

Section IA: Program Description

Pathways to Proficiency

The Arkansas River Education Service Cooperative (ARESC) will provide diagnostic and prescriptive services to districts, schools, parents and teachers to help close the achievement gaps that exist between those students who are proficient and those students who are not proficient at grade level. The title of the program will be Pathways to Proficiency (P²P). The program is designed to support students who are challenged in meeting proficiency by providing pathways of interventions that are prescribed for individual students, small groups of students and larger groups of students who need support instruction in literacy and mathematics. All teachers and tutors in the program will be provided professional development in best strategies to use on beleaguered students, students with learning disabilities and students with special needs. All teachers and tutors that will participate in ARESC P²P Program will be required to attend a (6.5 hour workshop specifically designed for literacy and mathematics content) and program training in one of the following area; Fast Track for Literacy, Mathematics Navigator for Mathematics, Prentice Hall Algebra or Prentice Hall Geometry. We strictly encourage teachers and tutors to provide instruction in their most proficient area; literacy or mathematics and elementary level or secondary level. Cooperative staff specialists in mathematics and literacy will provide the training. The appropriate grade level for tutoring students is K-12. Students will be tested upon entry and exiting the program. Ongoing monitoring of the goals will help the program stay focused and move toward meeting its goal and objectives for each individual student. ARESC conducted research in the areas of literacy and mathematics to determine the best programs available to address the needs of students in K-12. This resulted in the use of *Fast Track* by Wright Group for literacy instruction and *Mathematics Navigator* by America's Choice for mathematics instruction. The success of the P²P Program is evident by the three years that ARESC has had the P2P program in place. ARESC uses an action team process in meeting the needs of the schools. Parents, superintendents, teachers other educators and others that represent the community are involved in setting and reaching goals annually. The staff reviews what are current practices, how do these practices appear and in what ways can they be made resilient to provide a deeper impact on student achievement. The cooperative develops a strategic plan based upon the outcomes of meetings, survey results and customer evaluations. ARESC will use Wright Group Fast Track researched-based literacy program to target student weakness in K-12. Data driven assessments will guide instruction in comprehensive literacy focusing on phonics, fluency, vocabulary, comprehension, and writing. ARESC will use America's Choice "Mathematics Navigator" program. Navigator is developed from mathematical concepts and based on intensive research from the top five high-performing counties. All materials to include books, manipulative, study aides, computer programs and or specific websites will be provided by ARESC. Innovative Aspects are:

- Researched-based small group instruction
- Learning occurs during instruction
- Technology and the use of manipulative are used in daily instruction
- Behavior Specialist is utilized to provide assistance for struggling students during instruction
- Parental Involvement is used to assist and educate parents to better guide their children as related to education

ARESC is a not-for-profit organization serving K-12 grades. Services will be provided at ARESC or school site as deemed necessary by school district. Transportation from the school district during after-school tutoring is the responsibility of the parent or guardian. ARESC hires Arkansas certified licensed teachers and tutors from local school district to work in the after school program. Students will receive individual support by both certified, practicing teachers and retired teachers that will be recruited to work in the program. Tutors and teachers will be supervised by a site facilitator.

Section IB: Basic Program Information

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| <p><i>Applicant Name</i></p> <p>Arkansas River Education Service Cooperative</p> | <p><i>Program Name (if different from Applicant Name)</i></p> <p>Pathways to Proficiency Program (P2P)</p> |
| <p><i>Has this applicant ever been removed from any state's approved provider list?</i></p> <p><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></p> <p><input type="checkbox"/> For-profit</p> <p><input checked="" type="checkbox"/> Not for Profit</p> <p><input checked="" type="checkbox"/> School Entity</p> <p><input type="checkbox"/> Higher Education Institution</p> <p><input checked="" type="checkbox"/> Other (describe) <u>LEA Education Cooperative</u></p> | <p><i>First Year applicant approved to offer SES services in Arkansas</i></p> <p>Yes</p> <p><i>First year applicant approved to offer SES services anywhere</i></p> <p>YES</p> |
| <p><i>Subject areas to be covered (09-10 indicate with a check in the box)</i></p> <p><input checked="" type="checkbox"/> Math</p> <p><input checked="" type="checkbox"/> English/Lang Arts</p> <p><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-12</p> <p>English/Language Arts K-12</p> <p>Science</p> |
| <p><i>Staff availability and qualifications (do not exceed 100 word description):</i></p> <p>ARESC will work with all local school districts and the University of Arkansas at Pine Bluff to recruit teachers and provide training in the use of materials used in the program.</p> <p><u>Qualifications of Staff:</u> All teachers and substitute teachers hold a valid Arkansas Teacher Licenses and have experience in teaching reading and mathematics. Tutors will be trained to support the learning environment. Experience working with students in content area. There will be a ratio of one teacher for each 10 students; or, one teacher and one tutor for each 20 students where classes are larger.</p> | |

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| <p><i>Service delivery setting (check all that apply)</i></p> <p><input checked="" type="checkbox"/> X School</p> <p><input type="checkbox"/> Business location</p> <p><input type="checkbox"/> Place of religious worship</p> <p><input type="checkbox"/> Community Center</p> <p><input type="checkbox"/> Student's Home (parent or guardian must be present during tutoring)</p> <p><input type="checkbox"/> On-line</p> <p><input checked="" type="checkbox"/> X Other (describe) ARESC</p> | <p><i>Specific student populations proposed to be served (check all that are proposed to be served)</i></p> <p><input checked="" type="checkbox"/> X Low income</p> <p><input checked="" type="checkbox"/> X Minority</p> <p><input checked="" type="checkbox"/> X Migrant</p> <p><input checked="" type="checkbox"/> X Limited English proficient (indicate languages)</p> <p><input checked="" type="checkbox"/> X Special education</p> <p><input type="checkbox"/> Other (describe)</p> |
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| <p><i>Time when services are proposed to be offered</i></p> <p><input type="checkbox"/> Before school</p> <p><input checked="" type="checkbox"/> X After school</p> <p><input checked="" type="checkbox"/> X Weekends</p> <p><input checked="" type="checkbox"/> X Summer</p> <p><input type="checkbox"/> Other (describe)</p> | <p><i>Student/instructor ratio</i></p> <p>List the ratio of instructors to children in the proposed program</p> <p>1:1 Individual</p> <p>10:2 Small Group(not greater than 5:1 ratio)</p> <p>14:2 Large Group(Not greater than 10:1 ratio)</p> <p>Maximum number of students for each instructor (not to exceed 10 students per instructor)</p> |
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| <p><i>Cost per hour (not to exceed current maximum allowable from RFA)</i></p> <p>\$50.00 per student for 2 hours for 15 weeks per child.</p> <p>\$50.00 X 2 X 15 weeks</p> | <p><i>Approximate number of hours required for proposed tutoring</i></p> <p>30 hours</p> |
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| <p><i>Minimum number of students that will be served in a single district</i></p> <p>12</p> <p><i>Minimum number of students that will be served in a single school or setting</i></p> <p>12</p> | <p><i>Will students be transported by this provider?</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> X No</p> |
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| <p><i>Provider Contact Information:</i> Arkansas River Education Service Cooperative</p> <p>Contact Person Name: Carolyn S. McCoy, Director</p> <p>Street Address: 912 West 6th Avenue</p> <p>City, State, Zip: Pine Bluff, AR 71601</p> <p>Contact telephone number: 870-534-6129</p> <p>Contact fax number: 870-534-2847</p> <p>Email: mccoyc@aresc.k12.ar.us</p> <p>Website: genie.arsc.k12.ar.us</p> <p>Hours of operation: 3:00 P. M. – 6:00 P.M.</p> |
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Organization: **Arkansas River Education Service Cooperative**
Section IIA. Narrative and Supporting Documentation of Program

The Arkansas River Education Service Cooperative will provide diagnostic/prescriptive services to schools, parents, and districts to help close the achievement gaps that exist between those students who are proficient and those who are not proficient at grade level. The title of the program will be “Pathways To Proficiency” (P2P). The program is designed to support students who are challenged in meeting proficiency by providing pathways of interventions that are prescribed for individual students, small groups of students and large groups of students who need help in literacy and mathematics. All teachers and tutors in the program will be provided professional development in best strategies to use on hard to reach students, students with learning disabilities and students with special needs. Cooperative Specialist will provide training in Mathematics Navigator for mathematics and Fast Track for literacy.

The Pathways To Proficiency model starts by analyzing test data from the ACTAAP Exam. Pre-tests are then administered to assist with the establishment of individual instructional plans. Once the Individual Instructional Plan (IIP) are established and verified with the regular reading and math teachers at the district level, the implementation of the plans will begin by targeting deficiencies with standards based instruction in reading, language arts and mathematics that is aligned with the Arkansas Curriculum Frameworks. This process will address the knowledge and skills gap that exist for the participating students. Similar groups of students that have the same needs will be grouped for small group instruction. Students that need to deepen their knowledge base will be given individual instruction to support the conceptualization of learning tasks. When mastered they will move to the small group setting.

The students in the small group setting will move to a larger group setting after working with a particular strand from the curriculum frameworks. The large group will be post-tested prior to moving it another strand in reading and mathematics. There will be a pre-test and a post-test for each student. Parents, schools and ADE will receive data indicating the success of the program's intervention. The program design supports the constant analysis of student progress. Daily assessments will be made and sent home to parents bi-weekly. Data will be used to determine where the gaps exist in what students know and are able to do. At the beginning of the program, the districts will provide class rosters from the ACTAAP exam that show how many students were tested. The analysis will produced data on the percent of students that got each question right out of the total number tested. A pre-test will be given and a post-test will be given after the lessons have been taught for each independent target. The program will monitor progress on each of the areas of the Individual Improvement Plan. The school districts will contact the Arkansas River Education Service Cooperative and inform the cooperative that parents have selected Pathways To Proficiency as the Supplemental Service Provider. Services will be provided using National Reading Council materials and NCTM standards based curriculums. Parents will utilize the RISE, WISE AND MISE program from the South Central Education Renewal Zone to support student learning at home. The lessons are scripted and provide a variety of ways to solve problems as well a theory behind the lesson. Parents can use the lessons with ease to supplement the child's learning experience at home. All lessons are standards based and are presented in literacy and mathematics. Communication between the regular teachers and the supplemental service providers program is critical for the alignment of students needs. Site facilitators will check on the regular progress of students;

review individual instructional plans with appropriate teachers; and, maintain and track progress through records for the program. Participating school districts or the Arkansas River Education Service Cooperative will provide space, resources, and a computer lab. The effectiveness of the program will be based meeting the goals, objectives and showing improvement on the Arkansas Benchmark Exam.

“Pathways To Proficiency” will use research based instructional strategies and standards based materials to close the achievement gaps for students who scored below proficiency on the Arkansas Benchmark Exam. Reports will be sent to ADE as required.

Fast Track by Wright Group will be used for Literacy Instruction and Mathematics Navigator by America’s Choice for Mathematics Instruction. We strictly encourage teachers and tutors to provide instruction in their most proficient area; literacy or mathematics and elementary level or secondary level. Cooperative staff specialists in mathematics and literacy will provide the training. The success of the P²P Program is evident by the three years that ARESC has had the P2P program in place. All materials to include books, manipulative, study aides, computer programs and or specific websites will be provided by ARESC.

Innovative Aspects are as follows: Researched-based small group instruction, Learning occurs during instruction, Technology and the use of manipulative are used in daily instruction, Behavior Specialist is utilized to provide assistance for struggling students during instruction, Parental Involvement is used to assist and educate parents to better guide their children as related to education

Indicate Arkansas School Districts in which this applicant provided SES services for any child during the 2008-2009 academic year. Failure to complete this item accurately may result in provider losing approval for the 2009-20010 academic year.

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

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

Indicate the Arkansas School Districts in which SES services are proposed for the 2009-2010 academic year. No additions or deletions will be allowed after the application is submitted

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|--|--|--|
| <input checked="" type="checkbox"/> Alma | <input type="checkbox"/> Cotter | <input type="checkbox"/> Guy Perkins |
| <input type="checkbox"/> Alpena | <input type="checkbox"/> County Line | <input type="checkbox"/> Hackett |
| <input type="checkbox"/> Arkadelphia | <input type="checkbox"/> Cross County | <input type="checkbox"/> Hamburg |
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| <input type="checkbox"/> Armored | <input type="checkbox"/> Cutter Morning Star | <input type="checkbox"/> Harmony Grove (Saline) |
| <input type="checkbox"/> Ashdown | <input type="checkbox"/> Danville | <input type="checkbox"/> Harrisburg |
| <input type="checkbox"/> Atkins | <input checked="" type="checkbox"/> Dardanelle | <input type="checkbox"/> Harrison |
| <input type="checkbox"/> Augusta | <input type="checkbox"/> Decatur | <input type="checkbox"/> Hartford |
| <input type="checkbox"/> Bald Knob | <input type="checkbox"/> Deer/Mount Judea | <input type="checkbox"/> Hazen |
| <input type="checkbox"/> Barton Lexa | <input type="checkbox"/> Delight | <input type="checkbox"/> Heber Springs |
| <input type="checkbox"/> Batesville | <input type="checkbox"/> DeQueen | <input type="checkbox"/> Hector |
| <input type="checkbox"/> Bauxite | <input type="checkbox"/> Dermott | <input type="checkbox"/> Helena/West Helena |
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| <input type="checkbox"/> Berryville | <input type="checkbox"/> Dumas | <input type="checkbox"/> Hoxie |
| <input type="checkbox"/> Bismarck | <input type="checkbox"/> Earle | <input type="checkbox"/> Hughes |
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| <input checked="" type="checkbox"/> Brinkley | <input type="checkbox"/> Emerson Taylor | <input type="checkbox"/> Jonesboro |
| <input checked="" type="checkbox"/> Brookland | <input type="checkbox"/> England | <input checked="" type="checkbox"/> Junction City |
| <input checked="" type="checkbox"/> Bryant | <input type="checkbox"/> Eureka Springs | <input type="checkbox"/> Kirby |
| <input checked="" type="checkbox"/> Buffalo Island | <input type="checkbox"/> Farmington | <input type="checkbox"/> Lafayette County |
| <input checked="" type="checkbox"/> Cabot | <input type="checkbox"/> Fayetteville | <input type="checkbox"/> Lake Hamilton |
| <input checked="" type="checkbox"/> Caddo Hills | <input type="checkbox"/> Flippin | <input type="checkbox"/> Lakeside (Chicot) |
| <input checked="" type="checkbox"/> Calico Rock | <input type="checkbox"/> Fordyce | <input type="checkbox"/> Lakeside (Garland) |
| <input checked="" type="checkbox"/> Camden Fairview | <input type="checkbox"/> Foreman | <input type="checkbox"/> Lamar |
| <input checked="" type="checkbox"/> Carlisle | <input type="checkbox"/> Forrest City | <input type="checkbox"/> Lavaca |
| <input checked="" type="checkbox"/> Cave City | <input type="checkbox"/> Fort Smith | <input type="checkbox"/> Lawrence County |
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| <input checked="" type="checkbox"/> Cedarville | <input type="checkbox"/> Foutain Lake | <input type="checkbox"/> Lee County |
| <input checked="" type="checkbox"/> Center Point | <input type="checkbox"/> Fountain Lake | <input type="checkbox"/> Lincoln |
| <input checked="" type="checkbox"/> Charleston | <input type="checkbox"/> Genoa Central | <input type="checkbox"/> Little Rock |
| <input checked="" type="checkbox"/> Clarendon | <input type="checkbox"/> Gentry | <input type="checkbox"/> Lonoke |
| <input checked="" type="checkbox"/> Clarksville | <input type="checkbox"/> Glen Rose | <input type="checkbox"/> Magazine |
| <input checked="" type="checkbox"/> Cleveland County | <input type="checkbox"/> Gosnell | <input checked="" type="checkbox"/> Magnet Cove |
| <input checked="" type="checkbox"/> Clinton | <input type="checkbox"/> Gravette | <input type="checkbox"/> Magnolia |
| <input checked="" type="checkbox"/> Concord | <input type="checkbox"/> Green Forest | <input type="checkbox"/> Malvern |
| <input checked="" type="checkbox"/> Conway | <input type="checkbox"/> Green Forest | |
| <input checked="" type="checkbox"/> Corning | <input type="checkbox"/> Greenbrier | |
| | <input type="checkbox"/> Green County Tech | |
| | <input type="checkbox"/> Greenland | |
| | <input type="checkbox"/> Greenwood | |
| | <input type="checkbox"/> Gurdon | |

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

IIIA. Indicators of Quality

Evidence of Links Research and Program Design

1. The 1997 report of the National Reading Panel states that a child's success in school- and in life-is dependent upon his ability to read. The Arkansas River Education Service Cooperative will capitalize on teacher expertise to capture students' abilities as they improve their skills in reading, literacy and mathematics. The Panel's report gives teachers and parents a clear direction on how children learn, what intervention is needed and when it is needed to develop successful reading. The National Reading Panel published "Put Reading First" in 2000 to focus on the implications of reading instruction. Phonemics awareness, systematic phonics, fluency and text comprehension were major components of successful reading program. The ARESC program will focus on each of these strategies. The mathematic program will use Mathematical Connections, MathScape, CMP and Investigations standards-based lessons.

The Arkansas River Education Service Cooperative will work with school districts to utilize standards-based curricula in reading and mathematics that is structured in a diagnostic and prescriptive format. It will analyze data to close the achievement gaps in student knowledge through assessments and fill those gaps by breaking down the skills necessary for students to learn. Teachers will use benchmark test data, informal assessments, and surveys to drive Individual Improvement Plans. Textbooks will be used as resource guides. Teachers will use key instructional strategies of cooperative learning, one-on-one instruction, facilitation skills, and use of cues, advanced organizers, summarizing, and many other high-yield strategies to impact teaching and learning. **The Results Field Book:**

Practical Strategies for Dramatically Improved School by Mike Schmoker shows how to cultivate and capture teacher expertise. This methodology will be used to support the organization of the after-school program and support the cultivation of the staff for the program.

2. Teachers will use individual instruction, small group instruction and large group instruction to facilitate learning fifteen weeks in two hour blocks, two times per week.

Wright, Horn, and Sanders noted in their 1994 study that “the individual classroom teacher has even more effect on student achievement than originally thought.” They concluded that the teacher is the most important factor in student learning. ARESC will use certified teacher to facilitate the learning. Teachers will determine their assigned student participant’s areas of need in relationship to their performance on the Arkansas Benchmark exam and on pretests in reading, writing and mathematics. Individual Instructional Plans will be developed for each student. Students will be grouped according to students at the same grade level that have the same or similar needs. High yield strategies will be used to teach students. Periodic testing will be used to collect feedback on students. ARESC will analyze the data to see the actual number of students that got each item correct and compare the school percentage to the state pass rate for each item. The data will show the difference as a positive or negative for each district. Each item by item analysis will be done according to the strands for mathematics: Number and Operations, Algebra, Geometry, Measurements, Data Analysis and Probability. That targeted school’s weaknesses will be ranked from the weakest to the strongest. Those students will be grouped together for targeted assistance.

B. Evidence of Links Between Research and Program Design

Reading

| Dimensions of Reading | Components of the Supplemental Educational Services Provider's Instructional Program |
|--|---|
| <p>Phonemic Awareness Instruction Is the ability to notice, think about, and work with the individual sounds in spoken words.</p> | <p>Only 20 hours per year is spent on phonemic awareness. Manipulating sounds through phoneme isolation, phoneme identity, phoneme categorization, phoneme blending, and phoneme segmentation. Read Aloud and Poetry are two ways to teach phonemic awareness.</p> |
| <p>Phonics Instruction Teaches children the relationships between the letters of written language and the individual sounds of spoken language.</p> | <p>Systematic and explicit phonics instruction will include graph-phonemic relationships, letter-sound associations, letter-sound correspondences, sound-symbol correspondences, and sound-spelling. Decodable texts linking major consonant and vowels are used to help students with phonics instruction.</p> |
| <p>Fluency Is the ability to read text accurately and quickly. Fluent readers read aloud effortlessly and with expression.</p> | <p>Students will read and reread text a certain number of times until a certain level of fluency is reached. Oral reading practice is increased through the use of audiotapes, tutors, peer guidance, or other means. Student-adult reading, choral reading, tape-assisted reading, reader's theater, and partner reading will be used to increase fluency.</p> |
| <p>Vocabulary Plays an important part in learning to read. There are four types; listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.</p> | <p>Specific word instruction can deepen students' knowledge of word meanings. Teaching specific words before reading helps both vocabulary learning and reading comprehension. Extended instruction that promotes active engagement with vocabulary improves word learning. Repeated exposure</p> |

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|--|---|
| | to vocabulary in many contexts aid word learning. |
| Text Comprehension Instruction can be taught. Good readers are purposeful and active. Comprehensive monitoring is the key. | Students must be aware of what they do understand, identify what they do not understand, and use appropriate “fix up” strategies to resolve problems in comprehension. Graphics and semantic organizers, answering questions, generating questions, recognizing story structure and summarizing will improve comprehension. |
| Other Explicit Instruction Model will be used to teach each of the reading components. | Direct explanation, modeling, guided practice, and application will be the focus of instruction. |

B. Evidence of Links Between Research and Program Design

Mathematics

| Mathematical Process Standards | Components of the Supplemental Educational Services Provider’s Instructional Program |
|--|---|
| Problem Solving <ul style="list-style-type: none"> • Building new mathematical knowledge through problem solving; • Solve problems that arise in mathematics and I other context; • Apply and adapt a variety of appropriate strategies to solve problems; • Monitor and reflect on the process of mathematical problem solving | <ul style="list-style-type: none"> • Connected Math Projects • MathScape • Everyday Math • Investigations • AACTAP Released Items Analysis |

| | |
|--|--|
| <p style="text-align: center;">Reasoning and Proof</p> <ul style="list-style-type: none"> • Recognize reasoning and proof as fundamental aspects of mathematics; • Make and investigate mathematical conjectures; • Develop and evaluate mathematical arguments and proofs; • Select and use various types of reasoning and methods of proof | <ul style="list-style-type: none"> • Connected Math Project • MathScape • Everyday Math • Investigations • AACTAP Released Items Analysis |
| <p style="text-align: center;">Communication</p> <ul style="list-style-type: none"> • Organize and consolidate their mathematical thinking through communication; • Communicate their mathematical thinking coherently and clearly to peers, teachers, and others; • Analyze and evaluate the mathematical thinking and strategies of others; • Use the language of mathematics to express mathematical ideas precisely | <ul style="list-style-type: none"> • Connected Math Project • MathScape • Everyday Math • Investigations • AACTAP Released Items Analysis |
| <p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> • Recognize and use connections among mathematical ideas; • Understand how mathematical ideas interconnect and build on one another to produce a coherent whole; • Recognize and apply mathematics in contexts outside of mathematics | <ul style="list-style-type: none"> • Connected Math Project • MathScape • Everyday Math • Investigations • AACTAP Released Items Analysis |

| | |
|---|---|
| <p style="text-align: center;">Representation</p> <ul style="list-style-type: none"> • Create and use representations to organize, record, and communication mathematical ideas; • Select, apply, and translate among mathematical representations to solve problems; • Use representations to model and interpret physical, social, and mathematical phenomena | <ul style="list-style-type: none"> • Connected Math Project • MathScape • Everyday Math • Investigations AACTAP Released Items Analysis |
| <p style="text-align: center;">Other</p> | |

C. Connection to State Academic Standards and School or School District Instructional Program

1. The Pathways to Proficiency Reading program (Fast Track) is a combination of several standards based lessons that will be to remediate students through instruction and tutorial based on the Arkansas Curriculum Frameworks in reading and language arts including Process, Purpose, Conventions, Craftsmanship, Comprehension, Variety of Texts and Vocabulary. The design of this program is based upon the findings of the National Reading Panel. It included 30 (2 lessons per week) lessons that provide instruction in each of the curriculum framework areas in Reading and Mathematics. The assessment tools and the content tools are aligned with the Arkansas Frameworks. By the end of all lessons, students should make 10-15% gains in student achievement which will move them toward reaching grade level proficiency. The Pathways to Proficiency Mathematics Program will address each of the strands of mathematics with emphasis on Number and Operations since this

strand is needed in order to be successful at the other areas of Algebra, Geometry, Data Analysis, and Measurements. Mathematical Connections, CMP, MathScape, Investigations and other standards based mathematics lessons will be used as part of the Pathways to Proficiency Mathematics Program.

2. The program coordinator, site facilitators and the teachers will coordinate the use of supplemental services with the school district and school building personnel. Communication between all parties including parents will facilitate a greater degree of coordination with the instructional program in meeting or exceeding needs of the children. This will be done through e-mails, telephone calls, group meetings and strategic planning sessions at each school building.

3. Fast Track will be used for Literacy and Mathematics Navigator for Mathematics. We strictly encourage teachers and tutors to provide instruction in their most proficient area; literacy or mathematics and elementary level or secondary level. Cooperative staff specialists in mathematics and literacy will provide the training. The appropriate grade level for tutoring students is K-12. Students will be tested upon entry and exiting the program. Ongoing monitoring of the goals will help the program stay focused and move toward meeting its goal and objectives for each individual student. ARESC conducted research in the areas of literacy and mathematics to determine the best programs available to address the needs of students in K-12. This resulted in the use of *Fast Track* by Wright Group for literacy instruction and *Mathematics Navigator* by America's Choice for mathematics instruction. The success of the P²P Program is evident by the three years that ARESC has had the P2P program in place.

4. There is no cost to parent/families of students' participation in this program.

D. Monitoring Student Progress

1. The goal of the ARESC program is to improve student achievement and help children become proficient so they can become effective citizens that are economically productive. The student entry data will be kept and lessons provided to students based upon student data disaggregated by grade from the district data released to ARESC for the purpose of individualized, small or large group instruction. Student data rosters will be analyzed along with released items from ACTAAP. Students in each school building and district in academics improvement will be assessed. ARESC will take the school roster report from the ACTAAP and establish an academic improvement plan for each student in literacy and mathematics. From the school roster report, ARESC will identify the number of students by items and item analysis who took the test at the individual school sites in the cooperative service area in 3rd – 12th grade. End of Course grade students will receive tutorials via on-site and or distance learning. At the beginning of the program, students will be given an initial placement test and a pre-test developed by Fast Track Literacy, Mathematics Navigator, Prentice Hall Algebra and Prentice Hall Geometry. Gagne’s cumulative-learning theory is based on the premise that intellectual skills can be broken down into simpler skills (Gagne’s and Briggs, 1974). The same process will be conducted for literacy and mathematics. Lessons will be disseminated into simple segments to foster conceptual understanding. Once the released items are analyzed, lessons will be taken from researched using standard-based mathematics (Mathematics Navigator, Prentice Hall Algebra and Prentice Hall Geometry), literacy

(Fast Track Literacy), and reading text book activities from various resources including the internet (Arkansas Ideas, National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), United Streaming, Discovery School, Marco Polo, ETC.) that will teach students according to their IIP's and reinforce the learning. Sessions will be two hours per day, twice a week, for 15 weeks for a total of 30 hours. Tutorials and small group instruction will be implemented according to the research of Marzano, Pickering and Pollock dealing with repetition. The ARESC program will identify students with similarities, yet differences; focus on note taking; examine homework and practice; use cooperative learning; provide feedback and offer questioning as a learning technique that will become part of every lesson. Teachers will meet weekly with parents upon request.

2. ARESC will assess each day for feedback from teachers. Planned conferences will take place at the end of each day as a debriefing session. The conferences will include skills progress reports, information on instructional strategies, behavior modification if needed, inventory of student work and teach assignments and planned parental involvement meetings. Assessments enhance instruction by monitoring student learning, evaluating instructional programs and revealing remediation needs. Students will be assessed daily for immediate feedback and planning purposes. The assessments will provide continuous feedback so that students' individual improvement plans can be tweaked for maximum outcomes. Each student will be evaluated, monitored and tracked for progress in meeting program goals. Data will be disaggregated, lessons taught, assessments made, portfolios kept and progress charted.

E. Evidence of Effectiveness

1. The Arkansas River Education Service Cooperative (ARESC) participated in the first year of supplemental service during the 2006-2007 school-year. Literacy and Mathematics Specialist have utilized data from Fast Track (Reading and Writing), Mathematics Navigator (Mathematical Concepts), Prentice Hall (Algebra and Geometry Concepts) and ACTAAP (Literacy and Mathematics) to work and assist school districts with a meticulous evaluation of student performance. ARESC promotes long term targeted assistance in the school districts served by the cooperative. According to Cotton in her 1995 revised study of *Effective Schooling Practices: A Research Synthesis*, "Research shows that long term goals of remediation are more effective than short interventions." The school district data, Fast Track (Reading and Writing) data, Mathematics Navigator (Mathematical Concepts) data, Prentice Hall (Algebra and Geometry Concepts) data and ACTAAP (Literacy and Mathematics) data are currently used to guide the work of the cooperative. Professional development is provided to support areas of weakness that promotes the economy of scales for district. Specialist mentor teachers and provide lesson demonstrations based upon student data disaggregated by grade from the district data released to the cooperative.

The Arkansas River Education Service Cooperative uses an action team process in meeting the needs of the schools. Parents, superintendents, teachers, other educators and others that represent the community are involved in setting and reaching goals annually. The staff reviews what are current practices, how do these practices appear and in what ways can they be made resilient to provide a deeper impact on student

achievement. The cooperative develops a strategic plan based upon the outcomes of meetings, survey results and consumer evaluations. The plan is implemented annually. The Delta Institute for Teaching and Learning is the result of collective planning and has been instituted for nine years. If approved, this program (Pathways to Proficiency P²P Supplemental Service Program) will have an evaluation component that will document the effectiveness of the instructional program.

The ACTAAP data will be the ultimate test of the effectiveness of the program. ARESC has demonstrated a record of effectiveness through its work in literacy and mathematics. ARESC will provide supplemental services that are consistent with state academic standards and provide instruction that is of high quality and research-based that is specifically designed to increase academic achievement for participants in the program.

2. Students who participated in the Arkansas River Education Service Cooperative (ARESC) Pathways to Proficiency P²P Program during the 2008-2009 school year were pre and post tested in grades 3,4,5,7, and 8 using Fast Track Reading Program.

F. Communication with Parents and Families

1. Parents of students in the Pathways to Proficiency Program (P²P) will receive information concerning their child's progress through reports (Bi-Monthly Literacy and or Mathematics Progress Reports), conferences and portfolios that will note changes in the work, pre-test results, post-test results and e-mail. According to the National Education Association's website, thirty years of research shows that parents and community involvement in schools improves student achievement. To reach their

potential, students need parents and the community to take an active role in their education. The Arkansas River Education Service Cooperative has a Family Resource Center that has operated for nine years. The center provides parents with training on all sorts of topics. This program will train parents in the use of the Rise, Wise and Mise instructional materials that supplemental the curriculum because it is linked to the Arkansas Curriculum Frameworks. Parents will be asked to fill out a survey on the program. They will be updated on their child's progress bi-monthly. Conference with parents will be held upon request. Student pre-test will be communicated to parents at the beginning of the program. Teachers will conference with each parent and let them know the targeted areas that they will be working on as corrective actions. District data will be analyzed and parents informed on how to read their child's data using released items. Parents will be asked to check student's homework and keep in contact with their regular teachers to see how the student is progressing. They will be asked to conduct lessons from Rise, Wise and Mise Program to help support student learning at home. Parents will be communicated via mail or e-mail where available. Reports will be provided to parents in hard copy bi-monthly and a final report will be prepared to show the gains the student has made in the program through post-testing.

2. If any disputes and or conflicts arise with parents, the Arkansas River Education Service Cooperative will follow policy. The parent will discuss the issue with the tutor and or teacher. The coordinator will be the next level for relief. If the parent is not satisfied with the results and or recommendations expressed by the Program Coordinator, then the Arkansas River Education Service Cooperative Director will review

the complaint. If it is not resolved appropriately at the Director's level then the Arkansas River Education Service Cooperative Board of Directors will hear the complaint and enter a formal ruling on the matter. Arkansas River Education Service Cooperative will schedule the Supplemental Services between the hours of 4:00 P.M. and 6: P.M. That time frame will accommodate parents who work during the day.

G. Communication with Districts/Schools

1. The Arkansas River Education Service Cooperative (ARESC) will monitor communications with the School districts through the coordinator of Supplemental Services using the SES Communications Log (monitors individual student progress). The communication between the supplemental services site facilitators, teachers and the regular classroom teacher is to ensure that two-way communications between all interested parties are exploited. It is critical that the instructional programs used in ARESK Supplemental Services Program do not conflict with the regular classroom instructional program. Regular scheduled conferences with the site coordinators and classroom teachers will take place at each site on a weekly (minimum one day) basis. Lessons will be aligned with the Arkansas Curriculum Frameworks and target specific weaknesses of students. Students may be working on one set of standards in the regular classroom and another in the supplemental services program. Teachers will communicate with each other to prevent gaps from existing in the services provided even though they may be on a different time schedule. This will ensure a connection between the supplemental service program and the regular school.

2. Specific procedures to ensure communication of student's progress between the Supplemental Service provider and the teacher will occur via e-mail. A listserv will be established between grade level teachers so they can share strategies for success. Each Site facilitator will collect information from teachers via e-mail on special activities and or procedures the provider should know about the students who participate in the after-school program. Lessons on *Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension* will be reviewed with reading and or language arts teachers. Mathematics lessons that identify and present concepts such as *Number and Operations, Algebra, Geometry, Measurement and Data Analysis and Probability*, will be reviewed by the mathematics teachers. The Supplemental Services Provider will share information regarding a student with the teachers via e-mail. Conferences will be held with teachers and administrators at the sites to ensure alignment of resources, adequate lesson planning exist that targets the individual student needs and the entire process is documented. Academic progress reports will be provided to the school, ADE and the parents.

H. Qualifications of Instructional Staff

The Arkansas River Education Service Cooperative (ARESC) hires licensed teachers and tutors (substitute teachers and paraprofessionals) from local school districts to work in the after school program. ARESC trains all teachers and tutors each school year in the use of the Pathways to Proficiency (P2P) materials. Tutors will have experience with the management of students and the delivery of instruction. Certified teachers will work with groups of 10 students. Tutors will work with small groups on targeted instruction after the teachers have

completed the instructional portion of the lesson. Students will receive individual support by both certified practicing teachers and retired teachers that will be recruited to work in the program. Tutors and teachers will be supervised by a site facilitator in each school building. This oversight will support the proper implementation of the services provided and link the services to the communication and documentation needed to meet the goals and objectives of the program. School district computer labs will be used where permitted.

- Seven Site Facilitators will be named (one per school district-Curriculum Coordinators or Instructional Specialists)
- 1 Certified teacher per 10 students
- 1 Tutor per certified teacher

All ARESC personnel have worked with Title I students in a diagnostic and prescriptive program that was successful in raising student achievement. The personnel who will oversee and monitor the program are providers of state mandated staff development and have expertise in modeling lessons. They have trained in numerous standard-based programs in both literacy and mathematics.

The staff was recruited because of their high quality expertise internally at ARESC. Outside staff will be recruited by advertising through local newspapers and by reviewing recommendations from professional developers, school districts and others. Recruitment will also be conducted through the Teacher Education Program at the University of Arkansas at Pine Bluff. Flyers will be used to post in high traffic locations such as retail stores and educational

institutions. Training will be mandatory and provided upon award, but is tentatively scheduled for June 2009.

I. Provide Goals and Objectives

1. Arkansas River Education Service Cooperative has three main goals for the supplemental services program:

Goal I: To improve student achievement by providing high quality instruction and tutorials.

Goal II: To provide standards based lessons that are aligned with students Individual Instructional Plans through similar groupings of individuals so that lessons are targeted and are also aligned with the Arkansas Curriculum Frameworks.

Goal III: To provide assessments aligned with instruction to show progress toward meeting or exceeding individual or small groups.

The Coordinator of Supplemental Services will organize the program and the tutoring services in each low performing school building/district where parents have selected the Cooperative as a provider. Staff members will work with the coordinator in planning standards-based lessons and training teachers in charting Individual Improvement Plan's (IIP) for participating students. Tutors will be trained in researched-based teaching and learning strategies that have been proven successful when working with students. The Coordinator of Supplemental Services will work with the school district's site coordinator/instructional program at each grade level to ensure alignment of services provided. Arkansas River Education Service Cooperative will assemble a group of licensed teachers and tutors that are

willing to teach supplemental services. ARESC is working with the University of Arkansas of Pine Bluff to establish a major focus on Literacy and Mathematics.

2. The program objectives will change with the program and student needs according to data. The long term objectives will be based upon meeting the goals annually. Short term objectives are as follows:

- **Program Objective 1:** The program will be based upon getting highly qualified teachers to serve as instructional leaders for the remediation process and trained tutors of mathematics and literacy working in the program.
- **Program Objective 2:** Class size will not exceed 10:1 student teacher ratio.
- **Student Objective 1:** Regular student instructional materials will be standards based and meet National Reading Standards. Lessons will be given and tracked by student to show progress toward meeting the goals of moving students toward reaching or exceeding grade level. Student program portfolios will be kept to show student progress using a rubric.
- **Student Objective 2:** Students will be pre and post tested. Reports of the results will be provided to the school districts, the Department of Education and to the parents of participating children. Parents will use the assessment for the Rise, Wise and Mise parental involvement program and report their findings to the Director for each child as kept in a parent/student portfolio.
- **Student Objective 3:** Participants in the program will make gains in content knowledge and skills through the remediation process based on ACTAAP proficiency tests, this includes Title I children and is based on students who participate. Classes are measured by attendance reports. Student behavior and attitudes toward classes in mathematics and reading/literacy will change as indicated through surveys.
- Students will be tested upon entry and exiting the program. Ongoing monitoring of the goals will help the program stay focused and move toward meeting its goals and objectives.

J. Cost of Service

The Arkansas River Education Service Cooperative (ARESC) will provide supplemental services at a rate of \$50.00 per hour per student. The total cost will be \$100.00 for two hours of instruction for fifteen weeks not to exceed \$400.00 per instructional week.

Saturday only programs will last 3 hours per Saturday and will charge an amount of \$150.00.