.:

One (1) hour of instruction per pupil equals \$45.00.

Two (2) hours of instruction per pupil per day equals \$90.00.

Four (4) hours of instruction per pupil per week equals \$360.00.