



Colorado Springs School District 11
Division of Educational Support Services
Title I Office

2007-2008
Title I School “Choice”
And
Supplemental Educational Services
Procedures and Implementation



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School District 11
Title I Choice
and
Supplemental Educational Services
Procedures and Implementation
School Year 2007-2008

Contents

SUMMARY OF 2007-2008 “CHOICE” TRANSPORTATION COSTS	3
TITLE I “CHOICE” TIMELINES FOR DECISION MAKING	4
SUMMARY OF TITLE I “CHOICE” GUIDELINES.....	5
SCHOOL “CHOICE” DATA	10
SCHOOLS ATTENDED BY 2007-2008 “CHOICE” STUDENTS.....	13
CONCLUSIONS FOR TITLE I “CHOICE”.....	14
SUPPLEMENTAL EDUCATIONAL SERVICES.....	15
SUMMARY OF SUPPLEMENTAL EDUCATIONAL SERVICES TIMELINE	16
SUPPLEMENTAL EDUCATIONAL SERVICES DATA	26
CONCLUSIONS FOR SUPPLEMENTAL EDUCATIONAL SERVICES	28

Summary of 2007-2008 “Choice” Transportation Costs

During the 2005-2006 school year, 31 students were transported at District expense from the three sending schools to 7 receiving schools. District 11 busses provided most of the transportation; however two parents were reimbursed for mileage costs incurred by transporting their students themselves. The cost for District 11 bussing was \$15,367.11 for the entire year. Parents were paid a total of \$283.70 for the year. Thus, a grand total of \$15,920.81 was paid for Title I “Choice” transportation for the 2005-2006 school year. This cost is more than 50% less than what was paid in the 2004-2005 school year.

The same three District 11 Title I schools offered “choice” in the 2006-2007 school year: East Middle School, Emerson-Edison Charter Academy and Wilson Elementary. Again, 31 total students were transported to three receiving schools. The cost of this transportation was \$20,253.66. The increase in cost can be accounted for in the great increase in gasoline prices during this time period.

There was the potential of three schools being required to offer “choice” in the 2007-2008 school year, as well: Emerson-Edison Charter Academy, East and Adams. In fact, only Emerson is offering “choice” as this school moved into Corrective Action-Year one. East Middle School was closed for the 2007-2008 school year and those students were re-boundaried into other middle schools. Adams met the requirements for AYP and did not advance into Improvement-Year One status.

For the 2008-2009 school year, Emerson will offer “choice” whether this school meets the requirements for AYP or not. Another school, Lincoln Elementary, may potentially offer “choice” if this school fails to meet the requirements for AYP in reading for the 2008 CSAP administration.

Title I “Choice” Timelines for Decision Making

The US Department of Education Non-Regulatory Draft Guidance (February 6, 2004) states, “An LEA must make choice available for students not later than the first day of the school year following the school year in which the LEA administered the assessments that resulted in the school being identified as in need of school improvement, corrective action, or restructuring [Section 1116(b)(1)(E)].” District 11 received preliminary AYP data from the Colorado Department of Education in July 2007. Doing what was best for the students in question, the Title I office based its decision to offer Title I “Choice” Emerson-Edison Charter Academy on the following factors:

- The federally mandated timelines for offering “Choice”;
- The best interest of potential “Choice” students as far as:
 - Disruptions to the academic progress by switching schools; and
 - Beginning the school year in a school and remaining there versus beginning in the home school and being offered “Choice” after attending the home school and establishing relationships there.
- The preliminary AYP data received from CDE in August 2007;
- The first scheduled day of school;
- The convenience of parents of potential “Choice” students in scheduling transportation; and
- Staffing needs of receiving schools.

Title I “Choice” was offered to students currently enrolled at Emerson beginning on August 4, 2007. Applications were due in the Title I office by August 14, 2007. An additional enrollment window from August 15, 2007 to September 15, 2007 was created for students new to District 11 **only**.

Summary of Title I “Choice” Guidelines

- The “Title I Choice” process from the 2006-2007 school year was reviewed in the spring of 2007.
- “Title I Choice” criteria and guidelines were updated consistent with the guidance available in the winter and spring of 2007.
- One school was identified as potentially eligible for “Choice” for the 2007-2008 school year after preliminary AYP data became available in August 2007.
- A notification letter signed by the President of the District 11 Board of Education was prepared for the Title I school potentially eligible for “Title I Choice”.
- The principal of the school eligible for Title I choice prepared a letter to his/her community indicating the reform efforts underway within the school to increase student achievement.
- The letter from the Board president, the school principal, the one page application and the Choice guidelines were mailed to parents of each student enrolled in the school.
- This information packet was translated into Spanish. A total of 352 letters were mailed.
- Each parent of a student attending Emerson-Edison Charter Academy was given the choice of two schools, each of which had a Governor’s report card rating of average and/or above for Overall Academic Performance, and a rating of stable and/or above for Overall Academic Improvement.
- Parents only had to complete a half page application to initiate the “Title I Choice” Process. Parents sent their “Title I Choice” application directly to the Title I Director for processing and approval.
- The “Title I Choice” process offered two application windows in August and September 2004 to accommodate parents who were new to the District and/or school during the summer and the fall of 2007.
- Transportation from sending school to receiving school was provided to all students who were approved for “Title I Choice.”
- No applications for “Title I Choice” were denied for the 2007-2008 school year.
- A total of 5 students are being transported to two receiving schools under the Title I “Choice” provision of No Child Left Behind.

Colorado Springs School District 11
Department of Instruction
Title I

2007-2008 Designated Alternate School and
Title I Choice/ Transportation Criteria

06-01-07

In determining the "Title I Choice" designated alternate school options for parents of students eligible for "Title I Choice" the committee considered the following items:

- "LEAs must strive to provide the fullest possible menu of school choices to parents and must take into account the parents' preferences among the choices offered." (USDOE Guidance, December 2002)
- "An LEA may not use lack of capacity to deny students the option to transfer." (USDOE Guidance, December 2002)
- Receiving school to be ranked average or above on the most recent State Accountability Report.
- Transportation zones will be created.
- Transportation will be provided from sending school grounds to receiving school grounds except for special education students whose IEP has transportation stated as a related service.

Title I Schools on Improvement Status (From)	Estimated travel time to "Choice" Schools	"Title I Choice" Schools (To)	2006 Colorado Accountability Reports Overall Academic Performance and Overall Academic Improvement
Emerson - Edison Low, Stable	45-60 minutes	North Sabin	High, Stable High, Improvement

TITLE I CHOICE GUIDELINES

Title I Choice Guidelines for the 2007-2008 School Year*
May 2007

- I. Parents/Guardians of students in Title I Schools on School Improvement or Corrective Action may apply for "Title I Choice" from August 4- September 15, 2007. "Title I Choice" means the opportunity for students who currently attend a Title I School that was on Improvement and/or Corrective Action Status during the 2007-2008 school year to apply to attend a designated alternate District school for the 2007-2008 school year that is not on School Improvement or Corrective Action Status, with transportation provided by the District.
 - A. The time frame to apply for the 2007-2008 school year is from August 4-September 15, 2007.
 - B. Parents of students who move into the attendance area of a District Title I School on Improvement and/or Corrective Action Status, after the application time frame closes, will be given a 30-calendar day window to apply for "Title I Choice" at the beginning of the 2007-2008 school year. The designated window will be from August 15, 2007 to September 15, 2007.
 - C. Each parent/guardian of a student currently attending a Title I school on Improvement or Corrective Action Status will be notified by mail of the designated alternate schools available to them in the District's "Title I Choice" program.
 - D. "Title I Choice" will allow students to attend a designated alternate school not on Improvement and/or Corrective Action Status. For the 2007-2008 school year, each designated alternate school will be rated Average or above.
 - E. Only students who reside within Board approved attendance boundaries of a Title I School that is on Improvement Status and/or Corrective Action for the 2007-2008 school year, are eligible to apply for "Title I Choice" for the 2007-2008 school year.
 - F. Students who reside outside of the District and attend a Title I School on Improvement or Corrective Action Status under a voluntary permit are not eligible for "Title I Choice."
 - G. An approved "Title I Choice" application is not considered to be a permit under BOE Policy JFBA/JFBB and as such is not subject to the ordinary permit revocation process as outlined in that Policy.
 1. Approval of a "Title I Choice" application does not exempt the student from other policies, procedures, regulations and/or administrative guidelines including, but not limited to, those relating to student discipline and safe schools.
- II. Except as otherwise permitted by law, transportation will be provided to designated alternate schools provided that the student's home school remains on Title I Improvement and/or Corrective Action Status, the student retains his or her eligibility under the program, the chosen school remains a designated alternate school under "Title I Choice," and the chosen school is not itself on Improvement and/or Corrective Action status.
 - A. Transportation of students approved for "Title I Choice" shall be from the grounds of the sending school to the grounds of the receiving school, except as otherwise required by law.
 - B. Transportation of special education students who's IEP includes transportation as a related service, will be provided transportation from their home or nearest pick-up point to the designated alternate school.
- III. Except as otherwise permitted by law, students who are approved for Title I Choice may remain at the chosen designated alternate school – subject to applicable policies, procedures, regulations and/or administrative guidelines – until they age out of the school provided that, the student retains his or her eligibility under the program, the chosen school remains a designated alternate school under "Title I Choice," and the chosen school is not itself on Improvement and/or Corrective Action status. Whether or not transportation is provided by the District for all or a part of the time the student remains at the chosen school is a separate determination that will depend on a number of factors (see Section II above).

IV. Title I Choice Application Procedures

- A. A parent may apply for their child to attend designated alternate schools that are not on Improvement and/or Corrective Action Status by completing the Title I Choice application and returning it to the Title I Office on or before September 15, 2007.
- B. The Title I Office will rank received applications per school on Improvement or Corrective Action Status based upon the highest academic need as determined by CSAP scores and Free and/or Reduced Lunch Status.
 - 1. Students who have scored the lowest on CSAP and who are Free and/or Reduced Lunch status will be given priority in rank order.
 - a. Students with Disabilities: requests from the parents of students with disabilities for "Title I Choice" to attend another school or program, shall be considered in accordance with these guidelines and applicable state and federal laws. The student's current Individual Education Plan (IEP) shall be used to determine if the requested school or program can meet the student's needs as the school or program currently exists and is staffed.
 - 2. Applications for "Title I Choice" will be considered consistent with requirements in Section IV, A, B and E herein.
 - 3. The receiving school and the sending school, as well as the parent/guardian who requested choice, will be notified of the status of the application by mail not later than September 21, 2007.

V. General "Title I Choice" Guidelines

- A. By granting "Title I Choice" the District is **not** required to:
 - 1. Make alterations in the structure of a requested school or make alterations to the arrangement or function of rooms or otherwise modify facilities within a requested school;
 - 2. Establish and offer any particular program in a school if such program is not offered currently in that school;
 - 3. Alter or waive any established eligibility criteria for participation in a particular program including age requirements, course prerequisites, and required levels of performance.
 - 4. Provide Title I services at any designated alternate school unless the school has otherwise been identified by the District as a Title I School.
- B. "Title I Choice" may be denied for the following reasons:
 - 1. The student does not meet the established eligibility criteria for participation in a particular program (including age requirements, course prerequisites, and required levels of performance);
 - 2. The student has been expelled or is in the process of being expelled for any reason;
 - 3. The student has been expelled from any school district during the preceding twelve months;
 - 4. The student's immunization records are incomplete;
 - 5. The student has exhibited behavior in another school district during the preceding twelve months that is detrimental to the welfare or safety of other pupils or of school personnel.

COLORADO SPRINGS SCHOOL DISTRICT # 11
EMERSON EDISON TITLE I CHOICE APPLICATION
2007-2008

To be filled out by parent/guardian (please print clearly)

Student's Legal Name: First _____ Middle _____ Last _____
Date of Birth ____/____/____ Address _____
City _____ State _____ ZIP _____
Home Phone Number ____ - _____
2007-2008 Grade Level _____ M/F _____

Is student receiving special services?
(SPED, ESL, Free/Reduced Lunch, etc.) YES _____ NO _____
If yes, what services:

I request Title I Choice from Emerson-Edison Charter Academy to: (Circle only one of the schools listed below).

Choices for students in 2007-2008	
_____ North Middle School 612 Yampa Street	_____ Sabin Middle School 3605 N. Carefree Circle

PARENT:
*I understand that if my child's home school is no longer on Title I School Improvement Status that District 11 is not responsible for the transportation of my child to the Choice school.
I understand that the Title I Choice Guidelines apply to all such applications.*

" I HAVE READ AND AGREE TO THE GUIDELINES FOR PROCESSING 2007-08 TITLE I CHOICE APPLICATION. "

PARENT/GUARDIAN SIGNATURE _____
DATE _____

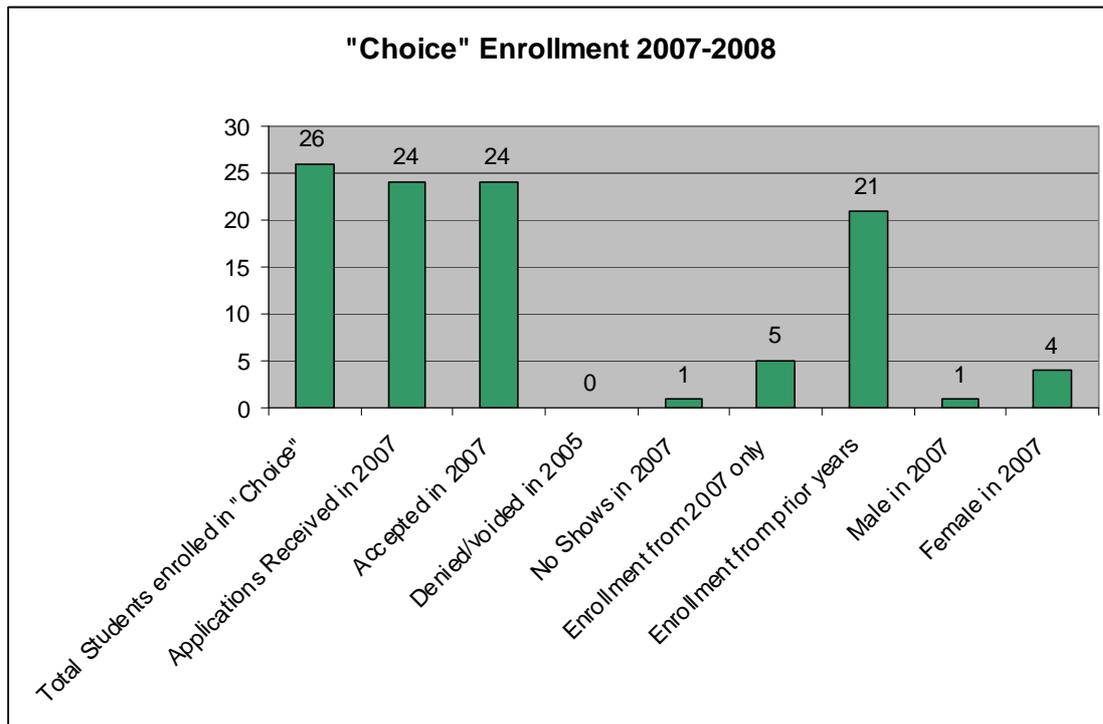
This application must be completed as soon as possible and returned on or before August 14, 2007 to the District 11 Title I Office. Please use the provided self-addressed stamped envelope or mail the completed application to:

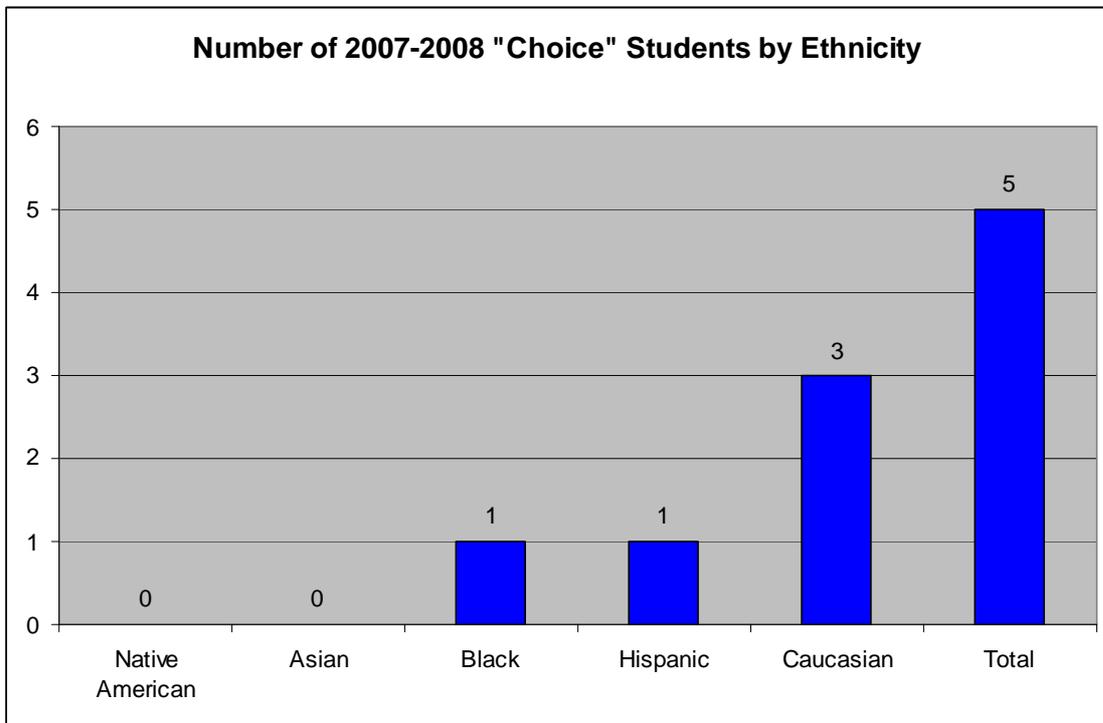
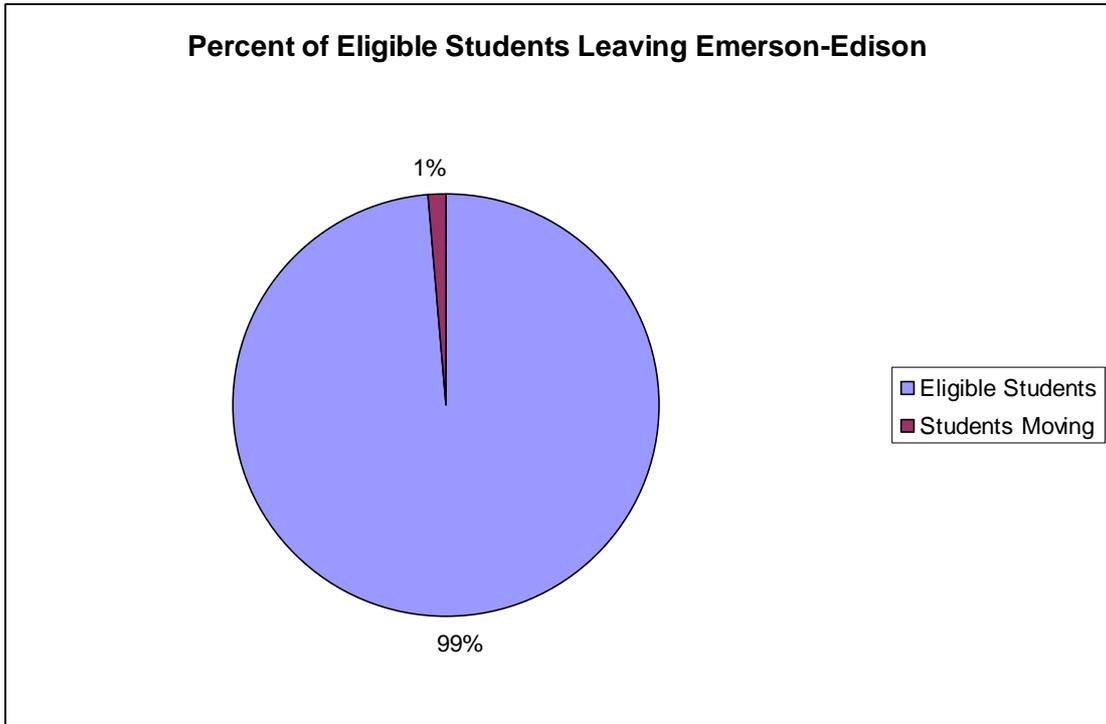
Holly Brilliant, Title I Director
School District 11
1115 North El Paso
Colorado Springs, Colorado 80903

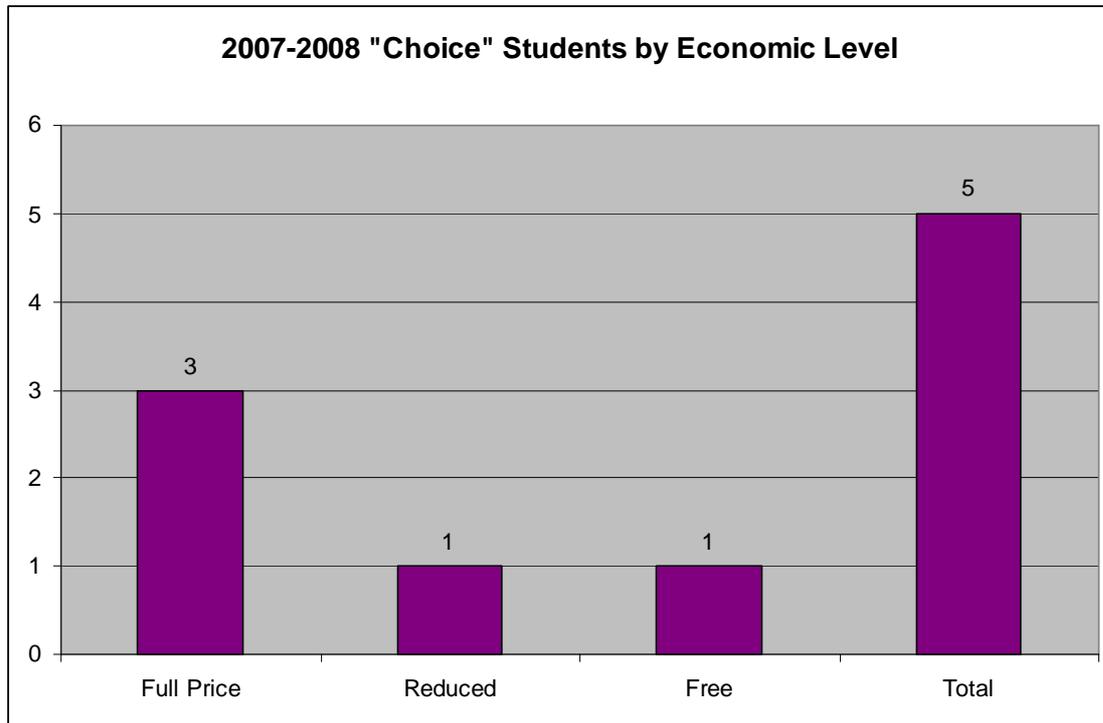
Applications may be faxed to 520-2421. Late applications will not be accepted.

School "Choice" Data

The following chart details the number of Title I "Choice" applications for the 2007-2008 school year, and the number of students who have chosen to exercise their "Choice" option since the inception of the Title I "Choice" program in 2002-2003 school year. Currently we have a total of 26 students enrolled in choice, including 21 continuing from previous years, out of 532 letters offering this option in August 2007. Twenty-four applications were received and processed, and 24 were accepted. Eighteen parents exercised their option to leave their child at the home school. One student who opted for a "Choice" school did not enroll in that school, while 5 new students did enroll in their "Choice" school. We have 21 students who opted for "Choice" in either 2002-2003, 2003-2004 or 2004-2005 who are continuing in their "Choice" school. No applications were denied. Thirty-two applications-9%-were returned as undeliverable. Twenty percent of "Choice" students are male, while 80% are female.





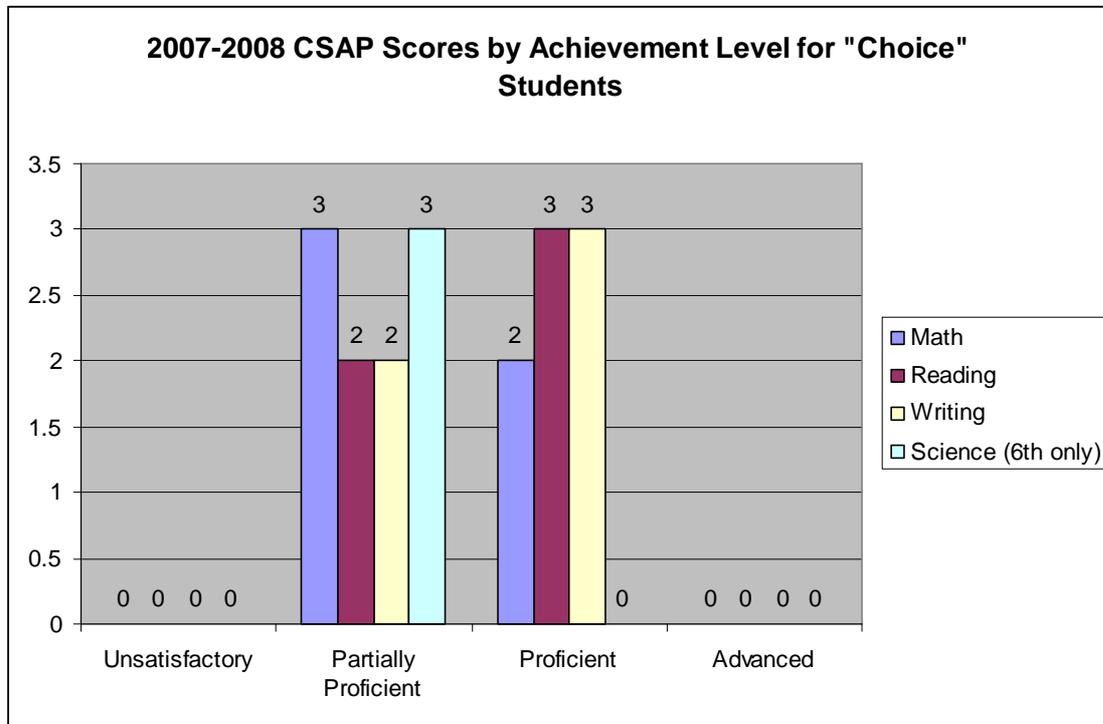


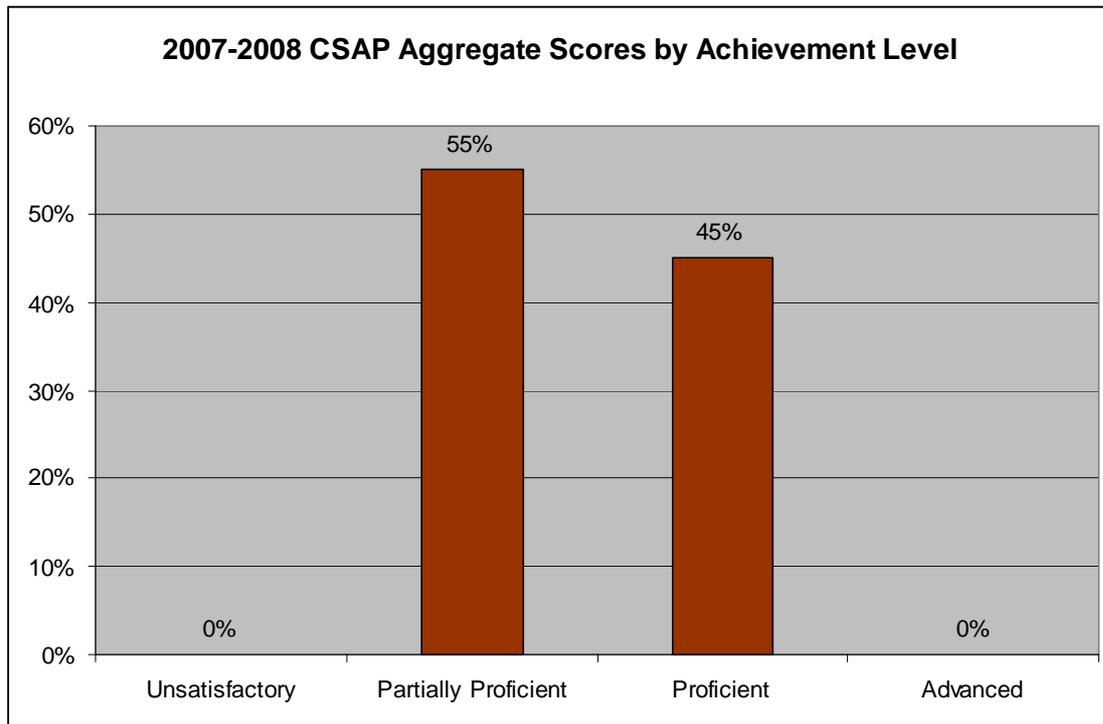
Schools Attended by 2007-2008 “Choice” Students

For the 2007-2008 school year, 2 middle schools were designated as “receiving” schools for Title I “Choice” students. This table shows the number of students leaving a School Improvement status home schools and which receiving school they chose.

North	1
Sabin	4

The following information details the 2005-2006 Colorado Student Assessment Program results from students exercising “Choice” for the 2007-2008 school year.





The state defines Adequate Yearly progress as students who score in the Partially Proficient, Proficient, and Advanced categories. According to this definition, 100% of the students who exercise their Title I “Choice” option are proficient by the state’s definition.

Conclusions for Title I “Choice”

- Issues regarding the timely return of AYP data on which to base Title I “Choice” decisions continue. Districts will continue to face making decisions based upon preliminary data if the timelines remain the way they currently exist.
- Out of 352 eligible students, only 5, or 1.4%, actually exercised their Title I “Choice” option by changing schools. This is the lowest percentage in District 11 since the inception of the program in 2002.
- White students still outnumber other ethnic groups in moving from their Improvement status home school.
- Full-price lunch students comprise over half of those students transferring to a higher-performing school.
- Title I “Choice” was developed to give poor-performing students an educational option. In District 11, we are finding that more higher-performing students are leaving the Improvement schools than lower performing ones. This puts the future of the Improvement status schools in question.

Supplemental Educational Services

One school, Emerson-Edison Charter Academy, is on Corrective Action-Year One, and offered Supplemental Educational Services in 2007-2008. Three-hundred twenty five applications were mailed to eligible families on October 2, 2007. Applications were requested to be returned by October 28, 2007—after three vendor fairs at the school site. A total 15 applications were received, but one parent could not be reached to choose a vendor. No on-site vendor was offered; parents of eligible students chose the following vendors:

Vendor	Placements
A to Z Tutoring	3
Catapult Online	7
Failure Free Reading	1
Learning Rx	1
Mathnasium	1
SMART Schools	1

After contracts were sent to the vendors, it was discovered that Failure Free Reading had sub-contracted with a different company to provide the tutoring, as well as had raised their hourly rate from \$45/hour to \$85/hour. This situation was turned over to the Colorado Department of Education. The final resolution was an hourly rate of \$65/hour, or 20 hours of tutoring, which the vendor assures is adequate. The local director of Learning Rx was unaware that they were a state-approved vendor, and they eventually removed themselves from the vendor list. The student who chose Learning Rx was referred to the second choice, Adventures in Learning. The representative from SMART Schools would not serve one student, so that student was referred to the second choice, Catapult Online. The final placements are reflected below:

Vendor	Placements
Adventures in Learning	1
A to Z Tutoring	3
Catapult Online	8
Failure Free Reading	1
Mathnasium	1

A total of \$135,333.51 was spent on Supplemental Educational Services in 2005-2006 (for three schools—Roosevelt, Emerson and East). In 2006-2007, \$51,341.69 was spent on SES for Emerson and East. For both of these years, an on-site provider was placed at the school site.

Summary of Supplemental Educational Services Timeline

- **August 2007:** Updated list of state approved vendors available on the CDE website.
- **October 1, 2007:** Letters mailed to 325 eligible families, applications received and processed in the Title I office.
- **November 2007:** Lists of students given to vendors.
- **November 15, 2007:** Tutoring begins.

School District 11 Title I Office

Supplemental Services Procedure
Updated November 2007

Created in alignment with Final Non-Regulatory Guidance dated August 22, 2003.

District 11 had adopted the position from 2004-2005 through 2006-2007 that placing one on-site vendor from the CDE approved vendors list in the second year improvement school was the most effective and efficient means of providing SES to students. All eligible families had the option of choosing any of the approved vendors; the on-site vendor was offered for the convenience of the eligible families. In 2007-2008 CDE informed District 11 that placing one vendor chosen by the principal in collaboration with the LEA did not meet the intent of the law as far as parent choice. From 2007-2008 until further notice, no single on-site vendor will be identified.

1. The state updates the approved vendor list in July or August of each year. The list is available on the CDE website (www.cde.state.co.us). When this information is available, the District 11 packet (attached) must be updated to reflect CDE's changes in the previous list.
2. The Title I Director/designee will meet with the District 11 Procurement office to initiate contract negotiations with vendors.
3. Mail updated SES packets to all eligible families through the District 11 print shop. Obtain the mailing list from Management of Information Services. Only students qualifying for free and/or reduced lunch are eligible for SES.
4. If possible, provide vendor fairs at the sites during scheduled parent events such as conferences.
5. When applications come into the office, check all names with Food Services to confirm that students have applied and been approved for FRL.
6. Begin contract process through procurement with all vendors chosen.
7. After the cut date, mail confirmation letters for enrollment and choice of vendor.
8. After contracts are established with all chosen vendors, release student information to vendors so they may contact families.
9. Should more students than can be accommodated apply for services, the following procedure shall be used to prioritize:
 - i. Students will be located on the Free/Reduced lunch list.
 - ii. All applicants will be prioritized by lowest-achieving students receiving first priority through the following process:
 1. Academic need (for elementary reading services) will be determined by using the ILP for grades K-1, ILP and TerraNova for grade 2 and 3, ILP and CSAP for grades 4 and 5, and teacher recommendation based upon the student's Body of Evidence for elementary math services. For middle school, reading and math services will be determined using CSAP and TerraNova data.
 2. Students in grades K-1 will be prioritized according to ILP Proficiency Level; students with lowest proficiency will receive priority.

3. Students in grades 2-3 who are on an ILP will be prioritized by ILP and TerraNova scores; the lowest scoring students will receive priority.
4. Students in grades 4-5 and grades 6-8 will be prioritized according to CSAP and/or TerraNova scores for reading and math.

10. Monitoring:

- a. All students will be pre-tested, mid-point tested and post-tested. The Title I Director/designee must determine if students are making satisfactory progress.
- b. Students who are chronically absent may be dropped from the program under contractual language for each vendor.
- c. Students who are not making satisfactory progress may switch to another vendor and use their remaining SES allocation.
- d. If all students using a vendor are not making satisfactory progress, the vendor's contract may be terminated.

11. Billing:

1. The vendor is responsible for sending an invoice to District 11 Title I office each month.
2. The Title I Director will check that the students being tutored match the student numbers submitted by the vendor, as well as the cumulative record submitted by the vendor.
3. These records, if accurate, will be submitted for payment.

September 30, 2007

Dear Parents/Guardians:

Greetings! Emerson Edison Charter Academy gets federal money to support their Title I Schoolwide program. Emerson Edison is on Corrective Action Status. This letter is to inform you that your child may be eligible for free tutoring services.

Why you should sign your child up for these services:

1. Tutoring services will help your child read and do math!
2. Better reading and math skills will help your child achieve more in school and in life!
3. Higher achievement in school will increase the chances of your child going to college!
4. Going to college will allow your child to earn up to \$13,000 more per year than a high school graduate!

If you are interested in having your child participate in and benefit from this exciting opportunity, please turn this page over to learn more about it!

Meet the service providers at Emerson!
Wednesday, October 17th from 5:30 to 7:00 PM
Wednesday, October 24th from 4 to 8 PM
Thursday, October 25th from 7 AM to noon

Listed below are important facts about the tutoring services:

- **Who qualifies?** Students who are at risk of not meeting state/district standards in the areas of math and/or reading **and** qualify for free and/or reduced lunch.
- **Who are the tutors?** Businesses that have met State of Colorado guidelines. These businesses are called **vendors**.
- **How many sessions do I get?** It depends on the vendor, but they are limited.
- **When is tutoring?** Tutoring services are provided outside of the school day.
- **How do students get to tutoring?** For most vendors, parents are responsible for getting their child to and from tutoring services. Some vendors will provide on site tutoring or will provide transportation one-way.
- **How do I choose a vendor?** Holly Brilliant, School District 11 Title I Director will help you. She may be reached at 520-2422 in person or by voice mail.
- **Who sets it up?** School District 11 will contract with the vendor of your choice.
- **What will my child study?** Individual goals in reading and/or math will be established for your child.
- **How do I know how my child is doing?** You will receive at least three progress reports from the vendor during the tutoring.
- **What if tutoring isn't working?** If the tutoring is not helping your child to meet his/her goals, you may request a different vendor.
- **Who keeps track of progress?** Holly Brilliant, Title I Director, will monitor your child's progress. District 11 has a legal responsibility to cancel services provided to your child if sufficient progress is not made toward their established goals.
- **How long is this program?** Each vendor has its own schedule, but most tutoring opportunities last until March.

Attached to this letter is the list of approved vendors and a short description of each. If you have questions or need help choosing a vendor, please contact the Title I office, 520-2422.

Respectfully,



Holly A. Brilliant
Title I Director

**2007-2008 Supplemental Services Vendor List
for Students Attending Emerson Edison Charter Academy
Contact Holly Brilliant, Title I Director, 520-2422**

**Meet the service providers at Emerson!
Wednesday, October 17th from 5:30 to 7:00 PM
Wednesday, October 24th from 4 to 8 PM
Thursday, October 25th from 7 AM to noon**

A to Z In-Home Tutoring
215 Centerview Drive, Suite 300
Bretwood, TN 37027

www.atoztutoring.com

A to Z In-Home Tutoring provides high quality local tutors to families in the comfort and convenience of the student's home. We can also tutor in public places like the school, community center or library near your home. All tutoring is one-to-one and is available 7 days a week. Our program is tailored to meet your child's specific needs. We test your child during the first session to determine the skills with which they need help. On average, our students improve over a grade level in math and five months in reading and spelling. Parents also reported that their child's self-esteem improved, their grades went up and their overall behavior got better as a result of working with one of our tutors.

Adventures in Learning K-12
2236 Monteagle Street
Colorado Springs, CO 80909

The Adventures in Learning K-12 Program is a program with a strong track record. It is for students of all cultures. It has certified teachers who work well with students. We will come to your home to provide services. We offer weekly sessions that are offered over a ten month period assure learning. We offer tutoring in Spanish and English for grades from kindergarten to high school. We offer tutoring in both reading and math. We also have a social worker to assist students who need this support to do better in school.

Brainfuse Online Instruction
271 Madison Ave.
New York, NY 10016

www.brainfuse.com

Brainfuse offers online tutoring in math, reading, and writing for students in grades 3-12. With Brainfuse, students receive individual attention from carefully selected tutors through our kid-friendly online classroom – all that is required is a computer with Internet access. Independent studies confirm that students prefer Brainfuse to traditional group tutoring because our one-to-one approach provides students the best tutor-student ratio available and thus greater opportunities to ask question, participate in sessions, and receive help in critical areas.

Catapult Online
1001 Fleet Street
Baltimore, MD 21202

www.catapultlearning.com

Our after-school tutoring programs take place at each student's home on a computer and Internet connection that we provide for free (limit one computer per household). Our programs are taught by state-certified teachers, who log in to our online classroom to teach your child exactly the skills he/she needs. Because our tutoring sessions never have more than 3 students to one teacher, your child will get the personal attention he/she needs to do better in school. And when your child successfully completes the program, your family earns the right to keep the computer. Our programs in math and reading serve students in grades 3-12. Because of our personalized tutoring, individual attention, and certified teachers, Catapult Online students have averaged more than one full grade level of growth during our programs.

Club Z! In Home Tutoring
114 Willowleaf Drive
Littleton, CO 80127

www.clubztutoring.com

Our tutors come straight to your home or a convenient public facility so parents/guardians do not have to worry about transportation. Club Z! provides tutoring in reading and mathematics. If you select Club Z! program for your student, they will get the individual attention they deserve. Club Z! has a program model to fit any student's educational need. On average, students who complete the Club Z! program will see a grade level equivalency increase of one grade level in both reading and math.

Failure Free Reading
140 Cabarrus Ave West
Concord, NC 28025

Nonreaders are not problem thanks to Failure Free Reading (FFR). Your child will read faster, comprehend more, and develop a better attitude. We'll help turn F's into A's. FFR has a proven track record with the learning disabled, autistic, hearing impaired, cognitively challenged, emotionally disturbed, and others. Services are delivered in small group instruction, using software instruction that turns the computer into a personal reading coach. Paper and pencil individual reinforcement workbooks and independent reading booklets are also included.

GEO Foundation Educational Services
2540 N. Capitol Ave,
Indianapolis, IN 46208

GEO Foundation Educational Services offers a high-interest, individualized tutoring program at your child's school. We use a laptop-based software program called A+ny Where Learning System. Each child is assessed on her/her first visit and works at his/her own grade level and pace. Students also work off the computer on interactive, hands-on activities. Each class is lead by a certified teacher and assistant. On average, our students have improved their math and reading scores by more than half a grade level during 28 hours of tutoring. Our program works well for any student who needs help in math and/or reading.

John Corcoran Foundation
2002 North Drive
Pueblo, Colorado 81008

John Corcoran was a student who could not read when he was in school, although he was very bright. He learned to read only after he was 40 years old. Now, he wants to help students who have the same problem he had. This program helps students who are reading below their grade level. Well-trained tutors will use materials that are just right for each student—and enjoyable to use – including worksheet games and computer programs. Students will be pre-tested and post-tested to make sure that their reading improves significantly. Online services are also available for secondary students. High quality remedial reading software programs are provided to students who are encouraged to use them three times a week. A John Corcoran tutor will be available to work with the students weekly via web-conferencing programs, so that the student is provided with personal, individualized tutoring to guide them through their software programs.

Learning RX Learning and Reading Center
3208 N. Academy Blvd., Suite 150
Colorado Springs, CO 80917

www.LearningRx.com

LearningRx Centers help students of all ages and performance levels. Unlike tutoring that focuses on specific academic skills, Learning Rx provides mental skills training that improve the brain's ability to process information. It does for mental abilities what exercise does for the body. The Learning Rx training programs go beyond the symptoms of academic struggles. We attack the root problem-the reason the students finds learning difficult. The training enhances mental skills required to learn effectively. Skills like- auditory processing, attention, comprehension, visualization, memory, and problem solving. Once strengthened, these skills enhance the student's ability to learn. Positive side effects often include improvement in self-esteem, confidence, and lifetime potential for achievement. There are various program options, depending on the amount of parental involvement. Options will be discussed with parents and the appropriate model will be suggested by LearningRx staff.

Mathnasium Learning Center
3737 Bloomington Street
Colorado Springs, CO

Mathnasium is a learning center where students in grades 2-12 can go after school to boost their math skills. Any student needing help at all math levels (from number counting to algebra & geometry) can benefit from Mathnasium's customized programs. Our goal is to significantly increase math skills, understanding of math concepts, and number sense while building confidence and a positive attitude toward the subject. Mathnasium students are given a two-part diagnostic which identifies strengths and weaknesses. A tailored curriculum is then created for each student which addresses those strengths and weaknesses.

S.M.A.R.T. School Inc.
729 Panorama Drive
Colorado Springs, CO 80904

S.M.A.R.T school provides K to 12 computer instruction over the Internet at home. We provide computers and Internet if necessary. Initial testing shows basic student weaknesses in reading and math. Weaknesses are corrected before other courses assigned. Each repeatable lesson is learned when the student scores 80% on the lesson test. Students learn at their own speed. Lessons are 20 to 50 minutes long. Student Internet learning schedules are very flexible.

Urban League Learning Program (ULLC)
125 Parkside Drive
Colorado Springs, Colorado 80909

www.ulcolospgs.org

The Urban League Learning Program (ULLC) is a community-based learning center with a primary mission of assisting children in low-income communities improve their academic achievement through personalized tutoring and mentorship. With a focus on reading, math, science, language arts and technology our curriculum links core academics research-based learning and technology to systemic change at each grade and developmental level in concert with Local Educational Agencies (LEAs) and aligned with the Colorado Model Content Standards.

Meet the service providers at Emerson!
Wednesday, October 17th from 5:30 to 7:00 PM
Wednesday, October 24th from 4 to 8 PM
Thursday, October 25th from 7 AM to noon

**COLORADO SPRINGS SCHOOL DISTRICT 11
TITLE I SUPPLEMENTAL EDUCATIONAL SERVICES APPLICATION**

Emerson Edison Charter School
2005-2006

To be filled out by parent/guardian (please print clearly)

Student's Legal Name: First _____ Middle _____ Last _____
Date of Birth ____/____/____ Address _____
City _____ State _____ ZIP _____
Home Phone Number ____ - ____
Current Grade Level _____

Parent Name (please print) _____
Parent Phone Number _____
Best time of day to contact parent a.m. _____ p.m. _____

Yes, I am interested in Supplemental Educational Services for my child.

Vendors I am interested in learning more about: (please rank your choices in order ~ 1=first choice, 2=second choice, 3=third choice)

1. _____
2. _____
3. _____

Your signature gives District 11 permission to release information regarding your student to the vendor you select.

PARENT/GUARDIAN SIGNATURE _____

DATE _____

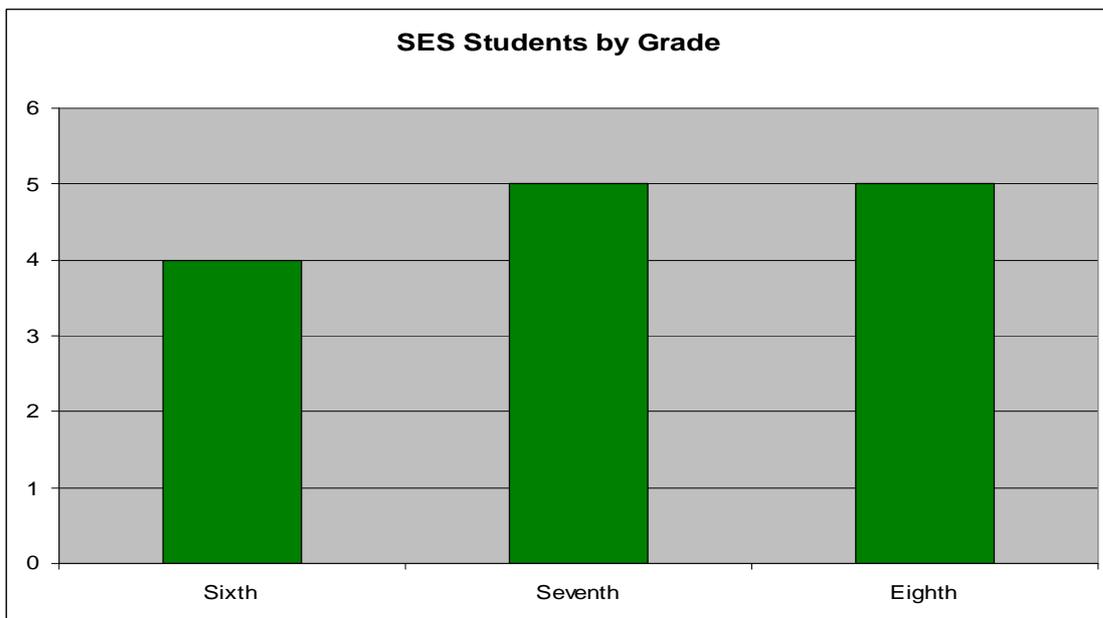
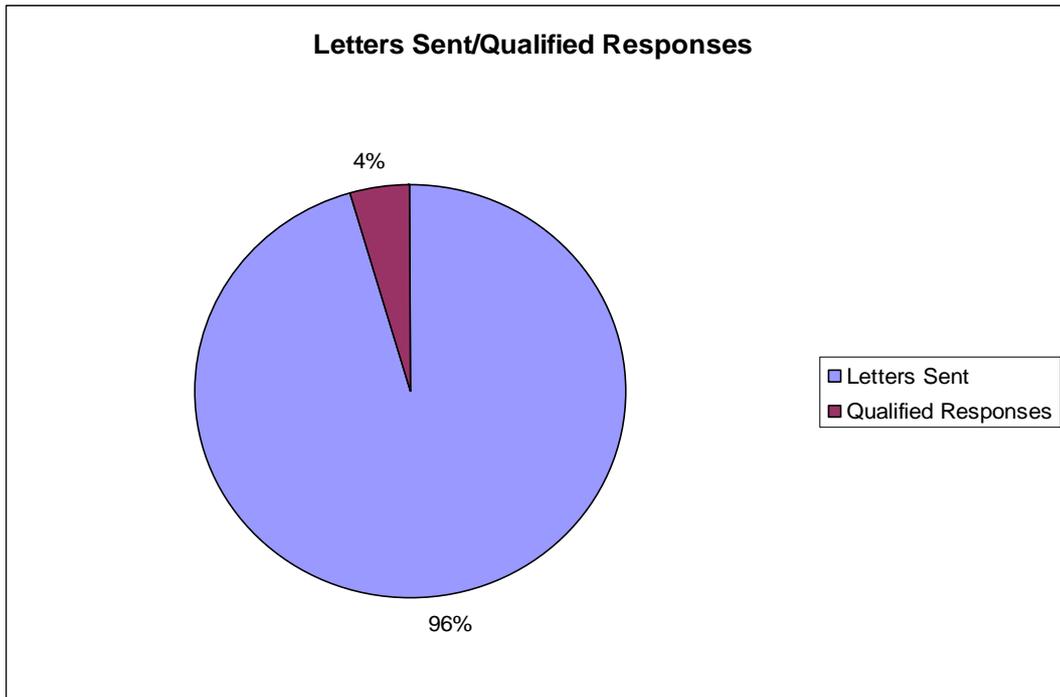
This application must be completed as soon as possible and returned on or before October 19, 2005 to the District 11 Title I Office. Please use the provided business return envelope to mail the completed application to:

Holly Brilliant, Title I Facilitator
School District 11
1115 North El Paso
Colorado Springs, Colorado 80903

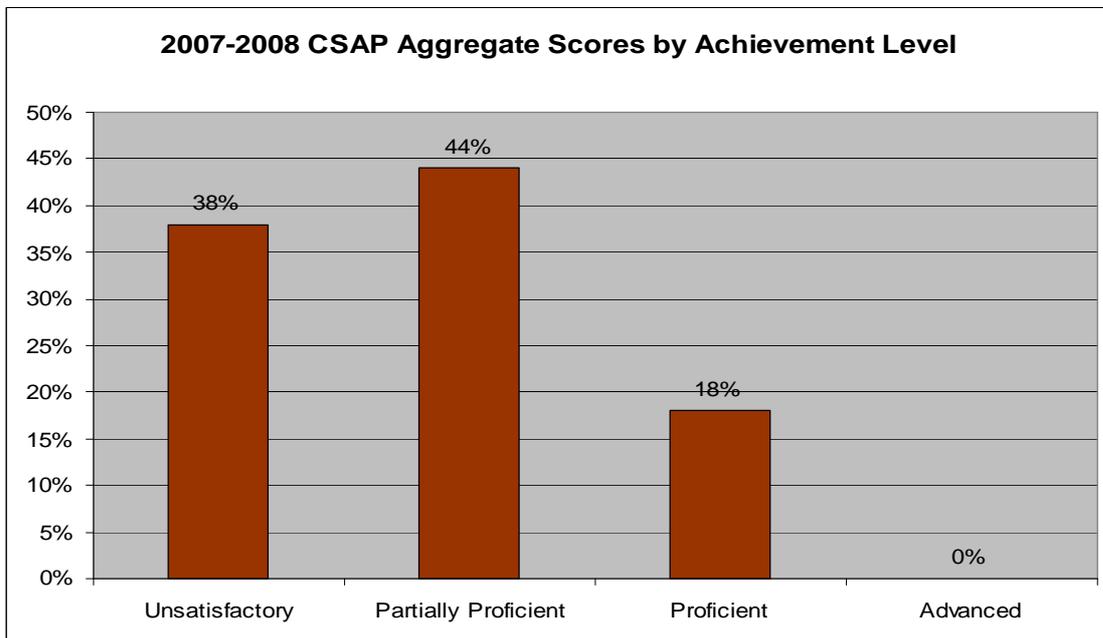
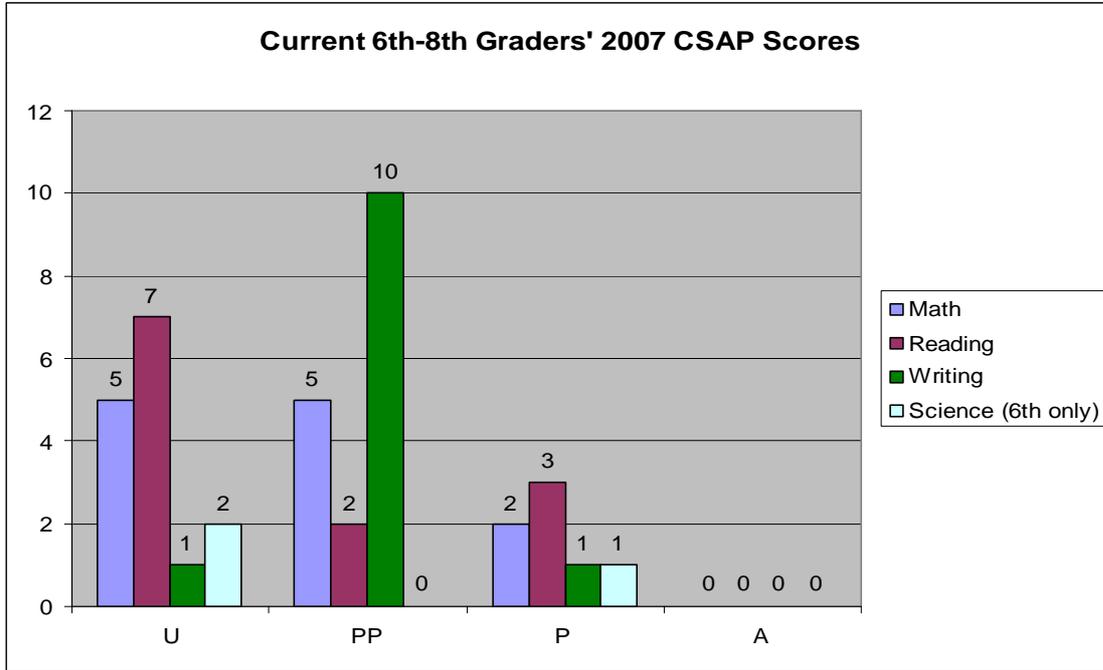
Upon receipt, each application will be checked for eligibility and you will be contacted by the Title I Office on or before October 28, 2005. Please make sure this application contains a valid phone number.

Supplemental Educational Services Data

The following graphs summarize the responses, requests, qualifications and participants in Supplemental Educational Services in 2007-2008.



Of the 14 sixth through eighth grade students who may have been eligible to participate in CSAP, 39 scores were generated from the 2007 CSAP administration. The following charts disaggregate CSAP scores by content area and performance level.



The state defines Adequate Yearly progress as students who score in the Partially Proficient, Proficient, and Advanced categories. According to this definition, 62% of the students who enrolled in Supplemental Educational Services tutoring are proficient by the state's definition.

Conclusions for Supplemental Educational Services

Up until this year, Supplemental Educational Services continued to be more successful each year of implementation. This success was attributed to more collaboration between the principals and the Title I office, which led to better advertising by the school involved. Additionally, placing one state-approved provider on-site at the school offered more convenience for parents. The Title I Office also translates all information mailed to parents into Spanish, and all letters, applications, etc. have English on one side and Spanish on the other. This may aid some families in understanding information that was previously presented in English.¹

Because Emerson-Edison must meet the requirements for AYP for two consecutive years to be removed from improvement, Supplemental Educational Services will be offered again for the 2008-2009 school year. Knowing this in advance, rather than waiting until the CSAP results become available and confirmed, will allow Emerson and the Title I office to work together next spring and summer to make the SES program even more successful next year. Some possibilities include:

- Appealing to the Colorado Department of Education, and perhaps the US Department of Education to again allow one on-site vendor to be placed at the school site;
- Implementing two sessions of SES—one first semester and one second semester;
- Working with state-approved vendors to assist them in overcoming barriers to the success of their programs through sharing what we have learned about successful implementation;
- Assisting Emerson again in hosting a Vendor Fair early in the school year to let vendors speak to parents in person;
- Continuing to encourage entities that have shown positive results with students to apply to become state-approved vendors of Supplemental Educational Services.

The 2007-2008 school year has been one of the worst years for SES participation since the inception of the program in spite of the fact that three vendor fairs were hosted at the site. This is largely because we were unable to place an on-site vendor at the school site as we have in previous years. In order for SES to truly impact a school's CSAP results and Improvement Status, a large number of students must participate. Having 4% of all eligible students participate in the program may have a positive impact on the individual students, but this level of participation can in no way impact CSAP, and therefore Improvement Status. Additionally, the majority of students, 62%, participating in the tutoring opportunities are already proficient by the state's definition in one or more content areas, which calls into question the requirement that SES students be on free/reduced meals, as opposed to being offered to students who are at the highest risk of failing to meet standards.

¹ Note that written material has always been translated; some families might have been missed if their Zangle records did not state that Spanish was the preferred language.